

IN BRIEF

ISSUE 28B | JULY 2020



BUILDING TOGETHER AT A DISTANCE

KT Disaster Fund

Education in the time of
COVID-19

AFGRI Agri Services, Kagiso Trust
and Potatoes South Africa join forces



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OUR IDENTITY

OUR VISION

A prosperous, peaceful, equitable and just society

OUR MISSION

To contribute to development through sustainable funding, with like-minded partnerships and innovative scalable development models

OUR VALUES

- Integrity
- Accountability
- Passion for Development
- Hands On, Bottom Up Approach

4IR

Committed to developing and implementing technological innovation

OUR STRATEGIC GOALS:

- **EDUCATION DEVELOPMENT PILLAR**
To extend educational development programmes
- **SOCIO ECONOMIC DEVELOPMENT PILLAR**
To promote and support socio economic development
- **INSTITUTIONAL CAPACITY BUILDING PILLAR**
To support strategic institutional capability development for sustainability
- **FINANCIAL SUSTAINABILITY PILLAR**
To ensure financial sustainability of Kagiso Charitable Trust



KAGISO
T R U S T
Overcoming poverty

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

THE POWER OF WORKING TOGETHER BY BEING APART

Unprecedented times call for unprecedented measures. These times are calling for us to work together by being apart for the sake of the all. 'Out of chaos comes order' and 'this too shall pass' are two truisms we all need to keep firmly in mind during this time.

It is in the face of these challenges that humanity seems to be able to rise above itself and bring to the surface its finest and most noble qualities.

Humanity is indomitable. This is proven by the simple fact that here we all are. Our species has survived world wars, natural disasters and plagues far worse than that which we are experiencing right now. And, it is in the face of these challenges that humanity seems to be able to rise above itself and bring to the surface its finest and most noble qualities.

As a case in point, I would urge you all to read the article *Education in the times of Covid-19* included in this *InBrief* written by Linford Molaodi. He speaks precisely to the indomitable attitude of teachers and learners in rural areas. It's an extremely uplifting and instructive read and may surprise some of you. It clearly illustrates that this country is full of so much potential and good. Hats off to you Linford and the many like you!

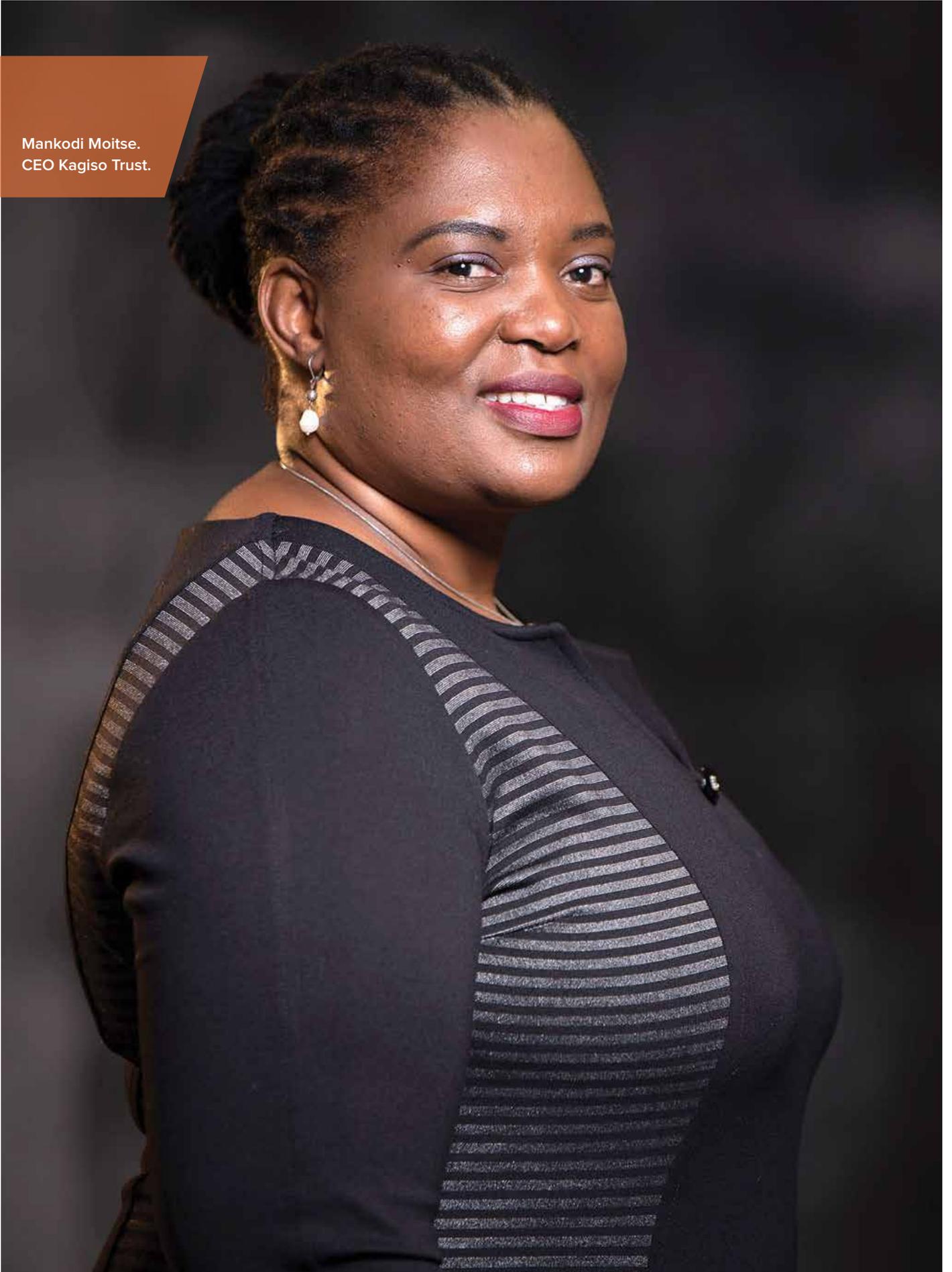
Our country's political leadership has stepped up to the plate with decisive and strong actions. South African businesses, organisations and individuals have rallied together to support our President's shutdown action plan. It's been heartening to see everyone doing their bit. Kagiso Trust, like so many other organisations, has done everything necessary to ensure that everyone is enabled to social distance by working from home. It's important that KT continue to offer its various beneficiaries an unbroken service, specifically during this crucial and challenging time.

