

WHAT ACTIONS CAN WE TAKE TO SHIFT FROM COMPETITION TO COLLABORATION AND TO FOSTER A SENSE OF HARMONY/UNITY IN RESOLVING OUR CONFLICTS?

Yiannis Laouris, Marcus Hallside with Janet McIntyre-Mills and 37 members of the community of practice (see the detailed bios of each participant)

Abstract

The community of practice engaged in discursive conversations, asynchronous written metalogues, SDD dialogues to address areas of shared concern, workshops and a digital conference. The paper makes a case for Multispecies Hubs and scaled up engagement using mixed methods comprising informal conversations, metalogues, SDDs to find contextual pathways to wellbeing. This paper reflects on these discussions comprising exploratory questions, an agreed triggering question, an hypothesis and further exploratory questions for future research.

Firstly, the metalogue relied on emailed discussion to enable us to set an agreed question. Our efforts were prompted by the growing social, cultural, economic and environmental challenges as the divides between haves and have nots expand. Our community of practice has focused on the suggested actions that we can take to make a difference whilst advocating for changes in policy and practice. Secondly, we reflect on the following so-called triggering question for a structured democratic dialogue with our ongoing community of practice facilitated by Janet McIntyre-Mills, namely: *What actions can we take to shift from competition to collaboration and to foster a sense of harmony/unity in resolving our conflicts?* This paper is linked with a longer chapter in a forthcoming volume on setting up multispecies hubs to support green circular economies that honour local wisdom. The chapter (and volume) includes the detailed contributions of the participants plus the briefing materials.

A key finding is that if a shared concern is addressed a large group of more than 50 participants from a range of faiths remain engaged in SDD and informal dialogues associated with the SDD and that even if the topic is challenging the structuring makes the engagement respectful and 'safe' for a diverse group of people. It needs to be conceded however, that a core group of people have developed high levels of trust which helped to ensure that a core group 'modelled' respectful dialogue. This is an important aspect of a successful dialogue. Also starting off with shared norms that guide the process and a realisation by all the participants that they would indeed be 'heard' and that their points could be written or shared asynchronously as voice notes.

The model of dialogue in South Africa hosted by talk back radios provides considerable scope for successful adaptation and scaling up within this model as a way to host the SDDs and metalogues using brief voice notes as a way to inform broader online, TV or radio based SDD dialogues and could provide a model for other 'struggling democracies' where engagement has deteriorated to polarised debate, victimisation, invective or shunning, now known as 'cancelling'.

Keywords: transformation, interfaith, conflict, structured dialogue, metalogue and praxis

1. INTRODUCTION, POLICY CONTEXT AND BACKGROUND

Our triggering question is: What actions can enable us to move from competition to more collaborative/harmonious approaches? The work of Vandana Shiva, Wangari Maathai and the hub leaders of the COP (including Mphatheleni Makaulule, Ida Widianingsih), Jane Goodall, Zoe Schlanger and work of Susanne Simard on plant and tree specialists inspires this approach. The research addresses a significant gap in knowledge and suggests pathways forward. In a world where democracy is on the wane and climate change poses greater

Actions from Competition to Collaboration

threats to everyday concerns such as food, water and energy resources there is fierce competition for resources. It is time to reconsider the place of human beings on this planet and that we would need several planets to maintain what some regard as a middle-class lifestyle which is either their right or one to which they should aspire. In the volume we will look at communities where a high standard of living can be achieved by living in harmony with nature and not taking more than is needed to survive. Living virtuously and well is possible.

1.1 Community of practice: All for one and one for all

The aim is to explore *a priori* and *a posteriori* participatory governance *strategies* with a community of practice in Australia, Indonesia and South Africa by building on the team's established track record on case studies of multispecies hubs linked with participating universities.

The case study areas share concerns associated with high rates of urbanisation, habitat and species loss, displacement and the risks associated with climate change, namely food, water and energy security.

Harari (2024: 15-17) makes the case in 'Nexus' that information is connection. Human beings make sense of the world, inter alia, through stories and patterns. As such, stories and the derived patterns are constructions that need to be recognized as changeable.

A critical systemic view of the world is based on the notion that reality is fluid and dynamic. All 'reality' is relational and thus it is about 'connectivity', hence the relevance of the research program addressed by our community of practice and the Special Integration Group linked with the International Society of the Systems Sciences (ISSS).

2. STATEMENT OF THE PROBLEM AND RATIONALE

The community of practice engaged with the triggering question: What actions can we take to shift from competition to collaboration and to foster a sense of harmony/unity in resolving our conflicts?

The group comprised young leaders and hub facilitators spanning 18 years to 65+ including those who hold Christian¹, Buddhist, Jewish, Islamic and Indigenous beliefs and it was informed by people of goodwill who do not hold religious beliefs.

Agreeing on the question involved extensive conversations, emails and metalogues amongst those who agreed to participate through an ongoing community of practice. The first step was to explore deist and non-deist concepts, agnostic ideas, atheism, humanism, pantheism and secular warm heartedness that includes a respect for organic life and the inorganic elements of life.

2.1 Focusing thoughts: Is democracy best? how can it be better?

D : "So J....over the next several months perhaps you could reflect on what you might consider to be a systemic approach to international development and more specifically how indigenous groups and their wisdom should be engaged more extensively etc.....meanwhile find the personal time for yourselveswe can only care for others if we care for ourselves....stay in touch, D."

¹ With the exception of St Francis of Assisi the early church did not focus on nature and instead aimed to 'control' or master nature (White, 1967) and despite some early beliefs Mormans in America about the relationship of humans with nature they have become increasingly skeptical of climate caused interventions by human beings (Hahne, (2024)

Actions from Competition to Collaboration

3rd July 2024

“Yes D, this is a very good question. Today in the news the issues span the need to manage AI to protect privacy ... issue of siphoning up images of children in Australia, the high court decision about the impunity of USA presidents who are above the law, the dismal performance of Biden in the first presidential debate, the rise of conservatism in Europe, the ongoing wars in Africa, Gaza, Ukraine and the Labour senator who crossed the floor to vote with the Greens on issues pertaining to human rights in Palestine and was told that she had to be a team player even if she disagreed on moral grounds.

Young people continue to be ignored on climate change issues and governments are not looking towards the future or about post national regional concerns.... The quality of debate in mainstream politics is dismal.”

28th July 2024

J: “Today is the debate between Biden and Trump. Many argue that they consider both the Democrats and Republicans should find better candidates.... Yesterday Julian Assange arrived in Australia to rejoin his family. He was met by well wishes and PM Anthony Albanese rang him.

The Guardian newspaper highlighted that his release is not a complete vindication, and journalistic freedom remains an issue. Assange released secret documents, but he did not do traditional espionage to which he was required to plead guilty, in order to secure his release....

Today I read the quote in Wood (2020: 458) citing a Confucian farmer, miner and provincial official who reflects on the first elections in China in 1911. He remarks on the bribery, corruption and insincerity of those who stand for office and who can afford to pay their way into a government position. He thinks about the old ways in China led by an emperor and the examination system that promoted people to office on merit. The emperor’s role was to intercede with the heavens to retain the balance China along with the rest of us are at the mercy of nature: flood, fires and droughts impact food security.

The Governance system described by Wood (2022) looks increasingly like the systems in other parts of the world where top-down decision-making silences the powerless. Winton’s points about the process are relevant to many autocratic governments around the world as democracies continue to wane.

If presidents are above the law, we have enabled autocratic rule in the guise of democracy!

We need a new approach, hence the emphasis on decentralised multispecies hubs that focus on all human, animal and plant relationships at the local level. Residents need to see themselves as local *neighbourhood scientists* linked with schools, places of tertiary learning, local government, Seed hub, NGOs, who help to balance the local environment.

In our prefigurative projects we co-develop wellbeing indicators through narratives, mapping and art in all its forms to map and monitor pathways to wellbeing.

Bhutan has a wellbeing index. We need widespread use of a scaled-up version of pathways to wellbeing to regenerate the habitat which we all share.

A freely available I naturalist website could be helpful to benchmark many species before and after setting up prefigurative green circular economy projects.

“Part of the appeal of panpsychism is that it appears to provide a workaround to the question posed by Chalmers: we no longer have to worry about how inanimate matter forms minds because mindedness was there all along,” (Falk, 2023)

I believe that consciousness is a continuum. The whole universe sings, and the harmony can be heard if we listen. Current forms of democracy and governance need to re-consider the right of human beings to live beyond the limits of their species and their responsibility to living systems of which they are an interdependent strand.”

3. METHODS AND CONCEPTUAL THEORETICAL FRAMEWORK

Our community of practice is well placed to work with partner investigators in South Africa, Australia and Indonesia. We use mixed methods involving fieldwork that comprises both focus groups and in-depth interviews with relevant sectors of local population. Together we research what works, why and how in grounded community studies focusing on protecting forests, wetlands, rivers and coastal communities.

The case studies rely on mixed methods (Hesse Biber, 2016, McIntyre-Mills and Romm, 2018., warm contextual data to foster an ‘ecology of mind’ (Bateson, 1972) rooted in storytelling and mapping, using soft systems and eco mapping, metalogues and structured dialogues (Makaulule, et al., 2024, McIntyre-Mills et al., 2024, Laouris, 2024). The research team of CIs and PIs (together with the a PhD student and Post doctoral Fellow) will extend ongoing research with our active community of practice spanning University of Adelaide, University of South Africa, The University of Venda, Participatory Guarantee System, South Africa (an organic farmer’s network, Dzomo la Mupo (Voice of the Earth) and Universitas Padjadjaran to map re-generative pathways based on participatory action research. A metalogue is a series of asynchronous, iterative conversations, and commentary on transcripts from dialogues, to enable exploring diverse ways of knowing in a community of practice (Wenger *et al.*, 2009)

3.1 Process of engagement

This section will elaborate the process comprising conversations, metalogues plus community engagement in Indonesia and South Africa using face to face and online workshops and conferences. The meetings linked with the SDDs were recorded using Zoom and AI assisted firefly meeting summaries.

The metalogues served to ensure that we were/are able to work asynchronously so that follow up conversations and reflections are encouraged. Our post-colonial focus draws on diverse ways of knowing (<https://i2insights.org/2024/08/13/metalogues-and-communities-of-practice/>) and in this way we work with established leaders in systems design, early career academics and members of the community to make a difference through engaged community research with local student and community leaders and hosting weekly seminars online supported by field visits, one on one visits and regular engagement through Zoom with the community hub leaders and participants as well as with members of the International Society of the Systems Sciences.

The participatory approach to the research engages beneficiaries and stakeholders at all stages and contributes to praxis-orientated dialogue around action and implementation. Each voice engaged in participatory democracy and governance becomes a node in a network, which grows exponentially as voices are added, and material and non-material resources are shared. Participatory design and governance pertaining to poverty and climate change have been addressed in the West Churchman Series and Contemporary Systems Series which discusses the importance of critical systemic approaches that are open to many ways of knowing. In this sense, the critical systemic approach is very different from traditional operations research and traditional systems thinking. This project will integrate data on life chances of women and young leaders to enable them to set up innovative social enterprises based on engagement that fosters an awareness of social ecology whilst enabling them to protect food and water security.

Sunday evening Zoom conversations with the community of practice on areas of concern during 2024 were built upon by asynchronous metalogues using email or WhatsApp texts (McIntyre-Mills, 2024) combined with two Structured democratic dialogues during 2024. The first was on strategies to support multispecies relationships (McIntyre-Mills, 2024) and the second was on how to move from conflict to more harmonious relationships. SDD (Laouris, 2024) explains that SDDs involve a process in real time based on a triggering question and a structured process. Members of the Knowledge Management Team comprised Janet McIntyre, Pat Lethole, Ida Widianingsih, Yiannis Laouris and Marcus Hallside. The initial triggering question was discussed in a series of conversations and metalogues and eventually members who agreed to commit to the process of SDD voted on the triggering question.

The SDD approach entails engagement based on generating ideas in response to an agreed triggering question, grouping ideas into clusters, ranking, voting on the most important ideas and considering which ideas are vital to enable achieving specific outcomes.

Actions from Competition to Collaboration

Eighteen ideas were suggested, and we voted, in order to generate action maps on the ideas which people selected through voting. This process was discussed, and the ideas were elaborated on in informal conversations and metalogues via email and WhatsApp.

The discussions are detailed in a chapter to appear in ‘Setting up Multispecies Neighbourhoods’. The SDD process involved 16 active participants who provided action ideas, 35 participants who provided bios and a further 7 participants in the Zoom conversations, emailed conversations and WhatsApp groups that formed the wider research conversation and research proposal, total number is 42. The participants varied across the sessions, and we needed to rely on asynchronous communication to complement the synchronous meetings. An added concern was the cost of connecting to SDD meetings if the members did not go into Unisa to use the computers. Sharing computers and voting using WhatsApp made the process feasible for some of the participants.

Many of the action plans can be regarded as elaborations of others or saying similar things using more conceptual or more concrete language.

