

AGENDA

Building the movement

Acknowledgements

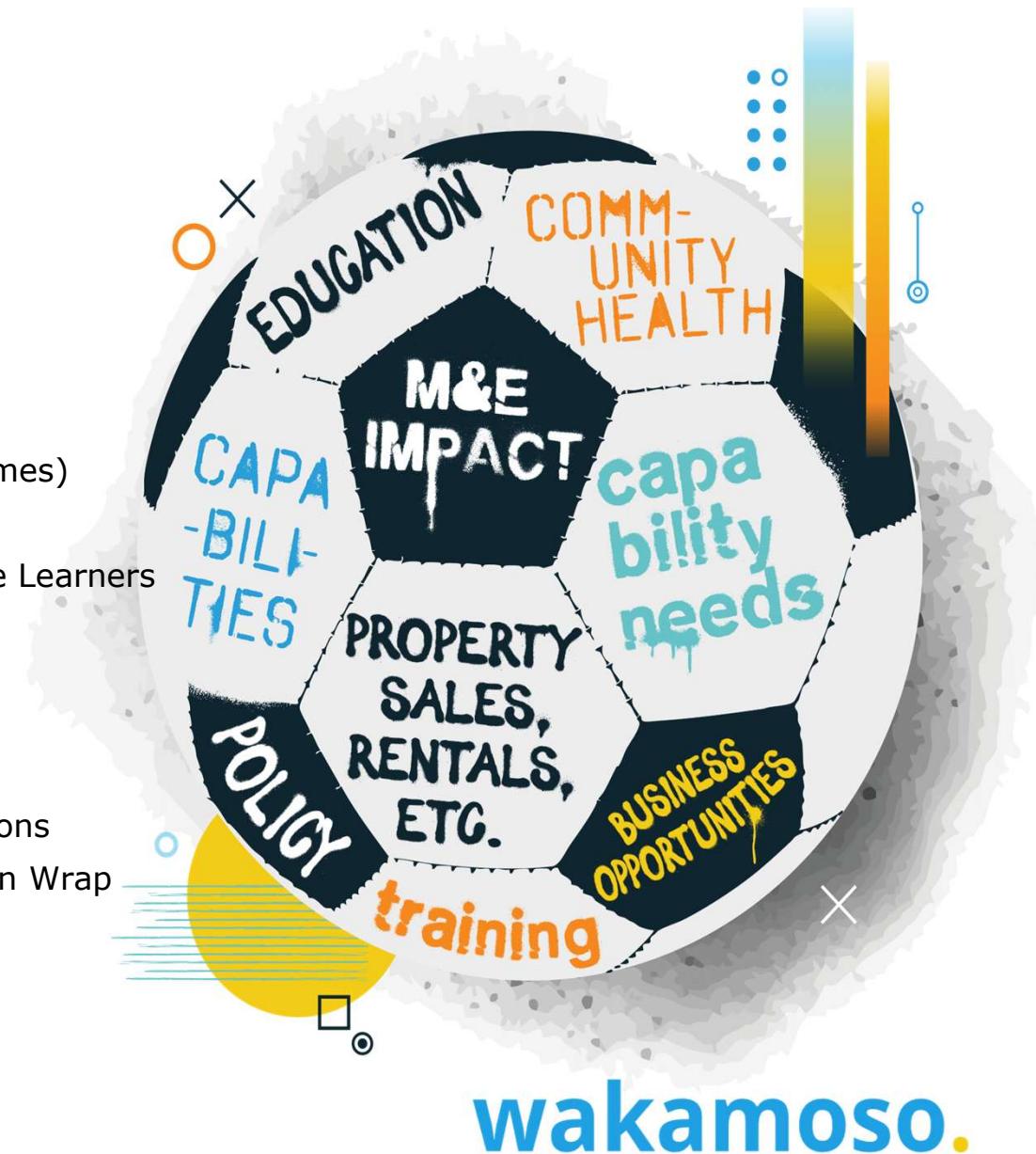
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wakamoso.



Acknowledgements

This third *Community Voices* survey was made possible through the ongoing partnership between **Wakamoso & Mams Radio 92.9**

Our gratitude goes to the **Trailblazers of Mamelodi** - the residents who continue to share their voices, experiences & ideas with honesty and hop

Special thanks to **DJ Sam Nkogatse & Malusi Mazibuko** for hosting the on-air discussion and to the **Wakamoso field and data teams** who ensured that every story became part of the collective record

Together, they are proving that visibility is power and that data built by communities can change how opportunity is seen & shared



Executive Summary

Wakamoso Trailblazer's Education & Learning Journey

- The 3rd **Wakamoso x Mams Radio Community Voices survey**, aired on **8 October 2025**, focused on **Education & Learning in Mamelodi** exploring how residents experience, value & imagine the future of learning
- The findings show a community that **believes deeply in education** but continues to face barriers of **cost, quality & opportunity**
Education is viewed as the **main path to dignity & progress**, yet many feel it still **fails to prepare learners for real life**
- The average **Happiness Index score of 52.9%** reflects a community *managing but not thriving*, hopeful but under pressure
- Those with access to **learning, mentorship or volunteering** report significantly **higher happiness & confidence**, showing how learning fuels wellbeing

Introduction

The third of 26 bi-weekly Community Voices radio programmes with Mams Radio 92.9 aired on 8 October 2025, focusing on **Education in Mamelodi**.

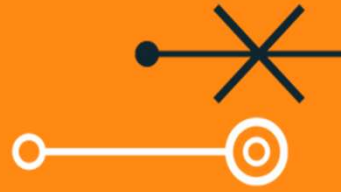
This week's survey invited listeners to share their experiences, challenges & ideas about learning to help the community shape the on-air conversation in real time

The show featured Malusi Mazibuko, candidate attorney, community development champion & member of the Wakamoso team, alongside DJ Sam Nkogatse from Mams Talk

Together, they explored *what education means to people in Mamelodi today, from early childhood to adult learning, and how it connects to opportunity, hope & wellbeing*

This report now brings together all responses & insights from the Education & Learning survey, forming part of the **growing Wakamoso x Mams Radio movement** to make local voices visible through data

Methodology



Over the past year, Wakamoso was piloted in Mamelodi, laying the groundwork for community testing & engagement

This foundation enabled the launch of the Mams Radio x Wakamoso series, showing how shared effort & collaboration can turn local participation into digital momentum

The Education & Learning survey was distributed through the **Wakamoso WhatsApp platform**, with additional links shared via **Mams Radio's social media** pages & **community WhatsApp groups**, widening access & encouraging broad participation across Mamelodi

Survey Results

- These findings capture the voices of **Wakamoso Trailblazers** - early adopters in Mamelodi who completed the 3rd community survey on education, together with new participants who see the value of being counted in an increasingly digital world
- This report reflects the **combined insights** of those respondents, providing a grounded picture of how people in Mamelodi experience learning, opportunity & aspiration
- Across the **26 planned radio episodes**, these collective responses are building towards a **Wakamoso Wellbeing Index** - a data-driven reflection of local realities & community priorities
- The current survey explores how people learn, what they value in education & what must change to ensure that the next generation can both *learn & live well*

Happiness Index

The **Happiness Index** reveals a community that is **hopeful but under pressure**

With an average happiness score of **52.9%**, most people feel they are *somewhere in the middle* - **managing, but not yet thriving**

The data shows that **optimism & anxiety coexist**

People believe life can improve, yet many still face barriers that keep them from living their “best life possible”

Access to education, steady income & emotional support all emerge as key factors influencing wellbeing

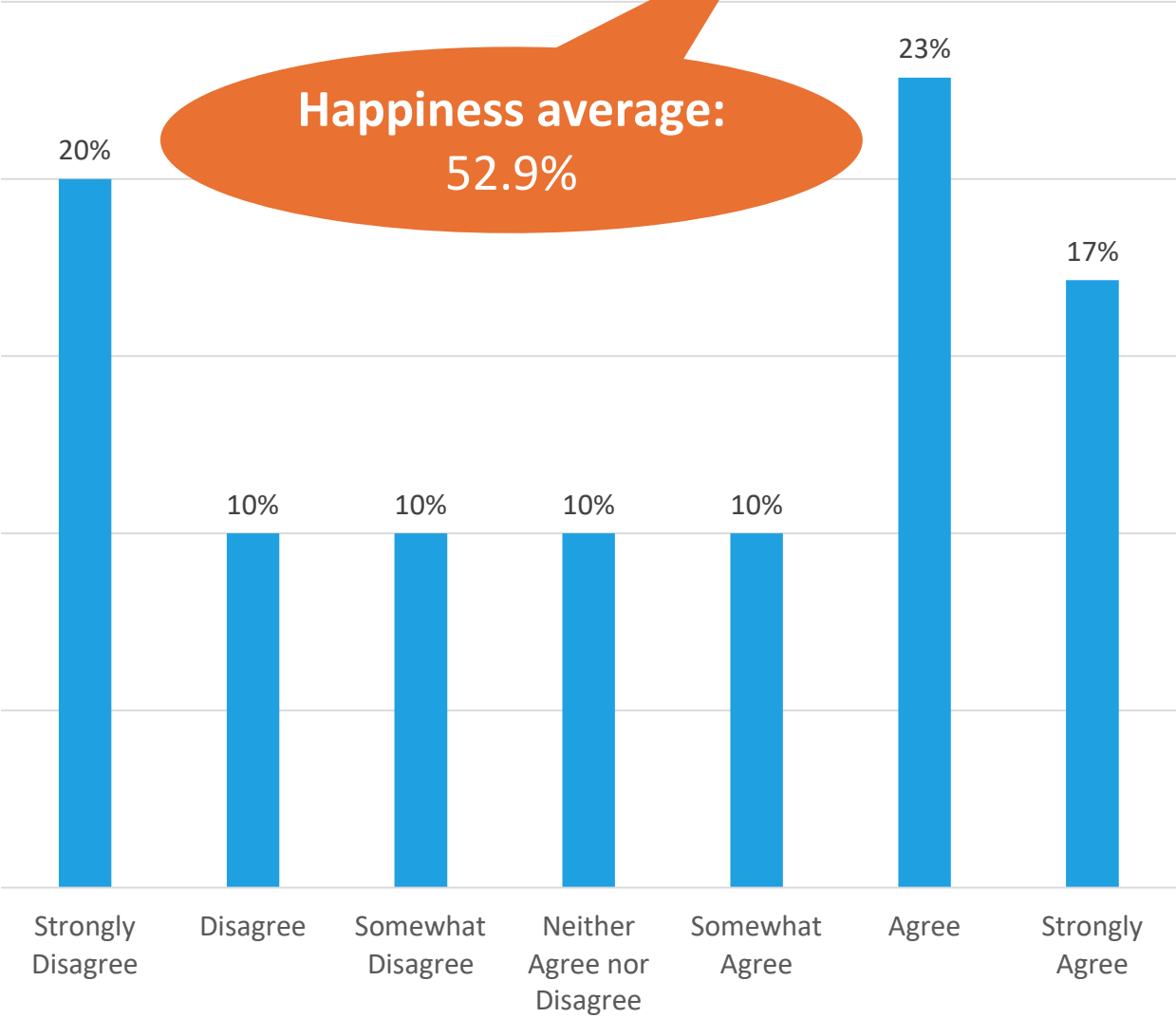
This finding underscores the link between **learning, confidence & quality of life**

When people gain knowledge & purpose, they feel more in control, turning education into a **pathway not just for work, but for happiness itself**

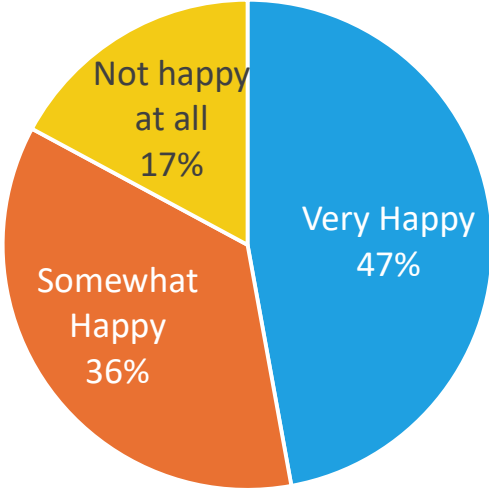


Happiness

"You are leading your best life possible"



Yesterday, did you feel happy?



