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Perspectives on Working for the Common Good and its Implications for Education and Training

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A research report submitted as a requirement for the Master of Education (by Coursework) degree to the Faculty of Humanities, School of Education, University of the Witwatersrand, Johannesburg.

2024

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ABSTRACT

The study aimed to explore the concept of working for the Common Good by providing a comprehensive understanding of the key notions and tenets associated with working for the Common Good. To achieve this, the study gathered insights from an extensive literature search and various actors across different backgrounds and contexts through a theory-landscaping review and semi-structured interviews.

The study focused on four working for the Common Good, related frameworks: Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development. These frameworks offer perspectives in dealing with challenges such as inequality, poverty, and unemployment. While historical elements such as justice, equity, and holistic well-being persist, the frameworks also address emerging challenges such as environmental sustainability, community empowerment, and the need for systemic change.

The theory landscaping review and the primary data from interviews revealed key perspectives on working for the Common Good, highlighting principles such as environmental stewardship, social justice, localised initiatives, the interplay between individual and common interests, volunteerism, perspectives beyond GDP, advocacy for structural changes, the importance of multi-disciplinary approaches, and interconnectedness in fostering the Common Good. The study found that these perspectives emphasised the importance of integrating environmental considerations into actions for the Common Good and addressing social, and economic concerns such as fair distribution of wealth and access to basic services. Further, it was revealed that education served as a catalyst by instilling values that enabled individuals to work for the Common Good and fostering a sense of responsibility for individuals to contribute meaningfully to society.

The study therefore noted that education has transformative potential to promote the Common Good, by emphasising transformative praxis, reflexive learning, and participatory approaches in education through environmental initiatives and sustainability. Education presented a promising framework for fostering societal change towards more just, sustainable, and equitable systems.

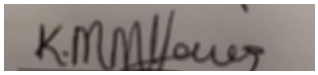
Based on these findings the study makes recommendations for the method, practice and for theory development in the domain of working for the Common Good. It is recommended that broader research with diverse samples and empirical studies be done on the practical applicability and effectiveness of the identified frameworks in real-world contexts.

DECLARATION

I, Kate Mlauzi, affirm that this research report titled,

"Perspectives on Working for the Common Good and Its Implications for Education and Training"

represents my original work. I have appropriately cited and acknowledged all sources referenced in this study and this work has not been presented previously for any other degree or examination at any other university.



Signature
Date: 15 March 2024

DEDICATION

I dedicate this master's degree to my daughter Refilwe Mlauzi whose birth has shown me that I am resilient and that I can soar to higher heights.

ACKNOWLEDGEMENTS

I extend my sincere appreciation to those who played a pivotal role in my journey of growth as a student, professional, and individual. Special gratitude is reserved for my supervisor Dr. Presha Ramsarup whose contagious enthusiasm and invaluable feedback, grounded in academic rigor and wisdom, have served as a constant source of inspiration. Dr. Ramsarup's guidance has been instrumental in my development, and I am forever grateful for the multitude of academic skills she has helped me cultivate. I also express my thanks to Professor Stephanie Allais for her unwavering support and enlightening teachings.

To my friend and colleague Victoria Hepplethwaite, I want to express my heartfelt gratitude for your unwavering presence on this journey. Your willingness to listen to my ideas, read my work, and provide invaluable feedback has been a cornerstone of my progress. Thank you for being a steadfast sounding board and for your enduring support. I am truly grateful for you.

My heartfelt thanks extend to my family and friends, whose support and belief in my capabilities fuelled my determination to achieve whatever goals I set my mind to.

A special acknowledgment is reserved for the Centre for Researching Education and Labour for their invaluable academic support and professional development throughout this process. I am deeply grateful to those actively contributing to the Common Good and those who participated in this study, providing essential data that made this project possible. Your contributions have been crucial to the success of this endeavour.

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BBREVIATIONS

BTI	Bertelsmann Stiftung
CPPP	Community-Public-Private Partnership
DUCT	Dusi uMngeni Conservation Trust
ESD	Education for Sustainable Development
GDP	Growth Domestic Product
GPI	Genuine Progress Indicator
ESE	Environment and Sustainability Education
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IPBC	Institute for the Promotion of the Common Good
MSEP	Mpophomeni Sanitation Education Programme
OECD	Organisation for Economic Co-operation and Development
PES	Presidential Employment Stimulus
PYEI	Presidential Youth Employment Intervention
REEP	Regional Environmental Education Programme
RU	Rhodes University
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
UMDM	uMgungundlovu District Municipality
WESSA	Wildlife and Environment Society of South Africa

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1. CHAPTER 1 – INTRODUCTION TO THE STUDY

1.1 Introduction

Globalisation has significantly transformed both economic and political landscapes worldwide. On one hand, it has accelerated urbanisation and promoted diversity. On the other hand, it has exacerbated inequalities and exclusion (Hogan, 2019). This often affects the flow of goods, services, and ideas across borders, resulting in the concentration of economic activities in certain urban centres, and only benefiting certain groups or regions while marginalising others. Thus, presenting complex challenges that impact the flow of goods, services, and ideas across borders.

In response to global challenges and changing societal needs, there has been a surge in new ideas and initiatives, prompting a fundamental reassessment of our approaches to work and development. Within this dynamic context, the concept of the *Common Good* holds a central position. While rooted in history, where it has served as a cornerstone in philosophical, political, and religious discussions, its contemporary significance is highlighted by a renewed sense of urgency and complexity due to complex emerging issues such as rising inequality, unemployment, and climate change impacts that are rooted in a poly-crisis[1]. At the same time the concept of the Common Good is shrouded in ambiguity and uncertainness making its practical application unclear.

Therefore, as societies grapple with issues ranging from climate change to socioeconomic inequality, understanding working for the Common Good becomes increasingly significant. This study therefore sought to understand the perceptions and practices of key actors engaged in initiatives of working for the Common Good through a theory landscaping review and key informant semi-structured interviews. This dual methodology allowed for a thorough examination of fundamental key notions and tenets underpinning efforts aimed at advancing the Common Good.

[1] According to the World Economic Forum (2023), a poly-crisis is a group of interconnected global risks with combined effects, where the total impact is greater than the individual risks' effects added together.

1.2 Background

In recent decades, growing inequality has emerged as a significant concern globally, with both vertical inequalities between the rich and poor, and horizontal inequalities among different societal groups persisting or worsening in many nations (ILO, 2021). The impacts of these two forms of inequality are seen through weakened social cohesiveness and the possibility of social unrest and conflict. In spite of these impacts, global inequality remains persistent, perpetuating socioeconomic exclusion and exacerbating disparities worldwide (United Nations Department of Economic and Social Affairs, 2020).

South Africa serves as an example of a country with entrenched inequality, given its historical legacy of colonialism and apartheid perpetuating socioeconomic disparities. The country grapples with high levels of unemployment, poverty, and inequality, with systematic exclusion of the black population from economic opportunities during apartheid continuing to shape its socioeconomic landscape (Francis and Webster, 2019). Despite three decades of democracy, wealth redistribution efforts have been inadequate, and income inequality persists, as reflected by South Africa's staggering Gini coefficient of 0.65, reported by the Bertelsmann Transformation Index (BTI) country report in Bertelsmann Stiftung (2022). The failure to address these systemic issues highlights the need to reform economic structures to promote inclusive growth and multidimensional human well-being (Francis and Webster, 2019). Moreover, the compounding effects of the COVID-19 pandemic, geopolitical tensions such as the war in Ukraine, and emerging economic challenges such as cost of living, social and political polarisation, food and energy supplies, and tepid growth outlined by the World Economic Forum (2023) further exacerbate global inequalities including that of South Africa. As a result, this has sparked debates on the need to prevent escalating social injustices and mitigate the impacts of a poly-crisis.

There has been a movement for a new way of organising the world order which revolves around various initiatives aimed at addressing increasing inequalities and promoting sustainability. One prominent approach is the Sustainable Development Goals (SDGs), which are a set of 17 global goals adopted by the United Nations in 2015, with goal 10 particularly focused on reducing inequalities within and among countries (United Nations, 2015). The other goals cover a wide range of issues, including poverty, climate change, and

environmental degradation, to achieve a more equitable and sustainable world by 2030. Additionally, commitments made by the United Nations encompass various agreements and treaties aimed at addressing global challenges, such as the Paris Agreement by the United Nations Framework Convention on Climate Change (UNFCC) (2015)on climate change. These commitments provide frameworks for international cooperation and collective action and present compelling avenues for new approaches to addressing global pressing issues that focus beyond capital, emphasising the importance of working together.

Within South Africa another prominent approach to prevent social injustice is the Just Transition Framework which has also gained traction globally, particularly in the context of transitioning to a low-carbon economy. The core ideas of the just transition framework emphasises the need to ensure that the shift towards sustainability does not disproportionately harm vulnerable communities or workers in industries undergoing transformation (Presidential Climate Commission, 2022). The framework focuses on equity, social justice, and inclusivity throughout the transition process. It further highlights efforts being made by South Africa to promote social and economic justice while addressing systemic inequalities within the industries undergoing transformation, linking this approach as part of a new way of addressing socio-economic issues.

Additionally, there are other initiatives that have been implemented across the globe that aim to empower communities. These initiatives include but are not limited to Corporate Social Responsibility by corporations and Community-Based Development initiatives by many Community-Based Organisations. The initiatives hence complement the SDGs and contribute to global efforts to promote equity, sustainability, and inclusive development.

The approaches mentioned above such as the Sustainable Development Goals (SDGs) and Just Transition Framework signify a shift towards new avenues of addressing socioeconomic issues, emphasising the importance of working together while addressing inequalities and promoting sustainability. These initiatives are fundamentally linked to ideas of working for the Common Good. However, the ethos guiding these initiatives remains unclear and little is known about how education can be enacted in the initiatives linked to working for the Common Good. Therefore, this study aimed to understand the key principles that underpin working for the Common Good initiatives and the implications for education and training.

1.3 Problem statement

Over the past few decades, the world has been faced with exacerbated inequalities and exclusions that have arisen from challenges such as climate change and economic inequality. These challenges take on different forms such as environmental degradation, monopolisation, racism, corruption, violence, and access to infrastructure that have resulted in different actors trying to find solutions or new ways of thinking to help curb inequality and exclusion. This has resulted in the resurgence of the Common Good framework, that is rapidly gaining traction in various societal spheres. For example, grassroots social movements that advocate for justice, equality, and environmental sustainability have brought attention to systemic issues that need to be addressed collectively at a local level (Tirole, 2017). Due to this, there has been a notable shift in societal values towards prioritising sustainability, equity, and social responsibility; prompting individuals, businesses, and governments to consider the long-term impacts of climate change and socio-economic inequality over short-term gains that do not benefit the society (Fioramonti, 2017).

The theoretical literature examined in this study showed that in the last decade, there has been a growing phenomenon of working for the Common Good that has been trying to develop new ideas and initiatives that reflect a shift towards more collaborative and inclusive approaches to address societal challenges and promote sustainable development. However, the concept of the Common Good is often used ambiguously resulting in misinterpretation and inefficient interventions. Murphy and Fox-Rogers (2015) contend that the concept of the Common Good is often perceived as unclear due to the diverse perspectives held by professionals. Similarly Locatelli (2018) states that there is a lack of consensus among key actors regarding the definition of the Common Good, leading to varied interpretations and priorities.

Furthermore, according to Lotz-Sisitka (2017) argues that UNESCO (2015) proposes that education is, or should be a Common Good in and of itself. According to the International Commission on the Futures of Education (2021) the 2021 UNESCO Futures of Education report emphasises that education should serve the common good by promoting global solidarity, sustainability, and social justice. It calls for education to go beyond individual achievement, focusing on collective well-being and addressing global challenges like inequality and

environmental degradation. The report advocates for reimagining learning spaces, integrating diverse contexts such as communities and digital platforms to support lifelong learning. Education, according to the report, should also foster empathy and cooperation to tackle shared global issues, framing it as a public good that helps build equitable and sustainable societies.

However, there is a dearth of literature concerning the role of education within the sub-field of education focusing on 'work for the Common Good.' The nexus between education and work raises key issues around how the Common Good arises. Ideas of how working for the Common Good can restore the economy, uplift communities, and promote social justice by addressing socio-economic issues resulting from the poly-crisis have not been sufficiently explored. Therefore, this study sought to investigate perspectives on working for the Common Good and how the role of education can be conceptualised therein.

1.4 Research Aim

Considering the problem described, as well as the debates and contestations raised through the literature review, this study aimed to provide a comprehensive understanding of the key tenets associated with working for the Common Good and exploring the implications of these tenets on education and training.

1.5 Research Questions

Main question:

What are some of the emerging key perspectives on working for the Common Good?

Sub-questions

1. What are the perspectives of main actors working with ideas of working for the Common Good?
2. How is the role of education and training envisaged within perspectives on working for the Common Good?

1.6 Overview of Chapters

Chapter 1 sets the stage by exploring the impacts of globalisation on economic and political landscapes, urbanisation, diversity, inequalities, and exclusion. It introduces the concept of the Common Good as a response to global challenges, emphasising its historical significance and contemporary relevance. The chapter highlights the ambiguity surrounding the practical application of the Common Good amid societal complexities. It outlines the study's aim to understand perceptions and practices related to working for the Common Good and the implications on education and training.

Chapter 2 is the literature review structured into five sections. With a recognised limited scope, it provides a brief history of the Common Good, defines its contextual nature, synthesises ideas from various fields such as urban planning, leadership, and work, and provides practical examples of initiatives addressing societal challenges. The chapter also explores different philosophical and theoretical frameworks underpinning the concept and discusses the potential role of education in promoting the Common Good.

Chapter 3 is the research design and methodology section. This chapter outlines the research design and methodology. It justifies the chosen research strategy, a theory-landscaping review, for its suitability in exploring new ideas, and semi-structured interviews to gain perspectives from key actors working with the notions of working for the Common Good.

Chapter 4 presents data from the theory-landscaping review conducted as part of the methodology. It extracts key notions shaping the discourse around working for the Common Good, presents them in frameworks, and illustrates their interconnectedness through a conceptual map. The chapter discusses implications for education and training based on the findings.

Chapter 5 presents the findings from primary data collection. The findings are drawn from interviews with main actors involved in initiatives for the Common Good. The chapter also discusses barriers identified by these actors and explores their perspectives on the role of education and training in advancing the Common Good.

Chapter 6 is the final chapter that synthesises the gathered insights, offering a comprehensive understanding of the key tenets associated with working for the Common Good. By incorporating perspectives from diverse actors and contexts, the study contributes to the ongoing discourse, providing a nuanced and holistic perspectives on the evolving landscape of working for the Common Good. The chapter concludes by summarising the significant findings and their implications for future research and practical applications.

2. CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

This literature review is structured into five sections, the first section traces the historical trajectory of the Common Good, providing context for its evolution over time. The second section looks at how the Common Good is defined and shows that it is contextually bound. The third section synthesises the broad ideas of authors writing about the Common Good in urban planning and leadership, and work, thereby offering insights into its diverse interpretations and applications. This section also delves into practical examples of the resurgence of the Common Good, with a focus on social action initiatives at different levels including the Presidential Employment Stimulus (institutional level), Envirochamps (community level) and volunteerism (individual level). These examples illustrate the tangible impact of how different initiatives are addressing societal challenges. The fourth section examines the various schools of thought that embody working for the Common Good, providing a nuanced understanding of the philosophical and theoretical frameworks that underpin this concept. Finally, the final section looks at the potential role of education in working for the Common Good.

2.2 A brief meander through six key schools of thought on the concept of the Common Good

The concept of the Common Good can be traced back to Western political thought although it was used figuratively, originating from ancient Greek philosophy, particularly to Aristotle (384–322 BC). Aristotle emphasised the importance of the Common Good in his political theory, linking it to the citizens' happiness and participation in public life (Jaede, 2017). Other ancient thinkers such as Cicero (106–43 BC) and Thomas Aquinas (1225–1274), associated the Common Good with people's welfare and justice, while scholars a few centuries later such as Thomas Hobbes (1588–1679) and John Locke (1632–1704) emphasised individual rights and material welfare.

In the 1800s and 1900s, the concept of the Common Good evolved amidst significant social, political, and economic changes. During this period, thinkers and social movements grappled with the balance between individual rights and the welfare of society. Utilitarian philosophers such as Jeremy Bentham and John Stuart Mill emphasised the maximization of happiness for

the greatest number of people, aligning with the notion of the Common Good (Driver, 2009). Social reformers like Jane Addams and the Progressive Movement in the United States advocated for policies and initiatives aimed at improving the conditions of the working class and marginalized communities, viewing the advancement of social justice and equality as integral to the Common Good (Tadesse and Elsen, 2023). Additionally, the rise of labour unions and socialist movements sought to address economic inequalities and promote collective well-being. In the context of religious ethics and social teachings, influential religious figures and movements, including Catholic social teaching and Protestant social gospel, emphasised the moral imperative of promoting the Common Good as part of fulfilling religious duties (Williams, 1993). The interpretation and application of the Common Good varied across different political ideologies and contexts, reflecting ongoing debates about the role of government, individual autonomy, and societal responsibility.

These reflections on the Common Good posit that it was used and taken as a guide for good social and political standing. In recent years however, the Common Good has regained academic relevance, sparking renewed discourse and operationalisation efforts. Scholarly discussions from authors like Micheal Sandel (2020) have made efforts to operationalise or put into practice the principles associated with the Common Good. Sandel (2020) looks at the negative consequences of the meritocratic system in society, and argues that in our modern world, the emphasis on merit and individual success has created a divide between the winners and losers, leading to a sense of inequality and a loss of the Common Good. He challenges the notion that success is solely based on individual effort and talent and states that, success is not solely determined by merit but also influenced by factors beyond an individual's control, such as luck, social circumstances, and the advantages they inherit. Sandel therefore proposes that instead of relying solely on merit, society should prioritise a more inclusive and morally grounded approach to distributing rewards and opportunities. Further Gutiérrez-González, Mejía-Toiber and Montaudon-Tomas, (2023) have studied and analysed the Common Good in various contexts, exploring its implications for different disciplines, and developing practical frameworks or strategies to promote the Common Good in society.

These studies therefore indicate a growing interest and commitment to exploring the relevance of the Common Good across various disciplines. As a result, despite its evolving interpretations, the concept of the Common Good remains a significant topic in

contemporary political discourse, philosophical, sociological perspectives. Through UNESCO, it has also become a key focus in educational discussions.

2.3 Defining the Common Good

The Common Good has often been a focal point of political discourse due to the concepts' brief history emphasising significance within the public sphere. As the use and resurgence of the term 'Common Good' has escalated, its meaning has become more fluid and multifaceted, prompting a re-evaluation in academic discourse to explore its plurality of meanings and potential forms of emergence. The Institute for the Promotion of the Common Good (IPBC), has operationalised the Common Good concept stating that the concept of the Common Good is inherently normative[2] (Nebel and Medina Delgadillo, 2022). They suggest that the Common Good serves as a guiding principle, a normative horizon that directs the development process towards a more humane society. The Common Good is depicted as a telos, a goal or endpoint towards which societal development should strive. This normative aspect of the Common Good is highlighted by its association with ethical principles such as justice, governance, stability, and agency.

Moreover, the IPBC stresses that the normativity of the Common Good is relational, implying that it is not an isolated concept but is interconnected with other normative dimensions. For instance, the pursuit of the Common Good involves balancing various aspects such as justice, governance, and stability. These dimensions are not considered independently but in relation to each other, leading to the possibility of multiple solutions within a shared normative framework. To operationalise the Common Good concept, the IPBC have expanded the concept into a matrix. Which is illustrated in figure 1 below.

[2] Meaning it establishes a standard or ideal of how things should be, guiding actions and decisions toward a perceived collective benefit.

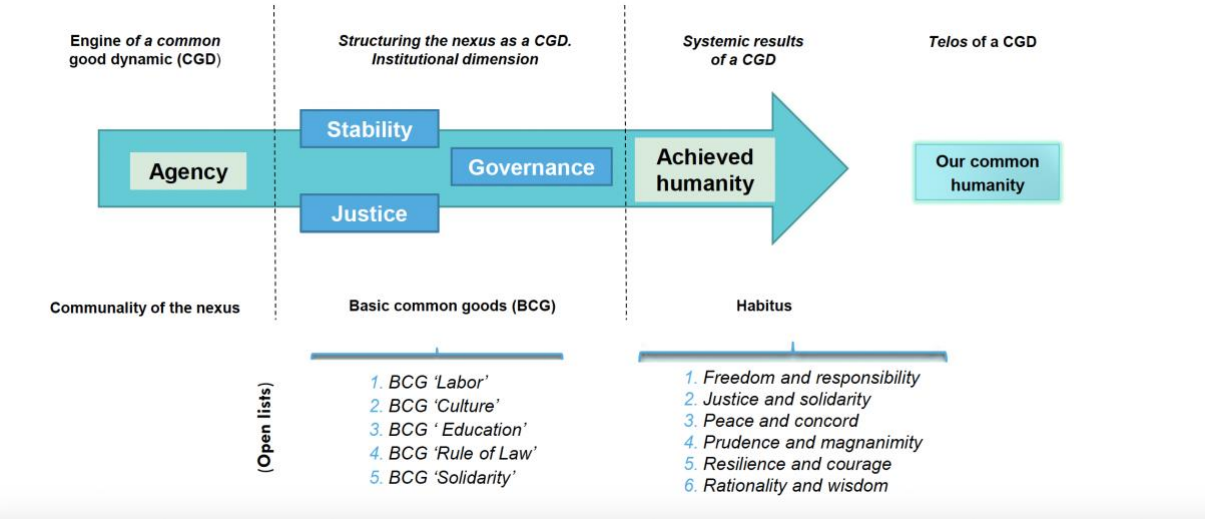


Figure 1 Common Good Dynamic matrix. Source: (Nebel and Medina Delgadillo, 2022, p. 70).

