

**KAROO REGIONAL SPATIAL DEVELOPMENT FRAMEWORK:
DRAFT CAPACITY DEVELOPMENT PLAN**

Submitted by:

Akanya Development Solutions

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1 Introduction

In June 2020, Akanya Development Solutions (hereafter 'Akanya') was appointed by the Department of Agriculture, Land Reform and Rural Development (DALRRD) to assist it with the preparation of the Karoo Regional Spatial Development Framework (KRSDF). Included in Akanya's bid document and subsequent **Project Inception Report** was a commitment to ensure skills transfer and capacity development over the 18 months' duration of the project (see **Box 1** below).

Box 1: Akanya's Capacity Development Offering as per the Project Inception Report

The **Akanya Project Team** strongly believes in, and is passionate about skills development and transfer. As such, *three instruments* will be used to ensure that this is done over the course of the project:

- **Instrument One:** Every technical work-session will have an *introductory 'learning-and lessons-sharing session'* of between 60 and 90 minutes, during which (1) the tasks/actions undertaken, (2) the knowledge gathered and lessons learned, and (3) the value gained for the project from doing so in the run-up to the particular session, will be shared with everyone present;
- **Instrument Two:** *Introductory one-day courses on regionalism and regional development planning* will be presented via Enterprises University of Pretoria (EUP) to *two groups* of not more than thirty-five representatives from:
 - Provincial Governments, and District and Local Municipalities in the Region; and
 - Non-State entities, such as community-based structures and organisations, NGOs, mining company representatives and unions [*meaning four such courses in total*];
- **Instrument Three:** A group of not more than *18 young planners*, nominated and funded by their respective institutions to attend learning events, will be taken through a 12-16 months certificate-bearing programme/course on regionalism, regional development planning, similar to what had been done in the case of the compilation of the NSDF.

The detail and logistics of these offerings will be negotiated with the client during the *Project Inception Phase*.

Subsequent to receipt of the letter of appointment, the service provider team put together by Akanya (hereafter *the 'Akanya Project Team'*) had a number of meetings (1) with the client, as well as (2) within the team regarding the skills transfer and capacity development offering. A key driver and shaper in these discussions was the COVID-19 pandemic and the resultant restrictions on (1) in-person social interactions and (2) movement across municipal and provincial borders. Another important guiding informant in these engagements was a wish expressed by GIS professionals in the client team for *the inclusion of GIS practitioners in the Young Planners Programme*. In addition to this, the client also proposed the hosting of a number of *colloquia* in which (1) members of the Akanya Project Team, as well as (2) experts from Government Structures and Academia would be tasked with providing 'plenary inputs and reflections'.

Out of all these discussions, a draft *Capacity Development Plan (CDP)* was prepared, the contents of which is presented in this document.

2 Approach

The Akanya Project Team's approach to capacity building is captured in the following extract from book *"The Knowledge Illusion: Why We Never Think Alone"* by Steven Sloman and Philip Fernbach (2017):

"Because we think communally, we tend to operate in teams. This means that the contributions we make as individuals depend more on our ability to work with others than our

individual mental horsepower. Individual intelligence is overrated. It also means that we learn best when we're thinking with others. Some of the best teaching techniques at every level of education have students learning as a team. This isn't news to education researchers, but the insight is not implemented in the classroom as widely as it could be.

We hope this book will leave you with a richer understanding of the mind, one in which you have a greater appreciation for how much of your own knowledge and thought depends on the things and people around you. What goes on between our ears is extraordinary, but it ultimately depends on what goes on elsewhere."

Translated to this project, the Akanya Project Team sees capacity development as involving integrated (1) *Institutional Capability* and (2) *Individual Capacity-Building*, and not just the certification of individuals, whether they are young or old. In more detail this approach means a process of *jointly learning by jointly*:

- Asking hard and often uncomfortable questions;
- Looking for answers;
- Questioning and testing our 'answers' and underlying assumptions; and
- Going back to our initial questions and starting again.

3 Modality

Given the focus on *joint and experiential learning* – which is also fitting given that this is the first national-scale RSDF to be prepared in terms of the Spatial Planning and Land Use Management Act, Act 16 of 2013 (SPLUMA) and also for a region that is defined as an Arid-Innovation Region in the Draft NSDF – the *mode* of capacity development is as follows:

- *Participatory and Action-Orientated*, meaning that every element/part of the project is viewed and used as a learning event;
- *Experiential*, meaning that the team and the client are open to trying and testing new things and not being afraid to make mistakes and learn from these;
- *Fluid*, meaning that adaptations can be made over the course of the project, as and where new learning opportunities arise; and
- *Focused on both 'structure and agency'*, meaning that the focus is on building (1) strong, capable and resilient cooperative institutions, as well as (2) capacitated, able and energised actors, i.e. officials and political office bearers, and as and where possible, also non-State role-players and stakeholders.