As detailed in a forthcoming volume titled: “All for one and one for all: participatory design with Indigenous custodians and local communities to address multispecies relationality”, AI can be used carefully as a tool to support data searches only if the AI assisted searches are conducted after a researcher has undertaken her own research informed by primary or secondary data. This enables checking and comparing one’s own research with the search supported by Augmented Intelligence.

When the structured democratic dialogue was conducted in 2024 with members of the community of practice a form of AI meeting recording ²was used to help summarise the meetings. The summaries generated were filled with errors as a result of misunderstanding the accents and the context of the discussion, but if the summaries were compared with the recorded Zoom videos it helped to speed up the transcription process.

Similarly when data was collected in Tarumajaya (West Java) with members of the community of practice (Wirawan, McIntyre-Mills et al 2024) based on summaries that were generated using AI and programmed to provide a basic data sort and to chunk the themes according to the pathways to wellbeing design, namely: Business as Usual, Taking Small steps or Living in ways that support the entangled indicators of wellbeing. The patterns were grouped in terms of material and non-materials haves, needs, barriers, turning points for better and worse (see McIntyre-Mills, De Vries, 2010).

3.2 Expanding on Actions and Key Themes

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
1	Hlony Rakhomo LRakhomo@unisa.ac.za	Promote academic literary thought cooperation and inclusivity	
	<ul style="list-style-type: none"> • Specific: Contribute to improve level of education and better matric performance • Who: Youth; reinforcement of academic literacy and reduction of criminal elements will be a healthy and productive environment for youth and future generations • How: to create and participate in community forums or local wards to empower diverse youth with education support and crime prevention activities. Civil society organizations are more likely to share resource and be united against high level of crime and other social ill factors that are affecting them directly. • When: Immediately after local elections • Measurable: Low level crime in that area, improvement in academic literacy. • Assignable: Community Ward leader and civil society member • Relevant; this helps youth to feel more optimistic about their present and future. 		

² <https://www.esafety.gov.au/key-topics/esafety-guide/adobe-firefly#:~:text=Adobe%20Firefly%20is%20an%20artificial,%2C%20including%20vector%2Dbased%20artwork.>

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
			<ul style="list-style-type: none"> Timing: this must be link with school going age and timelines should be according to school calendars
2	Riswanda Riswanda riswanda@untirta.ac.id	Trust building among the government, business sector, community organisation, and mass media, could be a way to foster collaboration	<ul style="list-style-type: none"> Trust building among the government, business sector, community organisation, and mass media, could be a way to foster collaboration. The collaborative actions could be aligned throughout mutual - benefits projects that could be initiated by the University. However, the initiation should be neutral of political-economic orientation or otherwise it may rise another competition, and tend to prolong conflicts Measurable Indicators based on dialogue could be generated - as per the pathways to wellbeing (Janet comment) Assignable to the community of practice participating as per our COP (Janet comment) Relevant as based on participants contributions T - Currently Riswanda and his colleagues are working in this space; for instance some Universities in Indonesian existing today have been involved in disagreeing / agreeing political orientation by some power elites. As a result, ‘hexa-helix’ idea, in which Universities are in the centre point of collaboration, tends to be hard to achieve. A new competition then has arisen on top of another. A policy action should be taken to reinforce politically neutral Universities that could manage the varied type of collaborative projects. ‘... when people are facing political-economic uncertainty they become increasingly critical of the practice of existing democracy by their government
3	Adelina Mpho Mbele adelina.mbele12@gmail.com	Implement fair policies and aim to amend existing laws that will prevent conflicts and war that are caused by greed and power	<ul style="list-style-type: none"> Specific: To prevent the suffering, inequalities, food security, land and exploitation that causes violence within countries or nations. All countries must unite, collaborate and be involved in policy negotiations for peace making. Who: The government, BRICS, UN, WHO, private, society, World peace ambassadors would be responsible for fair, transparent legislation. How: Countries would be encouraged to engage in peaceful negotiations and dialogue to prevent conflicts. All government representatives, noble peace maker’s, World peace ambassadors, UN, world food program would negotiate implementations of regulated policies. Binding law agreement's must be signed by all countries to alleviate suffering of war, to destroy conflicts and confusion in order to promote love, compassion, peace and harmony within countries. Boycotts and sanctions would be implemented as methods to enforce countries to participate, obey or comply in collaboration of peacemaking for liberation of nations. When: Immediately, without any delays after countries have reached agreement and signed the documents within the time frame given, in order to avoid further conflicts, disruptions, cruelty and brutality living nations hopeless and stranded. Countries will have to account on its own committed acts of greed and war. Measurable: It is achievable as the countries are eager to resolve underlying issues. Since their goal is to release captives, save lives and promote peace, creating opportunities and sharing good things that nature provides without any disturbance from other countries. South Africa is one of the countries that promoted peace through mediations. Assignable: All government representatives, peace ambassadors and maker's global partnership, UN will take responsibility promoting policies for peace. Relevant: It's relevant because the proposal addresses issues of conflicts, regulated rules that bring solutions by preventing violence from escalating but to promote humanity, peace and brotherhood.

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
			<ul style="list-style-type: none"> Timing These policies should be implemented immediately after negotiations and signing has been finalised to start the process to prevent war, greed that cause killings and starvation.
4	Rose Moipone Nselwane rosenselwane@gmail.com	Proposal of how to manufacture compost in order to help with the growth of plants for a fertile environment. As well as giving the community knowledge on Agriculture and how to be a farmer.	
			<ul style="list-style-type: none"> Specific: To give knowledge to the community on how to prevent hunger and removal of dirt on wetland, as well as giving the community knowledge on agriculture and how to be a farmer .farmer Who: Municipality and department of environment as well as the community. To be responsible and be land by the government law to avoid poverty. How: By giving knowledge to the community on how to keep their gardens with healthy crops and herbs. Working hand in hand with the department of environment and Municipality. When: It can be used a month before planting our crops on the field yard or garden. Measurable: To implement the growth of crops and increase jobs on farming. Assignable: The department of environment and municipality to work hand in hand with the community to bring peace. Relevant: Municipality will be preventing hunger and lack of jobs to the community. Timing: Working a previous month before the planting of our crops.
5	Susanna Matsidiso Ntuli susannamatsidiso@gmail.com	Community members should join with NPO’s, NGO’s and enterprises to set up peaceful conflict resolution against poverty and hunger.	
			<ul style="list-style-type: none"> Specific: To prevent lack of jobs and community to participate in agricultural workshops, so that they can be able to eat and sell from gardening, the municipality and Department of Environment should collaborate and work hand in hand. Who: municipality and Department of Environment must be responsible ... they need to address hunger and poverty. How: communication between the two Departments can bring peace and stability When: From 1 October 2024 as when resolving our conflict, the time frame is important. Measurable: Decrease the number of people suffering hunger and poverty. Organisations should sign an agreement that will bind them. Assignable: Municipality and the Department of Environment must take responsibility in promoting a good relationship with the community in implementing peace and stability. Relevant: As the Departments work hand in hand to avoid conflict, so that they can support peace in our community. Timing: Action taken from 1 October 2024....
6	Mamello Selina Mothibe mamellomothibe1@gmail.com	Creation of peace and sanction projections by engaging Diplomats, Academics and military peacekeepers for defusing conflict that is brewed by war	
			<ul style="list-style-type: none"> Specific: Women and children who are victims of war. Natural resources that are used for arms (guns and explosive trade). Saving boys from child soldering, Education system that might be lost and loss of Economy

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
			<ul style="list-style-type: none"> • Who: diplomats, academics and military peacekeepers will be responsible for drafting the treaty for collaboration and sanction • How: Planned gathering of the body (diplomats, academics and military leaders) will form and design strategies for treaty such as sanctions for defusing war • When: The Diplomats will create a deadline of enforcing a treaty and urgent working with the Academics and military leaders • Measurable: Success will be measured by all the stakeholders signing the treaty which will be monitored by the body on the deadline • Assignable: The body will engage with Non-Government Organisations, Civil Society's and communities at large through media for treaty and collaboration • Relevant: Proposal based on the plan of action created and implemented by the body will stand • Timing: The proposal instructed to be implemented at the given time.
7	Pricilla Motlakeng priscillaleshabe@gmail.com	Take actions to achieve more egalitarian utilisation of resources and less wastage to address the underlying issues that cause conflicts	<ul style="list-style-type: none"> • Specific: To work together to share knowledge, resources and improve ourselves and those around us on existing processes by creating awareness on sustaining our resources and awareness on positive and healthy competition in which we can solve complex problems. • What: Trust is the foundation of any successful relationship in a team, organisation because reliability, honesty competency and fairness, place the most important part to bring hope, Faith, confidence, consistency and it should be carried out by everyone involved it requires effort. Mutual respect whereby parties involved value each other thoughts, empathy opens communication whereby ideas and thoughts are shared and transparency is required recognizing each other's differences believing in good intentions and being accountable for owns action, be willing to find common ground and compromise with patience and creating opportunity for growth. • Who: Various organisations, groups and individuals can take part in the shift to collaborate leaders and presidents, managers, team leaders, community members to engage in communication and active listening and empathy can be involved in building relationships and be involved in community initiatives, individuals can practise self-reflection and various departments of government can be involved and open communication channels and encourage collaborative approaches to develop conflict resolution, everyone involved must encourage one another and support each other in order to shift from the unhealthy competition collectively. • When: When we shift from competition to foster collaboration to bring harmony and resolve conflict, when facing challenges, we must collaborate to share ideas, knowledge, skills and resources and conflict should be addressed and issues must be collaboratively solved to strengthen relationships. Open communication and active listening and problem solving and in meetings when facing challenges, we should collaborate to share skills and knowledge to overcome obstacles. During changes we need to collaborate and find mutually beneficial solutions. When differences arise, they must be addressed through dialogue with respect. Community engagement in events and initiatives that foster collaboration and social cohesion. During unhealthy competitions create awareness of a healthy competition that brings out our inner strength that motivates improvement and that brings great personal and team progress that brings great achievements. • How: Identifying the competitive tendencies and motivations recognizing the benefits of collaboration building. Trust by being reliable, transparent and Foster a positive and inclusive environment. Identifying common goals by finding shared objectives and interest, working together towards mutual beneficial outcomes. Collaborative problem-solving by sharing knowledge skills resources and working together to find solutions and resolve conflicts. Leading by example whereby leaders should behave in a good exemplary way demonstrating empathy, open communication progress monetarily by regularly assessing collaborative efforts and adjust strategies and encourage feedback for improvement. Value and embrace diversity to foster and inclusive environment that promotes harmony and collaboration. Creative support skill development and encourage continuous learning and growth and sustainability.

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
			<ul style="list-style-type: none"> • Practising consistency in these actions can shift us from bad and unhealthy competition and these actions must be taken continuously as communities and societies or the world is going through continuous change. • Measurable: improving communication by tracking the frequency of quality of open and respectful interactions enhances empathy. • Conflict resolution rate in tracking the number of conflicts resolved through collaboration. • The time it takes to resolve conflicts. • Collaborative behaviour such as joined problem solving. • Assessing Trust levels. • Collaborative goal achievements that track progress towards shared goals and objectives. • Conflict escalation rate by tracking the number of conflicts escalating to higher authorities. • Measuring the benefits and return on collaborative efforts and making data driven decisions to force Harmony and collaboration.
8	Kgomotso Nyamakazi nyamak1@unisa.ac.za	Using dialogues to foster collaborations to prevent competition over scarce resources that often lead to violence	
			<ul style="list-style-type: none"> • Specific: Preventing loss of resources, very scarce resources available in the communities and Equipping individuals with conflict resolutions skills and encouraging open dialogues and promoting collaborations. • Who: Local farmers and small-scale farmers and the department of agriculture will be responsible in this. • How: Mediation processes can take place, where guided discussions are held. • When: As soon as possible, this is to make the relevant stakeholders understand that resources can be enough for everyone if people are working together. • Measurable: Success can be measured by how the collaboration is working, less competition and less violence. • Assignable: Department of agriculture and other related stakeholders. • Relevant: Relevant as it directly speaks to our challenges.
9	Lindiwe Yeni lindiweveni40@gmail.com	Make effective use of advisers and committees, and forging links with other cooperatives.	
			<ul style="list-style-type: none"> • Specific: Make effective use of advisers and committees, keeping members informed and involved, maintaining good board/manager relations, following sound business practices, conducting businesslike meetings, and forging links with other cooperatives. • Who: All parties involved, leaders and influencers. • How: By asking clarifying questions, brainstorming, encourage empathy and understanding by sharing personal experiences. foster a culture of respect and lastly implement conflict resolution training. • When: immediately, as a preventative measure. • Measurable: Listen to all sides, give everyone a chance to share their view of the conflict completely. Talk it through by allowing people to discuss their concerns and feelings in a positive way. • Assignable: the responsibility of bringing harmony in a cooperative to avoid conflict with all members and parties involved in a cooperative. • Relevant: The collaborating style when the concern is to satisfy both sides. it is highly assertive and co-operative, the goal is to find a win/win solution. • Timing: immediately when collaborating fails or is simply feasible and assertive approach is required.