I like to believe that everything has purpose, even that which on the face of it appears very negative. Could it be that this pandemic is the common foe that humanity needed to remind us all that we are all one? That we are all in this together and it is only by working together and supporting each other that we will prevail?

There will be some wonderful, powerful and unexpected lessons to come out of this experience, of this much I am sure.

I hope you enjoy this edition of *InBrief*.

Mankodi Moitse.
CEO Kagiso Trust.



KT COVID-19 DISASTER FUND ASSISTING COMMUNITIES IN NEED

The COVID-19 lockdown has created an unprecedented situation globally and locally. There are just so many individuals, groups and organisations that require help and assistance right now. And, as the duration of the lockdown extends so it is that the need for help and assistance increases exponentially.

By Boichoko Ditlhake, Project Manager Civil Society

KT, through its Disaster Fund initiative, has been active in the trenches, helping out as best it can by assisting a broad spectrum of people and organisations. These initiatives have ranged from helping to feed children at the House of Joy Children's Shelter, food parcels for indigent households in the Makana Municipality, to supplying COVID-19 testing equipment to WITS University and protective clothing and face masks to staff at selected hospitals and clinics.





Frontline workers receiving a donation.



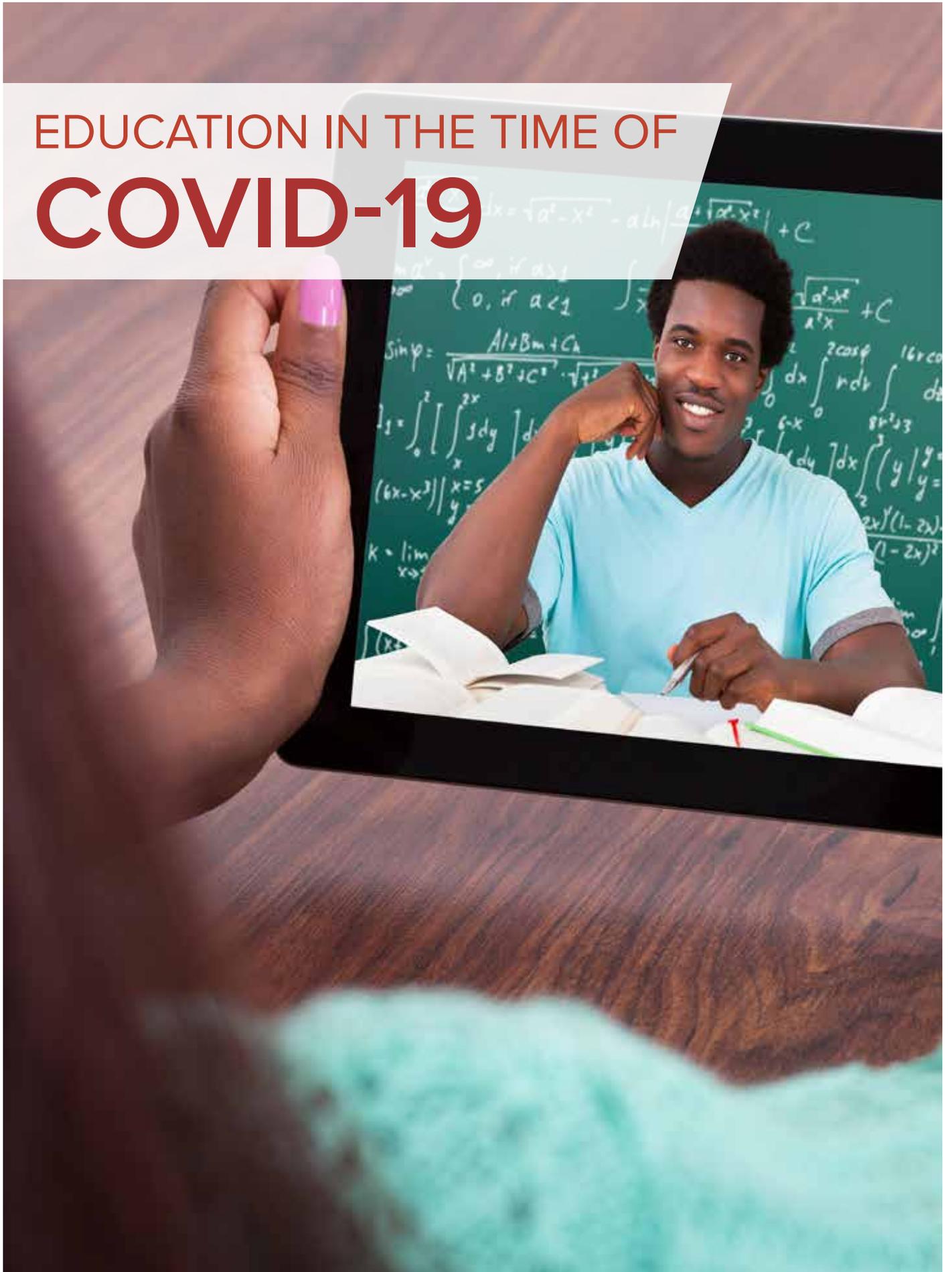
Face masks are one of the items donated.