This matrix is utilised to illustrate the dynamics of the Common Good, providing a structured framework for understanding its complexities and interactions within communities. It evaluates the strength and quality of processes related to the Common Good, emphasising the importance of dynamic assessment rather than static outcomes. It delineates five normative drivers; humanity, governance, justice, stability, and agency, that collectively influences the direction and transformation of a nexus of Common Goods. The interrelatedness of these drivers is likened to engines steering a ship toward the overarching goal of humanity. Furthermore, the matrix highlights the concrete instantiation of abstract concepts like justice and agency through institutionalisation and social practices. The matrix is proposed as a flexible tool that respects the diversity of local contexts while providing a normative framework for evaluating Common Good dynamics. Finally, it highlights the evolving nature of humanity as a normative horizon and the relational nature of the matrix's normativity, allowing for diverse prioritisations within a shared framework. In addition, the matrix offers a structured, evolving framework (dialectical guidance) that helps navigate or guide understanding and decisions. At the same time, it remains open to multiple interpretations or outcomes (plurality of emergence), allowing for different forms or ways of developing within the same framework.

Other scholars such as Nebel and Garza-Vázquez (2022) have also tried to define the concept of the Common Good, stating that it revolves around the idea of promoting the growth and flourishing of social interactions, prioritising the interests of all individuals within a

community. This perspective, contrary to being dictatorial or conservative, fosters inclusivity, imagination, and originality, incorporating both the notion of the good life in politics and principles of justice and the rule of law.

The notion of the Common Good has drawn criticism for its potential to clash with liberal democratic principles which can be seen as a conservative form of democracy, with some arguing that it may infringe upon individual rights and minority rights by prioritising a collective good determined by the majority (John Rawls in Gutiérrez-González et al., 2023). From this perspective, decisions and policies should be evaluated based on their adherence to principles of justice rather than solely on their contribution to a generalised notion of the Common Good, thereby safeguarding social democratic ideals and fostering inclusive governance. However, there are differing viewpoints, such as Sandel's (2020) perspective, which suggests that the Common Good can be an overarching societal goal without threatening democracy.

However, despite these debates, achieving widespread commitment to the Common Good is a challenge and hinders equal access to social benefits. In a democratic country like South Africa, principles like equity, participation, transparency, and accountability are central to the fair distribution of essential services, ensuring all citizens can share in societal benefits (Lues, 2014). Despite this, obstacles persist, such as the issue of free riding. Free riding is a concept that is commonly used in various contexts such as economics and public goods provision, it refers to a situation where individuals or entities benefit from a shared resource, service, or collective effort without contributing their fair share or bearing their proportionate share of the costs or responsibilities associated with it (Cohen, 1991). Free riding is seen as a threat to advancing the Common Good because free riders reap the benefits of the Common Good without contributing, thereby undermining its sustainability (Velasquez et al., 1992). Similarly, corruption, and excessive wealth extraction at the expense of the majority is also seen as a threat. As a result, this results in unequal distribution of the burdens associated with securing the Common Good, which can breed perceptions of unfairness or injustice, further complicating efforts to pursue shared societal goals.

In sum, this literature so far shows that the Common Good is contextually bound. Its dynamics are further delineated through dimensions of agency, governance, justice, stability, and

humanity, with metrics developed to measure its impact across diverse communities. The Common Good serves as a normative principle, guiding collective actions toward community integration and the cultivation of human excellence. The literature also shows that certain constraints like the free-rider problem may prevent the full realisation of the Common Good.

2.4 Diverse perspectives of the Common Good in practice

This section discusses the broad ideas of the Common Good used by various authors within different work contexts. First, I present how the Common Good is used in work contexts using examples from planning, leadership, and the organisation of work to illustrate how they integrate the Common Good within their context of practice.[3] I then present examples from contexts of practice related to social action.

2.4.1 Understanding how the Common Good shapes contexts of work

2.4.1.1 Common Good within planning contexts

According to Jarenko et al. (2013), the concept of the Common Good is closely tied to broader notions of community well-being and objectives such as peace, justice, equality, and redistributive justice. In planning practices, professionals are supposed to uphold these notions mentioned above tied to the Common Good by engaging with the community, ensuring equitable access to resources, advocating for social justice policies, promoting environmental sustainability, fostering collaborative decision-making, and upholding ethical principles in their practice (Murphy and Fox-Rogers, 2015). Planning practices have significant transformative power and involve both formal planning processes carried out by decision-makers (such as planners and officials) and informal practices, which are how people actually live and interact together, leading to continuous adjustments and adaptations of both material and cultural aspects of urban life (Boniburini, 2013).

The literature here on planning practices suggests that the Common Good in urban planning and society is significant. It suggests that public space is not only a physical entity but also a social policy, providing essential services and activities accessible to all individuals. These services range from education to health, recreation to culture, and learning to work. The

[3] There are numerous examples of how the Common Good is applied in various work contexts, such as care work and health professions. These three examples were selected because I found literature that directly connects them to the Common Good.

literature highlights that, urban planning approaches should prioritise the Common Good over the interests of economic growth. Planning practices should advocate for a fair allocation of utilities and resources, ensuring that everyone, regardless of their social, cultural, or economic background, has access to and can benefit from public spaces and communal functions. This highlights the importance of public space as a reflection of societal values and the Common Good, and it calls for urban planning practices that prioritise the well-being and inclusivity of all members of society.

However, there are nuanced complexities surrounding the concept of the Common Good within urban planning. This is because there is a lack of consensus among planners regarding the role of the Common Good and its application and definition in planning practices (Murphy and Fox-Rogers, 2015). This shows that planners hold diverse views on the Common Good in planning. Some see it as a way to balance competing interests, while others view it as a means to mitigate negative development impacts or serve the general public's interests. This raises doubts about whether those who cannot define the Common Good can effectively use it as a guiding principle in their work. It further highlights the complexity and ambiguity surrounding the Common Good concepts, reflecting the challenges planners face in incorporating this concept into their decision-making processes.

2.4.1.2 Common Good within leadership contexts

The discourse on theorising the Common Good in leadership began around two decades ago with pioneers like Crosby and Bryson (2005), who laid the foundation for conceptualising leadership to communal welfare. Chrislip and O'Malley, (2013) expanded on this framework with some ambiguity in their definition of the Common Good, proposing skills and virtues that, while valuable, lacked a direct connection to communal benefit. Watt (2009) introduced civic leadership, emphasising a shift from individual to collective interests, while Starrat (2001) advocated for democratic leadership, urging the mobilisation of communities for shared goals. Similarly, Lorenzi (2004) proposed prosocial leadership, focusing on the positive impact individuals can have on societal well-being. More recently, Gutiérrez-González et al., (2023), tried to provide a much more multidimensional definition of leadership within the context of working for the Common Good, stating that individuals are required to possess integrity, high ethical values, and compassion. They are additionally required to be

considerate, constructive, collaborative, committed, and have self-control, with a clear vision and community orientation to achieve the Common Good (Gutiérrez-González et al., 2023).

In essence, the discourse on leadership for the Common Good highlights the ongoing quest to cultivate leadership practices that prioritise the well-being of communities and societies, highlighting the need for clarity, diversity of approaches, critical analysis, and empirical research to effectively advance leadership for the Common Good.

2.4.1.3 Common Good of the organisation through work contexts

In organizations, work serves as more than just a means of production, it's a transformative activity. Work is about nurturing not only technical skills but also fostering artistic and moral virtues among employees. This holistic approach aims to contribute to the broader Common Good, promoting both human flourishing and societal well-being (Sison and Fontrodona, 2013).

Achieving the Common Good within an organisation, hinges on the cultivation of virtuous work practices. This involves prioritising moral development and fostering cooperation among employees (Pinto, 2017). Moreover, the promotion of moral growth within the organisation is considered a shared benefit, aligning with the well-being of both the community and its individuals (Arjoon, Turriago-Hoyos and Thoene, 2018). In addition, when organisations actively support the moral and virtuous development of their employees, they contribute not only to the organisation's Common Good but also to society at large. This creates a culture of cooperation and mutual support, where employees can collaborate effectively and engage in productive activities that further the organization's goals and societal welfare.

In relation to the Common Good, the perspective of virtuous work suggests that organisations play a vital role beyond profit-making or fulfilling specific objectives. Instead, they become agents of positive change within society by fostering environments where employees are encouraged to develop morally, artistically, and technically. This approach to the Common Good emphasises the interconnectedness of individuals within organisations and society. It suggests that when organisations prioritise the moral development of their employees and create conditions for virtuous work, they not only enhance their own success but also

contribute to societal flourishing. As a result, the Common Good is achieved through a symbiotic relationship between organisational goals and societal well-being, with employees acting as active participants in this process.

In summary, from what we can see above, the Common Good emerges as a central theme across various spheres, including planning practices, leadership, and organisational dynamics. Key aspects such as community engagement, social justice advocacy, ethical principles, moral virtue, and collaborative decision-making highlight the importance of aligning actions with the collective well-being. Despite stemming from different schools of thought, these perspectives converge on the significance of promoting peace, ethics, justice, equality, and environmental sustainability for the Common Good. Whether in professional practices, leadership roles, or organisational frameworks, the emphasis remains on fostering integrity, compassion, and a community-oriented vision to contribute to societal well-being.

2.4.2 Examples of the Common Good from social action contexts

According to Snyder (2011), social action is initiated by individuals, organisations, and groups out of personal choice and without any mandatory obligations. It encompasses behaviours such as charitable giving and volunteering, as well as broader initiatives like community organisations and social movements collaboratively striving to better their localities and society as a whole. These endeavours collectively represent people's attempts to address societal issues through various forms of social action. Three examples are presented below. These three were selected because the key actors and stakeholders interviewed, who are engaged in work for the Common Good, frequently referenced them.

2.4.2.1 The Presidential Employment Stimulus (PES)

The Presidential Employment Stimulus (PES) was launched in October 2020 in South Africa as part of the country's Economic Reconstruction and Recovery Plan, aimed at mitigating the economic impacts of the Covid-19 pandemic. The PES builds upon the Expanded Public Works Programme and serves as an ‘innovation sandbox’ to expand publicly funded jobs and livelihood opportunities on an unprecedented scale. Within less than two years, the PES reached over 1 million direct beneficiaries, demonstrating its significant reach and impact (The Presidency, 2023). It is one component of a comprehensive suite of programs

coordinated by the Project Management Office in the Presidency, which collectively aims to drive structural reforms and enable employment creation.

Within PES, Operation Vulindlela is one of the programs that was developed, focusing on addressing the structural barriers that limit the private sector's ability to generate more employment opportunities in the economy. The Presidential Youth Employment Intervention (PYEI) is another initiative included, which seeks to enhance existing programs, accelerate progress, foster innovation, and create pathways to employment for young people at a large scale. The PES specifically supports the goals of the PYEI by providing direct employment opportunities for youth. In return, the PYEI assists the PES through mechanisms such as its National Pathway Management Network.

Through the Presidential Employment Stimulus, the Social Employment strategy aimed at working for the common was developed. The strategy aims to empower civil society organizations to create employment opportunities by leveraging their existing work (The Presidency, 2023). It focuses on enabling community-driven solutions to local issues, thereby strengthening development implementation capacities within communities. This strategy is part of the Department of Trade, Industry and Competition's support for the Social and Solidarity Economy, with the Industrial Development Corporation (IDC) serving as the fund manager for the Social Employment Fund.

In summary, the discussion above illustrates that overall, the Social Employment strategy approach to the Common Good centralises employment creation. With the underlying belief that employment opportunities benefiting communities and contributing to their sustainable development will uplift individuals and society. This approach covers a wide range of areas and allows for community-defined priorities. Through the Social Employment Fund, projects are being implemented across various communities in South Africa, aiming to serve the Common Good. This concept of serving the Common Good is broad and allows communities to define their own priorities. As a result, community members can develop initiatives that aim to address various social issues while providing opportunities for community members to actively contribute to their own development and the betterment of society, essentially contributing to the Common Good.

2.4.2.2 The EnviroChamps program through the Mpophomeni Sanitation Education Programme

The Citizen-Based Water Quality Monitoring Initiatives in KwaZulu-Natal, South Africa, particularly through the Mpophomeni Sanitation Education Programme (MSEP), engages youth via dedicated groups known as EnviroChamps. This initiative originated from a collaborative effort between the uMgungundlovu District Municipality (UMDM) and the Dusi uMngeni Conservation Trust (DUCT) (Ward, 2016). Through this collaboration, environmental work for the Common Good is underway, primarily focusing on enhancing the environment and improving water quality in Mpophomeni, KwaZulu-Natal, South Africa. A significant aspect of this effort involves addressing the continuous discharge of raw sewage into local streams from a malfunctioning sewage system. The EnviroChamps have gained recognition for their success in collaborating with various stakeholders to tackle overflowing manholes in Mpophomeni, generating widespread interest in the water sector.

Support for their achievements comes from organisations with a vested interest in water quality, including UMDM, DUCT, the Wildlife and Environment Society of South Africa (WESSA), and WWF-South Africa. Utilising a Community-Public-Private Partnership (CPPP) model, the initiative emphasises collaboration between communities, government, and private sectors to empower local decision-making and accountability while effectively leveraging resources (Ward, 2016). Through innovative payment systems and educational programs like *Learn for the Future*, the initiative fosters young people's agency for change and promotes sustainable environmental stewardship. Information and Communication Technology (ICT) innovations and knowledge commons development are utilised to enhance citizen science and civic action (Lotz-Sisitka, Ward, Taylor, Vallabh, Madiba, Graham, Louw, and Brownell, 2022).

The EnviroChamps programme embodies working for the Common Good through its approach to environmental improvement, community engagement, collaborative partnerships, youth empowerment, and promotion of civic action. By focusing on enhancing the environment and addressing water quality issues in Mpophomeni, KwaZulu-Natal, the initiative directly serves the well-being of the community. Through programs like the EnviroChamps, youth are actively engaged and empowered to take leadership roles in environmental stewardship, fostering a sense of ownership and responsibility among

residents. Collaborative partnerships between government, non-profit organisations, and private sectors demonstrate a collective commitment to addressing common challenges and leveraging resources effectively.

2.4.2.3 Volunteerism

The notion of volunteering aligns with the concept of working for the Common Good by highlighting how volunteerism contributes to both societal well-being and individual development. Volunteerism, as defined by Snyder (2011), is a form of social action undertaken voluntarily, driven by personal values, humanitarian concerns, and a desire for personal growth. Activities of volunteerism range from several services, including companionship for the lonely, tutoring of the illiterate, counselling for the troubled, and healthcare for the sick. By engaging in volunteer-related activities, individuals and organisations positively impact their society while also experiencing personal benefits. This aligns with the notion of working for the Common Good, as volunteers dedicate their time and efforts to serve others without coercion or obligation, motivated by a sense of altruism and the desire to make a positive difference. Furthermore, volunteerism has a profound impact on individual well-being, emphasising how volunteers tend to enjoy better mental and physical health, greater functional ability, and reduced depression (OECD, 2015). This suggests that by contributing to the Common Good through volunteerism, individuals not only benefit society but also enhance their own overall well-being, reinforcing the interconnectedness between personal fulfilment and collective welfare.

In summary, the examples provided above show how significant social action is in advancing the Common Good. Whether through government-led initiatives, community-based efforts, or individual volunteerism, the overarching goal remains the same, to address societal challenges and promote collective well-being. This highlights, personal choice, collaborative partnerships, and innovative approaches in tackling complex issues faced in societies.

2.5 Building a landscape view of the theory of the Common Good

While the Common Good is theoretically eclectic and ambiguous, in the section below I attempt to organise four theoretical conceptualisations that can guide Common Good theorising from the perspectives of various schools of thought. They offer philosophical and

theoretical foundations that underlie the Common Good concept. Specifically, the focus is directed toward four prominent frameworks: Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development.[4] These frameworks represent Common Good notions presented by authors striving to redefine economic and social paradigms in ways that prioritise societal well-being and the environment. I do acknowledge that there are other frameworks for the Common Good across various disciplines, each offering valuable perspectives and insights. However, these four were selected for this study because they are widely recognised. Their prominence across different sectors made them particularly relevant for analysing the complex, interconnected issues this research seeks to address.

2.5.1 Doughnut Economics as a framework for working for the Common Good

The Doughnut Economics framework was developed by (Raworth, 2017) presenting an alternative economic model focused on ecological boundaries and human well-being. It introduces the concept of the doughnut as a visual framework for rethinking economics which is presented in Figure 2 below as two concentric rings:

[4] Given the scope and requirements of a master's by coursework and research report, it was necessary to focus on a manageable number of frameworks to allow for a more in-depth exploration of their principles and applications. This approach ensured the feasibility and that I provided a depth of analysis needed to meet academic standards while providing a comprehensive understanding of working for the Common Good

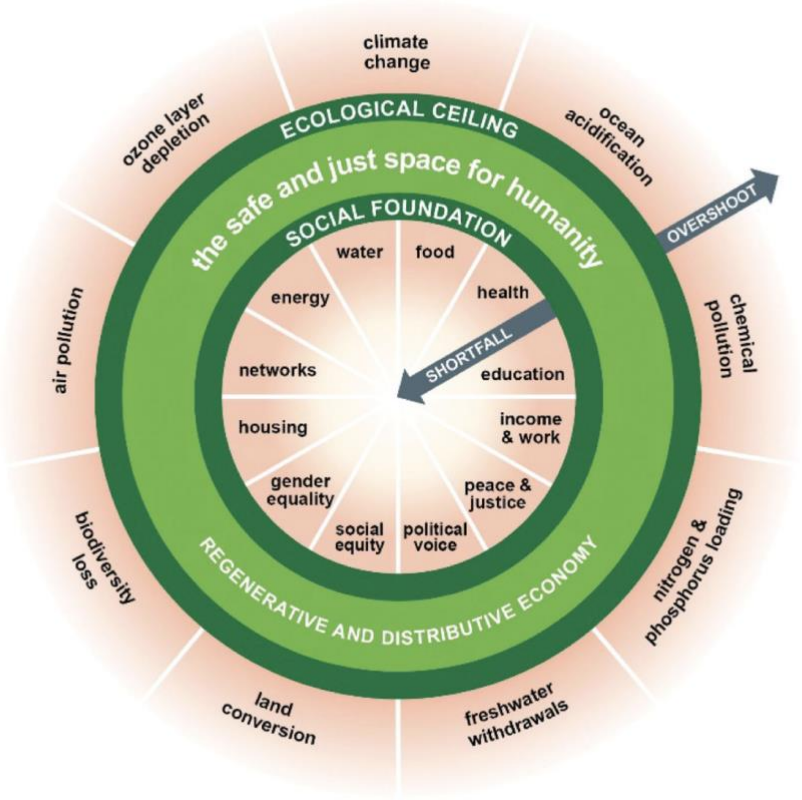


Figure 2. The doughnut of social and planetary boundaries. Source: (Raworth, 2017, p.44)

The inner ring of the framework represents the social foundation, defining the minimum standards of well-being that every person should have, which includes access to food, healthcare, education, and political voice whilst the outer ring represents the ecological ceiling, which portrays the planetary boundaries within which we must operate to avoid environmental degradation.

The framework presents an alternative economic model because its main argument is that traditional economic theories, cantered around perpetual growth and maximizing Gross Domestic Product (GDP), have failed to consider the social and environmental consequences of such an approach. As a new economic model, the Doughnut Economics framework, aims to balance the needs of people within the constraints of the planet's resources. As a result, it advocates for collaborative, interdisciplinary approaches and calls for a fundamental transformation of our economic thinking and systems by adopting the seven principles that have been outlined in the model by Raworth (2017) as:

1. The goal should be changed: Instead of focusing solely on GDP growth, the goal should be to ensure that no one falls short of the social foundation while also respecting planetary boundaries (p.39).
2. We need to see the big picture: This should be done by recognising the interconnectedness of social, economic, and environmental systems, and considering their complex interactions when making policy decisions (p.43).
3. We need to nurture human nature: We do this by challenging the assumption of self-interested individuals in economic models and recognising the importance of cooperation, reciprocity, and fairness (p.90).
4. We need to get savvy with systems: We need to understand that economic systems are complex and dynamic and develop policies that consider feedback loops, non-linear relationships, and unintended consequences.
5. We need to design to distribute: We do this by promoting economic structures and policies that reduce inequality and ensure the fair distribution of resources, wealth, and power (p.138).
6. We need to create to regenerate: This is done by transitioning from the linear 'take-make-dispose' model of production and consumption to a circular economy that minimises waste, maximises resource efficiency, and regenerates natural systems (p.176).
7. We need to be agnostic about growth. We need to recognize that growth is not the only path to progress and that in some cases, it may be necessary to prioritise social and environmental well-being over GDP growth (p.63).

The Doughnut Economics framework hence offers a transformative vision for fostering the Common Good by redefining economic objectives and principles. It emphasises the interconnectedness of social, economic, and environmental systems, urging policymakers and stakeholders to adopt holistic approaches to decision-making. By prioritising equity, sustainability, and well-being over GDP growth, the framework guides actors in enacting policies that ensure fair distribution of resources, promote environmental stewardship, and enhance societal resilience.

However, even though Doughnut economics provides an alternative framework for rethinking economics, the framework has been criticised for overlooking concerns about economic

progress. There are two main critics to the framework, which is firstly, that it will not have the ability to balance the social foundation ring with the limits of the ecological circle ring suggesting that achieving well-being levels comparable to those in wealthy countries requires unsustainable GDP growth (Bonilla, 2022). Secondly, the framework has been criticised for lacking scientific rigor and failure to adequately depict causal relationships making it a superficial framework (Bonilla, 2022). The framework therefore tends to portray a normative stance and paints a picture of what societies can aspire to be. It does not particularly address the practical implementation and balancing economic development, social foundations, and ecological limits.