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
10	Janet McIntyre	<ul style="list-style-type: none"> • Respect for all living systems and our shared habitat 	
		<ul style="list-style-type: none"> • S Specific (i.e. answer the “why”, “who”, “how”, “when”) Promote collaboration locally through fostering local governance to protect food, water and regenerative energy in line with Mupo Law (a form of earth jurisprudence) / • Let us be guided by principles of Ubuntu /Ukaama /dharma - we exist through others including other species. The dharma path according to Mahayan philosophy teaches respect for all living systems and our shared habitat. • Who - Glocal residents to vote /lobby for biodiversity protection /wild law/ earth jurisprudence/ global covenant to prevent ecocide supporting current initiatives of Polly Higgins and Earth Rise and work of Wild Law Institute in South Africa, for example. • M Measureable (how will we know that a proposal/action is being implemented) • Apply pathways to wellbeing and scale up social, cultural , environmental and economic indicators that protect the environment - see Planetary Passport idea and for example, the glocal work of Maphatheleni Makaulule, for example, Vandana Shiva and Bill for Ecocide Law • A Assignable (who should do it) local hubs of committed residents to provide scalable pilots • R Relevant (is it really a direct and relevant answer to the TQ?) Yes, we need to provide incentives and motivation to move from competition to collaboration - in other words creating collaboration so we move from <i>Wall Street to the wellbeing of multiple species in a shared habitat.</i> • <i>A priori</i> norms and <i>A posteriori</i> indicators need to be co-developed locally so that the vision of Vandana Shiva (a <i>a priori</i> norms) and Elinor Ostrom (a <i>posteriori</i> indicators) of communal /collaborative living can be addressed • T When should this be implemented (now? In 6 months? In years?) Now through prefigurative projects. 	
11	<ul style="list-style-type: none"> • Mphatheleni Makaulule mupofood@gmail.com 	<p>Protecting Mupo – drawing on indigenous knowledge systems</p>	
		<ul style="list-style-type: none"> • Specific To follow the law of Mupo – the spirit of living systems • Measurable To use eco -mapping by working with the community eco mapping - many pubs and links on this • Assignable Working at the local community level, one community at a time • Relevant Yes, the philosophy of Mupo is applied through these actions : • 1. Setting up the Wild Law institute - https://www.linkedin.com/company/wild-law-institute/?originalSubdomain=za • 2. Working through Dzomo la Mupo and Earth rise - all actions to protect Mupo add links Earth Rise is a multifaith group led by Indigenous custodians and people of good will • 3. Collaboration with Participatory Guarantee System to protect organic farming – This is a national and international organisation. • 4. Court cases to protect water security and prevent deforestation led by Earth Rise and Dzomo La Mupo • 5. Setting up seed banks • 6. Training on compost making and farming • 7. Linking with universities and a range of organisations. • Time: We are doing these actions and scaling up. 	

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
12	Patricia Lethole Lethovp@unisa.ac.za	Multispecies hub to protect our shared habitat whilst creating green employment for the marginalised	
			<ul style="list-style-type: none"> • Specific: Daveyton eco hub at UNISA laundry and nappy service plans mapping birds - Ida to help us and wild life - we will do this soon with Mphathe as we have a budget for it Training on water testing - already done Compost making – already done • Measurable: To use eco -mapping by working with the community eco mapping - • Assignable Working at the local community level, one community at a time • Relevant: Yes, the philosophy of Mupo is applied through these actions and we try to work to support many species. We have kinship with all nature – organic and inorganic - we recognise totemic links – this is inspired by Indigenous wisdom. Some of us are part of Earth Rise – it is a group led by Indigenous custodians and people of good will and different faiths. • We collaborate with Participatory Guarantee System to protect organic farming – This is a national and international organisation see https://www.ifoam.bio/our-work/how/standards-certification/participatory-guarantee-systems • Training on compost making and farming • Linking with Uni Venda and Uni of Adelaide and Indonesian unis and with ISSS colleagues. • Time: We are doing these actions and scaling up.
13	Ida Widianingsih ida.widianingsih@unpad.ac.id	Setting up community engagement and participatory development	
			<ul style="list-style-type: none"> • Specific: Working on hubs to support green circular economy in West Java • Measurable: Several projects to support measuring outputs and outcomes. Contributed to joint papers with a growing community of practice • Assignable: Work on community engagement projects to support participatory development • Relevant We work with indigenous leaders who follow the law of nature • Time: We are implementing projects through UnPad and through the community of practice
14	Adib Shomad and colleagues from Ministry of Religion	Harmonising across faiths Adib Abdushomad" < abdushomad@gmail.com > anwar.ambar@gmail.com	
			<ul style="list-style-type: none"> • Specific: Working through ministries, schools and places of vocational learning and universities to support green circular economy, interfaith and cross-cultural dialogue to remember positive events and cooperation across Jews and Christians and Muslims to support Peace. • Measurable: Setting up projects to support measuring outputs and outcomes • Assignable: Work on community engagement projects to support harmony³

³ **Draft PKUB Presidential Decree, Step Forward or Stand in Place?** The PKUB Presidential Decree has proposed many changes that can advance religious harmony in Indonesia, but there are several aspects that are confusing and require further explanation.

<https://www.kompas.id/baca/english/2023/09/25/en-rancangan-perpres-pkub-langkah-maju-atau-jalan-di-tempat>

“In this draft, the government seeks to reorganize the [Religious Harmony Forum](#) (FKUB) institution and the procedures [permitting the establishment of places of worship](#) which were previously regulated in Joint Regulation of the Minister of Religion and the Minister of Home Affairs in 2006. After reading the draft [Maintenance of Religious Harmony](#) (PKUB) in 2023, the author is optimistic that the government is on the right track..”

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
			<ul style="list-style-type: none"> • Relevant: Work with people of many faiths through dialogue • Time now⁴ This action plan was developed into a conference with over 120 participants to discuss multispecies hubs online at an Ecotheology Conference called : Multispecies Relationships : Setting up community engagement to support social and environmental justice on 7th March 2025 The ministry of religion and previously, the Islamic University (Duile, 2020) enables discussion of critical systemic thinking(Shomad,2014) about religion and its role in Indonesia and globally.
15	Lisman Manurung Lisman.manurung@ui.ac.id	Addressing water security, pollution the needs of the poorest of the poor	
			<ul style="list-style-type: none"> • Specific: Addressing recycling of plastic to protect the river in Jakarta and create jobs Protect the ocean and fish • Measurable TBD – in progress joint project with community of practice • Assignable: working with community and Pamjayaa? • Relevant: as this is a systemic response • Timing: In progress.
16	Zekhethelo Ndlovu 18519458@mylife.unisa.ac.za	Implementing a Collaborative System for Global Cooperation	
			<p>SMART Objectives:</p> <ul style="list-style-type: none"> • Specific: Establish a multifaceted approach to shift from competition to cooperation. A new collaborative system can be implemented by using a multifaceted approach that includes education, community initiatives, cooperative economics, policy changes, technology, incentivizing cooperation, grassroots movements, hybrid models, global cooperation, and evolutionary approach. Success will require international cooperation, global governance, and collective action to address shared challenges. This can be achieved through global treaties, strengthened international institutions, country-level policy adoption, community initiatives, global education campaigns, and phased introduction of cooperative systems. Embracing flexibility and adaptability will be crucial in responding to changing circumstances, fostering global citizenship and shared responsibility. Ongoing monitoring, addressing challenges, and encouraging open communication and collaboration will also be essential to ensure the success and enforcement of collaborative systems. • Measurable: Track progress through awareness campaigns, policy changes, and adoption of cooperative practices • Assignable: Involve governments, international organisations, NGOs, businesses, and individuals • Relevant: Address shared global challenges and promote collective action • Time-bound: Implement from 2025-2032 and achieve widespread adoption by 2040

[iii] <https://www.kompas.id/baca/english/2023/09/25/en-rancangan-perpres-pkub-langkah-maju-atau-jalan-di-tempat>

“In this draft, the government seeks to reorganize the [Religious Harmony Forum](#) (FKUB) institution and the procedures [permitting the establishment of places of worship](#) which were previously regulated in Joint Regulation of the Minister of Religion and the Minister of Home Affairs in 2006. After reading the draft [Maintenance of Religious Harmony](#) (PKUB) in 2023, the author is optimistic that the government is on the right track....”

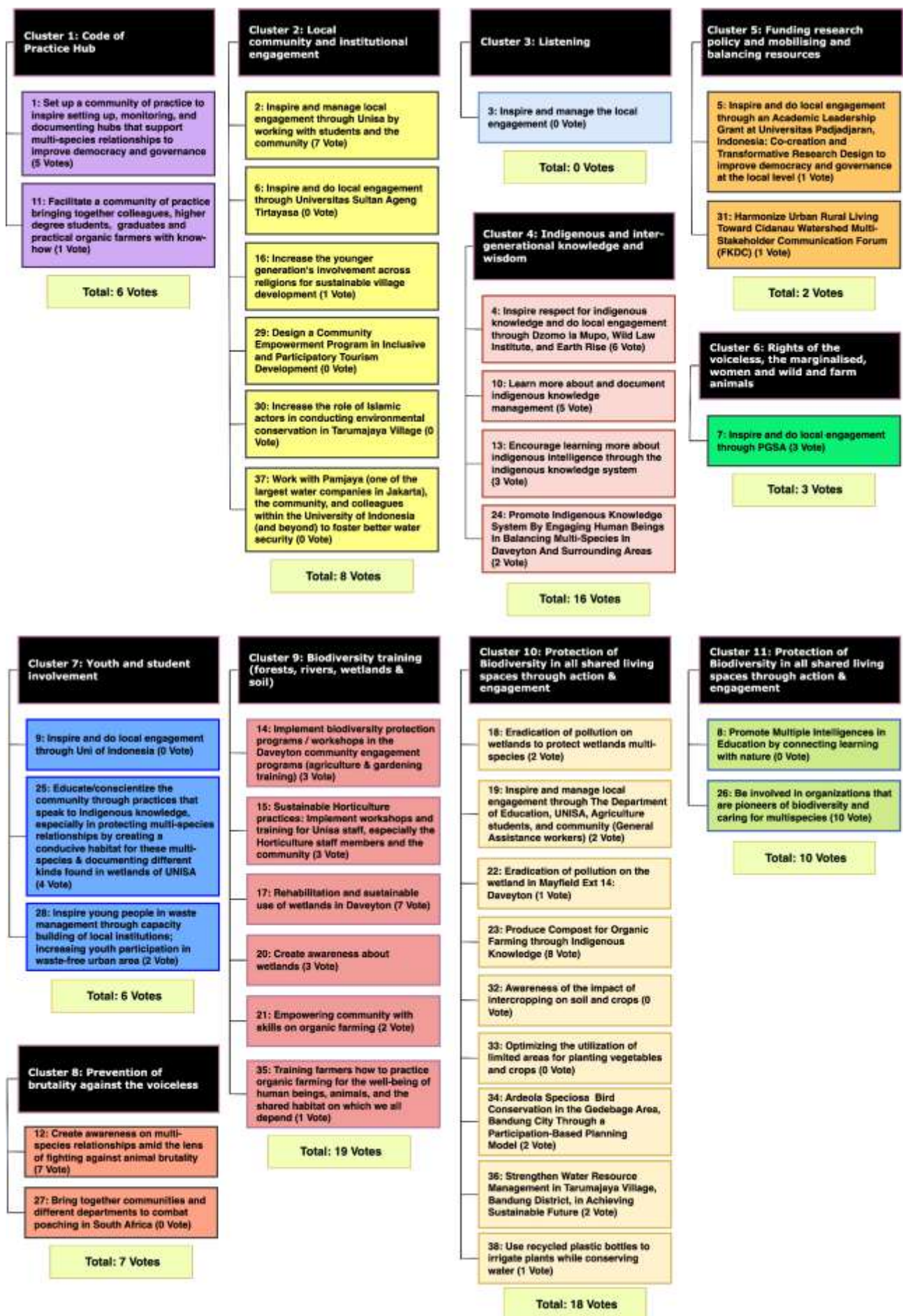
⁴ This is drawn from doc sent via WhatsApp from Adib Shomad.

Actions from Competition to Collaboration

#	Owner/ Author	Proposed Action	Clarification- please consider how this could be “SMART” (p4 above) [in box below]
17	Ms Nomaswazi Twala twalanr@unisa.ac.za	Creating Unity in a Diverse World: Finding Best Approaches to Foster Collaborative Conflict Resolution in Multicultural Institution	
			<ul style="list-style-type: none"> • In multicultural institutions, the diversity of backgrounds, cultures, and perspectives can sometimes lead to misunderstandings and conflicts among staff members. These conflicts, if not managed effectively, can hinder collaboration and create a fragmented work environment. There is a pressing need to identify and implement the best approaches to foster collaborative conflict resolution, ensuring that diversity becomes a source of strength and unity rather than division. • Who: University staff, students and the community • S – Specific: Identify and understand effective strategies to foster collaborative conflict resolution and promote unity in a multicultural institution. • Actions: Conduct cultural competency training, establish conflict resolution protocols, and create platforms for open dialogue and cultural exchange. • M - Measurable: <ul style="list-style-type: none"> • Number of cultural competency training sessions conducted. • Participation rates in these sessions. • Pre- and post-training surveys to measure changes in staff attitudes towards diversity and conflict resolution. • A - Achievable: <ul style="list-style-type: none"> • Resources: Find experienced facilitators to conduct the sessions and provide necessary materials. • Support: Gain support from the Unisa leadership and involve key stakeholders in planning and implementation. • R - Relevant: <ul style="list-style-type: none"> • Alignment: Ensure that the initiative aligns with Unisa’s mission to create an inclusive and collaborative work environment. • Impact: Highlight the benefits of improved conflict resolution and collaboration on institutional effectiveness and staff satisfaction. • Timeline: <ul style="list-style-type: none"> • Short-term: Conduct initial cultural competency training sessions within the first 3 months. • Mid-term: Implement conflict resolution protocols and measure progress at the 6-month mark. • Long-term: Evaluate the overall impact and make necessary adjustments after 1 year.