Yesterday, did you feel worried or sad?



Links Between Happiness & Learning

Education & Happiness

- Respondents with higher levels of completed education tend to score above average on “leading their best life”
- Those who reached tertiary or vocational training often describe feeling more in control of their future
- In contrast, respondents who left school early are more likely to fall in the disagree or somewhat disagree range

Parental Education Influence

- The mother’s level of education shows a subtle but positive relationship with personal happiness
- Likely reflecting early exposure to encouragement & learning confidence at home

Learning as a Lifelong Journey

- People who believe that “learning can happen outside of school” or who see education as a lifelong process show notably higher happiness scores
- This suggests that curiosity & openness to learning correlate with life satisfaction

Emotional Resilience

- Those who reported feeling happy yesterday also tend to rate themselves higher on the “best life” question
- Conversely, higher sadness or worry levels are linked to lower life satisfaction - reinforcing that emotional wellbeing and hope are central to learning motivation

Community & Teaching Influence

- Respondents who say they’ve been taught the most by community members, mentors or peers, rather than formal teachers alone, also show higher happiness scores
- Social learning & connection seems to play a major role in wellbeing

Insight

- The happiest people are not necessarily the richest or most qualified - they are the most engaged learners
- Feeling that one’s knowledge & growth still matter in adulthood is a powerful source of optimism
- Education policy & community programmes should aim to expand access to meaningful, confidence-building learning & not just formal schooling

Are More Educated People Less Happy Because They See More Problems?

Education doesn't make our Trailblazers more worried - it makes them more ready

- In many studies, higher education is linked to greater awareness of inequality & social problems, which can reduce personal happiness
- But in this Mams Radio “Education & Learning” study, our Trailblazers seem to break that pattern
- What we observe:
 - Even among the better-educated respondents, happiness levels remain moderate to high
 - Instead of frustration, education appears to bring a sense of agency
 - Education & learning seems to fuel the belief that problems can be solved, not just recognised
 - The more educated participants tend to express hope, self-efficacy & purpose, rather than cynicism

Insight

- This suggests that for our Trailblazers, education is not a lens that exposes despair - it's a tool for action
- Awareness & optimism rise together because learning is connected to community involvement, problem-solving & helping others (themes that show up strongly in the volunteering & coping sections)
- In short, education here fuels constructive awareness, not hopelessness



My Education Journey & Support Received

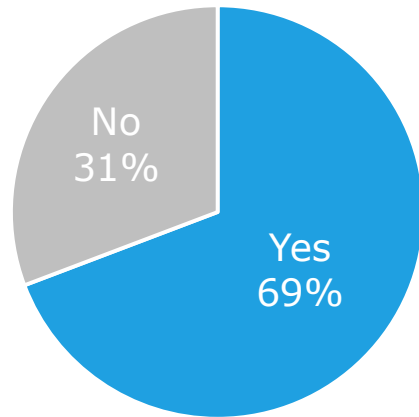
Most Trailblazers in Mamelodi have experienced formal schooling, with many having attended an **ECD or crèche**, marking stronger early exposure than the national average

While parents' education levels vary, their **involvement & encouragement remain a defining influence**, especially mothers, who are the most active supporters with homework & motivation. Family & community support structures have played a major role in **keeping learners engaged & hopeful**, even when financial or institutional barriers made progress difficult.

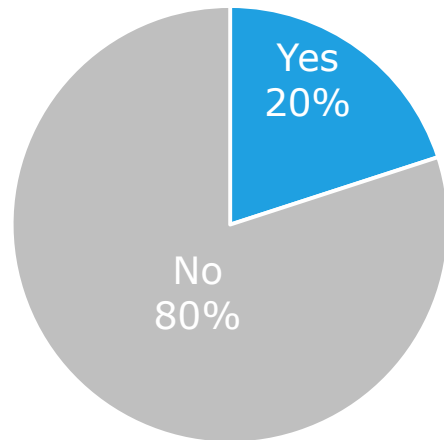
These results highlight that **education is not a solo journey** - it is built through **household effort, community care & shared determination** to keep learning alive.



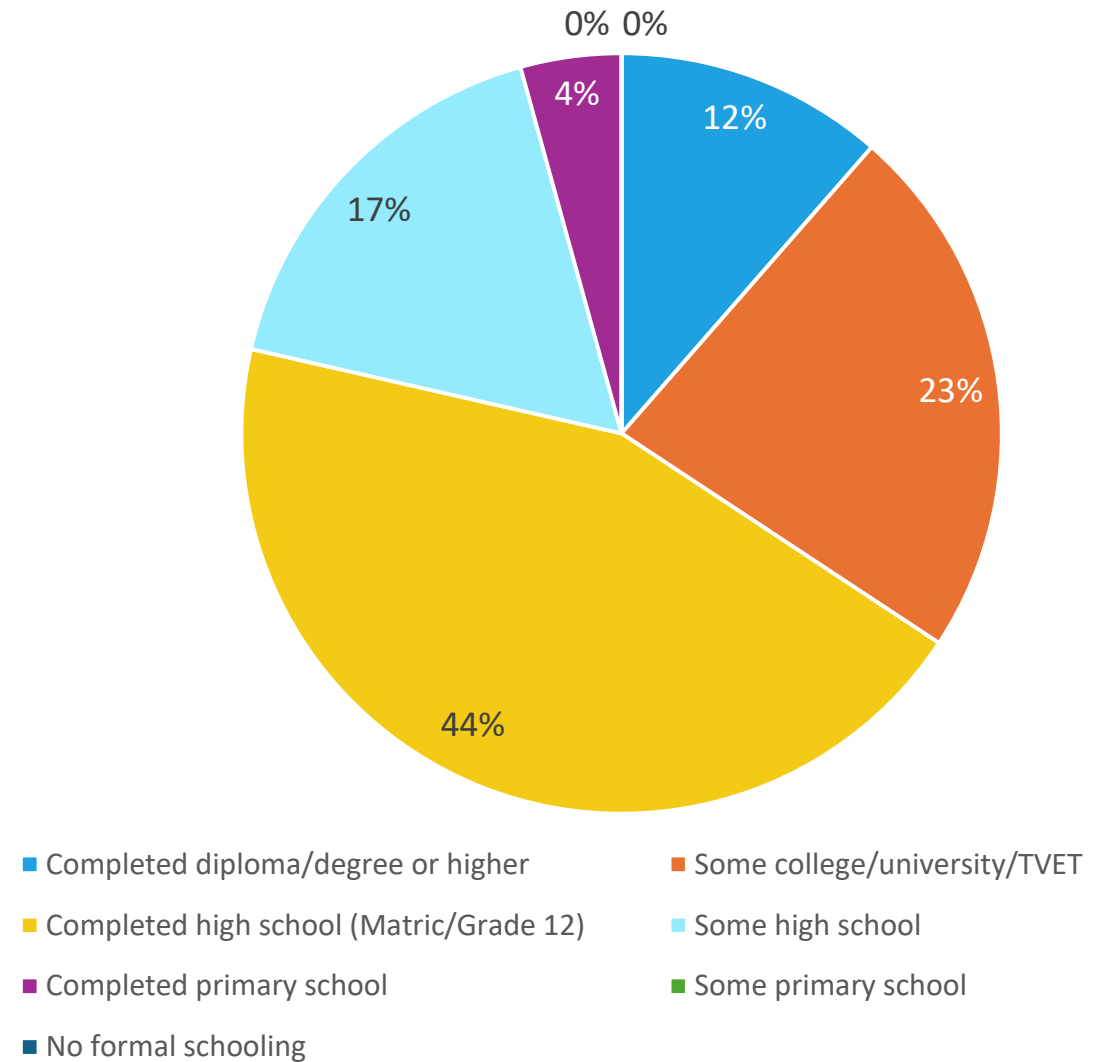
Did you attend a creche or Early Childhood Development (ECD) centre when you were young?



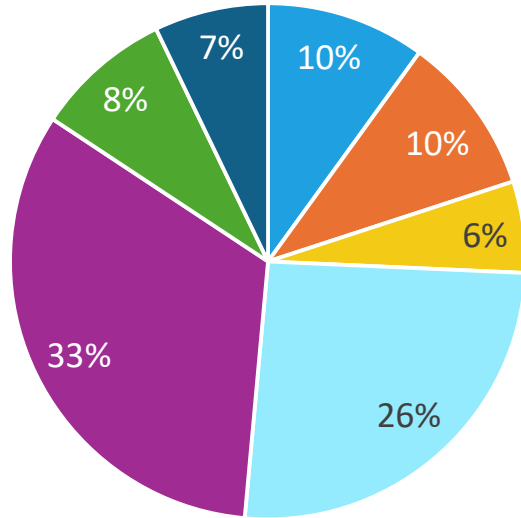
Did your parents relocate to send you to a better school?



What is the highest level of education you have completed?

