

A Reflection on the Relevance of South African Parks' Education and Training in the 21st Century.



Jimmy Hendrick
PhD(PSE) Vista, CIPP(WUP)
Honorary Professor University of South Africa
Honorary Member Institute of Environment and Recreation Management

Programme Director, President, Distinguished Guests, Ladies and Gentlemen, all protocol observed, thank you for the opportunity to share some thoughts with you today. Thank you for the warm welcome, it gives me great pleasure to be with you on this auspicious occasion. Programme Director, " I don't intend to give a long speech. Well if truth be told, because as I understand it, Socrates gave a long speech and his friends killed him." Evidently there have always been risks when you lecture to an audience.

I want to say how deeply honoured I am to be afforded the opportunity to present the keynote address.

I have been privileged to work in Parks and recreation management and higher education for almost fifty years and as Scott Peck says, “Each one of us must make his own path through life. There are no self-help manuals, no formulas, no easy answers. The journey of life is not paved; it is not brightly lit, and it has no road signs.” If I may I would like this morning to share some of the insights I have gained on my journey, a personal odyssey by a retired academic.

In my presentation I intend to highlight some of the issues, that well-designed Parks curriculums at universities and colleges, should deal with when teaching South African Parks’ professionals for the 21st Century.

PARKS AND RECREATION

Today's presentation will focus on the trends that I believe are relevant to the South African Parks' Education and Training in the 21st Century.



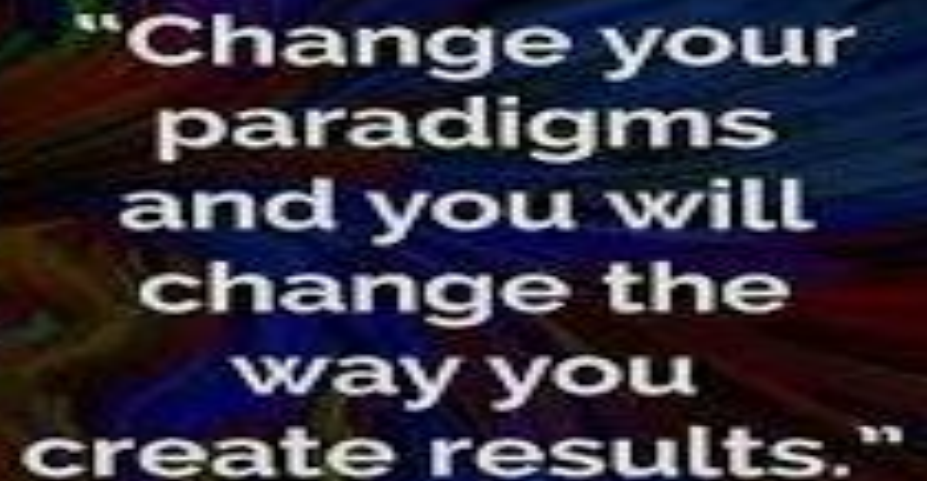


Relevant



**Education
&
Training**

Ladies and gentlemen, Congresses are, I believe, a time for all of us to reflect on the IERM's history and its current achievements, but they are also an opportunity to come together to consider the road ahead. Each time we look back at our heritage, we learn a lot about the coalescence of circumstances, people and ideas that led to the present. Too little attention to the past, and we can lose our way for lack of the context for each trial and triumph we experience. Too much attention to the past, and we forget to live now, with its immediacy and intensity and the promise of a tomorrow that we have yet to imagine.

A quote by Bob Proctor is displayed on a dark, textured background that resembles a close-up of a flower or a similar organic form. The text is in a white, sans-serif font and is centered. The quote reads: "Change your paradigms and you will change the way you create results."

**"Change your
paradigms
and you will
change the
way you
create results."**

-Bob Proctor

TABLE OF CONTENTS

7

1	Overview		
2	History		
3	Park and Recreation Departments' Brands		
4	“Curriculum Infusion of Real Life Issues Model”,	(CIRLI)	
5	Urban Trends:		
▣	Population Growth		
▣	Urbanisation		
▣	Food Security		
▣	Water		
▣	Tourism		
▣	Health		
▣	Sustainability		
6	Green Cities		
7	Infusing trends in Parks Curriculums		
8	Benchmarking		
9	Sustainability Development Goals		
10	Conclusion		

Overview

Overview



As an industry we need to ensure that the education and training of our South African Parks' professionals in the 21st Century is relevant to the needs of the communities we serve, otherwise, in the words of Porritt (1996), "we will end up educating people for a world that has already ceased to exist".

If we teach
today's students

as we taught
yesterday's,

we rob them of
tomorrow.

John Dewey

Some of the Global Challenges that may be considered when designing a Parks curriculum:



Parks^{and} Recreation

Make
a
difference



PARKS AND RECREATION

Let's imagine
a perfect world...

YOU MAY SAY
I'M A DREAMER
BUT I'M NOT
THE ONLY ONE

Imagine a world where there is **NO POVERTY** and **ZERO HUNGER**.

We have **GOOD HEALTH AND WELL BEING**, **QUALITY EDUCATION**, and full **GENDER EQUALITY** everywhere. There is **CLEAN WATER AND SANITATION** for everyone.

AFFORDABLE AND CLEAN ENERGY has helped to create **DECENT WORK AND ECONOMIC GROWTH**.

Our prosperity is fueled by investments in **INDUSTRY, INNOVATION AND INFRASTRUCTURE** and that has helped us to **REDUCE INEQUALITIES**.

We live in **SUSTAINABLE CITIES AND COMMUNITIES** and **RESPONSIBLE CONSUMPTION AND PRODUCTION** is healing our planet. **CLIMATE ACTION** has capped the warming of the planet and we have flourishing **LIFE BELOW WATER** and abundant, diverse **LIFE ON LAND**.

We enjoy **PEACE AND JUSTICE** through **STRONG INSTITUTIONS** and have built long term **PARTNERSHIPS FOR THE GOALS**.



Lets look back into

History

**As Nelson Mandela so eloquently said, “We can change the world and make it a better place. It is in our hands to make a difference.”
Now for a short history lesson Folks...where did it all begin...**





A brief summary of the IERM and education and training through the ages

From its humble beginnings on October 30, 1933, the Association of Superintendents of Public Parks and Gardens (South Africa) later to grow into the Institute of Environment and Recreation Management has always make every effort to improve the education and training of its members.

1939 was a significant year as by the 3rd of September, world war 2 had been declared. It was also the year that saw the first series of NTC I, II and III courses completed in Johannesburg.



This was followed by the National Diploma Course in Horticulture and Park Administration, later to be renamed The National Diploma in Park and Recreation Administration, which was initiated at the Pretoria Technical College on 24 February 1959.

The Kirstenbosch Scholarship was established in 1966 to enable suitably qualified candidates to aid in the preservation of the indigenous flora of South Africa. In October 1969 J Repton, P Botha and M Theron travelled to Stellenbosch for discussions with the university regarding the possibility of creating a degree course in Park and Recreation Administration.

The National Diploma Horticulture was offered first at the Pretoria College for Advanced Technical Education in 1972 and then in the Western Cape and Kwa Zulu Natal.

The National Diploma Landscape Technology and Parks and Recreation Management followed with Higher Diplomas and even Masters Diplomas.

The IERM under the leadership of Tony Horsfall was instrumental in initiating and facilitating the practical and theoretical Examination of Landscape Design and Horticulture students for the National Examination Board.



This has been superseded by a range of educational options first at Technikons and now at universities of technology like:

National Diploma: Horticulture

Baccalaureus Technologiae: Horticulture

Magister Technologiae: Horticulture

Doctor of Philosophy in Science

Doctor Technologiae:

National Diploma: Landscape Technology

Baccalaureus Technologiae: Landscape Technology



Careers in 21st Century parks.

The Parks industry is now multifaceted with a diversity of vocations that call for a wide-range of knowledge, skills and attitudes.

Some examples of careers in the parks and recreation field are: Recreation Program Supervisor; Park Manager; Cemetery Director; Senior Centre Coordinator; Outdoor Recreation Planner; Health and Wellness Instructor; Field Instructor; Parks and Recreation Director; Camp Supervisor; Natural Resources Superintendent; Outdoor Educator Instructor; Cultural Arts Manager; Golf Course Manager; Aquatics Director



Currently, the IERM is pursuing an array of statutory professionalisation opportunities with SACLAP, WUP and SACNASP.



I know you share my pride in what the IERM has achieved and more importantly what it is doing and where it plans to go...



Lets now, have a look at some parks and recreation departments brands...this will help us to understand their perception of their communities expectations. We can use this as a rough proxy of expectations for Parks' Education and Training in the 21st Century.



PARKS AND RECREATION

WHAT IS A BRAND?

A promise to be delivered

IT STARTS IN
PARKS





southburlington****
RECREATION & PARKS

Creating Community through People, Parks & Programs

L I T T L E R O C K

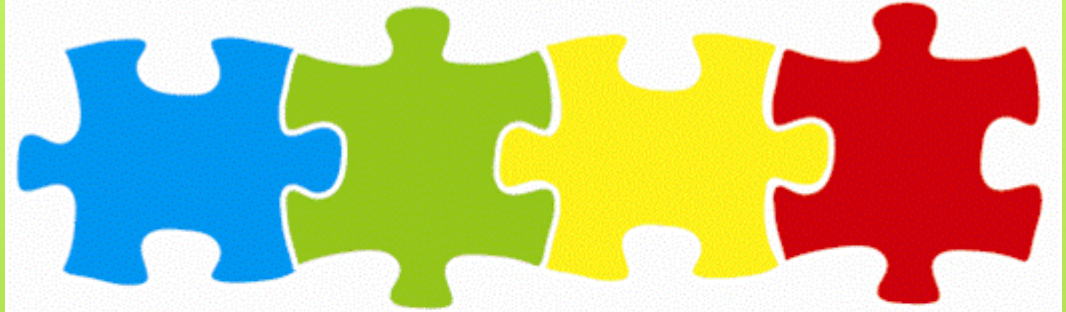


Parks & Recreation

www.lrpr.org / 501.371.4770

"A City In A Park"

CITY OF MASON CITY



**PARKS &
RECREATION**

Building A Better Community

**Columbia
Parks and
Recreation**



Creating Community



**Parks
Make
Life
Better!**



**CITY OF DAVIS
recreation**



IT WOULD SEEM THAT THE BRAND ...



COMMUNITY OPEN SPACES

**Greening Neighborhoods
Through Community Action
and Land Conservation**

WHAT DOES YOUR
BRAND
STAND FOR?