4 Components

The CBP includes four learning components, three of which are the sole responsibility of the Akanya Project Team, and a fourth, the colloquia, which will be jointly attended to by the client and the service provider team. Each of these *four components* are discussed in the sub-sections below.

4.1 Broad-Based Online Learning

The Akanya Project Team will prepare a series of online 'lectures/talks' on topics as set out in **Section 5** below, and post these on the Project Website over the course of the project. These lectures, to be presented by members of the Akanya Project Team, will be freely available to anyone who has access to the website, and could be downloaded and viewed, or used to introduce and/or structure

discussions or meetings by stakeholders in the region, such as the Colloquia (please see **Section 4.4** below). Given that the lectures will also include a series of (1) 'self-study questions' and (2) references for further reading or viewing, those who are keen, could go far deeper into the topic than just the lecture.

4.2 The Project Learning Portal

The Akanya Project Team will keep track of 'lessons learnt' throughout the project, and update the report on the portal with these lesson seven times over the course of the project on the dates as set out in **Table 1** below. The '*Learning Reports*' to be kept by the YPRSDPPs and submitted to the APT on a bimonthly base (see **Section 4.3** below) will also be used for this purpose. As in the case of the online lecturers, the lessons would be available for downloading and reading by anyone who has access to the Project Website. At the end of the project, the various learning reports and notes will be used to compile a 'Karoo RSDF Learning Report' and presented to the client, and also made available on the Project Website.

4.3 The 'Young Regional Spatial Development Planning Professionals Programme' (YPRSDPP)

The YPRSDPP will be offered over a fifteen month period to a group of not more than eighteen young regional development planning professionals. In accordance with the commitment made in the bid document and the **Project Inception Report**, this group of young professionals, nominated and funded by their respective Government institutions to attend learning events, as and when these take place post-COVID 19, will be taken through a fifteen months' *Enterprises at the University of Pretoria-certificated course* on regionalism and regional development planning. Details on (1) the course content, (2) the application procedure, and (3) the nomination documentation are provided in **Annexures A, B and C** to this document.

4.4 The Colloquia

This initiative, which emanated from the client's side, will be managed by the client, with inputs provided as and where requested and possible, by the Akanya Project Team. It is anticipated that the topics of the colloquia will be similar, or linked to the lectures to be produced by the Akanya Project Team and posted on the Project Website, with these lecturers being used as pre-viewing material, or as an input during the colloquia.

5 Content

In the course components (see **Section 4** above) the same following *five themes/topics* will be covered and/or presented:

- *One: Regionalism, Regional Development Planning and Regional Spatial Development Frameworks*, including an engagement with:
 - The theory of, and the practice related to these three terms, including case studies – both international and at home; and
 - The knowledge, skills and values required for (1) preparing and implementing regional development plans and RSDFs, (2) aligning these with other development and management plans and frameworks, and (3) measuring the impacts/effects of regional development plans and RSDFs.

- *Two: Legal Matters*, including an engagement with ‘The Law’, as it (1) refers, relates and speaks to and about, and (2) instructs with regards to regionalism, regional development planning, RSDFs, and regionally-focused action/implementation.
- *Three: Institutional Matters*, including an engagement with:
 - Institutional frameworks, institutional behaviour and relations in and between State and Non-State actors and organisations and their impacts on regional planning and development and the preparation, governance and implementation of RSDFs, as well as ways of working in, with, and through these in the interests of the region; and
 - Existing policies, plans, programmes and projects within the ambit of the State and the non-State sector that have a bearing/impact on this initiative/project, such as the NDP, NSDF, IUUF, DDM, Agri-Master Plan, PSHDAs, provincial SDFs, municipal IDPs and SDFs, and plans in the areas of shale gas extraction, mining, agriculture, irrigation, etc.
- *Four: Data, Information and Regional Sense Making*, including an engagement with:
 - The data and information needs for preparing a RSDF, meaning people, place and flows and networks-data and information: The people, the spaces, the place and places, the infrastructure, the water, the soil, the movement through and within (and not), histories, tragedies, previous plans, loss, pain, gains, hopes, ideas, ambitions and visions; and
 - Ways of accessing and using the data, and making ‘regional sense’ of the data.
- *Five: Innovation and Visioning*, including an engagement with:
 - Innovation as concept and ways of being and becoming more innovative;
 - Designing alternative and innovative futures; and
 - Designing innovative routes towards these (alternative) futures, including the crafting of the necessary theories of change and related (1) theories of action, (2) governance structures and (3) institutional frameworks to take us there.

