

SPEECH DELIVERED BY TIRHANI EZEKIEL MABUNDA, CHAIRPERSON OF NYUKANI EDUCATION CENTRE AT THE SCHOOL'S OFFICIAL LAUNCH ON 14 MAY 2016

Program Directors, to our very very important people [VVIPs]. There are a few categories of people who are our VVIPs today here, namely; the parents of the learners currently enrolled at Nyukani Education Centre, the learners currently enrolled at Nyukani, Nyukani's educators, administration and support staff as well as all the people and suppliers who were involved in building the school, particularly Samson Mhlongo and Mafemani Maringa. Honouring all the people in the categories I have just listed is our small way of showing our appreciation to them for the confidence they have shown in Nyukani, particularly the parents of the learners currently enrolled at Nyukani for taking a chance with us; an unknown entity, by making their children guinea pigs, and the educators for believing in us by leaving secure jobs where they were top performers and joining Nyukani, a new employer with no track-record. To our distinguished guests, including the following categories; families of Nyukani's shareholders and directors, representatives of the government of the Republic of South Africa across all the three spheres of local, provincial and national, particularly the Mayor of Greater Giyani Municipality, Cllr Pat Hlungwani and the Executive Mayor of Mopani, Cllr Nkakareng Rakgoale, representatives of the department of education across all the three spheres of local, provincial and national; traditional leadership of different tribes within Greater Giyani municipality and beyond, particularly Hosi Homu VI and Kgoshi Sekororo; representatives of all political parties present here; religious leaders representing all religious denominations present here, representatives of the business sector and corporates, particularly the strong delegation from ABSA; and members of Homu 14B community, represented by Headman Mswazi, Headman Mndlovu, Headman Thandabantu and Headman Mangombe. We would like to thank all of you for honouring us by accepting our invitation and attending Nyukani's official opening today.

Program Directors, Ladies and Gentlemen, mine is to share the amazing story of Nyukani with you all. Nyukani being a human endeavour, its story cannot be told devoid of its socio-political setting. Also, Nyunaki's narrative can only be related through the ontological perspective of its protagonists. In other words, we can only tell the story of Nyukani through the lenses of our own reality of the world. What is Nyukani? Who is Nyukani? Is Nyukani the infrastructure and facilities? Is Nyukani the management, the educators, the learners? Is Nyukani the academic program? Ladies and Gentlemen, I am sure there as many answers

to these question as the many people present here today. I am sure each one of us have their own view of whom and what Nyukani represents to them. To us, Nyukani is all of the elements I listed earlier and more. Most importantly, to us, Nyukani is an expression of the resilience of the human spirit. And that Ladies and Gentlemen is what my short address is entitled today; ***“the resilience of the human spirit”***. A search of the word ***“resilience”*** produced two definitions (1) ***“.....the ability to become strong, healthy, or successful again after something bad has happened”***, and (2) ***“.....the ability of something to return to its original shape after it has been pulled, stretched, pressed, bent, etc.....”*** The question is: ***“What is the resilience of the human spirit?”*** Simply put, the resilience of the human spirit means the will of human beings and their ability to take endeavours head on, however challenging they may be. It means how far humans are willing to go to achieve or create something or not to give up in spite of adversity. Manifestations of the human spirit invariably entail hope, faith, resilience, patience and related qualities which give individuals the resolve and strength to tackle difficult challenges and hang in there sometimes in the face of adversity. It is about the inherent will of human beings to strive to make things better for themselves and those around them.

In the context of my address today, the question is: ***“How does Nyukani represent the resilience of the human spirit?”*** Program Directors, Ladies and Gentlemen, allow me to digress a little bit before I attempt to answer the question of how Nyukani represents the resilience of the human spirit. I am sure many of you are wondering why I chose to speak about resilience on a day like this. Why do I want to speak about the ability to become strong after something bad has happened while we are celebrating the opening of such a beautiful school? Why did I chose to speak about the ability of something to return to its original shape after it has been pulled, stretched, pressed, bent, etc? Strangely, I chose this theme long before the recent unfortunate developments in Pfukani occurred. Mind you, I am calling Vuwani, Pfukani deliberately in order to jog the memories of those who may be old enough like I am about the history of that area, particularly the fact that Xitsonga and Xivhenda speaking people have always coexisted in Vuwani. It cannot be true that Xitsonga and Xivhenda speaking people can no longer live together when they have coexisted and lived side by side for time immemorial. Clearly, there is a third force at play here, and contrary to typical conspiracy theories, the third force is not CIA or SIS or MI6. I am convinced that the third force is materialism and the battle for resources. Obviously, contestations for power at all levels across the entire world is; consciously or sub-consciously about the allocation of