PARKS AND RECREATION

What is the affect



**Education
&
Training**



THE 21st CENTURY PARK & THE CONTEMPORARY CITY

I think we can all agree



GREAT PARKS, GREAT COMMUNITIES



**Be Bold, Be
Brave, Be
Different**

**Paradigm Shifts
through Human
Centered Design**





The Curriculum Infusion of Real Life Issues Model (CIRLI) provides a method for universities to integrate study of real life issues into South African Parks' Education and Training in the 21st Century.

CIRLI supports learning in a positive manner by making classes more relevant to students by addressing real world concerns and connects lecturers more closely to the communities where their students will work in the parks departments.

PARKS AND RECREATION

Phases of Curriculum Infusion

Phase 1. identifying trends in urban communities that are relevant of South African Parks' Education and Training in the 21st Century.

Phase 2. Utilise the “Curriculum Infusion of Real Life Issues Model”, (CIRLI) as a method for universities to integrate study of real life issues into South African Parks' Education and Training in the 21st Century.


Phase 1. identifying trends in urban communities that are relevant of South African Parks' Education and Training in the 21st Century.

Future Trends Offer New Opportunities for South African Parks' Education and Training in the 21st Century.

Transformation presents opportunities for those who are prepared to take advantage of it. Understanding future trends opens the doors of opportunity.

We will now discuss some trends that we may see more of in the future...





Crucial Factors that Exert Great Influence on Curriculum Change

STATISTICS SOUTH AFRICA



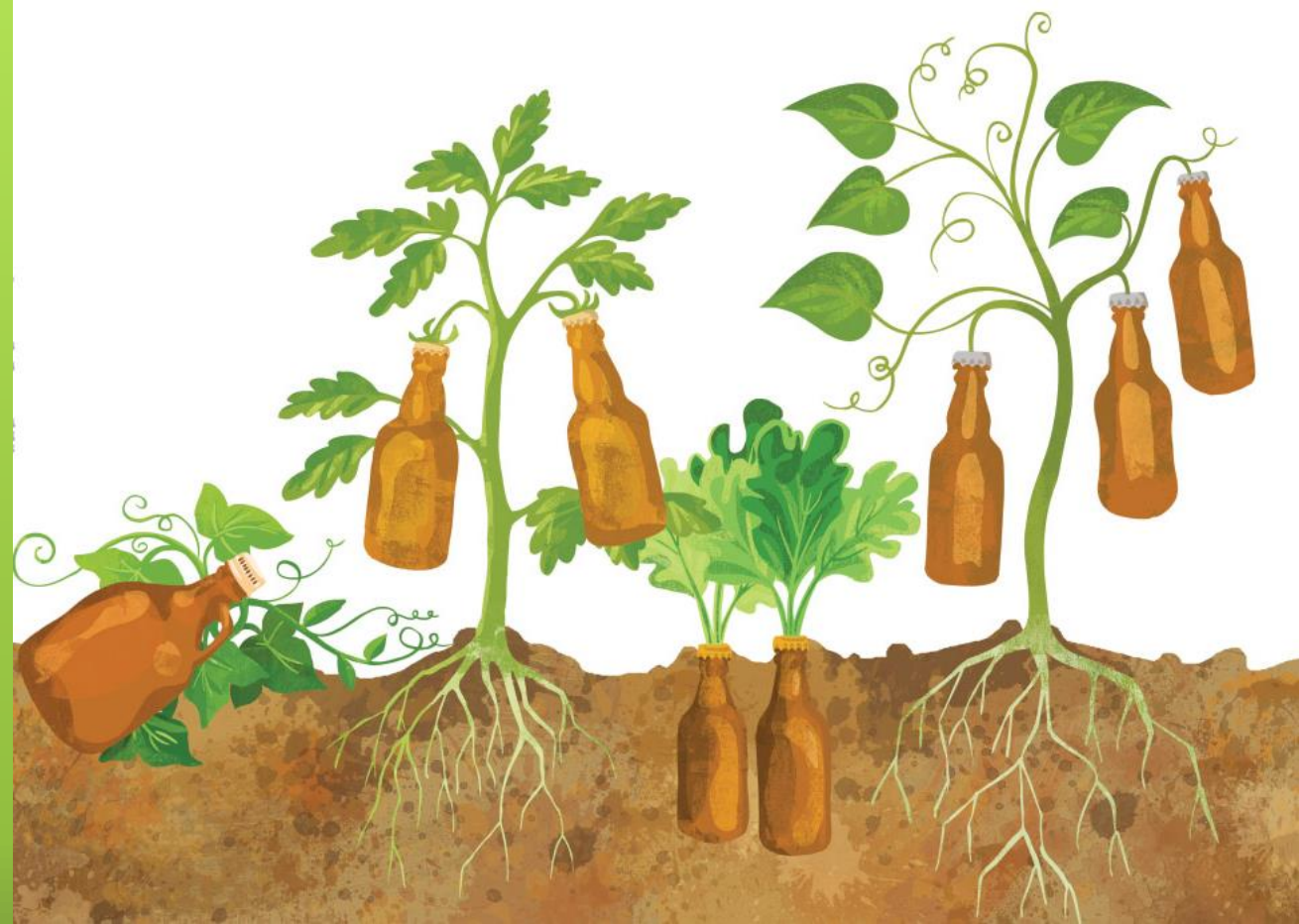
South Africa is a society in transition working hard to transform itself into a constitutional democracy. In view of this, parks education should be aligned with the objectives of the constitutional process by ensuring that it is legitimate, credible and accepted by all South African park practitioners. (<http://www.gov.za/documents/constitution-republic-south-africa-1996-explanatory-memorandum>).



***Believe It
or Not!***

Will you believe...Beer is more popular than vegetables??
Did you think we were joking with that headline? Well, we're not! STATS SA has released a report that shows 2.1% of household spending in our country goes to beer (more than the amount spent on sweets or even vegetables!).

BEER
is technically
a vegetarian meal



Bottoms up!

Three facts about household spending on beer in South Africa

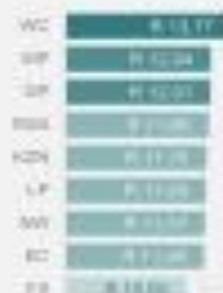
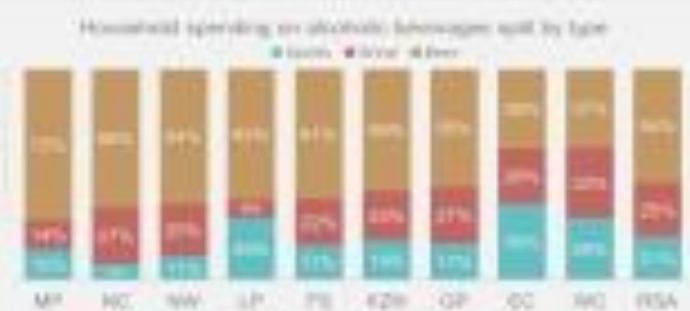


2,1%

of total household spending in South Africa goes to beer



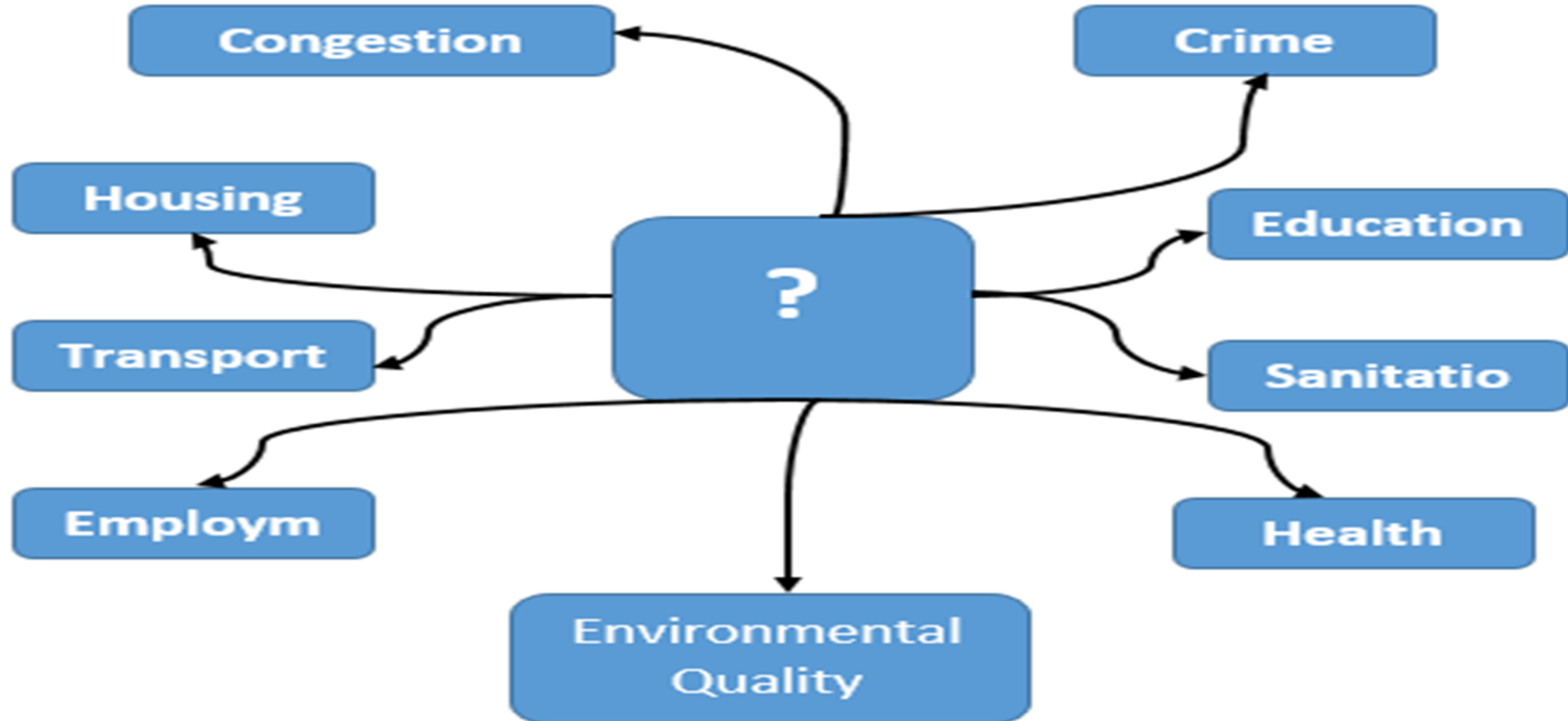
Mpumalanga households like their beer



The price of a 330ml bottle/can of beer is cheapest in Free State

Source: Consumer Price Index (CPI), June 2017. *Wine includes red wine, white wine and apéritif coolers

What are some of these challenges in the urban environment?



