

Leaders in the Civic Engagement Movement: South Africa

Co-edited by Lorlene Hoyt and Amy Newcomb Rowe

October signals the tenth edition of the expanded series and the first of three South African special editions in preparation for the [#TNLC2014](#) to be held outside Cape Town in December 2014. This issue includes an introduction to South Africa and the University of Cape Town (UCT). Featured interviews include Dr. Max Price, Vice-Chancellor of UCT; Ms. Elli Yiannakaris, Director of the Raymond Ackerman Academy (RAA); and Ms. Samantha Mtinini, alumna of RAA and business owner.

South Africa

Located at the most southern tip of the African continent, the Republic of South Africa (RSA) is home to approximately 53 million people and several ethnic groups with 11 official languages. The Atlantic Ocean borders to the west, the Indian Ocean to the south and east, and Botswana, Zimbabwe, Mozambique and Swaziland share the northern border. The independent kingdom of Lesotho is located in the eastern central plain and entirely enclosed by the Republic. The landscape is diverse with open savanna of the Eastern Transvaal, rolling sand dunes of the Kalahari Desert and high peaks of the Drakensberg Mountains.¹

Bantu-speakers from the Xhosa and Zulu groups were the first people to settle South Africa as early as 1000 BC. They slowly mixed with other Khoisan groups creating a shared linguistic feature of click consonants. From 1200 AD, they established tribal leaders and built the region's first economic trade that reached as far as the Arabian Gulf and China. The first Europeans to arrive were the Portuguese in 1488, but permanent white settlement did not begin until 1652 when the English and Dutch established new colonies near the Cape. Segregation and displacement of indigenous Africans from their land was a feature of most of the 300 years of white colonial settlement. In 1948, the Afrikaner National Party gained political control of the country and developed a far more systematic system of control over the economic, political and social spheres, known as Apartheid.²

Apartheid is an Afrikaans word that means 'separateness,' and was the system that governed South Africa for nearly 50 years. It aimed to protect the domination of white South Africans over non-whites in every aspect of life. Apartheid laws separated ethnic groups by residential areas, prevented people from accessing jobs, forced low wages, outlawed labor strikes and abolished non-white political rights. Apartheid legislated the classification of people in RSA into four groups: black (80%), white (9%), colored (9%) and Indian (2.5%). Beginning in the 1960s,

¹ http://en.wikipedia.org/wiki/History_of_South_Africa

² <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>

over 3.5 million black South Africans were forcibly removed from their homes into segregated communities in the largest mass forced removal in modern history (Gerhart and Glaser 2010).

During the 1980s, the RSA saw large-scale, organized local and international resistance to Apartheid. Civil uprisings, an armed struggle by external liberation movements and economic sanctions by the international community pressured politicians to unban the liberation movements, dismantle the Apartheid legislation, and write a new constitution under the leadership of Nelson Mandela and Frederik Willem de Klerk. The first democratic elections were held in 1994. In 1995 the Truth and Reconciliation Commission began hearing victims' stories and offenders' admissions of guilt. The African National Congress (ANC) has won all four national elections since.

Today, the RSA is a parliamentary constitutional republic with an executive president elected by and responsible to parliament. The African National Congress is the governing party, and is in an alliance of the South African Communist Party and the Congress of South African Trade Unions.

Due to the Apartheid requirements of separate institutions for the different races, the South African higher education system was highly fragmented and inefficient prior to the democratic transition. The system was reformed significantly under the Education White paper of 1997 and the National Policy for Higher Education of 2001, including mergers of higher education institutions and the creation of a single Department of Education to oversee and fund the system. In addition, an independent Council on Higher Education oversees quality assurance and accreditation. Although private institutions have grown in recent years, 23 public universities dominate enrollment.

The reforms of higher education after the end of Apartheid included a major emphasis on the community engagement responsibilities of universities, particularly since the 1997 Education White Paper. Community service, teaching/learning, and research are the three core functions of universities for the purpose of government accreditation and quality assurance. In response, South African universities have created community engagement offices and incorporated service learning and community based research into their work. In 2009, the South African Higher Education Community Engagement Forum (SAHECEF) was launched by the community engagement heads at each South African university to strengthen their engagement work.

University of Cape Town

The University of Cape Town is the oldest university in the Republic of South Africa and was founded in 1829 as the South African College. It is a public research university led by Vice-Chancellor Dr. Max Price. UCT is the highest

ranked university in South Africa and Africa by the QS World University Rankings, the Times Higher Education (THE) and Shanghai Jiao Tong; in 2012 the Financial Times ranked the UCT MBA program 54 in the world.³ The Graduate School of Business opened in 1964 and employs over 40 faculty and eight programs. UCT is a member of the Talloires Network and the Graduate School of Business is a Youth Economic Participation Initiative (YEPI) partner institution.

UCT enrolled a total of 25,500 students in 2012 with more than 4,600 international students from over 100 countries. About 1,500 academic staff members across the six faculties and the Centre for Higher Education Development are employed at UCT.