These were expanded upon, and we generated further actions that were grouped into clusters which appear below: and are analysed with reference to the root map of ideas.

Actions from Competition to Collaboration



Actions from Competition to Collaboration

3.3 Clusters of Action Plans

Generated by the participants at the Interfaith SDD on 15 Sep 2024 - Oct 2024, at Zoom

Prepared by Dialogue Creator [DELETE] = Idea was deleted or merged with another Idea CogniScope 3 Classic |12

Triggering Question: *"What actions can we take to shift from competition to collaboration and to foster a sense of harmony/unity in resolving our conflicts?"*

Cluster 5: Creating Unity

- 13: Setting up community engagement and participatory development [Ida Widianingsih] (8 Votes)
- 15: Addressing water security, pollution, the needs of the poorest of the poor [Lisman Manurung] (0 Votes)
- 17: Creating Unity in a Diverse World: Finding Best Approaches to Foster Collaborative Conflict Resolution in Multicultural Institution [Ms Nomaswazi Twala] (5 Votes)
- 18: Promote collaboration through dialogue, empathy, and shared goals [Booi Rotondwa] (4 Votes)
- 21: Global Cooperation and Innovation for Sustainable Development [Zekhethelo Ndlovu] (4 Votes)
- 31: Bringing peace and harmony to people who want to be better leaders, administrators, community and nation builders [Mamello Selina Mothibe] (0 Votes) **Total: 21 Votes**

Cluster 6: From Competition to Collaboration

- 3: Implement fair policies and aim to amend existing laws that will prevent conflicts and war that are caused by greed and power [Adelina Mpho Mbele] (4 Votes)
- 16: Implementing a Collaborative System for Global Cooperation [Zekhethelo Ndlovu] (0 Votes)
- 20: Transitioning from competition to collaboration within research clusters, emphasising the necessity of fostering integrative knowledge production amidst competitive pressures [Anggia Utami Dewi] (0 Votes)
- 23: Critical role of decentralization to address ways to enhance risk disaster management at the village level, emphasizing the need for effective collaboration among local actors [Arwanto Harimas Ginting] (0 Votes)
- 24: Representation and accountability to the indigenous community as co-researchers and participants in academic community and public fora and then translating policy in the formal legislative assembly [Riswanda Riswanda] (0 Votes)
- 27: Ongoing campaigns to address areas of concern to protect biodiversity including the prevention of mines that destroy the environment [Mphathe Makaulule] (0 Votes)
- 30: Linking with other organisations such as universities, NGOs (Wild Law Institute, Earth rise is for multifaith links, PGS for agroecology, Earth Life Africa, Braamfontein) [Mphathe Makaulule] (0 Votes)
- Total: 4 Votes
- 33: Removing the people and then destroying sacred sites with totemic meaning [Mphathe Makaulule]

Actions from Competition to Collaboration

4. DISCUSSION OF MAP OF VOTES ON TASKS AND ACTIONS

Levels 4 and 3

This activity (spanning levels 4 and 3) of the map is to set up a community of practice supporting the facilitation of learning hubs for local green economies.

Levels 2

Involves the detailed activities to set up local hubs to support seed banks and local community schools to teach ecomapping and multispecies awareness. Here we referred to the ongoing work by members of the community of practice, such as the work of Dzomo la Mupo in Venda (McIntyre-Mills et al 2024), Taupele () and the Participatory Guarantee System (PGS) based on the organic farmers network (McIntyre-Mills 2024 a,b).

Level 1

Level 1 refers to working with government, business, NGOs and NPOs to support setting up regenerative local communities that promote peace through living in harmony with the environment. The interfaith discussion focused on indigenous wisdom that focuses on interdependency and non-indigenous thinking which focuses on segmented, bureaucratic thinking.

Harari (2024) in Nexus sums this up as part of the bureaucratisation of knowledge in a bid to manage and control through the public sector spanning government policy on education, health, welfare and the environment. Segmentation of 'disciplines' has resulted in oversimplification.

Level 1 = [2, 5]

Action 2. Trust building among the government, business sector, community organisation, and ass media, could be a way to foster collaboration [Riswanda Riswanda] (4 Votes).

Action 5. Community members should join with NPO's, NGO's and enterprises to set up sustainable and peaceful conflict resolution against poverty and hunger [Susanna Matsidiso Ntuli] (4 Votes)

This level expresses hopes and concerns and addresses the context in South Africa and Indonesia but reflects on global concerns for welfare as the prospects of war, poverty and authoritarianism escalate. The establishment of trust needs to be earned and is at a low ebb as the number of democracies decline (Stiglitz: 2024). It was interesting that no one wished to focus on sectarianism across faiths.

Level 2 = [7, 17, 15].

Action 7 : to achieve more egalitarian utilisation of resources and less wastage to address the underlying issues that cause conflicts [Priscilla Motlakeng] (5 Votes).

Action 15: Addressing water security, pollution, the needs of the poorest of the poor [Lisman Manurung] (0 Votes)

Action 17: Creating Unity in a Diverse World: Finding Best Approaches to Foster Collaborative Conflict Resolution in Multicultural Institution [Ms Nomaswazi Twala] (5 Votes)

The road to ruin is paved not only with good intentions but also on so-called with realist politics which are unrealistic as they are based on short term profit and serving the interests of shareholders at the expense of the common good. Peaceful transformation to address the current social, economic and environmental crisis needs to shift from anthropocentrism towards multispecies relationality through governance prompted not only by means of intersectional indicators of wellbeing but by means of a normative change of heart.

Actions from Competition to Collaboration

Level 3 = [13, 8, 12, 11, 18, 10, 20, 24]

Action 13: Setting up community engagement and participatory development [Ida Widianingsih] (8 Votes).

Action 8: Using dialogues to foster collaborations to prevent competition over scarce resources such as water that often led to violence [Kgomotso Nyamakazi] (7 Votes). **10:** Recognition we are all living systems within a shared habitat and respect for biodiversity [Janet McIntyre] (0 Votes). **12:** Multispecies hub to protect our shared habitat whilst creating green employment for the marginalised [Patricia Lethole] (7 Votes) **20:** Transitioning from competition to collaboration within research clusters, emphasising the necessity of fostering integrative knowledge production amidst competitive pressures [Anggia Utami Dewi](0 Votes). **24:** Representation and accountability to the indigenous community as co-researchers and participants in academic community and public fora and then translating policy in the formal legislative assembly [Riswanda Riswanda] (0 Votes).

Level 4 = [1, 3, 31]

1:Promote cooperation and inclusivity to enable young people to be participants in more inclusive research to shape policy [Hlony Rakhomo] (9 Votes). **3:** Implement fair policies and aim to amend existing laws that will prevent conflicts and war that are caused by greed and power [Adelina Mpho Mbele] (4 Votes). **31:** Bringing peace and harmony to people who wants to be better leaders, administrators, community and nation builders [Mamello Selina Mothibe] (0Votes).

Cycles:

Action Plan 7: Take actions to achieve more egalitarian utilisation of resources and less wastage to address the underlying issues that cause conflicts [Priscilla Motlakeng] (5 Votes). is in a cycle with: 15 and 17

15: Addressing water security, pollution, the needs of the poorest of the poor [Lisman Manurung] (0 Votes) **17:** Creating Unity in a Diverse World: Finding Best Approaches to Foster Collaborative Conflict Resolution in Multicultural Institution [Ms Nomaswazi Twala] (5 Votes)

Action Plan 13: Setting up community engagement and participatory development [Ida Widianingsih] (8 Votes) is in a cycle with: 8 and 10 and 11

and 12 and 18 and 20 and 24 **8:** Using dialogues to foster collaborations to prevent competition over scarce resources such as water that often led to violence [Kgomotso Nyamakazi] (7 Votes). **10:** Recognition we are all living systems within a shared habitat and respect for biodiversity [Janet McIntyre] (0 Votes)**11:** Protecting Mupo – drawing on indigenous knowledge systems [Mphatheleni Makaulule] (4 Votes) **12:** Multispecies hub to protect our shared habitat whilst creating green employment for the marginalised [Patricia Lethole] (7Votes). **18:** Promote collaboration through dialogue, empathy, and shared goals [Booi Rotondwa] (4 Votes)

24: Representation and accountability to the indigenous community as co-researchers and participants in academic community and public fora and then translating policy in the formal legislative assembly [Riswanda Riswanda](0 Votes)

Action Plan 1 is in a cycle with: 3 and 31

3: Implement fair policies and aim to amend existing laws that will prevent conflicts and war that are caused by greed and power [Adelina Mpho Mbele] (4 Votes) **31:** Bringing peace and harmony to people who strive to be better leaders, administrators, community and nation. builders [Mamello Selina Mothibe] (0 Votes)

Actions from Competition to Collaboration

Need to focus on both rights and responsibility. Democracy needs to balance individualism and collectivism.

5. COMMENTARY ON THE PROCESS

The process of discursive discussions via Zoom and WhatsApp, metalogues and then structured dialogue enabled us to explore concerns whilst enabling those who participated to comment and address issues in depth before, during and after the meetings. Finding patterns in the data generated was not as important to the participants as feeling that they were making sense of some of the big challenges of the day. The key paradox (to me, Janet) is the rate at which human beings are developing technical skills and the rate at which wisdom is being lost. Wisdom is based on the ability to think in moral terms that explore decisions through respectful dialogue in terms of idealism, the perspectives (and subjective views) of the participants, empirical data and pragmatism. The consequences in the short, medium and long term for the habitat which we share with other species.

Democracy needs to preserve space for areas of agreement and disagreement. The value of SDD and related metalogues is that it provides a safe process for making sense of complexity whilst enabling people to respect areas of agreement and disagreement on action plans. The axiom guiding the metalogues is that we can be free and diverse in our thinking and practice to the extent that these freedoms do not undermine the rights of others in this generation or the next. This axiom has been explored elsewhere (McIntyre-Mills 2014, 2017).

The process of distilling ideas and balancing both individual and collective needs for the *common good* is a process that requires considering the consequences not only for ourselves but all sentient beings and our shared habitat. This requires wisdom, not merely AI decisions which could be made by bots that talk amongst themselves in a language we humans do not understand.

SDD has something to offer as it offers more than ‘compression of data’, it also enables and encourages discursive thinking about the consequences of our choices.

6. THEMES THAT EMERGED FROM THE ZOOM DISCUSSION ON 22ND SEPTEMBER AND METALOGUES

6.1

The theme that displacement is both local, national and international

In South Africa as people lose livelihoods as a result of climate change or conflict they move to cities or across borders.

Internal displacement due to social, economic and environmental causes at the local, regional and national level. For example, in South Africa there is xenophobia towards migrants from Zimbabwe and DRC.

Populist arguments stress that governments will be tough on crime and immigration to control trafficking and illegal migrants.

Local engagement and social media engagement to enable change

Riswanda: True, some could be landless and need to find ways to survive extreme poverty and so multiple forms of community engagement could be of help — making sure that people still have their ‘connection’ through social media— as they move rapidly from one place to another. Unlike in South Africa the cost of connections is low as WIFI is available in many public places.

Actions from Competition to Collaboration

In our SDD the cost of being connected is limiting some of the participants ability to engage.

- Ida: In Tarumajaya people are landless as they worked on tea plantations for Dutch companies that were then handed over to the Indonesia Government. Some have also lost homes in the recent earthquake, in total 785 buildings have been lost
- The landless often congregate along riverbanks in regional and city centers, such as Jakarta, where the poorest of the poor are regarded as law breakers.

Dialogue and power broking negotiations are needed to help to make policy. We need to develop relationships and trust.

The notion that migrant steal jobs needs debunking by working with local communities

The percentage of migrants remain the same over the years, but the number of displaced people is growing rapidly, and we are all at risk as wars, climate change and economies are disrupted creating pandemics and leading to trafficking. Internal displacement due to social, economic and environmental causes at the local, regional and national level. For example, in South Africa there is xenophobia towards the form Zimbabwe and DRC

Empathy and reciprocity through responding to distress is not necessarily species specific

The zoom discussion was informed by the literature⁵ and by conversations with indigenous thinkers. ‘Uncle’ Peter Turner, the first author’s mentor for over 30 years discussed the intelligence of other species and his affinity with his own totem, the eagle and how crows, for example had learned to eat cane toads by learning from experience that the upper side of a cane toad is poisonous, but the underbelly is not poisonous. He stressed the importance of working locally to support local habitat and the dangers of importing species but rabbits, bush pigs, camels could be used instead of relying on increased herds of sheep, cattle and goats. He re-iterated that Tim Flannery and Richard Attenborough that he thought climate change could only be addressed through reducing the number of human beings so that we live more harmoniously and less greedily with other species.