The latest mid-year population estimates produced by Statistics South Africa (Stats SA) show that South Africa's population is estimated at 56,5 million people. The estimates indicate that the proportion of elderly (60 years and older) in South Africa is growing, reaching 8,1 % in 2017

South Africa's
population, mid 2017 is

56,52 Million

South Africa's mid-year
population has increased by
902 200 from 2016
estimates.



Population explosion: SA's top growing cities hopelessly underprepared

But just how well prepared are these cities for their current and future growth? What bulk infrastructure is in place or in the pipeline, and what effect does China's slowdown and the loss of appetite for the mineral industry have in store for the workers on the mines and the real estate sector?

<http://hometimes.co.za/2015/10/population-explosion-sas-top-growing-cities-hopelessly-underprepared/>



URBANISATION

- BOON OR BANE

According to the International News.

The future looks bleak for South African cities.

January 22, 2016

Clogged highways, grinding poverty, high-rise apartments and collapsing infrastructure, that's what the future looks like for South African cities.

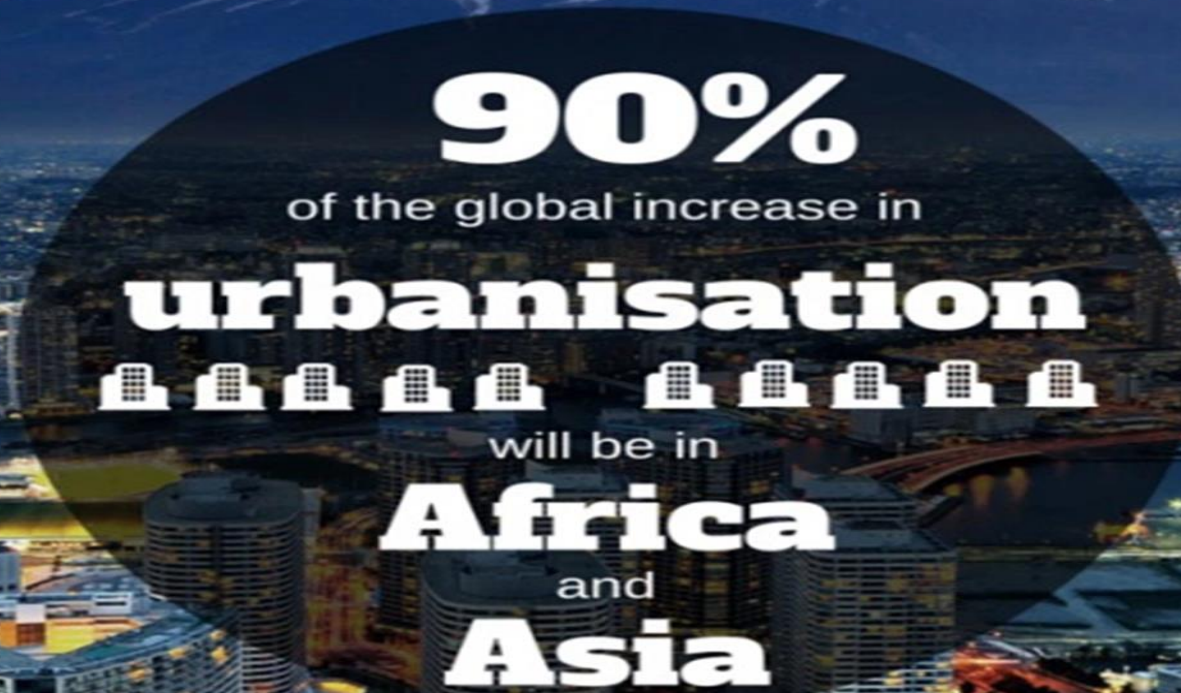
Rapid Urbanisation

In 2030, the population of South Africa will reach 60.0 million, an increase of 10.2% from 2015.

The urban population will grow at around double the rate of the population as a whole in 2015-2030 and it will make up 71.3% of the total population in 2030.



Africa is urbanising at a rate that will soon exceed that of any other region in the world.



Thought-provoking discussion from the
Royal Geographical Society (with IBG)
www.21stcenturychallenges.org
Source: World Urbanization Prospects, UN, 2014