Where possible, KT has joined forces with other like-minded organisations to help bolster the help and assistance required. Nikela Trust and the Womandla Foundation are two such examples. KT and the Womandla Foundation partnered together to distribute protective masks to frontline workers in Durban. KT's contribution to Nikela Trust's the 'Rounda' project is based on their shared vision towards alleviating poverty in South Africa.

The idea for 'Rounda' is based on the belief that many amounts of "small change" (even as small as R1 at a time) can, when put together become a meaningful amount and therefore make a big difference in addressing poverty issues in SA. The uniqueness of the Nikela 'Rounda' concept is its wide reach through crowd sourcing from various industries that support the project e.g. banks, petroleum industry, restaurants and retail sectors, etc. KT's contribution forms part of the much larger fund, which will also receive contributions from organisations such as Oppenheimer Memorial Trust, Mary Oppenheimer and Cyril Ramaphosa foundations.

It has been said many times and it bears repeating here, that each and every one of us can do our bit to help others in need. Even the smallest acts of kindness and generosity can make a difference. Help people as best you can in your own communities. If each and every community worked together to look after their own, it would profoundly ease the suffering being felt nationally. One simple way of helping is by donating to organisations in your area. Just do what you can afford. It may seem small and insignificant to you, but to someone who has nothing and is starving, it can be a life saver!

EDUCATION IN THE TIME OF COVID-19



The advent of COVID-19 has caused critical disruptions within the education sector; both Basic and Higher education. Learners will spend more days at home than expected, as a precautionary measure to control the spread of the virus. We are indeed living in a VUCA world – the world characterized by volatility, uncertainty, complexity and ambiguity.

By Linford Molaodi, Lecturer, University of Johannesburg

This major upheaval inevitably induces urgent transformation – virtual teaching and learning. These new methods obviously have their own limitations with regard to accessibility of devices, access to mobile network and data costs especially for learners from lower income societies. In almost every conversation, stakeholders in education refer to learners from townships and rural villages when attempting to emphasize the downsides of technology integration.

However, some of the biggest mistakes we make is to promote these areas as hubs for the voiceless, defenceless, the weak and vulnerable. Our attitudes are condescending of rural and township inhabitants. We are constantly appointing ourselves as representatives and spoke-persons of teachers and learners – what they can or cannot do, what they can or cannot survive and what they may or not possess, without immersing ourselves into deeply understanding the strengths emerging from teachers and learners in these areas.

If we are to prepare our learners for a changing world, we need to do away with our constant practice of complaining and painting townships and rural villages as territories of weakness and helpless. We need to start investing on the strengths that characterize individuals in these areas.

There are many of successful people who grew up in the villages. Have we ever thought about how they have survived? Their success was not evolve by chance. It is the result of certain competencies and attributes; resilience, hard work, critical thinking and problem-solving and most importantly creativity and ability to succeed through shoe-string budget and methods.

The learners in these areas learn to survive in different ways to make it work:

- If there is no electricity they light up candles or lanterns and study the whole night
- To save electricity, they fetch wood from the veld or mountains to prepare water before going to school
- If they have no cellphone for WhatsApp they borrow family members or friends' devices to participate on social media



Teaching and learning must continue online in rural areas and townships even during critical times

- If they have no data, they come together groups of two or three and use one person's cellphone
- If they need to download videos or notes, they use one person's phone who may be having enough data or use night surfer data and share via ShareIt application to all other learners

There is always a way. Whether we like it or not, these learners will never go offline. All we need to do is guide them to be able to use these tools for educational purposes. As we suspend online lessons due to lack of devices and data, the same learners whose intelligence and capabilities are

Continued on next page...

underestimated continue to participate actively on social media platforms and join WhatsApp groups of outsourced teachers from other schools. It seems to me that some of the teachers have voluntarily become spoke persons of a generation that has faded out – the generation of their age. We need to fight against our negative mindsets and work towards cultivating learners abilities to adapt and be versatile in a changing world.

Few years back when I started teaching in a rural area, Serithing in Ga-Sekhukhune, Limpopo I went into my grade 12 class and asked how many of them had smartphones and access to WhatsApp. Only six learners out of approximately 30 learners raised their hands. I therefore, continued adding those six learners on WhatsApp and offered extra lessons and mentoring sessions. Within two weeks, almost all learners were on WhatsApp. How did they do it... mmmh?

Learners participate in programs they value. They sought solutions after they realized the importance of the online sessions I was facilitating. Even parents supported the movement – that is how I stole the hearts and trust of parents in that particular community. Parents and learners only need see if our interventions worth it. Throughout the year, I had requests from learners of other schools and towards the year-end I had more than 100 learners from different schools in the group.

Yet, we allow techno-sceptics overpower our strengths to transform to digital learning in these critical times. I am not astonished, their perceptions vividly mirror the kind of teachers they have within their circles. You know what they say, “show me your friends I will tell who you are.” If they were following the likes of Doctor Mathonsi (@Doc Mathonsi), Phenyko Koka, Phuti Ragophala, Mokhudu Cynthia, Wendy Horn and of course myself, they would see that anything is possible. I therefore, encourage teachers who have no fear of transformation to continue teaching online, create WhatsApp groups for learners and use Zoom Cloud Meetings and other virtual systems for facilitate lessons.