On the 6th January 2025, Ida Widianingsih and I (Janet) spent time in a face-to-face conversation with Peter in which we discussed the importance of appreciating Indigenous systemic beliefs rooted in centuries of empiricism. Much of the indigenous wisdom is inherently practical. Greed, wastage and the overpopulation of human beings were highlighted as key concerns. We agreed and stressed that giving education and opportunity to women would help to bring about a demographic transition. On the 7th of January we discussed setting up I Naturalist mapping projects linked with Taramujaya ans Daveyton, in order to raise awareness of biodiversity and in order to benchmark the number of species before and after interventions to protect the local Citarum river and wetlands, respectively.

⁵ Goodall (2020) discusses the notion of reciprocity for chimp survival as does De Waal (2006 and 2007)

Gaglioni, Rayner and Simard discuss reciprocity at the plant level so that communities of trees , for example can survive⁵

Rayner, A. (2010). Inclusionality and sustainability—Attuning with the currency of natural energy flow and how this contrasts with abstract economic rationality. *Environmental Economics*, 1(1),98–108. Rayner, A. (2017). Natural inclusion. In J. J. McIntyre-Mills, N. Romm, & Y. Corcoran Nantes (Eds.), *Balancing individualism and collectivism: Social and environmental justice* (pp. 461–470). Springer.

Rayner. (2020). Rayner in conversation with Daniel Wahl. See Utube link <https://www.youtube.com/watch?v=IKBIGtzEJoo>

Simard, & Defrenne, (2019). *The secret language of trees—Camille Defrenne and Suzanne Simard*. <https://www.youtube.com/watch?v=V4m9SefyRjg>.

Simard, S. (2016). *How trees talk to each other*. <https://www.youtube.com/watch?v=Un2yBg>

Wohlleben, P., & Simard, S. (2016). <https://www.intelligent-trees.com>

<https://vimeo.com/ondemand/intelligenttrees> vimeo.

Actions from Competition to Collaboration

The notion of monoculture in agriculture weakens the survival of plants exposed to risks

We need both biodiversity in our environment and diversity within our society, weeding out and eliminating those who are different results in ‘seeing like a state’ in which Scott (1998) gives numerous examples of authoritarianism and control. Similarly, Shiva (2012) discusses the implications of weed control and industrialization of agriculture.

The banality of evil – about harmonizing within society, the Nuremburg trials were about demonizing one person, the entire society was to blame

This is the argument of Hannah Arendt (1963). *Eichmann in Jerusalem: A report on the Banality of Evil*. Viking Press.

Trafficking, child soldiers, war crimes, torture, exploitation and greed are examples of complicity in ignoring actions that impact social and environmental justice.

Actions that are scalable

Local and regional communities need to address needs of landless voiceless and marginalised and the notion that rights need to be limited to citizens needs to be extended to include young people, the voiceless – children, elderly, disabled, refugees and asylum seekers (Florini, 2003 and Nussbaum, 2006). Florini stresses how representation in the EU could be scaled up in other contexts (see McIntyre – Mills, 2014 a,b, 2017).

7. DISTILLING THE THEMES

This section endeavours to distil some points to reflect on a question posed through engaging with a diverse group of participants in a community of practice on multispecies relationships.

The focus is on achieving balance through learning from nature, through knowing our place as one of many species and appreciation of biodiversity through balancing individualism and collectivism

The continuum from Individualism to Multispecies Collectivism	
Individualism Politics of us/them	Collectivism Politics of common good
Specific	
Freedom of market and choice	Freedom to the extent that individual choices do not undermine the rights of others or our shared habitat
Anthropocentrism	Multispecies relationality
Local / national polarisation	Glocal hubs, co-ordinated across regions to foster post national regionalism and a shift towards global citizenship based on balancing rights and responsibilities towards the planet
Governance based on hierarchy and competition – win -lose	Governance for regeneration and global mutual survival applying ecocide legal principles to protect biodiversity through agro ecology.

Actions from Competition to Collaboration

Military industrial complex serves interests of profit and elites and spin offs of carbon economy	International court and governance system to prevent the exploitation of human beings, other species and our shared habitat.
Democracy based on nation state and citizenship	Democracy extended to protect living systems
Measurable and assignable	Indicators of entangled wellbeing (McIntyre-Mills, 2014a, b, 2017)
Species, Gender, age race, class, national , ethnic categories	Appreciation of Intersectionality and biodiversity through relationality
Disciplinary approach to knowledge Deist / single lens or path - us versus other	Knowledge systems making sense of many ways of knowing Many lenses to provide a <i>dragon fly view</i>
Governance based on hierarchy and competition – win -lose Military industrial complex serves interests of profit and elites	Governance for regeneration and global mutual survival applying ecocide legal principles to protect biodiversity International court and governance system to prevent the exploitation of human beings, other species and our shared habitat.
Time	
Linear time	Spiral of space/time in regenerative cycles
Organic versus inorganic Material versus spiritual	Relationality of living systems and appreciation of the continuity of non-local consciousness and energy

Source : McIntyre-Mills, 2024.

It requires rethinking ethics, democracy, governance and science based on testing out ideas and drawing the line to ensure the common good. Our response to discussing the ideas in depth has been to deepen our commitment to setting up more multispecies hubs (linked with the flag ship project at UNISA and projects in Indonesia with hub leaders who are part of our COP).

8. NO LIMITS TO HOPE

Our work is rooted in striving to address the concern that not only are we living beyond our limits as a human species we are using the resources of other species on which we are dependent. The community of practice (COP) spans projects in Indonesia and South Africa with graduates, their students, colleagues and members of the community. The ancient societies such as those in Ciptagler (West Java, Indonesia) and Baduy (Bantam Province, Indonesia) and the resilient communities in South Africa led by Dzomo la Mupo are inspiring intergenerational learning with young people.

The potential implications of our research for future learning and educational policies is to set up learning communities, one multispecies hub at a time. We work together to enable local green circular economies that foster multispecies and hope for the future. The common good needs to be supported by democratic engagement.

Our area of concern is 1. Learning lessons from communities that have food security and are self-reliant. 2. How to protect these communities 3. Applying the lessons to support local green circular economies in other communities.

Our applied mixed methods praxis addresses the challenge of species apartheid by learning from communities that live in harmony with nature and applying these lessons to re-establish multispecies relationality in circular green economies. The research addresses a significant gap in knowledge and suggests pathways forward to address the red flags of species apartheid, overpopulation, greed, conflict, climate change, fires, floods, displacement, dispossession, hunger and thirst. Our applied mixed methods praxis addresses the challenge of species apartheid

Actions from Competition to Collaboration

by learning from communities that live in harmony with nature and applying these lessons to re-establish multispecies relationality in circular green economies. The research addresses a significant gap in knowledge and suggests pathways forward to address the red flags of species apartheid, overpopulation, greed, conflict, climate change, fires, floods, displacement, dispossession, hunger and thirst.

Our multimethod approach combines qualitative and quantitative methods which we apply through participatory design and praxis with Indigenous custodians and local communities to address multispecies relationality. Our fieldwork comprises both focus groups and in-depth interviews with relevant sectors of local population.

8.1 A detailed proposal outlining our research questions, methodology, and expected outcomes.

The aim of this engagement research is to explore *a priori* and *a posteriori* participatory democracy and governance strategy with a community of practice in Australia, Indonesia and South Africa by building on the team's established track record on case studies of multispecies hubs linked with participating universities. Our research hypothesis is that the greater the level of participation by indigenous custodians and local community participants in multispecies hubs, the greater the match between user's perceptions and governance outcomes. Our multimethod approach combines participatory action research within case study areas with synchronous zoom meetings and asynchronous metalogues to engage with participants. For example, we host training sessions to enable and mentor across projects such as:

- a) A sewing group making reusable sanitary wear for all age groups and a laundry to create a virtuous cycle. Together we address production, marketing, management of laundry located at the Daveyton campus of the University of South Africa.
- b) Setting up citizen scientists to test water and map species within the neighbourhood using the I – naturalist website which is freely available at <https://www.inaturalist.org/pages> to raise awareness of local biodiversity, monitor and benchmark the local habitats.
- c) Setting up Indigenous plant nursery, seed bank, organic compost and associated organic market for vegetables, plants, compost and healthy snacks. The leadership of Dzomo la Mupo and PGSA enables co-learning.
- d) Water testing to help improve the natural wetlands to support a bird sanctuary, for example at Daveyton (South Africa) and Taramujaya (West Java).
- e) Testing community engagement processes with the Future Worlds Centre and International Systems Sciences members to address the concern that currently democracy is under threat by confusing freedom from responsibility with freedom to exploit. Our community of practice comprises cross cultural and multi faith groups.

The case study areas share concerns associated with the following, namely: high rates of urbanisation, habitat and species loss, displacement and the risks associated with climate change, such as food, water and energy security.

8.2 Participatory action research in prefigurative projects together with the community.

The organisations include local government, regional government and community groups, for example in South Africa such as Dzomo la Mupo (Voice of the Earth), Singabanakekeli beMvelo (looking after the nature / Nurturing nature), Tlhaopele (Voice of Nature), Thusanang (Caring for others) and an organic farmer's network (Participatory Guarantee System, PGSA).

The facilitators are based at universities such as University of Adelaide, Universitas Padjadjaran, University of Indonesia, Sultan Agang and government departments such as Ministry of Religious Affairs, provincial and village level government as well as research institutes, such as Future Worlds Center and professional organisations such as International Society for the Systems Sciences.

Together we build on an existing community of practice with Indigenous knowledge holders and local communities strive to test engagement and governance processes to protect multispecies relationality linked with circular green local economies and the understanding that " mistreatment of one species is mistreatment of all...it means expanding our epistemologies and methodologies Simard 2021:295).

8.3 Learning outcomes and outputs

Together we can grow and together we can inspire hope. Our findings empower educators and practitioners to drive systemic change through a COP that addresses transformative education by learning by doing, enabling people to understand the need to move away from polarisation to multispecies relationships and helping to inspire practical affirmative interventions to support multispecies relationships. We incorporate traditional knowledge and indigenous wisdom into your research through working with indigenous custodians to learn lessons of resilience from communities that protect forests, rivers and wetlands and rely on organic farming methods through multispecies relationships. In South Africa, for example unemployment is at the level of 31 % of the population but much higher amongst young people and those with disabilities.

The potential implications of our research for future learning and educational policies is to set up learning communities, one multispecies hub at a time. This is what we are doing in our community of practice. We use 'learning by doing' with community leaders, indigenous custodians in a prefigurative, multidisciplinary action learning project.

The implications of our research for future learning and educational policies is supported by the University of South Africa through so-called 'flagship' status with the community engagement leadership by Patricia Lethole of the Daveyton hub and through the facilitation and mentorship of members at the University of Adelaide, Universitas Padjadjaran and the first author chairs the Special Integration Group at the [International Society for the Systems Sciences](#) and leads an associated research community aimed at making a difference. Our research addresses the challenges of the Anthropocene and the broken relationship between humans and nature through a cross cultural, interdisciplinary team that focuses on intergenerational learning with Indigenous custodians to support knowledge on regeneration, multispecies relationality and wellbeing. We foster youth leadership through sharing the lessons of best practice and action learning teaching and learning.

Another helpful outcome is working with the new department in the Ministry of Religion that focuses on developing harmony across faiths. Adib Shomad organised an ecotheology conference at which I presented on the value of multispecies hubs as a means to educate and transform neighbourhoods and we invited the 120 or so participants to join the community of practice which is well placed to collaborate with partner investigators. To sum up engagement is through:

- **Setting up a learning community** with a range of stakeholders, including the employed and unemployed to enable ongoing learning across generations, disciplines and cultures. Our transdisciplinary approach engages communities and universities in exploring practices that regenerate life-forces (Mupo) and create employment opportunities by working with the environment.
- **Collaborative Efforts using Mixed Methods** by collaborating with University of South Africa, Participatory guarantee System (PGA, an organic farmers network), the University of Venda, the University of Adelaide, Universitas Padjadjaran, Universitas Sultan Agung to learn from Ciptagler and Baduy communities with graduates who are linked with the areas, the custodian Mphatheleni Makaulule who leads Dzomo la Mupo, and other institutions highlights the integration of indigenous and Western knowledge systems.
- **Impact on Teaching and Learning**
The research aims to balance indigenous knowledge with Western scientific approaches, promoting a green circular economy using a metalogue approach to weave together many ways of knowing.
- **Innovative educational practices** include the use of metalogues to co-learn with indigenous custodians and facilitators, combining eco-mapping with on mapping pathways to wellbeing techniques supported by PhD graduates and Structured Democratic Dialogues with leaders such as Yiannis Laouris of Future Worlds Center.

