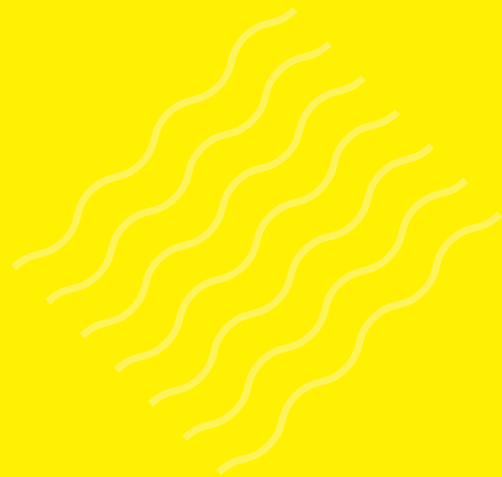


The Afrikan Futures
Catalyst Toolkit



Driving change for peace in institutions of higher education in Afrika



What does PEACE mean for you?

Our work within education matters because it sensitizes people to think and understand beyond their own reality - "look beyond what you can immediately see". This means to look and understand beyond your own environment, your own privilege, your own challenges, and see how this exists within a system, and how decision makers do not have the luxury of ignorance. When you know better, you do better, not necessarily because you always want to but because the system demands it of you and holds you accountable for it.

This informs the way new systems of doing and thinking are developed. It shifts the landscape - physically and mentally. The external Afrikan narrative has always shown us as a continent in need : of help, of saving, of rectifying, of development. We are proposing ways where we can create and sustain our own narrative. We are creators, we are active agents, not passive recipients.

We will no longer be framed as recipients of external frameworks of peace - we are collaborative innovators and creators of peace.

Quiet diplomacy - the classroom is a space where knowledge becomes a tool of radical peace - radical because it is not definite, it encompasses all possibilities and imaginations of peace and sees it as valid and legitimate not only within the archiving of information, but the actioning of information.

This process of archiving disrupts colonial, anglonormative constructions of knowledge, and as such, informs new tools for peace. We can speak in languages that inform our reality, and languages that can then change our reality because of how we speak about it, and who we are able to reach when we speak. We are able to drive dialogue driven peace, that does not remain stagnant, but moves toward actionable steps.

Peace through dialogue builds peace through space : the words we use, the people we speak to, the experiences we share and acknowledge and validate as Afrikans becomes the foundation of the future we are constantly creating.

- AFC

PEACE
is many things,
disrupting the way we
acknowledge violence
as a single thing.



PEACE
is listening to *Abdullah Ibrahim*
and *Mina La Voilée* and
understanding both narratives of
the Afrikan experience exists and
is valid.



Abdullah Ibrahim
South Africa

PEACE
is simplifying that
which has been
made complex for the
purpose of exclusion.

PEACE
is expanding that
which has been
narrowed for
the purpose of
marginalisation.