Africa's urban population

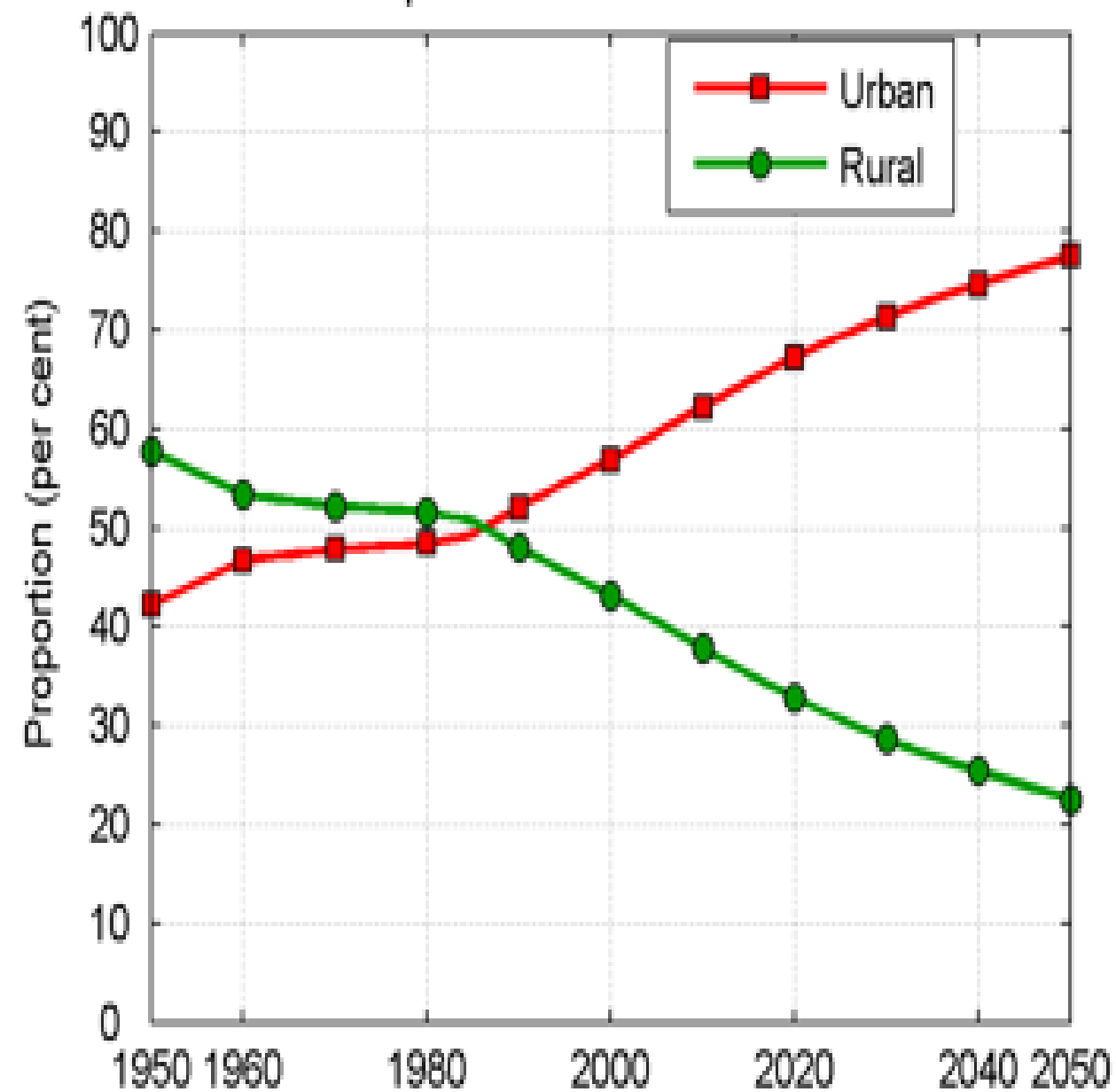
472 million today

659 million by 2025

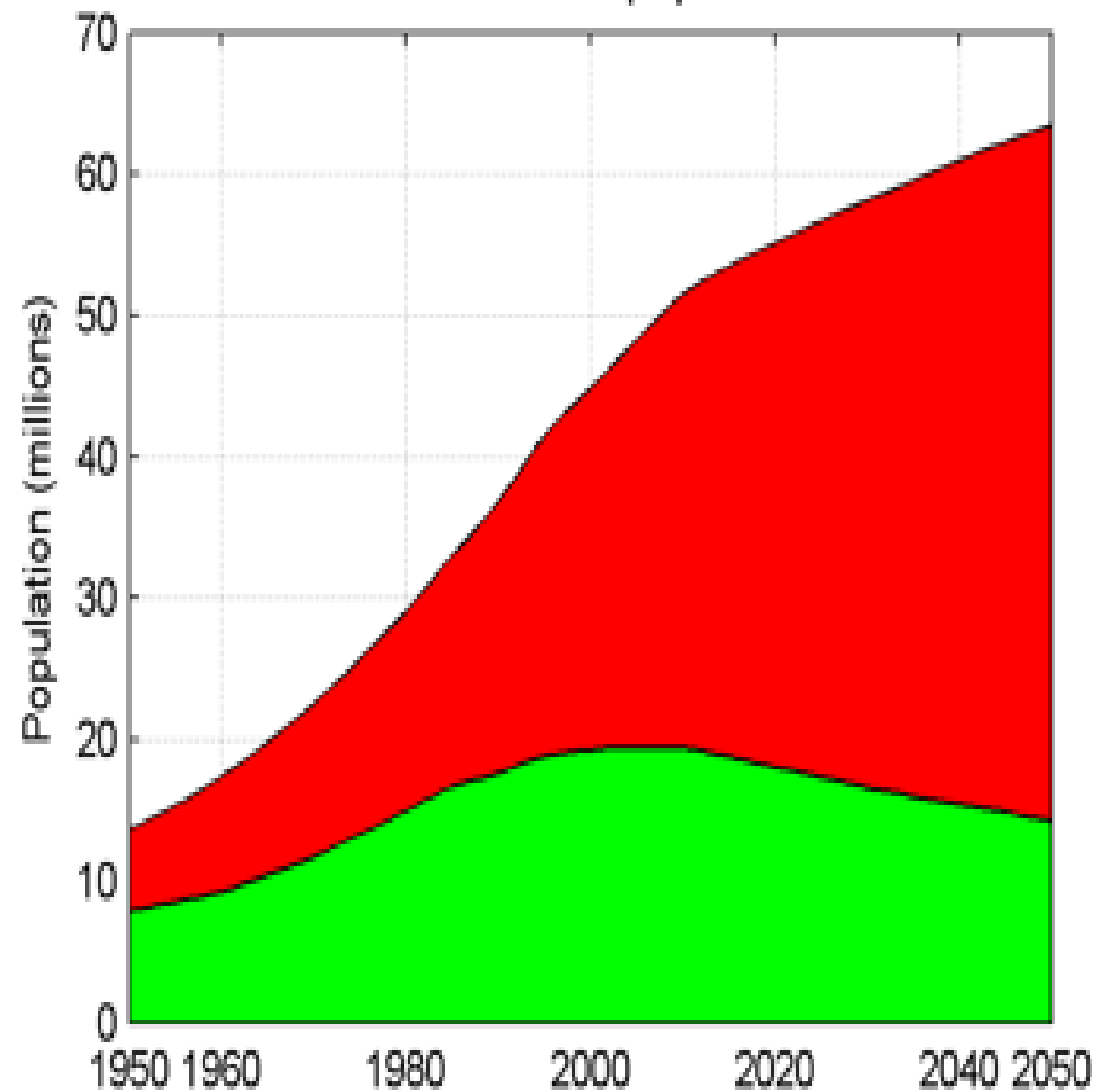
1 billion by 2040



Proportion urban and rural⁽¹⁾

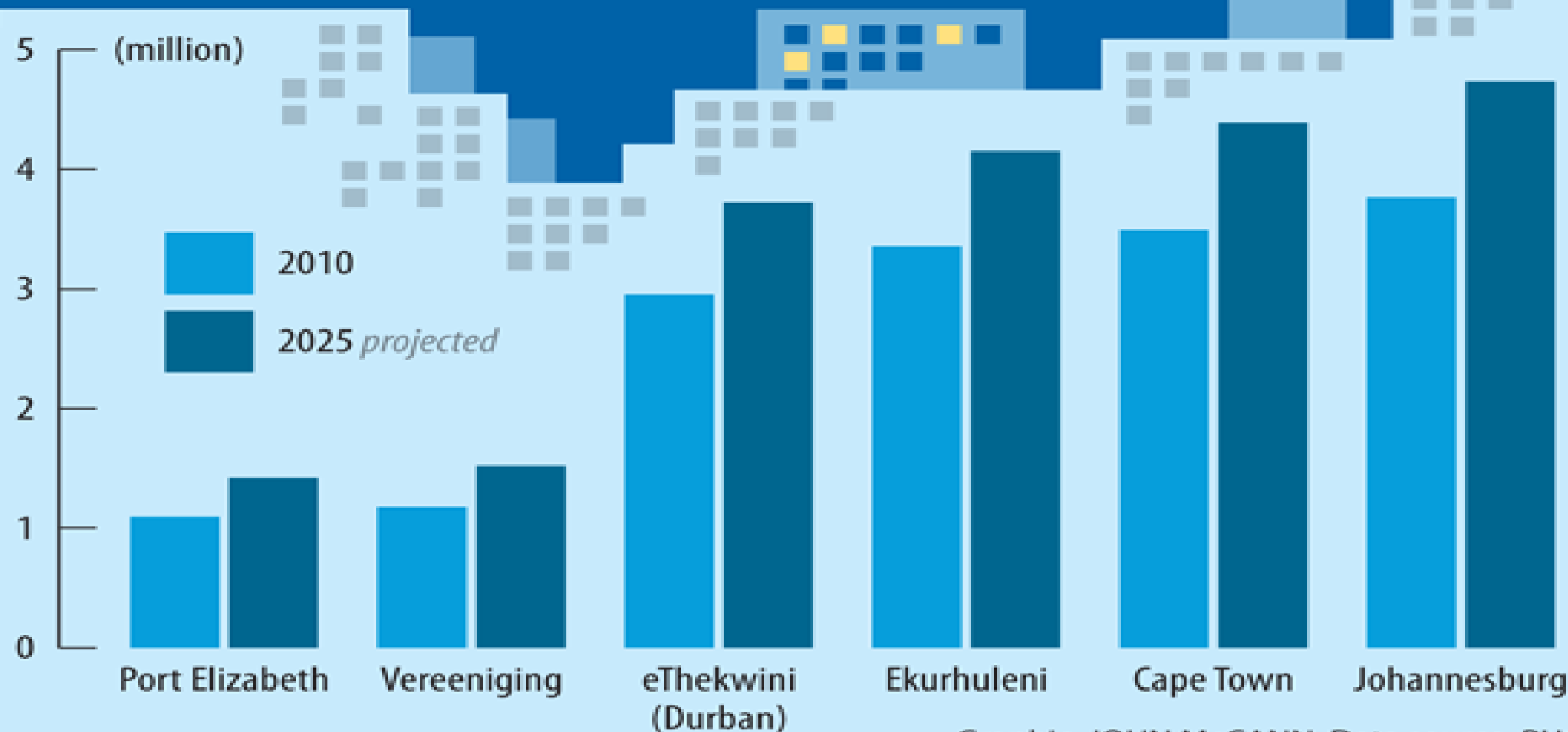


Urban and rural population⁽⁴⁾



Urban growth in SA

Comparison of populations of the largest cities in 2010 and 2025



Graphic: JOHN McCANN Data source: RUAF

City	2015 Population	2030 Population (Est.)	Growth (%)
Rustenburg	383 000	544 00	42%
Witbank	371 000	512 000	38%
Pretoria	2 059 000	2 701 000	31%
East London	319 000	397 000	24%
Bloemfontein	503 000	623 000	24%
Johannesburg	9 399 000	11 573 000	23%
Soshanguve	775 000	935 000	21%
Pietermaritzburg	495 000	588 000	19%
Vereeniging	1 155 000	1 370 000	19%
Cape Town	3 660 000	4 322 000	18%
Port Elizabeth	1 179 000	1 390 000	18%
Durban	2 901 000	3 349 000	15%

Food security

Food is a great weakness of cities, because they cannot produce their own. That means reliance on farms in the countryside, and imports when drought or frost ruins those harvests. The grey cities of today are, however, giving way to ones where each surface is used to grow things.



Urban Agriculture

- This will bring about ecological balance and also provide employment to the urban poor those who are continuously migrating from their land.
- Urban agriculture with horticulture development, fisheries, poultry and livestock development should be made mandatory in cities.
- Adjacent areas to not only provide food security and mitigate nutritional deficiencies of the urban poor but also for enterprise development and environmental enhancement.
- With land and waste management potential to improve their overall sustainability.

Water

The current drought has exposed the frailty of local cities, which rely on dams to supply them. Any rainwater collecting capacity that used to exist on the land where cities now stand is gone; wetlands replaced by slabs of cement and tar roads. That means water runs off and flows away from cities.



But the drought, and future predictions of less average rainfall, mean cities are getting smart. Every roof becomes a water collection place, with tanks to harvest that. Grey water from homes goes to gardens. Grey water from homes goes to gardens.



Tourism

With the plummeting economy comes a new buzzword, “staycation.” Due to high gas prices, food prices, and lodging costs, more people are spending their vacations right at home, looking to their own communities for fun and interesting experiences.



Preventative Health Care

Municipalities are looking to share programs or services with health systems, social services, corporate entities, and community service agencies.



Personal Benefits: Physical Health

- Frequent park users- higher perceived health
- Park users had fewer MD visits
- Longer stay at park- lower SBP
- Active park users- lower BMI
- Park users had lower cortisol levels compared to non-park users.



Sustainability

The concept of sustainability dramatically influences parks and recreation systems. the push is towards efficiency and cost savings, not leaving a carbon foot print behind.

Sustainable Parks will:

- Support a stable and diverse economy
- Protect and enhance the quality of the air, water, land and other natural resources
- Protect and enhance native vegetation, habitat areas, fish and wildlife
- Create opportunities for enhanced social benefits
- Build community
- Promote stewardship and educate the public about sustainability
- Result in more cost-effective park management practices
- Ensure longevity of parks and recreation facilities

The future of SA's cities is green

There is a version of the future that works — one where smart ideas, active communities and constantly evolving technology bring out the best in human ingenuity. With more than half of the world's population living in cities, that future will be forged there.

<https://mg.co.za/article/2017-05-04-00-the-future-of-sas-cities-is-green>





Green Cities of the Future

What will our cities look like in the future?

Ideas for Sustainable Development



green city

Africa has an opportunity to create something new: to learn from its strengths in informal trade and spontaneous organisation to create sustainable, equitable cities that are cheap to run and that work.

<https://www.thesouthafrican.com/building-africas-10-cities-of-the-future-part-i/>