I may share few of the tips necessary to sustaining WhatsApp groups:

- Create explicit rules for your WhatsApp groups. Those who do not adhere to the rules must be suspended for a certain number of days from the group.
- Be consistent. If you agreed to have live sessions with them every Monday to Wednesday from 19:00 – 20:30 like Victor Nkuna, a Geography teacher in Pretoria or Darius Mapea a Math and Science teacher in



Ga-Sekhukhune, do not stop. It is difficult to repair a broken promise with learners

- Make your videos very short to make them easily downloadable
- Prepare notes, either through Microsoft Word or PowerPoint and convert them to PDF
- Answer learners' questions in detail. You may also opt for a voice note
- Co-create content with other teachers. This is to reduce overload

Here is a list of people you should follow on social media to revive your spirit and keep you going:

- **Doctor Mathonsi** – A primary school teacher in Bohlabela District, Mpumalanga
- **Nomusa Keninda** – Founder of Mpumalanga ICT club and Senior Education specialist in Mpumalanga
- **Phenyko Koka** – 2018/19 National Teaching award winner in primary school teaching; former teacher at in Waterberg district, Limpopo; Current HOD in Tshwane South district
- **Nasiphi Yeko** – Learner support educator in a primary school in Bekkersdal, Gauteng; Executive member of Umvuzo for Girls
- **Phuti Ragophala AKA TechnoGranny** – Former principal of a primary school in Limpopo and a globally recognized teacher in technology education



- **Pearl Langa** – 2019/2020 National Teaching Award finalist in ICT-Enhanced Learning and Teaching; an English teacher in a secondary school in Gauteng East District, Gauteng
- **Thabiso Mathipa** – A well-known Math and Science teacher in Limpopo and a motivational speaker
- **Tebogo Clemont** – 2019/20 2nd place National Teaching Award winner in ICT-Enhanced Learning and Teaching; a primary school teacher in Capricorn North District, Limpopo.
- **Mokhudu Cynthia** – A language teacher in Ga-Maja, Limpopo; 2017/18 National Teaching Award winner in Primary School teaching, Varkey Foundation Ambassador and one of the globally recognized ICT teachers. Cynthia also creates primary school content in indigenous languages on YouTube
- **Phindile Mdlalose** – A life sciences, geography and natural sciences in secondary school based in Gauteng East District. This is one of the young, well known advocate for progressive teaching and learning.
- **Khengelani Sibiya** – Winner of Global Teacher Award and a Math and Science teacher in KZN. Khangelani is known as Prof we Math through his innovative ways of teaching the subjects. He is the founder and director of an NPO, WTS Tutoring.
- **Tshegofatso Matjila** – 2018/19 National Teaching Award winner in ICT-Enhanced Learning and Teaching; a primary school teacher in North West
- **Agnes Rasesemola** – An award winning secondary school principal in North West
- **Mabore Lekalakala** – A multi-award winning primary school teacher in Limpopo, and a Certified Microsoft Innovative Educator
- **Mokolwane Eric Masweneng** – A globally recognized innovative teacher, based in Limpopo.

And many more.

Transformation is inevitable. Those who change with changes of the society shall always remain relevant to the learners and their societies. Never let those who want to remain rigid deter you with their negative and non-constructive comments. Let us do what is best for our South African learners.

AFGRI Agri Services, Kagiso Trust and Potatoes South Africa join forces to support new era potato farmers

Agri Services, Kagiso Trust (through the Tyala Impact Fund) and Potatoes South Africa (PSA) signed a ground-breaking agreement on Monday, 10 February 2020, aimed at addressing the major challenges faced by South Africa's new era farmers – access to technical support, access to finance and access to markets. The agreement will give rise to the first solution of its kind in South Africa that will involve the co-operation of three reputable players in their field of expertise to provide a holistic approach to these challenges.

Whilst initially focused on potato farming in South Africa, with the aim of establishing commercial new era potato farmers, the solution will not be limited to potatoes in the longer term, with the intention being to establish commercial new era farmers in other export crops, including avocados, grapes and apples.

“South Africa's land reform process is likely to fail if support for new era farmers does not improve considerably. New era farmers who venture into commercial farming are bound to fail, given that commercial farming is a capital-intensive business requiring specific knowledge and support. The battle to secure support has already forced many struggling new era farmers to rent out their land to established farmers,” said Mankodi Moitse, the CEO of Kagiso Trust, one of South Africa's leading development agencies. “If this is left unchanged, South Africa is likely to see more new era farmers being forced out of the commercial agricultural space, which will render the land acquisition process futile.”



Back row, from left: Mzomhle Nyenjana, CFO, Kagiso Trust; Themba Mola, COO, Kagiso Trust; André Joost, CEO Potatoes SA; Bankies Malan, Operations Manager, Lemang Agricultural Services; Theresa le Roux, Ukunika; Ross Simmons, MD Unigro; Mohlolo Selala, Head: Socio-economic Development, Kagiso Trust. Front row from left: Praveen Dwarika, Managing Director, Lemang Agricultural Services; Mankodi Moitse, CEO, Kagiso Trust; Thabiso Ratsomo, Kagiso Trust Board of Trustee; and Marion Shikwinya, Head: Lemang Agricultural Services.

According to Ms Moitse, the timing of the solution was therefore opportune. “Kagiso Trust also wants to extend its contribution beyond education to agriculture, so this agreement ticked all the boxes.”

One of the key elements of the solution is training. According to Jacob de Villiers, the CEO of AFGRI Agri Services, new era farmers often lack good, technical ‘hands on’ training. “Through Lemang Agricultural Services, we deliver support to new era farmers aimed at improving productivity through advice, information and other critical support services. However, what has made our training and development programmes stand out in terms of the successes achieved is the support given to new era farmers by experienced mentors, who are literally in the fields training the farmers, and with them virtually every step of their development journey.”

Under the co-operation agreement, Lemang Agricultural Services will provide joint technical assistance and training with PSA on potatoes as well as rotational crops. Lemang’s assistance will further include co-funding – through AFGRI Agri Services’ financial services arm, UNIGRO – as well as training and mentorship in order to develop new era farmers to become full participants in the commercial agriculture value chain and to be part of the agricultural mainstream.

