SOCIAL RESPONSIVENESS REPORT 2013
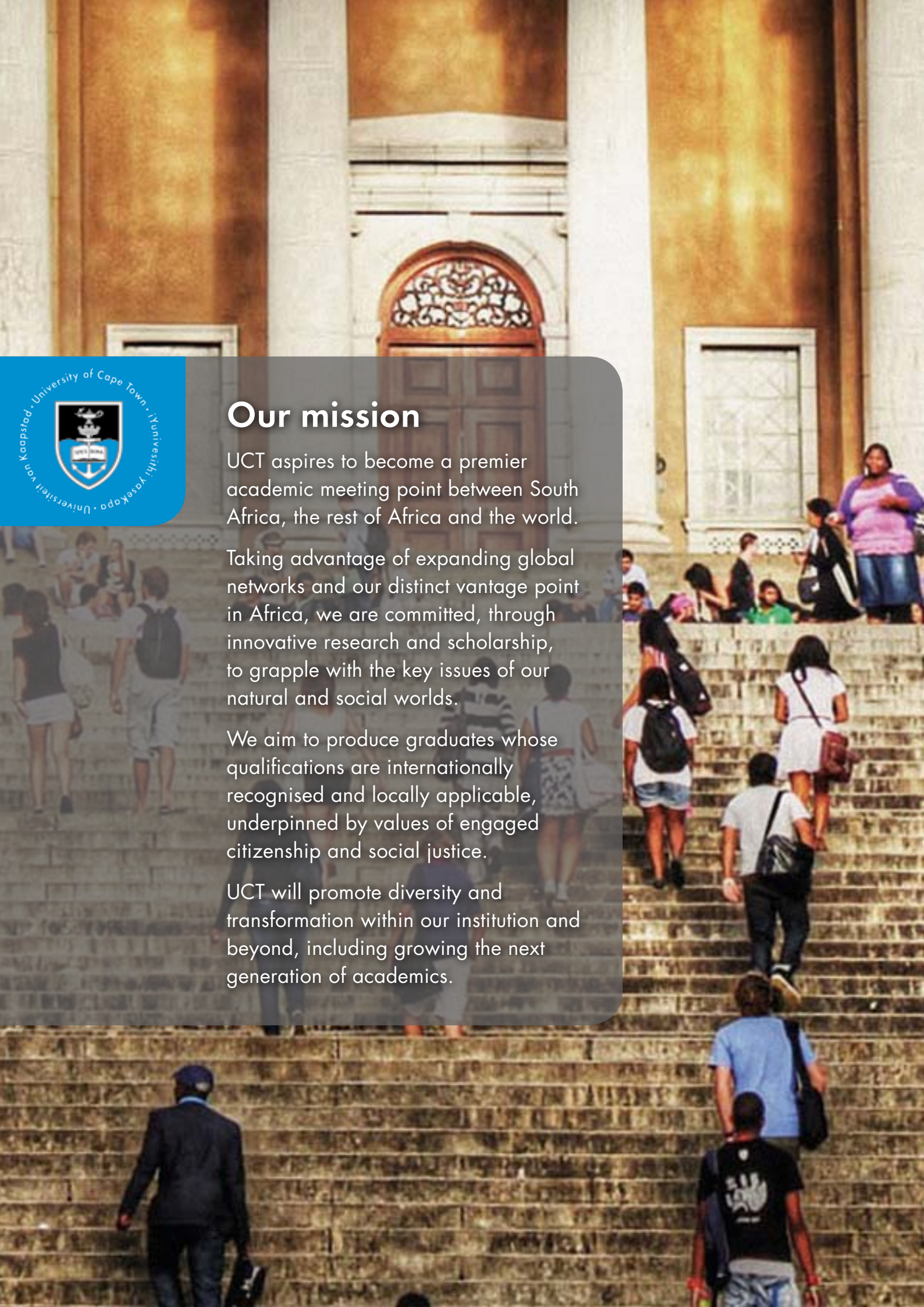
Teaching oriented forms of Engaged Scholarship

Our mission

UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world.

Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds.

We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice.

UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.
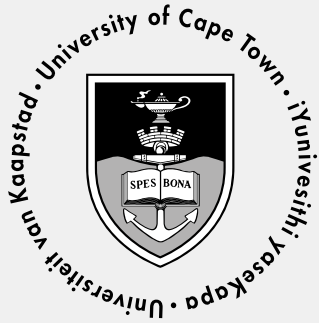
2013 Social Responsiveness Report

Teaching oriented forms of Engaged Scholarship

Foreword

It is a great privilege to share our Social Responsiveness Report for 2013 with the University community and the broader public. Our report this year exemplifies how what we have said about our social responsiveness in previous year's reports is actually practised in what we teach. We saw in our earlier reports how much exciting engaged scholarship is happening at UCT. We saw in action UCT's relationship with the community of the Western Cape and how intensively scholarship in the University had its eye on the issues of the country. This report shows the scope and the scale of teaching forms of engaged scholarship taking place outside the classroom but intertwined with the curriculum.

The new government, when it came into power in 1994, introduced a White Paper on Higher Education. In that White Paper, higher education institutions were urged to put their considerable expertise at the disposal of the nation - "to (the causes of) equity, justice and a better life for all" while, simultaneously, holding in place the conditions required for the maintenance and growth of a rigorous research environment. I would like to think that this report demonstrates how hard academics at UCT have worked to realise the objectives of this White Paper. In this we show that not only are we outstanding in our research but that we are taking this rigour into the places in which we teach, and that we are helping to redefine the university as a place which is not simply an 'ivory tower.

On behalf of the University, I would like to express my gratitude to all our staff members who have contributed to this report and especially to our Social Responsiveness Unit at UCT for the work they have done in compiling it. The report recognises the important work which many academics do and it helps to present the University of Cape Town in all its wonderful variety.

Acting Vice-Chancellor
Professor Thandabantu Nhlapo

Preface

The Social Responsiveness Report for this year is focused on the relationship between teaching and engaged scholarship. It may be said that, ultimately, all forms of teaching at the university have an idea of the social good or public interest at their core, and are, therefore, about engaged scholarship. This may be so, but in this report the focus falls on work which is done outside the classroom which explicitly and deliberately draws on an engaged scholarship approach. It will be remembered that in revising our social responsiveness policy in the last few years that we have been seeking to bed down in the University the idea that the kind of social responsiveness that should count within it is that which feeds off directly and comes to inform the scholarship of the academic. It is evidence of this kind of relationship that we were hoping would be forthcoming in our request to Deans to provide us with at least two examples of teaching informed by engaged scholarship.

What the report shows is how much teaching informed by engaged scholarship is taking place inside of the University. In every faculty there is rich and abundant evidence of strongly contextually informed teaching happening. Academics are developing a wide variety of innovative teaching platforms and pedagogies. These have as their interest and purpose students inside of the University and the wider public and their learning. The former is inward in its focus and the latter outward.

Teaching which has an inward focus is often about taking knowledge acquired in the field and bringing it directly into the classroom. This is evident in a number of examples in this report, notably and appropriately what is taught in sociology in the field of development and in engineering in a course about infrastructures. The principle to highlight here is about the possibility of knowledge being generated outside of the university and about how it comes into and informs the specialised practice of a field or a discipline. This is complex work involving critical and ethical thinking.

Interesting about the report is what is happening with our scholarship in relation to the outside world – the wider public. Much of this report is about how academics in the University are taking knowledge that has been tested and evaluated and sharing it - mediated is the right term – with the broader public. This work is what I think we need to be much more vocal about. We need to be saying much more about the work being done in the University to inform and support communities in areas of life such as marriage and sexuality at the intensely personal level to their safety in the work-place at a much more public level. Important about this work is that it not only demonstrates the public-mindedness of academics at UCT but it makes a point about the relevance and significance of what academics do – that is that they produce knowledge not just for its own sake, but for the betterment of life.

I have learnt a great deal about us from reading this report. I hope that you will too, and enjoy it.

Deputy vice-chancellor
Professor Crain Soudien

Introduction [1]

Over the years the annual Social Responsiveness (SR) reports have profiled research related forms of engagement to showcase innovative and multiple ways in which academics were drawing on their scholarly expertise and engaging with external constituencies to grapple with the socio-economic challenges of a developing country. The focus on research related forms of engaged scholarship was done strategically to show the interconnectedness of research and social responsiveness and also to open up debate about how engaged scholarship can be institutionalised in the processes of the university.

The previous reports also profiled student activities, ranging from volunteerism to structured service linked to the curriculum to showcase how students' energy could be harnessed to engage with developmental challenges. This was also pursued with a clear objective of embedding a 'new' set of values of democracy and 'ubuntu' in the consciousness of the students.

McMillan and Pollack (2009) developed a 'taxonomy' to analyse the portraits of practice in the annual SR reports. Their analysis revealed that very few portraits contained information on teaching and learning forms of engaged scholarship.

In May 2013 the University Social Responsiveness Committee (USRC) took a decision to make teaching oriented forms of engaged scholarship the focus of the 2012 Social Responsiveness Report. In deciding to focus on teaching oriented forms of engaged scholarship, the Committee took account of the fact that teaching and engaged scholarship do not have the same status in the institution as research. The Committee believed that by profiling teaching oriented forms of engaged scholarship, the report would demonstrate how engaged scholarship can enrich teaching through enabling students to develop attributes that are essential for active and critical citizenship.

The Committee also hoped that by making this dimension of university work more visible, and sharing information about innovative practices, the report would contribute to elevating the status of teaching and strengthening teaching oriented forms of engagement.

1. Contributed by Sonwabo Ngcelwane

A note was sent to the Deans requesting them to select not more than two examples from their faculties for each of the categories below:

1. Contributions to the **development and teaching of non-credit bearing Continuing Education Courses** for professionals in government, non-governmental organisations (NGOs), business, development agencies, community groups.
2. The development of **new specialisations/courses/qualifications** in consultation or through engagement with external non-academic constituencies.
3. The development and delivery of **online short courses** to non-university students.
4. **Community-based education/service learning courses** as part of the formal curriculum during which students do some applied or practical work with external non-academic constituencies.
5. People who provide frequent **public commentaries/public lectures/popular opinion pieces.**
6. Production of **popular educational materials** in print or digital form and/or on websites.

These categories are not meant to capture the wide spectrum of teaching activities happening at UCT, but to give the reader a sense of what is meant by teaching oriented forms of engaged scholarship, and also to facilitate on-going debate about how SR practices can be improved and institutionalised. As was the case with earlier reports which focused on research oriented forms of engagement, this report also shows the interconnectedness of teaching and engaged scholarship.

SUMMARY OF KEY THEMES

The report provides a rich display of encouraging efforts by the university staff and students to extend the knowledge capital of the university beyond the confines of the classroom and reach out to people and communities that would otherwise have been unable to draw on this knowledge base. The profiles illustrate how across the university students are provided with opportunities to participate in an organized service activity that meets identified community needs and reflect on the content service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Most of the cases show how some academics are drawing on their scholarship to engage with the wider society, with the academics concerned acting as a bridge between the world of academy and the society at large through appropriate forms of knowledge transfer. Shaikh, drawing on her research interest which is Islam and gender studies, produced a booklet on marriage, sexuality and reproductive choices among South African Muslim

women which serves a pedagogical or a teaching function through making the research findings accessible to NGOs, religious leaders, women's groups and other community organisations. De Vos, a constitutional expert, writes a regular blog and contributes widely on popular media on intricate constitutional matters. The blogs serve to inform, educate, and confront the public with a nuanced vision of the constitutional enterprise, and often become the trigger for wider discussions and debate both in the media and in society. They are influential, as well as providing a valuable public service.

Some of the cases illustrate a desire to work at the interface between theory and practice. There are multiple reasons for this. These community based courses allow students to gain opportunities to learn how to apply theory in practice and post graduate students involved in the research initiatives get opportunities to develop research skills and gain deeper insights into how their studies related to different social contexts. In explaining the reasons for creating the Development Theory and Practice course in the Sociology Department, De Wet points out that graduate students (as well as people already working in development) were looking for a course that not only helped them to think critically about development, but also better prepare them for entry into the development sector – especially development in civil society – as project leaders and managers in NGOs. These courses also allow students spaces to reflect critically on their practice in relation to theories they have learned and how engagement with real life problems has impacted on them personally.

The value of applied learning and knowledge in academic training is aptly captured by De Wet who points out that students who graduate with a Master's degree in Development Studies exit with a range of competencies which helps them to apply their academic knowledge in practice and as such are better prepared for the working world than students who have not had this opportunity.

The cases also highlight that institutional support is crucial in embedding practice learning in the curriculum. Academics argue that this form of

REPORT STRUCTURE

This report is divided into two sections:

- The FIRST SECTION contains examples of activities related to each of the categories listed on the previous page.

- The SECOND SECTION reports on institutional partnerships with various levels of government. This section concludes by summarising major activities involving student engagement at UCT.

In designing non-credit bearing continuing education courses, UCT recognises the need to introduce new courses to address critical skills shortages in the economy.

pedagogy demands more time than delivering a lecture three times a week in a lecture hall. According to Beere, Votruba and Wells many academics are concerned that adopting these pedagogies leaves them with little time to develop their research capacity. De Wet and Cloete mentioned that they have piles of information that they would like to publish in a reputable journal, but lack of time is a major obstacle. They believe that administrative support for organising effective practice learning programmes would really help them to focus on the teaching and research associated with engagement.

Although significant benefits accrue from practice learning, the work makes many demands on the supervising academic. Before sending students out to the site, the academic needs to meet with the community partner to determine ground rules for the partnership and develop an appropriate course with clear goals and reciprocal benefits student learning and the community. Furthermore these pedagogies are not without risk. The risk is greater when the work has political implications or the students are not fully oriented and prepared before venturing into a community site. With regards to the risks in practice learning De Wet expressed similar sentiments. Beere et al point out that despite the additional workload and added risks, the pedagogies are strongly recommended because they greatly enrich and advance students' education, significantly expand human resources to support institutional engagement and benefit the community.

In designing non-credit bearing continuing education courses, UCT recognises the need to introduce new courses to address critical skills shortages in the economy. There is also a commitment to provide people with opportunities to acquire new skills and knowledge which can enhance their capacity to function better in the ever changing and complex world of work. The Global Minerals Industry Management Risk course was developed originally with Anglo American, to

contribute to a systemic change in safety and risk management throughout that organization. It was soon made available to the whole mining industry. The Graduate School of Development Policy and Practice 'Leadership in local government: building globally competitive cities' course for Mayors, senior Mayoral Committee members and city managers and their teams, focused on the interrelated issues of financial strategy, spatial integration and sustainable human settlements.

Against the backdrop of poverty, inequality and high unemployment rate amongst the youth, the Raymond Ackerman Academy (RAA), together with the UCT Graduate School of Business, designed a semester course on entrepreneurship aimed at unemployed school-leavers. According to Yiannakaris approximately 80% of the contactable graduates have gone on to find work (for industry experience), study further or start a small business. RAA Alumni have opened 40 small businesses. Of those who have opened their own businesses more than 90% are still in operation.

The course, *Social Infrastructures: Engaging with Community for Change* was developed via a partnership between EBE and CHED and has some of its roots in UCT's Global Citizenship programme. This course is in line with Goal Five of UCT strategic goals which commit the University to:

> *"educate students who will have a broad foundational knowledge that goes beyond the immediate requirements of their professional degree or major discipline; who will be equipped to compete in a globalised workplace; who will have a spirit of critical enquiry through research-led teaching; and who will have an understanding of the role they can play in addressing social justice issues"* (UCT Strategic Plan 2010-2014).

The course helps students broaden their understanding of socio economic issues in ways that a narrow disciplinary based curriculum is unable to do. It allows them to develop new skills;

knowledge, values and attitudes that can help them function better as professionals in their chosen fields. The same can be said about the City and Regional Planning and Landscape Architecture programmes and the Geography course in which students are immersed in a range of critical issues central to students' understanding of South Africa, as well as the socio-political and economic challenges that inflict the country.

It proved difficult to find examples of programmes developed in close collaboration with external partners to produce new knowledge and professional practice but good practice suggests that this kind of collaboration is good. The whole process of involving stakeholders in generating new knowledge and building capacity is not without problems.

With the help of advanced technology, in most universities there is a proliferation of online short courses designed to help people upgrade and update their knowledge and skills without leaving their employment. The reasons for enrolling on the courses vary from person to person. In addition to expanding their knowledge and skills base other people do the courses to advance their career prospects. In a developing country like South Africa with a low participation rate in higher education, online courses can play a significant role in increasing access. However, it is absolutely critical that adequate quality assurance systems are in place to ensure that quality is not compromised.

 In 2012 the Commerce Faculty partnered with GetSmarter to offer a portfolio of online courses to over 3000 students. The majority of students (55%) were between the ages of 20 and 40 years, which means that most of the courses were completed by working-age adults. In addition, 20% of the students were in the 40–49 age category, a statistic that reveals an emerging market of mature students who are still eager to learn, but who are unlikely to be willing or able to study full time.

In addition to the Commerce Faculty, GetSmarter currently works with three other faculties at the University of Cape Town and delivers over 40 online short courses, all approved by the University of Cape Town. It works with the following faculties and departments:
- **Law faculty** – Law@Work
- **Engineering faculty** – Construction, Economics and Management Department
- **Humanities faculty** – Centre for Film and Media Studies

Academics engaging external constituencies in collaborative projects need to think about innovative ways of sharing that knowledge. Publishing in accredited journals, although significant, is not the best way to disseminate information to non-academic constituencies. The section on the production of popular material provides examples of various mechanisms that can be used to disseminate information to a wider audience.

Pirie points out that extensive scholarly knowledge is required to produce popular material of high quality. "The authors in Cityscapes are not just academics who're putting their research out there; it is people who are stepping back, asking the bigger questions, using images, using film – so it's a very different register. (Pirie 2013) The Child Gauge has become an invaluable resource for monitoring and tracking the country's progress in realising children's constitutional rights. In keeping with the standard criteria for scholarship, rigorous research and analysis underpins each issue of the Gauge.

Shaikh, in designing the booklet on Muslim women, underlines the importance of socially engaged scholarship and the importance of making such research accessible as a potential resource for relevant community initiatives in relation to social transformation. The booklet serves a pedagogical or a teaching function that

A common thread that runs through most of the pieces is the difficulty of measuring the value and quality of the teaching oriented forms of engaged scholarship.

It is a very exciting time for technology and education. Online programs offer technology-based instructional environments that expand learning opportunities and can provide top quality education through a variety of formats and modalities.

makes the research findings accessible to NGOs, religious leaders, women's groups and other community organisations.

As stated earlier, the report is the university's first attempt at profiling teaching oriented forms of engaged scholarship.

It is hoped that these cases of teaching and the views expressed by the academic involved will stimulate debate about a number of issues ranging from providing more opportunities for students to do community based work, providing support for staff involved in practice learning and developing mechanisms to acknowledge and recognise teaching oriented forms of engaged scholarship as an integral part of university work.

A common thread that runs through most of the pieces is the difficulty of measuring the value and quality of the teaching oriented forms of engaged scholarship. De Vos puts a lot of time and effort into writing his blog posts and he draws extensively from his knowledge and skills as a constitutional lawyer. His blogs and other media engagements enhance his knowledge base and practical understanding of constitutional and broader social issues and therefore enrich his undergraduate and graduate teaching. The articles he writes on his blog tend to spark questions that he then explores further with more rigorous theoretical and other academic angles.

In compiling his articles, Mangcu also points out that he always draws on the social theory he teaches. He adds that students light up when he uses Max Weber to analyse contemporary leadership, but he also shares whatever new insights from those discussions with the broader public.

A question that confronts the university is, in a context in which the prevailing culture often leans towards narrow notions of what constitutes quality teaching, how does the university reward and recognise activities that differ from the models in used for workload allocation models and teaching related ad hominem performance criteria? Butler thinks that if UCT is seriously trying to enable more of these activities then the university needs to develop creative ways of assessing the quality and impact of teaching forms of engaged scholarship so that this work is appropriately recognised.

Cloete, De Wet and Khan lament the fact that there are enormous demands on organising practice teaching. This meant that they have had little or no time to publish. Again, in a culture which rewards academics more for publishing a paper in a peer reviewed academic journal, the university needs to think more about how academics involved in these forms of pedagogies can be supported to enable them to do more of this work and also be able to progress in their academic careers.

It is a very exciting time for technology and education. Online programs offer technology-based instructional environments that expand learning opportunities and can provide top quality education through a variety of formats and modalities. With the special needs of adult learners who need or want to continue their education, online programs offer a convenient solution to conflicts with work, family and study schedules. Institutions of higher education have found that online programs are essential in providing access to education for the populations they wish to serve.

In order for an online program to be successful, the curriculum, the facilitator, the technology and the students must be carefully considered and

balanced in order to take full advantage of the strengths of this format and at the same time, avoid pitfalls that could result from its weaknesses. For example, before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access whether it be for economical or logistics reasons will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socioeconomic neighbourhoods. Both students and facilitators must possess a minimum level of computer knowledge in order to function successfully in an online environment. To ensure quality the curriculum and assessment tools of any online program must be carefully considered and developed in order to be successful.

UCT produces good quality research which contributes to the development of knowledge globally and addressing the country's development challenges. Open access to knowledge has allowed this research to be made available to a much bigger audience. The report profiles a plethora of innovative mechanisms that are used by academics to make their research findings more accessible. This is in line with UCT's OpenUCT Initiative which encourages academics to share both their research outputs and their teaching resources through web sites and repositories in an ad hoc manner.

The OpenUCT Initiative's key objectives are:
• To make freely available as many as possible of UCT's research, teaching and community-focused scholarly resources to those with internet access.
• To engage with the higher education openness agenda, from the perspective of the global south.
• The cases profiled here are not happening on the margins. They are an integral part of the core business of the university and constitute a significant part of the identity of the academics that are involved in teaching oriented forms of engaged scholarship. The university's role is to create an enabling environment for these forms of pedagogy to grow and to acknowledge in the processes of the university that academics involved are also contributing to the broad mission of the university.