PARKS AND RECREATION





GREEN INFRASTRUCTURE: NATURE BASED SOLUTIONS FOR SUSTAINABLE AND RESILIENT CITIES

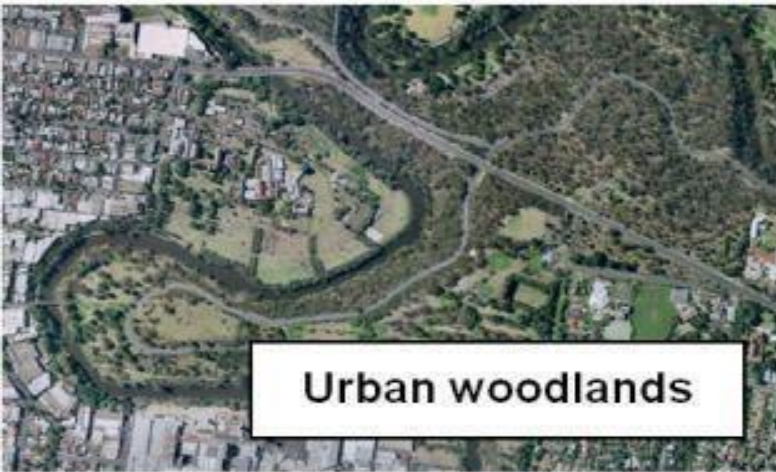
Urban green infrastructure



Urban agriculture



Green walls



Urban woodlands



Suburban street trees



City street trees



Green roofs



Sensitive urban design



Parks, gardens & golf courses



Bioswales & Rain Gardens



Green Walls

URBAN GREEN INFRASTRUCTURE



Urban Tree Canopy



Rain Water Harvesting



Green Streets



Green Roofs



Land Conservation



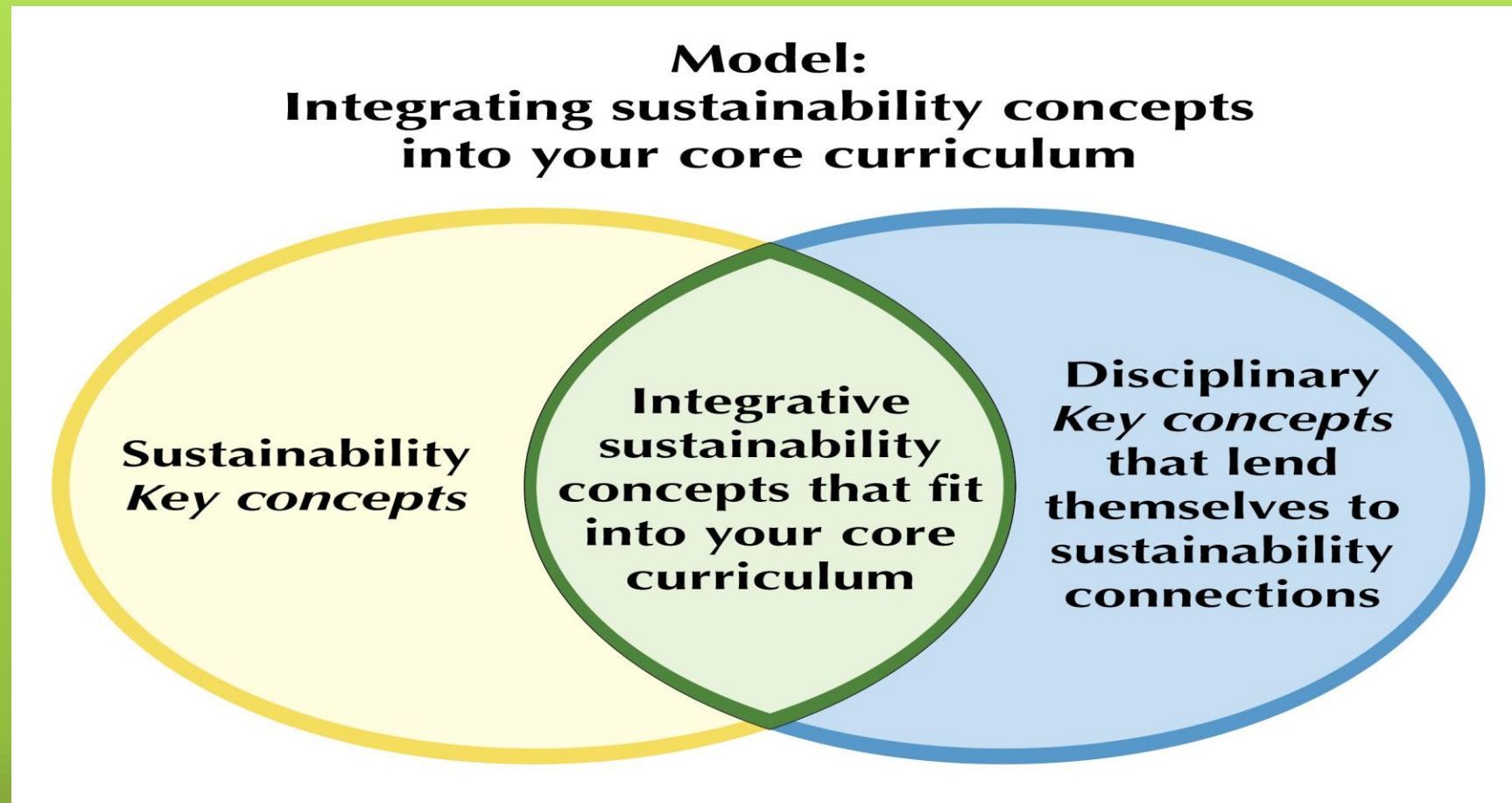
Permeable Pavers

Building A Great Curriculum



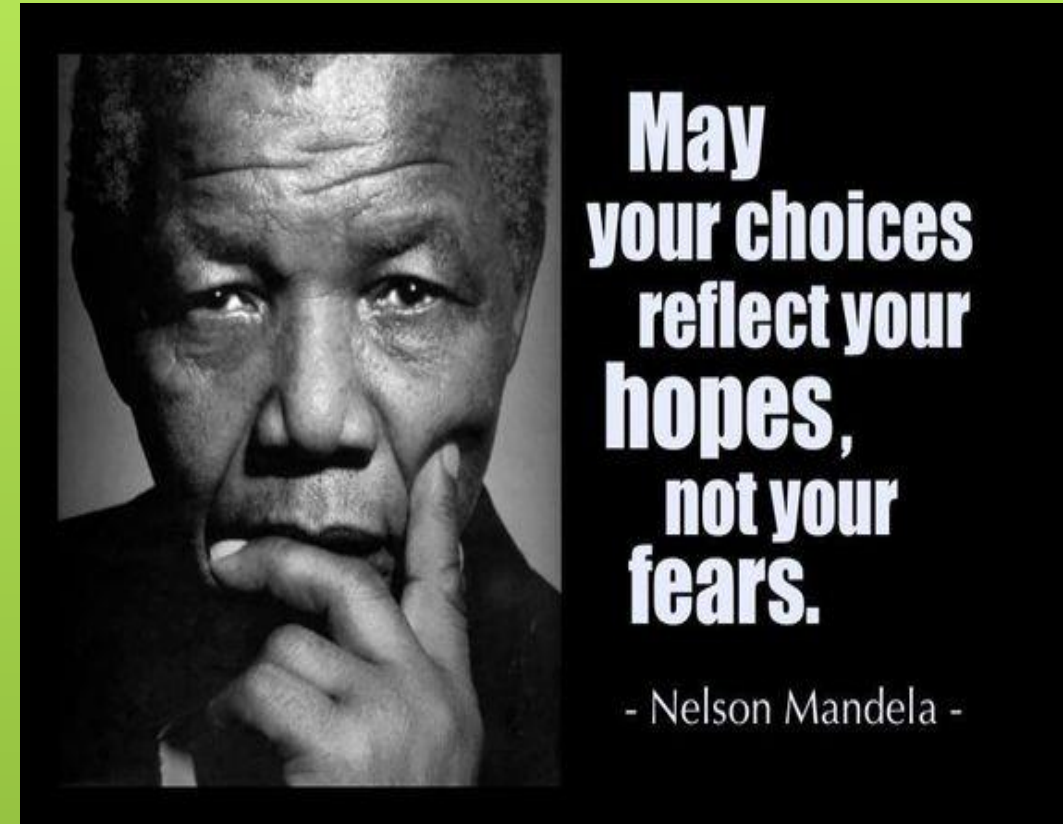
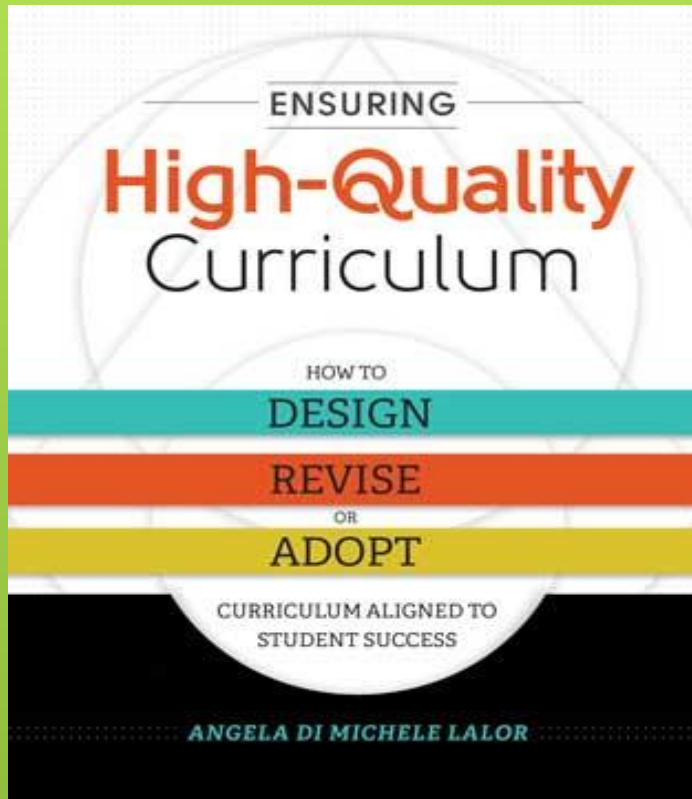
Phase 2. Utilise the “Curriculum Infusion of Real Life Issues Model”, (CIRLI) as a method for universities to integrate study of real life issues into South African Parks’ Education and Training in the 21st Century.

These trends need to be integrated into the park professional’s curriculum



Designing a Parks' curriculum is about choices...

So what then are the factors we should take into consideration when designing a Parks' curriculum for South Africa in the 21st century?



DECISION MAKING



```
graph TD; A[DECISION MAKING] --- B[alternatives]; A --- C[uncertainty]; A --- D[high-risk consequences]; A --- E[interpersonal issues]; A --- F[complexity]
```

alternatives

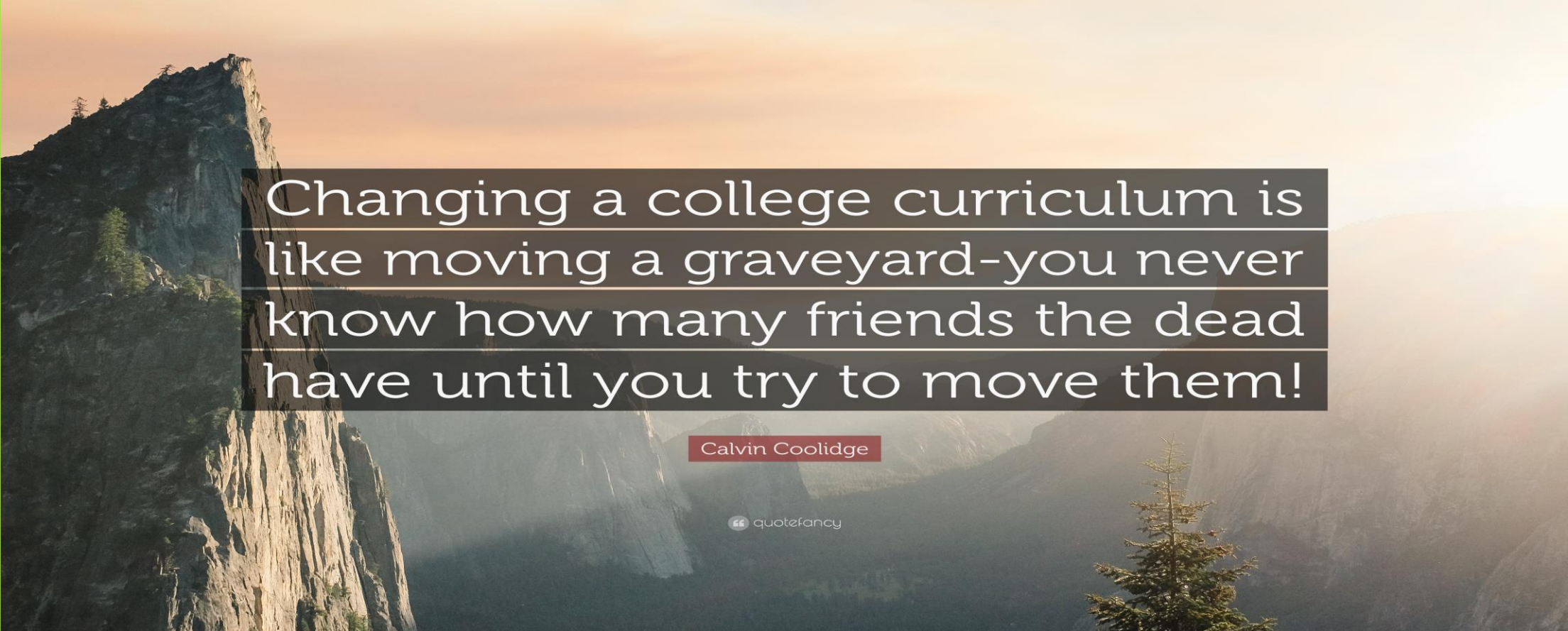
uncertainty

high-risk
consequences

interpersonal
issues

complexity

I suppose, put differently, the question is really, how do we incorporate these trends in a parks curriculum?