resources. I hope ongoing government investigations do a good job for once and unearth the true culprits behind the heinous crime which resulted in the mass destruction of centres of knowledge in and around Vuwani. The destruction of more than twenty schools overnight cannot be a result of sporadic violence. There must be masterminds who orchestrated and resourced this organized crime to protect their commercial interests and livelihoods.

Program Directors, Ladies and Gentlemen, it is now history that more than twenty schools were destroyed in and around Vuwani, and there is nothing anyone can do about that. The question to all of us now is, ***“What lessons have we taken from this unfortunate occurrence?”*** My few cents’ contribution to this debate points to the following lessons:

- **Lesson #1:** Small measures taken early are preferable to major action taken later. We should always try to avoid the development of major problems by foreseeing consequences and by acting, discussing and negotiating early. If you ask me, our leaders allowed the Vuwani dispute to brew and fester unresolved for far too long, just like was the case with the earlier Malamulele dispute. In fact, a matter that sensitive should never have been allowed to be adjudicated by the courts. How can you defer an emotive matter to the courts knowing that they will apply facts?
- **Lesson #2:** Democracy is not only about holding regular elections, but it should most importantly be about citizens who set performance targets for the governing elite and holding them to account. The problem with us in South Africa today is that too many of us who are enlightened; let alone the uninformed, are not speaking out. We have chosen to be passive in the affairs of government, even when evidence points to society going astray. As Edmund Burke puts it; ***“All that is necessary for evil to triumph is for good men to do nothing”***. A similar quote attributed to Albert Einstein says, ***“The world is too dangerous to live in, not because of the people who do evil, but because of those who sit and let it happen”***.
- **Lesson #3:** South Africa Incorporated, by this I mean government, political parties, civic society, the church, business, particularly corporate, the family, communities, villages, traditional authorities and the public at large must embark on a relentless campaign to reverse the culture of dependency, victimhood, self-hatred and violet protest which has gripped the country. The destruction of public infrastructure, including the torching of schools, libraries, trains, destruction of railway lines, theft of manhole

covers, stripping of traffic robots, theft of copper wire have all become a semi-formalized form of commuter protest in South Africa. The extent of the damage wrought by the public to infrastructure amounts to billions annually, yet there is only sporadic condemnation. Anger, frustration or disappointment, for whatever reason can never justify the destruction of public infrastructure. The public is only hurting itself by doing this. This is tantamount to drinking poison and hoping that your worst enemy will die. Lou Holtz, a football coach once said, ***“If you burn your neighbours house, it doesn't make your home look any better”***. Let us take lessons from countries like Rwanda who have emerged from a devastating genocide which claimed R1 million lives twenty [20] years ago, but through strong leadership, they have now become a model country with national cohesion and phenomenal economic growth. Program Directors, Ladies and Gentlemen, Rwanda has demonstrated true resilience of the human spirit, by becoming strong, healthy, or successful again after something bad has happened or by returning to its original shape after it has been pulled, stretched, pressed, bent, etc.

Program Directors, Ladies and Gentlemen; apart from the deplorable physical destruction of infrastructure, our education system has been ailing for far too long. Truth be told, our education system has never recovered from the damage inflicted by Apartheid. Yes, the democratic government has done well when it comes to the provision of infrastructure and improved access to education, but it can even be argued that quality has regressed. The challenges of South Africa's education system are many and varied, and in my view they include the following:

- **Challenge #1:** Lack of teacher training and standing of teaching profession: The teaching profession is that scum of professional careers in South Africa, falling in the same category as policing and nursing. It would seem that there is a positive correlation between dignity and respect of the teaching profession and the performance of teachers. In the old days, when teachers were treated like small gods, a standard 6 graduate was as proficient as today's matric graduate, even university graduate. How do you expect teachers to be proud of their profession and to give their all when they are not paid well? Finland is one country where teachers are the highest paid professionals and teaching is a prestigious profession, even ranking above professions such as medicine and engineering. No wonder, if you interview a child who has scored nine distinctions in Finland, they are likely to say they want to pursue a teaching career

at tertiary level. Now, that is a country which has its priorities right. There was a time in South Africa when people would go into teaching when everything else had failed. The question is, what results do you expect if you entrust your future to rejects. Expecting outstanding results from mediocre teachers is a pipedream. Great results require great teaching. Friedman & Mandelbaum summarise the ingredients of a great education system as follows: “better teachers and better principals, parents who are more involved in and demanding of their children’s education, a government that pushes to raise educational standards, people who are prepared to invest in schools even though their own children do not attend such schools, and last but not least, students who come to school prepared learn. Research conducted by the Bill & Melinda Gates Foundation shows that “of all the variables under a school’s control, the single most decisive factor in student achievement is excellent teaching”. McKinsey produced a study entitled “How the World’s Best-Performing School Systems Come Out Top” in September 2007. The study looked at the world’s ten best performing school systems, such as Finland and Singapore, and compared them to less accomplished ones. The study’s key findings are that: “Most people who become teachers in successful countries come from among the top 10% of their high school or college graduating classes. University students see the teaching profession as one of the top three career choices. Starting salaries for teachers in successful countries are in line with other graduate salaries. The report’s conclusions are: The quality of an education system cannot exceed the quality of teachers. The only way to improve outcomes is to improve instruction.

- **Challenge # 2:** The second challenge for education in my view is content. It is frustrating for the economic sector that the education system is not educating the workforce businesses need. Why is South Africa’s biggest single measurement of its education system the matric results and matric exemption. Overemphasis on results instead of content produces cohorts and cohorts of non-creative and unimaginative graduates unable and incapable of contributing productively and meaningfully to the country’s socio-economic development.
- **Challenge # 3:** South Africa’s education system is segregated racially, provincially, regionally and locally with differences in educational resources and educational attainment, thus widening inequality. Why is it that we have an education system for rural citizens, one for people in the townships, one for people in the suburbs called former model C, one for the middle class and one for the super rich. In fact,

differentiation for our education is not only within the public education system, but also in the private sector. It would be important to begin to bridge the divide between rural and urban areas within South Africa.

Program Directors; Ladies and Gentlemen; Oscar Wilde once admonished that: "There are two tragedies in this world. One is not getting what one wants, and the other is getting it". We wanted so badly to be liberated from the shackles of Apartheid and we got our wish in 1994. However, since then, it has been challenging to make this hard earned democracy work. In spite of its gallant efforts, South Africa's democratic government should accept that it has failed in certain areas including education, land reform, economic reform and social cohesion. I will touch a little bit on the land failings later. There are two preconditions for us to solve our challenges; (1) we should start by recognizing that we do have challenges, and (2) We should adopt policies appropriate to confront our challenges. The NDP is a step in the right direction, but there is too much contestation and a lack of will to implement the plan. We will not even get to the starting line of resolving these challenges for as long as we continue to be in denial and spin our challenges.

Why is it that we fail our young by not giving them a solid foundation for the future. Too many children in South Africa go to schools which do not even begin to offer them the hope of getting average. Can you imagine going through your entire school without being challenged? Without being engaged. Then you would obviously not leave to your intellectual or personal potential. And if you are not engaged, chances that you are not headed to become the inventors, entrepreneurs and creatives the future world economy will require. In spite of this reality, someone asked me why I built Nyukani in a rural area. Basically, the question was, "Why did I choose to invest in world class infrastructure and facilities in a rural area when I could have done so in urban areas where there is affordability and the possibility to charge higher fees and earn more money. It is as if rural people are not entitled to good things. Rural people are not entitled to world class infrastructure and facilities. In fact, this mentality of different standards, one for rural people and another for urban people doesn't only apply to educational opportunities only. The odds are also stacked heavily against rural people in many other socio-economic opportunities. For instance, South Africa's land tenure system still discriminates against rural people 22 years after democracy. While urban people have title on their properties and can access funding using such title as security, rural people do not enjoy such a seemingly basic human right, one which should empower them and uplift