Mina La Voilée
Senegal

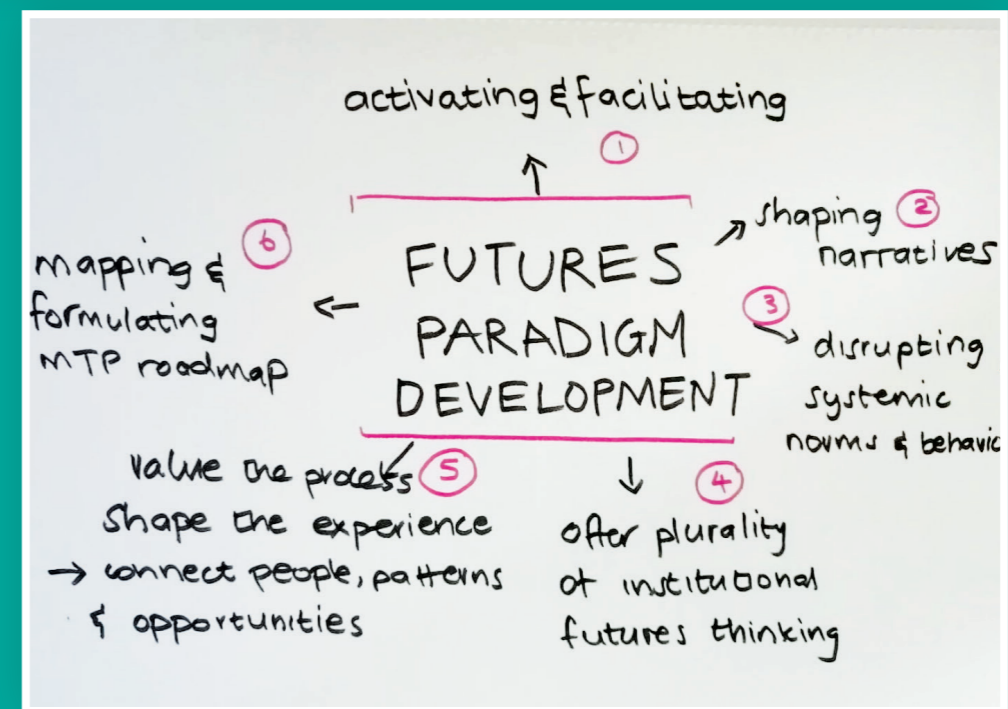
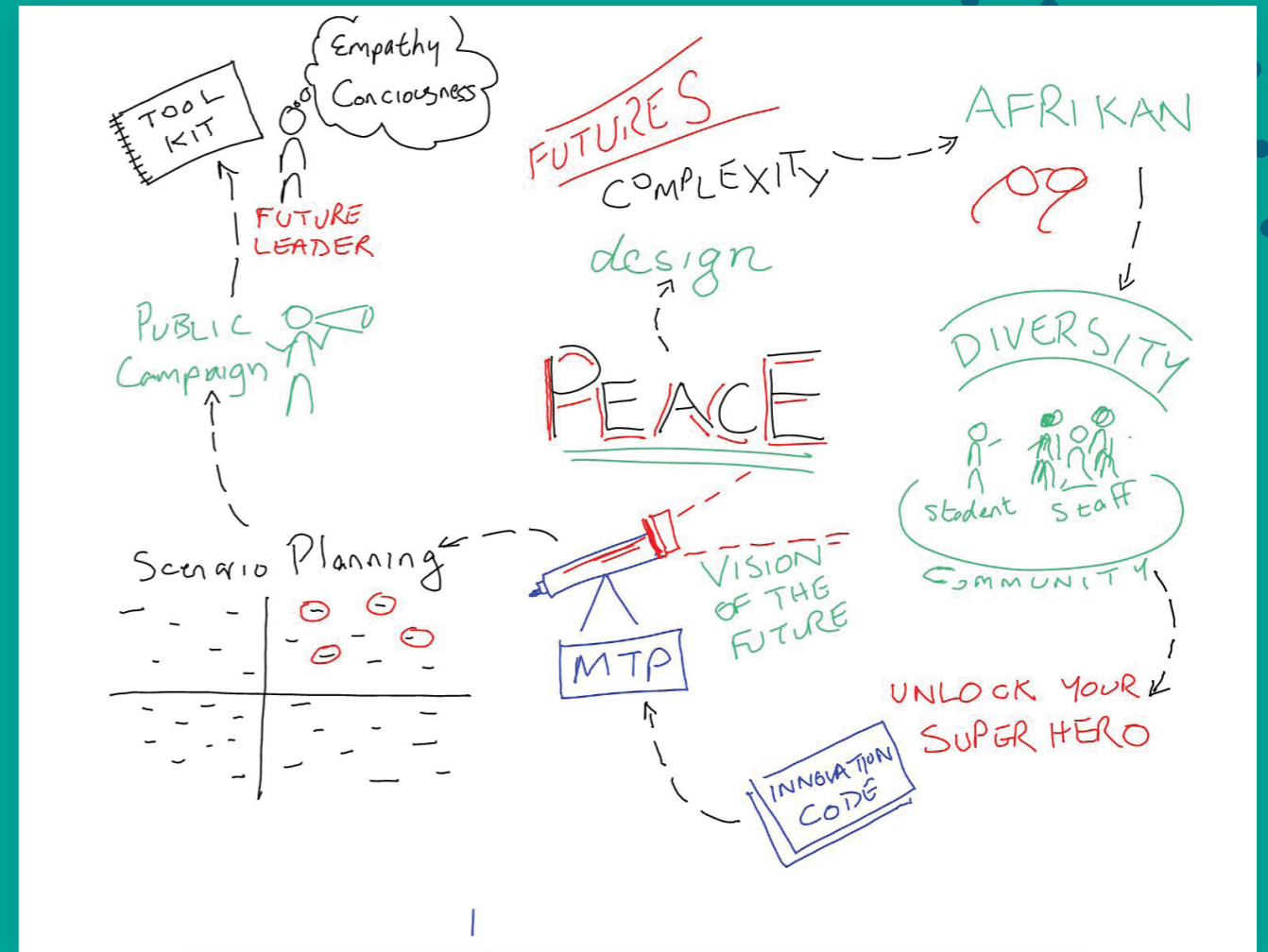
You cannot
define peace
because
it is not a
definitive
concept

- it doesn't
look the same
to everyone.