2.5.2 Well-being Economy as a framework for Working for the Common Good

The Well-being Economy was developed by Lorenzo Fioramonti in 2017 particularly for South Africa and looks into the necessity of transitioning from the reliance on GDP growth as the primary measure of economic success, attributing it to various social and environmental challenges, including inequality, environmental degradation, and societal discontent. The framework is about a shift towards a well-being economy, proposing eight key ideas to redefine economic priorities as outlined by Fioramonti (2017) as:

1. We need to rethink success as economic growth alone, as it is not an accurate measure of societal progress. Success should be defined and measured in terms of well-being, happiness, and sustainability (p.27).
2. We need to look beyond GDP as it is an inadequate indicator of progress and well-being as it fails to capture important aspects of people's lives and the overall health of societies. We should use alternative indicators, such as the Genuine Progress Indicator (GPI), which accounts for social and environmental factors (p.37).
3. We need holistic well-being to consider multiple dimensions of well-being, including social, psychological, and environmental aspects, and policies should be designed to enhance these aspects and promote a high quality of life for all citizens (p.37).
4. We need to redefine wealth and not solely see it as financial and material assets but social capital, natural resources, and human capacities (p.50).
5. We need to shift towards more localised and decentralised economies that empower communities and regions to have more control over their resources and decision-

making processes so we can have more sustainable and resilient economic systems (p.125).

6. We need participatory democracy for greater involvement of citizens in decision-making processes to ensure that policies align with their well-being aspirations and foster social cohesion and accountability (p.125).
7. We need to align economic models with the United Nations' Sustainable Development Goals (SDGs). These must be integrated into national and local strategies to achieve a more sustainable and equitable future (p.22).

This framework calls for a fundamental re-evaluation of economic priorities, centring well-being as a societal goal. However, entrenched thinking, power imbalances, and institutional obstacles have been identified as barriers to implementing the Well-being Economics frameworks (Mason and Büchs, 2023). This is because transformative change faces significant challenges, especially when existing systems resist such shifts, limiting the potential for narrative changes within the well-being economy discourse. As a result, even though the Well-being Economy framework offers a compelling pathway towards prioritising well-being, sustainability, and equity in economic models, overcoming entrenched barriers remains essential for its successful implementation and realisation of its potential benefits for the Common Good.

2.5.3 Economics for the Common Good as a Framework for Working for the Common Good

The Economics for the Common Good framework was developed by Jean Tirole in 2017. It explores the role of economics in addressing contemporary societal challenges and promoting the Common Good. The main argument that is made in the framework is that economists should not solely focus on theoretical models and market efficiency but also actively engage in the pursuit of social welfare and public interest to balance economic theory with a deep understanding of real-world complexities and human behaviour. The following five points are made by Tirole (2017):

1. Economics should serve as a tool to analyse and address pressing issues such as inequality, climate change, technological disruption, and the shortcomings of market mechanisms (p.69).

2. Policymakers, economists, and society should consider the long-term consequences and externalities of economic actions (p.82).
3. Collaboration between economists, policymakers, and citizens is important in shaping economic policies that promote fairness, sustainability, and the Common Good (p.69).
4. Interdisciplinary approaches should be adopted to encourage economists to engage with other social sciences, as well as to actively communicate economic insights to the public (171).
5. A more comprehensive and human-centric approach to economics is required so that economists have a responsibility to contribute to society by using their expertise to design policies and institutions that enhance social well-being, reduce inequality, protect the environment, and foster sustainable economic development (p.83).

The Economics for the Common Good framework presents a call to action for economists to embrace a broader perspective that incorporates social welfare and the Common Good. It encourages economists to engage with real-world challenges and work towards creating a more equitable and sustainable society through thoughtful economic analysis and policy recommendations. However, while the framework advocates for a focus on the Common Good, it does not offer a clear guidance on how to achieve this goal in real-world economic contexts.

2.5.4 A Common Good Approach to Development as a Framework for Working for the Common Good

The Common Good approach to Development is a framework developed by Nebel and Garza-Vázquez in 2022. This approach emphasises the dynamics of a society's commons systems and their equilibrium and how they are essential to achieving both human and sustainable development (Nebel and Garza-Vázquez, 2022). It looks at how these Common Goods equilibrium systems develop, stabilise, and form. The core questions that this framework tries to answer are, how do we govern common commodities and how do they organise? Are there systems of Common Goods that are more and less human? Can we eventually pinpoint some normative core factors that are in control of these complex equilibriums and push them in the direction of a more harmonious coexistence?

The main point being made in the framework is that there is a need for a shift towards a Common Good approach to development, which necessitates the creation of a practical tool to supplement existing indicators of social progress. Traditional indicators often rely on aggregated individual data, which overlooks systemic interactions and the interconnectedness of institutions, values, and practices within societies (Nebel, 2020). To address this limitation, the Common Good approach to Development framework proposes a matrix (see Figure 1) focusing on *commons*, which are those aspects of society that are collectively valued, produced, shared, and benefited from. This new metric emphasises how collective goods are generated within society, providing a more comprehensive understanding of development. By highlighting the structural and relational aspects of development, this approach aims to improve the conceptualisation of development and the formulation of social policies to enhance people's lives thus working for the Common Good.

The limitation of this framework is that it does not deal with environmental considerations adequately. While it emphasises societal commons systems, it overlooks the crucial role of environmental resources in sustainable development. This omission undermines the framework's comprehensiveness and relevance in addressing current development challenges as they are linked to climate change for instance. The framework also raises normative questions about the governance and organization of Common Goods systems. However, it may be limited by its implicit assumptions about what constitutes 'good' or desirable outcomes. Without a clear criterion for evaluating these normative principles, it becomes difficult to apply the framework practically.

2.6 The Role of Education in Working for the Common Good

Lotz-Sisitka (2017) delves into the potential role of education in promoting the Common Good and fostering a humanising approach that considers the well-being of both humans and the environment. She contends that education should not merely transmit knowledge but also encourage transformative praxis and ethical dynamics related to being and becoming in the world. O'Donoghue (2014) complements this perspective by advocating for a transformative vision of education, particularly in the realm of Education for Sustainable Development (ESD), as a crucial process for addressing contemporary challenges and achieving the Common Good. His emphasis lies in transcending conventional paradigms through Situated,

Participatory, and Action-oriented Learning, fostering reflexive, co-engaged educational practices. O'Donoghue (2014) argues that such transgressive education, by integrating environmental knowledge and utilizing frameworks like Cultural-Historical Activity Theory, can drive societal change toward more just and sustainable social-ecological systems. In another study, Mandikonza and Lotz-Sisitka (2016) explore the role of academic professional development activities, specifically the Rhodes University/Southern African Development Community Regional Environmental Education Programme (RU/SADC REEP) International Certificate in Environment and Sustainability Education (ESE) course, in fostering education for the Common Good. Their work emphasises the transformative potential of mediation in teacher education practices, leading to changes in socio-cultural structures and individual practices, aligning with the Common Good. Lotz-Sisitka, Mukute, Chikunda, Baloi and Pesanayi (2017) further contribute to the discourse by exploring case studies employing change laboratory expansive learning processes. Their research encompasses diverse contexts, highlighting that education, when approached as a dynamic and participatory process, can lead to norm transgressions and transformative agency at various levels, practices, power relations, cognitive justice, and relationships. In relation to working for the Common Good, education and the Common Good advocates for a deeper understanding of transgressive dynamics in expansive learning to disrupt and transform cultural and structural norms, thereby advancing education for sustainability and the Common Good.

Perspectives from these authors highlight the transformative potential of education in promoting the Common Good. By emphasising transformative praxis, reflexive learning, and participatory approaches within educational frameworks, their work presents a promising structure for fostering societal change towards more just, sustainable, and equitable systems. Through initiatives like the Rhodes University (RU)/Southern African Development Community Regional Environmental Education Programme (SADC REEP) International Certificate in Environmental and Sustainability Education (ESE) course and expansive learning processes, education emerges as a key driver in disrupting and transforming cultural and structural norms, ultimately advancing education for sustainability and the Common Good.

2.7 Conclusion

The four frameworks presented here for working for the Common Good show that there are inherent complexities and challenges associated with pursuing the Common Good, particularly in the face of differing perspectives and interests. Velasquez, Andre, Shanks, Meyer and Meyer (1992) highlight the subjective nature of determining what constitutes the Common Good, leading to potential disagreements and difficulties in garnering widespread commitment. From an economics and development perspective, several factors need to be in place for the Common Good to be realised, firstly, Lues (2014) emphasises the importance of active citizenship in ensuring the realisation of the Common Good. Secondly, hurdles in addressing inadequate service delivery and corruption need to be overcome. Critically, the Doughnut Economics framework and the Wellbeing Being economy framework overlook the systemic inequalities and power dynamics that are inherent in our societies, including issues of free riding, individualism, and unequal distribution of resources. This is particularly important in democratic contexts like South Africa where principles of equity, access to services, and social benefits and participation are paramount.

To address these shortcomings, a more inclusive and equitable approach to promoting the Common Good is needed, one that actively engages marginalised voices and addresses structural injustices. Working for the Common Good, in particular, involves not just addressing economic inequalities but dismantling systemic barriers to equity and justice, ultimately fostering a more inclusive and participatory society. This means that work for the Common Good goes beyond theoretical discussions and engages in practical actions that redistribute resources, power, and opportunities, creating tangible improvements in people's lives.

In conclusion, this chapter has provided a comprehensive exploration of the concept of the Common Good across various areas, ranging from historical perspectives to practical examples and theoretical frameworks. The chapter highlights the complexity and challenges associated with pursuing the Common Good, particularly in navigating differing perspectives and interests. While scholars have made significant strides in conceptualising and operationalising the Common Good, gaps remain in addressing systemic inequalities, power dynamics, and structural barriers. From the economics and development standpoint, the

frameworks presented, such as Doughnut Economics, Wellbeing Economy, Economics for the Common Good, A Common Good Approach to Development, offer valuable insights and pathways for promoting the Common Good. However, there is insufficient evidence on the empirical applicability of these frameworks.

Moreover, education emerges as a key driver in promoting the Common Good, especillay in the context of dismantling systemic barriers. The literature review further revealed that education is seen to be transformative due to its ability to link the society and communities with the environment which are important features for working for the Common Good. In this sense, the role of education contributes not just to the theoretical Common Good but also to the active process of working for it, by cultivating awareness, equity, and civic responsibility. Therefore, the potential role of education in the Common Good was examined in this study to expand on the emerging work in this field by understanding the perspectives of key actors on whether education can indeed serve as a tool to dismantle systemic barriers and foster social justice, contributing to both the theory and practice of the Common Good. The study also sought to understand the key notions and key tenets related to the Common Good to offer in-depth understanding of how the concept is being used.

3. CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

To answer the research questions in Chapter 1, it was essential that the methods used in this study stood up to scrutiny. Henn, Weinstein, and Foard (2009) define a method as a range of techniques available to us to gather evidence about the social world. The study employed two methods of data collection, a theory-landscaping review which is a type of theory-mining review, and semi-structured interviews. The theory-landscaping review provided an overview of the study without excluding grey literature or unpublished studies and evaluated the quality of the selected literature. Conducting semi-structured interviews enabled me to examine the key concepts in relation to working for the Common Good. This guided the examination of how contemporary ideas of working for the Common Good can be adapted to accommodate the Common Good ideology.

3.2 Research approach

The study used a qualitative research approach. This approach allowed for a deep exploration and understanding of the complexities, perspectives, and experiences (Creswell, 2007) relating to working for the Common Good. Through methods such as interviews, observations, and analysis of texts and documents, qualitative research enabled the collection of rich, contextualised data that captured the subjective interpretations and narratives of individuals (Sutton and Austin, 2015) involved in initiatives aimed at promoting the Common Good. By emphasising the in-depth examination of meanings and contextual understanding, the qualitative research approach provided a comprehensive and nuanced understanding of the topic, facilitating the identification of key themes, challenges, and opportunities that contribute to the advancement of knowledge in this field (Aspers and Corte, 2019).

3.2.1 Research paradigm

Interpretivism was adopted for this study due to its ability to enable me to focus on understanding the subjective meanings, interpretations, and social constructions of individuals involved in initiatives aimed at promoting the Common Good. This approach recognised the diverse perspectives and contextual factors that shaped people's

understanding of what constitutes the Common Good and how it can be achieved (Chowdhury, 2014). It facilitated the capturing of nuances, personal narratives, and socially constructed meanings associated with working for the Common Good, shedding light on the intricate dynamics, challenges, and opportunities within this domain. Interpretivism enabled me to give voice to the participants, understand the multiple layers of meaning and interpretation, and generate rich, contextualised insights that can inform practice, policy, and further research in the pursuit of promoting the Common Good (Wellington and Szczerbinski, 2007).

This study used an exploratory methodology to delve into the novel ideas and concepts surrounding working for the Common Good while adhering to the interpretive paradigm. Given the emergent nature of this topic, an exploratory approach allowed me to investigate and generate initial insights, hypotheses, and understandings to investigate the problem which was not clearly defined (Swedberg, 2020). Through the literature review, interviews, and observation, the exploratory methodology provided a flexible and open-ended framework for data collection and analysis (Makri and Neely, 2021). It enabled me to explore a wide range of perspectives, gather diverse viewpoints, and identify key themes and patterns that contributed to the understanding of working for the Common Good (Blumberg, Cooper and Schindler, 2014).

3.3 Sampling and target population

The sample size for this study encompassed 10 individuals who were engaged in activities or initiatives aimed at promoting the Common Good within a specific context. The target population included practitioners, economists, and individuals who actively participated in or supported projects related to social justice, environmental sustainability, education, or any other dimension associated with the Common Good. Table 1 provides an overview of the sample size.

Table 1 Sample and target population

Participant	Role/Position	Area of Expertise/Focus
Participant 1	Founder and Director of an NGO	Environmental Awareness, Conservation, Sustainable Development
Participant 2	Chair of Environment and Sustainability Education	Environmental and Sustainability Education
Participant 3	Director	Climate Resilience, Gender and Social Inclusion, Rural Development
Participant 4	Head of Project Management Office	Youth Employment
Participant 5	Dean, Education Faculty	Education, Sustainability
Participant 6	Sustainability Coordinator	Education for Sustainable Development (ESD), Capacity Building in SADC
Participant 7	Academic	Education, Knowledge, Work, Economic and Social Justice
Participant 8	Social Movement Practitioner / Director of NPO	Social Justice, Non-Profit Leadership
Participant 9	Economist	Economic Growth, Employment, Regulatory Challenges
Participant 10	PhD Candidate	Environmental Education, Economics, Decoloniality, Curriculum and Transformation

These individuals were chosen because of their expertise, experience, and active involvement. They further possessed first-hand experience and insights into the challenges and opportunities associated with working towards the Common Good. As a result, their practical knowledge provided concrete examples, case studies, and real-life perspectives that enriched the study's findings.

Purposive sampling was employed in this study to ensure the selection of participants who possessed specific characteristics or experiences relevant to the research objectives (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters and Walker, 2020). To gain in-depth insights from individuals or groups knowledgeable about working for the Common Good, I intentionally identified and selected participants based on predetermined criteria. These criteria included factors such as their involvement in community organisations, their leadership roles in social justice initiatives, or their expertise in sustainable development practices. By purposefully selecting participants with specific expertise or experiences related to the Common Good, the study aimed to capture diverse perspectives, deep understanding,

and rich narratives that would contribute to a comprehensive exploration of the concept of working for the Common Good. This sampling approach allowed me to focus on participants who could provide unique insights and in-depth information, facilitating a thorough examination of the complexities, challenges, and opportunities associated with working for the Common Good.

3.4 Data collection methods

The study employed two methods of data collection that include a theory-landscaping review which is a type of theory-mining review, and semi-structured interviews. In addition to these data collection methods, I actively participated in a workshop for 'Working for the Common Good and Learning for the Future' that allowed me to engage with various stakeholders and served as a form of validation of my findings.

3.4.1 Theory-landscaping review

A theory landscaping review is a form of theory mining review that places emphasis on identifying and understanding the underlying theoretical foundations, models, or frameworks that researchers have developed or used in their studies. A theory mining review goes beyond summarising the empirical findings and focuses on synthesising and integrating the theoretical knowledge that emerges from the reviewed literature. Okoli (2015) identified three types of theory mining reviews which are: theory-landscaping review; theory-contending review and theory-testing review. For this study a theory-landscaping review was used because of its ability to provide a comprehensive overview of the existing literature and contribute to the advancement of knowledge and practice in working for the Common Good. Through theory-landscaping review the study was able to map and provide an overview of the existing theories related to the Common Good. This was achieved through identifying and categorising the various theoretical frameworks, models, and concepts that have been developed in relation to the common.

Table 1 below outlines the steps I took to map and provide an overview of the existing literature on working for the Common Good, to understand the theoretical landscape, the range of literature available, and the key contributors within the field of working for the Common Good. Four working for the Common Good frameworks were selected which are

Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development. The total number of documents reviewed were 42.

Table 2. Key steps taken to map and provide an overview of the existing literature on working for the Common Good.

Steps	Description
Identification of research area	I clearly defined the scope of my study on working for the Common Good. I Identified the key aspects, contexts, or dimensions that I wanted to explore within this broader concept. Which are social justice and equity initiatives, the underlying values and ethical principles that guide individuals and organisations in their efforts to work for the Common Good, environmental sustainability, community engagement and empowerment, economic and political dimensions, and investigate the role of education in fostering a sense of responsibility towards the Common Good.
Literature search, screening, and selection	Four frameworks for working for the Common Good were selected: Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development. A total of 42 documents were reviewed. To ensure a comprehensive and systematic literature review, I conducted a detailed search across various academic databases and sources. The databases used included EBSCOHost, SAGE Journals Online, JSTOR, and Google Scholar. The keywords and search terms I used were specific to the topic, including terms like "Common Good," "working for the Common Good," "economic sustainability," "environmental sustainability," "community engagement and empowerment," "ethics and social justice," "equity in development," and "education for the Common Good."

	These terms were combined using Boolean operators (e.g., AND, OR) to refine the search results and focus on literature that specifically engaged with theoretical frameworks or practical applications of the Common Good. The search was conducted across multiple disciplines, including sociology, political science, economics, ethics, education, and public administration. These fields were chosen for their relevance to the multi-dimensional nature of the Common Good, addressing both theoretical constructs and real-world applications. For the screening process, I focused on literature that explicitly contained the phrase "Common Good" in the title, abstract, or keywords. Abstracts were read to identify studies that connected the Common Good to environmental sustainability, community engagement, economic and political dimensions, and the role of education. Documents that aligned with these focus areas were selected for further review. This thorough screening process allowed me to extract relevant theories, key concepts, and assumptions, providing a solid foundation for my analysis of frameworks related to working for the Common Good.
Data extraction	I extracted relevant theoretical concepts, models, or frameworks from the selected literature. I organised and recorded the identified theories in a table. I included details such as the name of the theory, key concepts, assumptions, and the context in which the concept was applied.
Categorisation and synthesis	I categorised the extracted theories based on their themes and theoretical perspectives. I identified commonalities among the theories. I analysed how the

	theories conceptualised and defined working for the Common Good and any relationships between the identified concepts.
Conceptual mapping	I created a visual representation or conceptual map of the synthesised theoretical concepts. This map illustrated the relationships, connections, and interdependencies among the identified theories. It helped to provide an overview of the theoretical landscape in the context of working for the Common Good.
Analysis and evaluation	I analysed and evaluated the identified theories. Then assessed the contributions of each theory to the understanding of working for the Common Good and finally considered the theoretical perspectives for each concept.

Source: Adopted from (Okoli, 2015)

The initial step of the theory-landscaping review involved defining the research area, wherein I defined the scope of my study on working for the Common Good. This entailed identifying the key aspects, contexts, or domains within this overarching concept. The literature search was comprehensive, with a focus on exploring the theoretical underpinnings of working for the Common Good. I sought out studies, theoretical articles, and conceptual frameworks that explicitly discussed or implied theories related to working for the Common Good. Subsequently, the literature screening and selection was carried out based on predefined inclusion and exclusion criteria, prioritising studies that contributed theoretical insights to the comprehension of working for the Common Good. Attention was given to theoretical frameworks, models, and conceptual perspectives that shed light on the motivations, values, mechanisms, or outcomes associated with working for the Common Good. Upon analysing the extracted theoretical concepts, I identified patterns, connections, and relationships across the literature and looked for similarities, differences, or complementary aspects of the frameworks. I then created a conceptual map to create a visual representation of the synthesised theoretical concepts.

By following these steps, I was able to conduct a theory-landscaping review for my study on working for the Common Good. This review provided an overview of the existing literature,

their relationships, and their contributions to the understanding of working for the Common Good.

3.4.2 Interviews

I used in-depth individual semi-structured interviews to understand the emerging key perspectives on working for the Common Good. This approach was chosen due to its flexibility and ability to capture rich, nuanced insights (Knott, Summers and Teeger, 2022). This approach was particularly useful in delving deeply into participants' experiences, values, and motivations related to working for the Common Good. By employing open-ended questions and encouraging participants to share their narratives and examples, semi-structured interviews provided a platform for participants to articulate their unique perspectives and contribute to the emergence of new insights (Ruslin, Mashuri, Rasak, Alhabsyi and Syam, 2022). The interviews enabled me to uncover a range of perspectives, identify common themes, and understand the variations and complexities within the concept of working for the Common Good. The interactive nature of the interviews also allowed for the exploration of emerging ideas and the opportunity to probe further (Guest, Namey and Mitchell, 2013), ensuring a comprehensive understanding of the topic from the viewpoints of those involved in or affected by initiatives aimed at promoting the Common Good.

3.4.3 Workshop participation as a form of validation

To supplement my data collection, I was afforded the opportunity to participate in a workshop on the 8th – 9th of February 2024 centred around the theme of 'Working for the Common Good and Learning for the Future.' The workshop was part of a collaborative project led by UNICEF and partner organizations, including Duzi Umgeni Conservation Trust (DUCT), GroundTruth, Rhodes University in Kwa-Zulu Natal, Pietermaritzburg at the Old Mushroom Farm. The aim was to create opportunities for marginalised youth in South Africa, addressing the high unemployment rate by providing access to the informal economy. The focus of the workshop was on mapping learning pathways in areas such as food security, water quality monitoring, circular economies, and activism, to formalise these opportunities to facilitate further training and development. Participants from various sectors were invited to share insights and contribute to this research and strategy development, ultimately supporting sustainable futures for marginalised youth. During this workshop, I had the opportunity to

engage with various key actors who are deeply involved in initiatives aimed at advancing the Common Good. Additionally, I observed first-hand the dynamics of young people working on environmental issues within a community of practice, witnessing their dedication and innovative approaches to addressing sustainability challenges.