UCT is socially responsive to its surrounding communities. It issues an annual report detailing the institution's social responsiveness, including profiles and analyses of faculty and student civic engagement activities. The Social Responsiveness information hub also summarizes the university's wide variety of programs and research (<https://www.uct.ac.za/about/intro/socialresponse/>). The university's mission is dedicated to university-community engagement and "ensuring that research informs all our activities including teaching, learning and service to the community."

³ Business school rankings from the Financial Times. Retrieved 25 August 2014: <http://goo.gl/KpoqfT>

Dr. Max Price, Vice-Chancellor, University of Cape Town

by Lorlene Hoyt



Born in Johannesburg, Dr. Price is now serving his second term as Vice-Chancellor at the University of Cape Town, a public research university in the Western Cape province of South Africa founded in 1829 (then known as the South African College) and the oldest university in South Africa.

An “engaged university,” with a mission that reads “We aim to produce graduates whose qualifications are internationally recognized and locally applicable, underpinned by values of engaged citizenship and social justice,” Dr. Price points out that he didn’t set the course – the commitment to social responsiveness and active citizenship has been a defining feature of UCT for decades. However, from a personal point of view, he traces his belief in the importance of university civic engagement to his experience as an “activist” and Student Representative Council president at the University of the Witwatersrand during the Soweto uprising in 1976. As a student, Dr. Price studied medicine in public hospitals and clinics located in poor communities. “When privileged students like me see the gross inequalities in society, they realize they have a responsibility to address social issues,” he continues.

Prior to assuming his current post in July 2008, Dr. Price was Dean of the Faculty of Health Sciences at the University of the Witwatersrand. He took this position in 1996, soon after then President Nelson Mandela established the Truth and Reconciliation commission to discover past wrongdoings under Apartheid. Dr. Price seized the opportunity to create a similar process at Wits. While Wits was a liberal institution that opposed Apartheid and found ways to admit black students in spite of the restrictive laws, Wits as an institution was part of the Apartheid system. For example, “black students couldn’t go to white hospitals and treat white patients,” he noted. Dr. Price therefore worked with others to publicly apologize to black alumni and others, recognizing that Wits “didn’t do enough to challenge conditions at the time.” Under his deanship, he also established new academic programs in rural health, bioethics, sports medicine, emergency medicine, and biomedical sciences.

When prompted to reflect on his first term as Vice Chancellor of the University of Cape Town and the achievements in social responsiveness he and his colleagues are proudest of, Dr. Price highlighted several crucial initiatives, some of which aim to address “very serious challenges to the country’s success.” The challenges he and his colleagues identified included: education, violent crime, AIDS and TB, concerns about attacks on the constitution and climate change. To begin, Dr. Price worked to identify and connect the faculty and staff already

working on such issues; there was considerable work underway throughout the university, yet mostly happening in silos. Next, he raised the profile of those priorities and tried to elevate them to institution-wide initiatives by creating a new post, a Pro-Vice-Chancellor position, for each of the areas. The appointment of senior people reporting to him has resulted in “new research grants, conferences and books, community engagement, policy development and a cross-disciplinary masters degree in climate change and development,” to name a few. Under Dr. Price’s stewardship UCT has revised a policy framework to strengthen and expand engaged scholarship (formerly called social responsiveness at UCT). The university promotes and acknowledges engaged scholarship through an annual award, conference and report as well as the implementation of modified promotion policies.

Additionally, Dr. Price’s leadership has resulted in concrete pathways for connecting university faculty, staff and students with nearby communities. The Knowledge Co-op Project office, for example, functions as a “portal for NGOs and communities that need someone to do research for a problem they have.” The office staff work with community members to “refine questions and match them up with a graduate student or staff member.” Though considered an effective way to prepare students for engaged scholarship, the office faces such perennial challenges as scheduling, the fact that universities and communities operate on different calendars, as well as demand – the sheer volume of requests can at times be daunting. Another example is the efforts of the university to promote student volunteerism, which is not considered a form of engaged scholarship at UCT, yet highly regarded because it allows students “to develop a social consciousness.” Dr. Price explains, “Volunteerism has been a part of UCT for 70 years, especially in health, education and law with more than 1,000 students going into surrounding townships each week to offer services to community members.”

As for challenges to university civic engagement, Dr. Price immediately highlighted the need to measure impact. “We don’t have any good way of doing this objectively as there is tremendous variation from one initiative to the next. We approach prizes and promotions by way of a peer-review process,” he says. He suggested the Talloires Network is perfectly positioned to help UCT and other engaged universities learn more about evaluating individuals for promotion in terms of their engaged scholarship. The Talloires Network might also address the “problem with rankings,” and how “they are steering parents, prospective students as well as potential employees toward institutions that rank highly primarily based on their research. The current ranking systems do not measure the other attributes, including community engagement of graduates,” he says.