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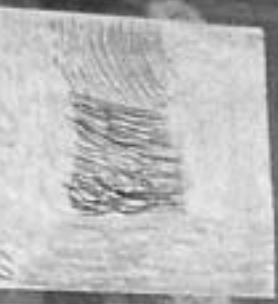
Section One
Samples of activities

1. Continuing Education Courses
2. The development of new courses/programmes in collaboration with external non-academic constituencies
3. The development and delivery of online short courses
4. Community-based education/service learning courses
5. CHED/EBE: Educating socially aware and globally conscious professionals: Social Infrastructures course
6. Public intellectuals
7. Production of popular educational material

Continuing Education Courses[2]

UCT's Strategic Plan commits the University to promoting opportunities for lifelong learning because continuing education programmes deliver benefits to the individual, the profession and the broader public.

This section provides examples of a range of different types of continuing courses aimed at multiple audiences with different purposes. However, they all share a common objective of providing people with opportunities to acquire new skills and knowledge, which can enhance their capacity to function in changing work environments and engage with problems or challenges facing them in their work or everyday lives. In this way, many of the short courses also enhance UCT's contribution to addressing developing challenges facing our society. They also enable participants to meet the requirements of continued professional registration.

Several of the profiles illustrate the potential of linking the provision of continuing education courses with research and mainstream teaching. The profile of the Occupational Therapy Community Development Reading Group is an innovative example of providing continuing professional development through encouraging working professionals to take control of their own development and building a community of practice amongst the reading group participants. One tangible outcome from the reading group discussions was a joint oral paper prepared for a conference, which has formed the basis of a paper '*Occupation-based community development: strategies for promoting potential*' that is being finalised for submission to a South African journal.

Integration of this work into undergraduate teaching is also evident since the reading group strengthens the practice-learning platform for students. The use of a follow up phase by the School of Development Policy and Practice is also innovative in that it potentially enhances the impact of the course.

The Risk Management Course is designed to mitigate risk in the mining sector by exposing managers to world-class safety risk management processes. People who complete this course can gain points to meet the requirements of continued professional registration. There have been spin-offs from the short course for teaching and research in that it has stimulated the development of modules in a new specialisation in the Master's Programme and a new area of research for the Engineering Faculty.

The semester courses run by the Raymond Ackerman Academy (RAA) are designed to equip young people with skills to generate an income. Approximately 80% of the contactable graduates found work (for industry experience), studied further or started a small business.

RAA Alumni have opened 40 small businesses. Of those who have opened their own businesses, more than 90% are still in operation.

The courses offered by the School of Development Policy and Practice are designed to strengthen the capacity of leaders in government to deliver programmes and services of high quality. As such these courses potentially have an impact on the quality of service delivery in critical areas across the country. The courses have also helped advance the University's goals of Internationalisation via an Afropolitan niche as lecturers have been drawn

2. Contributed by Judy Favish.

from other parts of the continent and international development agencies.

The Afrobarometer Summer School was born out of the need to broaden the pool of African scholars who have the substantive knowledge and analytical skills to make use of the Afrobarometer's survey data to answer important questions about their own societies. This course has been offered since 2006, but in 2013 it was expanded to include scholars from other countries in Southern Africa. As such, it supports the Afropolitan thrust of the University. 2013 was also the first year that UCT's

post-graduate students were able to register and gain credit for the basic or advanced survey research and data analysis courses offered at the Summer School. This demonstrates the potential link between continuing education courses and credit- bearing qualifications.

Several staff members reported that they submitted evidence of their involvement in continuing education to demonstrate their compliance with the social responsiveness requirements in their faculties.

Several of the profiles illustrate the potential of linking the provision of continuing education courses with research and mainstream teaching.

ENGINEERING AND THE BUILT ENVIRONMENT (EBE)
Global Minerals Industry Risk Management Course[3]

This highly-acclaimed and award-winning course was developed originally for Anglo American, to contribute to a systemic change in safety and risk management throughout that corporation. Recognising that safety is one area where companies can and should collaborate, Anglo American made the course available to the whole mining industry. It is delivered by a global network of universities in major mining regions, through the University of Queensland in Australia. The major thrust of this initiative in South Africa is through a consortium of universities, including UCT, the University of the Witwatersrand (Wits) and the University of Pretoria.

The course was developed by Professor Jim Joy of the University of Queensland, from insights gained not just from the mining industry but from the nuclear, aviation and chemical sectors as well. It begins by examining the core principles and concepts of safety risk management, defining them clearly to permit quality discussion at any level about hazards, unwanted events, risks and controls. A benchmarked model of the risk management process and a layered approach to applying risk assessment at a site level are communicated and analysed through case studies, examples and exercises. The risk management process is presented within the context of a safety maturity journey.

The course aims to initiate a radical change in safety within operations and disciplines, through improving a manager's understanding and practice of safety risk management leading to better decisions affecting safety. The objective is to establish and embed a world-class safety risk management process that delivers radical improvement in safety for all mine workers.

The course addresses the need for managers to make better decisions about safety risks, so as to avoid injuries and fatalities in mining operations. This is done through inculcating a deeper

practical understanding of risk assessment and risk management concepts, as well as risk assessment methods, and the importance of making a personal commitment to, and setting accountability for managing risk. The course includes modules on human factors and behaviour, and human error.

This course is aimed at anyone with a potential or actual responsibility for defining and managing site, operation or discipline approaches to risk management on a mine – from general managers, mine captains, plant supervisors and contractors to safety, human resources and finance and procurement personnel. The course is aimed specifically at the management level; it forms part of a suite of courses, of which one is aimed at executive level, and two others at operating staff.

The Department of Chemical Engineering at UCT has a long history of research involvement with the mining industry, including the organisations to which this course has been delivered to date. However, many more people had been reached, which would not have been possible otherwise.

Up until now, the programme has targeted large mining corporates, with the course being adapted to suit their needs and corporate cultures. Companies nominate who should attend each course, up to a maximum of 25 per course.

UCT has presented this course around 12 to 15 times per year since the start of the programme in August 2008, to approximately 1 500 attendees in all.

The course does not carry academic credits, but is registered with the Engineering Council of SA and is approved for the award of points towards continued professional registration.

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3. Contributed by Jean-Paul Franzidis.

UCT has appointed lecturers who have been specifically trained to present this course. The Director of the Minerals to Metals Signature Theme is the course coordinator. This course forms part of the activities of the Minerals to Metals Signature Theme, and is one of the key performance areas of the Director of that research grouping. Performance is reported at the Director's annual performance review, and at meetings of the Management Board.
As a direct result of UCT's involvement in presenting this course, a programme of research into mine safety was initiated in the Department of Chemical Engineering. The first student will be graduating with a Master's degree in 2013.

Safety will also be a component of the new Master of Philosophy specialising in Sustainable Mineral Resource Development, which will start in 2014 under the auspices of the Minerals to Metals Signature Theme.

GRADUATE SCHOOL OF BUSINESS

The Raymond Ackerman Academy (RAA) of Entrepreneurial Development[4]

With the increasing rate of poverty, inequality and lack of access to basic services, South African citizens are faced with a multitude of interlinking challenges that affect their social, emotional, environmental, physical, financial and occupational wellbeing. Young people, even after completing their matric, face the reality of unemployment and will generally not have access to further education due to poor academic results, financial constraints and the need to find work in order to assist their families with an income.

In response to this, Raymond Ackerman, together with the UCT Graduate School of Business, established The Raymond Ackerman Academy (RAA) in January 2005, with the desire to offer disadvantaged youth, excluded from tertiary education because of social, academic or financial constraints, a chance to develop

4. Contributed by Elli Yiannakaris.

themselves and make a difference in their own future, as well as the future of their communities. The Academy aims to help young people rise above their social, financial and academic challenges to achieve a quality education in entrepreneurship.

The Academy offers a six-month programme that is run twice a year: from January to June and from July to December. It is available to young people who have a matric certificate (non-matric applicants will be considered on a case-by-case basis). Applicants must demonstrate an interest in entrepreneurship in order to be eligible for selection to the programme (applicants do not have to have an existing business). The programme is offered in Cape Town at the UCT Graduate School of Business and at the Soweto Campus of the University of Johannesburg.

Business idea development is an important component of the programme., Students are taught techniques that allow them to develop or identify innovative business ideas that are not 'copycat' ideas, but rather ideas that appeal to the mass market and in many cases are solutions to common problems experienced in their communities.

The Academy believes that teaching fundamental business skills is very important. However, this must be coupled with soft-skills development. As such, the curriculum includes various personal development workshops that build confidence, professionalism and interpersonal skills.
The RAA classes are kept relatively small so that each student enjoys individual attention and is observed closely. This allows the Academy to monitor personal and academic progress and to intervene where necessary, assisting students to overcome any challenges that may be hampering their success whilst on the programme. The Academy also works closely

with the City of Cape Town (a sponsor since 2006) in ensuring various communities are made aware of this opportunity.

Approximately 80% of the contactable graduates found work (for industry experience), studied further or started a small business. RAA Alumni have opened 40 small businesses. Of those who have opened their own businesses, more than 90% are still in operation.

RAA graduates have also featured well in various entrepreneurship competitions, including national winners in the South African Breweries Kickstart and Small Enterprise Development Agency Small Business Stars competitions, and finalists in the City of Cape Town entrepreneurship competition

COMMERCE

The Graduate School of Development Policy and Practice (GSDPP). 'Leadership in Local Government: Building globally competitive cities' course[5]

This leadership course for Mayors, senior Mayoral Committee (Mayco) members and City Managers and their teams, focused on the interrelated issues of financial strategy, spatial integration and sustainable human settlements. The course was held in Stellenbosch from 2-9 March 2012. It was initiated and funded by National Treasury as part of the Cities Support Programme, with the support of the South African Local Government Association (SALGA) and jointly organised by the GSDPP and the World Bank Institute (WBI). The course was designed to help leadership teams align their political mandate with reform goals, strengthen their capacity to achieve ambitious, yet realistic goals, and build effective coalitions.

The course was divided into two phases. Mayors and senior Mayco members joined their technical teams

5. Contributed by Alan Hirsch

in the first three days to jointly assess the state of the metros and benchmark South Africa's efforts with the experience in other countries. The second phase focused on the senior technical teams developing action plans that addressed both technical problems and adaptive leadership challenges. All eight metros participated in the course. Six of the eight Executive Mayors and one Deputy Executive Mayor attended the three-day programme, along with senior Mayco members of all eight metros. The technical teams included seven of the eight City Managers, along with senior technical managers.

The course agenda integrated technical content on financial strategy, spatial integration and sustainable human settlements with leadership skills-building sessions on addressing adaptive challenges, joint problem solving, coalition-building, and the use of a results-based approach for addressing the most pressing technical and adaptive challenges, and self-mastery.

The course convenors worked with international guest speakers, South African experts and senior officials to provide course participants with a rich and varied perspective on the reform challenges faced by the metros. International guests included former Mayors of Bogota, Colombia (Enrique Peñalosa), Kigali, Rwanda (Aisa Kacyira), and La Paz, Bolivia (Ronald Maclean-Abaroa). Dinner speakers included Peñalosa on the opening night, hosted by DVC Crain Soudien, and the then Minister of Human Settlements, Tokyo Sexwale at an event hosted by the Executive Director of SALGA.

The working sessions for senior technical teams provided an opportunity to revisit key technical issues on financial strategy, spatial integration, and sustainable human settlements and to use a 'leadership lens' to assess leadership challenges and apply leadership concepts, approaches and tools to each of these technical content areas. Course participants were introduced to a results-based approach to creating early momentum for reform.

Each of the metros prepared a rapid-results action plan which was subsequently discussed with their Mayors and Mayco members. Participants highlighted the benefits they had obtained in terms of team development; networking with other metros;

inspiration and new ideas, as well as tools and approaches.

The GSDPP is currently working on a second course for the metros, again in partnership with National Treasury, on 'Leadership in Public Transport for Spatial Transformation', to be held in Cape Town in mid-October 2013.

COMMERCE
The Graduate School of Development Policy and Practice (GSDPP). 'Building leadership in regional economic development' course[6]

This course was a project of the GSDPP, in collaboration with the Technical Assistance Unit of National Treasury and the Economies of Regions Learning Network. It was supported by the United Kingdom Prosperity Fund, with additional funding from National Treasury. The purpose of the project was to put regional economic leadership on the national agenda in South Africa, consolidating a network of regional economic leaders in the three key provinces and providing a stronger common intellectual base to support regional economic development processes in South Africa.

The course, presented in Cape Town from 4-9 November 2012, aimed to contribute to this by setting up a dialogue between leading international and national thought leaders in the field and local public and private sector leaders to reflect on local and global practice and how regional economic development capabilities can be built in South Africa. In total, 39 participants attended the residential programme, drawn from Western Cape, Gauteng, KwaZulu-Natal and national government. All but five of the participants were drawn from the public sector and its agencies. During the residential block, participants met in their regional groups and crafted plans to stimulate their regional economy.

The course was followed by one-day meetings in each of the participating provinces in early 2013 to support these processes. The intention was to refresh participants' knowledge of the key concepts introduced in training and to introduce other stakeholders and colleagues to the concepts. Participants were able to invite colleagues and nominate additional participants to these provincial meetings. There was also a separate follow-up meeting for participants from national government, at which overarching issues related to the national policy framework for regional development were discussed further. An additional provincial meeting was held in the Eastern Province, in response to a demand from people there who had heard about the programme.

The follow-up phase was very successful, allowing feedback from participants in the original programme on their experiences in the months since the course, and exposing a broader group to the key ideas in regional economic development.

The presence of international experts (Greg Clark and Michael Enright) added significant value to the residential programme and was noted by many participants as a highlight.

HEALTH SCIENCES
The Occupational Therapy (OT) Community Development Reading Group[7]

This project was initiated by A/Prof Roshan Galvaan in collaboration with the Occupational Therapy Association of South Africa's (OTASA) Western Cape branch. Another UCT staff member, Ms Liesl Peters, a clinical educator specialising in community development practice, has also been a member of the group since its inception. This continuing education initiative was created as a platform for occupational therapists working in the non-profit and development sectors to network and engage with

6. Contributed by Alan Hirsch

7. Contributed by Roshan Galvaan

theoretical developments in Occupational Science and Community Development.

The members of the reading group agreed to the following objectives:
- To facilitate networking opportunities between occupation therapists, practicing in community development;
- To explore and discuss how practice links to theory with a particular emphasis on how human occupation is applied in development practice;
- To identify and explore strategies to address the challenges to practicing in community development.

The reading group meets every second month and a different group member assumes responsibility for each group. The host presents a journal article together with an example from practice for discussion at each session. A/Prof Galvaan assists in the facilitation and focus of the discussion by advising on, and supplying, relevant literature and research to inform the discussions. Thus, each session is prepared in collaboration with the host. In this way, members have the opportunity to engage with, and lead, theoretically and contextually relevant discussions.

OTASA's branch applies for Continuing Education Units for each session, allowing therapists to gain their required points for continued Health Professional Council of South Africa registration through this reading group. Furthermore, since UCT's occupational therapy students are placed at some of the member's organisations for practice learning, undergraduate students benefit indirectly from the therapists' engagement.

About 25 therapists in Cape Town have indicated their interest in this group. However, on average between seven and 10 therapists actively participate through attendance at the reading group sessions. Others receive information electronically and attend intermittently.

While the reading group is non-credit bearing, it provides an accessible way for therapists to be re-introduced to academic developments in Occupational Science and Occupational Therapy. This is vital since many of these therapists may not have access to journals that allow them to keep abreast of

advances in Occupational Therapy and Occupational Science theory. Also, since theory is currently being researched and developed to support this area of practice, the involvement of practitioners allows for a socially responsive research agenda. Although the possibilities for enrolling for post-graduate qualifications has only been discussed fleetingly, therapists, all of whom have undergraduate degrees only, have expressed interest in post-graduate qualifications. The reading group has made academia less intimidating for those who have been removed from this arena. It is intended that reading group members will be able to use their reflections from the reading group to present at the national occupational therapy congress in 2014.

One tangible outcome from the reading group discussions was a joint oral paper prepared by Galvaan, Peters, Cornelius (Ikamva Labantu) and Richards (Association for the Physically Disabled) for the Poverty and Inequality conference in September 2012. The paper, entitled 'Occupation-based community development: strategies for promoting potential', is being finalised for submission to a South African journal.

While Galvaan's and Peter's contribution to the reading group does not count towards their teaching load, the work is recognised as contributing towards their social responsiveness activities. The integration of this work into undergraduate teaching is also evident since the reading group strengthens the practice learning platform for students, and the presentations and publications emanating from the engagement contribute to research.

HEALTH SCIENCES
Children's Institute. 'Child Rights and Child Law for Health and Allied Professionals' course[8]

This five-day course provides cutting-edge education in child rights and child law for health and allied professionals – including training on

8. Contributed by Gonda Perez.

consent to medical treatment and the reporting of child abuse and neglect as outlined in the Children's Act.

The course illustrates how children's rights can be used as an effective tool to improve the health and well-being of children and their families, and equips health and allied professionals with the knowledge and skills to realise children's rights in their practice, the health care system and beyond.

The course examines the relationship between children's rights and child health and is structured into six modules:
- Child health and children's rights;
- Child rights in international and South African constitutional law;
- South Africa's laws, policies and programmes for realising children's rights;
- Making children's rights a reality: in individual professional practice;
- Making children's rights a reality: within the health-care system;
- Making children's rights a reality: addressing the social determinants of health

The course is registered with the Health Professions Council of South Africa and the South African Council for Social Service Professions, and carries a total of 60 Continuous Professional Development (CPD) points in Medical Ethics, Human Rights and Legal Issues for health professionals, and 20 CPD points for social workers.

In 2012, the Children's Institute conducted ad hoc seminars and on-request training on the Children's Act for government officials, NGOs and professionals such as psychologists, social workers and psychiatrists. The training uses the Children's Institute's series of legal guides on the Children's Act – a valued teaching resource that provides practitioners with knowledge and an understanding of how to interpret and apply the new law.

HUMANITIES

The Afrobarometer/Centre for Social Science Research (CSSR) Summer School Series[9]

The Afrobarometer is an independent, nonpartisan, African-led series of national public attitude surveys on the social, political, and economic climate in Africa. These surveys are repeated on a regular cycle in more than 20 African countries and in so doing have allowed the project to track trends in public attitudes across Africa over time.

Operationally, the work of the Afrobarometer is led by four Core Partner Organisations who are responsible for managing the implementation of the project in their respective regions. The Centre for Democratic Development in Ghana is the Core Partner Organisation for West Africa; the Institute of Empirical Research in Political Economy in Benin is the Core Partner Organisation for Francophone Africa; the Institute for Development Studies at the University of Nairobi in Kenya is the Core Partner Organisation for East Africa, and more recently, the Institute for Justice and Reconciliation in South Africa is the Core Partner Organisation for Southern Africa. Moreover, Michigan State University and the Democracy in Africa Research Unit of the Centre for Social Science Research at UCT, have both played instrumental supporting roles to the project as a whole since its inception in 2000.

Building capacity in survey research and data analysis has always been at the core of the Afrobarometer project. Prior to the commencement of the first Summer School in 2006, the Afrobarometer approached the issue of capacity building through a series of short 2-3 day workshops on survey research and data analysis. Despite conducting several of these workshops for its Network Partner Organisations over several
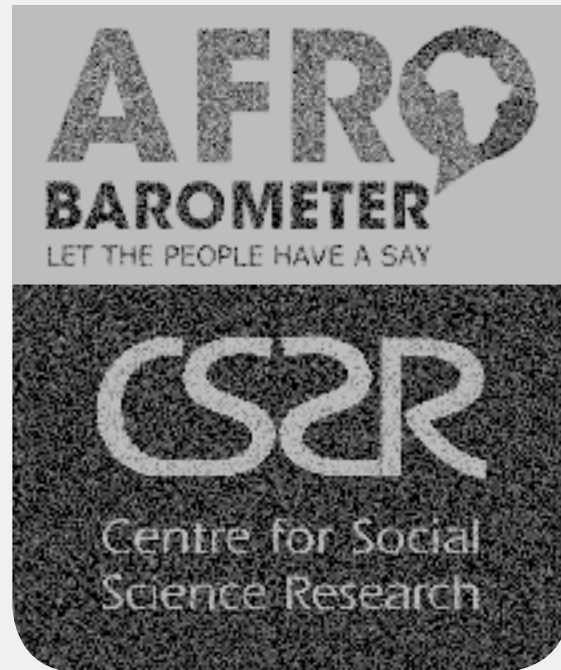
years, the project was still seeing very few African academics and researchers using and writing about Afrobarometer survey data. Therefore, the Afrobarometer Summer School was born out of the need to broaden the pool of African scholars who have the substantive knowledge and analytical skills to utilise the Afrobarometer's survey data to answer important questions about their own societies.

Unlike many other summer schools of this nature, the Afrobarometer Summer School has been designed not only to train participants in basic and advanced survey data analysis, but also to provide training in various substantive theoretical literatures covered by the Afrobarometer questionnaire. Participants are trained to empirically address descriptive and explanatory research questions within a solid theoretical framework over an intensive four-week period. Afrobarometer's Summer School participants are given the opportunity to practically assess their own learning by producing a 6-8 page empirically-based Policy Brief or Policy Paper, which they present at a public event at the end of the Summer School, as well as submit to the Afrobarometer project for possible publication.

Traditionally, the Summer School has targeted individuals from the Afrobarometer's Network Partner organisations who work closely with

9. Contributed by Robert Mattes

the analysis, communication and dissemination of the Afrobarometer's survey data. As such, Afrobarometer's National Partner organisations nominate up to two such candidates from their organisation to attend the four-week training programme (approximately 20 individuals). Until 2013, the Afrobarometer Summer School was funded solely by the Afrobarometer project, which meant that the Summer School was solely attended by individuals affiliated to the Afrobarometer project; although UCT's post-graduate honours' and master's students were also eligible to attend.

For the 2013 Summer School, however, the CSSR was able to secure additional funding from UCT's Vice-Chancellor's Strategic Fund, which enabled us to bring a number of non-Afrobarometer-affiliated African scholars, mainly from Sociology or Political Science Departments from universities in southern Africa. 2013 was also the first year that UCT's post-graduate students were able to register and gain credit for the basic or advanced survey research and data analysis courses offered at the Summer School. More specifically, UCT's post-graduate students could register and gain credit for either the Introduction to Survey Methods and Social Statistics (SOC4036U) or Advanced Survey Methods and Social Statistics

(SOC5036U). The result was that the 2013 Summer School was attended by 34 participants! For the 2014 and 2015 Summer Schools, we have begun preparations to expand our reach even further and enable individuals from other universities in South Africa, NGOs or government departments to attend the Summer School.