Our approach to Peace building



1 step methodology

Systems thinking / Design thinking / Futures thinking

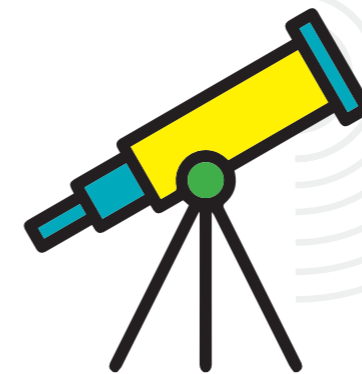


1 Building a futures mindset

The Afrikan Futures Catalyst brings together the fields of futures studies, complexity and design to introduce a human centric methodology that allows you to co-create a desirable future built around humanity.

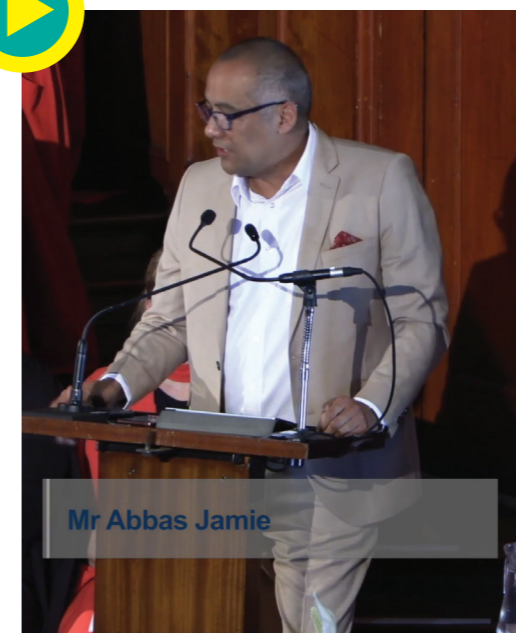
Many organisations are talking about these skills of the future but not many have found a way to embrace it into their DNA. Our methodology promotes a systemic approach which by its nature must therefore include the leadership, academic and support staff, students and external stakeholders. If we want to develop future leaders who embody peace, it is imperative that we create a culture of PEACE across our institutions of higher learning.

Attending an institution of higher learning in Afrika is unfortunately still a privilege and will naturally position these young people as our future leaders across government, academia and industry. Our methodology is not a reaction to violence, it is a futures methodology that empowers the youth of our continent to be part of creating a future that prevents violence.



“Jawabu la kesho huandaa Leo” (Swahili Methali)

“The work of tomorrow is prepared today”



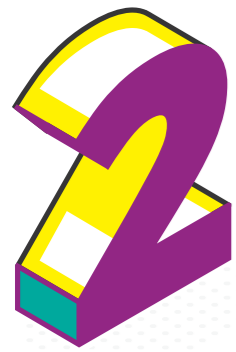
Mr Abbas Jamie

Abbas Jamie
View the introductory talk on Building Wakanda



Contact the Afrikan Futures Catalyst to arrange a live talk on Building PEACE





Conflict for good

- The Innovation Code

Introducing the Innovation Code

The Innovation Code is a simple competing-values framework that was created by Jeff and Stanley DeGraff to demonstrate the creative power of constructive conflict. Based on research across many organisations of various sizes, the framework argues that while harmony is sublime in music, it is deadly to innovation. For innovation to flourish, teams should have a diverse range of thinkers that represent the four main archetypal worldviews of the innovator: the Artist, Athlete, Engineer and Sage. It is when we bring people together with contrasting perspectives and complementary areas of expertise together in one room, not when everyone agrees with one another, that innovation occurs.

An interactive and fun group exercise to discover your archetype!

Before attending the workshop, participants should complete the 2 minute online quiz to determine their dominant archetype -

"How do you innovate?"
(<https://jeffdegraff.com/resources/>)

Split the group up into their respective archetypes, asking each to stand in a corner of the room. Make sure that the artists are standing diagonally across from the engineers, and the athletes are across from the sages.