“Another challenge to engaged scholarship is when communities are divided, as they almost always are,” Dr. Price adds. “In these instances of university-community engagement, faculty, staff and students have to guard against becoming unwitting instruments of a conflict. Moreover, it is sometimes

challenging to integrate engagement efforts with government bodies and coordinate work with other institutions and organizations.”

Our conversation concluded with his ideas about the future. For the civic engagement movement in higher education, Dr. Price suggested the Talloires Network continue working with its member institutions to “develop a sense that this is the mainstream and not the fringe.” Sharing experiences and “exchanging good practices is important,” he says. The “movement as a whole needs a stronger African voice,” he notes. The Talloires Network’s upcoming global conference in Cape Town is a good platform for elevating the visibility of engaged universities on the continent.

Dr. Max Price has been Vice-Chancellor of the University of Cape Town since 2008. Prior to joining UCT, he served as Dean of the Faculty of Health Sciences at the University of the Witwatersrand (1996-2006). Dr. Price holds a MBBCh degree from the University of the Witwatersrand (1979), a BA PPE (Oxon 1983), and an MSc in Community Health from the London School of Hygiene and Tropical Medicine (LSHTM). He was a research fellow in health economics at the LSHTM, director at the Centre for Health Policy at Wits University and a visiting Takemi Fellow in International Health at the Harvard School of Public Health. He has served as Chair of the Ministerial Committee on Health Care Financing. Other accomplishments include a Rhodes Scholarship at Oxford University, and an honorary fellowship of the Colleges of Medicine of South Africa in Public Health.

Dr. Max Price, Vice-Chancellor, Universidad de Ciudad del Cabo

Por Lorlene Hoyt



Nacido en Johannesburgo, el Dr. Price está realizando su segundo mandato como rector de la Universidad de Ciudad del Cabo, una universidad pública de investigación en la provincia del Cabo Occidental de Sudáfrica fundada en 1829 (entonces conocida como el Colegio de África del Sur) y la universidad más antigua de Sudáfrica.

Una "universidad comprometida", con una misión que dice "Nuestro objetivo es producir graduados cuyas calificaciones son reconocidas internacionalmente y aplicables a nivel local sustentadas en valores de ciudadanía comprometida y la justicia social," el Dr. Price señala que él no fijó ese curso. Sin embargo, "traza la motivación hacia la área" de compromiso cívico universitario a su experiencia como un "activista" y presidente del Consejo de Representantes de Estudiantes de la Universidad de Witwatersrand (Wits),

durante el levantamiento de Soweto en 1976. Como estudiante, el Dr. Price estudió medicina en comunidades pobres y hospitales públicos. "Cuando los estudiantes privilegiados como yo, ven cómo la sociedad esta en disparejo," se dan cuenta de que tienen "una gran responsabilidad para hacer frente a las desigualdades", continúa.

Antes de asumir su cargo actual en julio del 2008, el Dr. Price fue decano de la Facultad de Ciencias de Salud de la Universidad de Witwatersrand. Él tomó esta posición en 1996, poco después de que el presidente en ese tiempo, Nelson Mandela estableció la comisión de la Verdad y la Reconciliación para descubrir las injusticias del pasado hechas bajo el Apartheid. El aprovechó la oportunidad para crear una versión similar en Wits. Mientras que Wits era una institución liberal que estaba opuesta al Apartheid y encontró maneras de admitir a estudiantes de color a pesar de las leyes restrictivas, Wits como una institución era parte del sistema del Apartheid. Por ejemplo, "los estudiantes de color no podían ir a los hospitales para los blancos y tratar a los pacientes blancos". Por lo tanto, Dr. Price trabajó con otros para pedir disculpas públicamente a los alumnos de color y otros afectados, reconociendo que Wits "no hizo lo suficiente para protestar las condiciones en esos tiempos". Bajo su decanato, también estableció nuevos programas académicos en salud rural, la bioética, medicina deportiva, medicina de emergencia, y las ciencias biomédicas.

Cuando se le pidió reflexionar sobre su primer período como Vice Canciller de la Universidad de Ciudad del Cabo y los logros que mas enorgullecen a él y a sus colegas, el Dr. Price destacó varias iniciativas, las cuales tienen como objetivo abordar "muy serios desafíos para el éxito del país" los desafíos que identificaron él y sus colegas incluyeron: La educación, delincuencia violenta, el SIDA y tuberculosis, inquietudes sobre el cambio climático y sobre la constitución del país. Para empezar, Dr. Price trabajó para identificar y conectar el cuerpo docente y el personal que ya estaba trabajando en estos problemas; había ya mucho trabajo en marcha, pero sucediendo en silos. Después, trato de elevar el perfil de esos problemas y trató de elevarlos a iniciativas nivel institucional mediante la creación de un nuevo puesto, una posición Pro-Vice Chanciller, para cada una de las áreas. El nombramiento de las personas directivas reportándose a el ha resultado también en "nuevas becas de investigación, conferencias y libros, y una maestría interdisciplinaria en el cambio climático y el desarrollo", para nombrar algunos. El Dr. Price ha mejorado aún más la cultura y el medio ambiente de la universidad mediante el desarrollo de "un marco político para fortalecer y ampliar la enseñanza comprometida (antes llamada responsabilidad social en UCT). La universidad promueve y reconoce la enseñanza comprometida a través de un premio anual, conferencias y reportes, así como la implementación de políticas de promoción de la facultad en todas las disciplinas.