REFERENCES AND BIBLIOGRAPHY:

- Addae, D. and McIntyre-Mills, J.J. (2022) Sacred Groves of the Tolon District of the Northern Region, Ghana: Where Spirituality meets education for Sustainable Development by In *Transformative Education for Regenerative Development: Pathways to Sustainable Environments*, Springer Nature. Singapore. pp333-352
- Barnwell G. , Makaulule, M. , Stroud, L. , Watson, M. and Mashudu Rubson, D. (2021) ‘Mupo Is Life’: Intergenerational Community Identity and Safeguarding Sacred Natural Sites in Limpopo Province, South Africa. *Ecopsychology* 13 (4)227-239
- Carreras, P. (2024). Rubicon Crossings: Working at the Margins of Ecotheology and Ecophenomenology. *Religions*, 15(10), 1275. <https://doi.org/10.3390/rel15101275>
- Churchman, C. W. (1979). *The systems approach and its enemies*. Basic Books.
- Cullinan, C. (2014). Wild Law a manifesto for earth justice https://gnhre.org/repository_entry/wild-law-a-manifesto-for-earth-justice-c-cullinan/
- Duile, T. (2020). Being Atheist in the Religious Harmony State of Indonesia. *The Asia Pacific Journal of Anthropology*, 21(5), 450–465. <https://doi.org/10.1080/14442213.2020.1829022>
- De Waal, F. (2009). *The age of Empathy: Nature’s lessons for a kinder society*. New York, NY.
- Engel, J.R., Mackey, R and Mackey, B (2011) The Earth Charter, Covenants, and Earth Jurisprudence’ in Burdon, P. (Ed) *An invitation to Wild Law* . Wakefield Press.
- Gagliano, M., Abramson, C. I., & Depczynski, M. (2018). Plants learn and remember: Let’s get used to it. *Oecologia*, 186, 29–31. <https://doi.org/10.1007/s00442-017-4029-7>
- Goodall, J. (2020). <https://www.cnn.com/videos/us/2020/03/19/coronavirus-jane-goodall-acfcfull-episode-vpx.cnn>
- Engel, J.R., Mackey, R and Mackey, B (2011) The Earth Charter, Covenants, and Earth Jurisprudence’ in Burdon, P. (Ed) *An invitation to Wild Law* . Wakefield Press.
- Florini, A. (2003). *The coming democracy*. Washington DC: Island Press.
- Gagliano, M., Abramson, C. I., & Depczynski, M. (2018). Plants learn and remember: Let’s get used to it. *Oecologia*, 186, 29–31. <https://doi.org/10.1007/s00442-017-4029-7>
- Cullinan C Earth -The Universal Declaration of the Rights of Mother Earth http://www.enviropaedia.com/topic/default.php?topic_id=337 <https://www.garn.org/tag/wild-law-2/>
- Cullinan, C. (2003). *Wild Law: A Manifesto for Earth Justice* Green Books, Totnes, Devon)
- Cullinan, C. (2014). *Wild Law a manifesto for earth justice* https://gnhre.org/repository_entry/wild-law-a-manifesto-for-earth-justice-c-cullinan/
- De Waal, F. (2009). *The age of empathy: Nature’s lessons for a kinder society*. New York: Harmony Books.
- imo
- Duile (2020). Being Atheist in the Religious Harmony State of Indonesia, *The Asia Pacific Journal of Anthropology*, 21:5, 450-465, DOI: 10.1080/14442213.2020.1829022
- Engel, J.R., Mackey, R and Mackey, B (2011). The Earth Charter, Covenants, and Earth Jurisprudence’ in Burdon, P. (Ed) *An invitation to Wild Law* . Wakefield Press.
- Gagliano, M., Abramson, C. I., & Depczynski, M. (2018). Plants learn and remember: Let’s get used to it. *Oecologia*, 186, 29–31. <https://doi.org/10.1007/s00442-017-4029-7>
- Goodall, J. (2020). <https://www.cnn.com/videos/us/2020/03/19/coronavirus-jane-goodall-acfcfull-episode-vpx.cnn>.
- Goldin, I and Nabarro, (2018). The real economics of migration <https://www.project-syndicate.org/onpoint/the-real-economics-of-migration-by-ian-goldin-and-ben-nabarro-2018-11>
- Goldin, I. (2024). Exceptional People: How Migration Shaped Our World and Will Define Our Future Tapa dura – 24 April 2011 [iv]
- Ian Goldin (Author), Geoffrey Cameron (Author), Meera Balarajan (Author)
- Goldin, I (2024) Migration: past, present and future' with Professor Ian Goldin [https://www.youtube.com/watch?v=F3t0k642Co0\[v\]](https://www.youtube.com/watch?v=F3t0k642Co0[v])
- Hahne, M. A. (2024). From eco-theology to eco-skepticism: How American Latter-day Saint environmental perspectives changed over time, and how they may change again. *WIREs Climate Change*, 15(1), e864. <https://doi.org/10.1002/wcc.864>
- Hutabarat, F. (2023). Navigating Diversity: Exploring Religious Pluralism and Social Harmony in Indonesian Society. *European Journal of Theology and Philosophy*, 3(6), 6–13. <https://doi.org/10.24018/theology.2023.3.6.125>
- Goodall, J. (2020). <https://www.cnn.com/videos/us/2020/03/19/coronavirus-jane-goodall-acfcfull-episode-vpx.cnn>
- Gagliano, M., etl. (2018). Plants learn and remember: *Oecologia*, 186, 29–31. <https://doi.org/10.1007/s00442-017-4029-7>

Actions from Competition to Collaboration

- Haraway, D. J. (2016). *Staying with the trouble: Making kin in the Chthulucene*. Duke University Press.
- Harari, N.Y (2024) . *Nexus : a brief history of information networks* NY. Random
- Hinton, G (2024) "Will digital intelligence replace biological intelligence
<https://www.youtube.com/watch?v=Es6yuMlyfPw>
- Kakoseou, K., & Laouris, Y. (2023). What Is Wisdom? Can We Define or Measure It? What Is Its Significance in Our Lives?. *Open Journal of Social Sciences*, 11(11), 329-341.
- Low P, et al (2012) *The Cambridge declaration on consciousness*. [http:// femco nference.org/img/](http://femco.nference.org/img/).
- Laouris, Y (2024) Structured Democratic Dialogue <https://i2insights.org/?s=SDD>
- De Waal, F. (2009). *The age of empathy: Nature's lessons for a kinder society*. New York: Harmony Books.
- Maathai, W. (2006). *Unbowed: A memoir*. New York, NY: Anchor Books.
- Makaulule, M., Lethole, P., Netshandama, V, Mabunda, B., Pitsoane, E., McIntyre-Mills, J.J. and Romm, N.R.A. (2024) Responsibility to heed the call through a community of practice: the influence of indigenous wisdom Paper for the 68th meeting of the international society for the systems sciences M. Friend, J. Makar, J. Wilby, eds.
- McIntyre-Mills, J. and De Vries, D. (2010). Addressing complex needs: user-centric design to enhance wellbeing, Proceedings of the Interdisciplinary conference, Cambridge, July 2010. *International Journal of Interdisciplinary Social Sciences* pp.11-32.
- McIntyre-Mills, J. with De Vries and Binchai, N. (2014). *Transformation from Wall Street to Wellbeing: Joining Up the Dots Through Participatory Democracy and Governance to Mitigate the Causes and Adapt to the Effects of Climate Change*. Springer, New York, 253. Springer.. Second and third authors provided the appendix on software user guide (pages 193-198)
- McIntyre-Mills, J. (2014). *Systemic ethics and non-anthropocentric stewardship*. N.Y. Springer.
- McIntyre-Mills, J. (2017). *Planetary Passport: Re-presentation, Accountability and Re-generation*. Springer .
- McIntyre-Mills, J with Romm, N.R.A and Corcoran Nantes, Y. (Eds) (2018). *Balancing Individualism and Collectivism*. Collected papers from Special Integration Group for International Systems Sciences plus 16 contributors. Contemporary Systems Series. Springer, Cham, Switzerland. 10.1007/978-3-319-58014-2.
- McIntyre-Mills, J.J (2021). Communication and culture, *Systems Research and Behavioural Science* [Volume38, Issue5](#) . 671-684 Special Issue.
- McIntyre-Mills, J.J. , Corcoran-Nantes, Y. (Eds) (2021) *From Polarisation to Multispecies Relationships* . Springer Nature.
- McIntyre-Mills, J.J, Makaulule M, Lethole, P., Pitsoane, E., Arko-Achemfuor, A, and Wirawan, R, and Widianingsih, I. (2022) Ecocentric living : a way forward towards zero carbon . A conversation about Indigenous law and leadership based on custodianship and praxis. *Systemic Practice and Action Research* <https://doi.org/10.1007/s11213-022-09604>
- McIntyre-Mills, J. J. (2022). The importance of relationality: A note on co-determinism, multispecies relationships and implications for COVID-19. *Systems Research and Behavioral Science*, 39(2), 339–353.
- McIntyre-Mills, J.J, Corcoran Nantes, Y. (2022) *Transformative education for re-generative development*, Springer.
- McIntyre-Mills, J.J. (2024) Organic metalogue across spaces and places to rethink species relationships in a community of practice. *Systemic Prac & Action* Volume 36, pages 275–319.
- McIntyre-Mills, J.J. (2025) Multispecies Relationships : Setting up community engagement to support social and environmental justice, Centre of Religious Harmony, Ministry of Religious Affairs on 7th March 2025.
- McIntyre-Mills, J. J., Lethole, P., Makaulule, M., Wirawan, R., Widianingsih, I., & Romm, N. (2023). Towards eco-systemic living: learning with Indigenous leaders in Africa and Indonesia through a community of practice: implications for climate change and pandemics. *Systems Research and Behavioral Science*, 40(5), 779–786. <https://doi.org/10.1002/sres.2976>
- McIntyre-Mills, J, Lethole, Laouris, Y., Hallside, M., P Makaulule, M. Shomad, M.A., Vhonani, Manurung, L Dennis Finlayson, Widianingsih, I and Romm, N. plus all the members of SDDD and a series of community of practice dialogues including Finlayson, D., Shomad, A. Romm, N.R.A , Wirawan, R, Kloppert, C. Shomad, A. (2024) 'Goodwill hunting' : a metalogue on setting up hubs to foster multi species relationships for the common good Paper for the 68th Meeting of the International society for the systems sciences M. Friend, J. Makar, J. Wilby, eds.
- Milanovic, B. 2024 Visions of inequality: from the French Revolution to the end of the Cold War | LSE Event <https://www.youtube.com/watch?v=luo2yYrioIU>
- Monbiot, G. (2022). *Regenesi s: Feeding the world without devouring the planet*. Random House
- Nussbaum, M. (2006). *Frontiers of justice: Disability, nationality, species membership*. Cambridge, MA, London: Belknap Press.
- Outred, R. (2010). *The life chances of women and children in Upper Volta Ghana*. PhD successfully submitted at Flinders University.