In terms of instruction, the Afrobarometer/CSSR Summer School is led by Professor Robert Mattes of the Department of Political Studies/CSSR and co-taught by several CSSR-affiliated professors as well as several internationally known scholars of African politics. Whether affiliated with CSSR/UCT or not, Summer School instructors are generally given a small stipend for teaching at the Summer School. However, for Professor Rajen Govender (Sociology) and Dr Pedro Wolf (Psychology), teaching both the Introduction to Survey Methods and Social Statistics, as well as the Advanced Survey Methods and Social Statistics, forms part of their joint appointment in the CSSR.

In conclusion, the Afrobarometer/CSSR Summer School addresses an obvious need within the social sciences in Africa. The positive feedback that we have consistently received over the years continues to reassure us of our purpose and our presence.

The development of new courses and programmes in collaboration with external non-academic constituencies

Division of Community Eye Health[10]

It proved difficult to find examples of courses or programmes that had been developed in close collaboration with external non-academic constituencies, which had not been profiled in previous social responsiveness reports. There may be various explanations for this, not least of which may be the commitment to academic freedom and a desire to avoid designing programmes that meet narrow needs of particular constituencies. However, the experiences of the Community Eye Health Institute and the Allied Health and Rehabilitation Sciences indicate the benefits of eliciting contributions of external non-academic constituencies in helping to shape programmes to enrich the curriculum where appropriate. It is hoped that the examples provided in this section will stimulate thinking about potential benefits of engaging with external non-academic constituencies around the curriculum, where appropriate, in terms of the purpose of the course or programme.

In 1999 the World Health Organisation, in collaboration with the International Agency for the Prevention of Blindness (IAPB), launched the global Vision 2020 programme with the aim of eliminating all avoidable blindness worldwide by the year 2020. In response, the Division of Ophthalmology at UCT started various initiatives to implement the Vision 2020 programme. This

included launching a Post-graduate Diploma in Community Eye Health, working in partnership with other agencies that contribute to eye care, and infusing a community health paradigm into the curriculum.

In line with the collaborative character of Vision 2020, UCT invited representatives from a number of international NGOs that support blindness prevention initiatives in sub-Saharan Africa, to participate in discussions about the curriculum for the post-graduate diploma. These included the Christian Blind Mission; Fred Hollows Foundation; Sightsavers, the International Centre for Eye Health, and Operation Eyesight Universal. Representatives of these agencies were drawn from various countries in Southern Africa.

The division wanted to involve people from NGOs in shaping the curriculum for the post-graduate diploma because of their extensive experience and insight into implementing blindness prevention activities and successful programmes. This expertise was seen as critical to being able to design a programme that would equip people with the appropriate knowledge and skills to address typical challenges and difficulties experienced on the ground. The Division also wanted to build collective ownership of the programme so that the various players would be committed to providing scholarships and ongoing support for students doing the experiential learning components of the programme. Involving people from other parts of sub-Saharan Africa would also ensure that the curriculum has relevance in the wider African context.

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10. Based on case study in the UCT Social Responsiveness Report, 2008.

Post-graduate Diploma in Disability Studies[11]

The post-graduate programme in Disability Studies emerged through debate and negotiations between UCT academic staff and senior representatives of South Africa's Disability Rights Movement. Relationships built with UCT through disabled people lecturing to occupational therapists highlighted the need for UCT to develop a programme on Disability Studies.

Informed by demands on the African continent to mainstream disability as a human rights issue, leaders within the disability sector looked critically at working with academic institutions to develop their membership with knowledge around disability studies and research. The mutual benefit derives from the disability sector's positioning in civil society and its links with government, while the academic sector provides access to theoretical frameworks and tools for critically interrogating South African responses to disability. Widespread

organisational networks and community development projects provide key research opportunities related to policy development and implementation strategies for service delivery. The programme was strengthened by international collaboration through linking with the Centre for Disability Studies at the University of Leeds, which provided a bridge between the scholarly activities of higher education and the concerns of organisations struggling for social justice.

Key principles guiding the design of the course included: finding an African voice for disability which is driven by needs identified in the Disability Rights Movement; creating alliances across sectors (disability movement, government departments and higher education institutions) for better service delivery and equalisation of opportunities for disabled people; and developing a critical scholarship in all disciplines for disability focused research, teaching and publication. The overarching goal was for equitable and inclusive policy development as well as the economic empowerment for disabled people.

11. Based on case study in UCT Social Responsiveness Report, 2007

The development and delivery of short online courses

"Blended" and fully online or distance-delivery of courses are becoming increasingly important in tertiary education worldwide. For subjects that do not present physical constraints, such as most commerce courses, thousands of students can be taught at the same cost as dozens traditionally could, with no compromise in quality– assuming course designs that involve strong interactivity, attention to socially embedded learning, and structured progression with immediate follow-up, response and feedback on submitted work.

The fastest-growing example of this can be found in what are known as Massive Open Online Courses (MOOCs). Leading universities, including Duke, Stanford, Harvard and Edinburgh have teamed up with technology partners such as Coursera and Udacity to offer versions of their residential courses in MOOC format.

Ever-improving design has led some of these universities to begin granting credit and/or exemption to students who have completed MOOC or other online versions of their courses. The California, New York and Florida State university systems are all at various stages of implementing mechanisms for accepting MOOC completion as a basis for granting credits toward their degrees. These mechanisms are typically supported by the relevant states, thanks to the role online education can play in broadening access to higher education.

With the growth in demand for higher education in South Africa and across the continent predicted to far outweigh supply, an education model that can scale up access, while still delivering premium quality is the optimal goal. In addition, many aspirant students in SA and the rest of the continent need qualifications or continuing education courses they can access without having to stop work or leave their places of residence. Currently, Africa's percentage of internationally mobile students is three times the global average. Too many of these students will not return home to enrich their own societies and economies.

This section describes how two faculties at UCT have developed a portfolio of continuing short courses which are delivered on line.

COMMERCE[12]

For the past five years, the Commerce Faculty has partnered with an online education company 'GetSmarter' to present a portfolio of continuing education short courses.

In 2012, Commerce and GetSmarter educated 3 013 students through short courses. On the next page is a table detailing the courses that were run during 2012, including the number of times each course was presented and the student numbers for each course.

According to research across all these short courses, the majority of students (55%) were between the ages of 20 and 40 years, which means that most of the courses were completed

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12. Contributed by Jacques Rousseau

DEPARTMENT	NAME OF SHORT COURSE	PRESENTATIONS	TOTAL STUDENTS
MANAGEMENT STUDIES	Copywriting for Online Marketing	1	51
	Effective People Management	3	220
	Events Management	2	197
	Financial Management	3	262
	Foundations of Corporate Coaching	2	75
	Internet Marketing	3	440
	Marketing	3	231
	Office Management	1	79
	Operations Management	1	80
	Public Relations	1	54
	Sales Management	1	57
	Social Media	2	244
	Tourism Management	2	63
SCHOOL OF ECONOMICS	Business Economics	1	26
INFORMATION SYSTEMS	Internet Super-User	1	60
	Office Computing	1	28
	Project Administration	3	469
COLLEGE OF ACCOUNTING	Payroll and Tax	2	143
	Bookkeeping	3	220
FINANCE AND TAX	Personal Finance	1	14
TOTAL		37	3 013

by working-age adults. In addition, 20% of the students were in the 40–49 age category, a statistic that reveals an emerging market of mature students who are still eager to learn, but who are unlikely to be willing or able to study full time.

The Commerce Faculty continues to expand the number of courses offered in partnership with GetSmarter. Currently, the portfolio includes a range of courses targeted at working professionals that enable individuals to improve their skills for promotions, career changes and personal and professional development. The high-touch learning model, which involves a high level of support from dedicated Course Coordinators and Instructors, creates a supported learning environment that contributes significantly to high course completion rates.

The course portfolio is divided into four broad categories: Marketing, Finance, Management and Business. The courses allow students to acquire, formalise or broaden their skills, and to develop an understanding of industry-related tools and how to use them. In general, the courses are beneficial for small-business owners, managers, entrepreneurs, and aspiring and current industry professionals from the public and private sectors, as well as individuals who wish to update and improve their knowledge, or to better understand today's business world.

The average geographical distribution of students across all these short courses shows that 43% of students were based in the Western Cape; 33% were based in Gauteng and 8% in KwaZulu-Natal. 6% were international students, and the rest of the students were evenly distributed throughout the remaining SA provinces. The fact that 57% of students were based outside the Western Cape indicates the contribution of the courses to spreading the geographical reach of the UCT brand.

The Internet Super-User course, run through the Information Systems Department, plays an important role in terms of corporate social responsibility. In partnership with GetSmarter and other founding members, Reconstructed Living Lab (RLabs) runs the GROW Leadership Academy

in Athlone, Cape Town, offering young people aged between 18-25 an extensive programme in community development, entrepreneurship, digital technology, social innovation and leadership. Students complete the UCT Internet Super-User short course as a core component of the programme. These students, who would otherwise not be able to study further, are afforded the opportunity to complete a university certified and branded short course within a supportive and encouraging environment. In 2012, 50% of the students in the Internet Super-User course registered through RLabs. In 2013, a total of 250 students are set to complete the course.

The Social Media short course, presented for the first time in 2012, was very successful and continues to be one of the most popular short courses presented by Commerce/GetSmarter. Internet Marketing, a related and rapidly growing course, had the second highest student numbers throughout the year at 440, surpassed only by 469 students who completed the Project Administration short course.

In 2013, the following online short courses have been added to the existing CommerceGetSmarter portfolio: Accounting, Foundations of Advertising, IT Management and Supply Chain Management.

LAW
Compliance Management[13]

The Faculty of Law's Professional Development Project offers seminars, lectures, and short courses to the legal and other related professions. It has developed 10 online courses in collaboration with GetSmarter and Paddocks.

Since 2003, it has partnered with the Compliance Institute of South Africa (CISA) in presenting a short course in Compliance Management. Compliance is all about conforming to the controls and procedures imposed on an institution by appropriate laws or rulings. CISA originated

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13. Contributed by Irena Wasserfall

in the financial services industry, which has regulated requirements for the establishment of an independent compliance function and/or the appointment of compliance officers. Today CISA is the recognised professional body for all compliance officers and it endeavours to enable professional compliance and to promote the application of international best practice.

The short course was originally conceptualised with the aim of equipping compliance professionals in the financial services industry with the basic technical skills and knowledge to enable them to design, improve and maintain a fully co-ordinated compliance function in line with global best practices. The ever increasing importance of compliance over the last decade has seen more and more organisations from a wider variety of industries proactively appointing a compliance officer. This course is recognised by CISA as one of the qualifications required for their Compliance Officer career pathing.

The course is offered online combined with a three-day compulsory contact session. It introduces students to the main aspects and objectives of the Compliance function in an effort to meet some of the aims and objectives of CISA in relation to training of the profession. The salient aims and objectives are:
  • To identify, establish, maintain and promote international compliance best practices;
  • To stimulate and promote education and training in the field of compliance to its members and other stakeholders;
  • To alert members of new developments in, and changes to legislation and the interpretation and application of such by the relevant authorities;
  • To establish, maintain and promote standards for compliance functions and compliance officers.

The main target audience is anyone concerned with risk management in the financial services, insurance and banking industries that need to be aware of the implications of compliance. The course is of particular benefit to compliance officers, compliance managers, accountants, financial directors, internal audit managers, risk

managers, and independent financial advisors. The course is therefore suitable for professionals in government and business.

The course was developed based on the course material used by the University of Johannesburg (UJ) in their postgraduate diploma, and specifically on the Compliance Management module thereof by members of the Faculty of Law staff in agreement with UJ and CISA.

The course does not accumulate credits, but successful completion of the course is a prerequisite for entry to the Post-graduate Diploma in Law specialising in Compliance Management.

A total of 580 delegates have attended the course over the last nine years.

The course convenor is a Compliance professional and has been teaching the risk management section of the course since 2005. Various other law lecturers from the Department of Commercial Law in the Faculty have been involved in teaching the Corporate Governance section of the course, as well as the lectures on new developments and changes to pertinent legislation.

The work on this course does not count towards the lecturers' teaching load, but is taken into account in respect of the individual's social responsiveness. Lecturers are appointed because of their research interest in the particular field.

Community-based education/ service learning courses

Community-based education/Service learning is an approach to teaching, learning and community engagement argued to have a huge impact on students' sense of self and their identity in the world (Boyle-Baise et al., 2006; Engberg & Fox, 2011)[14]. It is often heralded as an important way of providing potentially transformative learning spaces, which can contribute to a student's 'way of being' and engaging in the world. In terms of actual practice, various definitions emphasise different aspects of service learning, depending on location, the educators' framing and the broader context in which it operates (Waterman, 1997; Stanton et al., 1999). While definitions vary, they all encompass two components: student learning and student engagement in service-oriented projects in communities.

Many authors argue, however, that service learning isn't inherently transformative (Camacho, 2004), nor does it focus explicitly on students' own sense of the world and their self (Butin, 2003 and Mitchell, 2008). Curricula and pedagogy are often ambiguous, with most scholars agreeing the field is conceptually and pragmatically diverse. Kassam (2010) for instance asks: "What pedagogical framework assists in transforming students who know about the major challenges of the 21st century to those who know how to respond to such challenges in a particular socio-cultural and ecological context?"

Taking a different stance, Boyle-Baise et al (2006) ask the question:

"What might happen if, instead [of learning about something other than service through service] an exploration of service itself grounded classroom studies and field work, fostering explicit consideration and critique of ethics, standards and distinctive forms of learning through work with others?" (2006, p. 17).

Boyle-Baise and her students write about an experience where the learning was directly about service itself – by using the term 'learning service", service is recast "as something to be studied, as well as something to be done". (2006, p. 17). Service as an object of interest itself enables

"students to envision activism as a means of civic engagement" (p. 18). In a service learning course, students 'learned service' and through this approach, disrupted their preconceived notions of service, interrogated their positionality with regards to community work, and continually criticised their perceptions and actions (Boyle-Baise et al., 2006):

When service itself was the object of examination, we could ponder it as a person, place and thing … [W]e directed our whole attention to making meaning of service, rather than to learning something else through service, as is often the case… we stepped back from it and studied its distinctive forms, underlying ethics, and different qualities (2006, p. 22).

In this section we look at examples of courses which include a component of engagement with communities in order to illustrate the potential of such courses in building critical citizenship and developing graduate attributes, such a commitment to social justice, deemed important by the University. Most of the examples below are cases where explicit consideration to the meaning of 'service' was part of the course (as referred to in the Boyle-Baise paper above). The internship programme, which is an integral part of SOC5024F Development Theory and Practice, is designed to expose students to the diverse ways in which organisations operate in the field of development and respond to the challenges their

14. Introduction contributed by Janice McMillan

staff face. Planning Project A, provides an example of how contributions of community partners to student projects can be recognised through the development of a Continuing Professional Development (CPD) course for community participants. In order to fulfil the requirements of the CPD course (titled 'Basic Planning Skills for In Situ Upgrade') Langrug residents attended Geographical Information Systems (GIS) mapping sessions, a basic planning skills lecture, and a workshop on relevant planning and settlement upgrading legislation.

Two of the cases include examples of student feedback, which highlight particular benefits for students in relation to learning about different social contexts and how to work sensitively with diverse constituencies – a key attribute of active citizenship.

CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED)

Teaching and learning for graduate attributes – UCT's Global Citizenship programme[15]

The UCT Global Citizenship: Leading for Social Justice Programme (GC for short) was initiated in 2009 to link with three of the University's strategic goals: primarily Goal 5 – enhancing the quality and profile of UCT's graduates; Goal 1 – being an Afropolitan university; and Goal 6 – expanding and enhancing UCT's contribution to South Africa's development challenges.

The broad objectives of the overall Global Citizenship Programme reflect aspects of these goals:
- To expose students to global citizenship and social justice issues beyond degree or discipline; all faculties
- To develop capacity for leadership on contemporary global-political and social justice issues by improving active listening, critical thinking and logical argument
- To promote awareness of themselves as future global citizens motivated to work for social justice through community service/volunteering.

In 2011, CHED, via the office of the Deputy Vice Chancellor (DVC) responsible for social responsiveness, received funding from the Vice-Chancellor's (VC's) Strategic Fund, which enabled us to run the two GC short courses that constitute the UCT Global Citizenship programme. Over the past four years, about 350 students representing all the faculties and different levels of study have completed one or all three of the Global Citizenship short courses: Global Debates, Local Voices (GC1), and Service, Citizenship and Social Justice (GC2), which were offered via a blended mode of face-to-face and online learning on the GC programme. In 2012 we added a third component (GC3), which requires students to log 60 hours

of community service and write a reflection essay once this is complete. Students organise the service themselves[16].

In essence, the GC programme is a learning and development programme with a focus on developing opportunities for citizenship and leadership. In particular, it asks students to think about, and act on, these roles in the context of both global concerns and local issues. This is done by providing an opportunity for students to engage with global issues coupled with instilling a motivation in them to work for social justice through involvement in local community service/volunteering. In this way, it provides an opportunity for an enriched and wider education experience outside of their primary degree programme.

The GC2 course 'Service, Citizenship and Social Justice' has two components: 10 hours of community service (organised through the course), and guided facilitation and reflection through face-to-face and online learning activities. It was based on experiential learning and critical reflection on students' voluntary community service. Students were encouraged to unpack and interrogate their service experiences in order to understand voluntary 'service' and their own roles more critically, particularly as 'active citizens' engaged in service. In developing the curriculum for the GC2 course, we asked students about some of the questions they face in their community service to help shape our course design. Included were:
- Understanding 'service' paradigms eg charity vs. social change;
- Power relationships and insider/outsider identities;
- Can students really serve/or are they just perpetuating inequality?;
- How do students work with very different/ unequal communities?;
- Community assets and needs;
- What impact does this service work have on identity and citizenship?;
- Service and social justice;
- Developing capacities for critical reflection.

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15. Contributed by Janice McMillan

16. To date, more than 700 students have registered on the GC programme with about 350 completing. These students come from all faculties and are mostly senior undergraduates; however we have had a few 1st years and postgraduates.

Drawing on these discussions, the course is divided into themes: self and service; service in contexts of inequality; paradigms of service; development; challenges facing organisations in development; service and citizenship, and sustaining new insights.

To complete GC2, students had to attend facilitated workshop sessions on each of the themes, submit three blogs and two longer

reflection pieces about their community service experiences, participate in a series of overall GC programme events, and post questions and answers about practice online. They also have to participate in two service days.

As evidence of the learning experienced by students, some of their blog posts and reflection papers are captured below.

STUDENT REFLECTIONS

PHD STUDENT IN VIROLOGY

On a personal note, a major lesson I learnt from this visit was that community service does not only involve donating sums of money to organisations of this nature, but it is also to give up a little bit of your time to do whatever you can do to make a difference. It was a day where one had to put their heart into everything that was needed to be done, and also open your mind to learn from everyone around you (and have lots of fun in the process!). That was the key to making this experience worthwhile … It was also a day that I learnt about the courage, strength, tenacity, and determination that women have inside them, which could potentially transform the societies that they live in. The fact that this was done on Women's Month was very fitting indeed.

3ᴿᴰ YEAR BACHELOR OF ENGINEERING STUDENT

As a civil engineering student I often get drilled with the idea that we are in the business of development. There is an air of arrogance that comes with this and often I find myself thinking that students will imagine entering the work environment and going into communities on their white horse to help the less fortunate. Never have we been given the opportunity to critically evaluate what this so-called development we are doing is, and yet we feel so proud throwing the word around. I feel the session (at Mothers Unite) reiterated that development is not just about the large infrastructure and services brought in, these things also have to have a place within the communities that are being developed, and agents must have an appreciation that development is

something that occurs between people, and how their actions and choices can have social impacts.

FINAL YEAR BACHELOR OF SOCIAL SCIENCE STUDENT

The second prompt I'd like to respond to is the one about identity and privilege, the one that links to Camacho's article. That article really hit a nerve. I wrote in a previous blog that being at Mothers Unite made me aware of 'my whiteness'. In most of the community service I have ever done, I have felt 'different' in some way to the people I am serving. Which I suppose, isn't odd, because I am. But often, this is an uncomfortable feeling. It is a feeling that "this experience is so fake, so contrived. My experiences of life are so different to yours, my circumstances would not normally have brought me this close to you, so this situation is unreal, is temporary, is UNCOMFORTABLE!" (But) as Camacho notes, it is in allowing ourselves to be in that space of discomfort that we learn, and that we are helpful. If we sit in that space quietly and with stillness, perhaps we can cross through it and enter a space where people are not so different, where people are people trying to reach other people.

FINAL YEAR FINAL YEAR BACHELOR OF SOCIAL SCIENCE STUDENT

"So what are you doing this Saturday?" he asks me.
"Oh, you know that course I'm doing? Well, on Saturday we're all heading out to Lavender Hill to have our first class and do community service..."
My father stares at me for a heartbeat, and then

says, "I hope that you are not driving yourself into Lavender Hill!"
I reassure him that I am not, but I understand why he asked – there is a tug of anxiety inside my own chest about Saturday's excursion. It is this tug that makes me aware – acutely – of the colour of my skin.

The spitting rain and grey clouds from earlier have cleared, and Donovan and I are washed in sunshine as we stand on the roof. Armed with silicone guns, we are looking for leaks. Donovan walks ahead of me across the top of the metal container. He takes a step, and suddenly part of the container seems to give way. Quickly, he jumps to a more solid section of the roof, and we both stare at the rusted gash that gave beneath his feet. The metal is brown, diseased – there is no way we can fix this with silicone. We spend some time up there anyway, sealing up smaller leaks where we can, and then we climb back down and try to seal the seams of the roof from inside. This is only a temporary measure. As I grapple with the silicone gun, my small hands lacking the strength needed to pull the stubborn trigger, and later as I inadvertently tangle a book in adhesive plastic, I again feel that tug in my chest. I am aware, again, of my whiteness, of my awkwardness, of my ineptitude in the face of problems which I've never had to deal with.

The sun is getting heavy, drowsy. It is time to leave. The women from Mothers Unite thank us profusely, and seem genuinely grateful for what we have done. I am disarmed by this. I am disarmed by their gratitude, their warmth, their refusal to let us leave without first hugging each and every one of us. Is there really that much value in what we have done? I feel that I have gained much more from this day then they have gained from me.