Además, el liderazgo del Dr. Price ha dado lugar a vías concretas para conectar a la facultad, el personal y los estudiantes de la universidad con las

comunidades cercanas. La oficina Knowledge Project Co-op, por ejemplo, funciona como un "portal para las ONG y las comunidades que necesitan a alguien para realizar investigaciones para abordar problemas". El personal que trabaja en la oficina trabajan con los miembros de la comunidad para "refinar preguntas y conectarlos con estudiantes de posgrado o con un miembro de la facultad". Aunque es considerada una forma eficaz de preparar a los estudiantes para la enseñanza comprometida, la oficina se enfrenta a retos perennes como problemas con la programación, el hecho de que las universidades y las comunidades operan en diferentes calendarios, así como la demanda para ayudar - la gran cantidad de peticiones puede a veces puede ser desalentador. Otro ejemplo son los esfuerzos de la universidad para promover el voluntariado de los estudiantes, que no se considera una forma de erudición comprometida en UCT, sin embargo, de gran prestigio, ya que permite a los estudiantes "desarrollar una conciencia social". Dr. Price explica, "el voluntariado ha sido parte de la UCT por 70 años, especialmente en la salud y en la área de derechos con más de 1,000 estudiantes yendo a los municipios circundantes cada semana".

En cuanto a las barreras para la participación cívica de la universidad, el Dr. Price inmediatamente destacó la necesidad de medir el impacto. "No tenemos ninguna buena manera de hacer esto, existe una enorme variación de iniciativa a iniciativa. Abordamos los premios y promociones a través de un proceso de revisión por pares", explicó. Sugirió que la Red Talloires está perfectamente posicionada para ayudar a UCT y otras universidades para aprender más y para hacer frente al "problema de la clasificación", y cómo "están dirigiendo a los padres, los estudiantes potenciales, así como empleados potenciales hacia las instituciones con altas calificaciones principalmente basadas en la investigación. "Los sistemas de clasificación actuales no miden otros atributos incluyendo el compromiso a la comunidad de los graduados", dijo.

"Otro reto a la enseñanza comprometida es cuando las comunidad están divididas, ya que casi siempre están", agrega el Dr. Price. "En estas instancias de la universidad y la comunidad el compromiso, la facultad, el personal y los estudiantes tienen que protegerse contra convertirse en instrumentos involuntarios de un conflicto. Por otra parte, a veces es difícil de integrar los esfuerzos de compromiso con los organismos gubernamentales y coordinar el trabajo con otras instituciones y organizaciones".

Nuestra conversación concluyó con sus ideas para el futuro. Para el movimiento del compromiso cívico en la educación superior, el Dr. Price sugirió que la Red Talloires siguiera trabajando con sus instituciones miembros para "desarrollar el sentido de que esta es la corriente principal y no la del margen". El intercambio de experiencias y "el intercambio de buenas prácticas es importante", dijo. El "movimiento en su conjunto necesita una voz africana más fuerte", señaló. La próxima conferencia mundial de la Red Talloires en Ciudad del Cabo es una

buena plataforma para elevar la visibilidad de las universidades comprometidas en el continente.

Dr. Max Price ha sido Vice-Canciller de la Universidad de Ciudad del Cabo desde 2008. Antes de la UCT, se desempeñó como Decano de la Facultad de Ciencias de la Salud de la Universidad de Witwatersrand (1996-2006). El Dr. Price es licenciado MBBCh de la Universidad de Witwatersrand (1979), tiene un BA PPE (Oxon 1983), y una maestría en Salud Comunitaria de la Escuela de Londres de Higiene y Medicina Tropical (LSHTM). Fue becario de investigación en economía de la salud en la LSHTM, director del Centro de Políticas de Salud de la Universidad de Wits y un becario Takemi en Salud Internacional de la Escuela de Salud Pública de Harvard. Se ha desempeñado como Presidente de la Comisión Ministerial de Financiamiento de Servicios de Salud. Otros logros incluyen una beca Rhodes en la Universidad de Oxford, y una beca de honor de los Colegios de Medicina de Sudáfrica en Salud Pública.