Actions from Competition to Collaboration

- Pollard, C. (2024) A ‘superficial’ and ‘misguided’ version of freedom has captured the American right. Joseph Stiglitz considers the alternatives <https://theconversation.com/a-superficial-and-misguided-version-of-freedom-has-captured-the-american-right-joseph-stiglitz-considers-the-alternatives-236407>
- Rayner, A. (2010). Inclusionality and sustainability—Attuning with the currency of natural energy flow and how this contrasts with abstract economic rationality. *Environmental Economics*, 1(1) 98–108.
- Rayner, A. (2017). Natural inclusion. In J. J. McIntyre-Mills, N. Romm, & Y. Corcoran Nantes (Eds.), *Balancing individualism and collectivism: Social and environmental justice* (pp. 461–470). Springer.
- Rees, S. (2023). <https://www.youtube.com/watch?v=LQTuDttP2Yg>.
- Rees, W. (2021). https://www.youtube.com/watch?v=3Hy_soodK3U. Our human-caused Existential Dilemma. Prof. William Rees.
This is a 2021 presentation from Rees at the University of British Columbia....
- Scott, J., (1998). *Seeing Like a State*, Yale, London.
- Simard, S. (2021) Finding the mother tree. Uncovering the wisdom and intelligence of the forest. UK. Random House
- Simard, & Defrenne, (2019). *The secret language of trees—Camille Defrenne and Suzanne Simard*. <https://www.youtube.com/watch?v=V4m9SefyRjg>.
- Simard, S. (2016). *How trees talk to each other*. <https://www.youtube.com/watch?v=Un2yBgIAxYs>. <https://www.google.com/search?q=finding+the+mother+tree+youtube>
- Simard, S. (2024). [The 100 Most Influential People of 2024](https://www.youtube.com/watch?v=Un2yBgIAxYs). Suzanne Simard <https://time.com/6964217/suzanne-simard/>
- Schlanger, Z (2024). *The light eaters: the new science of plant intelligence*, Fourth Estate, an imprint of HarperCollins Publishers, London, UK.
- Stiglitz, J. (2024). *The Road to Freedom: Economics and the Good Society*(Allen Lane)
- Shiva, V. (2012). *Monocultures of the mind*. Penang: Third World Network.
- Shiva (V) (2013). Vandana Shiva Growth = Poverty Published on Nov 10, 2013 <http://sydneyoperahouse.com/>
Ideas at the House: <http://www.youtube.com/ideasatthehouse>,
<http://www.youtube.com/watch?v=7M3WJQbnHKc>. Shiva, V (2022) Presentation to the World Food Summit <https://www.youtube.com/watch?v=cKM1QgOsb4I>
- Shiva, V. (2016). Defending Farmers’ Seed Freedom. *ANTYAJAA: Indian Journal of Women and Social Change*, 1(2), 205–220. <https://doi.org/10.1177/2455632716674853>
- Shiva, V (2022) Dr. Vandana Shiva's Keynote Talk at the 2022 People's Food Summit <https://www.youtube.com/watch?v=cKM1QgOsb4I>
- Shomad, M.A. 2014. ‘A comparative case study of a secular and religious-based university in Indonesia: a critical review of research capacity.’ PhD thesis submitted successfully at Flinders University, South Australia.
- Shlomo Ben-Ami (2024) <https://www.project-syndicate.org/commentary/israel-hamas-and-us-christian-evangelicals-shared-desire-for-apocalyptic-war-by-shlomo-ben-ami-2024-08>
[https://www.project-syndicate.org/commentary/israel-hamas-and-us-christian-evangelicals-shared-desire-for-apocalyptic-war-by-shlomo-ben-ami-2024-08#:~:text=Aug%2014%2C%202024,get%20their%20wish.\[vi\]](https://www.project-syndicate.org/commentary/israel-hamas-and-us-christian-evangelicals-shared-desire-for-apocalyptic-war-by-shlomo-ben-ami-2024-08#:~:text=Aug%2014%2C%202024,get%20their%20wish.[vi]).
- White, L. (1967). The historical roots of our ecologic crisis. *Science*, 155(3767), 1203–1207. <https://doi.org/10.1126/science.155.3767.1203>
- Wirawan, R., McIntyre-Mills, J. J., Riswanda, R., Widianingsih, I., & Gunawan, I. (2023). Pathways to well-being in Tarumajaya, West Java: Post-COVID 19 supporting better access to the commons through engagement and a critical systemic reflection on stories. *Systems Research and Behavioral Science*, 1–24. <https://doi.org/10.1002/sres.2983>
- Widianingsih, I, McIntyre-Mills, J.J. Sumadinata, W.S., Rakasiwi, U.S. , Iskandar, G.H Wirawan, R (2022) Indigenous Sundanese leadership: eco-systemic lessons on zero emissions A conversation with Indigenous leaders in Ciptagelar, West Java. *Systemic Practice and Action Research* <https://doi.org/10.1007/s11213-022-09606-y>

Newspaper articles and on line links

- <https://theconversation.com/grattan-on-friday-a-possible-trump-victory-is-making-the-albanese-government-cagey-about-its-2035-climate-target-242107>
- <https://theconversation.com/in-the-u-s-presidential-election-religious-groups-are-more-divided-than-we-think-241425>

APPENDIX: KEY PARTICIPANTS

1. Adelina Mpho Mbele adelina.mbele12@gmail.com



Adelina Mpho Mbele is currently volunteering at Heal SA as a gatekeeper to create awareness about mental health issues and treatments available for those affected within her community. She has achieved a certificate in Hydroponic Systems, Nutrition, Horticulture Level 1 and 3, as well as Skills Development in Agriculture.

2. Arwanto Harimas Ginting arwanto18001@mail.unpad.ac.id

<https://orcid.org/0000-0002-3978-5090>
arwanto18001@mail.unpad.ac.id

Ginting, a lecturer at the Institute of Home Affairs Governance in Indonesia. Previously I worked in the local government of Toba Samosir district to serve the community such as the success of democratic village head elections. Currently, I am a full-time lecturer at the Faculty of Government Politics. My job is to give lectures to students who come from all districts/cities in Indonesia as well as assisting students in field practice and writing their final reports. The students we educate after completing their education are directly assigned to local governments as civil servants. I have obtained a doctorate in government science (Padjajaran University). My research interest is in how to help local governments govern by minimizing risks.



3. Albert Nematandani

nematat@unisa.ac.za



Actions from Competition to Collaboration

Mr AT Nematandani is currently working as a Regional Academic Coordinator at UNISA Johannesburg RLC. His interest is vested in Research, and he is currently a candidate for PhD degree in curriculum studies, specialising in Technology education. He has written and presented several papers:

- - Bridging the Learning Distance: Instructional Methodologies for the VC tutorials- ISTE International conference proceedings, Kruger National Park.
- -Integrating Technology into pedagogical Inquiry: User perceptions- ISTE international conference proceedings, Kruger National Park.
- - Exploring social interaction during VC tutorial. - Presented in Canada international Conference Proceedings.

Mr Nematandani obtained Masters of Education (Curriculum studies) - Cum laude - UNISA.

He is currently a deputy chairperson for Gauteng Research and Innovation Committee.

4. Merriam Mbonani marrymbonani@gmail.com



Merriam Mbonani is passionate about agriculture. Merriam is CEO of Sinentokozo Agriculture and Logistics focusing on agro processing in agriculture and manufacturing of peanut butter. She received an award in Women in Business 2022.

5. NoNtokozo Prelacia Mbonani



Nontokozo Mbonani is CEO of Sinentokozo Agriculture and Logistics PTY LTD. She holds a diploma in sport Sciences, Degree in Kinesiology and a BSC honours in Biokinetics. She has recently received an award for young female farmer of the year (under 35) 2024.

nontokozo796@gmail.com

6. Hlony Rakhomo

Plays a role in regulating water level in UNISA Ekurhuleni Library building which is on the wetland. She supports the prevention of pollution and of erosion for identified wetlands will be vital for longevity of that building. Natural stream flows in wetland are impacted by different factors such aging sewage infrastructure and illegal dumping. Strategic priority is to provide refuse removal services in low-income areas to address illegal dumping, promotion of waste minimisation and

Actions from Competition to Collaboration

recycling initiatives. Plan for yearly civil awareness and involvement in environmental issues through awareness campaigns between Municipality and local forum in Daveyton.

7. Mamello Selina Mothibe



Mamello Mothibe is a member of Tlhahopele (Nature First) , currently runs an organic garden at a local school in Daveyton. She volunteers part-time at Heal SA as a gatekeeper to create awareness about mental health issues and treatments available for those affected within her community. She has achieved a certificate in Plant Production, Hydroponic Systems, Nutrition and Food Safety, Horticulture Level1 and 3, as well as Skills Development in Agriculture, Food Preservation and Food Preparation. Mamello is eager to pursue a degree in Agricultural Sciences and further committed to teaching the youth on how to become crop growers and how to protect the environment. In her spare time, she enjoys reading to broaden her vocabulary.

8. Ida Widianingsih



Professor in International Development Administration at the Public Administration Department and the Executive Director of the Center for Decentralization and Participatory Development Research at Unpad. She is selected as one of the prominent supervisors for the PMDSU (*Pendidikan Magister Menuju Doktor untuk Sarjana Unggul*), a competitive national research grant funded by the Indonesian Ministry of Education and Culture. This program aims to recruit Indonesian young scientists. Her main research interests are public administration and development issues that have been developing under a research roadmap called "Inclusive Development Policy Transformation for a Sustainable Future (1995–2030)". She's been working closely with Assoc. Prof. Janet McIntyre Mills (Adelaide University, Australia) for collaborative research on "Living virtuously and well: towards non-anthropocentric stewardship" (2016–2019). Her works are published as chapters in books, discussion papers, national and international indexed journal articles, papers, and posters for national and international conferences. Apart from being a lecturer and researcher at Universtas Padjadjaran, she is also working as a contract-based consultant for various institutions, including the World Bank, the Asian Development Bank, AusAID, CIDES (Center for Information and Development Studies, Jakarta), CIRDAP (Center for Integrated Rural Development), Bangladesh, CSSTC NAM Center

Actions from Competition to Collaboration

(Center for South-South Cooperation, NAM Center, Jakarta), and the UNSSC (United Nations System Staff College), Turin, Italy.

10.Lindiwe Elizabeth Yeni



Lindiwe Elizabeth Yeni is the founder of Etwatwa Sonqoba Partners NON- PROFIT Organization in Social and Welfare services and completed the certificate in Entrepreneurship and small business development with UNISA and South African Women in Dialogue. As a seasoned project manager with a passion for social impact, I bring expertise in leading initiatives that drive positive change in communities. “With 5 years of experience in social services, I've successfully managed projects that address healthcare. My skills include strategic planning, team collaboration, and stakeholder engagement. I'm dedicated to delivering results that improve lives and empower vulnerable people. With 3 years of experience in agricultural project management, I've developed a unique blend of technical knowledge and leadership skills. My expertise spans project planning, implementation, and evaluation, with a focus on sustainable agriculture practices and rural development. I've successfully managed projects that enhance agricultural productivity, improve market access, and promote environmental stewardship. I'm committed to driving innovation and growth in the agricultural sector, while ensuring social and environmental responsibility. Lindiwe Yeni received a trophy from Neuhogg group and community in appreciation for her hard work and dedication working for her community.”lindiweyeni40@gmail.com

11.Lisman Manurung

Dr Lisman Manurung is a senior lecturer at the University of Indonesia who focuses on water security in Jakarta. His thesis focused on the uneasy public private partnership providing water in Jakarta and the systemic challenges associated with ensuring that the urban poor receive affordable safe water to drink which is their right in terms of the Indonesian constitution. His PhD thesis is ‘ Jakarta Water Service: The case of an Uneasy Public--Private Partnership’ Mobile Phone: +62 81382711164 e-mail: Lisman.manurung@ui.ac.id

Actions from Competition to Collaboration

12. Radingwana Mamashu Lebogang



Radingwana Mamashu Lebogang is currently a trainee career guidance practitioner (TCGP) intern at UNISA. She holds a BA degree in Psychology and Criminology, as well as an Honours degree in Psychology (Counseling) from UNISA. Lebogang is deeply committed to community involvement, having volunteered at Mamaolo Community Centre and participated in various community outreach programs. Previously, she also served as an educator assistant. As an aspiring psychologist, Lebogang is passionate about mental health, believing that an individual's mental well-being is just as important as their physical health. radinml@unisa.ac.za

13. Thandi Mahlke



Thandi Mahlke is a leader in the community and a committee member South African National Civic Association (SANCO). She initiated the 1st school in Etwatwa Barcelona. She was also a member of the Peace Committee, who were working in the first election in 1992 (South Africa). She is currently working at Vunani Mfundo, facilitating agricultural programmes. She has acquired certificates through Unisa in Agriculture and Entrepreneurship. She is also part of a cooperative called Matsogo ao Farming and multi-purpose cooperative focusing on agro processing in agriculture and manufacturing of peanut butter. She received an award in Innovative farmer of the year 2024. Her qualifications include:

- *Junior Chef: Food Safety Cooking and Baking 1
- *Small Scale Biogas Production
- *Advance Sustainable Apperel Skills Development

thandimahlake7@gmail.com

14. Thobejane Thakgatso Given

Thobejane Thakgatso Given is a 23 years old raised in Limpopo Burgersfort, currently studying a Bachelor of Laws (LLB) with the University of South Africa. Thakgatso was involved in the Learner Representative Committee at his former High School, Phafane Secondary School and served as the President in 2019. Thakgatso has been a motivator at his high school, speaking at the assembly and have won an award in Best Speech in 2018. He advocates for social unity and collaboration. He believes that two heads are better than one, hence he holds a good faith in inclusivity, as he understands that everyone has something to offer. He recently participated in Student Debate and Indaba 2024, where he debated under the topic: Should Access to Financial Services be Introduced as a new Human Right in terms of the Constitution? 18542506@mylife.unisa.ac.za

Actions from Competition to Collaboration

15. Priscilla Leshabe Motlakeng



Priscilla Motlakeng, a Tlhahopele (Nature First) member, is highly interested in improving her skills in organic farming and making a living out of it. Priscilla hopes to obtain a Diploma in Plant Production or Farm Management. She has achieved and received certificates for: Plant Production Level 1 and Level 3, Horticulture, and Motor Mechanic Level 1 and Level 2. priscilaleshabe@gmail.com

16. Rose Nselwane



Rose is a member of Sakhwe Community Development Forum who has achieved certificates in Nutrition and Safety, Digital Entrepreneurship for New Business, and a certificate for Skills Development program aimed at Agricultural Services and Purchase. In addition, Rose has further achieved certificates in Horticulture and Plant Production. She hopes to open an organic fruit and vegetable supermarket. rosenselwane@gmail.com

17. Susanna Matsidiso Ntuli



Susanna Matsidiso Ntuli formerly a recycler, is a care-giver and an active member of the Sakhwe Community Development Forum. Susanna is passionate about helping people and interested in the agricultural sector. She has obtained certificates in:

Actions from Competition to Collaboration

Trauma and Disaster Management, CareGiving, HIV/AIDS, Health and Safety, Risk Assessment, and Food Safety to name a few. Susanna hopes to overcome her challenges by being open to learning. susannamatsidiso@gmail.com

18. Kgomotso Nyamakazi



Kgomotso Nyamakazi is an administrative officer in the Counselling and Career Development Unit at the University of South Africa. She previously worked as a volunteer peer helper and assistant student counsellor, assisting students with academic and career guidance counselling. Ms. Nyamakazi has obtained a degree and honours degree in Psychological Counselling (UNISA), Post Graduate Certificate in Education (PGCE) (Stadio Higher Education Cum Laude).