Starting with the sage archetype (because they are the 'nice' people), ask the sages to remain quiet while the people in the other archetypes answer some of the questions that follow about the sages. (Repeat this for each archetype)

1. How do they run meetings?
2. How do they decide who becomes the leader?
3. What tools, methods and processes do they use to make the organisation better?
4. For what offence do they fire people?
5. What are some types of organisations where these people are typically found?
6. Are they fast or slow?
7. Are their approaches breakthrough or incremental?

NB: This is a group exercise and people are encouraged to make fun of the 'archetypes' not the individual. Through the exercise participants get an opportunity to reflect on their strengths but also how other people perceive them.

Builds strong team cohesion and personal development.

Creative energy is harnessed by holding the space between these opposing viewpoints. This positive tension can produce ingenious solutions that go far beyond "the best of both worlds."

- AFC



For more detail, read the book *The Innovation Code* by Jeff DeGraff.



Co-creating your Massive Transformative Purpose

What does peace in Afrika look like? What different futures can unfold in the many peace scenarios? What is the future you want to be part of creating? Have you thought about it with your team? A workshop to discover your team's Massive Transformation Purpose uses the design thinking tool, 5 Whys, to unlock a North Star which sits beyond your vision and mission statements.

The motivating power of a Massive Transformative Purpose has been appreciated by Singularity University from the research of Exponential Organizations by Salim Ismail as one of the major roles of organisations making bold things. An MTP is an audaciously large aspirational statement that can cause a significant transformation to an industry, community or to the planet, and communicates a clear "why" behind the work being done.

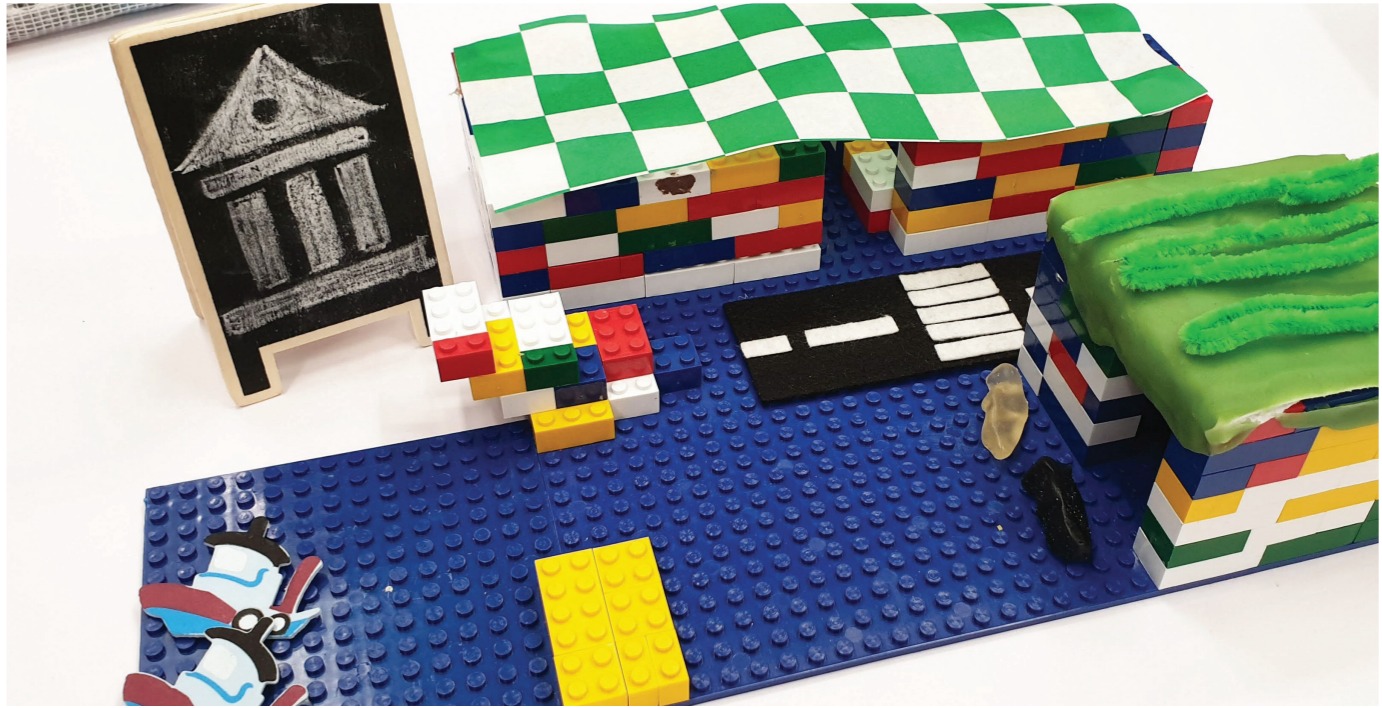
Methodology

To find your team or organisation's MTP, have a facilitator start by asking why your team or organisation is important. Each team member should contribute a few ideas on post-it notes (one idea per post-it note). Once you have ±15 ideas, the facilitator takes a moment to group the ideas. The team then votes on which topic/grouping they have the strongest feelings towards, and then the facilitator asks **"Why is x important?" where x = the chosen topic and repeats the exercise.**