**Ms. Elli Yiannakaris, Director of the Raymond Ackerman Academy,
Graduate School of Business at the University of Cape Town**

by Lorlene Hoyt and Amy Newcomb Rowe



A graduate from the University of Cape Town, Elli knew early in life that she wanted to make a difference in the world. Her first encounter with the Raymond Ackerman Academy (RAA) was volunteering as lecturer and guest speaker. By 2008 she became the director. Leading the RAA full-time enables Elli to utilize her business background while making a significant social impact in the community. Developing young people is a passion she shares with the Ackerman family foundation. The Raymond Ackerman Foundation is the philanthropic arm of the Ackerman Enterprise and manages various social responsibility projects. The Foundation plays an important role in the strategic vision of the Academy and meets with the

Academy management team regularly to discuss activities and opportunities. The Foundation also plays an important role in terms of access to networks and linkages through their partners and the Pick-n-Pay Company. The Academy approached UCT to work with 18-30 years olds who had never studied at or were not enrolled at a university.

The Raymond Ackerman Academy has been in operation since 2005 in Cape Town and since 2009 in Soweto. Both academies have several years of experience in entrepreneurial development training. The RAA selects students in a variety of ways, which include relationships with local NGOs, small business networks, social media, and alumni word of mouth. The program runs twice a year, six months at a time. They receive about 120 applications and can take 30 students every six months. The Soweto campus can take 40 students every six months with a total of 80 per year. Across both campuses, 140 students are enrolled each year.

The RAA was established with the desire to offer under-resourced youth, excluded from tertiary education because of social, academic or financial constraints, a chance for self-development and to make a difference in their own future, as well as the future of their communities. They identified soft skills development among the most critical for young aspiring non-graduate entrepreneurs. The program in essence quickly develops young people to a point where they can either start and sustain a business or find a suitable job so that they are able to support themselves and potentially create jobs for others. The Academy's innovative approach includes techniques for idea generation and personal development with significant emphasis on the individual's personal challenges and areas for growth. "This has proven to be very effective in that approximately 80% of RAA graduates are either working, studying or have their own business," says Elli.

Many young South Africans cannot afford to take three or four years to complete a tertiary course or undergraduate degree as they are under immense pressure to start earning an income to support themselves or their families. The RAA entrepreneurial development program is 6 months long in order to allow Academy graduates to enter the market quickly so that they can support themselves and their families. When asked about challenges, Elli said starting new businesses is difficult for young people and motivation levels fall quickly. She and her team are working on ideas to support graduates after they finish the program.

Elli and her staff assess student-learning outcomes on three main levels. First, they observe if graduates are economically active after they complete the program. Second, they observe the life skills development and change in student oral presentations and self-confidence. Following personal journeys is a good way to measure these changes. Third, the team works with students when creating and starting their businesses after graduation. RAA shares its numerous success stories via their [Facebook page](#).

Elli Yiannakaris is the Director of the Raymond Ackerman Academy of Entrepreneurial Development, responsible for management, curriculum development, marketing and recruitment. She has been in the role since 2008 and has been integral to the growth of the Academy, curriculum development and alignment with the Soweto campus. Her experience includes several years in advertising. She also spent a year in the Corporate Learning Department at the UCT Graduate School of Business assisting the Director. She's recognized for her passion for development, work ethic and determination to get things done.

**Sra. Elli Yiannakaris, Directora de la Academia Raymond Ackerman,
Facultad de Graduados de Negocios de la Universidad de Ciudad del Cabo**
Por Lorlene Hoyt y Amy Newcomb Rowe



Una graduada de la Universidad de la Facultad de Graduados de Negocios de Ciudad del Cabo, Elli sabía temprano en su vida que ella quería hacer una diferencia en el mundo. Su primer encuentro con la Academia Raymond Ackerman (RAA) fue como conferencista voluntaria. En el 2008 se convirtió en la directora liderando RAA donde le permitió a Elli utilizar sus conocimientos empresariales al mismo tiempo haciendo un impacto social en la comunidad. El desarrollo de los jóvenes es una pasión que ella comparte con la fundación familiar de Ackerman. La Fundación Raymond Ackerman es el brazo filantrópico de la empresa Ackerman y gestiona varios proyectos relacionados con la responsabilidad social. La Fundación tiene un papel

estratégico importante para la realizar la visión de la Academia y se reúne con el equipo directivo de la Academia regularmente para discutir las actividades y oportunidades. La Fundación también juega un papel importante en términos de acceso a las redes y vínculos a través de sus socios y en el pick-n-Pay Company. La Academia se acercó a UCT para trabajar con individuos de 18 a 30 años de edad que nunca habían estudiado o no estaban inscritos en una universidad.

La Academia Raymond Ackerman ha estado en operación desde 2005 en la Ciudad del Cabo y desde el 2009 en Soweto. Ambas academias tienen varios años de experiencia en la capacitación para el desarrollo empresarial. La RAA selecciona los estudiantes en una variedad de formas, que incluyen vínculos con las ONGs locales, redes de pequeñas empresas, medios de comunicación sociales y por boca a boca de ex alumnos. El programa corre dos veces al año, seis meses a la vez y reciben alrededor de 120 aplicaciones y solo pueden tomar 50 estudiantes año.