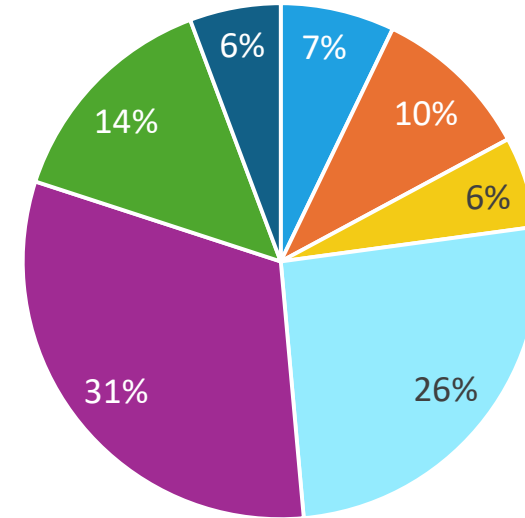


Highest level of education: Father



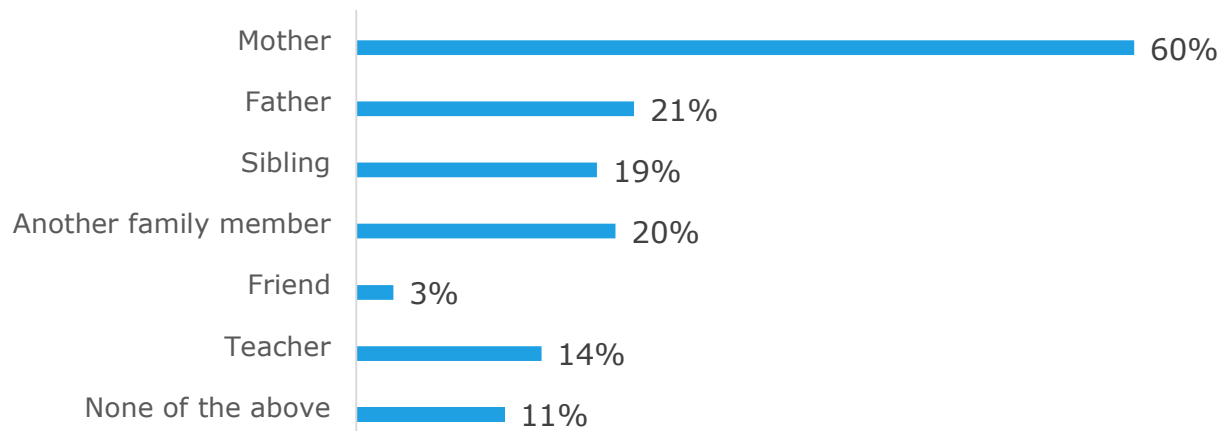
- No formal schooling
- Completed primary school
- Completed high school
- Completed diploma/degree or higher
- Some primary school
- Some high school
- Some college/university/TVET

Highest level of education: Mother

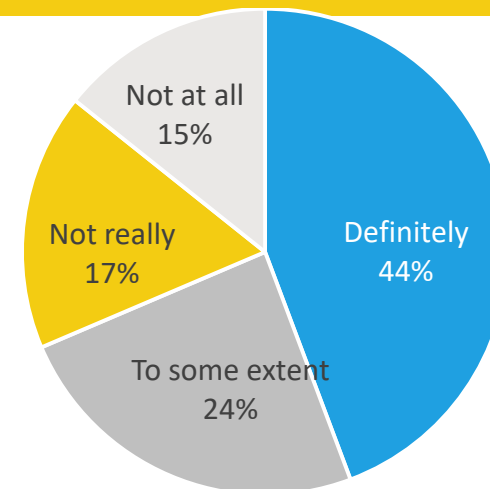


- No formal schooling
- Completed primary school
- Completed high school
- Completed diploma/degree or higher
- Some primary school
- Some high school
- Some college/university/TVET

School supporters (academically)



Did your parents assist you with homework?



Parental Support & Educational Foundations

Home Support Matters as Much as School Support

Early Childhood Exposure

- 69% attended a crèche/ECD centre (high compared to national norms)
- This early exposure likely built a foundation for curiosity & readiness to learn
- It also reflects that Trailblazers grew up in families that valued structured early development

Parental Mobility for Education

- Only 20% say their parents relocated for better schooling, showing that most families remained in place & relied on local schools
- Progress came from perseverance rather than relocation

Parental Education Levels

- Most fathers & mothers completed high school
- Around a quarter of parents reached some high school but did not complete
- A small but meaningful group attained college or university level, showing emerging generational uplift

Academic Support at Home

- 2/3 had active academic involvement from home
- Mother as the main academic supporter (60%) - far ahead of fathers (21%) or teachers (14%)
- Siblings & extended family also played important roles – 1/5 cited other family members as helpers

Broader Interpretation

- Deep family culture of care & sacrifice, even where parents had limited education themselves
- Support came more from presence & encouragement than from formal qualifications
- This creates a powerful intergenerational story
- Parents who never had every opportunity still worked hard to ensure their children would

My Children, the Community Children & their Education (Access, Quality, Barriers & Outcomes)

Most parents see education as the **main route to opportunity**, not just for their own children, but for the community as a whole

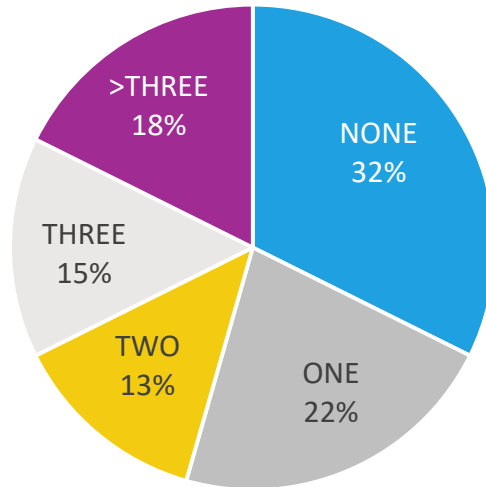
While many report good access to **primary schools & early learning centres**, the quality & consistency of teaching remain uneven and costs continue to hold families back

Parents describe a system where the **poorest often fall through the cracks** - where distance, transport, fees & overcrowding still limit real choice
Despite these challenges, there is **deep commitment to learning**. Parents & caregivers continue to support, encourage & sacrifice to give children a better start than they had themselves

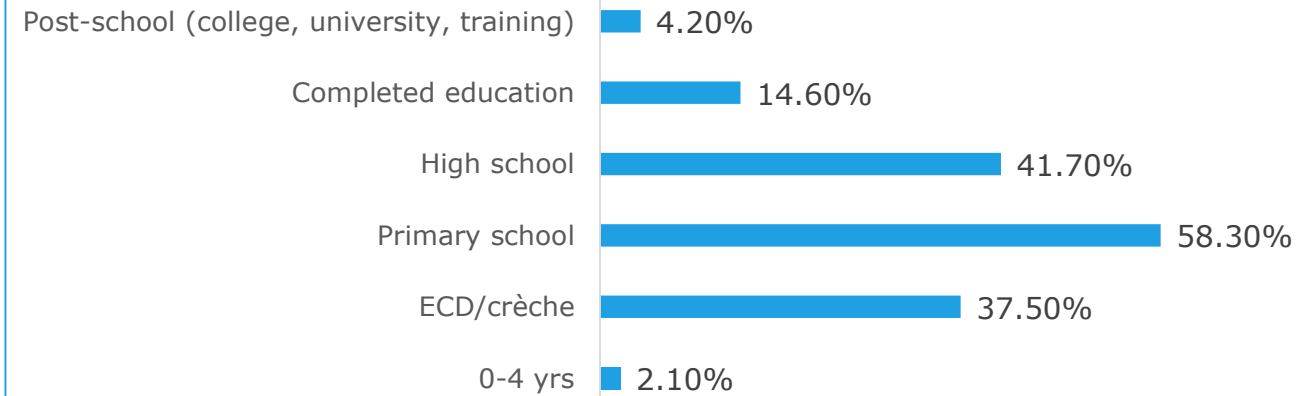
Education is therefore understood not just as a service, but as a **shared community mission** - one that blends family effort, hope & the desire for fairness



How many children do you have?

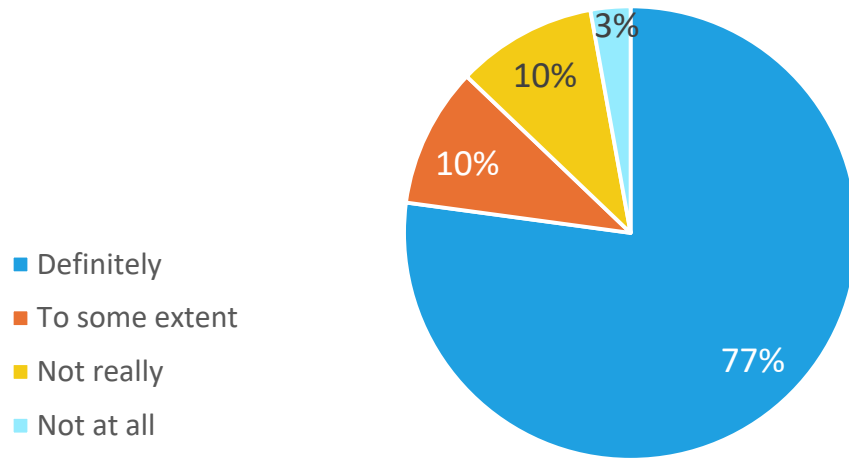


What stage are they at on their education journey?

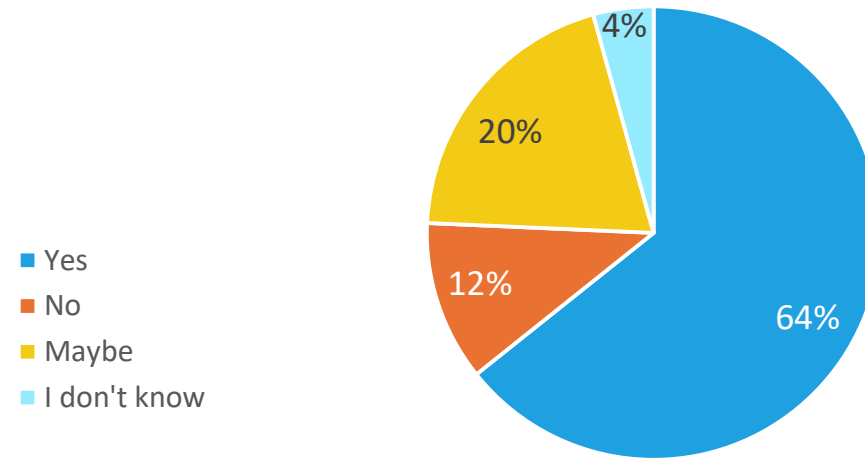


Dimension	Trailblazers with Children	Trailblazers without Children
Sense of Purpose	See education as a <i>family mission</i> Want to build a better future for their children	View education as <i>personal growth</i> or independence Focused on self-development & opportunity
Emotional Profile	Report higher happiness AND higher worry Hopeful yet stretched	Tend to be more relaxed & optimistic, with fewer daily pressures
Definition of Education	Practical & goal-driven: “a pathway to stability and dignity”	Exploratory & idealistic: “a way to find myself & open doors”
Community Engagement	Active in schools, churches & community groups; volunteering often tied to children’s wellbeing	Engage more in peer or youth networks; social but less institutionally anchored
Digital Learning Behaviour	Use phones to help children learn; open to home-based or WhatsApp learning tools	Use digital platforms mainly for their own learning, career or creative projects
Wellbeing & Coping	Carry greater emotional & financial strain but show strong resilience & purpose	Experience more personal freedom & flexibility but sometimes lower routine or structure
Outlook on the Future	Cautiously hopeful See progress through their children’s achievements	Boldly optimistic See opportunity through their own potential