6 Roll-Out

6.1 Dedicated Staffing and Management

While the CBP will rely on and require the active involvement of the full Akanya project team, the roll-out and management of the various components as listed under **Section 4** above, will be undertaken by *Prof Mark Oranje* and *Ms Anri Snyman*. It is anticipated that the client will also nominate dedicated officials to collaborate on the learning events as specified, especially do with regards to the colloquia, as covered in **Section 4.4** above.

6.2 Key Dates and Deliverables

Key dates in the roll-out of the CBP and deliverables related to the course components (see **Section 4** above) are set out in **Table 1** below.

Table 1: Key Dates and Deliverables

Deliverable	Format	Due Date	Responsibility*	
			APT	CT
Draft CDP submitted by APT to Client	Email	10/07/20	X	
CDP Approved by Client	Email	17/07/20	X	X
CDP Kicks Off	Email	17/07/20	X	
Completed YPRSDPP Nomination Forms received by APT	Email	31/07/20	X	X
Learning Portal Report Version One	Web	31/07/20	X	
Acceptance Letters sent to YPRSDPPs	Email	14/08/20	X	
APT Online Lecture One Posted	Web	17/08/20	X	
Colloquium One	Online	20/08/20	X	X
YPRSDPP Learning Event One	Online	04/09/20	X	
Submission of YPRSDPP Learning Report One	Email	25/09/20		X
Learning Portal Report Version Two	Web	30/09/20	X	
APT Online Lecture Two Posted	Web	09/10/20	X	
Colloquium Two	Online	15/10/20	X	X
YPRSDPP Learning Event Two	Online	20/11/20	X	
Submission of YPRSDPP Learning Report Two	Email	27/11/20		X
Learning Portal Report Version Three	Web	30/11/20	X	
APT Online Lecture Three Posted	Web	04/02/21	X	
Colloquium Three/One	Online	12/02/21	X	X
YPRSDPP Learning Event Three	Online	19/03/21	X	
Submission of YPRSDPP Learning Report Three	Email	26/03/21		X
Learning Portal Report Version Four	Web	30/03/21	X	
APT Online Lecture Four Posted	Web	08/04/21	X	
Colloquium Three/Two	Online	16/04/21	X	X
YPRSDPP Learning Event Four	Online	21/05/21	X	
Submission of YPRSDPP Learning Report Four	Email	28/05/21		X
Learning Portal Report Version Five	Web	30/05/21	X	
APT Online Lecture Five Posted	Web	10/06/21	X	
Colloquium Four	Online	18/06/21	X	X
YPRSDPP Learning Event Five	Online	16/07/21	X	
Submission of YPRSDPP Learning Report Five	Email	23/07/21		X
Learning Portal Report Version Six	Web	30/07/21	X	
APT Online Lecture Six Posted	Web	14/10/21	X	
Colloquium Five	Online	08/10/21	X	X
YPRSDPP Learning Event Six	Online	17/09/21	X	
Submission of YPRSDPP Learning Report Six	Email	24/09/21		X
Learning Portal Report Version Seven	Web	30/09/21	X	
Submission of YPRSDPP Composite Learning Report	Email	19/11/21		X
YPRSDPP Oral Exam	Online	24-26/11/21	X	X
Composite Learning Portal Report	Web	10/12/21	X	
Submission of Capacity Building Plan Report	Email/Web	15/12/21	X	

*APT: Akanya Project Team; CT: Client Team

7 Assumptions and Conditions

The CBP is submitted subject the following assumptions and conditions:

- The young professional and/or their employers, will pay for any expenses (including possible travel and accommodation costs) related to participation in the YPRSDPP;
- Should in-person activities resume before the conclusion of the project, the client will pay for all venue hire, catering and any other costs related to the roll-out of this plan; and

- The client will participate fully and actively in making the plan a success.

8 Annexures and Supporting Documents

The **LETTER INVITING NOMINATIONS FOR THE YPRSDPP**, together with the following three Annexures are attached to this plan:

- **ANNEXURE 'A': INTRODUCTION TO THE 'KRSDF YOUNG PROFESSIONALS PROGRAMME'**
- **ANNEXURE 'B': CANDIDATE NOMINATION AND SELECTION CRITERIA**
- **ANNEXURE 'C': NOMINATION FORM**