When the answers start to sound like the team is looking for world peace, take a step back and go to the groups previous answer. Each member of the team should then reflect back on the topics that have been chosen and the insights that were raised through the exercise and try to create a short powerful MTP. It might take a few drafts to get the wording right, but if it all goes well your team should have a far greater appreciation for why they come to work!

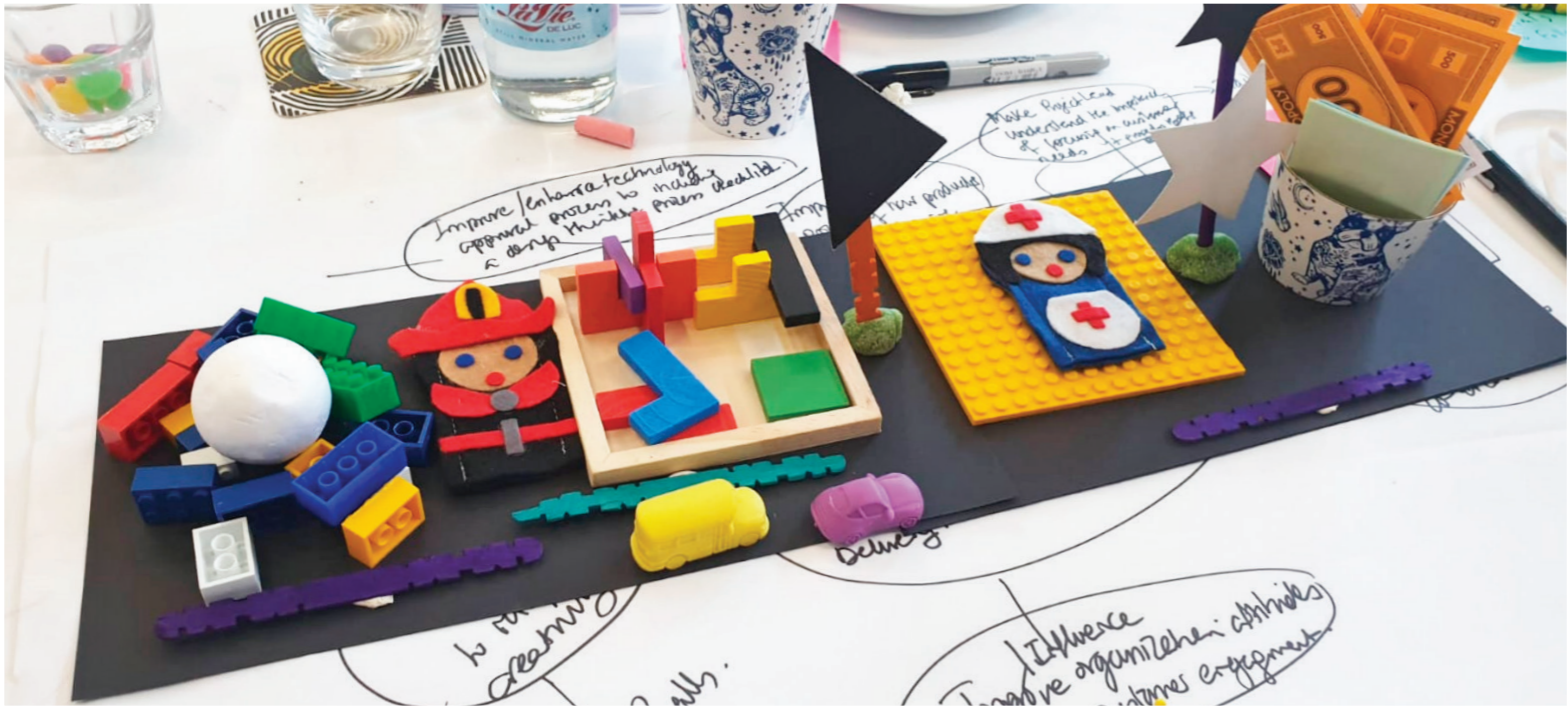
Unleash human potential to create a fair and just society
- UCT's MTP