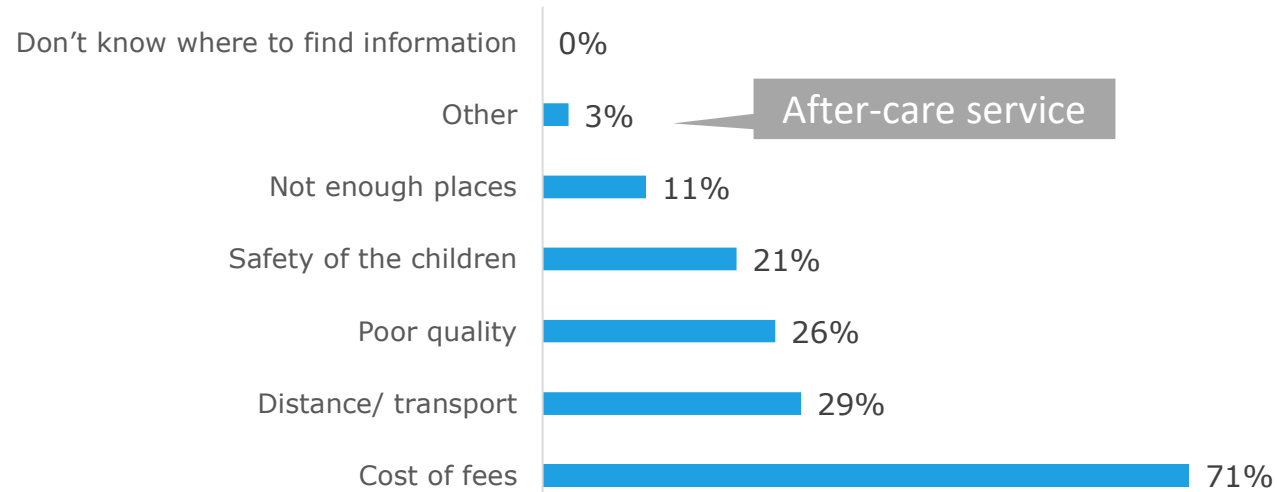
Enough access to creches/ECDs



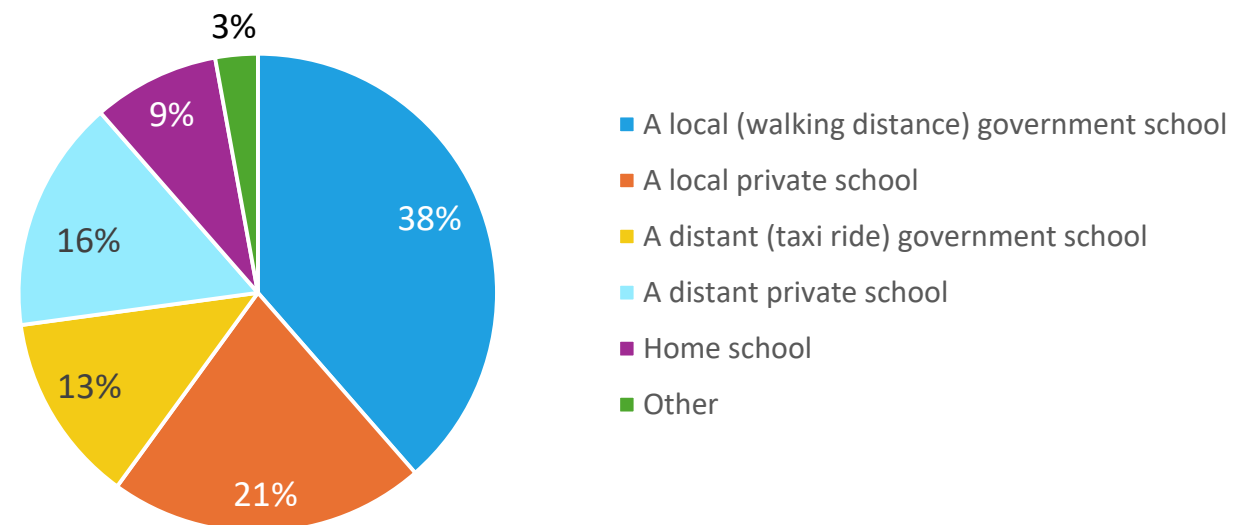
Access to good Grade R classes



Biggest challenge for families with young children & creches/ECD centres



If you have to send a child to a school today where will you send them?



Parents, Purpose & the Path for the Next Generation

Education as a Family Mission

- Education is a collective pursuit of stability & dignity
- Parents carry more emotional & financial pressure but also show stronger purpose, resilience & hope

Early Learning Access Looks Good But Costs Hurt

- While 77% say there's enough access to crèches or ECD centres, fees remain the biggest barrier (71%)
- Families want quality early education but many can't afford the best options nearby

Public Schools Are Still the Default Choice

- Most parents (38%) would send their child to a local government school despite some quality concerns
- Private schools are aspirational but financially out of reach for many

Hope & Sacrifice Run Deep

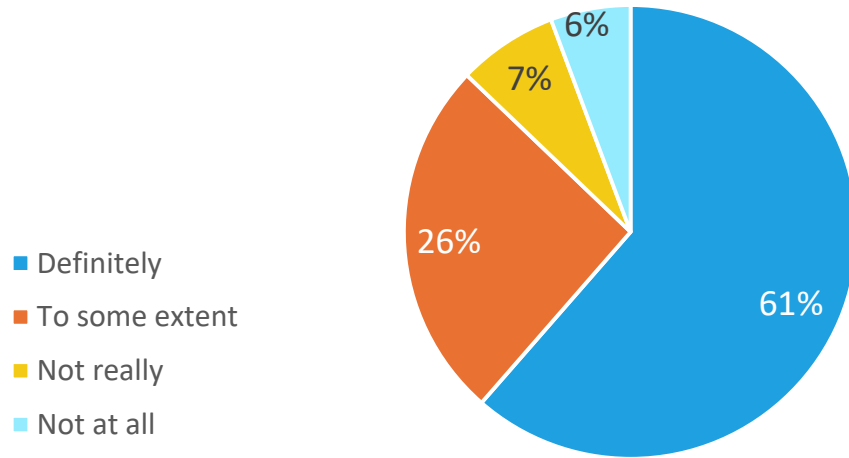
- Parents' cautious optimism: they see progress through their children's achievements, even as daily realities stretch them thin
- Education is sustained by family effort long before & long after the classroom

Insight

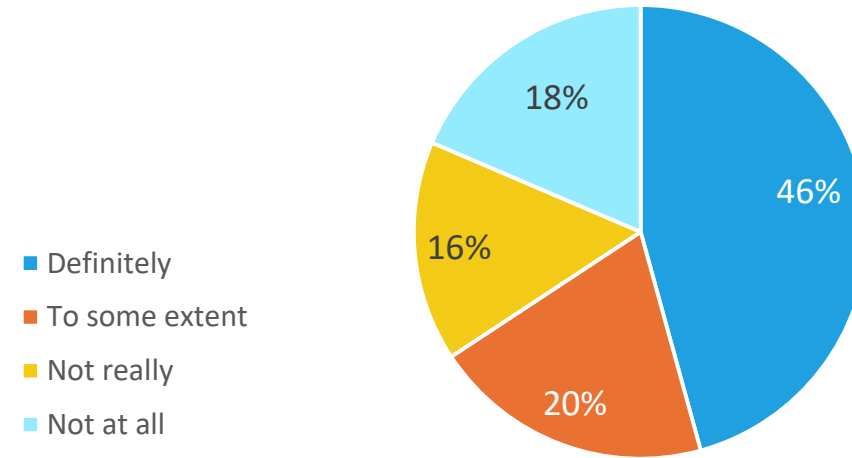
- Family mission: Education is seen as a **shared path** to stability & hope
- Early access, costly future: ECDs are available, but fees exclude many
- Grounded optimism: Parents have to trust local schools & keep believing forward