Furthermore, I had the privilege to interact with leaders of organizations who were all united by a common goal. Through these interactions, I gained valuable insights into the collaborative efforts and collective impact of diverse stakeholders in driving positive change. The workshop provided me with a unique vantage point to witness how individuals and groups are actively working for the Common Good from the ground level. I observed the participatory nature of these initiatives, where community members are actively involved in decision-making processes and implementation strategies.

The field notes and observations gathered during the workshop have been instrumental in verifying and validating some of my initial assumptions about working for the Common Good. Moreover, they have provided a nuanced understanding to the primary data section of Chapter 5 of the study, further enriching the analysis and enhancing the depth of understanding of the key notion of working for the Common Good. These insights gathered from the workshop have contributed significantly to the overall findings and recommendations of the study, highlighting the importance of grassroots initiatives and participatory approaches in advancing the Common Good.

3.5 Data analysis

Thematic analysis was employed in this study to uncover and understand the underlying patterns of thought, motivations, and experiences among individuals engaged in initiatives aimed at promoting the Common Good. Through a qualitative examination of interview transcripts and textual materials, I identified recurring themes that illuminated participants' perspectives on the Common Good, their reasons for participating in such initiatives, and the challenges they encountered (Knott et al., 2022). The process involved systematically coding segments of data that conveyed distinct ideas, emotions, or concepts related to the Common Good. These initial codes were then organised into overarching themes, reflecting common threads across participants' narratives. By thoroughly reviewing and refining these themes, I was able to capture the richness and complexity of participants' viewpoints. The resulting

narrative presented a comprehensive understanding of the factors influencing working for the Common Good, shedding light on shared values, diverse motivations, and the potential impact of such endeavours on communities and society.

3.6 Ethical considerations

In this study, ethical considerations played a fundamental role in safeguarding the well-being and rights of participants throughout the research process. Prior to data collection, informed consent was given to the participants, ensuring that participants were fully informed about the study's purpose, procedures, and potential risks, and that their voluntary participation was obtained (Campbell et al., 2020). Privacy and confidentiality measures were implemented to protect participants' sensitive information, including the use of pseudonyms and secure data storage. Sensitivity and care were exercised during interviews to minimise any emotional distress, and participants were provided with support resources as needed. The study received ethical approval from the Wits School of Education ethics committee and the Protocol number is: 2023ECE010. The ethical considerations underscore the study's commitment to treating participants with respect, ensuring their rights, and upholding the integrity of the research process while investigating the dynamics of working for the Common Good.

3.7 Limitations of the study

The target population did not extend to beneficiaries or those directly affected by working for the Common Good initiatives, as their perspectives and experiences would have provided valuable insights into the impact and effectiveness of working for the Common Good. This is because the study was only concerned about the perspectives of key actors working with initiatives of working for the Common Good. By not encompassing a diverse range of individuals and groups involved in various aspects of promoting the Common Good, the study had possible limitations related to capturing a comprehensive understanding of the perspectives, motivations, challenges, and opportunities associated with working for the Common Good. To mitigate the impact of not directly incorporating the perspectives of beneficiaries, several strategies were employed to ensure a robust and comprehensive analysis in the study. Firstly, a thorough literature review was conducted to gather existing research and insights from working for the Common Good initiatives. Secondly, consultations

with experts in the field provided valuable context and identified potential gaps in understanding how working for the Common Good is being implemented. Finally, the study transparently acknowledged its limitations and biases, emphasising the need for future research to encompass a broader range of perspectives. Through these measures, the study aimed to mitigate potential limitations and provide a nuanced understanding of the key notions of working for the Common Good.

3.8 Reflexivity

Reflexivity played a pivotal role in this study by guiding the researchers' continuous self-awareness and critical introspection throughout the research process (Olmos-Vega, Stalmeijer, Varpio, and Kahlke, 2023). As a researcher deeply committed to addressing socio-economic disparities and advocating for social justice, my positionality shaped how I engaged with this study. Coming from a background in development studies and education, I bring both an insider's understanding of the challenges faced by marginalised communities and an academic perspective aimed at fostering equitable solutions. This dual lens informed my approach to the research, influencing my engagement with participants and the development of the research framework. Given my passion for addressing socio-economic issues, I remained aware of the potential for my own values and biases to shape the research process. Acknowledging these influences, I consciously approached data collection, analysis, and interpretation with a heightened sensitivity to their impact on the study as recommended by Berger (2015).

For example, I carefully crafted interview questions to avoid leading participants toward preconceived notions and maintained openness to diverse perspectives. During interactions with participants, I actively listened and created space for their voices to shape the narrative, while continuously reflecting on how my own positionality might affect my understanding of their experiences.

Additionally, I recognised that my own aspirations for achieving social justice could introduce a subjective lens into the interpretation of data. To mitigate this, I engaged in regular reflection and critical analysis of my own perspectives, seeking to remain objective and minimise bias. This process of self-reflection was not only integral to ensuring the credibility

of the study but also to maintaining transparency about how my personal and professional experiences influenced the research.

By integrating reflexivity into the research design, the study strived for transparency, credibility, and an unbiased exploration of working for the Common Good, ultimately enriching the depth and quality of insights gathered from participants' diverse perspectives (Palaganas, Sanchez, Molintas and Caricativo, 2017).

3.9 Conclusion

In conclusion, this methodology chapter has provided a comprehensive overview of the research approach, paradigm, and methods employed in this study. By adopting a qualitative research approach within an Interpretivism paradigm, the study aimed to lay out existing literature to identify theoretical ideas, concepts, and potential insights and to provide emerging key perspectives on working for the Common Good. Through a combination of theory-landscaping review, semi-structured interviews, and participation in a workshop, diverse perspectives were gathered to enrich the understanding of the research phenomenon. The sampling technique used, selection of the target population, and the rigorous data analysis techniques ensured the reliability and validity of the findings. Further, ethical considerations were carefully addressed throughout the research process, prioritising the welfare and confidentiality of participants. Despite possible limitations such as not interviewing beneficiaries or those directly affected by working for the Common Good initiatives, the study acknowledges its constraints and remains reflexive about the researcher's role and biases. Overall, this chapter lays a foundation for the subsequent analysis and interpretation of findings, contributing to the advancement of knowledge in the field of working for the Common Good.

4. CHAPTER 4 – THEORY MINING THE DATA AND DISCUSSION

4.1 Introduction

As outlined in the methodology section, I employed two data collection approaches, one of which involves conducting a theory-landscaping review. In this chapter, I present data from the theory mining of the literature surrounding the concept of working for the Common Good, extracting key notions that shape the Common Good discourse. The discussion begins with a table presenting the four frameworks and the key notions extracted and how they relate to the Common Good. I then present a conceptual map, to show the interconnectedness of the key notions amongst the four frameworks. The last section discusses the implications for education and training.

4.2 Conceptual notions emerging from the Theory-landscaping Review (TLR)

In this section, I discuss the data extracted from the theory-landscaping review, the focus is on four working for the Common Good frameworks which are: Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development. The data extraction for the key notions involved identifying and recording theoretical concepts from the four frameworks, capturing quotes that speak directly to the key notion and linking it to the Common Good and this led to Table 2, 3, 4, and 5 which I discuss in detail below.

4.2.1 Theory-landscaping the Doughnut Economics Framework

Ten key notions (table 2) were mined from the Doughnut economics framework including:

- Social foundation.
- Ecological ceiling.
- Change the goal and be agnostic about economic growth.
- Interconnectedness of systems that govern us.
- Promoting cooperation and reciprocity.
- Collaborative approaches
- Being knowledgeable about economic systems.
- Fair distribution of resources.
- Creating regenerative economies.
- Dynamically balanced society, these are discussed further in table 2 below.

Table 3. Conceptual notions on working for the Common Good from the Doughnut Economics literature.

Doughnut Economics Framework		
Key Notions	**Meaning as relates to the Common Good**	**Data extracts from text**
Social foundation	The minimum standards of well-being that every person should have for the advancement of the Common Good.	"The Doughnut's inner ring—its social foundation—sets out the basics of life on which no one should be left falling short. These twelve basics include sufficient food; clean water and decent sanitation; access to energy and clean cooking facilities; access to education and to healthcare; decent housing; a minimum income and decent work; and access to networks of information and to networks of social support. Furthermore, it calls for achieving these with gender equality, social equity, political voice, and peace and justice" (p. 39).
Ecological ceiling	The planetary boundaries within which we must operate for collective welfare to avoid environmental degradation.	"And it is these nine planetary boundaries that define the Doughnut's ecological ceiling: the limits beyond which we should put no further pressure on the planet if we want to safeguard the stability of our home (p. 43). These nine planetary boundaries are: "Climate change; Ocean acidification; Chemical pollution; Nitrogen and phosphorus loading; Freshwater withdrawals; Land conversion; Biodiversity loss; Air pollution; Ozone layer depletion" (p. 256).
Change the goal and be agnostic about economic growth	Shifting from GDP growth to ensuring no one falls short of the social foundation while respecting planetary boundaries for the Common Good.	"Instead of prioritising metrics such as GDP, the aim should be to enlarge people's capabilities—such as to be healthy, empowered, and creative—so that they can choose to be and do things in life that they value. And realising those capabilities depends upon people having access to the basics of life—adapted to the context of each society—ranging from nutritious food, healthcare and education to personal security and political voice" (p. 37).
Interconnectedness of systems that govern us	Recognising the interconnectedness of social, economic, and environmental systems for the betterment of the Common Good.	"Focusing on these many interconnections across the Doughnut, it becomes clear that human thriving depends upon planetary thriving. Growing sufficient, nutritious food for all requires healthy, nutrient-rich soils, ample fresh water, biodiverse crops, and a stable climate. Ensuring clean, safe water to drink depends upon the local-to-global hydrological cycle generating plentiful rainfall and continually recharging Earth's rivers and aquifers. Having clean air to breathe means halting emissions of toxic particulates that create lung-choking smog" (p. 43).
Promoting cooperation and reciprocity	Challenging the assumption of self-interest and promoting cooperation and reciprocity for the benefit of the Common Good.	Cooperation enhances our own group's chances of survival. In the simplest of terms, we send a clear message to each other: if you want to get by, then learn to get along" (p. 90). "It's clear that an economy's vibrancy depends upon the trust, norms and sense of reciprocity nurtured within society—just as every sport depends upon its players abiding by a shared set of rules" (p. 66-67).
Collaborative Approaches	Emphasizing the need for collaborative approaches to transform economic thinking and systems.	"In the commons, we are collaborative creators and stewards of shared wealth" (p.67-68).
Being knowledgeable about economic systems	Understanding the complexity and dynamics of economic systems for the betterment of the Common Good.	"If the global economy's current dynamics continue—with their divisive and degenerative effects—then we face the very real risk of heading towards collapse. This overriding generational challenge calls on the twenty-first- century economist to embrace complexity and draw on its insights in order to transform economies—local to global—to make them distributive and regenerative by design" (p. 138). "By better understanding our own complexity, we can nurture human nature and give ourselves a far greater chance of creating economies that enable us to thrive within the Doughnut's safe and just space" (p. 88).
Fair distribution of resources	Promoting economic structures and policies that reduce inequality and ensure a fair distribution of resources, wealth, and power for the betterment of the Common Good.	"Don't wait for economic growth to reduce inequality—because it won't. Instead, create an economy that is distributive by design" (p. 148).
Creating regenerative economies	Transitioning to a circular economy that minimizes waste, maximizes resource efficiency, and regenerates natural systems for the advancement of the Common Good.	"It is far smarter to create economies that are regenerative by design, restoring and renewing the local-to- global cycles of life on which human well-being depends" (p.176).
Dynamically balanced society	The goal of adopting the principles of doughnut economics, where human well-being is safeguarded within planetary boundaries, paving the way for a sustainable and thriving future for the Common Good.	"EARTH, which is life giving—so respect its boundaries; SOCIETY, which is foundational—so nurture its connections; THE ECONOMY, which is diverse—so support all of its systems; THE HOUSEHOLD, which is core—so value its contribution; THE MARKET, which is powerful—so embed it wisely; THE COMMONS, which are creative—so unleash their potential; THE STATE, which is essential—so make it accountable; FINANCE, which is in service—so make it serve society; BUSINESS, which is innovative—so give it purpose; TRADE, which is double-edged—so make it fair; POWER, which is pervasive—so check its abuse" (p. 63).

Table 2 indicates that from the Doughnut economics framework, to advance the Common Good, a key notion to adopt is a robust "*social foundation."* The Doughnut economics framework highlights the social foundation as a foundational principle that is critical for all individuals to have access to essential resources and opportunities needed for human survival (Raworth, 2017, p. 39). As noted,

> Provision of education and primary healthcare, such as basic income would be a direct investment in the potential of every woman, man, and child, significantly advancing the prospects of achieving the Doughnut's social foundation for all (p. 169).

This perspective of the Doughnut economics framework means that to advance the Common Good, addressing systemic inequalities, and guaranteeing basic human rights such as education, is essential for the Common Good.

Another key notion that has been identified is the "*Ecological ceiling."* Raworth (2017, p. 48) defines the ecological ceiling as the limits within which humanity must operate to ensure a safe and sustainable operating space for human development. In the Doughnut economics framework, the ecological ceiling is a key notion to adopt to integrate environmental considerations into Common Good practices. As noted,

> Beyond the ecological ceiling lies an overshoot of pressure on Earth's life-giving systems, such as through climate change, ocean acidification, and chemical pollution (p. 43).

Raworth (2017, p. 256) further outlines linked to the notion of ecological ceiling is the idea of planetary boundaries, she states,

> And it is these nine planetary boundaries that define the Doughnut's ecological ceiling: the limits beyond which we should put no further pressure on the planet if we want to safeguard the stability of our home (p. 48).

The nine planetary boundaries, as identified by scientists, encompass critical Earth system processes that regulate the stability and resilience of the global environment. These boundaries include factors such as climate change, biodiversity loss, land use change,

freshwater use, ocean acidification, ozone depletion, atmospheric aerosol loading, chemical pollution, and nitrogen and phosphorus cycles (Raworth, 2017, p. 256).

The Doughnut economy's ecological ceiling represents the upper limits of these boundaries, beyond which human activities risk causing irreversible damage to the planet's ecosystems and undermining the well-being of current and future generations. From the perspective of the Doughnut Economic Framework, by staying within the boundaries defined by these planetary limits, societies can ensure that they operate within a safe operating space, minimising the risk of catastrophic environmental degradation and promoting the long-term sustainability of human civilization. Thus, the ecological ceiling serves as a critical reference point for guiding decision-making and shaping policies that prioritise environmental protection and the Common Good.

The Doughnut economics framework highlights that the social foundation and the ecological ceiling should have a harmonious relationship as they are deeply interconnected. While ensuring universal access to essential resources is imperative, this must be done while respecting the ecological ceiling all these ideas make important contributions to the construction of an idea of Common Good.

The extract below shows that the interconnectedness of environmental degradation, community vulnerability, and socio-economic challenges. The text states,

> The loss of forests and secure water supplies may leave local communities more vulnerable to outbreaks of disease and to lower food production, resulting in children dropping out of school. And when kids drop out of school, poverty in all its forms can have knock-on effects for generations (p. 56).

Realising the *"interconnectedness of systems that govern us"* is another key notion that is presented within the Doughnut economics framework. The Doughnut economics framework highlights the intricate web of relationships between various social, economic, environmental, and political systems (Raworth, 2017, p. 43). From the perspective of the Doughnut economics framework, environmental systems are closely intertwined with economic systems through factors such as resource extraction, production processes, waste generation, and pollution. Similarly, social systems are linked to economic and political

systems through employment patterns, income distribution, social policies, and power dynamics. What this tells about the Common Good is that by realising the interconnectedness of systems, individuals, and societies become aware of the ripple effects of their actions across various domains. Decisions made within one system can have far-reaching consequences on other systems, sometimes with unintended outcomes. For instance, policies aimed at promoting economic growth may inadvertently exacerbate environmental degradation or widen social inequalities.

Another key notion extracted from the Doughnut economics framework that speaks to advancing the Common Good is to "*change the goal and be agnostic about economic growth"* (Raworth, 2017, p. 36). From the perspective of the Doughnut economics framework, this key notion focuses on enhancing individuals' well-being and capabilities. As noted,

> Instead of prioritising metrics such as GDP, the aim should be to enlarge people's capabilities—such as to be healthy, empowered, and creative—so that they can choose to be and do things in life that they value. And realising those capabilities depends upon people having access to the basics of life—adapted to the context of each society—ranging from nutritious food, healthcare and education to personal security and political voice (p. 37).

The key notion of changing the goal and being agnostic about economic growth, as articulated in the Doughnut Economics framework, represents a fundamental shift in how societies measure progress and success. The doughnut Economics framework challenges the paradigm of the Gross Domestic Product (GDP) as an economic growth metric by suggesting that economic growth alone is insufficient for ensuring the Common Good. Instead, the Doughnut Economics framework advocates for a broader understanding of well-being that encompasses not just material wealth but also factors such as health, education, social cohesion, and environmental sustainability. By being "*agnostic*" about economic growth, the focus shifts from maximising GDP to enhancing individuals' well-being and capabilities, thereby promoting a more holistic and inclusive approach to development.

In addition, *"Promoting cooperation and reciprocity"* for the Common Good is another key notion that has been identified in theory mining the Doughnut economics framework. According to Raworth, (2017, p. 90) this key notion involves challenging the traditional

assumption of self-interest and fostering a culture of collaboration and mutual support aimed at benefiting society as a whole (Raworth, 2017, p. 90). This notion recognises that cooperation is not only conducive to individual well-being but also essential for the overall health and **resilience of communities**. As noted,

> It's clear that an economy's vibrancy depends upon the trust, norms and sense of reciprocity nurtured within society—just as every sport depends upon its players abiding by a shared set of rules (p. 66-67).

From the perspective of the Doughnut Economics framework, by working together, individuals and groups can enhance their collective chances of survival and prosperity, acknowledging that interdependence is fundamental to human existence. This shift in mindset encourages the cultivation of trust, shared norms, and a sense of reciprocity within society, which are vital for fostering social cohesion and resilience.

The Doughnut Economics framework further highlights that cooperation and reciprocity lead to "collaborative approaches" which is a key notion identified in the framework (Raworth, 2017, p. 90). As noted,

> By cooperating and working together across sectors, disciplines, and communities, individuals can leverage their diverse skills, knowledge, and resources to develop innovative solutions that benefit society as a whole (ibid, p. 91).

Within the Doughnut Economics framework, the promotion of cooperation and reciprocity naturally leads to the adoption of collaborative approaches, recognising that collective action is essential for addressing complex challenges and advancing the Common Good. Through collaborative approaches the Doughnut Economics framework demonstrates how cooperation and reciprocity can drive positive change and contribute to a more equitable and sustainable future.

Another key notion that the Doughnut economics framework presents is "*being knowledgeable about economic systems"* (Raworth, 2017, p. 88). As noted,

> By better understanding our own complexity, we can nurture human nature and give ourselves a far greater chance of creating economies that enable us to thrive within the Doughnut's safe and just space (p. 88).

Raworth's perspective of this key notion involves understanding that economies are complex and multifaceted entities. The perspective that the Doughnut economics framework presents is that these systems are dynamic, constantly evolving, and responding to internal and external stimuli such as technological advancements, market fluctuations, geopolitical shifts, environmental changes, and social dynamics. The framework further shows that complexity in economic systems arises from the interactions between various agents, institutions, and variables, leading to emergent behaviours that are often unpredictable or nonlinear. For instance, economic systems operate within broader social, environmental, and political contexts, further complicating their dynamics. Socioeconomic disparities, environmental degradation, institutional frameworks, cultural norms, and governance structures all influence and are influenced by economic activities. For working for the Common Good this could mean aligning policies and initiative with the broader goal of advancing social justice, environmental stewardship, and collective prosperity.

Furthermore, *"Fair distribution of resources"* is another key notion that has been identified in the Doughnut economics framework (Raworth, 2017, p. 148). The theory mining review identified fair distribution of resources as:

> A network of flows: structuring an economy as a distributed network can more equitably distribute the income and wealth that it generates (p. 149).

By emphasising the importance of distributing income and wealth more equitably throughout society, the framework seeks to address systemic inequalities and promote social justice. From the perspective of Doughnut Economics framework, this distributed network approach allows for a more inclusive distribution of resources, ensuring that benefits are shared more widely among individuals and communities. By prioritising equitable resource distribution, the Doughnut Economics framework aims to create economies that are not only economically efficient but also socially just and environmentally sustainable, contributing to the advancement of the Common Good.

In addition, "*Creating regenerative economies"* is a key notion that has been identified from the Doughnut Economics framework which is focused on transitioning towards a circular economy model (Raworth, 2017, p. 176).The theory mining review shows that:

> By creating a resource-efficient circular economy whose material throughflow becomes a round-flow within the capacity of Earth's sources and sinks (p.222).

From the perspective of the Doughnut Economics framework this transition is centred on minimising waste, maximising resource efficiency, and regenerating natural systems to ensure sustainable development and promote the well-being of all individuals and the planet. Additionally, the circular economy framework prioritises the restoration and regeneration of natural systems, recognising the interconnectedness between human activities and ecological health. By restoring ecosystems and enhancing biodiversity, regenerative economies contribute to the provision of ecosystem services vital for human well-being, such as clean air and water, fertile soils, and climate regulation (Raworth, 2017). Overall, creating regenerative economies holds the promise of fostering sustainable development and advancing the Common Good by creating resilient, equitable, and thriving societies within planetary boundaries.