La RAA se estableció con el deseo de ofrecerle a los jóvenes desfavorecidos, excluidos de la educación superior, debido a las limitaciones sociales, académicas o financieras, la oportunidad para desarrollarse personalmente y hacer una diferencia para el bien de sus futuros, así como el futuro de sus comunidades. Identificaron el desarrollo de habilidades blandas como las más críticas entre los jóvenes no titulados aspirando ser emprendedores. El Programa, en esencia, desarrolla rápidamente a los jóvenes a un punto donde pueden empezar y mantener una empresa o encontrar un trabajo adecuado de manera que sean capaces de mantenerse a sí mismos y potencialmente crear puestos de trabajo para alguien más. El enfoque innovador de la Academia incluye técnicas para la generación de ideas y el desarrollo del personal con un énfasis en los retos personales del individuo y áreas de crecimiento. "Esto ha demostrado ser muy eficaz, aproximadamente el 80% de los graduados de RAA están trabajando, estudiando o tienen su propio negocio", dice Elli.

Muchos jóvenes sudafricanos no tiene en lujo de darse tres o cuatro años para completar un curso o licenciatura, ya que están bajo una enorme presión para empezar a ganar un ingreso para mantenerse a sí mismos o a sus familias. El programa de desarrollo empresarial de RAA es de 6 meses, con el fin de permitir que los graduados de la academia entren de fácilmente al mercado laboral y puedan mantenerse a sí mismos y a sus familias. Cuando se le preguntó acerca de los retos, dijo Elli, que la creación de nuevas empresas es difícil para los jóvenes y los niveles de motivación caen rápidamente. Ella y su equipo están trabajando en formas para apoyar a los graduados después de terminar el programa.

Elli y su personal evalúan resultados de aprendizaje de los estudiantes en tres niveles principales. Primero, observan si los graduados están económicamente activos después de completar el programa. Segundo, observan el desarrollo de

habilidades básicas y el cambio las presentaciones orales y la confianza en sí mismos. Siguiendo las trayectorias personales de los estudiantes es una buena forma de medir estos cambios. En tercer lugar, el equipo trabaja con los estudiantes para crear e iniciar sus negocios después de graduación. La RAA comparte sus muchas historias de éxito a través de su página de Facebook.

Elli Yiannakaris es el Directora de la Academia de Raymond Ackerman de Desarrollo Empresarial, responsable de la gestión, el desarrollo curricular, la comercialización y la contratación. Ella ha estado en el cargo desde 2008 y ha sido parte integral del crecimiento de la Academia, el desarrollo curricular y la alineación con el campus de Soweto. Su experiencia incluye varios años en publicidad. También pasó un año en el Departamento Corporativo de Aprendizaje en la Escuela de Graduados de Negocios de UCT asistiendo al Director. Es reconocida por su pasión por el desarrollo, ética de trabajo y determinación para hacer su trabajo.

Ms. Samantha Mtinini, Raymond Ackerman Academy Alumna and Camissa Tours Owner

by Nadine Salib



A dynamic businesswoman, Samantha “Sam” Mtinini is the Marketing and Sales Officer of [Camissa Tours](#) in Cape Town, South Africa, and a remarkable graduate of the Raymond Ackerman Academy (RAA) at the University of Cape Town.

Sam was born in the Xhosa tribe in Eastern Cape Town to a large family. Her grandfather had a small farm where she worked, along with other family members, and where she learned values such as independence, a good work ethic, and the importance of helping others. After high school, Sam faced financial constraints and worked to provide for her studies in Tourism Management. She eventually dropped her studies and moved to Cape Town joining relatives with the hope of finding greener pastures. Sam found various jobs in different industries but continued to think about ways to start her own business.

In 2003, Sam received a contract to work as an Information Officer on the now famous Robben Island where Nelson Mandela was imprisoned for 18 years. There she had an opportunity to work closely with former political prisoners who are now tour guides on the Island. She learned a great deal from them about the culture and history of South Africa, as well as the burgeoning tourism industry in Cape Town, which is visited by thousands of people every year from all corners of the world.

Soon after gaining important work experience, Sam registered for a tour guide short course and became a freelance guide working for a number of companies based in Cape Town. “I was doing various tours for other companies but my heart was in the cultural part of Cape Town’s Townships,” she says “I was searching for ways to apply my own business ideas.” In 2006, after starting Camissa, Sam felt she still needed to learn more running a successful business. She learned about the RAA program based at the Graduate School of Business at UCT. While attending the Entrepreneur Development Program, Sam gained important business skills, such as marketing, negotiation, and ethical business principles, which empowered her efforts for Camissa. She met with many guest speakers, local business people, who shared their personal experiences and challenges. “I learned a lot from these generous speakers especially when they spoke about the challenges they faced in their early years of business. It gives me hope and helps me know I am on the right track in my business,” Sam explained.