At four years old, we dreamt with our eyes open : always curiously creating, seeking and asking about this world we were only just starting to navigate. Then, one morning, someone shuffled past your most recent masterpiece, took it down and told you to colour in the lines, then told you not to colour at all. Your imagination became stifled, boxed and eventually stowed far away in a dusty

place. In order to truly unlock ground-breaking innovation, you are going to have to find that box, dust it off and unpack the adventure and inventive spirit that has been left dormant. It has always been there, waiting for you to return to it . It's time to wake up the genius with the paint-dipped fingers, and ask "WHY?" so that we can collectively work towards the "HOW".





Building the path to your future through **Back-casting**

This simple exercise helps you identify potential steps that need to be taken, and highlights some risks - an easy step at identifying key areas for change (a change management process could be introduced here too)

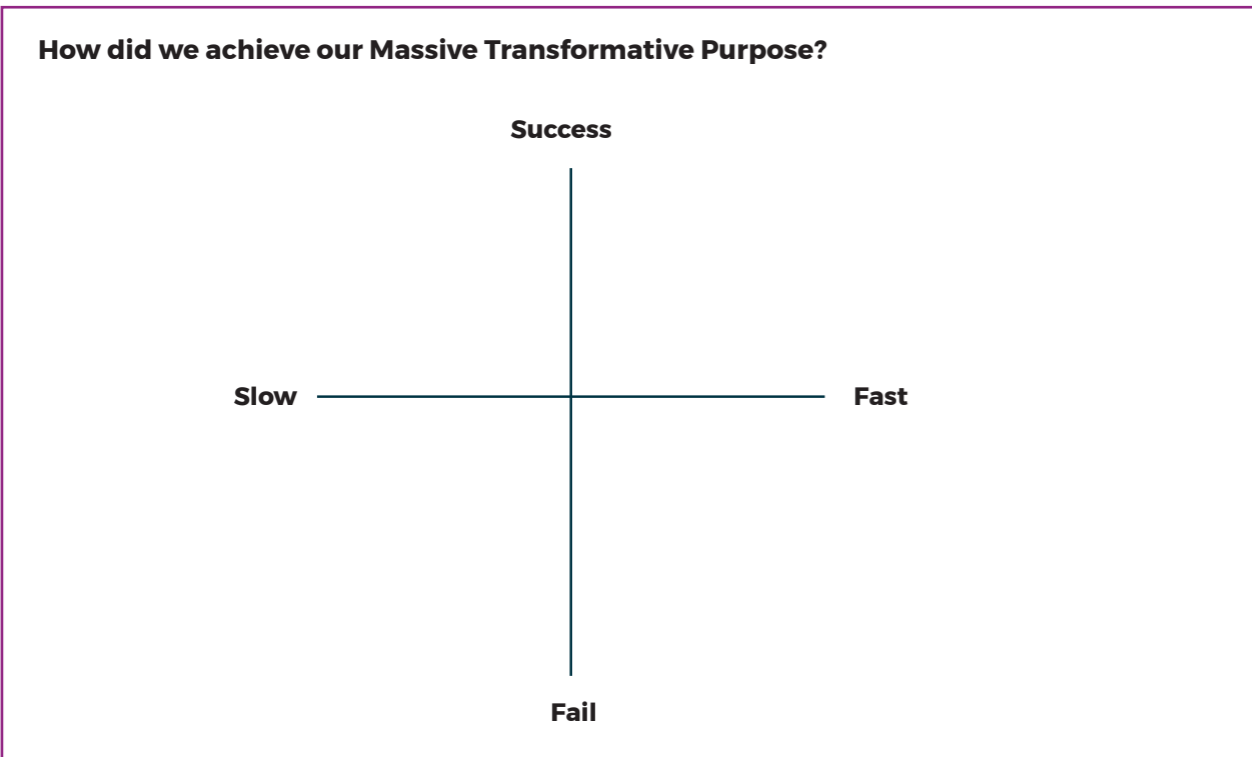
This exercise takes place after you have developed your Massive Transformative Purpose and should ideally include the same people from the first session.

Most strategy frameworks spend a lot of time grounding you in the current status quo before dreaming a desired future. This one allows you to dream big and put forward ideas that might seem outlandish - it's accessible and easy to use, and voices that don't often get to contribute might surprise you with their contributions.