Access to Primary & High Schools

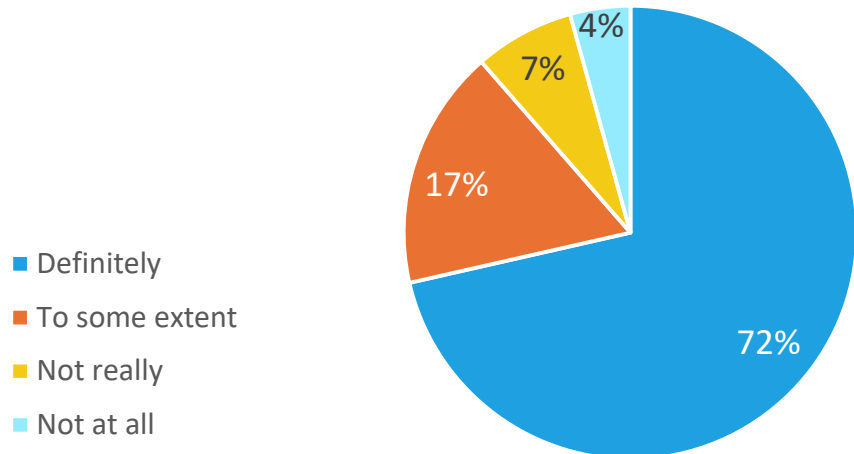
Access to Good Public Primary Schools



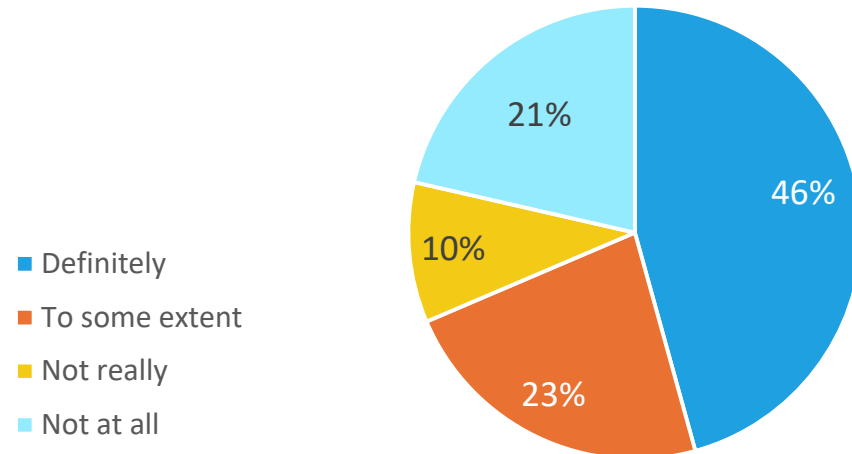
Access to Good Private Primary Schools



Access to Good Public High Schools

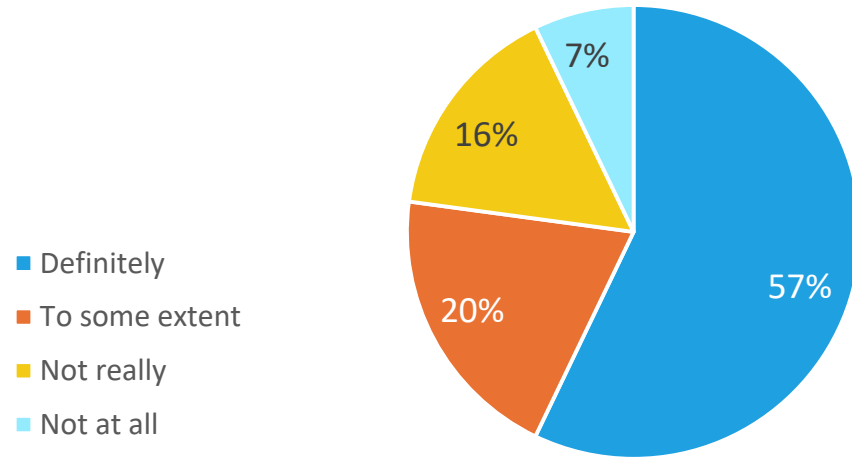


Access to Good Private High Schools

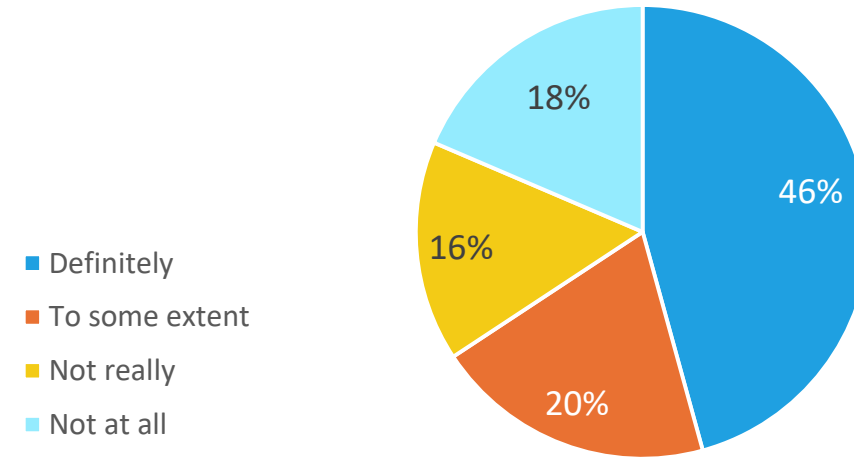


Access to Colleges & Universities

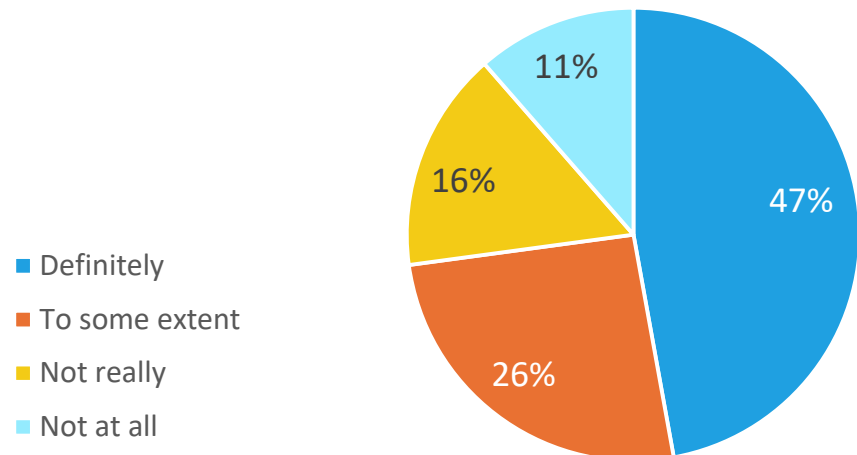
Access to Good Public College



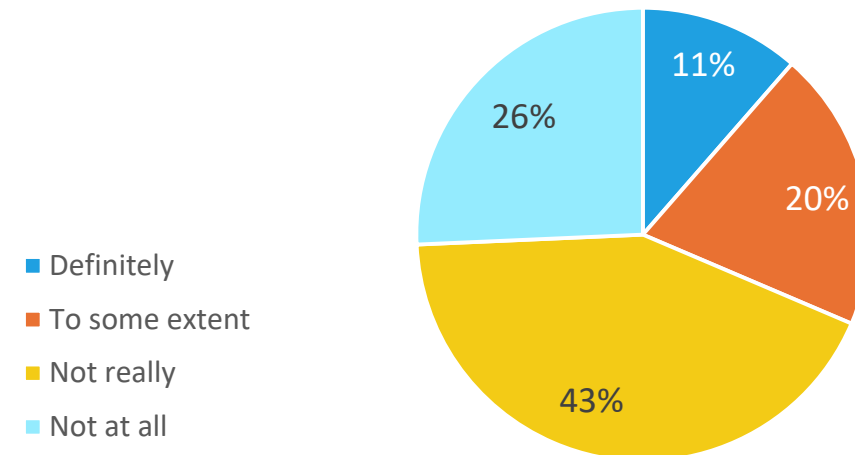
Access to Good Private College



Access to University



Can young people afford tertiary education?



Key Insights:

Access to Schools, Colleges & Universities

Access looks better on paper than in practice

- Most respondents report some access to public schools & colleges, but the distance, affordability & quality gap make real access uneven
- While classrooms exist, opportunity does not always follow proximity

The affordability wall stands tall

- Even with NSFAS & public options, many Trailblazers say “education stops where money runs out”
- Fees, transport costs & hidden expenses (like data & materials) remain the biggest brakes on progress

Private institutions are seen as better but out of reach

- Respondents associate private schools & colleges with better teaching & safer environments, yet view them as exclusive and unattainable for most local families
- This reinforces the perception that quality education belongs to the wealthy

Universities symbolise aspiration, not access

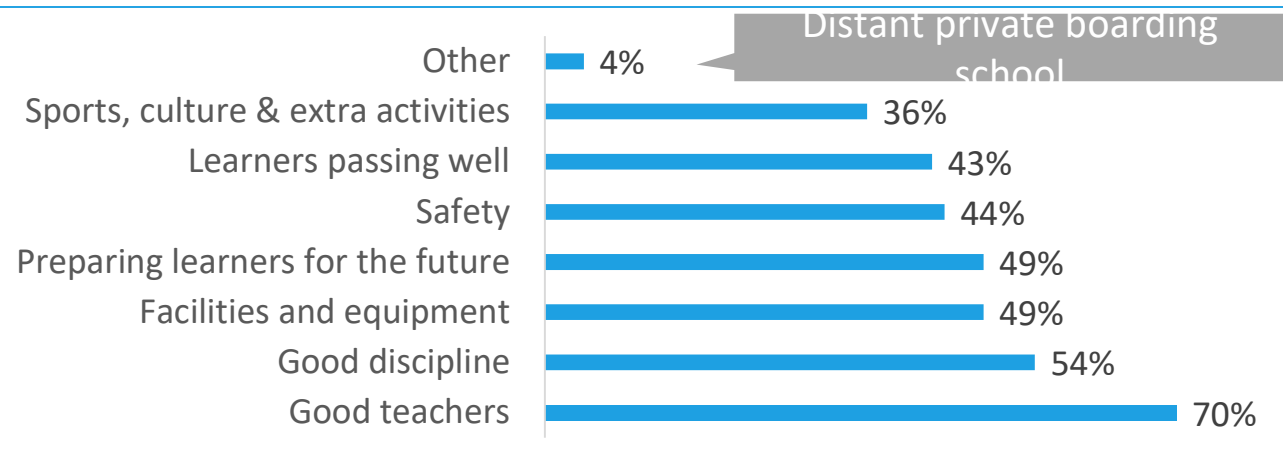
- Few respondents report current or recent access to university-level study
- For many, university remains a dream rather than a pathway, tied to ideas of status & success but blocked by cost, age limits & lack of support

Insight

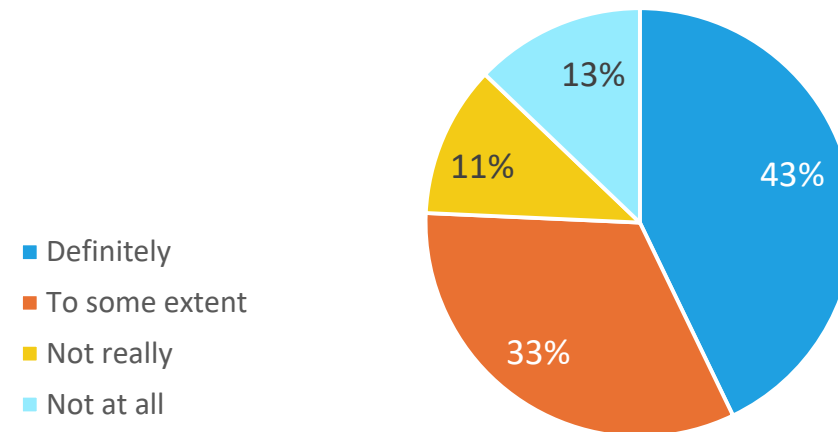
- **True access is more than open doors**
- Mamelodi residents see that while schools & colleges exist, **real opportunity still depends on affordability, distance & quality**
- For many institutions access is a **privilege rather than a guarantee**

What Makes a Good School & Does It Prepare Learners for the Future?

What do you think makes a school good?



Do you believe the education children get today prepares them for the future?



Difference between Public & Private Schools

Public schools	Private schools
Low/no fees; open to everyone in the community	High fees ; families must pay to attend
Often limited resources ; shared/older equipment	Better facilities and resources (labs, computers, libraries)
Larger classes ; less individual attention	Smaller classes ; more one-on-one support
Mixed perceptions of safety/discipline; depends on the school	Often perceived as safer and more orderly
Seen as the equaliser for poorer households	Seen as selective / for those who can afford it
Strong community roots (neighbourhood identity)	Runs more like a business

What Makes a Good School & Does It Deliver?