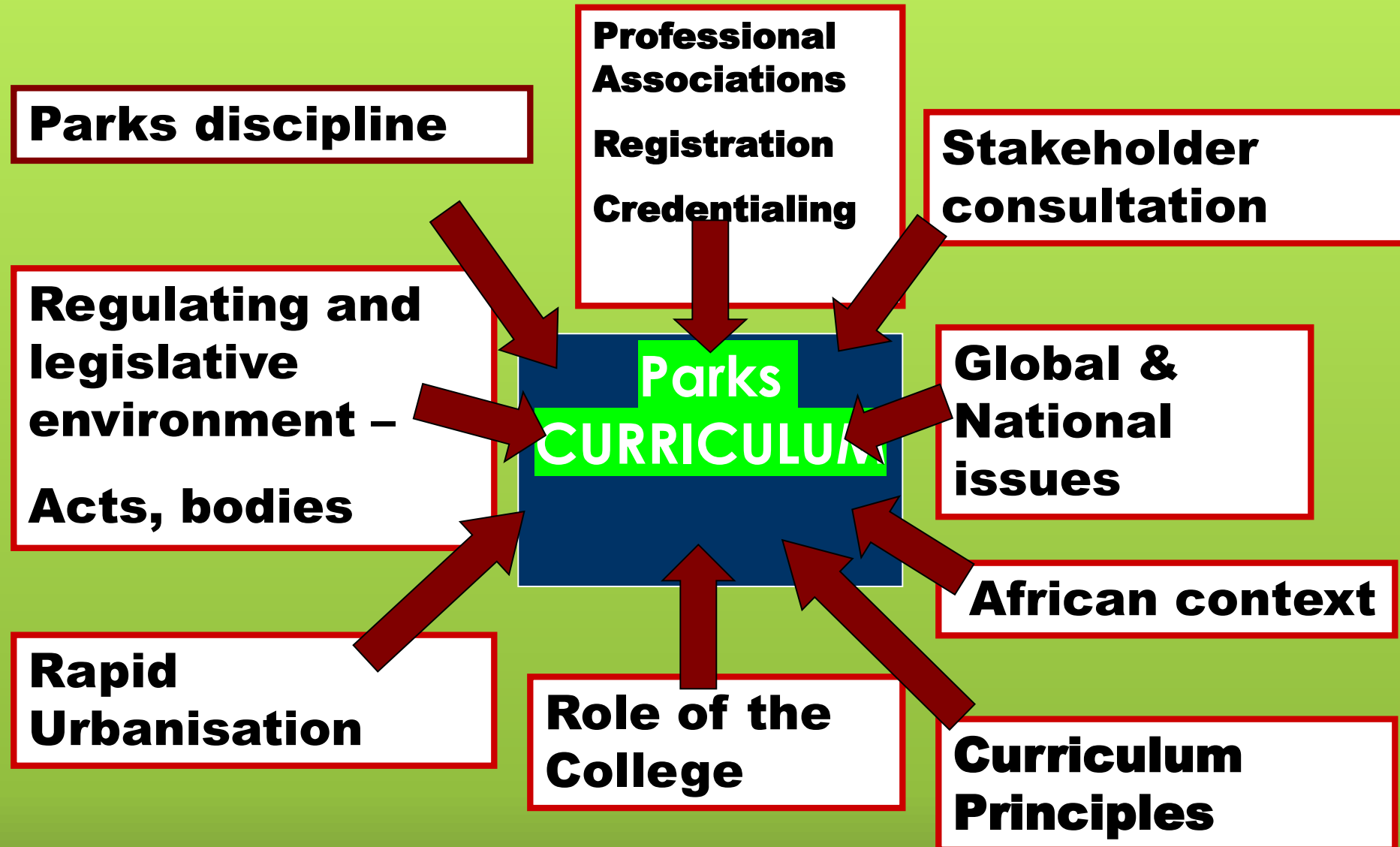
A scenic view of a mountain peak, likely El Capitan in Yosemite National Park, with a quote overlay.

Changing a college curriculum is like moving a graveyard—you never know how many friends the dead have until you try to move them!

Calvin Coolidge

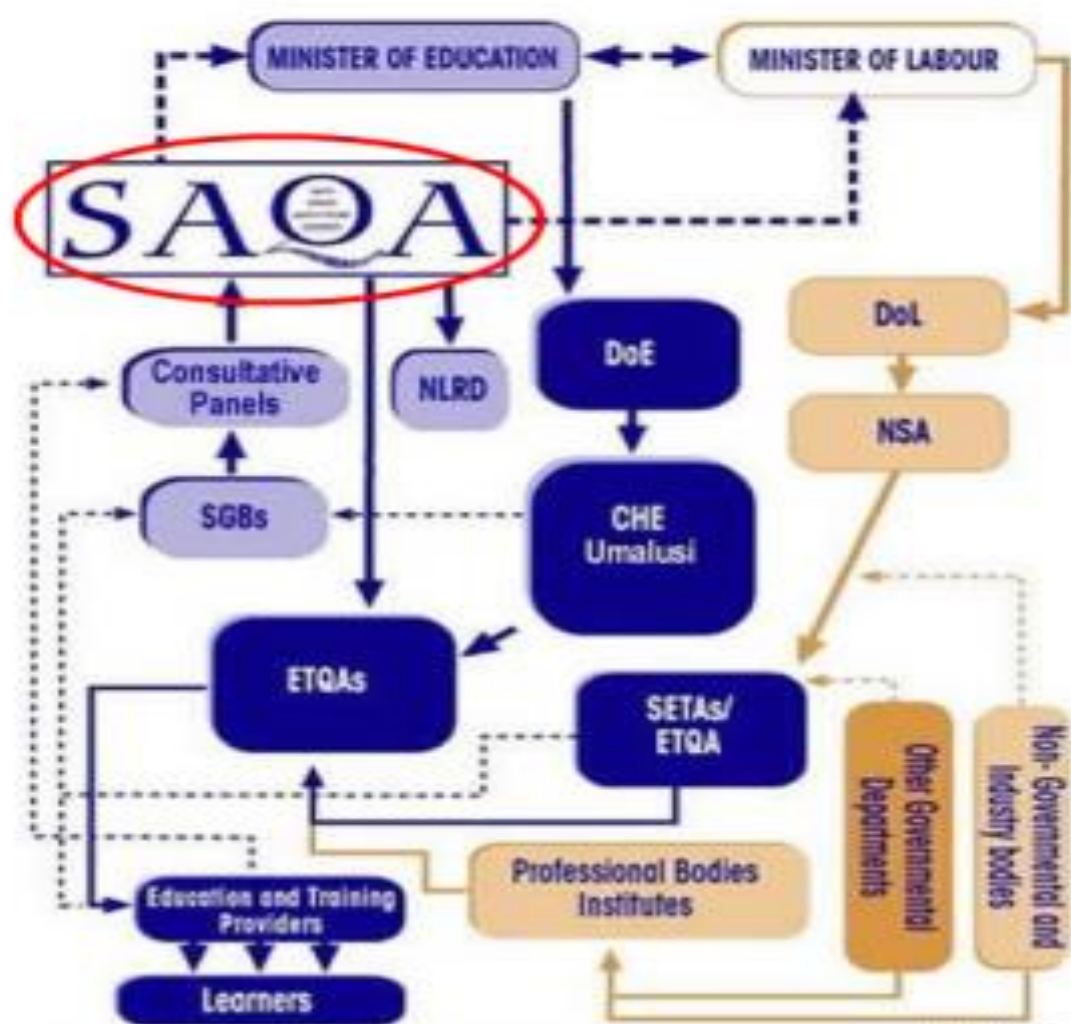
quotefancy

When curriculating a parks programme we need to also consider **the university and college context**



SAQA

(South African Qualifications Authority)



SAQA together with the three Quality Councils (QCs) must seek to advance the objectives of the NQF by:

- Developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements
- Ensuring that South African qualifications meet appropriate criteria, determined by the Minister of Education and are internationally comparable and
- Ensuring that South African qualifications are of an acceptable quality.
- Communicating the NQF to the public
- Facilitating research initiatives and disseminating the outcomes thereof
- Evaluating foreign qualifications

SAQA responsibilities:

- National Qualifications Framework
- Database of qualifications & part qualifications
- National Learner Records Database (NLRD)
- Credit accumulation & transfer

Registration:

- Professional Bodies
- Professional Designations

Foreign Qualifications

SAQA

The sub-frameworks Quality Councils

CHE



Umalusi



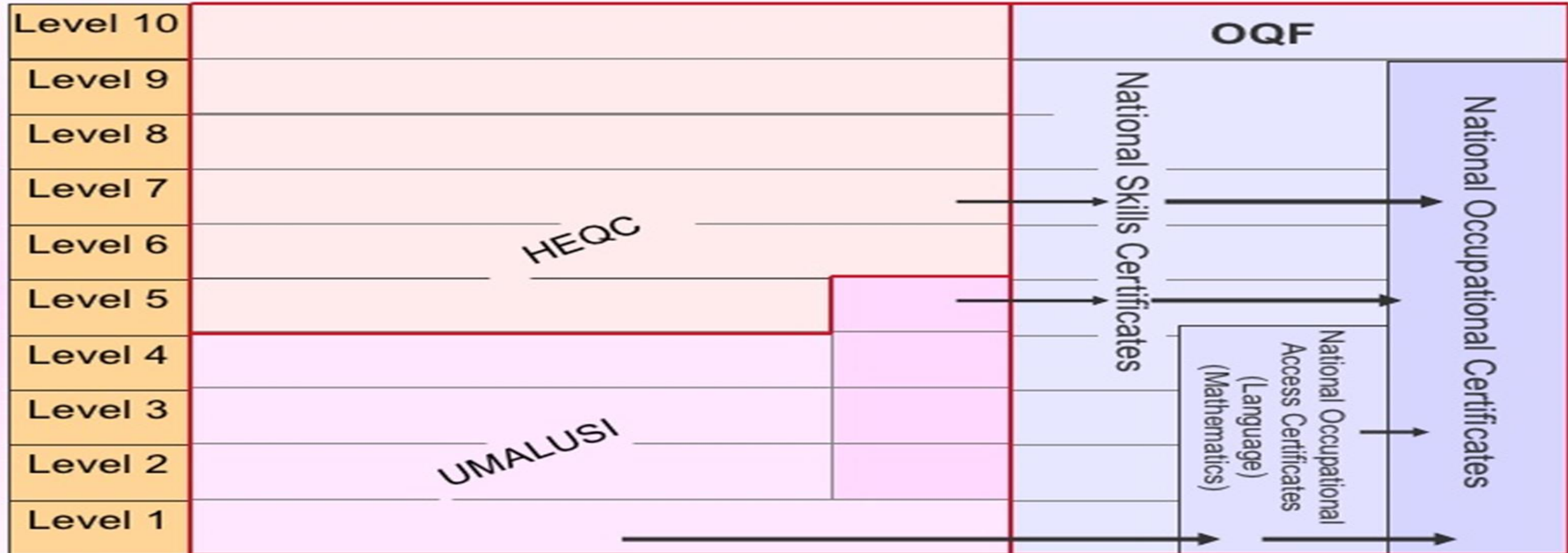
QCTO



NQF pedia = <http://hr.saqa.co.za/glossary/>

We will now briefly discuss the three qualifications sub-frameworks:

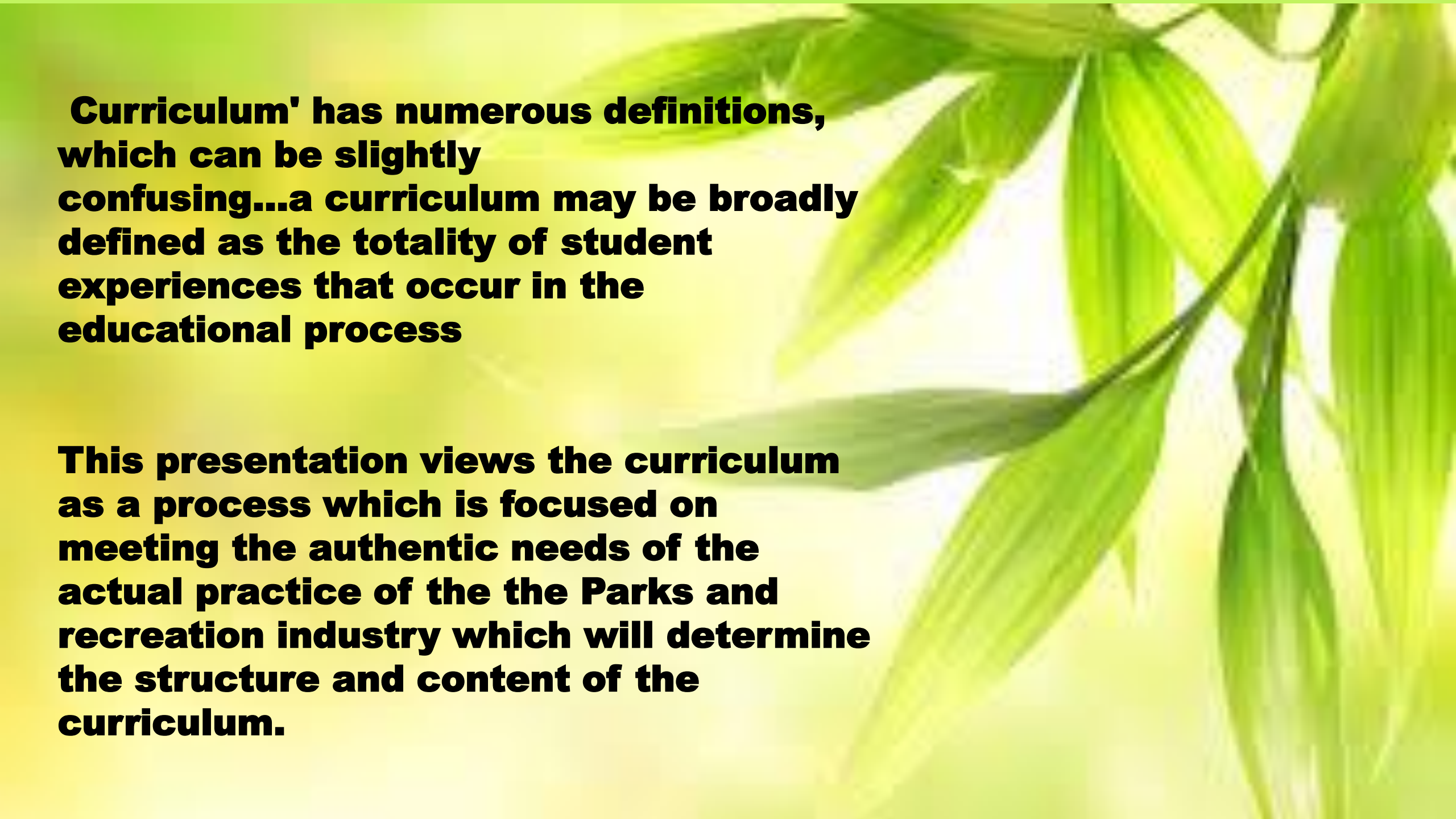
Occupational Qualifications Framework



We will now have a look at the design of a Parks design curriculums?

Is there a process that we can follow?



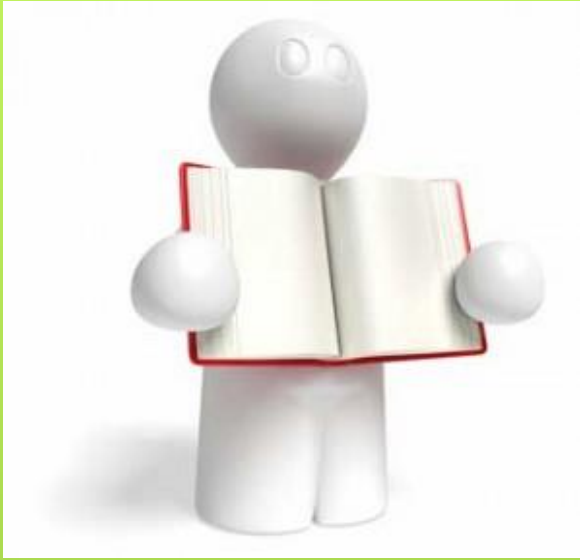
The background of the slide features a close-up photograph of a plant branch with several green, elongated leaves. The leaves are slightly out of focus, creating a soft, naturalistic backdrop. The lighting is bright, highlighting the vibrant green color of the foliage.

Curriculum' has numerous definitions, which can be slightly confusing...a curriculum may be broadly defined as the totality of student experiences that occur in the educational process

This presentation views the curriculum as a process which is focused on meeting the authentic needs of the actual practice of the the Parks and recreation industry which will determine the structure and content of the curriculum.

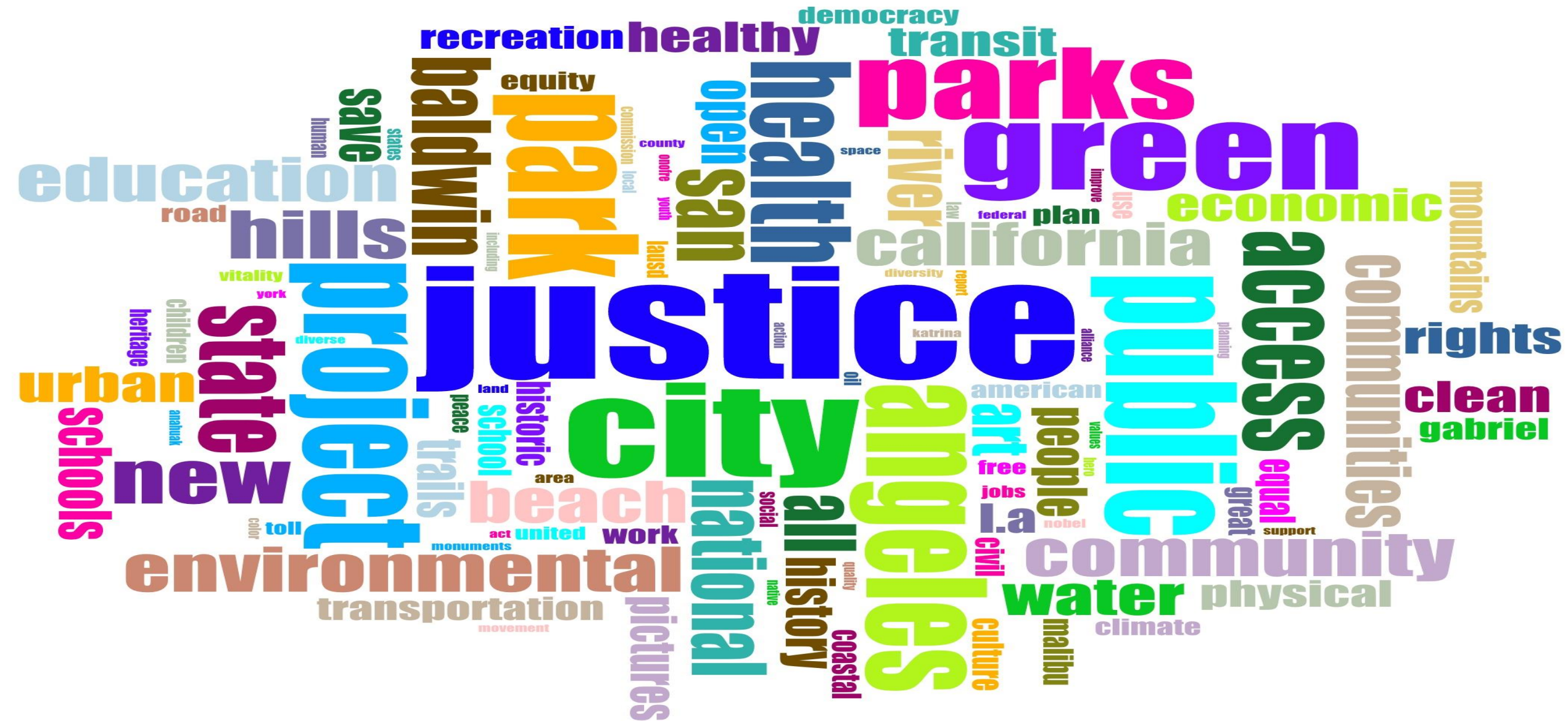
SOME PRINCIPLES GUIDING THE DEVELOPMENT OF PARKS AND RECREATION CURRICULUMS IN SOUTH AFRICA :

- **Graduateness** –where the signature of the higher education Institution is defined to include the notion of educating parks and recreation practitioners to develop sustainable parks.
- **Responsiveness** to the community and how best the parks and recreation practitioner will serve.
- **Equity, redress, increasing access** to the Parks and recreation Curriculum.
- **Diversity** - accommodates as far as possible the diverse linguistic, cultural and religious backgrounds of students.
- **Africanisation** - the curriculum should promote African thought, philosophy, interests and epistemology.