When asked about how the university and the community work together to address a social problem, Sam replied, “the RAA program helps young people become business owners in order to employ others.” For her, the RAA is a unique program for people having great business ideas but do not have the resources to materialize them,” she explains, “there are very few programs in Cape Town focusing on entrepreneurship.” South African townships, where many of the students come from, suffer from high unemployment rates, which contribute to poverty and crime. Sam described the importance of raising awareness in the community and listening to their ideas about safety and development.

The entrepreneurship program helped Sam and her colleagues solve a pressing socio-economic problem in her community. A good partnership was developed with the communities and many jobs were created. “I am happy that since I started Camissa, it has helped young people make a living. People begin to see the benefit of opening their communities and we are supporting a number of community-based projects.”

Every good job is not without challenges as Sam explained, “I was not able to meet everybody’s expectations.” Many people need support and Sam could not help every person. Sam’s small company also faced challenges from competition of bigger companies. In order to counter the monopoly, Sam focused on educating smaller tourist groups and university students. She shares a great benefit as a link between the university and the community.

Sam spoke about the impacts the RAA program had on her personal and professional development. “They discovered in me a good coach to help others in my family and community to realize their dreams,” she says, “as a business woman, it is hard to balance work and family, but the RAA program developed my personality to better balance my life.” She goes on to say, “professionally, the program helped me share my experience, opened channels for networking, and offered valuable trainings and workshops.”

When asked about the opportunities to exercise her leadership abilities, Sam explained that since graduation, she has become a good friend of the Academy. She was selected, among five others small and medium-sized enterprises (SMEs), to be on the Graduate Entrepreneur Support Service where she mentors and shares with other students. Sam also has opportunity to meet other SMEs, to share their ideas and challenges, empower and encourage each other. “We are all in same boat and we face similar challenges especially when time is tough, so we look out for each other,” she said. After seven years of running a successful small business, in her own words Sam encourages new students and everyone with great business ideas to “believe in your ideas, do not give up and trust yourself. Work hard and realize your dreams.”

Samantha is a graduate of the Raymond Ackerman Academy class of January 2008. She owns and operates Camissa Tours since 2006 and provides high quality educational tours in and around Cape Town to teach the public about the culture and history of South Africa.

Sra. Samantha Mtinini, Ex-Alumna de la Academia Raymond Ackerman y dueña de Camissa Tours

Por Nadine Salib



Una mujer dinámica de negocios, Samantha "Sam" Mtinini es gerente de Marketing y Ventas de Camissa Tours en Ciudad del Cabo, Sudáfrica, y una graduada extraordinaria de la Academia Raymond Ackerman (RAA) de la Universidad de Ciudad del Cabo.

Sam nació en la tribu Xhosa en el este de Ciudad del Cabo. Su abuelo tenía una pequeña granja en la que trabajaba ella, junto con otros miembros de la familia, y donde aprendió valores como la independencia, una buena ética de trabajo, y la importancia de ayudar a los demás. Después de la secundaria, Sam enfrentó restricciones financieras y trabajó para mantener sus estudios en Gestión de Empresas Turísticas. Con el curso tiempo, dejó sus estudios y se mudó a Ciudad del Cabo con la esperanza de encontrar algo mejor. Sam encontró varios trabajos en diferentes industrias, pero continuó a pensar en maneras de iniciar su propio negocio.

En el 2003, Sam recibió fue contratada para trabajar como gerente de información en lo que es ahora, la famosa isla de Robben, donde Nelson Mandela estuvo encarcelado durante 18 años. Allí tuvo la oportunidad de trabajar cercanamente con los ex presos políticos los cuales, ahora son guías de turismo de la isla. Ella aprendió mucho de ellos acerca de la cultura y la historia de Sudáfrica, así como la industria del turismo floreciente en Ciudad del Cabo, que es visitada cada año por miles de personas de todos los rincones del mundo.

Poco después de adquirir experiencia laboral, Sam se inscribió para un corto curso de guía turístico y se convirtió en una guía independiente trabajando para una serie de empresas con sede en Ciudad del Cabo. "Yo estaba haciendo varias giras para otras empresas, pero mi corazón estaba en la parte cultural de los municipios de Ciudad del Cabo," ella dice "Yo estaba buscando la forma de poder aplicar mis propias ideas de negocio." En el 2006, después de comenzar Camissa, Sam sentía que todavía era necesario aprender más sobre como tener un negocio exitoso. Ella se enteró del programa de RAA en la facultad de

graduados de negocios de la UCT. Mientras asistía al Programa de Desarrollo Emprendedor, Sam adquirió habilidades de negocios importantes, tales como el marketing, negociación, y principios de ética empresarial, que empoderaron sus esfuerzos para Camissa. Se reunió con muchos oradores, empresarios locales, quienes compartieron sus experiencias y retos personales. "Aprendí mucho de ellos, especialmente cuando hablaron sobre los desafíos que enfrentaron en sus primeros años cuando empezaron sus empresas. Me da esperanza y me ayuda a saber que estoy en el camino correcto en mi empresa", explicó Sam.