from their undeveloped conditions. Rural people continue to have permission to occupy. With all these prohibitions, it is actually surprising why people in rural areas are building impressive houses for themselves in their villages. If you drive around all villages today, you find huge mansions. This is further proof of the resilient human spirit. What is a pity is that these houses are used as dwellings only. What a waste, because land and property is the main source of economic emancipation. The same applies for development land in rural areas, there is no title for it. All this means that you cannot source funding to develop in rural areas. The banks require security to grant loans, and security can only be facilitated through title. To make matters worse, the department of rural development has also issued a policy directive which prohibits the outright sale of land in rural areas for development purposes. With all these challenges, I must say that it is miraculous for the ambitious Nyukani project to have succeeded.

Education is the only equalizer in the world, not lottery, not tenders, not marriage, not welfare grants, nothing else. I can attest to the power of education as an equalizer. As a self-made first-generation entrepreneur, I am living proof that education has the power to change people's lives. Born at Nkovani Village at Malamulele district, about 50 kilometers from here towards the Punda Maria gate of the Kruger National Park, it is almost miraculous that I am addressing you here today as Chairperson and principal funder of NEC. Without any doubt, the equalizer in my life has been education, attitude and hard work. The only regret regarding my life journey is that it has been one of struggle, self-discovery and self-taught learning. My life story, just like any other baby boomer growing in South Africa in the 60s to date has been one of struggle. Struggle to get education, struggle to get work, struggle to venture into business, struggle for everything. The definition of resilience and the concept of the resilience of the human spirit is representative of my life struggles. Do my achievements, both academic and business, make me an exceptional person? The answer is a resounding no. Anyone with my background can achieve what I did. Even better, the learners attending Nyukani stand a far better chance. As Elvis Presley once said: ***“Most people who succeed had an early and favourable environment with much parental encouragement, excellent instructions, many opportunities to practice their particular natural skills, stimulating interactions and experiences with successful people”***. ***“Success is indeed a product of the world in which people grow up”*** as stated by Malcolm Gladwell. Therefore, the establishment of a world-class educational facility like Nyukani Giyani in the remotest part of South Africa should make it possible for ordinary

children from disadvantaged backgrounds to get a chance to escape the vicious circle of poverty. The fact that the new South Africa has not created these opportunities 22 years after the dawn of democracy is an indictment. How is it possible that a child born at Nkovani village in 2016 faces the same odds for success educationally and socio-economically as I did in the 60s? How come have we done so little, if anything to change the material conditions of people born in rural areas? How is it that 22 years after the dawn of democracy in our country the people born in rural areas who get lucky to escape the vicious circle of underdevelopment and poverty are still a rarity and exceptions.

Program Directors, Ladies & Gentlemen; the challenge of leaving in today's super-connected 21st century like we do is that globalization and the IT revolution have erased boundaries, broken down nationalities and connected the previously disconnected. Now that technology is a given, the only differentiator is the human factor, including soft issues such as critical thinking, creativity, inspiration and imagination. Only people who add value by doing something unique and irreplaceable stand a chance surviving and even prospering. These are people who will be capable of challenging the status quo by inventing new products or re-engineer existing ones. It takes energetic educators to challenge learners in this manner. This is why we came up with a concept of a school which will prepare students for careers in which they not only do their assigned tasks, but offer something extra. Friedman & Mandelbaum in their book "That Used to be US" state that "For students to find their something extra it requires more education and better education". They proceed to define better education as an education that nurtures young people to be creative. It is an education system that does not only strengthen children's basics (reading, writing and maths), but also teaches and inspires them to start new things, to add something new onto existing things and to adapt something old. I love the analogy of ATM syndrome. If you deposit R1,000-00 at the bank, you can only withdraw R1,000-00 or even less at the ATM. If you request more than R1,000-00, the machine will decline and print the "insufficient funds" message. To me the ATM syndrome sums up the effects of an education system which doesn't teach students to be creative.