Ms Nyamakazi has passion for the community and she finds fulfilment helping others. She advocates for inclusivity, mental health and the environment. Additionally, she actively contributes to community development through outreach and engagement projects. She is an emerging researcher with a passion for participating in research projects and a growing love for data analysis. Ms. Nyamakazi has presented papers in conferences and is currently collaborating in writing an article on Linguistic Diversity to contribute to the Intersectionality of languages in higher Education.

nyamak1@unisa.ac.za

19. Mokwale Mampe Phora phoram@unisa.ac.za



MO Kwale Mampe Phora, formerly a Trainee Career Guidance Practitioner (TCGP) at the University of South Africa (UNISA), currently employed by the College of Education as a Project Administrator. With the aspiration of becoming a qualified psychologist, Mokwale holds a BA degree in Community Psychology (Cum Laude) and a BA Hons degree in Psychology (Cum Laude) from UNISA. In her term as a TCGP, she has had the privilege to participate in inaugural lectures and symposiums to discuss current affairs and provide possible solutions to the matter at hand. She developed an interest in contributing to research through article and paper writings. Her most recent achievement focused on a co-authored conceptual paper with the aim of addressing the Intersectionality of Languages in Education focusing on Linguistic Diversity, which won an award for the best conceptual paper at SAACDHE 2024. Furthermore, with the passion of contributing to mobilizing knowledge, raising awareness and contributing to the betterment of communities; she assists in facilitating community engagement projects. Mokwale engages with the community to build stable relationships and eliminate stigmatization through advocating for diversity.

Actions from Competition to Collaboration

20. Patricia Vhahangwele Lethole(Ms)

Patricia (Pat) Vhahangwele Lethole Lethovp@unisa.ac.za. Orcid number 0000-0001-8049-0772 is an educator by profession. She has worked for the University of South Africa (UNISA) as an academic and manager of learner support for 26 years to date and she is currently serving as a Centre Manager at UNISA Ekurhuleni Campus. Pat taught as a Foundation Phase teacher for 6 years, worked at Rhodes University for 7 years for Molteno Project, where she trained foundation phase teachers on second language teaching.

Additionally, Pat is a team leader and co-author of Engaged Scholarship: A systematic action learning approach using a community of practice to support the green circular economy registered in Unisa College of Education. Pat has collaborated with the University of Venda, University of Adelaide, Dzomo la Mupo and Participatory Guarantee System



21. Sapen Sartika Unyi Putri



Sapen Sartika Unyi Putri is an Assistant Professor in the Administrative Sciences Department, Faculty of Social and Political Sciences, Universitas Padjadjaran, Bandung, Indonesia. Her research interests relate to public administration and development issues, inclusive development policy, international development, and participatory governance. Email: sapen23001@mail.unpad.ac.id

ORCID <http://orcid.org/0009-0002-5748-2058>.

22. Riswanda Riswanda



Dr Riswanda is an Associate Professor in Faculty of Politics and Social Science at Universitas Sultan Ageng Tirtayasa where he has been a faculty member since 2008. Whilst serving as research fellows and university teaching in Parahyangan

Actions from Competition to Collaboration

Catholic University and Universitas Padjadjaran, he is also a reviewer in some rank-A international journals and editorial member board in many accredited national journals. He has a PhD from the School of Social and Public Policy, Flinders University of South Australia, completed Master of Public Administration at the Flinders Institute of Public Policy and Management, and his undergraduate studies at Parahyangan Catholic University. His research and teaching is in public policy, ranging from policy-making design to implementation, with a focus on critical policy analysis. In recent years, he has focused on better understanding of qualitative research concentrating qualitative methodologies for analysing policy and applying critical systemic thinking to areas of concern.

23. Mphatheleni Makaulule



Mphatheleni Makaulule (Mphathe) is an environmental activist and defender of the sacred sites. She was born when her father was 74 years old. Her father was a traditional healer, farmer and traditional leader. For more than 35 years Mphathe has been working with the Venda elders and youth, particularly women on reviving indigenous life practices of Vhavenda nation. Since 1998, she graduated her junior degree from Univen, B.A Ed, she has been igniting enthusiasm to bring Mupo back as a principles attached to Vhavenda cultural traditions. Mphatheleni works closely with the Makhadzi of the communities – (women or we-moon as she prefers to call ‘women’). She is the founder of Mupo Foundation which the Venda local communities re-registered it in 2015 as Dzomo la Mupo. On her work, she facilitates the interaction on issues of environmental injustices through community ecological dialogues and facilitates ecological mapping of the indigenous knowledge. She collaborates with the University of Venda Community Engagement, Earth Life Africa, Ekuruleni branch of University of South Africa, Earthrise, Project Biome SA Seed and Wild Life Protection Forum S.A. She is an executive director of Wild Law Institute. She is currently focussing on working with communities on ecological mapping of the territories and ecological mapping of ecological calendar for advocating to the impact of planned project that interfere with the ecosystems, indigenous forests and the livelihoods rooted on African traditional cultural values. She is an Earth Life Africa Activist and community mobiliser on unearthing community knowledge particularly of the marginalised communities through equipping them and their youths on current issues and concepts as a reach out to Just Transition alternative. 2023 she obtained her master’s degree from University of Venda on African studies paying attention on indigenous holistic indigenous uses of Luranga cucurbit pumpkin plant. In her research the findings revealed the interrelated functions of Luranga that goes beyond physical figure pumpkin plant as for the nourishments as food, material products uses for multi purposes but explored this plant on its ecological, spiritual and psychological identity associated with womanhood. mupofood@gmail.com

24. Xolile Gaba



Actions from Competition to Collaboration

Xolile Gaba is a seasoned Digital Learning Advisor with extensive experience in the field. He started his career as an ICDL Facilitator at De Beers mine in 2005, where he sharpened his skills in Digital Education. He moved on to become an IT Facilitator at the Advanced Technology Training Institute in Kimberley from 2006 to 2007.

In 2008, Mr Gaba joined UNISA Ekurhuleni as a Digital Learning Advisor, a role he has excelled in for over a decade. He is passionate about helping students harness the power of Technology for their education and has been instrumental in implementing Digital Learning strategies at the institution. As the Chairperson of the Digitech Community of Practice, He dedicated his career to fostering collaboration, knowledge sharing, and skills development among technology enthusiasts and professionals. In his role as chairperson of the Digitech CoP, He successfully led numerous initiatives aimed at enhancing understanding and application of digital technologies within the Community of Practice. He championed workshops and acquired collaboration partners within the university who seek to achieve the same goals aligned to the strategic objectives and pillars of UNISA that not only empower individuals but also contribute to the collective growth of the Digitech community of Practice and the institution. Mr. Gaba is currently pursuing a BSC Honours in Computing with a focus on Information Systems, further enhancing his knowledge and expertise in the field. With his dedication to digital education and His commitment to continuous learning, Mr. Gaba is an asset in the world of Digital Learning and Technology.

By collaborating with various stakeholders, Xolile aspires to bridge the gap between academia and practical implementation.

25. Djoko Hartoyo



Djoko Hartoyo currently serves as Director for Regional Development Infrastructure, Coordinating Ministry for Maritime Affairs and Investment, Republic of Indonesia. Had studied at Marine Science, Diponegoro University; Master of Science, The University of New South Wales; Ocean Mapping Center for Coastal and Ocean Mapping, University of New Hampshire; Rhodes Academy of Ocean Law and Policy, Rhodes, Greece; and Doctor in Environmental Science, School of Environmental Sciences, University of Indonesia. Received several awards such as Satyalancana Pembangunan from the President of the Republic of Indonesia (2007); Australian Development Scholarship, Australian Government (2001); Japan International Cooperation Agency (JICA) Scholarship, Japan Government (2000); and Foreign Affairs Scholarship, French Government (1998). His research focus includes related to Oceanography, Community Development and Conservation; and Sustainability. Anggia Utami Dewi

26. Anggia Utami Dewi

Anggia Utami Dewi currently serves as Head of the International Affairs Office, Faculty of Social and Political Sciences, Padjadjaran University and is a lecturer in the Department of International Relations, Faculty of Social and Political Sciences, Padjadjaran University. Her research focus includes related to International Relations; Higher Education; Internationalization; Globalization; and International Migration.



Actions from Competition to Collaboration

27. Cecep Safaatul Barkah



Cecep Safaatul Barkah currently serves as Manager of Learning, Student and Alumni Affairs, Faculty of Social and Political Sciences, Padjadjaran University and is a lecturer at the Department of Business Administration, Faculty of Social and Political Sciences, Padjadjaran University.

29. Novelia Handayani

Novelia Handayani is public servant (ASN) at Direktorat Rehabilitation for People with Disability, Ministry of Social Affairs (MoSA). She Graduated from master degree at department of social welfare University of Indonesia. Her research interest is community development, especially social inclusive for people with disability.

31. Maulani Nurhaliza

Maulani Nurhaliza is a graduate student at the Islamic University of Sheikh-Yusuf and is one of the largest universities in Tangerang City. She currently works at the public works and spatial planning office of Banten Province, and is a research assistant with Mr. Riswanda in handling the Cidurian and Cisadane rivers.

32. Risnawati

Dr Risnawati, been doing research on water policy and river politics and now on co-writer of Riswanda's book on social justice of the environment

Actions from Competition to Collaboration

33. Ulfiah Syukri



Ulfiah Syukri has completed her undergraduate studies in government science, FISIP, Universitas Muhammadiyah Makassar. During her studies, she was active in social activities by becoming a member of the social sector at the Indonesian Pioneer Youth Forum (FPPI) South Sulawesi. In addition, she took advantage of opportunities by building a small business in the field of education. At the end of my studies, I managed to hold the achievement of being the best graduate at the University level. She can be contacted via email: ulfiahsyukri1717@gmail.com.

34. Zekhethelo Ndlovu



Zekhethelo Ndlovu is a 21-year-old dedicated and ambitious young professional with a strong passion for justice, leadership, and personal growth. Currently pursuing an LLB degree at the University of South Africa, she is eager to apply her knowledge and skills to promote justice and equality. With a strong foundation in leadership, communication, and collaboration, Zekhethelo has established herself as a driven and compassionate individual. She serves as the Secretary of the UNISA Law Students Association “ULSA-EKURHULENI” and has volunteer experience as an Equaliser for the Equal Education Organization “EE” and as a Voluntary Blood Donor. In addition to her academic and volunteer pursuits, Zekhethelo is also a budding entrepreneur, having founded and operated her own small business. This venture has not only honed her business acumen but also deepened her understanding of the importance of innovation and hard work. Zekhethelo's skills include Leadership, Communication, and Collaboration. She has also obtained certifications in TEFL Online Teaching (2022), Financial Independency (2021), and Grade 1-3 Play-Based Learning Course (2024). 18519458@mylife.unisa.ac.za

Actions from Competition to Collaboration

35. Rotondwa Booi



Rotondwa Booi is a Trainee Career Guidance Practitioner (ITCGP) at the University of South Africa. With a foundational background in Psychology and Philosophy, including an Honours degree in Psychology, Ms. Booi brings a rich blend of academic knowledge and practical experience to their role. Ms. Booi's journey includes volunteering at Tshilidzini Hospital in the Psychology/Counseling Department, where she developed a deep understanding of psychological and counseling practices. Ms. Booi is driven by a passion for exploring how people relate across different societal, ethnic, and racial divides. She is fascinated by the complexities of human identity and the diverse forms of communication within and between cultural boundaries. This passion fuels her commitment to helping individuals navigate their careers and personal development in a culturally aware and empathetic manner.

36. Mbali Tshepo Bila



My name is Mbali Tshepo Bila. I am Bachelor of Arts in Community Development student at the University of South Africa and a community organiser for the Aurum Institute. I am passionate about community service and upliftment. I have experience in community activism through my work as a volunteer facilitator and community leader for Equal Education, one of the largest learner led movements in South Africa. 59141468@mylife.unisa.ac.za

Actions from Competition to Collaboration

37.Siphiwe Buthelezi



I am Siphiwe Buthelezi and I am 24 years old. I am currently a student at the University of South Africa, I have completed matric and, I have participated and obtained a national certificate in information technology. I have also received an online certificate in a self-study online platform where I studied Cape Mowane and All That Glitters. I am also an IT Technician; I am a law student at Unisa and my ambition is to build a computer gaming hub and develop operating systems that respond in African context. 10051228@mylife.unisa.ac.za