Cuando se le preguntó acerca de cómo la universidad y la comunidad pueden trabajar juntos para hacer frente a un problema social, Sam respondió: "el programa RAA ayuda a los jóvenes a ser los dueños de empresas con el fin de emplear a otros." Para ella, la RAA es un programa único para la gente que tiene gran ideas de negocio, pero no tienen los recursos para materializarlas", explica, "hay muy pocos programas en Ciudad del Cabo que se centran en el espíritu empresarial." Los municipios de Sudáfrica, donde son muchos de los estudiantes, sufren de altas tasas de desempleo, que contribuyen a la pobreza y la delincuencia. Sam describió la importancia de la sensibilización de la comunidad y escuchar sus ideas acerca de la seguridad y el desarrollo de la comunidad.

Una buena asociación se ha desarrollado con las comunidades y se han creado muchos puestos de trabajo gracias a RAA. El programa de la emprendimiento ayudó a Sam y sus colegas a resolver un problema socio-económico en su comunidad. "Estoy feliz que desde empecé Camissa, ha ayudado a los jóvenes ganarse la vida. La gente comienza a ver los beneficios de abrir las puertas de sus comunidades y estamos apoyando una serie de proyectos basados en la comunidad".

Cada buen trabajo no está exento de retos, explicó Sam, "Yo no era capaz de satisfacer todas las expectativas de todos." Muchas personas necesitan apoyo y Sam no pudo ayudar a todas las personas. La pequeña empresa de Sam también enfrentó retos de competencia con las grandes empresas. Con el fin de contrarrestar el monopolio, Sam se centró en la educación de los grupos turísticos más pequeños y los estudiantes universitarios. Ella comparte un gran beneficio como un enlace entre la universidad y la comunidad.

Sam habló sobre los impactos que ha tenido el programa RAA en su desarrollo personal y profesional. "Ellos descubrieron en mí un buen instructor para ayudar a otros en mi familia y la comunidad para hacer realidad sus sueños", dice ella, "como una mujer de negocios, es difícil encontrar el balance entre el trabajo y la familia, pero el programa RAA ha desarrollado mi personalidad para mejor manejar mi vida." Y siguió diciendo, "profesionalmente, el programa me ayudó a compartir mi experiencia, abrió vías para crear redes, y ofreció cursos de capacitación y talleres valiosos".

Cuando se le preguntó acerca de las oportunidades para ejercer sus habilidades de liderazgo, Sam explicó que desde graduación, ella se ha convertido en una buen amiga de la Academia. Ella fue seleccionada, entre otras cinco pequeñas y medianas empresas (PYME), para estar en el Servicio de Soporte Global Emprendedor donde es mentor y comparte experiencias con otros estudiantes. Sam también tiene la oportunidad de conocer a otras PYME, para compartir sus ideas y retos, potenciar y fomentar entre sí. "Todos estamos en la misma posición y enfrentamos a retos similares, especialmente cuando la situación es difícil, así que nos cuidamos el uno al otro", dijo. Después de siete años de gestionar una pequeña empresa exitosa, en sus propias palabras Sam alienta nuevos estudiantes y todas las personas con grandes ideas para empresas, "que crean en sus ideas, que no se den por vencidos y confíen en si mismos. Trabajen duro y cumplan sus sueños".

Samantha se graduo de la Academia Raymond Ackerman en enero de 2008. Ella es dueña y opera Camissa Tours desde el 2006 y ofrece tours educativos en los alrededores de Ciudad del Cabo para enseñarle al público sobre la cultura y la historia de Sudáfrica.

Acknowledgements

The editors would like to thank the Talloires Network's regional partner the South African Higher Education Community Engagement Forum or [SAHECEF](#), as well as its partner institutions in South Africa: Cape Peninsula, University of Technology, Central University of Technology (Free State), Durban University of Technology, North-West University, Rhodes University, Stellenbosch University, Tertiary School in Business Administration, Tshwane University of Technology, University of Cape Town, University of Fort Hare, University of Johannesburg, University of South Africa, University of the Free State, University of Venda, University of the Witwatersrand, Vaal University of Technology and Walter Sisulu University.

References

Gerhart, G. M., & Glaser, C. L. (2010). *From Protest to Challenge: A Documentary History of African Politics in South Africa, 1882-1990-Challenge and Victory, 1980-1990* (Vol. 6). Indiana University Press.

Watson, D. et al. (2011). *The Engaged University: International Perspectives on Civic Engagement*. New York and London: Routledge.

History of South Africa, http://en.wikipedia.org/wiki/History_of_South_Africa, Retrieved 25 August 2014.

The History of Apartheid in South Africa, <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>, Retrieved 25 August 2014.

BBC News Africa: South Africa profile, <http://www.bbc.com/news/world-africa-14094918>, Retrieved 25 August 2014.

African National Congress, <http://www.anc.org.za/index.php>, Retrieved 25 August 2014.

Business school rankings from the Financial Times. Retrieved 25 August 2014: <http://goo.gl/KpoqfT>