Finally, when all these key notions are incorporated into the social and economic system, the goal for the Common Good should be to create a *dynamically balanced society* which is yet another key notion identified. The Doughnut economics framework views a dynamically balanced society as the ultimate goal of adopting principles of the Doughnut Economics framework that safeguard human well-being within the constraints of planetary boundaries, fostering a sustainable and thriving future for the Common Good (Raworth, 2017, p. 63). This holistic vision recognizes the interconnectedness of various societal elements and emphasizes the importance of nurturing relationships and systems across different domains. To substantiate this, Raworth states that:

> EARTH, which is life giving—so respect its boundaries; SOCIETY, which is foundational—so nurture its connections; THE ECONOMY, which is diverse—so support all of its systems; THE HOUSEHOLD, which is core—so value its contribution; THE MARKET, which is powerful—so embed it wisely; THE COMMONS, which are creative—so unleash their potential; THE STATE, which is essential—so make it accountable; FINANCE, which is in

> service—so make it serve society; BUSINESS, which is innovative—so give it purpose; TRADE, which is double-edged—so make it fair; POWER, which is pervasive—so check its abuse (p. 63)

These notions therefore reflect that the concept of the Common Good is relational and intertwined with other normative dimensions such as justice, governance, and stability, as echoed by Nebel (2020). The Doughnut economics framework further provides a structured approach to address social inequalities through for example the social foundation key notion that promotes environmental sustainability and the ecological ceiling key notion that prioritises well-being. These key notions hence show that working for the Common Good within the framework of Doughnut Economics requires a multifaceted approach that addresses systemic complexity and promotes fairness and equity.

4.2.2 Theory-Landscaping the Wellbeing Economy Framework

The following five key notions emerged from the data extraction which are central to working for the Common Good in Well-being Economics:

- Rethinking success.
- Holistic Well-being.
- Localisation and decentralisation.
- Participatory democracy.
- Aligning economic policies with Sustainable Development Goals (SDGs).

Table 3 shows that the Wellbeing Economy Framework represents a significant departure from traditional economic paradigms. From the perspective of the Well-being Economy Framework the key notion of *"holistic well-being"* should be prioritised for working for the Common Good. This key notion encompasses social, psychological, and environmental dimensions (Fioramonti, 2017, p. 37). As noted,

> A wellbeing economy endorses a holistic approach to development, taking into account of the positive or negative impacts of any human activity. It also values 'goods' (such as those related to the biosphere) which, while not owned by anyone in particular, make significant contribution to human and ecological wellbeing (ibid,p. 40).

Table 4. Conceptual notions on working for the Common Good from the Wellbeing Economy literature.

The Well-being- Economy Framework		
Key notions	**Meaning as relates to the Common Good**	**Data extracts from text**
Rethinking Success	The idea of redefining success by measuring it in terms of well-being, happiness, and sustainability, rather than solely relying on economic growth.	"For common sense people like me and you, there is growth when- all things being equal – our overall wealth increases. In this vein, growth happens when we generate value that wasn't there before: for instance, through the education of children, the empowerment of our health, the preparation of exquisite, tasty food. A more educated, healthy, and well-nourished person is certainly an example of growth. If any of these activities generate some cost, either for us individually or for society, we should deduct them from the value we have created. In this logical approach, growth equals all gains minus all cost" (p. 27).
Holistic Wellbeing	The consideration of multiple dimensions of well-being, including social, psychological, and environmental aspects, and the need to design policies that enhance these dimensions for a high quality of life.	"Contrary to the growth economy, a system designed to promote wellbeing must be adaptable, integrative, and empowering. It should be adaptable because each society should be allowed to tweak the economy in line with its expectation and values, and also because contexts are different, requiring different responses and strategies…. It should be integrative because it must locate systems of production and consumption within the broader biosphere….it must be empowering because wellbeing is the outcome of healthy relationships, which cannot be forfeited in exchange for mere consumption experience" (p. 37).
Localisation and decentralisation	The advocacy for shifting towards more localized and decentralized economies to empower communities, promote sustainability, and increase resilience.	"South Africa has experienced over a decade of uprisings in slums and rural settlement. Frustrated citizens have burned down local government offices and even schools, protesting against the lack of services. The only way out of this impasse is through local economic and political empowerment, starting to equip citizens with the resources they need to forge their own destiny according to their own priorities. As in the economy, co-production in politics results in many positive externalities….it reduces unemployment by harnessing skills of the local, often idle, workforce….it strengthens ownership in the local community" (p. 125).
Participatory democracy	The call for greater citizen involvement in decision-making processes to ensure policies align with well-being aspirations, foster social cohesion, and enhance accountability.	"The wellbeing economy blurs the boundaries between economic activities and political participation" (p. 129).
Aligning economic policies with Sustainable Development Goals (SDGs)	The importance of aligning economic policies with the United Nations' SDGs and integrating them into national and local strategies for a more sustainable and equitable future.	"The SDGs, with all their weakness, can be used as a roadmap for the future. The same applies to the many development plans issued by government around the world. If we don't use them strategically to promote change, somebody else will, and maybe not for the good reasons" (p. 22).

From the perspective of the Wellbeing economy framework, a *holistic wellbeing* as a key notion emphasises that policies should be aimed at enhancing the overall quality of life. By considering factors beyond mere economic indicators, such as GDP, the Wellbeing economy framework ensures that societal progress is evaluated based on a comprehensive understanding of human welfare and flourishing. In relation to the Common Good, from the perspective of the Wellbeing economy framework prioritising a holistic well-being aligns with the idea of ensuring the collective welfare of all members of society. By promoting policies that improve social, psychological, and environmental well-being, the Wellbeing economy framework fosters a society where everyone can thrive, contributing to the greater good of the community.

Furthermore, the Well-being Economy Framework challenges the conventional definition of success and advocates for "*Rethinking success*" as a key notion (Fioramonti, 2017, p. 27). As highlighted:

> For common sense people like me and you, there is growth when - all things being equal – our overall wealth increases. In this vein, growth happens when we generate value that wasn't there before: for instance, through the education of children, the empowerment of our health, the preparation of exquisite, tasty food. A more educated, healthy, and well-nourished person is certainly an example of growth. If any of these activities generate some cost, either for us individually or for society, we should deduct them from the value we have created. In this logical approach, growth equals all gains minus all cost (p. 27).

By shifting the focus from GDP to more comprehensive measures of progress, the wellbeing economy framework encourages a nuanced understanding of growth that accounts for both positive and negative impacts on well-being. With regards to the Common Good, this rethinking success key notion suggests that societal success should not be solely measured by economic metrics but should also consider social and environmental factors.

As a result, in line with its holistic approach, the Well-being Economy Framework advocates for the exploration of alternative indicators, such as the Genuine Progress Indicator (GPI). As noted,

> We need to introduce measures of genuine progress, which deduct the costs of negatives (traffic jams, car crashes, air pollution and the like) from economic growth, as has been done in the US states of Maryland and Vermont. It would also need to establish indicators of social wellbeing such as those introduced by Paraguay and more recently, the European Union in its regional development policy (p. 118-119).

From the perspective of the Well-being economy, rethinking success captures a more comprehensive understanding of progress and well-being that reflect social progress, environmental sustainability, and overall well-being. The Well-being economy framework promotes a society where the Common Good is defined by the flourishing of all individuals and the preservation of the planet. By broadening the scope of measurement, this framework seeks to ensure that economic policies align with broader well-being objectives, thereby advancing the Common Good.

Furthermore, the Wellbeing Economy framework calls for "*localisation and decentralisation"* to empower communities, promote sustainability, and increase resilience, recognising the importance of local autonomy in addressing societal challenges effectively (Fioramonti, 2017, p. 125). As noted,

> South Africa has experienced over a decade of uprisings in slums and rural settlement. Frustrated citizens have burned down local government offices and even schools, protesting against the lack of services. The only way out of this impasse is through local economic and political empowerment, starting to equip citizens with the resources they need to forge their own destiny according to their own priorities. As in the economy, co-production in politics results in many positive externalities….it reduces unemployment by harnessing skills of the local, often idle, workforce….it strengthens ownership in the local community (p. 125).

In the perspective of the wellbeing economy, with shifting power and decision-making closer to the grassroots level, communities are better equipped to address their unique needs and priorities. This is rooted in the belief that local communities possess valuable insights and knowledge about their own needs and priorities. By decentralising decision-making processes and empowering communities to take ownership of their development, the well-being economy framework aims to foster more inclusive and responsive governance structures. This

approach recognises the importance of local autonomy in addressing societal challenges effectively, fostering resilience and sustainability at the grassroots level.

A further key notion that emerges from the Wellbeing economy is *"Participatory democracy"* where it is highlighted as essential for ensuring policies align with well-being objectives and fostering social cohesion and accountability (Fioramonti, 2017, p. 129).

> "The wellbeing economy blurs the boundaries between economic activities and political participation" (p. 129).

This key notion emphasises the importance of inclusive decision-making processes that engage citizens in shaping policies that affect their lives. By promoting transparency, accountability, and civic participation, the Wellbeing Economy Framework highlights that participatory democracy ensures that policies reflect the diverse needs and perspectives of society. In terms of the Common Good, from the perspective of the wellbeing economy framework, participatory democracy empowers individuals to actively contribute to the governance of their communities, promoting social justice, equity, and collective well-being. By fostering a culture of dialogue and collaboration, the Wellbeing economy framework strengthens social cohesion and trust, ultimately benefiting the Common Good.

Lastly, "*aligning economic policies with Sustainable Development Goals"* is another key notion emphasised in the Wellbeing Economy framework. Fioramonti notes that,

> The SDGs, with all their weakness, can be used as a roadmap for the future. The same applies to the many development plans issued by government around the world. If we don't use them strategically to promote change, somebody else will, and maybe not for good reasons (p. 22).

From the perspective of the Wellbeing economy framework, by aligning economic policies with the SDGs, societies demonstrate their dedication to promoting social progress, environmental protection, and economic prosperity for all (Fioramonti, 2017, p. 22). This key notion recognises the interconnectedness of global challenges and the importance of collective action in addressing them. In terms of the Common Good, alignment with the SDGs ensures that policies prioritise the well-being of present and future generations, both locally and globally. By working towards the achievement of the SDGs, the Wellbeing economy

framework contributes to a more just, equitable, and sustainable world, advancing the Common Good for all humanity.

4.2.3 Theory-Landscaping the Economics for the Common Good Framework

The following four key notions central to working for the Common Good in the Economics for the Common Good Framework emerged from the data extraction:

- Beyond theoretical models.
- Understanding real-world complexities.
- Collaboration and engagement.
- Comprehensive and human-centric approach.

The first key notion that emerges, *"Beyond Theoretical Models"* argues against solely focusing on theoretical models and market efficiency (table 4), and instead promotes the active involvement in advancing social welfare and serving the public interest. (Tirole, 2017, p. 171). Tirole contends that,

> At heart, modelling in economics is rather like modelling in engineering. Economists start with a real-world problem, whether it is well recognized or a new question posed by a public or private decision maker. They then identify the substantive core of the problem in order to focus on the essentials. The theoretical model is said to be ad hoc: it is never an exact representation of the truth, but a simplification, and its conclusions can never explain reality as a whole. There is always a trade-off between a theoretical model describing behaviour in a detailed and realistic way, and the much greater difficulty of analysing such a model in more general terms (p. 82).

From the perspectives of the Economics for the Common Good framework, Economists are urged to transcend traditional economic models and adopt a broader perspective that incorporates social welfare and addresses societal challenges and public interest (Tirole, 2017, p. 171). From the perspective of the Economics for the Common Good framework, traditionally, economic models have often focused narrowly on efficiency, market dynamics, and maximising individual utility or profit.

Table 5. Conceptual notions on working for the Common Good from the Economics for the Common Good Literature.

Economics for the Common Good framework		
Key notions	**Meaning as relates to the Common Good**	**Data extracts from text**
Beyond Theoretical Models	The argument against solely focusing on theoretical models and market efficiency and advocating for active engagement in pursuing social welfare and the public interest.	"The theoretical model is said to be ad hoc: it is never an exact representation of the truth, but a simplification, and its conclusions can never explain reality as a whole. There is always a trade-off between a theoretical model describing behaviour in a detailed and realistic way, and the much greater difficulty of analysing such a model in more general terms" (p. 82). "The modern state must have the financial means to sustain the social welfare system to which its citizens have become attached" (p. 82). "Economists to move beyond traditional economic models and embrace a broader perspective that incorporates social welfare and actively addresses societal challenges (p. 171).
Understanding real-world complexities	The importance of balancing economic theory with a deep understanding of real-world complexities.	"Interactions with the real world are probably one of the best ways for academics to understand the problems facing the economy and society, and to develop and fund relevant, original topics of research that those who stay cloistered in their ivory towers could never imagine" (p. 82).
Collaboration and Engagement	Encouragement for economists to engage with other social sciences and effectively communicate economic insights to the public.	"The duty of an academic is to advance knowledge. In many cases (mathematics, particle physics, the origins of the universe) perhaps we should not be too preoccupied with the application of knowledge, but only with finding the truth – applications will come later, often in unexpected ways. Research driven only by the thirst for knowledge, no matter how abstract it may be, is indispensable – even in the disciplines that are naturally closest to real-world applications. But academics must also collectively aim to make the world a better place; consequently, they cannot refuse, as a matter of principle, to take some interest in public affairs. Economists, for example, should help to improve sectoral, financial, banking, and environmental regulations, as well as competition law; to improve our monetary and fiscal policies; to reflect on how Europe is organized; to understand how to overcome poverty in developing countries; to make education and health care policies more effective and fair; to foresee the development of (and provide remedies for) inequality; and so on. They should also take part in government hearings, interact with the administration, and sit on technical commissions" (p. 69).
Human-Centric Approach to economics	The call for a more comprehensive and human-centric approach to economics, considering social welfare and the Common Good.	"Human beings are governed by many motivations, some of them dependent on their environment. They make mistakes, and their emotions influence them to behave in ways that others would consider irrational. The social sciences are at the heart of the organization of our society, however, and so we must try to make progress in them" (p. 83). "Economists can promote the Common Good by constructing better methods of allocation resources to society" (p. 45).
Social responsibility of Economist to society	The recognition of economists' responsibility to contribute to society by designing policies and institutions that enhance social well-being,	"Economics works toward the Common Good; its goal is to make the world a better place. To that end, its task is to identify the institutions and policies that will promote the Common Good. In its pursuit of the well-being of the community, it incorporates both individual and collective dimensions. It analyses situations in which individual interest is compatible with the quest for collective well-being, as well as those in which, by contrast, individual interest hinders that quest" (p. 69).

The Economics for the Common Good framework further recognises that traditional economic models may not adequately capture the complexities and nuances of real-world economic systems, nor do they prioritize societal well-being and equity. Tirole acknowledges that,

> Economists should move beyond traditional economic models and embrace a broader perspective that incorporates social welfare and actively addresses societal challenges (p. 171).

By urging economists to adopt a broader perspective, the Economics for the Common Good framework emphasises the importance of considering the broader impacts of economic policies and decisions on society as a whole. This involves recognising the interconnectedness of economic, social, and environmental systems and understanding how economic activities can affect various aspects of people's lives, including their access to resources, opportunities, and necessities. By moving beyond theoretical models, economists can actively contribute to the Common Good by advocating for policies that promote social welfare and public interest over mere market efficiency. This entails considering issues such as income inequality, poverty, unemployment, access to healthcare and education, environmental sustainability, and social justice in economic analysis and decision-making.

"Understanding real-world complexities" emerges as another key notion that looks at the significance of maintaining a balance between economic theory and a profound comprehension of real-world complexities. Tirole explains that,

> The relationship between universities and industry is often controversial. For detractors, interactions with industry are (at best) a risky activity or (at worst) a kind of corruption of thought, even a pact with the devil. Defenders of the relationship argue that these interactions encourage new lines of research, make it possible to fill gaps in research funding, and more generally improve the competitiveness of the academic environment. Other interactions academics have with the world outside the university provoke a similar debate. These interactions with the real world, however, are probably one of the best ways for academics to understand the problems facing the economy and society, and to develop and fund relevant, original topics of research that those who stay cloistered in their ivory towers could never imagine (p. 82).

From the perspective of Economics for the Common Good framework, the understanding real-world complexities notion acknowledges that interactions with the real world provide invaluable insights into the problems facing the economy and society. This perspective underscores the recognition that theoretical models alone may not sufficiently capture the multifaceted dynamics and nuances inherent in real-world economic and societal systems (Tirole, 2017, p. 82). From the perspective of Economics for the Common Good framework by actively engaging with the complexities of the real world, economists gain first-hand experience and knowledge that can enrich their understanding of various issues, ranging from economic inequality and market dynamics to social welfare and environmental sustainability. This understanding allows economists to develop more nuanced and effective policy solutions that are better tailored to address the diverse and interconnected challenges facing contemporary societies. Ultimately, by engaging with real-world complexities, economists can develop more nuanced and effective policy solutions that cater to the diverse needs of society, thereby promoting the Common Good.

An additional key notion that emerges is *"Collaboration and engagement"* that encourages economists to engage with other social sciences and effectively communicate economic insights to the public. As noted:

> The duty of an academic is to advance knowledge. In many cases (mathematics, particle physics, the origins of the universe) perhaps we should not be too preoccupied with the application of knowledge, but only with finding the truth – applications will come later, often in unexpected ways. Research driven only by the thirst for knowledge, no matter how abstract it may be, is indispensable – even in the disciplines that are naturally closest to real-world applications. But academics must also collectively aim to make the world a better place; consequently, they cannot refuse, as a matter of principle, to take some interest in public affairs. Economists, for example, should help to improve sectoral, financial, banking, and environmental regulations, as well as competition law; to improve our monetary and fiscal policies; to reflect on how Europe is organized; to understand how to overcome poverty in developing countries; to make education and health care policies more effective and fair; to foresee the development of (and provide remedies for) inequality; and so on. They should also take part in government hearings, interact with the administration, and sit on technical commissions (p. 69).

The economics for the Common Good framework highlights this notion as important for interdisciplinary cooperation in addressing complex societal issues. From the perspective of the economics for the Common Good framework by integrating insights from diverse fields, economists can gain a more comprehensive understanding of complex issues and develop more effective policy solutions. In this context, economists are called upon to actively engage with policymakers, administrators, and the public to promote policies that enhance social well-being and address societal challenges (Tirole, 2017, p. 69). This engagement involves not only providing expertise and analysis but also listening to diverse perspectives and incorporating them into policymaking processes. From the perspective of the Economics for the Common Good framework, by fostering dialogue and collaboration with stakeholders from different sectors of society, economists can ensure that policies are grounded in a deep understanding of societal needs and priorities. By embracing collaboration and engagement, economists can contribute to the Common Good by fostering collaboration and ensuring that economic insights are effectively translated into policy action.

Lastly, a *"comprehensive and human-centric approach"* emerges as another key notion that calls for a more comprehensive and human-centric approach to economics, considering social welfare and the Common Good. The data shows that,

> Economics works toward the Common Good; its goal is to make the world a better place. To that end, its task is to identify the institutions and policies that will promote the Common Good. In its pursuit of the well-being of the community, it incorporates both individual and collective dimensions. It analyses situations in which individual interest is compatible with the quest for collective well-being, as well as those in which, by contrast, individual interest hinders that quest (p. 69).

From the perspective of the economics for the Common Good framework, following a comprehensive and human-centric approach emphasises the importance of considering the broader societal impacts of economic policies and adopting a holistic approach to economic decision-making (Tirole, 2017, p. 83). This perspective recognises that economic activities have far-reaching consequences that extend beyond narrow measures of efficiency or profit maximisation. As a result the Economics for the Common Good framework urges instead, following a comprehensive and human-centric approach that emphasises the need to

evaluate economic policies based on their contributions to social welfare and the Common Good. A comprehensive approach to economic decision-making entails taking into account various dimensions of well-being, including not only economic prosperity but also factors such as social equity, environmental sustainability, and cultural vitality. By adopting a holistic perspective, economists can better understand the interconnectedness of these factors and identify policies that promote the Common Good.

Overall, these key notions within the Economics for the Common Good framework underscore the importance of adopting a holistic and morally grounded approach to economics, prioritising social welfare and the Common Good in economic decision-making. They further highlight the significance of embracing a multifaceted approach to economics, particularly in the pursuit of the Common Good.

4.2.4 Theory-Landscaping the Common Good Approach to Development Framework

Six key notions were extracted from the Common Good Approach to Development as indicated in table 5, which include:

- Common systems and their equilibrium.
- Quality of the development process.
- Matrix of the nexus of commons.
- Structural and relational aspects of development.
- Measurement and evaluation of neglected social aspects.
- Participatory democracy in development processes.

"Common systems and their equilibrium" is a key notion that highlights how collective values and actions required to maintain a dynamic equilibrium are vital for the Common Good (Nebel and Garza-Vázquez, 2022, p. 12). The Common Good approach to development hence,

> "Sees development as a process; as a systemic equilibrium of collective values, meanings, and actions embodied in social institutions and social practices that together generate a social dynamic that co-creates and sustains a particular way of social life—this is what we call 'a nexus of Common Goods'. Therefore, the approach we investigate here centres

mainly on the equilibrium created by that community among the many social goods and tries to capture the way this equilibrium—'the nexus of Common Goods'—is generated, maintained, and enriched over time" (p. 12).