According to UNIGRO MD, Ross Simmonds, “The truth of the matter is that there is still relatively little financial support available to new era farmers. Commercial banks often struggle to provide funding to these farmers, given their lack of financial history and access to equity, amongst

others. However, given our deep agricultural knowledge and history, UNIGRO is able to assist in this regard, working in conjunction with the Tyala Impact Fund.”

Access to markets is another requirement, and here is where both PSA and AFGRI Agri Services will be key. PSA CEO, Andre Jooste, says that required off-take agreements, i.e. the assurance from a business that it will buy the new era farmer’s produce, is vital in farming. “Both PSA and AFGRI Agri Services have access to networks that include suppliers and technical partners in the co-op space to facilitate the required off-take agreements.”

Finally and perhaps most critically, is access to funding, especially affordable funding. UNIGRO will be the commercial debt financier but will require the equity gap to be plugged. “This is where Kagiso Trust’s Tyala Impact Fund comes in, providing funding at development returns, and taking a first loss position. In addition, the extremely low average funding rate between UNIGRO’S senior debt interest rate and Tyala’s development interest rate provides an affordable repayment debt profile for new era farmers – leaving them with a sustainable farming operation yet access to cash to fund their lifestyle,” explains Teresa le Roux of Ukunika Investments, which developed and proposed the solution, and is working on other, similar initiatives in the agricultural space.

“We are all very excited at this unique opportunity to work together to improve the lot of new era farmers in our country, and looking forward to making a tangible and sustainable difference to the agricultural sector,” concludes de Villiers.



RADIO LEARNING



The premature closure of schools due to the outbreak of COVID-19 in South Africa created both challenges and opportunities in basic education. For teachers/learners in urban areas where internet access is readily available, many online classes were able to take place, and provided a window into the experience of remote schooling.

By Lorna Mafa, Communications and Marketing Officer

#KAGISORADIOTEACHERS CAMPAIGN

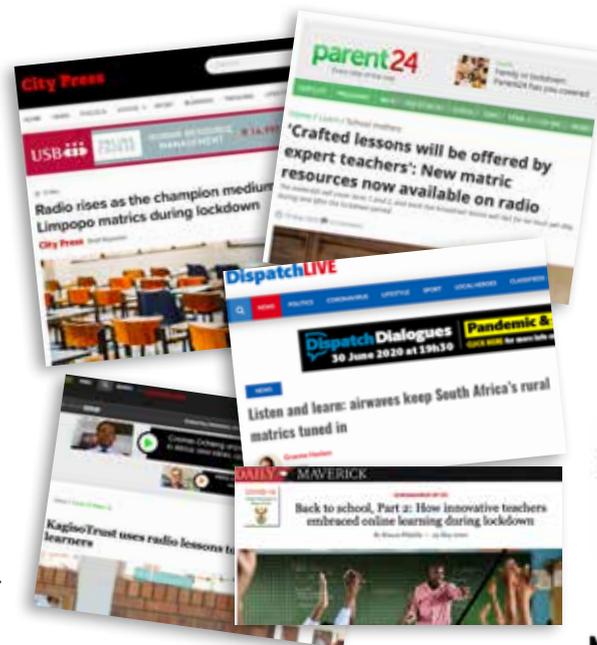
CHALLENGE

The Covid-19 lockdown had interrupted the education curriculum. Students in rural areas were particularly disadvantaged with little or no access to computers, data or TV.

Kagiso Trust ramped up their partnership with the Department of Limpopo Education to give radio lessons to grade 12 learners via local Limpopo radio stations (podcasted for national access).

SOLUTION

- Alert students and community of the lessons.
- Appointed quality teachers with proven success.
- Raising awareness of the programmes.
- Strengthened relations with Limpopo Dept of Education.



OUTCOME

Over R4.5million in PR value, with over 5.5 million people reached. Including an estimated 144k listenership with over 2000 accessing the podcasts from elsewhere in the country.

In a province as large as Limpopo and with such a large contingent of learners unable to take advantage of online teaching, radio is the best possible alternative teaching medium.

High level feedback from the survey conducted revealed that school principals, subject advisors, educators and the learners believed that the radio lessons were effective and had positively benefited the learners. One educator mentioned that “I believe the radio lessons helped my pupils. Even though there’s no direct interaction, I made sure the radio lessons followed the same format as classroom lessons.”



MAKANA SHOWS THE NEED FOR COHESION DURING THE COVID-19 PANDEMIC

By Paul Smith, Local Government Support Head

Speaking at a recent Triologue webinar – ‘Supporting Local Government in the Midst of a Global Pandemic’ – Paul Smith our local government support head, recounted KT’s ongoing work with the Makana municipality in the Eastern Cape as a case study of what can be achieved. “When people set aside their differences and get their hands dirty working together, things get done,” said Smith.

In 2018 Kagiso Trust began working with the Makana Municipality finance department to assisting with debt and revenue management. Kagiso Trust soon realised that technical revenue management support was going to have limited sustainable long-term impact for the municipality or communities, a different approach was required.

The municipality was losing its ability to attract people to this once sought-after town, giving rise to local stakeholder conflict and polarized perspectives on how to resolve issues. This conflict and lack of local cohesion was hampering local development while unemployment levels reach a staggering all-time high.

Overcoming stakeholder conflict and polarization was paramount to creating an enabling environment that could address service delivery issues and start attract investment that would create work opportunity for communities. “Makana stakeholders are very passionate about their city and all want similar outcomes for the region but could never agree on how to achieve this objective” said Smith. Kagiso Trust embarked on a stakeholder consultation process to redirect the prevalent negative energy into achieving a positive outcome.