Once you have identified your higher order purpose for existence there are many possible scenarios that can unfold as you move forward to achieve that MTP. Backcasting is a simplified scenario planning tool that allows your team to identify where to focus their energies. While more detailed strategy tools might be better suited to some parts of your organisation, the back-casting exercise is a useful futures tool for identifying what needs to be done to ensure your aspiration is a success, or prevent it from failing and also helps you identify whether these actions may occur quickly or slowly.

Methodology

To complete the task, draw a 2 x 2 grid on a large piece of paper or a white board, where the y-axis is 'success' (top) and 'fail' (bottom), and the x-axis is 'slow' (left) and 'fast' (right). A facilitator should then encourage participation from the group to work through each quadrant, starting in the top right corner with "What did we do/ what happened that resulted in us achieving our MTP quickly?"



Creative campaign to introduce the Massive Transformative Purpose

Our team of communication specialists and content creators believe in the power of story not only as a way to showcase what already exists, but to inform something new in a meaningful way.


Capturing content throughout the duration of the project becomes a powerful way for stakeholders not only to tell their own story, but also to see themselves reflected in the story that is emerging, as it happens. It contributes towards stakeholder buy in, as well as engages an audience for future communication and marketing collateral.

Our inclusive and human centered approach to creating the brand story of the work is a critical part of the change work itself, and plays a powerful role in transforming the dominant narratives we are trying to disrupt.

- AFC

Embedding content capture and storytelling processes into the project from early on allows us to ultimately develop an insightful and content rich marketing approach later on. In doing so, we ensure that those at the heart of the story drive the narrative, rather than developing marketing and communication collateral retrospectively, told by external voices. While our creatives and production teams ensure high end production value, our role is not to be the storytellers but rather to create safe spaces for stakeholders to tell their own stories, for us to be the custodians of those stories, and then to ensure that those stories are honoured and shared in engaging and accessible ways.





“Gnatola
ma no
kpon sia,
eyenabe
adelan to
kpo mi sena”

(Ewe Lododo)

Until lions have their own historians, stories of the hunt
will always glorify the hunter”

(English Translation)



Student engagement

“If you want to go fast go alone, if you want to go far go together” - Afrikan proverb

Why ?

Essentially, the experiences and realities of students should inform the curriculum and the spatial support necessary to activate and scaffold their potential as thought leaders and young change makers, regardless of their study field. Embedding empathetic learning and leadership through consistent and collaborative engagement with students enables them to collaboratively and critically engage their field of study across faculties and outside of the immediate learning environment.

When ?

Consistently, in the classroom through the shaping and development of the curriculum, as well as outside within social and co-curricular activities within the academic ecosystem that centers the student as a person, a human being, above and beyond their capacity as a scholar and producer of knowledge.

Who ?

Student engagement requires participation and collaborative buy in from staff and leadership alongside students, and often other impacted stakeholders depending on the framing or particularity of engagement.

What ?

It is connecting, listening, sharing and creating with students, centering their realities and lived experiences in a way that is conscious of their intersectional position, and centering this experience and reality as valid. Real engagement is holding

space and using opportunities within and outside of the classroom to support students as contributors of the space, not simply passive recipients of education.

How ?

Through dialogue sessions, where a space is created for students to share, to question, critically engage and develop tools to engage challenges, as well as to celebrate and acknowledge successes.

Through creative writing workshops that center future mapping of future leadership and opportunities, a series of guided body mapping workshops and performances written, produced and performed by students, co-creating a podcasts series hosted, curated and researched with students, starting sustainable initiatives within organisations that center multilingual academic confidence building, high impact entrepreneurial leadership and innovation mindset training and many more.

Where ?

This happens on and off campus, as the experience of being a student does not stop once you leave the microcosm of your campus, and extends to your home, your workplace, and the general environment. By making these engagements effective on campus, online, located within different community centers like public libraries across the city, outdoor group experiences centering team building, these different forms of student engagement allows a diverse group of young scholars to be empathetically grounded in different spatial realities, where they can collectively explore how they relate to it differently.

Student engagement is a critical part of any meaningful academic experience as the students themselves, their realities, experiences and challenges inform the way academia is shaped and the way it can grow to better meet these needs.

Historically, South African institutions of learning have been sites of violence in pursuit of liberation and equality, challenging academia to do their part in contributing to the ways in which problematic norms can be disrupted. This continuing reality, as seen in recent national (and later global) movements like #RhodesMustFall and #FeesMustFall, shows that students have never been a passive part of the academic ecosystem, and have always been active agents of shaping not only the role of academia, but the reach of it in addressing socio-political conflict.