Table 6. Conceptual notions on working for the Common Good Approach to Development Literature

A Common Good approach to development framework		
Key notions	**Meaning as relates to the Common Good**	**Data extracts from text**
Common systems and their equilibrium	The examination of how Common Goods equilibrium systems develop, stabilize, and form, and the governance and organization of common commodities.	"It sees development as a process; as a systemic equilibrium of collective values, meanings, and actions embodied in social institutions and social practices that together generate a social dynamic that co-creates and sustains a particular way of social life—this is what we call 'a nexus of Common Goods. Therefore, the approach we investigate here centres mainly on the equilibrium created by that community among the many social goods and tries to capture the way this equilibrium—'the nexus of Common Goods'—is generated, maintained, and enriched over time" (p. 12). The "drivers refer to the dynamic of the equilibrium as it moves toward humanity" (p. 54).
Quality of the Development Process	The recognition of the importance of the quality of the development process in achieving both human and sustainable development, as opposed to solely focusing on development conditions, goals, or targets.	"A Common Good perspective of development focuses on two elements. First, what are the basic Common Goods a people must share to live together as human beings? Secondly, what are the normative key drivers of the dynamic equilibrium of Common Goods? Therefore, our approach does not focus so much on actual achievements of development goals. Rather, we place an emphasis on the quality of development process, which makes these goals sustainable" (p. 27). "We could also think of a minimal threshold of basic Common Goods inherent to any nexus of the Common Good, including for example culture, solidarity, education, the rule of law, etc…an inexhaustive list of basic Common Goods might describe the core elements needed for any sort of nexus" (p. 54).
The Matrix of the Nexus of Commons	The creation of a matrix representing the nexus of the Common Good, focusing on what is valued, produced, shared, and profited from collectively. This matrix aims to improve the conceptualization of development and the formulation and evaluation of social policies.	"The matrix of the nexus of the Common Good aims its focus 'on commons', that is, on those things that we value, produce, share, and benefit from, as a collective. Likewise, as opposed to these measures, the metric developed here focuses on 'the process by which these [collective goods] combine in society to create a nexus–of–commons'"(p. 105). The matrix of Common Good dynamics, accounting for how institutions, social norms and common practices interconnect by identifying five normative key drivers not only of development, but human development (agency, governance, justice, stability, humanity). Based on this matrix, the contributors suggest a possible metric for measuring the quality of these dynamics" (p. 105).
Structural and Relational Aspects of Development	The emphasis on bringing attention to the structural and relational aspects of development, which have often been overlooked in contemporary conceptions of development and well-being.	"The metric adds insight to development practice by making visible and tangible two factors that have been neglected in traditional measures of development: (a) the socio-structural aspect of development and (b) the relational dynamic processes underlying social change. They then present and discuss each of the dimensions and indicators used to bring to life the matrix of the Common Good dynamic" (p. 18). "Structural aspects are understood as an inherently connected, systemic whole. That is, rather than treating these aspects as isolated dimensions that form part of the development process (e.g., measures of Rule of Law), they are seen as working in a nexus. Justice, for instance, cannot be fully understood without reference to agency freedom, the quality of governance, and so on. Precisely how the latter dimensions (Collective Agency, Governance, and others) work in harmony with others determines how we address justice concerns" (p. 107). "First, a Common Good approach goes beyond individual achievements by directing our attention to the socio-structural aspect of development that enables, facilitates, and co-constructs people´s freedom to live well" (p. 157).
Measurement and evaluation of neglected social aspects	The recognition of the need to measure and evaluate the neglected aspects of development, particularly the commons, to better understand and improve people's lives.	The concept of the Common Good, designed to evaluate the good of a situation, involves not only the positions but also the relationships between the individuals, with the solidarity between them particularly important. Solidarity among the members of a group implies concern for those who are in a disadvantaged position, which translates into providing equal opportunities to progress on their own. Hence, equality of opportunity is also a relevant concept to measure this aspect of the Common Good" (p. 247-248).
Participatory democracy in development processes	The participation of communities in decision making process.	"Involving communities in the design and implementation of development will automatically increase adequate delivery of goods and services; and that participatory practice results in higher levels of local cooperation and governance and builds social capital" (p. 64).

This notion highlights the interconnection of social institutions and practices in generating and sustaining a nexus of Common Goods vital for the Common Good. In this context, social institutions refer to the various structures and organizations within society, such as governments, educational systems, healthcare systems, and legal frameworks (Nebel and Garza-Vázquez, 2022, p. 13). These institutions play a crucial role in shaping the distribution of resources, opportunities, and power within society. Additionally, social practices encompass the behaviours, norms, and customs that govern human interactions and relationships within communities (Nebel and Garza-Vázquez, 2022, p. 13). From the perspective of a Common Good approach to development, the interconnectedness of social institutions and practices highlights how they collectively contribute to the creation and sustenance of Common Goods. Common Goods refer to those resources, benefits, or values that are shared and enjoyed by all members of a community or society (Nebel and Garza-Vázquez, 2022, p. 11). Examples of Common Goods may include clean air and water, public infrastructure, education, healthcare, social services, and cultural heritage. By recognising the importance of maintaining Common systems and their equilibrium, societies can work towards achieving the Common Good.

The exploration of the "*quality of the development process"*, is another key notion that emerges. Nebel and Garza-Vázquez, (2022) note that,

> A Common Good perspective of development focuses on two elements. First, what are the basic Common Goods a people must share to live together as human beings? Secondly, what are the normative key drivers of the dynamic equilibrium of Common Goods? Therefore, our approach does not focus so much on actual achievements of development goals. Rather, we place an emphasis on the quality of development process, which makes these goals sustainable (p. 27).

This notion shifts the focus from merely achieving development goals to ensuring the quality and sustainability of the development process itself. From the perspective of a Common Good approach to development, the quality of the development process acknowledges that sustainable development requires more than just meeting specific benchmarks; it necessitates a deeper consideration of how development is pursued and implemented. By

emphasising the quality of the development process, the Common Good approach to development framework highlights two essential aspects. Firstly, it focuses on identifying the basic Common Goods that are essential for people to live together as human beings. These Common Goods encompass fundamental resources, opportunities, and values that are shared by all members of society, such as access to education, healthcare, clean water, and a safe environment. From the perspective of the Common Good approach to development framework recognising and prioritising these Common Goods are crucial for fostering social cohesion, equity, and well-being within communities. Secondly, the Common Good approach to development framework considers the normative key drivers that influence the dynamic equilibrium of Common Goods. This involves examining the underlying principles, values, and policies that shape the development process and its outcomes. From the perspective of the Common Good approach to development framework, by understanding these drivers, policymakers and stakeholders can better assess the impacts of development interventions on societal well-being and make informed decisions to promote the Common Good.

The key notion of "*the matrix of the nexus of commons*," as highlighted in the theory-landscaping review which focuses on the creation of a matrix representing the nexus of the Common Good, focusing on what is valued, produced, shared, and profited from collectively. The matrix of the nexus of the Common Good serves as a comprehensive framework for conceptualising development and formulating social policies that promote the Common Good. It shifts the focus from individual interests to collective well-being, recognising that certain resources, benefits, and values are essential for the flourishing of society as a whole (Nebel and Garza-Vázquez, 2022, p. 105). Nebel and Garza-Vázquez expound that,

> The matrix of the nexus of the Common Good aims its focus 'on commons', that is, on those things that we value, produce, share, and benefit from, as a collective. Likewise, as opposed to these measures, the metric developed here focuses on 'the process by which these [collective goods] combine in society to create a nexus–of–commons (p. 105).

The Common Good approach to development framework emphasises on focusing on the process by which collective goods combine in society to create a nexus of commons, this notion underscores the importance of understanding the dynamics of how these goods are produced, distributed, and utilised. The Common Good approach to development framework

encourages policymakers and stakeholders to consider not only the end products or outcomes but also the underlying processes and relationships that shape the distribution and accessibility of Common Goods.

Moreover, the nexus of commons key notion emphasises the importance of valuing, producing, sharing, and benefiting from Common Goods collectively. It highlights the interconnectedness of individuals and communities in the creation and sustenance of these goods, emphasising the need for collaborative efforts and shared responsibilities in promoting the Common Good.

Furthermore, the *"structural and relational aspects of development"* are a key notion identified in the Common Good approach to development framework where Nebel and Garza-Vázquez note that,

> Structural aspects are understood as an inherently connected, systemic whole. That is, rather than treating these aspects as isolated dimensions that form part of the development process (e.g., measures of Rule of Law), they are seen as working in a nexus. Justice, for instance, cannot be fully understood without reference to agency freedom, the quality of governance, and so on. Precisely how the latter dimensions (Collective Agency, Governance, and others) work in harmony with others determines how we address justice concerns (p. 107).

The notion of structural and relational aspects of development within the Common Good approach to development framework emphasizes the interconnectedness of various dimensions that shape justice and collective agency (Nebel and Garza-Vázquez, 2022, p. 107). Unlike traditional approaches that treat these aspects as isolated components, this notion views them as part of a larger, interconnected system. From the perspective of the Common Good approach to development, structural aspects are understood as inherently connected elements that operate within a systemic whole. This means that dimensions such as justice, agency freedom, and governance are not considered in isolation but are seen as working together in a nexus. For example, the quality of governance influences agency freedom, which in turn affects perceptions of justice within society. From the perspective of the Common Good approach to development framework, by recognising these

interconnections, policymakers, and stakeholders gain a more holistic understanding of the factors that influence development outcomes.

Furthermore, the notion of structural and relational aspects of development within the Common Good approach to development framework highlights that justice concerns cannot be fully addressed without considering the broader structural and relational context. For instance, achieving justice requires not only implementing laws and regulations but also ensuring that governance structures are transparent, accountable, and inclusive. Similarly, promoting collective agency involves empowering individuals and communities to participate in decision-making processes and advocating for policies that address systemic inequalities. By emphasising the interconnectedness of structural and relational aspects of development, this notion underscores the importance of addressing systemic factors in advancing the Common Good.

"Measurement and evaluation of neglected social aspects" is another key notion that has emerged as recognition of the need to measure and evaluate the neglected aspects of development, particularly the commons, to better understand and improve people's lives (Nebel and Garza-Vázquez, 2022, p. 247). They note,

> The concept of the Common Good, designed to evaluate the good of a situation, involves not only the positions but also the relationships between the individuals, with the solidarity between them particularly important. Solidarity among the members of a group implies concern for those who are in a disadvantaged position, which translates into providing equal opportunities to progress on their own. Hence, equality of opportunity is also a relevant concept to measure this aspect of the Common Good (p. 247-248).

This notion underscores the importance of assessing neglected aspects of development, particularly the commons, to better understand and improve people's lives. The Common Good approach to development framework, traditional development paradigms, and certain social aspects may be overlooked or undervalued in favour of more easily quantifiable or economically oriented indicators. However, the Common Good approach to development framework emphasizes that true progress and well-being cannot be adequately captured by economic metrics alone. Instead, it calls for a more comprehensive approach that considers the broader social dimensions of development, including the commons. By emphasising the

measurement and evaluation of neglected social aspects This notion recognises that the well-being of individuals and communities is influenced by a wide range of factors beyond economic indicators such as social cohesion and cultural identity. Moreover, this notion highlights the importance of solidarity and equality of opportunity in assessing the Common Good. Solidarity among community members implies a sense of collective responsibility and mutual support, particularly for those in disadvantaged positions (Nebel and Garza-Vázquez, 2022, p. 248). Therefore, evaluating the Common Good requires not only considering individual positions but also assessing the quality of relationships and the extent of solidarity within a community.

Finally, "*participatory democracy in development processes"*, is a key notion identified in the theory-landscaping review, it emphasises community engagement, collaborative decision-making, and partnerships (Nebel and Garza-Vázquez, 2022, p. 64). They acknowledge that,

> Involving communities in the design and implementation of development will automatically increase adequate delivery of goods and services; and that participatory practice results in higher levels of local cooperation and governance and builds social capital (p. 64).

Encouraging community engagement, collaborative decision-making, and partnerships in the participatory democracy development process key notion recognises the importance of involving communities in the design and implementation of development initiatives. From the perspective of a Common Good approach to development rather than top-down decision-making by government or external agencies, participatory democracy promotes inclusive processes where stakeholders have a voice and agency in determining their own development priorities. This means that by involving communities in the design and implementation of development initiatives, several benefits are realised such as a more accurate understanding of local needs, preferences, and priorities which will in turn advance the Common Good.

The Common Good approach to development framework therefore advocates for a holistic approach to development that emphasises collective values, participatory decision-making, and the interconnectedness of various factors in achieving sustainable and equitable outcomes for all members of society.

4.3 Commonalities within the frameworks in relation to the Common Good

The concept map, as depicted in Figure 3, maps the interconnectedness among the four theoretical frameworks which are Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development, all focusing on the Common Good. The map shows the key notions that were theory landscaped in Section 4.2 above.

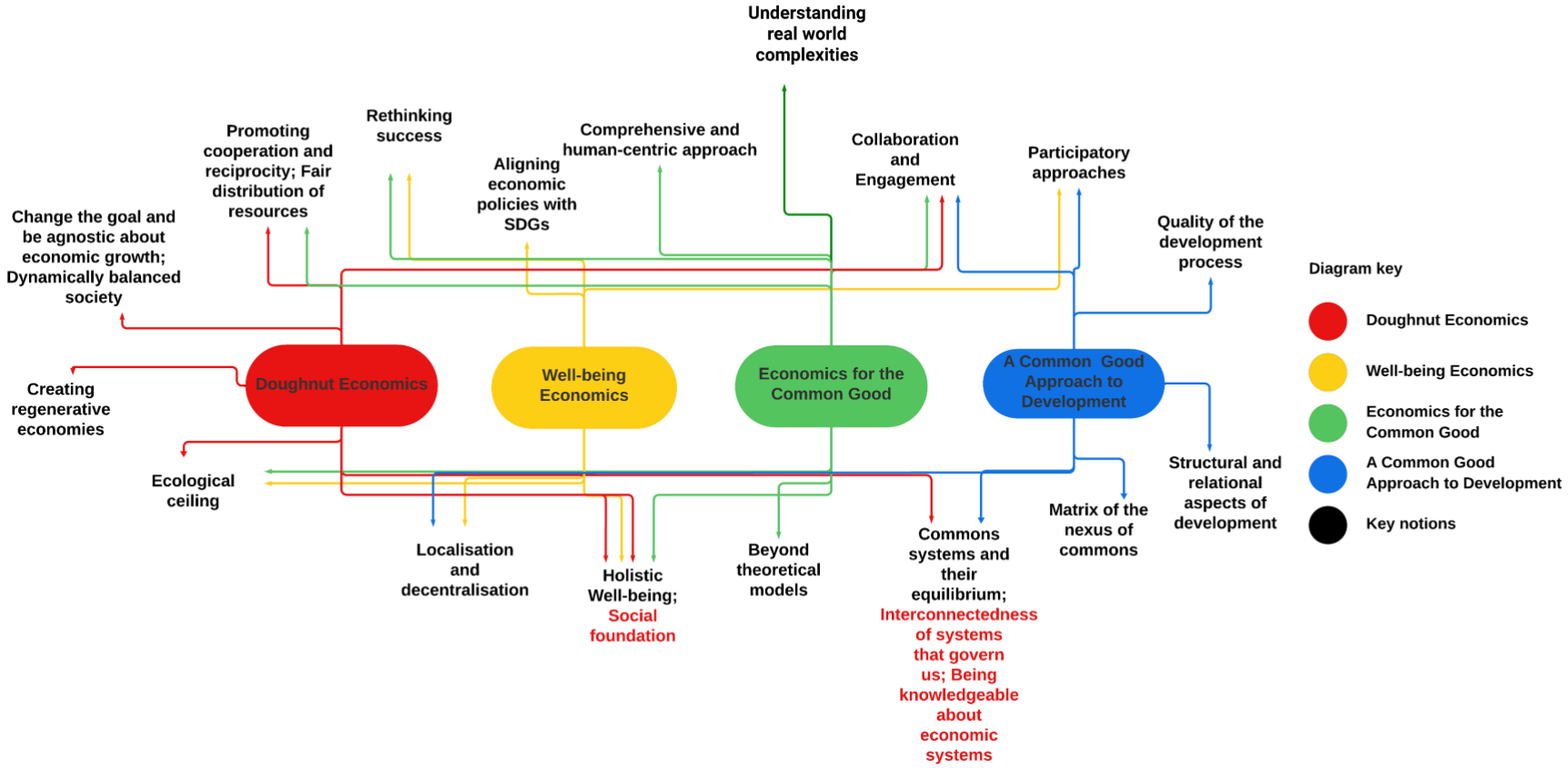


Figure 3 Key concepts derived from the theory landscaping review (Theory-mining review)

The key notions that were identified across all the frameworks are social foundation, ecological ceiling, change the goal and be agnostic about economic growth, interconnectedness of systems that govern us, promoting cooperation and reciprocity, collaborative approaches, being knowledgeable about economic systems, fair distribution of resources, creating regenerative economies, and dynamically balanced society for the Doughnut Economics Framework. Rethinking success, holistic well-being, localisation and decentralisation, participatory democracy, and aligning economic policies with Sustainable Development Goals (SDGs) for Wellbeing Economy Framework. Beyond theoretical models, understanding real-world complexities, collaboration and engagement, and comprehensive and human-centric approach for the Economics for the Common Good Framework; Common systems and their equilibrium, quality of the development process, matrix of the nexus of commons, structural and relational aspects of development, measurement and evaluation of neglected social aspects and participatory democracy in development processes for the Common Good Approach to Development Framework.

Figure 3 shows that there is a level of interconnectedness among the key notions across the frameworks. Three key notions which include *ecological ceiling, holistic well-being,* and *collaborative approaches* are found in Doughnut economics, Wellbeing Economy and Economics for the Common Good. While it is acknowledged that ecological ceiling as a notion is prominent in the Doughnut Economics framework, the other frameworks, Economics for the Common Good and Wellbeing Economics also recognise environmental well-being. Ecological ceiling advocates for planetary boundaries in which environmental sustainability is always considered in the developmental process (Raworth, 2017). Environmental wellbeing as depicted in the other two frameworks similarly demonstrates that economic growth should not take place at the expense of degrading the environment (Fioramonti, 2017; Tirole, 2017). Environmental wellbeing therefore, links to the overall of ecological ceiling notion and brings to the fore the significance of environmental protection as a key proponent to be recognised in working for the Common Good. The concept of the Common Good inherently calls for balancing individual and collective needs, where long-term environmental protection becomes essential for ensuring sustainable livelihoods for all. In this sense, working for the Common Good is not just about achieving economic and social equity but also about ensuring that these goals are pursued within the boundaries of ecological sustainability. The alignment

of environmental well-being with the concept of the Common Good underscores the need for collective responsibility and collaborative approaches to protect both human and planetary well-being. Thus, the ecological ceiling and environmental well-being are not just abstract concepts but are vital pillars in the broader goal of working toward a sustainable and equitable future for all.

Further, the study found that holistic well-being features prominently in the Wellbeing economy framework but is also present in Doughnut economics represented under the social foundation key notion, and Economics for the Common Good framework represented under the comprehensive and human-centric approach key notion and A Common Good approach to Development represented under the quality of development process. Moreover, collaborative approaches is particularly prominent in the Economics for the Common Good framework while also recognised in the Doughnut Economics framework and a Common Good approach to development framework. Lastly, Rethinking success was prominent in three frameworks, which are Doughnut Economics, Well-being Economy, and A Common Good Approach to Development. These three frameworks additionally critique traditional economic models and call for new ways of thinking about economic growth.

Five key notions are prominent in two frameworks, these are *participatory approaches*, *localisation and decentralisation*, and *common systems and their equilibrium, promoting cooperation and reciprocity and fair distribution of resources*. These notions directly contribute to advancing the Common Good by emphasizing collective responsibility and equitable outcomes. Participatory approaches ensure that all voices, especially those from marginalized communities, are included in decision-making processes, fostering inclusive solutions that serve the broader community. Localisation and decentralisation promote context-specific strategies that allow communities to tailor solutions to their unique needs, thereby enhancing their ability to work for the Common Good.

The concepts of common systems and their equilibrium, alongside cooperation and reciprocity, highlight the importance of shared systems that operate for mutual benefit. These principles demonstrate that sustainable societal progress relies on collective action and interdependence. Fair distribution of resources further supports the Common Good by

ensuring that wealth and opportunities are equitably shared, reducing inequalities and fostering social cohesion.

By understanding the interconnections between these frameworks, we see that they share fundamental principles in advancing the Common Good. This understanding provides valuable insights into how different strategies and approaches can be adapted to promote social and environmental justice across diverse contexts. The convergence of these key notions across the frameworks reveals a shared commitment to addressing societal challenges in ways that prioritize both individual and collective well-being, which is essential to working for the Common Good.

The four frameworks also vary in their focus, methodologies, and proposed solutions. I found nine key notions that are only prominent in one framework, these are: *change the goal and be agnostic about economic growth, dynamically balanced society, creating regenerative economies, comprehensive human approach, aligning economic policies with SDGs, beyond theoretical model, matrix of the nexus of commons, structural and relational aspects of development and the quality of the development process.* Doughnut Economics and Well-being Economy propose alternative economic models challenging growth-centric approaches. Economics for the Common Good extends beyond economic structures, focusing on economists' role in addressing broader societal challenges. A Common Good Approach to Development explores the dynamics of Common Goods equilibrium systems, highlighting their intricate interplay and balance.

Moreover, the frameworks differ in their global versus local perspectives. Well-being Economy focuses on South Africa while linking to global issues, and Doughnut Economics address global issues. Whereas A Common Good Approach to Development focuses on local dynamics and the governance of Common Goods.

4.4 Interpreting the 'work for the Common Good' across the frameworks

While these frameworks vary, they all share a fundamental commitment to working for the Common Good. Each framework incorporates principles that prioritize collective well-being, sustainability, and equitable resource distribution. For example, Doughnut Economics' focus on planetary boundaries ensures that the needs of the present generation are met without

compromising future generations' ability to thrive—an essential aspect of the Common Good. The Well-being Economy, with its emphasis on aligning economic policies with the SDGs, promotes a development model that seeks to improve quality of life for all, particularly the marginalised, which directly aligns with the Common Good.

Economics for the Common Good emphasises the responsibility of economists and policymakers in addressing broader societal challenges. This highlights a crucial aspect of the Common Good: ensuring that economic practices benefit society as a whole, not just select groups. A Common Good Approach to Development focuses on how local governance of common goods can help achieve balance and sustainability, emphasising the importance of community-level strategies for promoting the Common Good in development processes.