Here is my problem: it is two-fold:
Firstly, I find that community service brings to surface my prejudices, my biases, my weaknesses. It forces me to acknowledge that I have preconceived ideas about people – my dad and I both were worried about me coming to an area where we assume there is only violence and danger, because that is all we hear about in the news. And yet, when I arrived, I felt only

warmth, and love, and safety. I find confronting my prejudices and my weaknesses a difficult and uncomfortable experience.

Secondly, I am a doer, a problem-solver, a big picture thinker. When I look at the community which Mothers Unite is part of, I see ALL the challenges they face, and I feel overwhelmed. I think: "How on earth can I help solve that?!" When I climb on top of the roof of their library and encounter a rusty hole, which I cannot hope to fix with my silicone gun, I feel frustrated and inadequate. This is how I think – I think of the big picture.

I am aware of the egocentrism (if that is even a word) inherent in the thoughts which I have put down here. I am aware of how selfish my difficulties and questions about community service are. In my defence, I think that thinking about ourselves and how our experience impacts us is part of the human condition.

So ... after all that deep, intense reflection ... what have I learnt from Saturday's excursion?
I learnt from Saturday that it's probably OK for community service to sometimes make me feel uncomfortable. The environment in which we were serving on Saturday was so...warm, so without judgement. It's made me think differently about how I approach the people I serve (about what being non-judgemental REALLY means), and about how I approach myself when I am serving. Warmth, kindness and love are required – to be reflected outwards and inwards. Does that make sense?

Also, I learnt that the big picture approach is perhaps not always the best one. We cannot by ourselves solve enormous, structural problems like "Poverty" or "Lack of education". We cannot solve those problems in an afternoon, either. But we can climb onto a roof and alert someone that there is a hole there that needs more than just silicone to fix. We can cover some books. We can have meaningful conversations, and take the time to hear other peoples' stories, to understand that their experiences hold as much value as our own. Saturday showed me that these little things mean a lot. These little things teach you.

FINAL YEAR BACHELOR OF SCIENCE STUDENT

The day that we all spent at Mothers Unite truly opened my eyes to a world that is literally 2km from my front doorstep. It made me realise that for the past 23 years I have been living blindfolded to the inequalities and needs of a community who I have had the resources and body strength to help, but due to a lack of knowledge on my part, was none the wiser to their plight. I feel connected to my fellow students after this experience and hope to grow with them throughout our time interacting with each other.

I was surprised at how easy it was to work with a group of people that I did not know. In a way, this made working in a team easier as we were able to put our egos aside and all work together towards a common goal without getting side-lined by each other's idiosyncrasies.

Some valuable insight that I gained about myself was that I'm not as shy as I thought I was ... and that it is just easier to jump into the deep end when it comes to meeting new people and making new friends. I also realised that I really love connecting with new and exciting people who have very different views from my own, yet, we all managed to come together to work towards a common goal.

I realised that service is not just about giving up your time to do some physical labour in the community. It's about forming new relationships and really connecting with those that you are offering to help and not just painting a container and then leaving. At the end of the day at Mothers Unite I felt compelled to tell Gerry and the other amazing ladies who work there that when I first arrived at Mothers Unite, I was there because it was a requirement, but as the day went on I realised that I was there because I truly wanted to be there with all my heart and that I felt like I could help out and volunteer on a much more regular basis in the future.

FINAL YEAR BACHELOR OF BUSINESS SCIENCE STUDENT

On the whole, my approach to the aspect of social development was one that featured progression, growth and advancement, but it was always something that I saw happening for others and more precisely, the less privileged. However, since my day at Mothers Unite, I've come to change entirely what my previous perception of the term was.

I felt significantly challenged when recognising that development applies to myself too, so much more than I ever thought possible. Everything I believed was questioned with a deeper sense of understanding and once again I was reinforced to believe that 'knowledge truly is power!'

All in all, I've come to accept that there is no clear-cut definition for the term and viewing all of us as different colours of a single spectrum who look at the same thing and still see something different is something that is worth valuing, not looking down upon and discarding.

The Women of Mothers Unite, who to me were an image representing such a powerful force of strength through their adversities, can be deemed the real facilitators that have changed my views so meaningfully. Listening to their stories and insights about issues was not only refreshing but also a fun, profound and a vigorous means of learning.

FIRST YEAR ENGINEERING STUDENT

The discussions had at Mothers Unite on discussion left me with many ways of looking at what the term development means. Before the discussions development simply meant that everyone can access to basic needs to survival and also has an equal opportunity to improve his or life through functions such as receiving a good education. After the session I began asking myself questions such as "What basic needs are and who decides what they are?" Is it the people who are studying the communities from an outsider's perspective or is it the people who live in the community and experience its problems?

It is important not to let our professions make us inconsiderate of the communities that we serve. For instance, in my field of study, Civil Engineering, my job will be about helping improve people's lives. It will be important for me to make sure that the different communities that I am going to serve have a voice and that voice is heard when it comes to issues that involve improving their communities.

At the end of the discussion at Mothers Unite, I managed to somewhat draw up a 'conclusion' on the state of development in the communities, which is that some development initiatives around the world fail because it is assumed that the people with degrees know everything and more than those who are not in a university. Development is a team effort. This must not be interpreted as undermining the value and importance of university qualifications. What I intend to put across is that the work done by the 'experts' in communities would/can be much more effective if the communities are given a voice in the process of *their development*.

FINAL YEAR ENGINEERING STUDENT

The second session at Mothers Unite was really awesome. I feel like I really missed out by not being able to attend the first session. I thought the day was very well-balanced in terms of doing practical and physical service, as well as sharing our thoughts and perspectives in our small groups.

I think the most striking realisation that I took away from the day was the realisation that even after being exposed to so much literature and discussions about how we should not make assumptions about what people need in service etc., I found that inevitably, most of us are already making assumptions purely by considering a predefined desire or goal. The notion of 'development', as many of us understand, has already been defined by, presumably, a Western perspective. Thus, the fruits of any action that we undertake to bring about a 'positive change' have already been greatly influenced by, for example, the definition of 'development'.

I thought about this for a while and the more recent examples of imperialist, foreign explorers coming to Africa came to mind. There may have been very successful communities across the world that thrived, devoid of the manifestations of development that some of us, inhabitants of the 'developed' world, possess. Yet, history bears testament to many of these communities breaking down due to the introduction of Western beliefs and notions of development and progress.

As a Civil Engineering student, the question that plagues me is, how do you then provide infrastructure without making assumptions about development? And if you do, what are the 'correct' assumptions? If a community has not been using a traditional sanitation system one that we are used to for many decades or centuries, and has managed to thrive, on what basis then can we suggest our 'improved', engineered solution? Does development mean instigating change when people are quite happy as they are? If so, then surely you are making assumptions based on values or beliefs that have already been predefined.

It's funny though, I find myself on both sides of this debate as it plays out in my mind. Sometimes I recognise the efficiency in adopting a definition for development, but on the other hand I sometimes see the lack of sustainability in making this choice. Right now I don't know the answer, but I was really glad that I was able to even make these considerations and this is a direct result of the visit to Mothers Unite. I am all for critical thinkers in this day and age. This opportunity definitely gave me the opportunity to think critically about some things we all too often take for granted.

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CHED/EBE
Educating socially aware and globally conscious professionals: Social Infrastructures course[17]

The current UCT Strategic Plan places an emphasis on defining and embedding, in its students, key graduate attributes such as the ability to learn in an electronic and global age; the capacity for critical comparative thinking, and effective cross-cultural communication. Internationalisation and social responsiveness is linked through a focus on issues of global citizenship and social justice that provides exposure to debates of global significance and opportunities for engaged policy research and service learning. The intention is that these attributes should be imparted in the normal course of the curriculum. EBE Faculty strategic goals align with this intention, as well as with the Engineering Council of South Africa's requirements that engineering students demonstrate multidisciplinary work and understand the impact of their decisions on the personal, social and cultural values and requirements of those they affect and interact with. The new Social Infrastructures course aims to meet all these goals. It is tailored to all undergraduate students in EBE with the hope that it will also attract students from other faculties to allow a fully inter-disciplinary experience for the students involved.

This course was developed via a partnership between EBE and CHED and has some of its roots in UCT's Global Citizenship programme. It is an 18-unit 1000 level credit-bearing course open to students across all faculties. 33 students registered for the course in 2013, across all years and from all the disciplines within the faculty. One student registered for the course from the Commerce Faculty.

In the introduction to the course, the students discuss the idea that in an increasingly divided world where the gap between poor and wealthy nations is ever increasing, 'engaged citizens',

17. Contributed by Janice McMillan and Vanessa Watson

who can respond to pressing global concerns and address local realities are needed. As citizens, graduates should be prepared to think and act in new ways: thinking and acting that is aimed at problem-posing and critical reflection, linked to understanding and improving the lives of communities, locally and globally.

The course is entitled 'Social Infrastructures: engaging with community for change'. The term 'social infrastructures' in the course title refers to the facilities and mechanisms that support the establishment of services like education, health care, community development and social welfare. The term also recognises that urban development is a socio-technical process, giving rise to particular relationships between households and communities, and materials and technologies, shaped by the institutional and political context. The concept of 'social' thus implies that development and any other form of 'service' cannot be looked at without considering the needs of people, and of communities.

Many questions arise linked to these issues: how to make sense of the ways in which communities engage with (access and use) infrastructure? In particular, how to make sense of infrastructure as a product and mirror of inequalities in society? In a context like South Africa, can questions/challenges of inequality and social justice be brought to understanding infrastructure – both its production and its use? Students also need to learn how to ask questions: how as future engineers or professionals, and as citizens, how their past and present experiences relate to these issues and to reflect on what the challenges presented by inequality may mean for professional practice.

The course has been conceptualised in two parts:

Part 1 introduces students to some of the key concepts and processes of learning and engagement that might assist us in understanding how to think about community engagement with off-campus constituencies. These include concepts of community, paradigms of engagement, development, and the process of community engagement itself.

Part 2 is designed around a series of key challenges facing cities and communities, issues important for all graduates – whether in engineering or not – to think about. It is less about in-depth theoretical or content knowledge linked to the issues, but rather, how the particular issue is reflected in social infrastructures.

Themes include:
- Cities, infrastructure and social change
- Urban food security
- Cities and climate change
- Water, sanitation and service delivery
- Sustainable urban development.

Assessment takes the form of three reflective journal papers; a conceptual essay; an issue-based essay, and a learning portfolio.

Through an approach to learning that combines classroom-based learning and reflection, with community-engaged, experiential learning (2 field trips) this course provides a space to ask questions, to reflect and to develop ideas about these issues.

At the end of this course, it is hoped that students will leave the course more socially aware, reflective and with some understanding of the many challenges facing cities in the context of inequality. Students will constantly be asked to think critically about an issue, drawing on both their own experiences as well as on what others have said and written about it. Through this process of learning, active listening, critical thinking and engagement, it is hoped that students will find a voice to locate their views on the relationship of people to infrastructures in contexts of extreme inequality – as students, as emerging professionals and as citizens.

Key themes that have been quite important in the students' learning include:
- Working with the concept of 'perspectives' and providing a space for students to explore how these, and in particular their own, shape how they view, interpret, and understand the world
- The idea that knowledge exists in many places other than the university – in this particular course, exploring in particular the knowledge that reside in marginalised communities, and how important they are to making sense of the

world as an emerging professional
- The concept of 'the single story' and the problem with this ie how partial truths can distort our views and lead to stereotyping
- The idea that built artefacts are not in themselves powerful enough to make this part of the world a better place – community participation and ownership of a design project and its active involvement in managing the facilities developed are critical.

At the end of the first quarter (end of Part 1) students completed an evaluation questionnaire in class. It was mostly very positive about the course and their learning in general. Here are the collated responses to three of the questions, which are linked to graduate attributes.

Students were asked whether the course has helped them to think differently about the world and if so, in what ways. Some of the responses were:
- Most of the issues covered in the course made me reflect more on social issues in Civil Engineering.
- Yes, it has made me think differently. I realised how critical communication and understanding between community and development is. As a chemical engineer, I will be more aware of my responsibilities towards my community.
- Definitely, I think differently about the world after this course, the stereotypical mindset I had about poor people not having enough

knowledge and not having a 'voice' has changed. An example is the ability of women in Valhalla Park to work with the government and their community at same time, and bring about change was a great achievement.

Students were asked if they felt they might be a better professional after completing this course. Examples of their responses are:

- Yes, it helps in the understanding that the world is complex and it is often difficult to understand as we have our own ideas and agendas.
- Yes, it will. I think it's already making an impact, especially in my other course, which is a design course for solving real world problems. Helps me think more critically.
- Yes, I do. I think it's made me think more critically. To see the people behind the construction that stand before them. For example, a building isn't just a building any more, it serves a purpose for something and most probably someone.
- Yes, I believe I will work/engage/interact better with communities and try to understand their concerns and needs before just applying my profession.

Students were asked about the links between this course and other aspects of their degree. Two responses are captured below.

- It does. My degree will require me to go into various parts of society and work with different people. This course will help me inter with those people in a positive way.
- Yes, Chemical Engineering is very theory-oriented (maths and science mainly). This course has helped me to see the social side of my degree – 'infrastructure has a social life'.

The pilot of the course thus far seems to have been successful in providing opportunities for students to engage in thinking more critically and reflecting more consciously on the world around them and the issues we face – both locally and globally. Students have enjoyed the class discussions, learning from their peers and being able to go off campus to gain exposure to new communities and contexts. These are important achievements. Looking ahead, the conveners hope to have students from other Faculties join the course.

EBE

City and Regional Planning (MCRP) and Landscape Architecture (MLA) programmes. Community-University Engagements between Informal Settlement Residents and UCT Students[18]

Academics based in various disciplines have promoted the idea of more 'engaged' forms of scholarship for at least the past four decades. Engaged scholarship, they argue, includes knowledge that is produced through inter-disciplinary collaboration, experiential learning, and the application of knowledge to action, since engaged scholarships are often geared towards some kind of 'service' to communities that lie beyond the university. This form of scholarship is then best enabled through community-university engagements that are explicitly crafted to make universities more responsive to local communities. Moreover, knowledge production derived from engaged scholarships is receiving much attention in higher education policy circles in South Africa.

Accordingly, Planning Project A (APG4022F and APG4036F) – which is facilitated during the first semester of the academic year – is a 16-week studio-based course that is shared between Master's students from the City and Regional Planning (MCRP) and the Landscape Architecture (MLA) programmes. It encompasses an in-depth analysis of a local area, and the establishment of appropriate spatial development frameworks for an area under study. Of specific value, this studio-based course is explicitly conceptualised as a community-led project. Master's students work directly with, and learn from informal settlement residents, for the purpose of collaboratively developing appropriate in situ settlement upgrading proposals. Appropriate

18. Contributed by Tanja Winkler

proposals, in turn, entail assisting residents with self-enumeration, data collection, surveys, and a mapping of the existing informal settlements, in addition to formulating layout plans and precinct designs.

In 2012, our community-university engagement entailed a partnership between community leaders and residents from an informal settlement located in Franschhoek (Langrug), the Municipality of Stellenbosch, and a Cape Town-based NGO, namely the Community Organisation Resource Centre (CORC). Planning Project A, further comprised a Continuing Professional Development (CPD) course for the purpose of acknowledging community residents' contributions to Planning Studio A. In order to fulfil the requirements of the CPD course (titled 'Basic Planning Skills for In Situ Upgrade') Langrug residents attended Geographical Information Systems (GIS) mapping sessions, a basic planning skills lecture, and a workshop on relevant planning and settlement upgrading legislation.

As a result of our 16-week engagement and the CPD course, seven community members from Langrug received CPD attendance certificates from UCT.

Community-university engagements enabled community participants to gain some knowledge about urban planning, landscape architecture, and informal settlement upgrading. Engagements also served to empower Langrug residents to make informed decisions about their future livelihood, settlement upgrading, and housing strategies. On 18 May 2012, Langrug residents and students presented their collaboratively formulated proposals to the Municipality of Stellenbosch, which in turn, were favourably received by municipal officials and local politicians. At this meeting, officials and CORC representatives reiterated their ongoing commitment to support Langrug residents in their future upgrading endeavours.

These kinds of community-university engagements aim to make a contribution, however modestly, to the Faculty of Engineering and the Built Environment's social responsiveness (SR) goals. Community-university engagements also serve to build relationships between UCT, the state, and civil society. Finally, engagements assist UCT in preparing students for post-graduate employment, since they allow students to become 'reflective practitioners' who are more sensitive to some of the everyday hardships faced by many residents in our cities.

SCIENCE
Environment and Geographical Science. Teaching-based Social Responsiveness[19]

Community-based collaborative research projects have formed a core element of the human geography-teaching curriculum in the Department of Environment and Geographical Science over the past decade. Long-term partnerships with a Non-Governmental Organisation (NGO), the Mandlovu Institute working in New Crossroads, Nyanga (2000-2003), and a community-based civic organisation, the Valhalla Park United Front Civic Organisation (2004 to present), have facilitated the development of projects. This partnership has defined research projects that contribute to the goals and knowledge needs of the community-based organisation, while providing fantastic opportunities for student learning focused on qualitative fieldwork skills, as well as in-depth immersion in a range of critical issues central to our understanding of South African and global southern cities and their development, as well as socio-political and economic challenges.

The projects have been run at a variety of course levels, reflecting experimentation with the place of field-based learning in the curriculum, as well as the development and needs of the partnership for varying levels and types of research (second year, 2000-2003; third year 2004-2008; honours level 2009, 2010-2012). The projects team together students and community-based activists and residents to conduct qualitative surveys and life-history interviews at household levels. Projects have focused on a range of housing issues (from conditions of life in backyards, to documenting new informal settlements, and the security that families find in informal living; as well as key areas of community activism, ranging from youth development to organising Minstrels as community development; to documenting, in a

context of devastating unemployment, the nature and logics of informal home-based business).

Sustained in the relationship between Oldfield and the community organisations, these multifaceted engagements have built knowledge drawn on by the community organisation and students. The work has constituted one core element of Oldfield's research, evident in papers, theses, presentations, popular booklets, reports and maps, even a neighbourhood 'yellow pages', as well as varied public events in the neighbourhood and university (see Oldfield 2007 *South African Geographical Journal*; Oldfield 2008 *Journal of Geography in Higher Education*; Oldfield, forthcoming in S. Levine (ed.), UCT Press).

In its long-term nature, multifaceted elements, and in its slow and careful process, the partnerships and projects open up learning and working together to the rich contextual, relational and contingent ways we have produced knowledge about the neighbourhood, residents' struggles and the politics of activism community-based organisation undertake. Projects also provide unique opportunities for students and community activists to work together, despite our often-different backgrounds and social and economic opportunities. Although running project-based class work is demanding of time and energy, the process is highly rewarding. Students treasure the opportunity to work on projects that are concrete, and they enjoy and benefit immensely from learning from community-based participants. The richness of these experiences help them interrogate conceptual course-based discussion.

Engagement with theory is imperative for critical assessment and for conscious development and consolidation of a world view. The engagement enables theoretical development in applied contexts through project-based fieldwork. Student exposure to geographical and developmental debates combined with training and grounding in local research, Oldfield argues, is crucial in our South African and southern developmental context.

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19. Contributed by Sophie Oldfield

HUMANITIES
SOC5024S Development Theory and Practice[20]

When Jacques de Wet was appointed, he was asked by his head of department to design a course that was at the interface between theory and practice. The then HOD of Sociology recognised that the development studies programme needed a course that went beyond theory to engage with practice in the field. Graduate students (as well as people already working in development) were looking for a course that not only helped them to think critically about development, but also better prepared them for entry into the development sector – especially development in civil society – as project leaders and managers in NGOs.

De Wet's own history as a development practitioner influenced his appointment and also shaped the way he designed the course. Before he did his PhD he worked for eight years, first as a project leader in the field and later as the director of the same NGO.

The aim of the course is to:
- Introduce students to literature that explores the interface between academic knowledge and practitioner knowledge from a people-centred perspective
- Give students an opportunity to acquire a range of skills that development practitioners need in order to assess their effectiveness as managers and leaders
- Expose students to the kinds of situations and challenges development practitioners encounter in 'real world' working environments
- Give students an opportunity to learn how to use their academic training in work situations.

The course fits well in the Sociology Department's Development Studies Programme, which prepares students for entering primarily into the professional development 'community'. This community straddles many spheres including non-governmental organisations; research organisations; agencies at

various levels of government, and possibly corporate social responsibility officers. It is envisaged that the Master of Philosophy (MPhil) Development Studies graduates will eventually take leading positions in the field of development as they disseminate knowledge about those sectors of society worst affected by socio-economic inequity; devise strategies to gain access to resources, and build capacity for self-reliance among ordinary people living in the global South. The programme is geared towards building some form of civic consciousness among students who are interested in the development sector.

De Wet's course runs in the second semester from July to October, and is divided into weekly seminars and an internship programme. The students' assignments take the form of weekly two-page responses to prescribed readings in preparation for class, oral presentations, essays and an internship project report.

The class-based seminars are arranged according to the following themes, each of which is covered over one or two weeks:
- Non-profit organisations as organs of civil society in a broad social context
- People-centred development theories (eg Sen, Habermas, Kaplan)
- Leadership in Africa and working with people from diverse cultural backgrounds
- Assessment, planning, monitoring and evaluation
- Managing financial resources
- Research and policy-making.

Each three-hour seminar begins with an input from either De Wet or a guest expert, followed by an oral presentation by two students and a discussion by the class about issues that emerge from the prescribed readings for that day's class.

During the course, and running parallel to the weekly seminars, the students do an eight-week internship in one of six development organisations with which De Wet has an ongoing working relationship. Of these six organisations, one is a consulting firm that works with NGOs, one is a development parastatal, and the other four are small to medium-sized NGOs working in educational, social or human rights development.

20. Contributed by Sonwabo Ngcelwane based on an interview with Jacques de Wet conducted on 5 September, 2013

De Wet points out that the internship programme is run as if it is a consulting firm with small teams doing some or other evaluation research for their '"clients'. Pretending to be consultants gives the students some sense of what it is like to manage a real project and to have to work for a client. Student internships are potentially burdensome for the staff of host organisations because they do not always know how to 'keep them occupied', but this approach uses internships to expose students to the world of consulting and the world of NGOs in goal-orientated ways that are geared towards producing tangible deliverables with very tight turn-around times.