Instead of continuing on a path that perpetuates violence because of assumptive problem solving developed in a silo and stagnant institutional systems, high impact student engagement shifts the paradigm of the future of academia.

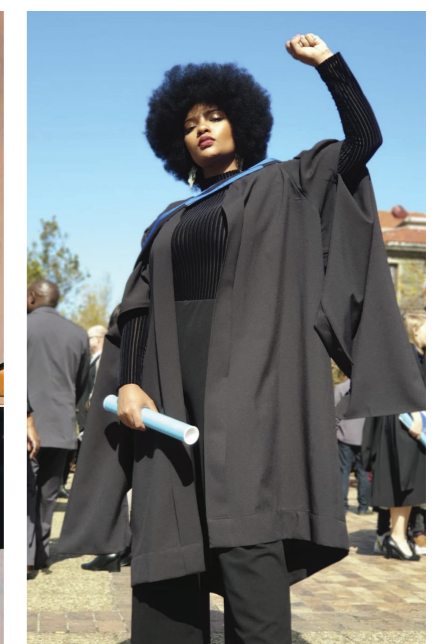
By engaging students more effectively, through dialogue sessions where they can openly express their realities without being silenced or erased, students are able to exercise narrative agency and articulate their needs in a way that encourages them to be part of

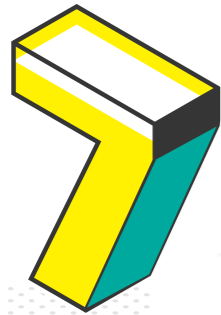
the solution. By redefining what peace on and off campus should look like for themselves, students collectively mobilise in more effective and efficient ways that the staff and leadership can work with to collaboratively find solutions to issues that impact the community at large. These kind of engagements often overflow to other spaces of learning with younger people still in high school, who are being exposed to these realities before even coming into the university space.

Through a series of creative workshops that center things like performance and installation art, creative narrative expression, design thinking and innovative problem solving, along with intersectionality as methodology, members of the university leadership, staff and current students engage with the future of the university. When the university extends this kind of collaborative mentorship outreach with schools, they are able to better understand the next generation of scholars, and also meet their academic and institutional needs in a proactive way that is not assumptive, but rather empathetic.

Although conflict is not something one can avoid in any diverse ecosystem, violent conflict has been a traumatic reality for many generations as a result of historical marginalisation and erasure.

- AFC





Taking the discussion **beyond the walls** of academia



Peace in Afrika cannot be achieved in isolation within the walls of academia. Higher education needs to step up into their rightful place and be part of shaping new narratives for Afrika at a grassroots level.

This starts with these institutions building a relationship of trust with its broader community. We need to move away from the notion that these are spaces of privilege created for a small minority of society. Higher education needs to be a space that is open and where the community can engage and be part of co-creating a new future. The Massive Transformative Purpose campaign needs to have buy in and support beyond the walls of academia.

Our methodology takes the story of PEACE to the broader community and allows for engagement, interaction and co-creating. It allows students to interact, reflect and build agency in a deeply human centric way. It allows students and future leaders to embrace empathy and make it a core part of what defines their leadership.

The intention is to build a cohort of future leaders across the continent that share this passion for people and communities. We want to create a community of future leaders who will share their stories and experiences with each other with the intention of building a bond shaped around PEACE. A cohort of future leaders across government, academia and industry that places the human at the centre of everything they do.

A cohort of future leaders that will hold each other accountable to that higher purpose ideal. Future leaders that want to be part of creating a better continent. A continent shaped by PEACE.

Methodology

Through design workshops and training programmes incorporating numerous human centred tools and design methodologies specific to your context and environment.



“Umuntu
ngumuntu
ngabantu”
- Zulu

“It takes a village
to raise a child”

You cannot predict the future but you can be part of creating a better future.

**Abbas
Jamie**



**Futurist, Designer
Thinker & Engineer**

**Zoe
Palmer**



**Enviromental
Scientist & Change
Facillitator**

**Courtney
Koopman**



**Writer, Researcher
and Activist**

**Anne Marie
Hanna**



**Communication
Specialist & Video
Producer**

**Dr Paul
Amayo**



**Electrical
Engineering
Lecturer and
Autonomous
Vehicle Developer.**

**Faranaaz
Rahbeeni**



**Creative Director
and Design
Thinker**