4.5 Conclusion

In conclusion, this chapter has provided a comprehensive exploration of how the four working for the Common Good frameworks which are: Doughnut Economics, Well-being Economy, Economics for the Common Good, and A Common Good Approach to Development relate to the Common Good. This was done through a methodological framework that incorporates theory-landscaping. The theory-landscaping review delved into existing literature by discussing key notions that have been identified from various frameworks and this presented a concept map. Extracting data involved identifying and documenting theoretical concepts from these frameworks, capturing relevant quotes that directly address key notions, and establishing connections to the concept of the Common Good. The synthesis of the key notions across the Doughnut Economics, Wellbeing Economy, Economics for the Common Good, and A Common Good Approach to Development frameworks illuminates a number of ideas aimed at promoting the Common Good. These ideas are central to the conceptualisation of the Common Good. Through this theoretical landscape, it becomes evident that these frameworks share fundamental principles such as ecological sustainability, holistic well-being, collaborative approaches, and participatory democracy, underscoring a collective commitment to addressing complex societal challenges.

5. CHAPTER 5 – PRESENTING THE PRIMARY DATA AND DISCUSSION

5.1 Introduction

The second data collection method that was employed in this study was semi-structured interviews, which were supplemented by observations done through attending a workshop. This chapter has three sections. The first section presents the primary data which delves into the insights and perspectives that emerged from the interviews with the main actors, aiming to illuminate the key tenets of working for the Common Good. The second section examines some of the barriers to advancing the Common Good that were identified by the main actors. The last section looks across the data sets to look at how the main actors envision the pivotal role of education and training in working for the Common Good.

5.2 Perspectives of main actors working with ideas of working for the Common Good

The section below presents the findings from the interviews. I discuss key insights related to working for the Common Good from the perspectives of key actors actively involved in initiatives for promoting the Common Good.

The key takeaway from this discussion is that participants revealed the diverse array of factors contributing to working of the Common Good. They advocated for integrating environmental considerations into individual and collective actions, recognising that sustainable practices are essential to supporting the long-term welfare of communities. Social justice emerged as a foundational aspect of working for the Common Good, with participants emphasising equal access to basic needs such as education, healthcare, and housing, alongside fostering greater equality across society.

In terms of practical application, participants highlighted **localised initiatives** as a key feature of working for the Common Good, noting that these initiatives empower communities to address specific challenges relevant to their contexts. Structural changes at the policy level were also discussed as essential for addressing systemic issues, such as fair wealth distribution and creating meaningful employment opportunities, underscoring the role of governance in supporting the Common Good.

Further, interdisciplinary approaches were acknowledged as vital, particularly in the context of collaborative efforts to solve complex societal challenges. This interconnectedness between social, economic, and environmental concerns was identified as central to working for the Common Good, as it promotes comprehensive and coordinated solutions across different sectors.

In essence, the findings underscore the importance of embracing a holistic, participatory, and collaborative approach to tackle environmental, social, and economic issues. While the broader theory of the Common Good provides a conceptual framework, the specific features of working for the Common Good—such as local action, structural reforms, and interdisciplinary collaboration—are necessary to translate this theory into practical, effective outcomes.

5.2.1 Emerging discussion

From the interview data, I identified insights on how participants understand and apply Common Good practices, which were grouped into the following seven broad themes:

- Environmental stewardship
- Social Justice
- Developing localised initiatives
- Human behaviour and selflessness
- Cultivating a volunteerism culture
- Making Structural changes
- Adapting multi-disciplinary approaches and Interconnectedness

Participants drew on the concept of *Environmental stewardship* as a tenet for the Common Good. Six participants argued that everyone should integrate environmental concepts within themselves and the work that they do so that we all have a shared responsibility towards the environment. For example, one participant stressed that tackling problems such as litter should not only be the responsibility of producers, and consumers should also play an active role. In essence, this highlighted the collective duty we all share in preserving and protecting the environment. One participant stated that,

> *The person who discards a can should be solely accountable and it should not only be the producer who bears responsibility (Paticipant-1).*

This perspective is related to the Doughnut Economics Framework, with the Common Good being linked to environmental preservation. Raworth (2017) reinforces the idea that our collective well-being is intricately linked to the health and sustainability of our environment.

One Participants further suggested that for individuals to embrace environmental stewardship, it is vital to see natural resources as a *shared asset beyond being solely owned by the state*. The participant stated that when the state claims ownership of the environment, it tends to alter perspectives, leading to the environment being viewed mainly through a governmental lens, with the responsibility of stewardship largely falling on the state. One participant noted that,

> *During protests or acts of civil disobedience, individuals may damage public infrastructure, like lampposts or roads, without considering these as part of their own communal space. Instead, they see these structures as government property and express discontent by harming what they perceive as government assets (Paticipant-3).*

Two Participants in the study hence stressed the importance of changing how we perceive natural resources, advocating for viewing them as *communal spaces*. This shift challenges conventional thinking and promotes a more collective and participatory approach to environmental issues, aligning with the principles outlined in the Common Good Approach to Development framework (Nebel and Garza-Vázquez, 2022) which highlighted that the Common Good should be a collective and shared responsibility. Essentially, the participant's called for a change in perspective that underscored the significance of recognizing natural resources as shared assets, which necessitates a collective responsibility, as suggested by the Economics for the Common Good framework (Tirole, 2017).

With regards to *Social Justice*, four participants saw addressing social justice as a key tenet to working for the Common Good. One participant highlighted that,

> *The Common Good, in my view, involves addressing and ensuring equal access to fundamental needs such as adequate nutrition for every child, housing for every family, clean water in every community, and unpolluted air and fertile soil in cities and villages (Paticipant-10).*

Another participant stated that,

> *Social justice extends to equal access to quality education, freedom of expression, and environmental sustainability (Paticipant-8).*

This perspective emphasises that working towards social justice is an integral part of promoting the Common Good, aligning with principles observed in the Well-being Economy (societal well-being key notion) and the Doughnut Economics framework (Social foundation and ecological ceiling key notions). For the two participants above, the Common Good encompasses ensuring necessities such as proper nutrition for all children, housing for every family, clean water in every community, and uncontaminated air and fertile soil in both urban and rural areas. The four participants highlighted that addressing social justice is seen as a comprehensive approach to fostering well-being and equality across various aspects of society. In the Well-being Economy framework, the pursuit of social justice becomes integral to creating a society where everyone has the opportunity to thrive and live with dignity which is essential for the Common Good. This view aligns with evolving economic models that is suggested by the Wellbeing economy that emphasise not only financial prosperity but also the well-being of individuals, communities, and the environment. Ultimately, social justice as a key tenet, within the context of the Common Good as brought forth by the main actors tends to reflect a commitment to building a more inclusive, equitable, and sustainable society. However, caution needs to be exercised that the framing of Common Good does not become reduced to a 'human centred' framing only.

With regards to *Developing Localised Initiatives*, one key actor who was involved in initiatives that were aimed for the Common Good stated that their work revolved around developing localised initiatives that targeted uplifting of their community. Localised was interpreted as developing solutions with the local community to respond to a community need. Their work emerged in response to the COVID-19 pandemic. The participant stated that,

> *During Covid-19, in our community residents come together to convert a vacant lot into a shared garden space. To do organised volunteers to clear the land, procure gardening supplies, and plant a variety of vegetables, fruits, and herbs for people who lost their income (Paticipant-2).*

Another participant who was in higher education also gave insight into their work,

> *To illustrate a practical example of working for the Common Good, our environmental education program collaborates with other universities. We are teaching a course that targets primary and*

> *high school in communities. The course aims to instil principles of a healthy environment and sustainability by encouraging environmentally friendly practices in the local community (Paticipantt-5).*

The participant mentioned that students engage in activities such as growing plants, creating nurseries, and using recyclable materials for packaging. They calculate costs, practice business skills, and even involve the community in supporting their ventures. The profit generated was utilised not only for school needs but also to host meals for the elderly and unemployed members of the community. This approach not only sustains itself but also fosters a sense of community engagement and reciprocity. An ethic of caring for the collective (not just the individual) seems a central idea within the Common Good.

Another participant who was also involved in environmental initiatives stated that they had an initiative that revolved around what they termed environmental champions. The program encompassed diverse aspects such as addressing illegal dumping, monitoring water quality, and engaging communities in environmental awareness campaigns. The initiative started as a volunteering initiative and eventually, it led to a small program funded by the district municipality and an NGO offering some monthly incentives. These individuals or groups were community members, often young people, actively engaged in addressing both environmental and social issues in their local community. The emphasis was not solely on environmental principles but stemmed from a vital reliance on the environment for their livelihoods. This initiative strived for the Common Good by tackling youth unemployment, environmental issues affecting community members, and fostering a sense of societal responsibility.

This community-centred approach aligns with the principles of the Wellbeing Economy framework, as well as a Common Good Approach to Development framework. These frameworks advocate for localised and decentralised economies that empower communities to actively address their unique challenges (Nebel and Garza-Vázquez, 2022). By embracing local solutions, communities tend actively participate in shaping their futures. The recognition of localised and decentralised economies for communities becomes important, reinforcing the idea that solutions to environmental, social, and economic challenges are best formulated and implemented at the grassroots level.

With regards to *Human Behaviour and Selflessness*, one participant stated that how individuals perceived and contributed to the Common Good was either driven by actions that were for personal benefit or those done for the greater good of society.

The participant explained that,

> *During my observations, I noticed a dichotomy between public spaces, often marred by litter and filth, and private spaces, notably pristine and well-maintained. This distinction highlights the subjective nature of what individuals consider 'theirs' versus the 'common.' Even in my hometown, there is a shift in perception, where a community views its shared space as integral to their identity, keeping it clean. However, this sense of ownership diminishes once outside that community, relegating responsibilities to the municipality or government (Paticipant-7).*

The study further found that there were varying standards that individuals held for what they considered 'theirs' and 'not theirs' in societies. The discussion of what is considered common versus individual varies across societies, with cultural and family structures influencing perspectives. Three participants noted that cultural and religious traditions played an important role in individuals contributing to the Common Good as values and ethics, sense of community, and social norms varied across cultures and religions. Sandel (2020) supports this and highlights that there is an interplay in factors influencing decision-making, be it cultural or educational, and how these factors shape one's perception of what constitutes to the Common Good.

One participant stated that we should be governed by an ethos such as that adopted by the Indian cultures which say "Vasudha Iva Kutumba am" (the world is one family) or that adopted by South Africans which says “Ubuntu” (I am because we are/ I am because you are/humanity towards others) which encapsulates the idea of considering all of humanity as interconnected, emphasising the need to explore the motivations and boundaries that drive individuals to contribute to the Common Good.

With regards to *Cultivating a Volunteerism Culture* as a key tenet, three participants acknowledged that for the Common Good to thrive, a robust tradition of volunteerism is required. One participant mentioned that in their work, there was a prevalent ethos of contributing to the Common Good, with individuals often acting for the benefit of everyone

and humanity without expecting monetary returns and this was linked to voluntarism. The participant stated that,

> *People in my professional community willingly engage in additional efforts such as volunteering to contribute to the Common Good without expecting extra compensation (Paticipant-6).*

Engaging in activities that do not necessarily bring financial gain is to contribute to the Common Good. This encompasses any contribution to society, be it in the community, school, university, church, or political space. The impact of volunteering is seen to extend beyond benefiting individuals and communities, also positively influencing volunteers themselves, fostering effects such as enhanced self-esteem, academic achievement, personal efficacy, confidence, optimism, improved health, and potentially a longer life for those engaged in helping others (Snyder, 2011).

Making *structural changes* seen as disrupting the status quo especially if it was unfair was additionally identified as a tenet of the Common Good by participants. As one participant expounded,

> I tend to lean towards a structuralist perspective. Therefore, I am sceptical about placing the responsibility on individual people to alter their lifestyles for the Common Good. While personal efforts matter, expecting individuals to, for instance, drive less to combat emissions is akin to the climate change dilemma. If our electricity is primarily derived from coal-fired power stations, individual actions like reducing personal travel have minimal impact on carbon emissions. In essence, expecting individuals to save the world is overly burdensome when **significant structural changes are required** (*Paticipant*-9).

For the Common Good to work, the participant stated that the focus needs to be at the macro policy level. They further highlighted that the Common Good narrative should be integrated into overarching policy goals. For instance, when considering economic growth, the conversation ought to shift towards economic growth ideals for the Common Good. Similarly Raworth (2017) has highlighted this stating that we need to rethink success within our societies.

This perspective prompts a re-evaluation of structural interventions that can contribute to collective well-being. The focus should be on creating a fair distribution of wealth and

ensuring that the economy facilitates the accumulation of security and wealth for everyone, rather than relying on individual acts of generosity (Nebel and Garza-Vázquez, 2022).

One participant noted that one of the critical challenges faced in South Africa was structural and there was a need to find avenues to generate, for example, employment, considering the high unemployment rate. While the country's fiscal system effectively redistributes funds to those in need, it is not a comprehensive solution, given the resource constraints. Two other participants further raised points of creating opportunities for people to engage in meaningful work, which goes beyond just labour for the sake of earning money. They argued that meaningful work provided stimulation, fulfilment, and financial security. One of the two participants stated that,

> *The emphasis should be on creating opportunities for people to work, not just in the sense of labour for the sake of it, but meaningful work that provides stimulation, fulfilment, and financial security. Dismissing the importance of employment by suggesting that people only seek incomes and promoting a post-work society can be patronising. Work is not just about economic contributions; it also holds intrinsic value for individuals by creating meaning and purpose (Paticipant-9).*

The participant dismissed the importance of employment by suggesting that people were only motivated by income. The Participant found this notion patronising, implying that work is only about economic contributions. They highlighted that work had intrinsic value beyond its economic aspects. work provided individuals with meaning and purpose, contributing to their overall well-being and fulfilment. This view aligns with the views raised by Pinto (2017), stating that work should have moral growth within the organisation and must be considered a shared benefit, aligning with the well-being of both the community and its individuals.

With regards to *Adapting multi-disciplinary approaches and Interconnectedness,* for three Participants, multi-disciplinary approaches and interconnectedness are seen as pivotal to the Common Good. One Participant stated,

> *To me, working for the Common Good involves collaborating with others, driven by passion and interests, to address issues that matter to you and your community. It's about recognising the unintended benefits that may emerge from such collaborative efforts. By framing initiatives around collaborative work for a better future, you open the door to positive outcomes that may not be immediately apparent (Paticipant-10).*

These findings highlight the significance of multi-disciplinary approaches and cross-sector collaboration in addressing complex societal challenges. Two participants emphasised that the interconnected issues faced by communities required collaboration among individuals from diverse fields, including education, social sciences, and policy. The findings also highlight the need for a holistic understanding of problems and the development of comprehensive solutions. Lotz-Sisitka (2017) similarly found that bringing together expertise from different sectors allows for a more effective and nuanced approach to problem-solving, acknowledging that solutions often extend beyond the realm of a single discipline. In addition, the three participants in academia advocated for an integrated and collaborative effort involving academia, government, non-profit organizations, businesses, and the wider community to collectively contribute to positive social change.

In summary data from the interviews highlighted provides insight into concrete operationalisation of Common Good initiatives and highlight the following notions as critical to Common Good discourses, environmental stewardship, advocating for social justice, fostering community resilience through the development of localized initiatives, promoting altruistic human behaviour and selflessness, cultivating a culture of volunteerism, advocating for structural changes to address systemic issues, and recognising the Interconnectedness of various societal challenges. Together, these tenets form a holistic framework that emphasises the importance of collective action, systemic change, and a deep understanding of the interdependence between human well-being and the environment. This comprehensive approach underscores the need for collaborative efforts across sectors and disciplines to address complex issues and advance the Common Good.

5.3 Barriers to achieving the Common Good

This section discusses some of the barriers to achieving the Common Good raised by participants. The key takeaways from the identified barriers to promoting the Common Good is that participants question the definition of the Common Good and its multiple meanings.

Participants further stated that lack of funding for initiatives aimed at the Common Good posed another significant challenge, with participants noting the difficulty in aligning societal returns with the expectations of businesses and funders prioritizing more direct, income-generating outcomes. Additionally, a lack of political will hinders progress towards the

Common Good, with participants emphasising the need for genuine commitment to addressing inequality and fostering a shared understanding of the Common Good.

5.3.1 Defining the Common Good

With regard to *Defining the Common Good and its validity*, one participant challenged the validity of the Common Good concept and its fundamental essence. The critiques are rooted in the critical examination of the term common suggesting that the term has an inherent contradiction that arises from the lack of clear definition and a genuinely shared element, and this is particularly evident in essential resources like water. Interviewer 9 highlighted that these resources are not universally accessible, the participant questioned the practicality of applying a Common Good framework to them. The critique delves into the complexities of defining what can be considered common, shedding light on the challenges associated with applying such a concept to resources subject to diverse interests, ownership, and conditions. Cohen (1991) also highlighted that individuals or entities benefit from a shared resource, service, or collective effort without contributing their fair share or bearing their proportionate share of the costs or responsibilities associated with it.

The participant stated that,

> *For me, the Common Good there is a contradiction in the concept, there is no common okay, and in the end, it is not good. You know what I mean? Because the air, for example, or the water, I mean, I think not common…because the river gets polluted…economic conditions are placed on natural resources because monetary value is placed on everything (Paticipant-9).*

Similarly, another participant noted that,

> *Previously shared resources, such as water points in villages, were considered communal and accessible to all without ownership. However, some individuals have sought to appropriate these resources, introducing the concept of ownership, and expecting compensation for maintenance (Paticipant-7).*

The participant argued that the monetary value was connected to the concept of the Common Good, emphasising the dominance of economic rationality and its limitations in addressing real-world issues like environmental pollution. The participant called for a deeper exploration into the socio-political and economic dimensions that shaped the understanding of what was

considered common. The critique highlights the challenge of integrating different interests and ownership claims, emphasising that what might be perceived as a Common Good for one group could contradict the interests of another. In essence, the findings suggest that fewer people today engage in activities solely for the Common Good without anticipating monetary compensation. This has even impacted spaces and resources originally intended for the collective benefit of communities. As a result, a more nuanced conversation on the contextual nature of the Common Good is needed, considering the complexities inherent in applying this concept to resources that exist within a web of dynamic and often conflicting relationships.

5.3.1.1 Lack of funding for initiatives aimed at working for the Common Good

Regarding *Lack of funding for initiatives aimed at working for the Common Good*, the findings indicate that securing funding for initiatives that are aimed at the Common Good is a challenge. A participant expressed that,

> *The primary hurdle lies in securing funding for these initiatives. It is crucial to acknowledge that work for the Common Good does not necessarily yield immediate tangible returns. The returns on investment are different from traditional business metrics. In the context of community projects, the visible returns on investment manifest as a clean road, trimmed road verges, and well-maintained surroundings (Paticipant-10).*

The participant mentioned that the challenge arose in aligning societal returns with the expectations of businesses and funders who may prioritise more direct, income-generating outcomes. The challenge was convincing organisations and program funders to recognise the value of the Common Good in terms of its broader impact on society. The Participant argued that although initiatives may not translate into immediate financial returns, they play a crucial role in enhancing the well-being of communities. This distinction between tangible business returns and societal benefits poses the most significant challenge in promoting and sustaining work for the Common Good.

5.3.1.2 Lack of political will

With regards to Lack of political will, three participants stated that a lack of political will hinders the Common Good with one participant particularly noting that,

> *Another observation that has become apparent to me is related to the often-discussed triple challenge of poverty, unemployment, and inequality. Despite the rhetoric, it appears there is insufficient political will to undertake the necessary actions to address inequality. The conversation tends to focus more on the struggle for power and elite status, given the influential role of economic elites in perpetuating the existing system. It seems clear that the real contestation revolves around who holds the top positions rather than a genuine commitment to reducing the wealth gap (Paticipant-4).*

The participant hence believed that political will was required for the Common Good, and fostering a shared understanding of the Common Good was imperative. This understanding should centre on the realisation that the goal is not merely to alter the composition of the elites but to eliminate the concept of elites and narrow the wealth gap. The participant argued that despite evidence indicating that inequality negatively impacted everyone, even those who are well-off, there seems to be reluctance to engage in the necessary work that involves some degree of temporary sacrifice, particularly from those at the top. The challenge lies in whether there is a collective willingness to undertake the required efforts for the Common Good.

5.4 Role of education and training in promoting the Common Good

In this section, I delve into the perspectives of key actors actively involved in initiatives for promoting the Common Good, examining how they envision the pivotal role of education and training.

The key takeaways from the emerging discussion centre on participants stressing the importance of integrating real-world concerns from communities into educational frameworks, emphasizing collaboration and reciprocal relationships between educational institutions and communities to address local challenges effectively. Some Participants advocated for a nuanced understanding of community dynamics and the humility to adapt interventions to specific contexts, highlighting the need for thorough contextual analyses and diverse sources of information. Additionally, participants underscored the role of education in instilling values that enabled individuals to work for the Common Good, emphasizing the importance of fostering a sense of responsibility beyond personal gain and empowering individuals to contribute meaningfully to positive change within their communities.

5.4.1 Emerging discussion

The discussion below will be focused around these three emergent themes:

- Fostering community involvement in education
- Developing contextualised interventions
- Embedding the Common Good into curricula

5.4.1.1 Fostering community involvement in education

With regards to *fostering community involvement in education*, the role of education and its impact on communities has been highlighted by Participant 8, 1, 10 and 3. One participant argued that there should be a direct influence of communities on school curricula, emphasising the importance of incorporating real-world concerns brought forth by the community into educational frameworks. The participant explained that,

> *Teachers should venture beyond the school premises to explore their surroundings and the issues people are grappling with. Upon their return, they can seamlessly integrate with other stakeholders, sharing insights about what is happening in the community. This collaborative effort, to me, feels almost instinctive. Having a unified direction facilitates progress, even if occasional decisions prove unfavourable. There is value in reassessing, learning from mistakes, and adapting decisions that continue to benefit our communities (Paticipant-8).*

This reflects a belief in the relevance and responsiveness of education to the specific needs and challenges faced by local communities as outlined by Lotz-Sisitka et al., (2017) who states that education, when approached as a dynamic and participatory process, can lead to norm transgressions and transformative agency at various levels, practices, power relations, cognitive justice, and relationships. Moreover, participants also highlighted that the relationship between different stakeholders should be reciprocal, acknowledging that schools, in turn, have the potential to impact and contribute positively to the communities they serve. This highlights the dynamic interplay between educational institutions and the surrounding community. The findings further reveal the significance of collaboration and community participation in addressing community issues through education. This underscores a holistic approach where active engagement and cooperation among various stakeholders, including educators, students, and community members, are essential for fostering positive change and addressing societal challenges within an educational context (Mandikonza and Lotz-Sisitka, 2016).