People know what “good” looks like

- Remarkably consistent: a good school means good teachers (70%), discipline (54%) & strong facilities (49%)
- Quality teaching & structure matter more than prestige or branding

Schools are valued for preparing learners for real life

- Nearly half (49%) emphasise “preparing learners for the future”, showing that Trailblazers want schools that build skills & confidence
- It’s a vision of education as practical empowerment — “teach us how to live, not just how to pass”

But confidence in outcomes is limited

- Only 43% believe current education truly prepares learners for the future, while the rest express partial or low confidence
- That gap between expectation & belief reveals disappointment with delivery

Public schools remain the heart of access, not excellence

- Families describe public schools as inclusive but under-resourced with large classes, limited equipment & variable discipline
- Private schools are viewed as better equipped & safer but financially out of reach
- This reinforces the divide between accessibility & quality

Adult Learning & Life long learning

While most respondents believe that **learning should continue from cradle to grave**, many adults say real opportunities to learn are **hard to find**

Access to literacy and skills programmes is **limited by distance, awareness & cost**, leaving people who want to upskill without practical options

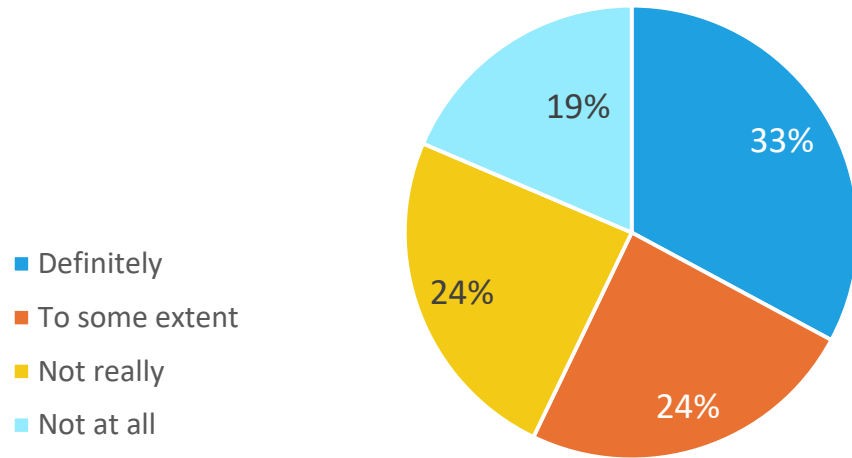
Adults link lifelong learning to **dignity, independence & confidence**, not just employment

This section highlights a strong desire for **inclusive, flexible learning spaces** that meet adults where they are - in their homes, workplaces & communities

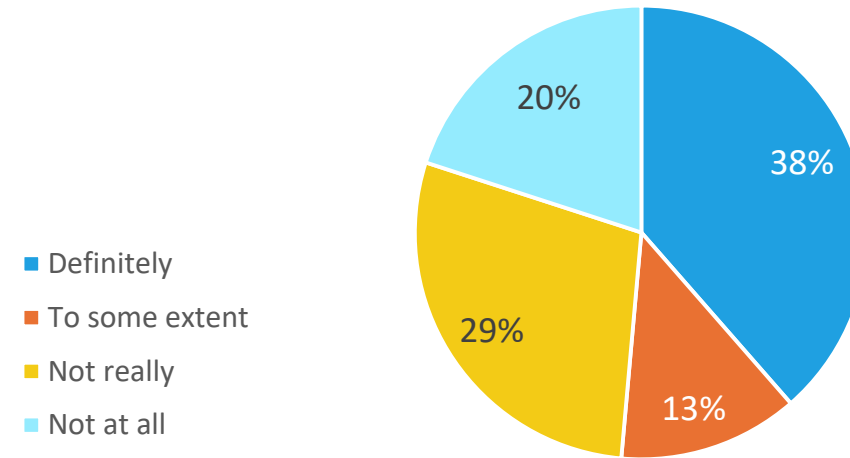
The will to learn does not fade with age



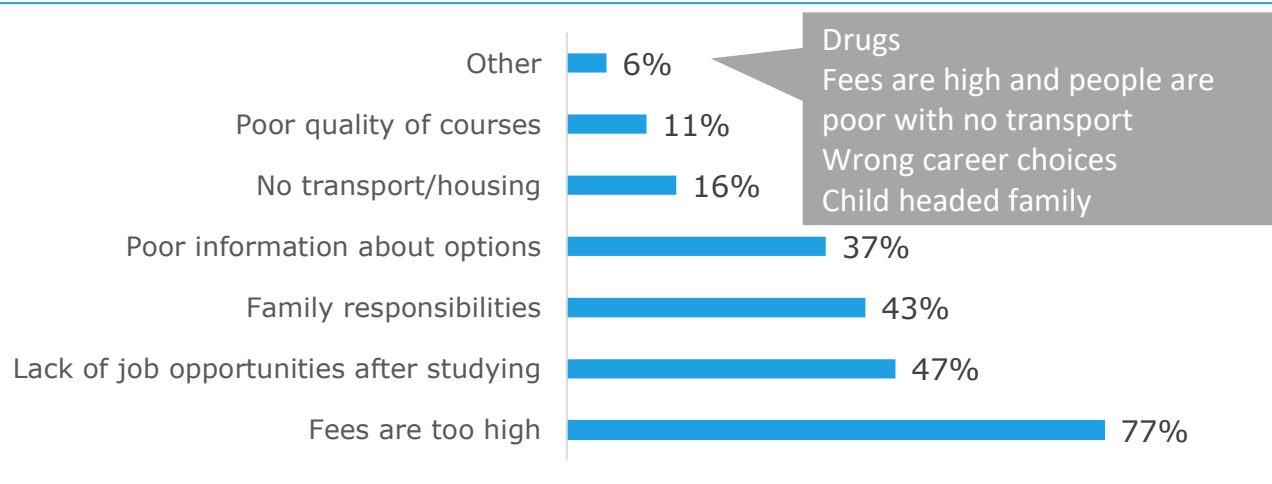
Are there places where adults can learn new skills near you?



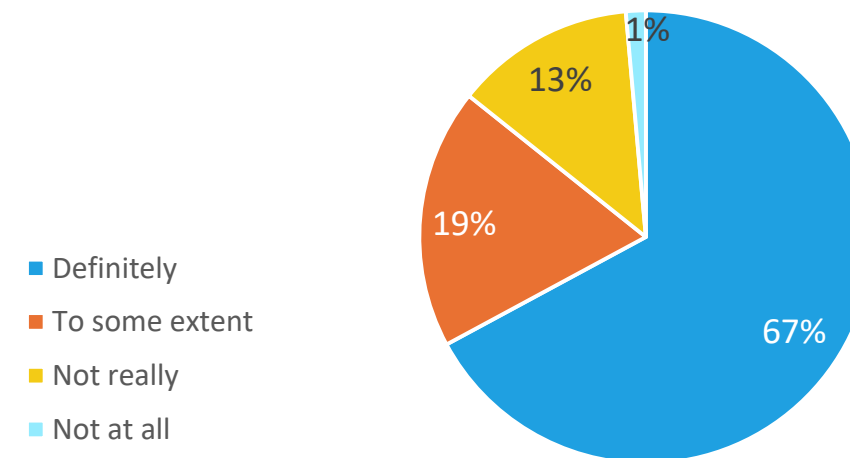
Can adults find literacy/ABET programmes nearby?



What stops people from studying further?



Do you believe lifelong learning is important from cradle to grave?



Profile: Those Who See Other Opportunities & Those Who Don't See

Those Who See Adult Learning Options ("The Aware")

- **Profile:** Slightly higher education levels (many completed high school or some tertiary training)
- **Digital behaviour:** More likely to use social media or WhatsApp regularly & to read online articles
- **Community ties:** Often connected to NGOs
- **Mindset:** Proactive & believe learning continues after school; they see education as empowerment & self-improvement
- **Emotional profile:** Higher hope & confidence scores, possibly linked to feeling agency

Sentiment:

If you look, you can find short courses or training around -
you just need to ask

Those Who Do Not See Adult Learning Options ("The Unaware")

- **Profile:** More likely to have ended education earlier (primary or some high school only)
- **Digital behaviour:** Use connectivity mainly for social or communication, not for information or learning
- **Mindset:** Value education but feel systems are closed or distant - "there's nothing for people like me"
- **Emotional profile:** Slightly lower happiness & hope, higher frustration about exclusion or missed opportunities

Sentiment:

I would love to learn more, but I don't know where to start

NGOs & Volunteering

Many Trailblazers describe **community work, church involvement & volunteering** as powerful learning spaces

These activities build **confidence, leadership & sense of belonging**, especially for those who have completed school but still seek purpose & growth

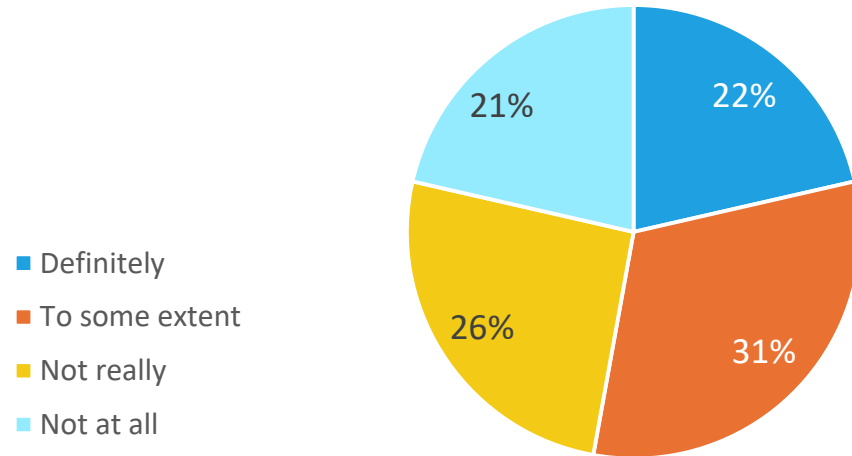
Volunteering often provides the **first bridge between learning & earning** giving people experience, networks & hope even when formal jobs are scarce

The findings highlight that **NGOs & local initiatives are not just service providers** - they are **informal classrooms** where practical skills & civic values are learned every day