Initially the various stakeholders were sceptical about the prospects of collaboration, but as relationships matured and trust was established between Kagiso Trust and local stakeholders, individuals and organizations bought into the Kagiso Trust approach. Stakeholders organizing themselves in preparation

for authentic structured and positive engagement between civil society and local government.

The formation of the Makana Circle of Unity (MCU) is a product of this engagement process and materialised after numerous community meetings hosted by Kagiso Trust and the Rhodes University to conceptualise a meaningful and effective engagement platform. The MCU is a broad-based civil society and local government coalition established to collectively discuss and co-create socio-economic solutions for the region.

The MCU with the assistance of Kagiso Trust continued to mature creating several focus clusters to attract stakeholders with relevant interests and skills for execution of strategies. Municipal department directors are represented on all clusters providing a first-time opportunity for officials and civil society to share views and agree on key focus areas and initiatives.

Kagiso Trust continued to work with the various clusters during COVID-19, specifically the Food Security Cluster, providing over 9,000 food parcels to venerable communities. This rapid and coordinated response was further enabled because the MCU structure was in place. The Food Security cluster is also mandated to address long term food security in the region which.

Although the MCU is still a young volunteer organization, Makana civil society and local government leadership have taken a leap of faith and responded positively to the Kagiso Trust collaboration proposal. Smith said “The MCU has demonstrated that socio-economic development and transformation is possible when people set aside differences, embrace disruption and remain people centric. The emergence of Covid-19 has made us all realize that community prosperity, business success and service delivery are intertwined, we need each other more than ever before, creating stakeholder value and a common cause is essential for collaboration” that can deliver the future we desire.”

THE IMPACT OF COVID-19

ON THE SOUTH AFRICAN ECONOMIC OUTLOOK

Declared a pandemic by the World Health Organisation (WHO) on 11 March 2020, COVID-19 has become a global emergency, given its impact on the entire world population and the economy.

Compiled by Palesa Jivhuho, Programme Management Officer

According to scenario simulations of the International Monetary Fund (IMF), global growth could fall by 0.5 for the year 2020. Several other sources are also predicting a fall in global growth due to the direct effects of the COVID-19 outbreak.

- As a result of the pandemic, the global economy is projected to contract sharply by -3% and SA by -5.8% in 2020, much worse than during the 2008-09 financial crisis which was by only -0.1% and -1.5% respectively.
- In a baseline scenario, which assumes that the pandemic fades in the second half of 2020 and containment efforts can be gradually eased, the global economy is projected to grow by 5.8 percent in 2021 as economic activity normalizes, helped by policy support.
- The acute economic fallout in specific sectors will require policymakers to implement substantial targeted fiscal, monetary, and financial market measures to support affected households and businesses domestically.

Fiscal and Monetary Policy

- Spending on healthcare and “other frontline services” to be increased by R20 billion
- A total of R50 billion will be made available to top up social grants and provide social relief for six months
- A total of R40 billion will be provided from the UIF
- A loan guarantee scheme (in partnership with commercial banks) made to assist businesses with a turnover of less than R300 million to meet their operational expenses
- Treasury has provided a guarantee of R1 00 billion to the scheme, initially, and there is an option to increase the guarantee of R200 billion to the scheme if impactful
- Government has also set aside R100 billion to support small businesses
- A total of R25 billion is set aside to support municipalities
- R70 billion tax relief measures

South African Economic indicators (April 2020)

GDP	-1.4%
CPI	4.1%
Unemployment	26.7%

Funding sources for the COVID-19 fiscal response package

	Rmillion
Credit Guarantee Scheme	200 000
Baseline reprioritisation	130 000
Borrowings from multilateral finance institutions and development banks ¹ for business support, job creation and protection	95 000
Additional transfers and subsidies from the social security funds	60 000
Available funds in the Department of Social Development 2020/21 appropriation	15000
Total	500 000

1. International Monetary Fund, World Bank and the New Development Bank

Source: National Treasury

Latest World Economic Outlook Growth Projections

The COVID-19 pandemic will severely impact growth across all regions.

(real GDP, annual percent change)	PROJECTIONS		
	2019	2020	2021
World Output	2.9	-3.0	5.8
Advanced Economies	1.7	-6.1	4.5
United States	2.3	-5.9	4.7
Euro Area	1.2	-7.5	4.7
Germany	0.6	-7.0	5.2
France	1.3	-7.2	4.5
Italy	0.3	-9.1	4.8
Spain	2.0	-8.0	4.3
Japan	0.7	-5.2	3.0
United Kingdom	1.4	-6.5	4.0
Canada	1.6	-6.2	4.2
Other Advanced Economies	1.7	-4.6	4.5
Emerging Markets and Developing Economies	3.7	-1.0	6.6
Emerging and Developing Asia	5.5	1.0	8.5
China	6.1	1.2	9.2
India	4.2	1.9	7.4
ASEAN-5	4.8	-0.6	7.8
Emerging and Developing Europe	2.1	-5.2	4.2
Russia	1.3	-5.5	3.5
Latin America and the Caribbean	0.1	-5.2	3.4
Brazil	1.1	-5.3	2.9
Mexico	-0.1	-6.6	3.0
Middle East and Central Asia	1.2	-2.8	4.0
Saudi Arabia	0.3	-2.3	2.9
Sub-Saharan Africa	3.1	-1.6	4.1
Nigeria	2.2	-3.4	2.4
South Africa	0.2	-5.8	4.0
Low-Income Developing Countries	5.1	0.4	5.6

Source: IMF World Economic Outlook April 2020

THE IMPACT OF COVID-19 ON EMPLOYMENT IN SOUTH AFRICA

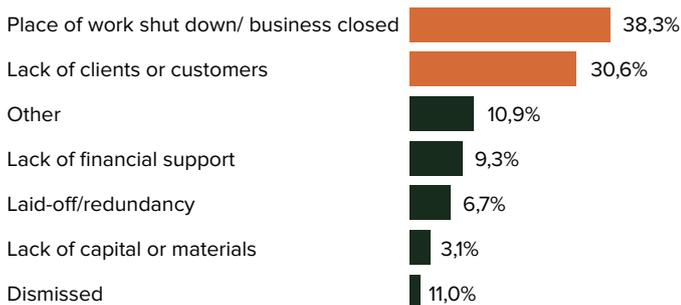
The disruption caused by the COVID-19 pandemic has been significant and far reaching for many employers. While specific impacts have varied, a common thread is that many organisations have changed the way they operate as a response to the pandemic and as a means to survive with many shutting down operations for good.