Program Directors, Ladies & Gentlemen; unfortunately, South Africa's current education system produces job seekers, instead of job creators. It doesn't breed originality, creativity and innovation. The protagonists of Nyukani are trying to provide a solution to this problem by establishing the school. This, Program Directors, Ladies and Gentlemen, is how Nyukani

represents the resilience of the human spirit. As Peter Benenson, the English lawyer and founder of Amnesty International, said at a Human Rights Day ceremony on 10th December 1961: ***“It is better to light a candle of hope than to curse the darkness”***. Program Directors, Ladies and Gentlemen; Instead of throwing their hands in the air and lamenting the erosion of the education system in South Africa, were inspired to conceive and ultimately establish Nyukani. We started informal discussions about the establishment of an independent school in 2010. The plans were concretized at a strategic planning workshop held at Mabalingwe Game Reserve in Waterberg on Saturday the 7th of December 2013. The construction of the school only started in April 2015. You will agree that completing the construction of the school and actually opening on the 13th of January 2016 was a very ambitious project indeed. And believe you me, it wasn't without challenges and lots of sacrifices, more so because the school is 100% self-funded.

Nyukani's vision is to educate ingenious and creative pupils to do jobs which do not yet exist. To this end Nyukani is not just about matric results, but it is about providing hope and changing society. For this reason, Nyukani's decision not to enroll Grades 11-12 in 2016 was a deliberate one in spite of the fact that the school's physical infrastructure and facilities presently have capacity to accommodate 870 learners. Nyukani is so serious about performance, reputation and quality such that the school intends to develop its own learners into Grades 11-12 over the next two years and produce its own matric graduates in the year 2018. Nyukani's library, science laboratory and computer laboratory centres are scheduled for completion and commissioning during the course of 2016. Nyukani's research and development initiatives to introduce technology and digital e-learning tools such as tablets in the delivery of education are advanced and the implementation of this futuristic program will be announced in due course. The quest for excellence and quality at NEC Giyani is a deliberate endeavour achieved through sound governance, effective planning, organization, management, administration and running a good operation. Apart from superior school infrastructure and facilities, Nyukani recruits, retains and incentivizes the best educators and empower them to create a vibrant teaching and learning environment in order to engage and challenge learners to become creative and to think critically. Pursuant to NEC Giyani's bias towards science, commerce and ICT education, the school offers the four learning streams and subjects from Grade 10 onwards; namely, engineering, science, commerce and general.

While emphasizing science, maths and technological education, Nyukani understands the importance of liberal arts in education. For this reason, visual arts, sports and recreational activities constitute Nyukani's integral programmes; not only for entertainment and fitness, but also for brain development. Nyukani subscribes to the view that play is a form of discovery, hence our philosophy to use visual arts and sports to inspire creativity and critical learning and thinking. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and enhances learning. For this reason, Nyukani is not only designed as a center of academic excellence, but also one of art and sports excellence. Once Nyukani's Phase 1 construction project is complete by the end of 2016, the school's infrastructure and facilities for visual arts and sporting codes will include soccer fields, rugby fields, cricket fields, athletic track, tennis courts, netball courts, volleyball courts and swimming pools. The development of these sporting facilities is underway, and is due for completion during the course of the year 2016. Therefore, most of the extra-curricular activities requiring these undeveloped sporting facilities will only be introduced during the course of the 2017 academic year.

Enrolment for the 2017 academic year is already open and closes in October 2016. Parents and learners wishing to enrol at Nyukani in 2017 should waste no time but rush to register as space is limited and will be allocated on a **'First-Come, First-Serve'** basis. Nyukani has a strict policy not to exceed the adequate class size and optimum educator/learner ratio of 30 learners per class.

Program Directors, Ladies & Gentlemen; I am proud to announce that we have had a very good start at Nyukani. However, much as we are already an above-average school, we still have a long way to go to become world-class. For your information, average is in the middle of the world pack comparatively speaking. I pity Nyukani's management and educators though. They are in trouble. They will be challenge to become world-class. We will associate with schools in top-performing schools. We will arrange exchange programs with them so that we learn what they are doing right. However, in spite of our planned efforts, Nyukani is just a drop in the context of raising excellence, but it is a start. The noises coming out of MEC Panyaza Lusufi of Gauteng Education are encouraging though. Hopefully, other provinces will follow suit. The prosperity of South Africa to excel in terms of socio-economic development depends on raising the potential of the entire country. Compared to the top

performing international countries such as Singapore, Finland, Korea, Shanghai-China, Hong-Kong China, South Africa has a mountain to climb. Except for Korea and China, the other top performing countries are tiny, particularly Hong Kong and Singapore yet they are world beaters. The reason for the huge gap is because South Africa must start by closing the gap between rural schools and township schools, close the gap between township schools and the so-called former model c schools, close the gap between model c schools and private schools.