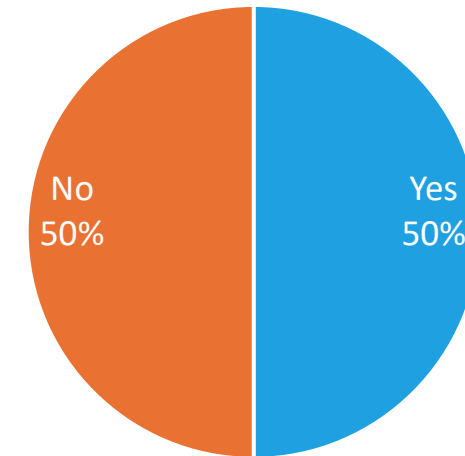


The Role of NGOs & Volunteering

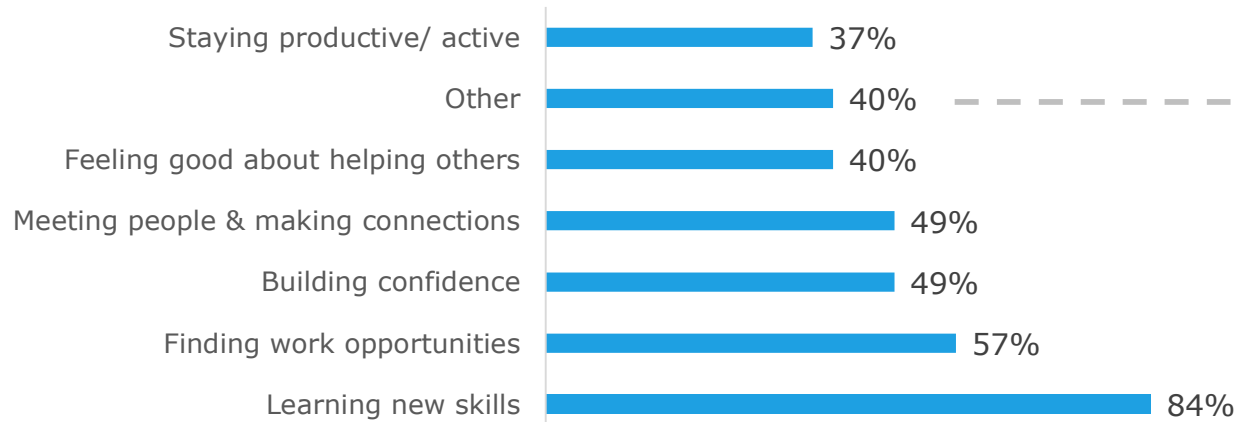
Do the local NGOs have training programmes?



Have you ever done any volunteering in your community?



What do you think volunteering can help a person with?



Encouraging people to be more active in community responsibility (2)
Have better knowledge
Helping other people Help people get jobs
No peer pressure

Profile: Those Who Engage with NGOs & Volunteering and Those Who Don't

Those Who Engage with NGOs & Volunteering ("The Engaged")

- **Profile:** Often slightly younger adults or active parents, many with completed high school or some tertiary education
- **Digital behaviour:** Using digital tools not only for communication but also for learning & opportunities
- **Community ties:** Linked to NGOs
- **Mindset:** May be motivated by service & self-betterment - they may view volunteering as both giving back and building forward
- **Emotional profile:** Generally more positive
- **Perception of learning:** Strongly believe that learning happens outside of school; they see volunteering as "experience that counts"

Sentiment: "Helping others helps me grow - I'm learning leadership & people skills every day"

Those Who Do Not Engage with NGOs or Volunteering ("The Unengaged")

- **Profile:** Some have less formal education
- **Digital behaviour:** Primarily use phones for social chat or entertainment
- **Mindset:** May feel that volunteering doesn't pay and that time should go to survival or family care
- **Emotional profile:** Slightly lower hope & engagement scores
- **Perception of learning:** Tend to associate learning with formal schooling; less aware of the learning that happens through action or service

Sentiment: "I would like to help, but I have no time - I need to focus on feeding my family"

We Learn, We Grow, We Keep Going

Learning in Mamelodi is not limited to classrooms but it's a **daily act of resilience & reinvention**

Trailblazers learn through life: from school & NGOs to digital platforms, family & work

Even when opportunities are scarce, the desire to grow remains strong

Education, in all its forms, gives people **hope, connection, and a sense of progress**, proof that growth can continue at any age & in any circumstance

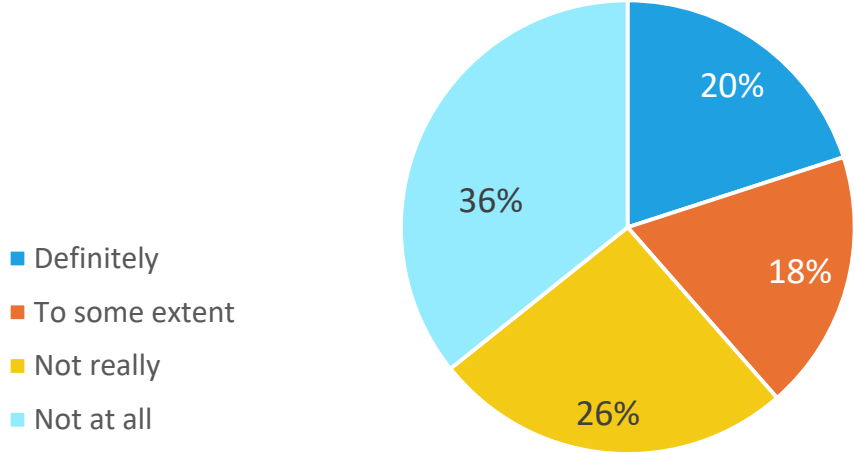
This spirit of continuous learning is what drives the **Wakamoso movement** - turning data into visibility, and visibility into collective power



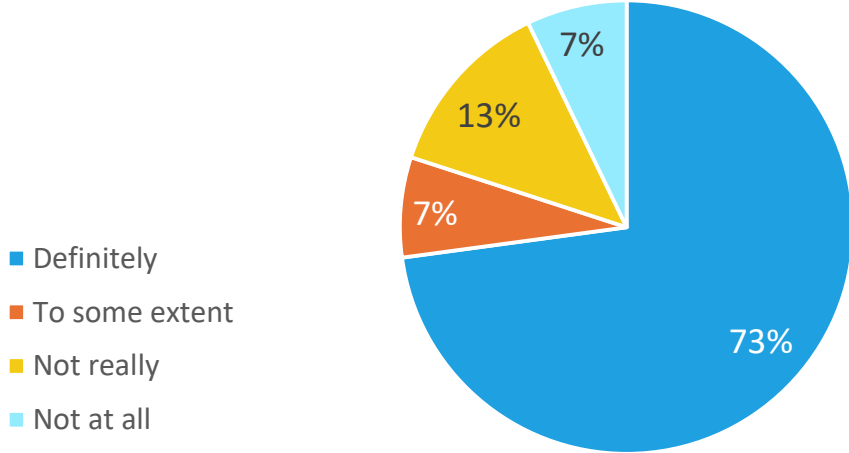
wakamoso.

Beyond the Classroom: How Trailblazers Keep Learning

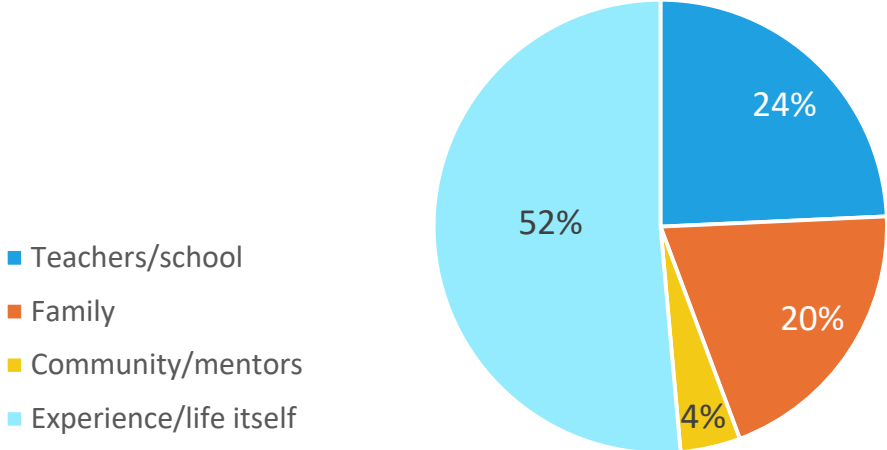
Mentorship



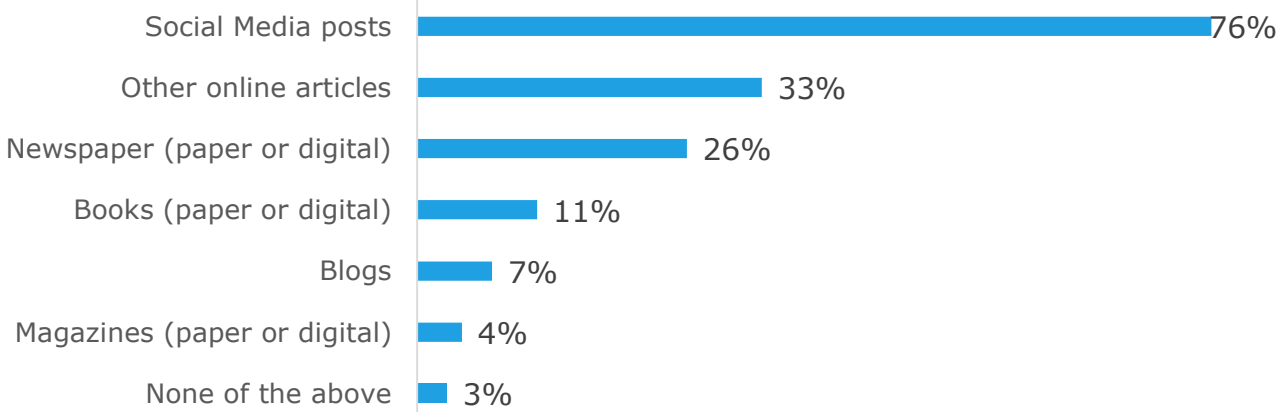
Do you think learning can happen outside school?



Who has taught you the MOST in life?

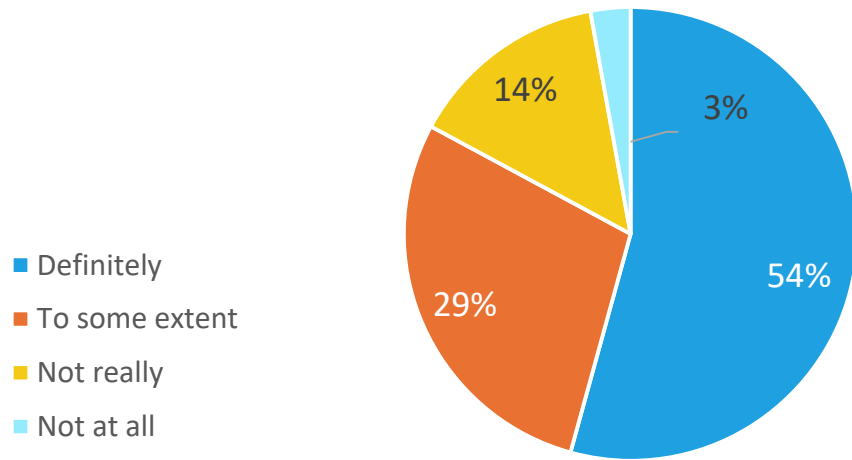


Did you read any of the following within the last week?