Compiled by Palesa Jivhuho, Programme Management Officer

The Employment Rate in South Africa is estimated to stand at 43.40 in 12 months time. In the long-term, the South Africa Employment Rate is projected to trend around 43.50 percent in 2021 and 44.00 percent in 2022, according to econometric models.

Between 2019 Q4 2020 Q1, the number of employed persons decreased in 7 out of 10 industries, with the largest decline recorded in finance (50,000), followed by community and social services (33,000) and agriculture (21 000).

The main reason for job loss or business closure during national lockdown, according survey conducted by Stats SA:



Large Corporates in business rescue:

SAB

EDCON

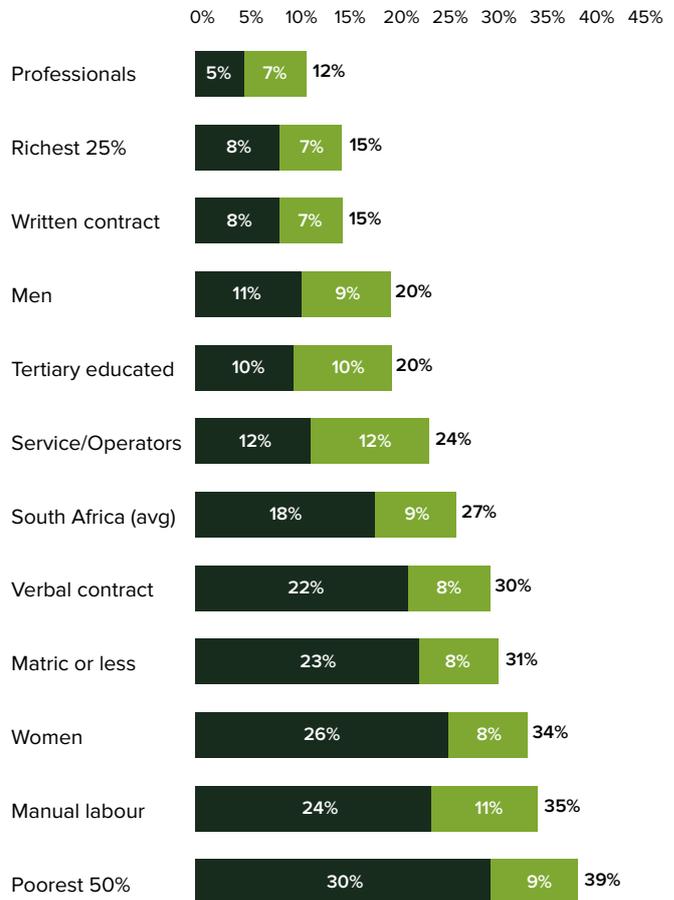
COMAIR

FLIGHT CENTRE (while not in business rescue, 40% of network has shut down)

Increases in employment were recorded in the trade (71 000), private households (30 000) and mining (6 000) industries.

Retrenched vs Furloughed jobs during lockdown

A team of South African researchers have published the National Income Dynamics Coronavirus Rapid Mobile Survey (NIDS-CRAM) which looks at the economic impact of the coronavirus pandemic, and countrywide lockdown.



• Retrenched (lost job) • Furloughed (no pay)

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THE IMPACT OF COVID-19 ON EDUCATION

According to the Minister of Basic Education, The Education sector is comprised of 13 million learners; 12.4 million in public schools and 600 000 in private schools. Due to the large number of South Africans that are a part of the sector, the impact of the novel coronavirus on Education in South Africa was unavoidable.

Compiled by Palesa Jivhuho, Programme Management Officer

In a commendable effort to minimise the impact of coronavirus on learners and staff across the country, schools were closed and continue to remain closed during the national lockdown which began on 26 March 2020. The Department of Education (DBE) has been in consultation with the National Command Council (NCC), The Department of Health, all the teachers unions and the South African Principal Association to determine what measures can be put in place to save the academic year in a way that does not put learners and staff at risk.

As at 30 April 2020, numerous interventions have been initiated via the media to assist learners in remote learning. The DBE is also in consultation with various NGOs across the country to assist in learner support programmes. The proposed school reopening plan will detail a phased approach in which learners will go back to school in phases beginning with grade 7 and grade 12 learners at the beginning of June 2020. The approved plan will be communicated to the public following the approval and endorsement of the NCC, Department of Health and Cabinet.

Timeline of Covid-19 impact on Education:

05 March 2020	First confirmed case of Covid-19
15 March 2020	President Cyril Ramaphosa declares a National State of Disaster
18 March 2020	Closure of schools
26 March 2020	National 21-day Lockdown issued
23 April 2020	Announcement of gradual and phased relaxing of lockdown restrictions
30 April 2020	Ministers of Basic Education and Higher Education and Training announce PROPOSED sector plans
04 May 2020	Education sector to reopen to prepare for phased reopening of schools
11 May 2020	SMTs return to schools
18 May 2020	Teachers return to schools
01 June 2020	Grade 7 and 12 learners return to school

The impact of Covid-19

- Schools closed on 26 March 2020 and remain closed.
- Remote learning is encouraged where possible.
- The academic year is affected as curriculum coverage is severely compromised.
- A multi-media learner support initiative under the banner: COVID-19 Learner Support aimed at limiting the impact of the lockdown to the school calendar was launched.
- Remote learning effectiveness currently at 20% of regular contact teaching due to limited accessibility.
- May/June Amended Senior Certificate examinations postponed till November meaning that for the first time in history more than 1 million learners will write the Matric examinations.
- Learners to be assessed according percentage of curriculum covered.