For this to work effectively, the class size is limited to a maximum of 15 students although 12 is the ideal number. Six teams work with six clients. Each of the consulting teams includes De Wet and two (or three) students. The students do all the work as the junior 'consultants' under his supervision as the senior 'consultant'. After preliminary correspondence between De Wet and a client, the team meets the client in order to refine and finalise the brief for the project. The client is represented by a manager through whom the team gains access to the organisation. The students write a research proposal with a budget, which is presented to the client for feedback and then refined further. With the client's approval the project proceeds to follow the standard stages in a research project, from data collection to the presentation of a report; a first a draft for feedback and refinement, and then the final report. De Wet supervises the team but they do the hard work. During the process the students learn to apply some of what they have learnt in class and what they learnt previously in research methods courses.

At the end of the internship the students do a final oral presentation, which focuses on the key findings of their research, and they hand over a bound copy of the final report to the client.

The internship requires the students to spend a minimum of 24 hours contact time in the field. This means three hours a week in the field, which excludes data analysis and writing up the findings Although the students are required to

report to the host organisation's representative who facilitates their data collection at every field trip, there are other internal mechanisms built into the internship programme which monitor progress from the beginning to the end. The entire exercise is driven through a project with a final output in the form of a research report. Each stage of the internship, from the first meeting with the client until the final presentation of the report, has a deliverable. Furthermore, the lecturer accompanies the students in the field at key stages in the evolution of the project.

The project report is graded on the basis of content, structure, coherence, creativity, presentation and value to the client. The research report contributes 25% to the student's final mark for the course.

Notwithstanding the time pressure and the fairly heavy workload, the above internship is what De Wet describes as a 'low-risk intervention' in the field of development. In his words, "if everything goes horribly wrong, no one actually gets hurt". He thinks internships in the development context can only work properly if they are low-risk and well-managed by an academic member of staff who is highly committed and knowledgeable about how to work optimally with students in the field. He is convinced that university level internships, which are managed sensibly by people who know what they're doing, can make a small but valuable contribution to organisations such as NGOs and enhance students' academic experience by their learning through practice and critical reflection.

The course is offered at a Master's level and during the second semester because the internship programme outlined above requires students with basic range academic competencies, research skills and maturity, which Master's students in their second semester would possess.

The course presents students with a number of learning opportunities beyond the usual post-graduate curriculum. One set of learning opportunities is linked to the research project which extends the curriculum by taking classroom knowledge into the field. Other learning

opportunities are presented in the ways in which observations and questions which arise in the field are discussed in class. Periodically, students are asked to report to the class about their particular projects. They are also encouraged to pose questions and raise issues in the course's Vula chat room in which De Wet is an active participant.

There are also opportunities for critical reflection at the end of the course when students fill out both a course evaluation and an internship evaluation. (The host organisation or 'client' representative also completes the internship evaluation questionnaire.)

A number of values underpin the course. At the core of these values is people-centeredness, which permeates all aspects of the course, whether academic or applied.

Then there is the academic value of working at the interface between theory and practice. Students' comments such as the one below, confirm that the internship enriches the students' academic experience.

> "The highlight of SOC5024S was definitely the opportunity to do an internship with a development agency. Often as students at UCT, we are stuck in seminars, presentations and lectures and seldom experience the practical side of our degrees. Another highlight was the guest speakers we had on various occasions. The guest speakers (from the development field) bridged the gap between the theories explored during the seminars and the complex experience and practice taking place in the field." (Leungo, 2013)

According to De Wet, students graduate with a Master's degree in development studies with a range of competencies which helps them to apply their academic knowledge in practice and they are better prepared for the working world than students who have not had this opportunity. This refers to the value of applied learning and knowledge in academic training.

In this regard another student said of SOC5024F:
> "Broadly the highlight of the course was the

Jacques de Wet.

> opportunity to work in an NPO in a professional capacity. It was a challenge to apply the theory we studied to the complexity of work outside the university. Sometimes theory in the abstract needs a bit of everyday interaction with real people, processes and organisations to reveal itself. It helped me to better understand the theory and also helped me to frame what I was experiencing and give it meaning." (Jared, 2013)

Regularly engaging with issues facing development organisations in the field also ensures that De Wet's academic work is continuously informed by what's happening in NGO sector at the interface between theory and practice.

In De Wet's assessment, the work associated with internships is not given sufficient weighting in faculty performance reviews. He is aware that it is linked to social responsiveness, but the extent to which it contributes to a general assessment of someone's academic competence is negligible. He nevertheless finds it valuable because it gives him greater insight into the challenges that

organisations encounter in the non-governmental sector and in the development field. With the exception of one journal publication, his research has not drawn on the many research reports produced by the internships. He would like to supervise an Honours or a Master's student who is interested in working with these reports to produce a dissertation which could then lead to a journal publication. In so doing the insights contained in these reports could reach a wider audience.

Engaging with and learning from NGOs through the internships have to some extent shaped the course. For example, aspects of the financial management section of the course are influenced by a recognition that NGO staff sometimes don't have the basic financial literacy to read financial statements or auditors' reports or that they fail to fully appreciate the paradigm shift from accounting to accountability that is informed by the application of people-centred theory to development practices.

Although De Wet has designed the course and pioneered graduate internships for development studies students, one of his colleagues now runs an Honours level course with an internship component. Internships are now a feature of the development studies programme and they are no longer dependent on the expertise of one staff member.

In conclusion, the internship programme, which is an integral part of SOC5024F Development Theory and Practice, is designed to expose students to the diverse ways in which organisations operate in the field of development and respond to the challenges their staff face. It also gives the students the opportunity to apply their academic knowledge in the field of development in constructive ways that do not interfere with, or jeopardise the work of their host organisations. Through the internship programme the course takes the classroom into the field and brings the field into the classroom in ways that enhance graduate students' academic training for a career in development.

Occupational Therapy division[21]

Dr Lizahn Cloete is jointly employed by the Western Cape Government and UCT. Her job involves undergraduate and post-graduate teaching, administration (which includes convening several under-graduate courses) and under-graduate practice learning supervision. The substance abuse prevention programme is an occupational therapy project that is run by fourth-year occupational therapy students. The final year students run this programme as part of their practice learning community development affiliation towards the completion of their occupational therapy degree.

The occupational therapy course at UCT is categorised into five different clusters. One of the five clusters is the community development practice cluster in which students receive lectures in preparation for practicing at organisational level. Within the cluster, students work at community-based organisations whether it is schools, NGOs or nonprofit organisations (NPOs). The substance abuse prevention programme was initiated by the South African Christian Association League (SACLA), NGO in New Cross Roads, Nyanga. The manager approached Dr Cloete as UCT's occupational therapy supervisor, to assist with establishing this programme. The occupational therapy intervention included collaboration with the facilitators and management team of the organisation to plan the initial phases of setting up the programme. A pilot program was started in December 2012, and evaluation of the programme will be completed at the end of October 2013.

Between eight and 11 students are placed at SACLA's two branches (Khayelitsha and New Cross Roads) in a year, with two to three students placed at a time. The first group of students spend nine weeks at the organisation with the second and third group spending seven and six weeks respectively.

In preparation for their practice learning exposure students attend lectures that cover the theoretical

content for community development practice. The theory covers issues on power, professionalism and community development processes in occupational therapy. The curriculum also introduces a few theories from other disciplines such as sociology and anthropology. Students are taught how to utilise these theories from an occupational perspective. A combination of occupational therapy and other theories give our students an advantage to think about development at a systems level. The foundational theories and assessment tools to community development practice are initially introduced during the second year of occupational therapy training. In their third year, students do a Disability in Primary Health Care course in which they cover the principles of community-based rehabilitation and some participatory theories. In the fourth year the theories and tools covered in second and third year are briefly revisited. The main focus in fourth year is the integration of all theory and the planning of occupational therapy interventions.

Students are required to formulate learning outcomes at the beginning of their practice learning blocks. These learning outcomes are revised halfway through the block and revised if necessary, to ensure that students learning are in line with the expectations with the block as well as fitting into what they set out to learn. Although the first group of students set the main agenda for the project at the beginning of the year, context related assessments are done at the beginning of each block to evaluate the progress of the project and to assess sustainability. The last group of students administer assessments to evaluation of the year's work and make recommendations for the next year.

The focus for the practice learning block is collaboratively discussed and decided upon by the occupational therapy supervisor (Dr Cloete) and the manager and coordinator of the organisation. Where previous interventions focussed on the home-based programme and chronic diseases of lifestyles programmes, the work with the substance abuse prevention programme started in December 2012, and a few home-based carers were involved

in the recruitment and setting up of the substance abuse prevention programme. Networks are pursued with a variety of organisations across sectors and departments.

Students are trained to take a collaborative approach while working with home-based carers, management staff and group members who attend the programme on a daily basis. Group participants and facilitators of the substance abuse prevention programme are involved in identifying resources in the community. They identify the greatest assets and challenges in the community and discuss the contextual factors that contribute to predisposing them for substance abuse at an early stage. One of the key processes of the dialogue students facilitate with group members is that of critical consciousness (Freire, 1967). This entails an awareness of the contextual factors that maintain or perpetuate the alienation, deprivation and marginalisation of previously disadvantaged groups.

The students tap into their academic knowledge as well as their experiences during training to enable participants to participate within their socio economic context. In other fields of occupational therapy treatment may involve the provision of treatment that enable people to overcome barriers

The theory covers issues on power, professionalism and community development processes in occupational therapy

within themselves or their environment through reducing functional limitations in the body's system. Within community development practice students are trained to assess, interpret and addressing contextual barriers within contexts where people live, work, attend school, play or socialise. Within community development practice we work with organisations to identify development issues that may facilitate or hinder development and occupational justice.

The aim therefore of the substance prevention programme is also to assist the home-based carers to be involved and to learn from the process so that they can start to address barriers to development for group members and the organisation at large. The emphasis of this block is thus on development practice and not on providing therapy. This is an important distinction that students are learning during this affiliation. When working with home based carers Cloete and her students need to establish a project that will accommodate addressing the development needs of individuals in the organisation. The aim of such a project would be to facilitate a process where the development that occurred in the organisation will be transferred to other people and organisations in the community. So the unique focus of occupational therapist in this process is the focus on occupation (referring to both familiar and extraordinary things people do every day as occupations. Occupations are named as such because they require people's resources of time, personal capacities, and ability to manage within diverse contexts) and how occupation can be utilised as a way of facilitating development. So the nine or the seven weeks are spent on students learning to understand what this organisation is about; learning how to work with mid-level workers and also getting a better sense of how occupation can facilitate development.

The challenge is that occupational therapists working in NPOs are sitting in managerial positions and they make decisions based on budget. There are few or no occupational therapists working within organisations at a lower level to affect change. As a result there are no role models for students in terms of developing their professional role and scope. It is however, helpful to use occupation as a central concept in the profession. Students can then use this as a guideline to theorise and collaborate with

clients in designing an appropriate intervention. Nine weeks is a very short time to really get students to bring about change, but it is important for them to go in with an understanding of how to deal with organisational dynamics.

Cloete points out that students come from different backgrounds to the people that they work with, but it is rewarding to uncover the indigenous issues and indigenous occupation, because:

"What we know of occupation has been written by Western authors; but when we do this kind of work we find out that there are occupations here that are not necessarily good, but people are engaging in them," she says.

Within the structure of the course students also have opportunities to talk about their experience of practice learning. They would for example talk about how a person could use drugs and go to school and leave the school grounds to go and use drugs? Because it's outside of their experience, and they are trying to make sense of what kind of a good person would do that. And when you hear that, it's like you have to create a space as a supervisor and ask questions that would make them think deeper about the context and their assumption relating to the people and the context in which those people live. Questions like: What does that mean? What are you assuming about youngsters in this context? What are you saying about your own beliefs about what people do and what they should be doing? So supervision is the first space where they do that. Then on a Friday morning there are practice learning tutorials. They go to practice learning on Mondays to Thursday; on a Friday morning they all retreat into small tutorial groups. The tutorial space is their space and Cloete does not teach them in a didactic way, but she is there as a resource to help them reflect.

The third space is where they have to write daily reflections. So on a Monday after the end of the day they have to write about what they did and that actually gets submitted. The week's reflections get submitted on a Friday, which the supervisor marks. The supervisor gives lots of feedback, written and verbally. The feedback is sent back to them and they incorporate it into their logs and into their learning for the next week.

In terms of formative assessment students are required to submit an assignment that counts 10% towards their year mark. Students are given a scenario, which requires them to incorporate all the community development practice theory and what they've learned from the different practice learning experiences and then they incorporate it into the assignment. Summative assessments take place in the form of a poster or video presentation at the end of their final year.

The interaction with organisations helps Cloete in her own teaching in terms of the new knowledge that is generated by this community development practice. She points out that it helps a lot because when one only live in the academic world one can get lost on that track because the one is theoretical and the other is philosophising about what could work and what not. "If we have a theory and we try to do that, we actually have to measure it against what we are able to do in practice," she says. Cloete says students can also now move back and forth between what they're doing in practice learning and what they have been taught in the previous years.

In 2008, the new curriculum was rolled out at first-year level. And in 2009, the second-year curriculum was rolled out. Cloete was very much involved in designing the second-year curriculum when context related assessment tools are introduced as the foundation for community development practice. She used her own expertise to inform the curriculum. It is a lively curriculum and very responsive to the practice that they do, and the feedback of students is useful in shaping what goes into this curriculum. There is this constant flow between practice and curriculum development.

Cloete started her career as an occupational therapy practitioner. Her interest in research was sparked by her observation of disabilities in the rural town where she was practicing. Responding to the realities in the social contexts became the trend in Cloete's work. All her current research projects are geared towards addressing disability within specific social contexts. She is currently co-ordinating research in one rural and one urban setting. The research contributed to her appreciation and understanding of the different

dynamics between rural and the urban contexts and the differences in which people respond to what is available in their contexts. Cloete gives regular feedback to the organisations of the findings of the research. This is then incorporated into their service and where they see a need in the community, the community-based organisations such as SACLA, FASfacts and Piketberg Social Services would create other possibilities for fourth-year research students to come back and do more research on the identified issues. Cloete points out that they want to do research to explore the issues identified by organisations, but at the same time this process is mutually benefiting as their occupational therapy service provision is being improved.

The challenge as a lecturer involved in practice learning is that there is very little time to publish. A lot of time is spent between course co-ordination and administration; co-ordinating practice learning sites where there are currently no on-site clinicians and supervising students during their practice learning placements. Some of the students who start community service after the completion of their training would like to publish, but there is literally no time to pull them together and have a go on a first draft for an article. Cloete points out that she needs a person who can hold the site at grass roots. It would be good to have personnel who could do the road running and keep the site together. Most of the organisations where students are placed do not have the infrastructure and they don't have the resources to support the occupational therapy services. This is a big barrier for sustainability of occupational therapy interventions at community level.

Health Sciences[22]

There are numerous examples of courses involving community-based education. These include:
• Speech Therapy and Audiology students participate annually in hearing screening drives and other health promotion activities during

22. Contributed by Gonda Perez

the month of September for Better Speech & Hearing month.

- Second-year Speech Therapy & Audiology students conduct hearing screenings in schools and crèches in the community. Students also run Primary Health Care-based neonatal hearing screenings in the community as part of their clinical training. Some of the sites that students are placed in include: Langa Primary Health Clinic; Vanguard Community Health Clinic; UCT Educare; Plumstead Preparatory School; Christel House; St. Agnes Primary School; Observatory Junior School, and Ellerton Primary School.
- In the second Semester, Speech Therapy students continue with their community school-based clinical work where they provide Speech and Language assessment as well as management of children identified with speech or language difficulties/delays at these sites.
- Third year Audiology and Speech-Language Therapy students are placed at schools for hearing-impaired children where they assist with the provision of aural rehabilitation services to learners in these schools. Students are placed at Wittebome School for the Deaf and Mary Kihn.
- Fourth year Audiology and Speech Therapy students are placed in a community-based block where they get some training to deal with intricacies of services provision at community level. In this placement students get to set up services in the community eg neonatal hearing screening and ototoxicity monitoring (with input from the communities that they are placed in). Placement sites for this include Vanguard and Vredenburg.
- Final year Physiotherapy students provide physiotherapy wellness and treatment services at union run garment workers' clinics. These services include wellness and ergonomic input at factories.
- Third year Physiotherapy students work in partnership with home-based carers in Bonteheuwel providing physiotherapy treatment in the community. In addition, the students provide training to the home-based carers based on a needs evaluation as part of this block, including input on pathologies, health promotion, exercise prescription and client management.
- Final year Physiotherapy students on community placement in Vredenburg work in partnership with community organisations and home-based carers providing client services and training for workers.
- Final year Physiotherapy students provide screening and treatment services at schools in Bonteheuwel. In addition, the students train teachers in the screening of pupils. Interaction has included the involvement of Dutch exchange students working at these schools as part of a PhD research project with long-term benefits including donation of equipment, funds, and training of staff at the schools.
- Third and final year Physiotherapy students provide outpatient physiotherapy services to clients at community health centres where physiotherapy services were previously nonexistent or very limited.
- Third-year Physiotherapy students provide physiotherapy services to residents and training to staff at several residential and day centres for the elderly.
- Undergraduate students in Occupational Therapy work with the Extra-mural Education Project (EMEP), an NGO working with schools around the development of their extra-mural programmes.
- Final year OT students from UCT's OT division have joined with the SHAWCO Education committee to conduct OT screening assessments for at risk Grade R learners attending Inshayelelo Primary School in Khayelitsha.
- The Division of Human Nutrition staff and students completed the yearly field study at Heideveld Primary School. This involves the assessment of health/nutrition-related needs/problems; planning of nutrition interventions to address the identified needs/problems; presentation of main findings, and possible intervention strategies to the school staff and implementation of identified intervention strategies. Staff and students supported the Young Men's Christian Association (YMCA) in the training of home-based carers (HBC) and school health assistants on nutrition for health and well-being in adults and children.

GRADUATE SCHOOL OF BUSINESS
Company Analysis Project[23]

The Company Analysis Project (CAP) course is a capstone course taken by all Master's in Business Administration (MBA) students. During the CAP course, teams of students do field work to develop a multidimensional, strategic inquiry and analysis of participating organisations. Organisations make themselves available for interviews, observation, document reviews, dialogue groups and surveys. Teams explore key areas of strategic interest to the organisation and prepare a detailed report and a formal presentation highlighting the most compelling questions and opportunities they discover. In 2012, organisational participants included a number of non-profit service organisations, social enterprises, and community-based groups.

GRADUATE SCHOOL OF BUSINESS
Social Innovation Laboratory (SIL) Course[24]

A significant trend to emerge in recent years includes applying business ideas and practices to non-profit organisations and governments, while business have tried to understand how to minimise harm and create social value through corporate social responsibility, corporate citizenship, and socially responsible business.

Most of today's innovative social and environmental solutions cut across the traditional boundaries separating nonprofit, business, and government. New terms such as social entrepreneurship, social enterprise and social innovation have since evolved. The Bertha Centre teaches programmes in the emerging field of social innovation across the MBA and the Master's in Philosophy with a specialisation in Inclusive Innovation and the PhD.

The SIL course is structured as a laboratory. It emphasises practical application of course concepts and frameworks in real-world contexts. During this course, students are invited to see themselves as social innovators.

An interactive approach is taken to familiarise students with social innovation as both a discipline and practice. The course provides a dynamic academic, practical, and personal experience. Students are immersed in the world of designing creative, sustainable processes towards social change using multiple learning strategies that can be customised for each student.

Students participate in three full-day symposia to explore social innovation in South Africa in a grounded, practical way. For each symposium, guests are brought in who have extensive recent experience pursuing and/ or researching social innovation in a specific domain (eg, energy, health care; education; political engagement; environmental sustainability and information technology, etc.). In 2012, one symposium involved all staff from R-Labs, an NGO in Bridgetown, participating in a full day joint workshop with the SIL students. Throughout the lab the students work in six teams to support local organisations in designing new social interventions. 2012 examples include:

- R-Labs (Bridgetown, Athlone): Seed Impact investment fund – Kukua fund.
- Clothing Bank (Observatory) and Business Place (Philippi): Micro-franchise accelerator, creating business-in-a-box opportunities for micro-entrepreneurs.
- Edunova (Philippi): NGO working with ICT in public schools.

GRADUATE SCHOOL OF BUSINESS
Organization Unbound[25]

Cofounded in 2009 by faculty member Warren Nilsson, Organization Unbound is an international community of practice providing free and open support to social purpose organisations of all

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23. Contributed by Warren Nilsson

24. Contributed by Francois Bonnici

25. Contributed by Warren Nilsson

kinds interested in expressive social change. Organisations pursuing an expressive change approach explore ways to live out in their daily practices the same changes they are trying to create in the external world in order to seed deeper patterns of institutional transformation. The Organization Unbound website averages 600 unique visitors a month from over 40 countries. Projects in 2012 included developing a self-guided curriculum for organisations interested in experimenting with expressive change. Organisation Unbound also hosted a series of dialogues and presentations including a public a lecture at the GSB and a talk at TEDx Cape Town.

LAW
The Legal Practice course[26]

Yellavarne Moodley has been the Director of the Law Clinic since January 2013 and teaches the Legal Practice course. Originally, the Law Clinic was a student-run initiative, started by law students in the early 1970s who decided that they needed to make a difference given the socio-political environment in which they found themselves in. They set up clinics in indigent areas to advise clients who did not have the means. The Law Clinic has evolved from that very first student initiative and is today a fully-fledged accredited law firm operating within the UCT Law Faculty. The Clinic has four admitted attorneys, an administrator and is mandated to teach Legal Practice to final-year law students.

The course, introduced almost a decade ago is a credit bearing elective course within the LLB programme. It is in line with international trends where legal/law clinics are part of law schools. In South Africa almost all universities offer a Legal Practice course.

The course is based on experiential learning where students learn by doing. This type of learning is

26. Contributed by Sonwabo Ngcelwane based on an interview with Yellavarne Moodley conducted on 29 August, 2013

not new, given it is used in various faculties and departments such as medicine, chemistry so as to bridge the gap between theory and practice.