5.4.1.2 Developing contextualised interventions

With regards to *Developing contextualised interventions,* for individuals to be able to work for the Common Good, one participants believed that individuals should contextualise their interventions. One participant stated,

> *I believe it's crucial to possess the skill of conducting a thorough contextual analysis, one that is multidimensional. When entering a new community with the intention of initiating a business, NGO, or any enterprise for the Common Good, it's essential to genuinely understand the context before imposing personal ideas. This does not mean dismissing one's own ideas, but rather gaining an in-depth understanding of the community. Instances exist where individuals, without a proper understanding of the context, have implemented initiatives that proved insensitive or mismatched. Even in familiar communities, the ability to view them with fresh eyes, identifying opportunities not only for personal gain but also to assist and support others, is paramount (Paticipant-10).*

The quote above highlighted the need for a nuanced understanding of the multifaceted dimensions within a community. This involves not only recognising the current social, cultural, political, and historical aspects but also acknowledging the potential evolution of these dynamics. Interviewer 10 emphasised the significance of humility in approaching new or familiar communities. The participant stated that there is a need for individuals to set aside preconceived notions and view a community from a new perspective. This necessitates a capacity to think from a systems perspective, one that encompasses social, cultural, political, and historical aspects (Nebel and Garza-Vázquez, 2022). Additionally, the participant stressed the need for diverse sources of information when conducting a contextual analysis. One-on-one interviews and archival research were highlighted Interviewer 3 as being valuable methods for gaining insights into a community's historical depth and contemporary challenges. This thorough approach ensures a more accurate and respectful engagement with the community, preventing well-intentioned initiatives from being perceived as insensitive or mismatched.

5.4.1.3 Embedding the Common Good into curricula

With regards to embedding the Common Good into curricula, some participants believed that education and training should not only be about teachers but should also extend to the fundamental design of the education system itself. One participant stated that the curriculum should instil values that enable individuals to work for the Common Good, they indicated that,

> *I dedicated time to mentoring a group of youngsters aspiring to enter the job market. When they first arrived, they were 15, I committed to guide them until they each earned a master's degree. We spent our Sundays discussing their aspirations. At the time, I already held a PhD and supervised master's and PhD candidates. I encouraged them to share their thoughts on crafting their research proposals. This, to me, represents a shared benefit or Common Good (Paticipant-3).*

Six participants see the role of education as instilling a sense of ownership and responsibility in individuals. One participant explained that,

> *Children tend to possess a natural inclination towards kindness and generosity, a trait perhaps inherent in the DNA we are born with, which can often be more benevolent than the environment in which one is raised. Unfortunately, many children undergo experiences that lead them to become wary and sceptical. The initial trust they might extend, such as offering a hand, can be replaced by suspicion, questioning motives, and concerns about potential resource exploitation (Paticipant-1).*

Considering this shift in focus, especially as individuals mature, there is a noticeable trend where some prioritize personal wealth and career advancement over considerations for the Common Good. This shift raises concerns about the ethical dynamics that may diminish as people become more entrenched in individual pursuits. To counteract this trend, there is a growing consensus among participants that the school curricula should play a pivotal role in shaping a different mindset. The participant highlighted the importance of educational institutions fostering a sense of responsibility beyond personal gain. This involves encouraging individuals to transcend narrow self-perceptions and actively engage with the larger community.

5.5 Conclusion

In conclusion, the discussions surrounding the promotion of the Common Good have unearthed several key tenets and barriers that shed light on the complexities and challenges inherent in fostering a society that prioritizes collective well-being. From the emerging discussions, it is evident that environmental stewardship, social justice, localised initiatives, human behaviour and selflessness, volunteerism culture, making structural changes, and embracing multidisciplinary approaches are essential pillars in the pursuit of the Common Good. However, amidst these aspirations lie formidable barriers, including the challenge of defining the Common Good and its validity, securing funding for initiatives, and overcoming

political inertia. The nuanced nature of the Common Good concept, coupled with economic rationality and political dynamics, poses significant hurdles in realizing collective goals. Nevertheless, there is optimism in the potential for education to play a transformative role in nurturing a sense of responsibility and commitment to the Common Good. By fostering community involvement, developing contextualised interventions, and embedding values of altruism and social responsibility into curricula, educational institutions can cultivate a generation of individuals equipped to address societal challenges collaboratively.

6. CHAPTER 6 – DISCUSSION AND CONCLUSION

6.1 Introduction

In the preceding two chapters, the study's findings were outlined. The study started from the premise that there is a vast amount of ambiguity around the concept of the Common Good due to the diverse perspectives held by professionals (Murphy and Fox-Rogers, 2015). In addition, little was known about how education can be enacted in working for the Common Good. Therefore, this study sought to provide a comprehensive understanding of the key tenets associated with working for the Common Good by gathering insights from main actors across different backgrounds and contexts and hence offering a contribution to the ongoing discourse surrounding the working for the Common Good concept. The data in this study shed light on its multifaceted nature and the various ways in which it is perceived and enacted by key actors. Through an exploration of both existing literature and the perspectives of those actively engaged in working for the Common Good, the study offers a nuanced and holistic perspective on the evolving landscape of working for the Common Good. This chapter concludes by providing an overview of the research findings as they relate to the research question and sub-questions.

6.2 What are some of the emerging key perspectives on working for the Common Good?

The overarching research question that this study tried to answer is *what are some of the emerging key perspectives on working for the Common Good?* What this study found is that the concept of the Common Good has deep roots in Western political thought, with particular emphasis on citizens' happiness and participation in public life. Throughout history, the Common Good concept established its foundational significance as it was associated with people's welfare and justice (Jaede, 2017). This was affirmed by the Economics for the Common Good Framework which emphasises the importance of prioritising social welfare, justice, and the well-being of individuals within economic decision-making processes. The Economics for the Common Framework acknowledges the significance of individual rights and material welfare as essential components of the Common Good. Therefore, the framework calls for economists to transcend traditional economic models and adopt a broader perspective that incorporates social welfare and addresses societal challenges and public

interest (Tirole, 2017). Moreover, the Wellbeing Economy Framework also affirms that the Common Good concepts encompass social, and psychological aspects. The Economics for the Common Good framework acknowledges the importance of citizens' happiness and participation in public life as essential components of a thriving society. By prioritising policies that improve social, psychological, and environmental well-being, the Wellbeing Economy Framework envisions a society where everyone can flourish, contributing to the greater good of the community.

As noted in Chapter 2 (See Figure 1), the Institute for the Promotion of the Common Good (IPBC) explored the implications of the Common Good across various disciplines and developed a Common Good dynamic matrix for societies to practically apply the Common Good. The matrix outlines five normative drivers; humanity, governance, justice, stability, and agency which collectively influence the direction and transformation of a nexus of Common Goods (Nebel and Medina Delgadillo, 2022). The interrelatedness of these drivers is linked to engines steering a ship toward the overarching goal of humanity.

6.2.1 Key notions and tenets linked to Agency

When looking at Figure 1 (See chapter 2), on the left of the matrix agency is a key normative driver[5] which is made up of engaging in mutual sharing and cultivating shared interests and aspirations. These are considered as the communality of the nexus which is regarded as the engine of a Common Good dynamic (Nebel and Medina Delgadillo, 2022). Agency emerges as a vital component across several key notions and tenets from the theory landscaping review and primary data. In the Doughnut Economics framework, **promoting cooperation and reciprocity**, **shift from economic growth**, **understanding economic systems**, **fair distribution of resources**, and **creating regenerative economies** are the five key notions linked to agency. In the Wellbeing Economy framework, **localisation and decentralisation and participatory democracy** are the two key notions linked to agency. In the Economics for the Common Good framework, **understanding real-world complexities and collaboration and engagement** are the two key notions linked to agency. And finally, In the Common Good Approach to Development the **structural and relational aspects of development** link to agency. Similarly,

[5] In this instance, a "normative driver" refers to a guiding principle or value that shapes and influences behavior or decision-making toward a specific goal, in this case, the advancement of the Common Good.

from the interviews, participants also mentioned **making structural changes** as a key tenet that is linked to agency.

The primary data shows that agency is a multi-faceted concept, individual agency and collective agency are emphasised. Participants discuss how individuals perceive and contribute to societal well-being through their actions, whether it is through volunteering, advocating for change, or making personal choices that align with the Common Good. Localised initiatives and structural changes at the policy level reflect the importance of collective agency in promoting the Common Good. Organisations, whether they are community groups, businesses, individuals, or governmental bodies, play a significant role in implementing initiatives and policies that address societal challenges and promote the Common Good. The primary data indicates that though individual agency is important, it is insufficient and that we need to activate collective agency and agentic actions that can engage and disrupt systems.

The key notions and tenets linked to agency highlight the importance of agency in shaping development processes and outcomes, whether through recognising the interconnectedness of structural aspects and agency or through promoting participatory decision-making and community engagement. They underscore the significance of empowering individuals and communities to actively participate in shaping their own futures and advancing the Common Good. The key notions also emphasise the need for action at the macro policy level and highlight the importance of structural interventions that can contribute to the Common Good. By focusing on systemic changes rather than individual actions, these key notions and tenets acknowledge the agency of policymakers and institutions in shaping the socio-economic landscape to promote the Common Good.

6.2.2 Key notions and tenets linked to Stability, Governance, and Justice

In Figure 1 (See chapter 2), the middle of the matrix presents the institutional dimension which serves as a structure for the Common Good. The normative drivers here are stability, governance and justice and they present the basic Common Goods. In the Doughnut Economics Framework, **social foundation, fair distribution of resources, promoting cooperation and reciprocity, understanding economic systems, and creating regenerative economies** are the five key notions linked to stability, governance, and justice. Within the

Common Good Approach to Development Framework, **the quality of the development process and structural and relational aspects of development** are the two key notions linked to stability, governance, and justice. Within the Economics for the Common Good framework **a comprehensive and human-centric approach and understanding real-world complexities** are the two key notions linked to stability, governance, and justice. Lastly, **localisation and decentralisation, participatory democracy, and alignment with the SDGs are the three key notions** within the Wellbeing economy framework that are closely linked to normative drivers such as stability, governance, and justice. From the primary data, the key tenets linked to stability, governance, and justice are **social justice, and making structural changes.**

These key notions and tenets address the underlying norms and principles that are foundational to stability, governance, and justice. They emphasise the importance of inclusive, equitable, and sustainable approaches to governance and development, aiming to create societies where all individuals can thrive, and basic Common Goods are safeguarded for the benefit of the society. Common Good will hence require typically participatory and democratic governance for active involvement of citizens in decision-making processes, transparency in government actions, and accountability of leaders to the public.

6.2.3 Key notions and tenets linked to achieved humanity

In Figure 1 (See chapter 2), on the right of the matrix lies the achieved humanity key aspiration, which is made up of the habitus, these are the systemic results that signify that the Common Good has been achieved. These include elements such as freedom and responsibility, justice and solidarity, peace and concord, prudence and magnanimity, resilience and courage, and rationality and wisdom. The **quality of the development process and structural and relational aspects of development and measurement and evaluation of neglected social aspects** from the Common Good Approach to Development; **comprehensive and human-centric approach and the understanding of real-world complexities** within the Economics for the Common Good framework; **alignment with SDGs, participatory democracy localisation and decentralisation** from the Wellbeing Economy framework; and **social foundation, fair distribution of resources, promoting cooperation and reciprocity and creating regenerative economies** from the Doughnut Economics framework are integral to achieving the habitus or systemic results that signify the attainment of the Common Good.

These key notions emphasise justice and collective agency, highlighting the interconnectedness of various dimensions that shape societal well-being.

The work presented thus far demonstrates that the concept of the Common Good has been conceptualised as a multifaceted notion encompassing various dimensions of societal well-being, equity, and justice. This has been marked by significant social, political, and economic changes. The interconnected nature of these drivers is tied to mechanisms guiding a ship towards the ultimate aim of humanity (Gutiérrez-González et al., 2023). This is affirmed by the theory landscaping review as it reveals a complex interconnection among key notions across several economic frameworks including Doughnut Economics, Wellbeing Economy, Economics for the Common Good, and A Common Good Approach to Development. These interconnections underscore a collective commitment to addressing societal challenges with the goal of advancing the Common Good.

6.2.4 Additional emerging key notions and tenets emerging from this study

The normative dimension presented by the Common Good dynamic matrix shows that concepts related to the Common Good are relational and intertwined with ethical principles. Building upon this foundation, my study expands on this relational framework thereby enriching the analysis and providing insights into the theoretical and practical implications of working towards the Common Good. The theory landscaping review and primary data affirm that dimensions such as humanity, governance, justice, stability, and agency are important dimensions to the Common Good. This was also found by (Jarenko et al., 2013) stating that the broader notions of the Common Good are tied to community well-being and objectives such as peace, justice, equality, and redistributive justice.

However, the theory landscaping review and primary data also reveal additional key notions and tenets that are not presented in the Common Good dynamic matrix. These include maintaining the ecological ceiling, fostering environmental stewardship, promoting collaborative and interdisciplinary approaches, encouraging altruistic human behaviour, and emphasising the importance of social action. These emerging tenets advocate for collective responsibility in preserving the environment and contributing to societal welfare.

Social action emerged as a key tenet from the primary data. Within social action, the concept of the Common Good is strongly connected to environmental sustainability and volunteerism. The literature supports that volunteerism plays a crucial role in advancing the Common Good by mobilising individuals to actively engage in environmental stewardship activities (Snyder, 2011). Cultivating a culture of volunteerism was identified as a crucial tenet for promoting the Common Good, highlighting its inherent value of contributing to society beyond financial gain.

Although the theory landscaping review and the primary data did not identify leadership as a specific tenet, some elements or practices of equitable resource distribution were noted, particulairy in the context of Doughnut Economics. Gutiérrez-González et al. (2023) found embedding leadership within the Common Good framework is important for achieving fair and just outcomes.

Despite these efforts, achieving widespread commitment to the Common Good remains elusive, hindering equal access to social benefits as highlighted by Cohen (1991). The primary data reflects this challenge, as participants identified several obstacles: a lack of consensus on the definition of the Common Good, insufficient funding for Common Good activities, and the absence of political will. These findings highlight the need for a nuanced understanding of the Common Good, one that acknowledges the complex and sometimes conflicting relationships within the concept.

6.3 How is the role of education and training envisaged within emerging perspectives on working for the Common Good?

The second sub-question that this study tried to answer is *how is the role of education and training envisaged within emerging perspectives on working for the Common Good?* What this study found is that in education, there is a growing emphasis on its role in promoting the Common Good, as articulated by Lotz-Sisitka (2017) and O'Donoghue (2014). Education is seen not only as a means to transmit knowledge but also as a vehicle for transformative praxis and ethical dynamics that encompass human and environmental well-being. O'Donoghue advocates for a transformative vision of education, particularly in the context of Education for Sustainable Development (ESD), which transcends conventional paradigms and fosters reflexive, participatory, and action-oriented learning.

From the interviews with key actors, the perspectives on the role of education and training in promoting the Common Good emphasised several key themes. First, there was a strong emphasis on fostering community involvement in education, with participants advocating for the integration of real-world community concerns into educational frameworks. This echo's the sentiments of O'Donoghue (2014) as this collaborative approach between educational institutions and communities is seen as essential for addressing local challenges effectively.

Second, participants highlighted the importance of developing contextualised interventions, stressing the need for thorough contextual analyses, and drawing from diverse sources to tailor initiatives to specific community contexts sensitively.

Finally, embedding the Common Good into curricula was emphasised as crucial, with participants advocating for education to instil values that enable individuals to work for the Common Good. This involves ethical dynamics which foster a sense of responsibility beyond personal gain and empowering individuals to contribute meaningfully to positive change within their communities.

The theory landscaping review of the four frameworks does not explicitly mention the role of education and training in promoting the Common Good in their frameworks. However, in the Economics for the Common Good framework, a strong emphasis is placed on collaborative and interdisciplinary approaches. The Economics for the Common Good framework calls on economists to engage with other social sciences to effectively communicate economic insights to the public. The framework places a responsibility on academics to advance knowledge and develop holistic solutions that prioritise social welfare and environmental sustainability for the Common Good.

6.4 Conclusion

The objective of this study was to offer a thorough understanding of the fundamental principles and concepts linked to working for the Common Good. By delving into existing literature and looking at the perspectives of those actively engaged in working for the Common Good, this research aimed to provide a nuanced and comprehensive view of the ever-changing realm of promoting the Common Good.

In conclusion, several elements from how the Common Good concept was conceptualised historically remain presently. These include the emphasis, on people's welfare and justice, equality, governance, stability, and agency. However, new components have emerged, including a heightened focus on the Ecological ceiling, environmental stewardship, collaborative and interdisciplinary approaches, and the importance of social action. These additions to the conceptualisation of the Common Good concept reflect contemporary concerns such as environmental degradation, community empowerment, and collective agency in contributing to the Common Good.

6.5 Recommendations

The study makes the following recommendations for the method, practice and for theory development in the domain of working for the Common Good.

- **Broader research with diverse samples:** Researchers should strive to work with larger and more diverse samples to better capture the nuanced dynamics of working for the Common Good across various demographics, geographical locations, and socioeconomic backgrounds and types of work.

- **Empirical studies on practical applicability**: Further empirical studies are needed to investigate the practical applicability and effectiveness of the identified frameworks in real-world contexts. These studies should assess the feasibility of implementing proposed metrics, measures, and policy recommendations to achieve sustainable and well-being-oriented outcomes. By conducting empirical research, scholars can provide valuable insights into how theoretical frameworks translate into actionable strategies and policies for work and learning, and the role of education.

- **Future research can explore theory-testing reviews and theory-contending reviews:** Future research can explore theory-testing reviews to analyse empirical evidence and validate specific theories related to working for the Common Good. Additionally, adopting theory-contending reviews could enable critical analysis and evaluation of competing theoretical perspectives within working for the Common Good. These approaches would offer valuable insights into the practical implications and

theoretical underpinnings of working for the Common Good, enhancing our understanding and informing future practices.

This study relied on Western schools of thought due to their accessibility and availability in the literature. In future research, it is strongly recommended that a more comprehensive approach be taken to include a wider range of ontological and epistemological traditions, beyond the Western-European focus. Expanding the scope to incorporate Eastern, African, and other global perspectives would offer a more holistic and nuanced understanding of the Common Good. This broader inclusion would deepen the exploration of ideologies and provide a richer, more balanced theoretical foundation of the Common Good.

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APPENDIX A: CONSENT FORM

Title of project: Perspectives on working for the Common Good and its implications for Education and Training

Name of researcher: Kate Mlauzi

I, ……., agree to participate in an online Zoom or Microsoft Teams interview for this research project.

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.	YES NO	
I understand that I can volunteer to take part in the study	YES NO	
I agree that the interview may be audio recorded	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report	YES NO	
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report	YES NO	
I agree that other researchers may use the information I provide in my interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on	YES NO	

…… (signature)

…… (name of participant)

…… (date)

…… (signature)

…… (name of researcher/person seeking consent)

…… (date)

APPENDIX B: PARTICIPANT INFORMATION SHEET

Dear Sir/Madam

My name is Kate Mercia Mlauzi. I am a Master of Education specialising in Education and Work student at the University of the Witwatersrand, Johannesburg. I am supervised by Dr. Presha Ramsarup and co-supervised by Dr. Palesa Molebatsi. I am conducting a research study on working for the Common Good. The study is titled "Perspectives on working for the Common Good and its implications for Education and Training." I am inviting you to participate in an online Zoom or Microsoft Teams interview for this study. Your participation in this interview will take about 25-30 minutes. The interview will take place online on a platform that is convenient for you during working hours.

With your permission, I would like to audio record the interview. This data will be stored in an encrypted storage device. I am the only person who will have the access to the data.

The interview data will be reported to maintain confidentiality and all participants will be anonymous.

If you decide to take part in the research study, it should be voluntary. You can stop participating in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits, or rights you would normally have if you decided not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study.

This research study will be written up as a research report. If you would like to receive a summary of this report, I will be happy to send it to you.

If you have any questions during or afterward about this research study, feel free to contact me or my supervisor at the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), by telephone at +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely	Supervisor	Co-Supervisor
Kate Mlauzi	Dr. Presha Ramsarup	Dr. Palesa Molebatsi
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APPENDIX C: INTERVIEW SCHEDULE

There are many contestations around what is Common Good and what working for Common Good means and there is very little on how it is interpreted in practice. In my study, I am trying to understand how key stakeholders involved in planning and implementing programmes perceive working for the Common Good. I want to understand how this abstract idea is applied in real practice contexts.

So, in the interview, I want to understand what working for the Common Good means to you and how you see it within the work you and your colleagues do. And how we can mainstream ideas of working for the Common Good into development programmes.

Guiding points	**Questions**
Background Information	Please provide a brief overview of your role, organization, and the developmental work your institution does.
Perspectives on Working for the Common Good	What "working for the Common Good" mean to you? What type of Common Good activities does your organisation engage in? What type of ideas of working for Common Good do you consider when you design interventions? If you had to summarise some key aspects of working for Common Good what would they be? Are there any emerging perspectives or trends that you have observed recently? If yes, please elaborate. Is the way people are understanding working for Common Good changing? what are there any key shifts that stand out for you? Would you say that working for Common Good is more or less prevalent than it was 20 years ago? why do you think that is?
Role of Education and Training	How do you envisage the role of education and training evolving within the context of working for the Common Good? Are there any specific skills or knowledge areas that you believe are essential for individuals working for the Common Good? Are there any challenges you have experienced integrating into Common Good ideas into education and training?
Barriers and Facilitators	What are some of the key barriers or challenges faced by individuals or organizations working for the Common Good in South Africa? How can these barriers be overcome or addressed?
Conclusion	Is there is anything else you would like to add