78
A Parks and Recreation Curriculum process includes all aspects of teaching and learning, such as:

- **What** will be learnt? – content
- **Why** will it be learnt? – rationale and underlying philosophy
- **How** will it be learnt? – process
- **When** will it be learnt? – structure of the learning process
- **How** will the learning be assessed?





CONCLUSION

SUMMARY OVERVIEW



Shaping 21st century parks and recreation education

Designing for Inclusivity: Accessibility
as a Principle of Sustainable
Innovation for the Future of Cities

Sustainable Cities



Welcomê.

We are building an
inclusive community.

INCLUSION MATTERS

The University of Denver Faculty Senate Committee on Inclusion is a part of the Mission Life.

2020
www.uden.edu



University of Denver

DIVERSITY AND INCLUSION

"Inclusion is a right, not a privilege for a select few."

- Judge Geary, *Oberti v. Board of Education*



EVERYONE COUNTS

MAKING THE CITIES OF TOMORROW MORE INCLUSIVE



BENCHMARKING



PARKS PROGRAM



Curriculum

This presentation, makes a case, that the education of parks professionals for the twenty-first century, requires stronger bonds between the educational institutions and the IERM and allied professional associations of practice. This will ensure a more accurate measures of professional competence and a more integrated system of continuing professional education to ensure properly credentialed professionals for the parks industry.



The logo for the World Parks Academy features a stylized world map in a light green color. The map is centered on the Atlantic Ocean, showing the continents of North America, South America, Europe, and Africa. Overlaid on the map is the text "WORLD PARKS ACADEMY" in a large, black, serif font. The word "WORLD" is on the top line, "PARKS" is on the second line, and "ACADEMY" is on the third line.

WORLD PARKS ACADEMY



South African Council for the
Landscape Architectural Profession

WUP Competencies

Universal Competencies

- Continual Learning
- Integrity/Honesty
- Interpersonal Skills
- Oral Communication
- Written Communication



1 Park Management Competencies WUP

Parent Competency	I. Asset Management	II. Operations and Maintenance	III. Project Management	IV. Resource Management	V. Business Acumen
Competency	A. Planning and Procedures	A. Service Scheduling, Performance, and Training	A. Project Management	A. Cultural/Historic Resource Management	A. Park Facility Management Function
	B. Property and Structure Ownership Management	B. Facility Management Software	B. Programming and Design	B. Natural Resource Management	B. Budget and Finance
	C. Lifecycle Management	C. Health, Safety, Security, and Environmental Factors	C. Capital Improvement Planning	C. Sustainability	C. Assessment and Innovation
	D. Inventory and Condition Assessment	D. Emergency Preparedness	D. Contract Management	D. Environmental Leadership	D. Concessions Management
	E. Accessibility Management			E. Foundations of Conservation and Parks	E. Human Resource Management
					F. Technology
					G. Marketing

2 Park Management Competencies WUP cont.

Parent Competency	VI. Supervision – First Line Leadership	VII. Interpretation and Education	VIII. Public Health Foundations	IX. Leadership	X. Recreation
Competency	A. Recruiting Strategies	A. Interpretive Program Management	A. Collaboration	A. Building Coalitions	A. Maintain Information Systems
	B. Monitoring and Improving Productivity	B. Education Program Management	B. Policy and Program Planning	B. Fiscal Entrepreneurship	B. Programming
	C. Quality of Service	C. Media Resource Management	C. Public Assessment	C. Leading Change	C. Scheduling
	D. Team Building		D. Public Health Orientation	D. Leading People	D. Volunteer Management
	E. Effective Communication				

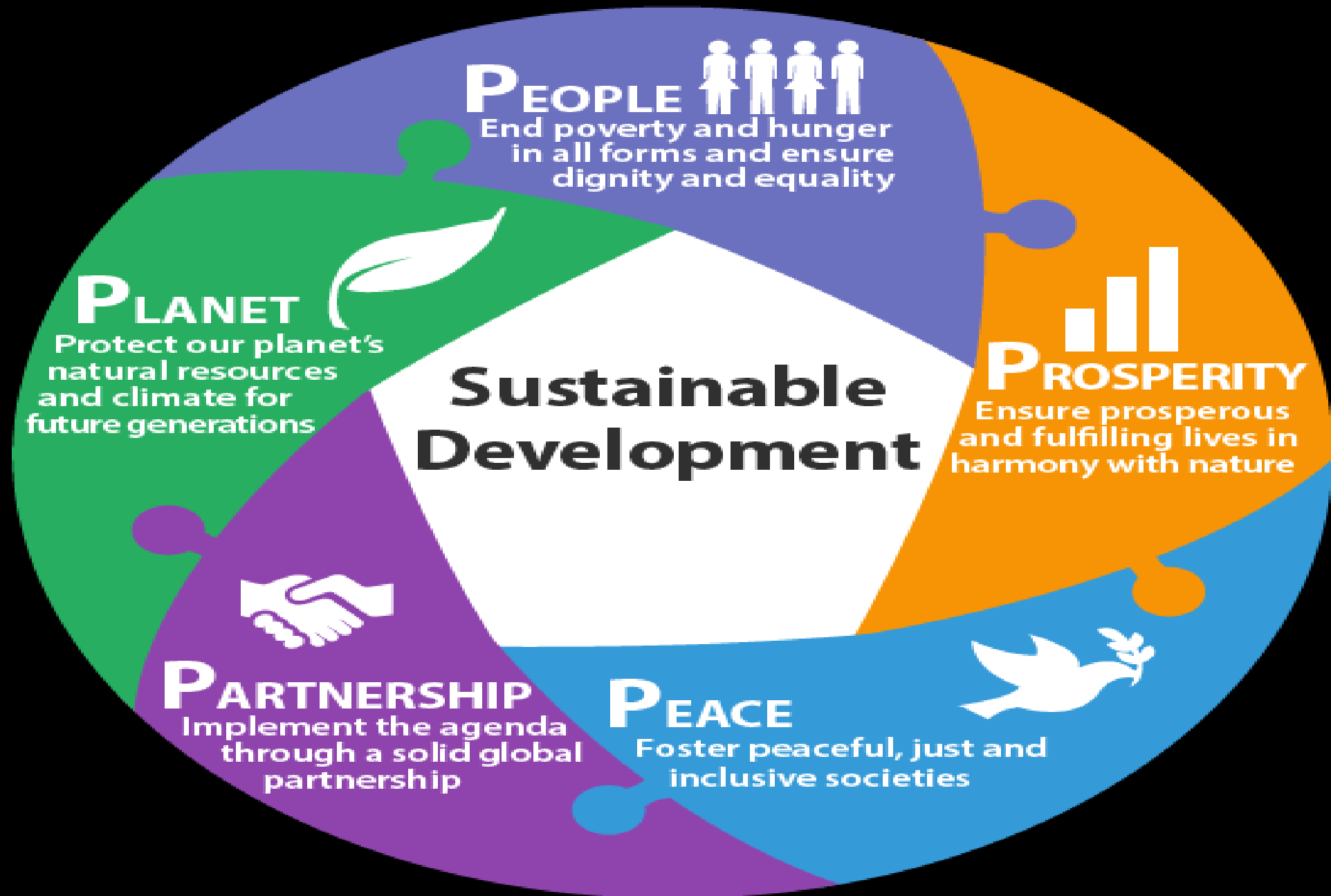
3 International Competencies²²

WUP

Parent Competency	I. Transcontinental Park Management	II. Global Perspective	III. Standards-Based Multidisciplinary Issues	IV. Global Management Approaches
Competency	A. Ability to Work on International (or Multicultural) Teams	A. Adaptability in New Situations	A. International Negotiating	A. Adaptability to Accelerated Change
	B. Enabling and Founding Parks and Protected Areas	B. Language Skills	B. Measuring Outcomes	B. Cosmopolitanism
	C. Managing for Sustainability and Stewardship	C. Political Systems and Power Framework	C. Operational Functions for Parks and Protected Areas	C. Global Environmental Issues
	D. Operational Functions for Parks and Protected Areas	D. Sensitivity to Different Cultures	D. Research and Best Practices Application	D. Strategic Awareness



**SUSTAINABLE
DEVELOPMENT
GOALS**





SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force.



SUSTAINABLE DEVELOPMENT GOALS

1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



6 CLEAN WATER
AND SANITATION



7 AFFORDABLE AND
CLEAN ENERGY



8 DECENT WORK AND
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



14 LIFE
BELOW WATER



15 LIFE
ON LAND



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS



My Presentation of the trends impacting on the Relevance of South African Parks' Education and Training in the 21st Century is inevitably a personal one.

No doubt many of my colleagues would one strongly disagree with my conclusions I attempt to draw. I respect their opinions. This is simply one person's perception of the relevance South African Parks' Education and Training in the 21st Century: there are many others.

The answer to the question is really up to you...

A vibrant, sunlit park scene. A large, leafy tree dominates the left side of the frame, its branches extending towards the center. A paved path winds through the lower right corner, bordered by green grass and more foliage. The background is filled with dense green trees and bushes, creating a sense of a large, natural space. The overall atmosphere is peaceful and inviting.

**What
Makes
a Great
Park?**

**In the words of T. S. Eliot:
Only those who will risk going too far can possibly find out how
far one can go.**



I would like to conclude with two quotations:

One by Margaret Wheatley

There is no power greater than a community discovering what it cares about.

Ask: “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about. Assume that many others share your dreams.

Be brave enough to start a conversation that matters. Talk to people you

know. Talk to people you don’t know. Talk to people you never talk to.

Be intrigued by the differences you hear. Expect to be surprised. Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible. Acknowledge that everyone is an expert about something. Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know. Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together

“My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit.

He told me to try to be in the first group; there was much less competition.”

– Indira Gandhi



“Remember we can’t help everyone, but everyone can help someone.”

Thank you, ladies and gentlemen!