The Legal Practice course offers students their first opportunity of working with real clients and conducting actual litigation, under guidance of the attorneys at the UCT Law Clinic.

Upon completion of the course, students will be able to:
- conduct a proper consultation with a client;
- draft letters and communicate effectively with clients, attorneys and other parties;
- draft civil pleadings in actions and applications;
- manage a typical attorney's file;
- examine and cross-examine witnesses and present oral argument.

The students, who are divided into three groups, attend satellite clinics at the libraries at Retreat and Athlone, as well as in the Ocean View Community Hall, at least once a month during term times. At the clinics they meet actual clients, take instruction from them, and report to their supervising attorneys who will decide on the merits of the case. The attorney gives the student the go-ahead and then supervises the student's work for a year. Ultimately, the file is the responsibility of the attorneys who are registered with the Cape Law Society. The attorney ensures that the student do the necessary drafting and other related work within the prescribed time frames. Ideally, the success of a case is dependent upon a professional working relationship between student and attorney.

In terms of assessing the students, the Clinic runs a mock trial and invites magistrates to preside over this mock trial, which is either a criminal or civil matter. Students simulate a trial and have to present their arguments. They receive a mark for their performance. The assessment of actual files under a student's care is orally assessed twice a year. Their file management, drafting and communication skills are assessed before the oral panel consisting of all the supervising attorneys.

The course is literally meant to teach lawyering skills, such as client consultation and advocacy

skills, and it's through practice that one acquires the confidence to properly consult with a client. Additionally, there are lectures that teach students a particular skill-set that's vital to lawyers.

As the Clinic goes out into the community, it is really driven by the needs in the community. In 2013, the most pressing need within the community is for us to assist with evictions, divorces, custody battles, contractual disputes and motor vehicle accidents. The Clinic uses this as its basis from which to teach.

Due to lack of capacity, the Clinic has not made strides in its research endeavour, but Ms Moodley is keen to develop this area. She points out that more and more people are requiring assistance with evictions, a potential area to research. She cites the example of the University of Pretoria, which has developed a research niche in the area of debt and how that impacts on the quality of lives of ordinary people.

The fundamental importance of this kind of work is that the clinic sends students out into communities that they may never have had the opportunity to visit and allows them the opportunity to reflect on various socio-economic issues. The students are often shocked at the lack of access to the law that poor people have. Through this experience it is hoped that students will begin to look at the law more broadly. Most importantly, the Clinic endeavours to ensure that students treat every client with professionalism and dignity. We really would like to drive home the point that even though our clients do not pay us legal fees, it must not detract from the quality of our service and the respect accorded to our clients. The Clinic feels that the teaching of ethics is a vital aspect of good lawyering.

In terms of the challenges of the Clinic, language and finance are two of the main concerns. There are very few students who are IsiXhosa-speaking, and so the language has been an issue. Finance is an issue because the Clinic is not funded, so when the Clinic takes on someone's matter it asks that person to provide the disbursement costs such as sheriff's fees, which are costs related to the issuing of court processes. Many of the clients don't have that money and have to wait until they have enough. Finally, there are capacity issues.

There are too few students to manage the growing need for assistance. The clinic is expected to manage the community's expectations with limited resources. Moodley is attempting to seek funding by engaging with a South African organisation to assist with the growing need for assistance

In conclusion, Moodley points out that it is a wonderful opportunity to be working at a university, in the community and in the courts, ie within academia, community and with government. "One has the opportunity to boost students' confidence in ways that just attending a lecture on a particular subject doesn't do it – and that's invaluable because what the Clinic can do is ensure that when students go out, they have a degree of confidence with which to embrace the working environment." Students too have remarked that they feel at home within the Clinic.

LAW
Refugee Rights Unit[27]

In response to the growing need for legal assistance for refugees and asylum seekers in South Africa, a Refugee Rights Project was established in the Law Faculty as part of the Law Clinic in 1998 to offer much needed legal aid and advice for this target group. The Refugee Rights Project started representing Refugees and Asylum Seekers in court, at appeal hearings and addressing rights issues for refugees. Today the Refugee Rights Unit (RRU), as it is now known, is an independent unit (generously funded by the United Nations High Commissioner for Refugees) within the Public Law Department of the Law faculty and its work consists of four major aspects. These are teaching, legal practice, research, and writing and advocacy and training.

RRU is staffed by five admitted attorneys, three candidate attorneys, and varying numbers of student volunteers.

Fatima Khan teaches Refugee Law to the final-year LLB students as an elective. The course focuses primarily on the fundamental criteria for the attainment, denial and withdrawal of refugee status, and the rights and treatment of refugees. The course takes students through a study of the violent or persecutory situations that cause people to flee their countries, explores the relief offered and the struggles experienced in host countries. The crucial role of government and civil society in ensuring that people are not returned to a country where their life and liberty will be at risk is explored in detail. Additionally, the course engages with the question of the degree to which the Constitution as South Africa's supreme

27. Contributed Sonwabo Ngcelwane based on an interview with Fatima Khan on 21 August 2013.

law protects non-citizens both in theory and in practice.

Khan also teaches the Refugee Law and Human Rights course which is offered in Public Law at a Master's level. The course focuses on the origins, developments and established principles of refugee rights in international human rights law. Furthermore, the course focuses on rights protection offered by various international instruments and invites students to engage with, research and present on comparative jurisdiction's refugee law and practice. The course is rounded off by a focus on contemporary issues in refugee law. Both courses are extremely popular with the students.

The RRU also affords undergraduate law students an opportunity to be of service to the refugee community in Cape Town. All students in the law faculty have to do 60 hours of community service and as an accredited law clinic registered with the Cape Law Society, the unit is able provide students with an experience where they can use the skills and knowledge acquired during their legal studies. Students help from the bottom-up, from receiving clients in the waiting room, to doing consultations, to assisting with the drafting of letters and pleadings, to doing the research with regard to a particular matter that is required. The students who benefit the most from the community service are the ones that have taken the above-mentioned courses.

Some students may feel forced to do community service, but when they come to the RRU and start assisting clients, they develop a genuine sense of wanting to serve the community. It is clear that the students appreciate the knowledge that they have acquired and how their knowledge can be used to assist an indigent and a vulnerable person. As Khan puts it: "They really develop a sense of self-worth and empowerment once they do the community service – and that to me is the most

On a daily basis, attorneys, candidate attorneys and students engage with refugees and asylum seekers about the legal problems they encounter.

The Refugee Rights Unit aims to provide the best legal support services to refugees and asylum seekers and combine these services in a meaningful way with our teaching, research and advocacy.

beautiful thing to observe." All community service students do five hours of formal training which consists of a condensed examination of refugee law and processes.

Reflecting on his experience, one student wrote the following about his community service work at the Refugee Rights Clinic: "Serving as a volunteer at the Clinic has been a wonderfully enriching experience; the attorneys and legal advisors are welcoming and always willing to assist, while the clients are appreciative and often have remarkable personal histories, but are also desperate for assistance. Volunteering at the Clinic presents the opportunity to serve the wider Cape Town community, while at the same time gaining a deeper understanding of the challenges faced by communities throughout Africa (predominantly), all the while developing sound legal skills. It has been both invaluable and unforgettable."

On a daily basis, attorneys, candidate attorneys and students engage with refugees and asylum seekers about the legal problems they encounter. The staff at the Refugee Rights Clinic use their expertise to advise clients, represent them in court, draft letters and pleadings and liaise with government and civil society to en sure the provision of documentation and rights realisation for refugees and asylum seekers. Commonly at the clinic one may hear: "I don't have a document, I'm turned away from banks, hospitals and schools. Employers won't consider me and I feel like I'm nothing." Many refugees and asylum seekers find themselves struggling to cope in South Africa even though South African law regarding refugees and asylum seekers is considered progressive because of the dignity it intends to afford refugees in South Africa. The reality it is very different with refugees facing major forms of xenophobia on a daily basis. The Refugee Rights Clinic works

with, or on occasion against the Department of Home Affairs to ensure the fundamental dignity of refugees in South Africa.

In a recent Western Cape High Court Case the Refugee Rights Clinic challenged the position of the Department of Home Affairs, which was refusing to document asylum seekers who happened to have obtained their first asylum permits elsewhere in South Africa. In the process families were separated and some disabled refugees and destitute asylum seekers were forced to find means to travel to their original place of application elsewhere in the country or risk being illegal with an expired permit. The Refugee Rights Clinic intervened and as a result of an urgent application to the Western Cape High Court in the Abdulaahi and others vs Director- General of Home Affairs and others, in excess of 450 people have been documented in Cape Town and cannot be forced to leave or become illegal and vulnerable to arrest.

The RRU staff also willingly share their knowledge of the rights of refugees. Because refugee law is new in South Africa there is an urgent need for training of service providers that engage with refugees. The RRU has provided training to government officials including those of the Departments of Home Affairs and the Social Development, and the police. It has also trained magistrates, legal aid attorneys and paralegals. Over the years it has trained large numbers of social workers on how to engage with child refugees. Community leaders and leaders from civil society organisations assisting refugees have also received in-depth training on the law and rights empowerment. The Unit has received extremely positive feedback from its training endeavours. One refugee leader, who was being harassed by a government official and was refused

assistance based on her refugee documentation, remarked that she now, knows her rights. The skills she acquired from training at the RRU equipped her to defuse the situation. The RRU also addresses Parliament and the media and engages in panel discussions in an effort to ensure refugees and asylum seekers, and those who interact with them, are aware of the rights of asylum seekers and refugees.

Research has become a major aspect of the work of the RRU. The research undertaken most often stems from the direct legal assistance offered to clients.

Khan and her colleagues have published articles in peer-reviewed journals and have just handed in a manuscript for a Refugee Law academic textbook which will be the first of its kind in South Africa. The book is not only aimed at law students, but will also be an invaluable reference guide for refugee law practitioners in South Africa. In 2011 the Unit launched its Working Paper Series in order to promote the activities and research of the Unit and to promote scholarship in Refugee Law in South Africa. Notably, the papers highlight issues such as the use of interpreters at refugee status determination hearings as well as refugees' experiences in the equality courts. In 2012 the RRU continued with its major research project around the 'Analysis of Domestic Refugee Law,' in which it is comprehensively evaluating existing refugee legislation in SADC countries, in order to promote the need for law reform in these countries.

It is always very difficult to measure the impact of the Unit; however, Khan says she has observed major shifts over the years in terms of how refugees are treated and how refugee children in particular are treated. For example, refugee children in terms of the temporary asylum permit issued on application for refugee status are entitled to education in South Africa; they are allowed to attend schools in the same way that South African children are allowed the right to basic education; they may not be denied this right. Ten years ago, principals at public schools were unfamiliar with such refugee documentation and the rights attached thereto; they would say

that they don't recognise the document and don't need to admit refugee children to schools. Thankfully, the exclusion of refugee children from public schools is a rare occurrence today.

Similarly, one will find that ten years ago that asylum seekers and refugees with proper documentation were denied access to basic health care. The clinics did not receive them and refused to assist them. This too no longer occurs on a large-scale basis. These significant developments are due at least in part, to the efforts of the RRU.

Not only have refugees and asylum seekers gained directly, we have also seen a significant growth in the law itself. As a result of the impact litigation undertaken by the refugee rights clinic some precedent-setting judgements have been made, many of which impact an entire class of persons and significantly expand the law in this area. The Refugee Rights Clinic is specifically funded to undertake strategic litigation to ensure growth in this new area of law in South Africa. As a result, teaching in refugee law is better informed with the use of this new body of case-law and research emerging in South Africa. In previous years reference was mostly made to case-law from other jurisdictions to explain concepts in refugee law. This is no longer the case today.

The Refugee Rights Unit aims to provide the best legal support services to refugees and asylum seekers and combine these services in a meaningful way with our teaching, research and advocacy.

The most important value that underpins the work of the RRU, one that seems obvious but is nevertheless fundamental, is that a refugee does not cease to be a human being. As practitioners first and foremost we firmly believe that the law can make a critical difference to the well-being of refugees in South Africa. For refugees, who often find themselves in a vulnerable position in our society, we know that knowledge of the law is also an important empowerment tool.

Public intellectuals[28]

In an address to the London School of Economics in 2012 on Public Intellectuals, Universities and a Democratic Crisis, Michael Higgins reflected on whether universities will rise to the challenge of "drawing on their rich university tradition, at its best moments of disputation and discourse, to offer alternatives that offer a stable present and a democratic, liberating and sustainable future". In this regard Higgins suggested that universities have a "particular responsibility to recover consideration of the public world we share, the fragile planet, for which we must have responsibility, and lodge within it a concept of intergenerational justice." (Higgins, 2012)

Similar views are expressed by David Franz in an article on 'Intellectuals and Public Responsibility'. Franz traces the contemporary use of the term 'intellectual' back to the petition signed by more than a thousand French writers, teachers, and students in protest of the 1894 arrest of Alfred Dreyfus. This event became known as 'the protest of the intellectuals,' and the word 'intellectual' came to describe a person who combined learning and public engagement. Some have also suggested that the response to the Dreyfus Affair set the characteristic mode of intellectual engagement – protest. This fits a certain picture of the intellectual, that of a prophet challenging the status quo, revealing hypocrisy, and skewering falsity.

But according to Franz, this description is only partial – not all intellectuals are radicals. "What is crucial to intellectual identity is not a particular location in political conflicts, but the ability to bring into view what is at stake in these conflicts". Given the importance of the rule of reason in a democracy, Franz challenges academics in universities to take up the challenge to "contribute to debate and refinement of political arguments, as a constitutive part of a democratic culture". (Franz, 2013)

Lightman, in seeking to define a public intellectual, suggests that when a person decides to write and speak to a larger audience than their professional (or academic) colleagues, he or she becomes a 'public intellectual'. He suggests that there are three levels of public intellectual work which are not necessarily distinct:

- Level I: Speaking and writing for the public exclusively about your discipline;
- Level II: Speaking and writing about your discipline and how it relates to the social, cultural, and political world around it;
- Level III: By invitation only. The intellectual has become elevated to a symbol, a person that stands for something far larger than the discipline from which he or she originated. A Level III intellectual is asked to write and speak about a large range of public issues, not necessarily directly connected to their original field of expertise at all.

In this section we examine the factors that prompt a sample of academics at UCT to engage in the

Lightman, in seeking to define a public intellectual, suggests that when a person decides to write and speak to a larger audience than their professional (or academic) colleagues, he or she becomes a 'public intellectual'

28. Contributed by Judy Favish

public space on topical issues confronting our society. The pieces illustrate the strong connections with their disciplinary expertise in their public commentary and their commitment to share this knowledge in ways that help open up public debates on key policies impacting on society-hence spanning all three of Lightman's levels.

The profiles challenge the University to think of creative ways for assessing the impact of these intellectual contributions given their role in helping to frame public debates. The Law Faculty's decision to accommodate Pierre de Vos' public work in its work allocation model is an example of how this work can be recognised and promoted.

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HUMANITIES
Anthony Butler[29]

Butler came from Birkbeck College, a part of London University, where he taught and convened a programme in politics and administration that was primarily targeted at practitioners. These were mid-career professionals, some of whom worked as journalists, government officials, local government officials, or, on occasion, ministerial advisors and officials. The course made him aware that there was a much wider community of people discussing political and policy issues in a sophisticated way in any society. And he made use of practitioners in his courses, to talk to his class about debates around public policy, about political disagreements, arguments, that they'd been engaged in and political struggles.

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29. Contributed by Sonwabo Ngcelwane based on an interview with Anthony Butler conducted on 20 August, 2013

Since arriving at UCT 13 years ago, he has tried to write some books that are designed for a more popular audience. In 2007, he published a biography of Cyril Ramaphosa. In 2010, he edited a book on party funding that was partly designed to shape practical debates about party funding in South Africa. He is currently working on a project with the Friedrich Ebert Foundation to study the modernisation of political parties, which again is partly an academic exercise, but it's also designed to help political party officials, party managers and politicians to think about what can be done to improve the effectiveness of political parties.

He opines that there is a range of ways in which academics can try to engage with practitioners of different kinds. Newspaper columns are only one of those. He started writing in about 2006-2007, on a weekly basis, for Business Day on political and public policy issues. He found it very valuable for him because Business Day has a small but elite readership. Many politicians and policy practitioners read it, as did business people and trade unionists, particularly in Gauteng. His columns have afforded Butler an opportunity to meet and engage with some of the leading figures in the public sphere. He says:

> "If I want to talk to somebody in business or a trade unionist or a politician, they know who I am broadly and they recognise my name and my face. This makes access much easier and it's helped me with my research."

Butler points out that one of the problems that academics face as political researchers – particularly if they are interested in how political parties function – is getting access to basic information. As a columnist he is able to attend party conferences, such as the Mangaung conference. Access to events can equate to access to data. So, as a result of being involved in public dialogue, it is possible for him to approach some senior politicians for access to information about how their political parties function, which otherwise would not have been made available. And that is important for his current research on the functioning of political parties.

Butler published an article on mine nationalisation in 2013 in the 'Journal of The Southern African Institute of Minerals and Metallurgy'. As a result of writing about the issue broadly in his newspaper column he was invited to participate in a study by the Institute that resulted in a peer reviewed accredited publication in that area. He reckons there are lots of opportunities like that emerge as a result of being engaged in public debate.

With regards to teaching, he points out that writing columns has helped him to develop some of his teaching skills, in particular clarity of expression. Very often, in his teaching, he uses the subjects he has written about in newspaper columns and the background research he has done for those columns. Although the columns are very short (between 600 and 700 words) and written in plain language, very often one has to engage in quite a lot of background research into the issues, and that background research is useful for teaching. It is also possible to base a teaching session, a seminar or a lecture, around a newspaper column because many of the same skills are required: setting out what the key positions are, getting them down to their bare bones so that it's clear what the fundamentals are; setting out the pros and cons and evaluating the different positions.

Butler points out that it is hard to tell the impact his columns have. Most newspaper columnists tend to over-estimate the impact that they have. He is of the view that columnists are just part of a wider set of dialogues.

On occasion, it is possible to kick-start or influence debates in the public sphere, but not particularly strongly. He adds that it is important not to exaggerate that influence.

Butler thinks there are ways of trying to measure the impact that public contributions have for an institution. When he was at the University of the Witwatersrand (Wits), the institution did have a mechanism for calculating the impact of external contributions such as the writing of newspaper columns on the university's brand. Wits' view was that if there was a newspaper column written by an academic at Wits under their Wits title, it would be viewed it in the same way as a paid advert in a similar newspaper – so they would try to put a monetary value on the exposure of the university. This was not only limited to newspaper pieces, it also applied to academics who contributed to telephone phone-ins or went on television programmes.

Butler thinks that if UCT is seriously trying to promote that kind of role for academics then the impact has to be measured in some way, so that it can, among other things, develop a strategy for allocating resources to that external role. He, however, adds that it would not be proper for the university to be trying, at a micro level, to interfere in what academics are contributing to the public space. In many South African universities there is still an enormous sensitivity about the university's relations with government, with ministers, with politicians. Many of his peers in other universities are not willing to say anything controversial in the public space (and not just because they do not want to jeopardise their consultancy work). They also they do not want to publicly criticise senior political figures in the public sphere. And their institutions often do not want them to either. He concludes that there is still something of an authoritarian mind-set in society; that institutions that want to get along with government have to be flattering towards government ministers and officials, and to be constantly constructive rather than performing any critical role.

In writing his columns, Butler is motivated by what is very similar to the motivations behind academic work: to uncover what the truth is about some

matter and to set it out for other people. For him this is another way of disseminating research findings. He points out that academics are a little bit weaker on the dissemination of research than they are on actually conducting it. Writing columns is also part of sharing knowledge that one has collected through one's work. He reckons it is an important function to perform in a democracy, particularly where there's such a big gap between policy-makers and politicians and most ordinary people.

Butler also suggested that the Faculty of Humanities at Wits was much more engaged in politics and public policy debates than the equivalent faculty at UCT. There was a much more deliberate attempt to reach out from the university: to have events on campus, to get political leaders of different kinds to attend functions. This might be something UCT can emulate.

In conclusion, Butler points out that it would be very useful for UCT academics to have high quality media training. The Politics Department gets inundated with requests, particularly at election time, but some academics are wary about taking on that kind of role – partly because it's time consuming, but also because they are not trained. He suggests proper media training would make them feel more confident if they were asked to go on television at election time.

HUMANITIES
Xolela Mangcu[30]

Mangcu describes how a continuous thread in his life has revolved around an engagement in, and with the public sphere. His interest in the public sphere started when he was 5 years old reading newspapers to older boys in the township and continued through high school, where he started and wrote for a student journal. This interest intersects with his identity as a student leader at Wits University in the 1980s.

30. Contributed by Judy Favish based on an interview with Xolela Mangcu conducted on 27 August, 2013

Mangcu's commitment to being a public intellectual was rejuvenated when he was studying in the United States. As a student at Cornell he organised public talks by prominent intellectuals such as Mamphela Ramphele, Sam Nolutshungu and Bernard Magubane. He was inspired by the 'Dream Team' of prominent Black professors at Harvard University, particularly Henry Louis Gates Junior and Cornel West, whom he invited and hosted in South Africa in 2005. These intellectuals were constantly being interviewed on television, and writing articles for the New York Times and magazines such as the New Yorker and the New Republic. Another prominent intellectual he admires is the Nobel Laureate, Paul Krugman, who now writes a regular column for the New York Times.

Mangcu always marvelled at how these public intellectuals were able to communicate difficult concepts in short and accessible articles and was inspired to do the same. When he returned to South Africa in 1999, he started to write a column for the Sunday Independent. He did this for three years. He also wrote a regular weekly column for the Business Day from 2003 to 2008 without missing a week. He counts among his proudest achievements the decision to start the Steve Biko Lecture at UCT and the Robert Sobukwe Lecture at the University of Fort Hare. All the while Mangcu kept his foot firmly in academic institutions such as Wits University, the University of Johannesburg and the Human Sciences Research Council.

Currently, Mangcu has a regular bimonthly column in the Sowetan newspaper. He chose the Sowetan

Mangcu believes that more recognition should be given by the University for outputs in the public sphere, which help shape public discourse around topical issues facing society.

because he wanted to engage with the black community about the state of black leadership in South Africa today. Almost every week he has an Op-Ed article in other newspapers, mostly the Sunday Times or City Press or both. His choice of medium depends on the nature of the issue he wishes to address, and the audience he wishes to target. And thus he also writes about political developments in South Africa for New African Magazine, which reaches a global audience.