Vandalism of schools

- Following the closure of schools during the National lockdown there has been an increased level of theft and vandalism at schools across the country.
- As at 30 April 2020, 962 schools across all districts in the country have been affected by vandalism and theft of school property. Items such as ICT equipment, kitchen supplies and school furniture have been stolen in schools from schools.

Remedial measures

- Online and broadcast support comprised of subject content and a focus on Grade 12 learners and the promotion of reading for all grades
- Schools to be reopened in phases
- Upon reopening: no shared desks, masks provided, daily screening, daily sanitation of schools, limited movement, water provision, transport regulations, no sporting and extra-mural activities
- Basic sanitation and hygiene packages to be distributed
- New regulations for School Nutrition Programmes

Coronavirus lockdown measures have partially or fully closed schools for more than 90% of the world's student population across 186 countries and territories, according to UNESCO.

Below are a few country comparisons (as at 22 July 2020):

COUNTRY (COVID-19 @03/05/2020)	LOCKDOWN START DATE	SCHOOLS CLOSURE DATE	SCHOOLS REOPENING DATE	IMPACT/DEVELOPMENTS
China (Wuhan) 82 877 cases	23 January 2020	Schools were already closed for Winter holidays	Most schools remain closed. Final year High school learners to return on 6 May 2020	<ul style="list-style-type: none"> A significantly decreased growth rate and increased doubling time of cases was observed, which is most likely due to Chinese lockdown measures. Lockdown measures are being eased however citizens are still urged to remain at home
Singapore 18 205 cases	7 April 2020 (for most businesses and non-essential services)	7 April 2020 (for most businesses and non-essential services)	Proposed date is 4 May 2020	<ul style="list-style-type: none"> Singapore went from being a global example to having the highest number of cases in South East Asia due to the second wave. Schools have now adopted a full home-based learning system
France 168 396 cases	14 March 2020	16 March 2020	Phased approach: 11 May 2020 for Kindergarten and Primary school learners	<ul style="list-style-type: none"> France Education officials admitted that remote learning is challenging as not all learners have access to computers and resources. Where possible material was delivered to the learners. France continues to have a high daily infection rate of above 2000
Denmark 9 523 cases	11 March 2020	16 March 2020	Phased approach: 15 April 2020 for preschool and grades 1-5. Other grades and universities remain closed	<ul style="list-style-type: none"> The rate of new cases is declining. The Government decided to reopen schools to allow parents to resume work to reboot the economy. This unpopular decision has been widely criticised by the Danish people
Netherlands 40 571 cases	16 March 2020	16 March 2020	Primary school children to go back to school part time starting May 11. Secondary schools can begin preparing to reopen on June 2	<ul style="list-style-type: none"> The size of classes at primary schools will be halved. Pupils will go to school approximately 50% of the time. They will spend the other 50% of their school hours doing distance learning Pupils of primary schools for special education may attend school every day Parents are asked to take their children to school or childcare on foot or by bike wherever possible. This will prevent public transport becoming crowded
Egypt 6 193 cases	25 March 2020	15 March 2020	No school reopening announced as yet	<ul style="list-style-type: none"> Ministry of Education and Technical Education (MOETE) extended the access to the Egyptian Knowledge Bank (EKB) to students, providing content by grade level and subject (kindergarten through secondary education) Grades 3-7: exams will not be conducted for students at the end of the current school year. Instead, a research project for each subject will be completed on the electronic platform Grades 10-11: students will take computer-based pilot tests from home using supplied tablets to write the year-end exam
Morocco 4 880 cases		16 March 2020	No school reopening announced as yet	<ul style="list-style-type: none"> Classes continued either online or through TV and online Tests and exams will take place later in the year

OUR FOOTPRINT

Gauteng

Kagiso Enterprises Rural Private Equity Fund (KERPEF):

- Killer Grill & Fish & Chips, Sandwich Baron

Education Conversations:

- University of Johannesburg

KT Leverage Fund:

- South African Council of Churches

Kagiso Trust Consulting:

- CoGTA

PMO:

- Department of Telecommunications

Limpopo

KT Leverage Fund:

- NASGB

KST:

- Anglo American Schools Project

PMO:

- University of Limpopo Research partnership

Kagiso Trust Consulting:

- Molemole Municipality
- Musina Municipality
- Makhaduthamaga Municipality
- Collins Chabane Municipality

North West

KERPEF:

- Matrix Computers

Northern Cape

KST:

- Anglo American Schools Project

Free State

KERPEF:

- OBC Chickens

BNSDP:

- 166 schools in Thabo Mofantsanyaya

KST:

- 322 schools in Motheo & Fezile Dabi

EMSP:

- 61 Students (including 2018 intake of 15 students)

PMO:

- UFS Research partnership

Mpumalanga

KERPEF:

- Thembeke Sales and Logistics

KST:

- Anglo American Schools Project

KwaZulu-Natal

KERPEF:

- Sparkling Auto
- AC DC Electrical Supplies

Beyers Naude Memorial Lecture:

- University of Zululand

Western Cape

KT Leverage Fund:

- SAWID

PMO:

- Stellenbosch and Western Cape Universities Research partnerships

Eastern Cape

KTC:

- CoGTA

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