I asked NEC's educators what they thought the school's purpose was during the workshop we held at the beginning of the year to prepare for opening and they told me that it is to produce superior results. I was quick to correct them that NEC's purpose is to change society. The ultimate purpose of Nyukani is to change society. Commercial gain is not the only bottom line, hence the location of the school in rural area. By giving hope and giving ordinary people the opportunity to realize their dreams. How can you even begin to quantify the value of the socio-economic dividend Nyukani will produce in eternity by contributing scientists, investors, entrepreneurs not only to the Greater Giyani municipality, not only to Mopani district, not only to Limpopo province, not only to South Africa, not only to the African continent, but to the entire world. How can you quantify the catalytic role Nyukani will play just by giving the ordinary people of Homu 14B and surrounding villages, the people of Greater Giyani municipality hope, pride and confidence, dignity, something to brag about, something they can call their own, a landmark. How can you even begin to quantify the socio-economic impact Nyukani will have by breaking the cycle of generational poverty. For instance, one of my domestic employees, Lizer Makhubele comes from Mapayeni, a Homu 14B neighboring village only a few kms away from Nyukani. Her daughter Palesa will start schooling here at Nyukani in 2017. Obviously, there is hope for Palesa to realize her dreams.

Program Directors, Ladies & Gentlemen; it is my great pleasure and honour to present Nyukani; not only to the Greater Giyani community, but to Limpopo Province, to South Africa, to the Southern African Development Community (SADC), to the African continent, and to the entire world. Program Directors, Ladies & Gentlemen, allow me to end off by dedicating the school to all Nyukanites. Please allow me to do this part in true Xitsonga fashion. Eka wena Eric Sambo, ni vaseketeri va wena Mafumo na Thandiwe Mkhize, byelani vadyondzi, vadyondzisi, valanguteri ni vatswari leswaku Nyukani xikolo xa vona hi lexi, a va xi languteri

no xi hlayisi leswaku xi ta va vuyerisa. Eka nwina Ndhuna Mswazi, Ndhuna Mndlovu, Ndhuna Thandabantu na Ndhuna Mangombe, byelani vaaka tiko va mighanga wa nwina hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa, leswaku xi ta va wundlela vana. Eka nwina Ndhabezitha Homu VI, byelani vaaka tiko va tiko ra ka Homu hi ku angarhela leswaku xikolo xa vona hi lexi, languteri no xi hlayisa, leswaku xi ta va akela tiko. Eka nwina Pat Hlungwani, Mayor wa Greater Giyani Municipality, byelani vaaka tiko va Greater Giyani hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela tiko. Eka nwina Nkakareng Rakgoale, Executive Mayor wa Mopani District, byelani vaaka tiko va Mopani District hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela district. Eka nwina Ishmael Kgetjepe, MEC wa Education eka Limpopo Provincial government, byelani ndawulo ya nwina hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela ndawulo. Eka nwina Chupu Stan Mathabatha, Premier wa Limpopo Province, byelani vaaka tiko va Limpopo Province hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela province. Eka nwina Angie Motshega, Minister of Basic Education eka South African National government, byelani ndawulo ya nwina hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela ndawulo. Eka nwina Gedleyihlekisa Jacob Zuma, President wa Republic of South Africa, byelani vaaka tiko va South Africa hi ku angarhela leswaku xikolo xa vona hi lexi, a va xi languteri no xi hlayisa leswaku xi ta va akela tiko ra South Africa.

Program Directors, Ladies & Gentlemen; lastly, I would like to thank my family, both immediate and extended for supporting me in my endeavours and giving me the space to do what I enjoy, building companies and giving people hope. I wish my mother who passed on two years ago was here to witness this historic occasion.

Ladies & Gentlemen, the future beckons. Join us at Nyukani Giyani in preparing for it.

Ndza mi losa.