On average Mangcu spends about two days a week working on public articles or interviews. When he started his columns he often found it difficult to integrate his research into his columns. Now with the benefit of experience he is able to literally call from memory which articles or books he needs to advance his arguments. Occasionally he goes to a library to research a topic.

In compiling his articles, Mangcu argues that he always draws on the social theory he teaches, but his editors also expect him to focus on communicating those theories in an accessible manner. He often uses his articles and responses thereto, in his teaching because they illustrate contending views of key concepts in contemporary debates.

In his view it is very hard to see his activities in the public sphere as separate from his work as an academic. He says students light up when he uses Max Weber to analyse contemporary leadership, but he also shares whatever new insights from those discussions with the broader public. This is reflected in the recent report which he submitted to the Department of Sociology on his probation, which includes examples of Op-Ed articles published in magazines and newspapers as well as radio features and public debates and lectures. The talks include presentations at academic conferences locally and internationally, as well as presentation at a range of cultural events, for example, at Wordfest at the Grahamstown Festival.

He argues that the number of requests from international and national news agencies is testament to the recognition of his intellectual contributions to debates. In addition, he suggests that the impact of his contributions can be assessed by the number of responses to his articles and the number of invitations he receives to participate in radio or television programmes, or to provide talks at a wide range of events. At some of these events hundreds of people come to listen.

Mangcu believes that more recognition should be given by the University for outputs in the public sphere, which help shape public discourse around topical issues facing society. The University can also help to create a more enabling environment for academics, who devote a large part of their time to writing or talking in the public space by, for example, helping them to create blogs to enhance the impact of their public commentaries.

In commenting on why there are relatively few public intellectuals at UCT, he suggests that worryingly universities in South Africa are set up as places where people go to get training for jobs so they can move out of poverty, rather than as places where people go to become professors and generate new knowledge. Sadly, people are also afraid to speak out within and beyond UCT. They believe that if they do 'speak out they won't make it' in the system.

He believes that if UCT wants to produce more public intellectuals it needs to create a culture, that is not just about certification, but is also about inspiring people to be thinkers. This will necessitate a review of our teaching model as currently there is too much mass teaching and students have become acclimatised to receiving slides and regurgitating the same ideas, a pedagogical approach that fosters an overall sense of dependence. He calls for the need to foster greater critical, analytical thinking among students and a spirit of self-reliance, a lesson he draws from the writings of his political hero, Steve Biko.

LAW
Pierre de Vos[31]

De Vos holds the Claude Leon Foundation Chair in Constitutional Governance in the Department of Public Law at the University of Cape Town. Over the past 10 years he has utilised his expertise as a constitutional law scholar with a strong commitment to social justice in distinct but interrelated ways.

First, he consistently provides both printed and electronic media (as diverse as the *New York Times* and the *Daily Voice*; as *Al Jazeera*, *CNN* and *Power FM*, and *Radio Pretoria* and *Radio Sonder Grense*) with analysis, insight and explanation on both narrowly focused constitutional law questions and broader socio-political questions relating, amongst others, to colonialism and to various oppressive views and practices relating to race, sex, gender and sexual orientation, thereby assisting (in a modest way) to inform debate and enhance democratic deliberation in South Africa.

Secondly, he publishes *Constitutionally Speaking*, a widely read and influential Blog (receiving on average 55 000 hits a month), which is republished on the *Daily Maverick.* The Blog posts aim to provide in-depth, nuanced, but easy to understand, explanations of Constitutional Court and other court judgments as well as explanations and analysis of current constitutional law questions. It also engages with wider social and political questions, relying on the theoretical principles that underpin his writing published in academic journals.

De Vos is motivated to provide public commentary on topical issues because he believes that by intervening in the public space and promoting values of equality, fairness and accountability, in a minor way he is contributing to making the world a bit more fair and just. He likes thinking about the issues of the day in the context of his discipline.

He believes his knowledge and work as an academic underpins his ability to engage in the public sphere because the issues he comments

on relate to his area of expertise. In formulating his opinions he is informed by his knowledge of the constitution, legislation, court judgements and theoretical work on constitutionalism and jurisprudence. He draws on this knowledge to help shape debate by providing more informed analysis and translating legal texts into language people can understand.

Through describing how he went about writing his blog on the Report prepared by the Public Protector on the conduct of the head of the Independent Electoral Commission, De Vos illustrates this link with his disciplinary expertise and his commitment to scholarly rigour. Firstly, he had to read the Public Protector's Report (about 80 pages), then he read the Electoral and the Electoral Commission Acts (about 50 pages), and finally he scanned the internet for relevant court judgements to inform his thinking about the article. Typically, he follows a similar process in preparing all his articles. Over the years he has increasingly tended to write his commentaries in a more academically rigorous manner. This has meant that on an average he spends about 4-5 hours compiling his articles.

He tends to spend at least two afternoons a week on his blog posts, which are also published in Daily Maverick. He gets about 60 000 hits a month on his blog. In addition, he is frequently approached by media (print and electronic) to explain certain decisions/comment on them or explain other constitutional issues. He also often writes original opinion pieces for newspapers. He receives regular invitations from a wide variety of organisations

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31. Contributed by Judy Favish based on an interview with Pierre de Vos conducted on 27 August, 2013.

to speak at events, for example, the University of the Third Age, Police Forums, the 'Sakekamer' of Maraisburg, and Westerford History Society.

The University values the contributions of public intellectuals, but like in most other universities when decisions are taken about responsibilities for administration and teaching, engaged scholarship is not recognised. Despite the value attached by universities to academics' engaging in the public sphere, universities don't know how to deal creatively with assessing the quality of scholarly outputs that don't fit the conventional mould.

Providing public commentary on constitutional issues forms part of his job description as the Claude Leon Chair of Constitutional Governance, because the job advertisement referred to 'promoting the constitution' and intervening in the public space to advance the values enshrined in the Constitution. At first this was not structurally deemed to be part of what he was explicitly expected to do as an academic in the Faculty. More recently the Faculty has recognised the need to measure his performance against slightly different criteria than most other senior academics in the Faculty. This marks a significant achievement in relation to the recognition of wider forms of scholarship. Hitherto, the amount of hours he spent on compiling his blogs was not recognised in the workload allocation model.

De Vos suggests that despite the difficulties associated with evaluating the quality of public commentaries it should be possible to develop appropriate measures for doing this. These could include assessing impact by examining the number of people accessing his articles or blog, the number of times the person is quoted – as a form of citation, the nature of the feedback received on articles, changes in public discourse that can be attributed in part to commentaries, and the number and nature of invitations a person receives to give talks. The Faculty/University could also consider establishing a committee of senior academics to review a sample of the articles. If satisfactory mechanisms are not developed, it will continue to be difficult to encourage academics, especially young ones, to develop reputations and expertise as public intellectuals. It will also be necessary for

the University to provide financial incentives to encourage academics to devote their time to this kind of work.

De Vos believes that the work he does to prepare for his blogs helps to improve his teaching because he is forced to be knowledgeable about the context within which the constitution operates, and this helps him make the constitution come alive for the students because he is able to refer to topical cases. His inaugural lecture had its origins in a blog post, but he had to do more research to prepare the lecture. The articles he writes on his blog tend to spark questions that he then explores further with more rigorous theoretical and other academic angles. They have also helped him to trust his own ability to formulate ideas. As a result he feels more confident about writing articles for publication in academic journals.

De Vos suggests that despite the huge personal awards associated with public intellectual work, providing critical commentary in South Africa is hard because there is a lot of resistance to criticism and some people may be afraid to talk truth to power as a result.

EBE
Vanessa Watson[32]

Watson is prompted to provide public commentary on issues when politicians or other holders of public office make decisions or recommendations that she believes will have a negative impact on the urban environment. She does this in the hope that the article will help shift decision-making away from a problematic direction, that it will encourage more people to speak out against such decisions and that it will encourage a broader groundswell of objection to poor decision-making.

She cited two example of where she provided commentary on potential decisions of the City of Cape Town, which she believed supported private sector 'land grabbing' in ways that would impact

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32. Based on a contribution by Vanessa Watson.

negatively on the poor and on the environment. These decisions were in conflict with her own planning values and 'good planning' practices. She therefore felt she could not remain silent. She hoped that the public commentaries would highlight the importance of valuing and preserving agricultural land in the city.

In assessing the impact of two of her Op-Ed pieces, she believes that the piece on the

Wescape proposal (for a 'new town' of 800 000 people beyond the urban edge), elicited further comment from a range of other people and other newspapers picked up the issue. The decision to approve this development now lies with Western Cape Government and it is not yet clear which way they will go. The second issue was the rezoning of urban agricultural land to housing and again this contributed to objections in the press from a wide range of different groups. As with the Wescape proposal the final decision is awaited from the Western Cape Government.

In compiling public articles Watson draws directly on her scholarship. She draws on ideas about sound urban planning – ideas that shape her research and teaching in the City and Regional Planning Programme. As a scholar in the field of urban planning she has a reasonable understanding of urban spatial development processes and their impact on socio-spatial outcomes and issues such as environmental sustainability. From her knowledge of other urban development processes elsewhere in the world she has an understanding of the possible outcomes of decisions. For many years she taught a metropolitan development studio focusing on Cape Town and has therefore a good understanding of how this particular city works from a planning perspective. Her public engagement with topical issues has enriched her research and teaching. The staff has raised both these issues

directly with the City and Regional Planning Master's students this year, and very gratifyingly one group of students also wrote a letter to the Cape Times on the Philippi farmland even before her letter on the same issue was published. Watson argues that academics that provide public commentary help to stimulate students to take a public stand on planning issues and this is a crucial part of nurturing active citizenship.

In compiling public articles [Watson] draws on ideas about sound urban planning – ideas that shape her research and teaching in the City and Regional Planning Programme.

Production of popular educational materials

The term 'social responsiveness' is used as an umbrella term to refer to all forms of engagement with external, non-academic constituencies. The umbrella term embraces various forms of engaged scholarship involving academic staff, including the dissemination of knowledge for intentional public benefit (UCT, 2012)

For many academics thinking about innovative ways of sharing information about what they learn through the knowledge generation process, is central to the pursuit of use-inspired research. As London of the School of Public Health says:

> "The raison d' être of doing work on human rights is to promote the right and access to health care. So they continuously reflect on ways of sharing information about what they learn through their research to help improve people's access to health care." (UCT, 2007),

In this section we profile examples of the variety of ways in which UCT staff and students seek to promote access to information and research findings, through websites, the production of CDs, exhibitions, posters, popular pamphlets, popular books, educational materials, radio and television programmes, and presentations at public conferences and seminars.

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EBE
African Centre for Cities (ACC)[33]

Gordon Pirie is Deputy Director of the African Centre for Cities (ACC). The Centre seeks to facilitate critical urban research and engage in the development of critical policy discourses for the promotion of vibrant, democratic and sustainable urban development in the global south from an African perspective. At the core of the ACC's praxis is a deep interest in the cultural worlds that people, households and institutions occupy as they craft cities as complex and challenging inventions.

What drives the ACC in producing popular material is the acknowledgement that it has vast knowledge on cities, but the challenge is how to get it out beyond the academic researchers. Workshops, conferences, exhibitions, presentations, launches of books, magazines, hosting of events are platforms which are used to reach out and for publicity. Most of the people who attend are people in the city who are interested in cities, and that could be architects, practitioners, planners and students.

At the Open Book Festival the ACC has a slot and it uses that slot to give talk on cities and exhibit and launch its high quality magazine style biannual publication called CityScapes, a popular source for people interested in urban issues. It mainly engages a different audience of literate people

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33. Contributed by Sonwabo Ngcelwane based on an interview with Gordon Pirie conducted on 29 August, 2013

who have a keen interest on cities. According to Pirie CityScapes is a hugely educative project because it is very inter-disciplinary, image-heavy, with short articles, biographies and interviews with individuals. It is not a massive academic text; it is meant to popularise, but also to conscientise and enthuse and inspire people to think about cities in different ways, and to look at what's happening in the urban world in a multifaceted way that's very different from what one would get in the classroom. According to the editors of CityScapes, their experience has demonstrated that there is a pressing need to translate academic discourse and insights into genres and formats that might allow for wider engagement, take-up and, potentially, impact.

CityScapes' purpose is to fairly represent the complexity and multidimensionality of urban spaces, with particular emphasis on articulating emergent practices and ideas from across the world. The publication is intended to serve as a forum to disseminate and discuss the rich potentialities of cities in the global South.

Their objectives in putting together the project are:
- Establish a critical and creative platform for inter-disciplinary thinking around urbanism and design on the African continent, with reference to thinking and practice in the wider global South;
- Connect academic discourses around African urbanism and design with the everyday practice of urbanism and the lived experience;
- Highlight individuals, collectives, projects, neighbourhoods and/or cities where innovation and fluorescent thinking around contemporary urbanism is finding traction;
- Innovatively reflect key statistical information related to urbanism and design in an aesthetically innovative and consistent format that is, first and foremost, reader-friendly;
- Foster an appreciation for design as a key contributor to innovation;
- Showcase nonverbal forms of knowledge production, especially photography;
- Establish an emergent online archive of innovation related to contemporary urbanism and design.

Looking at the objective, it is apparent that the publication is trying to get to people who make urban policy: – government officials, practitioners, architects, city planners, and interested citizens – even somebody who might be a politician or a journalist. People who have got power, but also people who are interested in the city as an object or an art form. This list could also include people involved in the World Design Capital, people who are thinking about how to sell the city differently? How do we change the city? How do we make it work for us? People in NGOs who are

also interested in these kinds of issues have also expressed interest in the publication. Pirie hopes that NGOs will read the publication and contribute by writing an article. In the previous issues of CityScapes there are intimate accounts by NGOs group about living in the slums of Bangalore and the slums of Lagos. CityScapes is online as well.

Pirie points out that his role in the project is drawing on his scholarly knowledge about cities in writing the articles. He also admits to "translation difficulty", which means that writing for that kind of publication is not the same as writing a chapter for an edited academic book. Making that translation is enormously difficult, he says. The authors in the publication are not just academics who're putting their research out there; it is people who are stepping back, asking the bigger questions, using images, using film – so it's a very different register. "It's trying to find ways of talking to a different audience through a different register about the things that interest us – and, that's hard," says Pirie.

In terms of the workload, arranging exhibitions, conferences, workshops and producing popular material consumes a lot of time. The ACC does not do undergraduate teaching; it only does post-graduate supervision and one big short course for a Master's programme. So the rest of the time is spent doing research; writing research projects, writing up results and then contributing to arranging conferences and seminars and attending them. Although the ACC staff writes in journals and encourages other people to produce more academic outputs, there is also the big mission to communicate with the city and practitioners. Pirie points out that the debate in ACC is about where the weight should be. There are some people who think the ACC should be doing much more writing in conventional academic journals; and then there are others who say that is such an old fashioned way of engaging with knowledge and producing knowledge.

In terms of impact, Pirie points out that they are getting positive feedback from across the continent. The hits on the ACC website are huge. The website contains records of the ACC Lecture and Urban Podcast Series, presentations, applied, and academic urban research outputs. It also contains information on a range of knowledge networks in the area. Making these outputs available on the website is a crucial part of the mission of the ACC to make knowledge accessible to all people working on, and interested in urban development.

People are drawn to the format of the CityScapes; they find it interesting and have positive comments about it.

The ACC has another book out. It is also educational in the sense that it's got lots of short chapters in it with a very interesting cross-section of writers: planners, architects, artists, activists, journalists. It is a bit like CityScapes, but a bit more formal. It is a reference to the undercurrent suburbanism, but also urbanism as an agent of change.

According to Pirie the mission of the ACC is made much more prominent and fulfilling by engagement with practitioners and policy-makers and the popular material, products and the ACC website plays a critical role in this interface with the practitioners.

COMMERCE
Development Policy Research Unit (DPRU)[34]

The Development Research Unit (DPRU) publishes a variety of outputs that represent the Unit's socio-economic research on labour market issues, poverty and inequality.

The DPRU's successful Working Paper series has a broad target audience, including fellow academics and researchers (both local and international); students; representatives from civil society and the business community; the media, as well as policy-makers and government officials.

Given the length and often very technical nature of the research published in the Working Paper Series, the DPRU also publishes condensed versions of selected working papers as Policy

34. Contributed by Sarah Marriot.

Briefs, specifically targeted at policy-makers. The aim of the Policy Brief series is to condense the key policy-relevant findings from the working papers into an easily accessible format, using language that can be understood by a non-academic audience.

The DPRU also publishes a series of labour market fact sheets commissioned by the Employment Promotion Programme (EPP). These fact sheets either analyse changes in the labour market over the preceding 12 month period, or focus on trends within a given group or sector within the labour market (eg youth, or the mining industry).

DPRU researchers also regularly publish their work in both peer-reviewed and non-peer-reviewed journals, books and reports. They also routinely deliver papers at conferences and seminars, participate in workshops and panel discussions, and occasionally contribute to blogs and online opinion forums.

Subscribers to the DPRU mailing list receive periodic newsletters and notifications of the release of all new DPRU publications. Join by signing up on their homepage at www.dpru.uct.ac.za. Announcements are also shared via social media:

- www.facebook.com/
  DevelopmentPolicyResearchUnit
- www.youtube.com/user/DPRU2012

Regular coverage in the print and electronic media is also a growing feature of the Unit's activities. Increasingly, articles covering topics on labour market issues, regulation, income distribution, poverty and inequality utilise the DPRU's numerous studies as a source for robust, empirical and ultimately objective information.

Digital versions of working papers, policy briefs and fact sheets are all freely available on the DPRU's website: www.dpru.uct.ac.za.

To facilitate additional exposure to a broader national and international audience, DPRU Working Papers are also available via RePEc (Research Papers in Economics at repec.org).

HEALTH SCIENCES
Children's Institute. South African Child Gauge – An annual review of the situation of South Africa's children[35]

The South African Child Gauge is an annual publication of the Children's Institute, a multidisciplinary child policy research unit in the Faculty of Health Sciences. It aims to monitor the country's progress in realising children's rights and is the only publication in South Africa – and, as far as we know, in Africa – that tracks the situation of a country's children on an ongoing basis.

Launched in 2005, every issue since then has collated evidence-based information on South Africa's children into three distinct parts: a series of themed essays on a particular aspect of children's lives; a summary of legislative developments affecting children; and quantitative child-centred data on selected socio-economic indicators. Public figures of the likes of Archbishop Emeritus Desmond Tutu and Cabinet ministers are approached each year to endorse the annual theme in a short foreword. Previous themes focused on child poverty and inequality, child health, access to quality basic education, and children's participation in decision-making, amongst others.

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35. Contributed by Charmaine Smith.

Overall, two principles guide the collation of material in the Child Gauge: that its content is based on the latest academic evidence, and that these are presented in plain language for a popular audience from multiple sectors – especially government, academics, civil society, development agencies and the media. The book every year is accompanied by a pull-out wall poster and short policy brief, while a child-friendly summary of the themed essays was also produced in the past two years.

The whole Child Gauge production process is driven by the Children's Institute, which involves identifying the annual theme; conceptualising the different themed essays (with roundtable input from academic and policy experts); commissioning authors and arranging peer-reviewers; assisting authors to present academic content in a plain language format, and preparing the final copy for printing with the help of an external book designer. As a soft-funded unit, the Institute also needs to source funding for the project (staff time, printing and distribution costs) on an annual basis, and has been fortunate to receive support from several donors, and from UNICEF South Africa as an ongoing partner since 2010.

Due to its multidisciplinary nature, the Children's Institute can draw on the skills and expertise of staff to contribute to the legislative developments review and child-centred data sections of the book, while its two-person communication team drives the overall project – from facilitating the conceptualisation through to hosting the public launch and related media advocacy and marketing. The themed essay section however requires extensive collaboration with a range of expert authors from various universities, government and (sometimes) civil society. In most instances, the lead editor each year is an academic staff member of the Institute with the necessary expertise in the annual theme, sometimes supported by external guest editors, and assisted by the communication team whose knowledge translation skills ensure that the academic evidence is presented suitably for the book's multiple audiences.

The engagement with multi-sectoral experts on the annual themed is believed to benefit all those involved in a number of ways. For the Children's Institute, it develops and strengthens its own knowledge base of issues affecting children; enhances and strengthens collaboration with academics, donors and children's advocacy groups, and affirms the Institute's reputation for effective knowledge translation and advocacy. In turn, it is believed that academic contributors benefit from the Institute's assistance to communicate a nuanced and evidence-based understanding of issues that impact on children in a format suitable for non-academic audiences. For partners, such as UNICEF, it helps to place key issues for children on the national agenda due to the reach of the publication, especially through the extensive media coverage associated with the public launch each year.

The value and impact of the Child Gauge are measured through the media debates generated by the annual launch, by feedback received for readers, and evidence of use by especially government decision-makers (cited in policy documents, for example) and by academics as a teaching resource. It is hoped that a formal evaluation of the value of the publication for multiple audiences can be undertaken in the near future, funding dependent.

As a project with deliverables that must be reported to donors, the annual 10-month production cycle of the South African Child Gauge is captured in key performance areas of the communication and knowledge manager, and of the commissioning editor, respectively. Its production, however, depends on team work and the assistance of every staff member, from administrative support through to research expertise both within and outside of the University.

All the issues of the South African Child Gauge, and support material, can be accessed at www.ci.org.za.

HUMANITIES
Sa'diYya Shaikh[36]

A/Prof Sa'diyya Shaikh's area of study is religious studies with an emphasis on Islam and gender studies. As the primary investigator of a research

36. Contributed by Sonwabo Ngcelwane based on an interview with Sa'diyya Shaikh on 6 September, 2013

team, she recently conducted a study on marriage, sexuality and reproductive choices among South African Muslim women, a topic that is currently under-researched. The objectives of the study were:

- to document the nature of Muslims women's marital and sexual relationships;
- to determine the nature of decision making regarding marriage, sexuality and reproductive choices among women, and
- to determine the understanding of women about their rights as Muslim women.