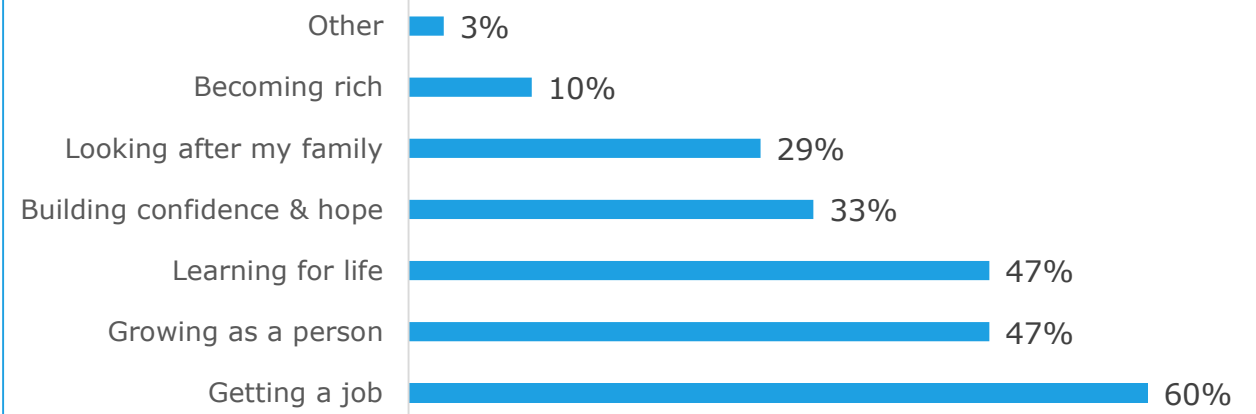


What Education Means to Trailblazers & Where It Falls Short

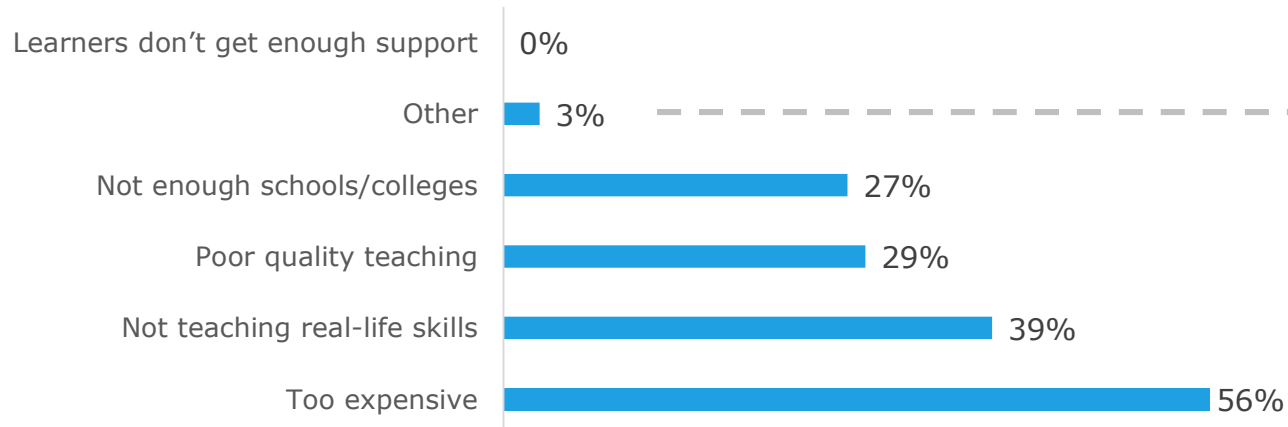
Has education/learning helped you achieve something important in your life?



For you, education is mainly about....



BIGGEST gap in education today



We don't get jobs after completing and this age restrictions thing is killing us. The other thing is that they need people who have exp

Current Value, Dream School & Future Additions

This final section brings together how people in Mamelodi experience education today

- **Its value, its limits & its promise for tomorrow**

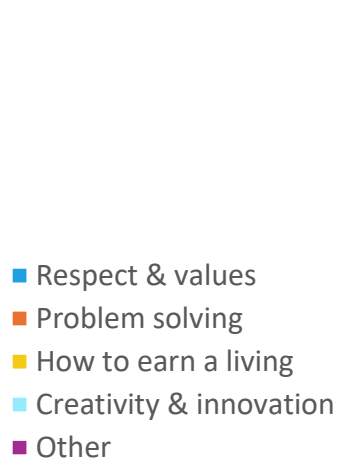
Trailblazers see education as **both a foundation and a doorway**: it builds confidence, teaches respect & offers the hope of a better life
At the same time, they imagine a **different kind of learning environment** that is modern, creative & practical, blending technology with life skills & real-world preparation

Their ideas for new subjects & skills range from financial literacy to mental wellness & digital learning showing a **community ready to co-create the future of education**

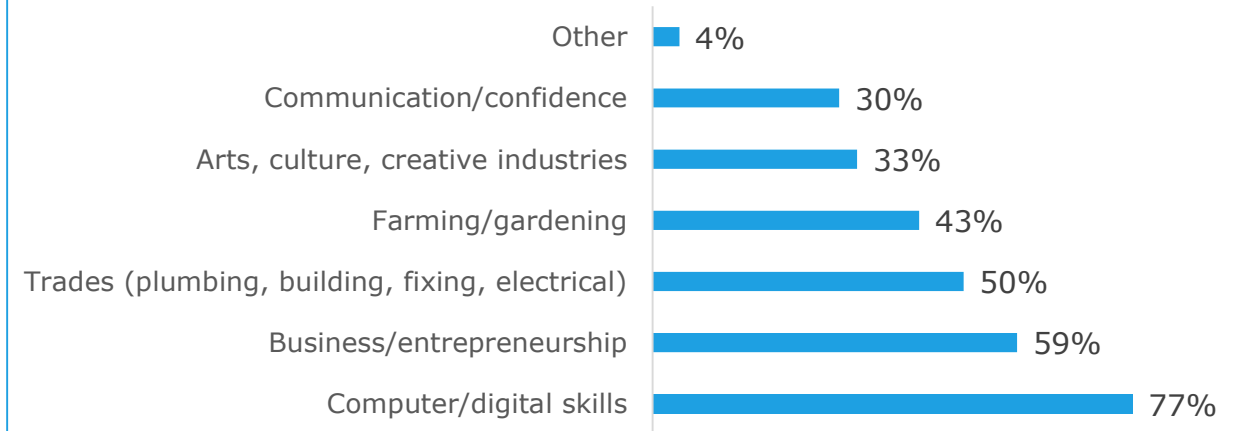


The Lessons & Skills That Matter Most

What do you think is the MOST important lesson education should teach?



What skills do you think are MOST useful today?



Insight

- Values still lead the way: Respect & good behaviour remain the foundation of what people want schools to teach
- Learning must link to livelihoods: Nearly a third emphasise how to earn a living as the most important lesson
- Digital skills dominate the future: 77% see computer know-how as the most useful skill today
- Entrepreneurship matters: Over half believe business & self-employment skills are key to survival & progress

Trailblazers' Dream School/Training Place

Theme	What Respondents Said / Implied	Notes
Practical & Hands-On Learning	"Woodwork, carpentry, plumbing," "robotics," "culinary school," "job training," "learn by doing."	A strong demand for <i>skills-based education</i> linked to real work opportunities
Modern Facilities & Technology	"Computer lab, Wi-Fi, library, pool," "digital books," "4th Industrial Revolution," "AI structures."	Learners want <i>well-equipped, tech-ready environments</i> that match global standards
Life Skills & Financial Literacy	"Financial education," "leadership and courage," "life responsibilities," "learning to help others financially."	They value education that builds <i>confidence, responsibility & financial independence</i>
Creative & Cultural Expression	"Arts, music, drama," "sports and culture," "fun and inspiring classrooms."	Dream schools blend <i>creativity, play & learning</i> - education should be joyful and expressive
Safe, Caring & Inclusive Environment	"Warm, inclusive," "valued and inspired," "mentors who care," "respect."	Emotional safety & belonging are seen as central to good learning
Accessibility & Support for the Poor	"Free courses," "scholarships," "residence for the poorest," "free transport."	Many dream of <i>education without exclusion</i> - affordable & reachable for everyone
Career Preparation & Mentorship	"Industry connections," "internships," "mentors," "career support."	Learners want pathways that <i>bridge education & employment</i>

Insight

- The dream school vision goes far beyond buildings, as it's about belonging, relevance & readiness
- Trailblazers want to learn what matters, in environments that inspire & equip them to change their circumstances
- Their imagination already points toward a next-generation education model - digital, inclusive & human-centred

If You Could Add One New Subject or Skill to Schools Today...

Theme / Skill Area	What Respondents Said / Implied	Interpretation
Financial Literacy & Entrepreneurship	“Money management,” “budgeting,” “business,” “investing,” “entrepreneurship.”	A dominant theme — learners want <i>real-world readiness</i> : how to manage and grow money, not just earn it
Life Skills & Mental Health	“Self-knowledge,” “emotional intelligence,” “mental wellness,” “leadership and courage.”	Education should equip learners to handle <i>stress, relationships, and confidence</i> as part of success
Technology & Digital Skills	“Computer science,” “AI,” “coding,” “robotics,” “digital literacy.”	A call for <i>future-proof education</i> - readiness for the 4IR and digital workplaces
Practical Trades & Hand Skills	“Plumbing,” “carpentry,” “mechanic work,” “hairdressing,” “culinary skills.”	Many want schools to offer <i>hands-on training</i> that leads directly to employment or self-employment
Problem Solving & Creativity	“Critical thinking,” “creativity,” “innovation,” “problem solving.”	Learning should nurture <i>thinking, not memorising</i> - turning curiosity into capability
Ethics, Respect & Values	“Respect,” “discipline,” “spiritual values,” “good behaviour.”	Respondents still see <i>values education</i> as core to shaping responsible citizens
Health, Safety & First Aid	“Paramedic skills,” “basic health,” “nutrition,” “safety.”	Reflects community needs where health knowledge and emergency response matter

Insight

- Trailblazers imagine education that is useful, modern & humane
- They call for a balance between life skills & digital skills, blending emotional intelligence with technical know-how
- The strongest unifying message: school should prepare us to live well, not just to pass exams



Conclusion

Wakamoso Trailblazers' Education Wrap

- Education remains one of Mamelodi's strongest hopes
- Education is seen as the pathway to dignity, stability & opportunity
- Most people value good teachers, discipline & respect, but worry that schools are not yet preparing learners for the future
- While access to basic education is improving, costs, distance & uneven quality continue to limit real opportunity
- Parents stay deeply committed, often sacrificing to keep children learning, while adults express a growing hunger for lifelong learning & digital skills
- The data points to a community that believes in education's power but knows that belief alone is not enough without access, relevance & fairness

wakamoso. Thank You.

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