The study is informed by a feminist approach that focuses on women's lived experiences. Shaikh notes that feminist theory helps us understand how women's experiences are valid and important ways of producing knowledge – and by also revealing that what has historically been counted as 'knowledge' has often been based primarily on the experiences and understandings of men. Historically it has been inaccurately assumed that the way men understand and make sense of reality is universal and representative of human experience. Feminist theory challenges this assumption and presents an alternative, ie that the experiences, understandings and subjective views of women are equally valid as a way of understanding human condition. The research project therefore is attempting to generate knowledge from women's actual experiences.

Shaikh notes that in the current global political climate, there are often large, generic and unsubstantiated claims made about Muslim women's lives in a variety of media and social contexts. This type of approach inaccurately simplifies views on Islam as well as the spectrum of ways that Muslims in different contexts live. Given the need to look at the complex negotiations of religious life in specific contexts, Shaikh and her research team focussed on grounding their research in a context involving South African Muslim women in and around Cape Town. She argues that keen attention to context:

> *"Helps nuance and understand that human beings live at the nexus of multiple different discourses: religious, cultural, social and political – and there is no one dominating narrative. And even in any one of these narratives, there are contradictions, tensions and ambiguities."*

While the broader study was constituted by both qualitative and quantitative components, the booklet was based on the quantitative data involving 262 Muslim women. The study was an attempt to redress the problem of speaking about Muslim women without engaging the real experiences of Muslim women. Moreover, given the crucial public legal debates on gender equality and the Muslim Marriages Bill in South Africa, the study attempted to map some of the concerns and realities of women in the context of Muslim marriages.

There were a number of noteworthy research findings. Participants in this study generally engaged in various negotiations and contestations of patriarchal understandings of Islam. Some women echoed traditional and patriarchal views of marriage, whereas others had clear views of Islam as gender-egalitarian. In some cases, women whose religious beliefs included the acceptance of traditional gender roles, did not themselves in their everyday lives live by such role definitions. A significant number of Muslim women in this study were active decision-makers in their families, and also made substantial economic contributions to their families. The research also highlighted some of the broader socio-economic and cultural changes in South Africa that resulted in transformation of traditional gender roles in the family and society, and the ways in which these changes intersected with dominant religious understandings. Other significant findings related to the fact that two

thirds of women in the study stated that they had never been hit by their partner, and the majority of Muslim marriages did not involve physical, verbal or sexual violence. In terms of sexuality, a large number of women noted positive religious views of sexuality as spiritually meritorious and generally reported negotiating their own sexual relationships with ease. An interesting example of tension between women's religious perspective and their actual behaviour, is reflected in the following finding: whilst a large proportion of participants believed that God would be displeased with a woman who refuses to have sex with her husband, over half of them were nonetheless comfortable to decline sex whenever it suited them. A majority of them noted that their partners never coerced them for sex. The findings reflected a spectrum of positions on gender in relation to marriage and sexuality amongst South African Muslim women.

Shaikh and her research team (which included UCT post-doctoral fellow, Dr Nina Hoel, and Professor Ashraf Kagee from Stellenbosch University), launched the research booklet at an event hosted at the Centre for African Studies Gallery, UCT in December 2012. All the women who participated in the study were invited. Invitations were also extended to community organisations, religious leaders, academics, and the general public. Approximately 100 people attended, including four invited official respondents from local community organisations. The event was marked by lively debate, which included extensive discussions on the range of approaches to gender relationships in Islam and Muslim communities.

Shaikh points out that the booklet serves a pedagogical or a teaching function that makes the research findings accessible to NGOs, religious leaders, women's groups and other community organisations. The report, framed in accessible language, aims to help facilitate critical and constructive conversations both within the Muslim community and the larger multi-religious South African context around the role and multiple impact of religion on gender relations. Shaikh notes that part of her research agenda is to foster public awareness of the dynamic nature of religion as it is lived and to advance critical dialogue on gender equality within Muslim communities.

The booklet is not counted as part of her research output in terms of publications. She has, however, also co-published a scholarly version of her research findings in an academic journal. Shaikh reiterates the importance of socially engaged scholarship and the importance of making such research accessible as a potential resource for relevant community initiatives in relation to social transformation. Her teaching is influenced by her research and she teaches both undergraduate and post-graduate courses on religion, gender and sexuality.

LAW
Rural Women's Action Research Programme[37]

The Rural Women's Action Research Programme at the Centre for Law and Society (CLS) has been working to raise public awareness about new legislation relating to customary law and to provide accessible and accurate information to people living in areas that are affected by these laws. Started in March 2013, CLS has worked to broaden its reach and to shift the public discourse through the creation of the website Custom Contested (www.customcontested.co.za). This is a one-stop website that provides news, information and analysis on laws and policies affecting custom, 'tradition' and citizenship rights in South Africa. The website is aimed at fostering a more critical and nuanced public discussion on these issues and at making visible the experiences of people living in rural areas, especially the former homelands. Custom Contested uses an online platform to open the space for knowledge exchange between multiple stakeholders, including academia, government and civil society, particularly media, NGOs and our rural partner organisations. Since its launch it has received over 9 000 hits.

During 2013, CLS has produced a series of fact sheets for dissemination to rural partners. Ranging

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37. Contributed by Dee Smythe.

between two and six pages each, they explain and analyse different pieces of legislation, court judgements and research findings. These have included fact sheets on recent Constitutional Court and High Court judgements related to traditional leadership, the Communal Land Tenure Policy and results from traditional council elections, among others. The fact sheets have been shared with partner organisations and community members at workshops across the country and are available on *Custom Contested*. You can also follow CLS on @ CLSuct.

SCIENCE
Percy Fitzpatrick Institute[38]

The goals of the Percy FitzPatrick (Fitz) Institute include:

- To develop a wide network of key collaborative associations with scientific peers, partnerships with conservation organisations and NGOs, and strong relationships with business organisations with either direct or indirect interests in the field of conservation biology;
- To provide public access to our highly developed pool of knowledge in ornithology and conservation biology through contributions to the semi-popular literature, books, and the mass media;
- To establish formal contacts with a wide range of biodiversity conservation agencies so that a significant proportion of our work is guided by their needs for information and analysis.

In line with these goals many of the activities of the Institute are geared to popular education. Forty semi-popular articles and seven book chapters were published during 2012.

Following the termination of the popular magazine *Africa: Birds & Birding*, Hockey, Kechnie and Ryan were asked to act as scientific advisors for a new magazine, *African Birdlife*, launched in late 2012 by BirdLife South Africa. Fitz's staff members and students presented regular public talks to partner organisations and interested parties, such as NGOs, environmental action groups, conservancies and bird clubs. Radio interviews were done on Cape Talk Radio; Radio 702; OFM Radio; two British Broadcasting Corporation (BBC) national radio stations; German and Canadian national radio, and the Hectic Nine-9 live television show for the youth on South African Broadcasting Corporation (SABC2).

The Cape Parrot project's Facebook page has become the largest parrot conservation group with over 5000 subscribers. In 2012, the project produced a Television show 'Endangered', which was screened in the US on PBS and local networks. It will be screened on SABC3. A six-part reality TV series was produced on the activities of the 2012 Okavango Wetland Bird Survey as a spin-off from Steve Boyes' Meyer's Parrot research, in collaboration with BirdLife Botswana and the Okavango Research Institute. The TV series created for Carte Blanche National Geographic Wild will give the Fitz considerable exposure, in support of the nomination of the Okavango Swamps for World Heritage Status. Claire Spottiswoode's African Cuckoo project in Zambia was filmed by the BBC's Natural History Unit during 2012 for a forthcoming 'Survival' series. The Institute also co-hosted an International Blue Swallow Action Plan Review Workshop with the Endangered Wildlife Trust during March 2012, where 28 delegates from nine Blue Swallow range states interrogated the status quo of Blue Swallow knowledge and conservation activities and refined the species action plan for these birds (Institute Annual Report, 2012).

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38. Contributed by Rob Little.

George Laryea-Adjei
UNICEF

Institutional partnerships with various levels of government

Report on partnerships and student civic engagement

Inter-institutional cooperation[39]

The issue of graduate employment is of considerable public interest, but there is surprisingly little data to inform opinion on the matter. Not all universities in this country routinely carry out surveys to determine graduate destinations and, in particular, to establish whether and how their graduates find employment – as is the case in many other countries. Only one national-level tracer survey has been conducted in the past decade. In 2005, the Human Sciences Research Council (HSRC) undertook a tracer survey of the 2003 cohort of 'drop-outs' and graduates at seven public higher education institutions. They reported an overall unemployment rate amongst their sample population of 32%, which is considerably higher than the average of 5% for Europe in the same period and 16% reported for Brazil.

The four universities in the Western Cape – Cape Peninsula University of Technology, University of Cape Town, Stellenbosch University and University of the Western Cape – under the auspices of the Cape Higher Education Consortium (CHEC) decided to carry out a Graduate Destination Survey (GDS) in 2012 in order to determine levels of graduate employment and to better understand the different pathways that our graduates follow from university to the world of work.

We chose to survey the entire cohort of 24 710 graduates who had received certificates and diplomas, undergraduate degrees and post-graduate diplomas and degrees in 2010. They were surveyed in 2012 – two years after

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39. Based on a contribution by Nasima Badsha, Chief Executive Officer of CHEC.

graduation. Their responses were captured either on-line or telephonically. We achieved a 22,5% response rate, which is comparable to similar surveys conducted internationally.

The survey explored seven different graduate pathways:
- Young first time entrants into the labour market;
- 'Mature' graduates who had prior work experience;
- Self-employed graduates;
- Graduates employed in the informal sector;
- Unemployed graduates looking for work;
- Continuing to study full-time;
- Unemployed but not looking for work (eg caregivers).

While some of the findings of the survey were not unexpected, others have been surprising.

We found total employment to be high at 84%. Almost half of the employed graduates found work in the public sector, which is clearly playing an important role by employing significant numbers of particularly women professionals as well as African and coloured graduates. 61% of whites and 58% of Indians were employed in the private sector compared to only 35% of African and 44% of coloured graduates. These figures, read in conjunction with the finding that white students were the most successful group in tapping into social networks to find employment, raises important questions about employment practices within the private sector, which need further investigation.

While the majority of graduates were employed as professionals, of concern is the number of graduates facing under-employment and/or low-skill work. For example, 26,2% of Business and

Commerce graduates were working in clerical jobs, as were 14,5% of Humanities graduates. In addition, just less than 1% of the cohort was employed in the informal sector, most probably as a protection against unemployment. These patterns of employment need to be closely monitored in the coming years.

The rate of self-employment was low at just over 2% of the cohort, but comparable with international data.

Unemployment was measured at 10%, which is significantly lower than the 32% reported by the HSRC. However, behind this overall percentage lie some extremely disturbing patterns, which, in considerable measure, point to the perpetuation of historical inequalities in the graduate labour market:

- unemployment was at 19% for African graduates;
- high levels of unemployment were seen amongst graduates who came from Limpopo

(19%), North West (17%), Eastern Cape (15%) and Mpumalanga (15%);
- unemployment was at 16% for CPUT graduates, many of whom have qualified with vocational higher education diplomas and certificates;
- 19% and 14% of unemployed graduates went to township and rural village secondary schools respectively, and
- 16% of those who received E-H symbols in matric maths were unemployed.

It came as no surprise that race emerged as statistically the strongest 'socio-demographic' predictor of employment.

Furthermore, unemployment is a problem particularly facing young people. 72% of the cohort's unemployed graduates were 25 years and younger, while only 8% of the unemployed were older than 36 years of age.

The GDS highlighted two very positive features of the 2010 graduate cohort.

Firstly, 31% of the cohort continued to study either full or part-time after receiving their qualification in 2010. This is high by all accounts. In a 2006 graduate destination survey of 12 European countries, the continuing higher education cohorts varied from 20% in France to 4% in the Czech Republic. The top reason that the Western Cape graduates gave for continuing their studies was personal fulfilment.

Secondly, we found that 34% of the cohort was employed in the formal economy prior to the start of their studies, which is a significant measure of the determination of people to study whilst working.

Migration of skilled labour is a phenomenon which is strongly associated with the acquisition of higher education qualifications. About 10% of graduates lived outside of South Africa prior to coming to study in the Western Cape and would in all likelihood comprise international students. In contrast, only about 6% of graduates indicated that they lived outside South Africa after graduation. This represents a net gain of skilled personnel.

While this is most encouraging, a further 5% of our respondents indicated that they would consider leaving South Africa permanently sometime in the future. A concern also, was the high degree of uncertainty amongst graduates (26%) about whether to stay in the country or leave.

The GDS is a valuable and dynamic instrument for providing a systemic view of how higher education works in relation to the graduate labour market through the generation of a range of data on university performance, graduate destinations and employability. Importantly, the data, especially if complemented by more detailed qualitative research, particularly on how employers value the various graduate attributes acquired in higher education and transferred to the workplace, will help to inform institutional policies and practices designed to improve the employability of graduates.

However, graduate destination surveys can only measure medium- to long-term trends if systematically repeated every five years and institutionalised as part of the ongoing reporting requirements of universities, not just in regions but nationally. We hope that the GDS conducted by the four Western Cape universities will be a catalyst for a national response.

The full and abridged versions of the GDS report can be accessed on the CHEC website: www.chec.ac.za

There is considerable interest in the report and presentations on the GDS have already been requested by the Higher Education South Africa Teaching and Learning Sub Committee, the Gauteng Observatory (University of Johannesburg and University of the Witwatersrand), the South African Graduate Recruiters Association, and the Western Cape Government. Copies of the GDS database have been made available to each of the universities for further institutional research. In addition, the GDS Reference Group, which was responsible for providing oversight of this work, is considering areas for further study at a regional level. The CHEC Board has also taken an in-principle decision to repeat the survey in five years. This would minimally involve a follow-up of the 2010 respondents as well as surveying a new graduate cohort.

Partnership with the Western Cape Government (WCG) and CHEC

PLAN OF ACTION

A three-year Plan of Action, 2012-2014, was presented at the meeting between CHEC and the Premier and Provincial Cabinet, held at the University of the Western Cape (UWC) in March 2013. Work is underway in all four strategic areas identified in the Plan.

Climate change/ sustainability and adaptation

This area was launched with a workshop on 31 October 2012, which was attended by 100 delegates from all four universities, the WCG and the City of Cape Town. The workshop deliberations led to the identification of a number of areas for collaborative work, of which three have been subsequently pursued: green precincts (with focus on the Two River Urban Park); skills development for the green economy, and the nexus between food, water and energy (with a focus on the Berg River).

Innovation for social inclusion

Two strands are being followed, the first on digital inclusion, which was launched with a workshop at the Cape Peninsula University of Technology, and the second on social cohesion issues related to problems of gangs, violence, teenage pregnancy and substance abuse.

Education and Training (with a focus on Further Education and Training (FET) Colleges)

Several meetings were convened with the Chief Executive Officers of the FET Colleges to try to identify possible areas of collaboration between the FET Colleges and the universities in the Western Cape.

Strengthening knowledge partnerships for regional development

The first dialogue under this umbrella took place at UWC. The focus of the workshop was on the role of universities as 'placemakers'.

PREMIER'S COUNCIL ON COUNCIL

A number of Task Teams have been established under the auspices of the Premier's Skills Council, including one on Careers Awareness. The initial work of the Task Team has focussed on producing a status report on current careers awareness initiatives in the Province.

ECONOMIC DEVELOPMENT PARTNERSHIP (EDP)

The EDP is still in its early stage of establishment. However, a decision has been made by the Western Cape Government to locate the responsibility for co-ordinating the regional innovation system with the EDP.

WORLD DESIGN CAPITAL

The World Design Capital implementation company has been established. Its Board is chaired by Professor Russel Botman and other university-based Board members are Chris Nhlapo (CPUT), Bruce Snaddon (CPUT), Francis Petersen (UCT) and Noeleen Murray (UWC).

Contracts with government

Contracts to the value of R90.26 million (vs. R133 million in 2011 and R51.26 million in 2010) were entered into with these entities. The contribution by national government departments was R60.6 million (vs. R71.7 million in 2011 and R5.15 million in 2010), whilst contracts to the value of R5.9 million (vs. R17.7 million in 2011 and R35.66 million in 2010) were entered into with local departments in the Western Cape – see Table 1 and Table 2, respectively. The contribution from public enterprises and statutory bodies was R23.24 million (vs. R40.6 million in 2011 and R10.98 million in 2010). The main contributor was the Technology Innovation Agency (R12.7 million).

TABLE 1: CONTRIBUTION OF NATIONAL GOVERNMENT DEPARTMENTS, 2010—2012

DEPARTMENT	2010		2011		2012	
	#	RAND	#	RAND	#	RAND
Department of Education	0	0	1	64,673	0	0
Department of Environmental Affairs and Tourism	2	2,149,628	2	134,561	0	1,679,916
Department of Science and Technology	2	65,825	11	23,783,906	4	22,100,247
Department of Social Development	1	50,215	2	360,000	3	1,991,972
Department of Water Affairs and Forestry	0	0	2	26,301	0	0
Department of Health	4	375,465	4	2,705,990	1	1,679,916
Department of Justice	0	0	0	0	0	0
Department of Labour	1	315,223	0	0	0	0
Department of Land Affairs	1	30,000	0	0	0	0
National Treasury	0	0	0	0	4	29,305,790
The Presidency	4	182,519	6	41,395,591	2	43,860
Department of Transport	1	433,680	0	0	0	0
Department of Sports, Arts and Culture	1	23,684	0	0	1	293,860
Department of Higher Education and Training	1	1,520,000	0	0	0	0
Department of Agriculture and Rural Development	0	0	2	35,086	3	340,000
Department of Correctional Service	0	0	1	0	0	0
Parliament	0	0	2	429,825	1	176,000
Department of Human Settlements	0	0	0	0	2	3,000,000
Department of Communications	0	0	0	0	1	0

TABLE 2: CONTRIBUTION OF WESTERN CAPE GOVERNMENT DEPARTMENTS, 2010—2012

DEPARTMENT	2010		2011		2012	
	#	RAND	#	RAND	#	RAND
Department of Health	4	136,220	1	438,596	5	4,095,254
Office of the Premier	1	434,211	3	1,194,557	2	197,885
Provincial Government of the Western Cape	5	6,236,635	1	98,706	5	1,087,715
Western Cape Education Department	2	28,847,956	2	15,872,288	0	0
Department of Local Government	2	3,000,000	0	0	0	0
Department of Economic Affairs, Agriculture & Tourism	0	0	1	115,229	0	0
Treasury	0	0	0	0	1	510,272

Contracts to the value of R28.3 million (vs. R56.8 million in 2011 and R37.3 million in 2010) were entered into in 2012 with South African non-profit entities. The major contributors, excluding higher education institutions, are shown in Table 3.

TABLE 3: MAJOR NON-PROFIT FUNDERS, 2012

NON-PROFIT ORGANISATION	RAND
SouthSouthNorth	9,754,153
Foundation for Professional Development	3,653,784
Open Society Foundation For South Africa	3,463,155
Health Systems Trust	1,754,240
South African Responsible Gambling Foundation	1,447,808

Active members of socially engaged student societies

There were 13 such student organisations (excluding the societies who undertook ad hoc outreach activities), namely: Amnesty International (80 members); Black Law Students' Forum (84); Education Development Unit (EDU) Student Organisation (71); Engineers Without Borders (171); Equal Education (104); Golden Future Project (33); Green Campus Initiative (544); Habitat for Humanity (385); Love Your Neighbour (48); Students for Law and Social Justice (119); Students In Free Enterprise (251); SHAWCO Education (1023), and Ubunye (180).

Eleven Sports Clubs organised activities in communities and schools. These were:
- Amy Biehl School Holiday Outreach programme – 120 underprivileged learners between ages 9 and 16, for one week during the mid-year school holidays. Clubs involved, via the provision of coaches, are hockey, basketball, netball, volleyball and soccer.
- Fencing Club – Outreach programme Crystal School.
- Ju-Jitsu – Self-defence workshops on the Health Sciences campus to increase personal safety across campuses and with SHAWCO, has recently started outreach programmes in Khayelitsha.
- Hockey Club – Coached hockey in Khayelitsha on a weekly basis. Transported development players to the UCT Astroturf, ran coaching clinics, sourced playing kits and equipment and undertook some life-skills training.
- UCT Mountain and Ski Club – Took 15 Grade 10 learners on various outdoor excursions during the year to encourage environmental appreciation and education, and growing leadership skills.

- UMUMBO Rugby – Rugby participation in impoverished areas. The participants are drawn from schools in the Langa and Gugulethu communities. The focus group was Grade 5 learners. The programme reached 24 students in each region, totalling 48 students overall.
- Rowing – Taught not only rowing skills but also life-skills and "learn-to-swim" to 20 female and 20 male learners, aged 13-17 from Oval North and Wittebome Secondary Schools.
- Yacht Club – Taught a group of children from Khayelitsha to windsurf; this project has been

The Baxter ran a mentorship programme at Injongo Primary School in Khayelitsha, working with grade 6 and 7 girls and offering support and guidance regarding sexual abuse and pregnancy.

running successfully for two years.

- Tennis Club – Growing Tennis with three students coaching young children at St Mary's Primary, Cape Town High School and Zonnebloem Primary School. Growing Tennis run the programmes and the UCT students provide person-power and Lottery-funded equipment, which improves the learning experience of the school children.
- Underwater Club – Hosted an annual 24-hour charity event to raise funds for the Save-Our-Seas Foundation Shark Centre; they have raised R2 000. They are also involved in a clean diver programme, partnering with local organisations to dive and clean polluted areas.
- Cricket Club – Partnered with the Amy Biehl Foundation, coaching 10 students every Friday at UCT.

Six residences organised activities in communities and schools. These were:
- Graça Machel – Mapongwana Primary School in Khayelitsha – day spent painting and updating classrooms; ran a dignity campaign to donate sanitary wear to a women's shelter in Observatory.
- Kopano – CANSA shavathon and clothing drives.
- Groote Schuur – Outreach project in Ottery; painting classrooms, cleaning and fixing carpets, laying an entrance at the crèche, preparing and planting grass.
- College – Siphumelele Secondary School and Samora Machel, offering a career information session with grade 11 and 12 students. Khumbulani Day Centre in Khayelitsha, painting, putting up curtain rails and curtains, offering clothes to the children and having a braai with children/teachers.
- Baxter – Injongo Primary School in Khayelitsha, ran a mentorship programme; working with grade 6 and 7 girls offering support and guidance regarding sexual abuse and pregnancy. Ran a sanitary towel drive, stationary drive and a SHAWCO clothing drive.