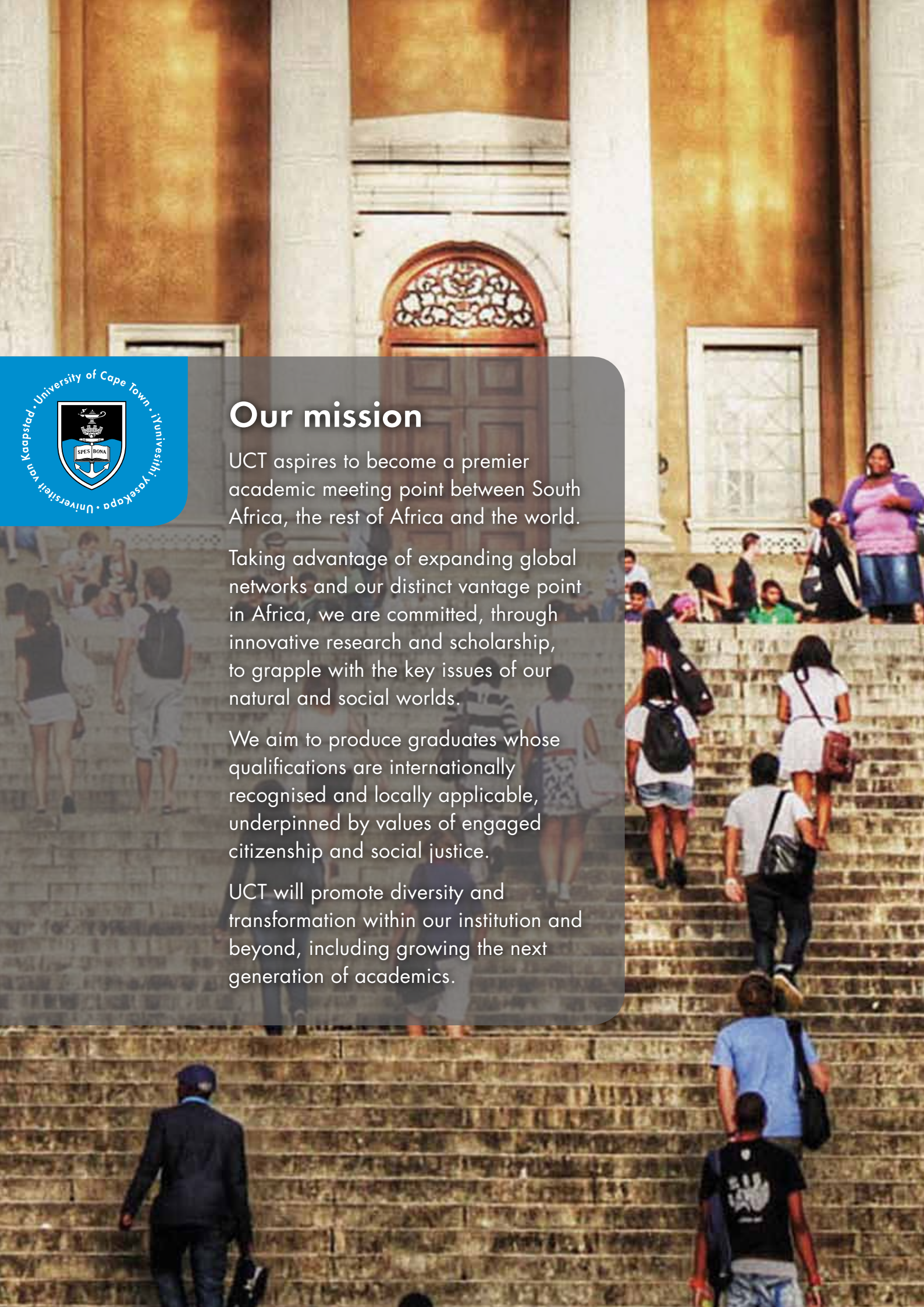
SOCIAL RESPONSIVENESS REPORT 2011



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.

Contents

Foreword by the Vice-Chancellor . . . 2
Preface . . . 3
Introduction . . . 5

Progress Report on the Vice-Chancellor's Four Strategic Initiatives 11

1. African Climate and Development Initiative (ACDI) . . . 12
2. Poverty and Inequality Initiative (PII) . . . 22
3. Safety and Violence Initiative (SaVI) . . . 34
4. School Improvement Initiative (SII) . . . 42

Section Two: Progress Report on Partnerships with Various Levels of Government and Civil Society 53

Cape Higher Education Consortium (CHEC) . . . 54
Research contracts . . . 56
Knowledge Co-op . . . 58

Section Three: Initiatives Aimed at Promoting Values of Engaged Citizenship and Social Justice amongst Students 63

Global Citizenship . . . 64
Voluntary student activities . . . 67

Section Four: Report on Continuing Education Courses offered in 2011 71

Introduction . . . 72
Commerce . . . 74
Graduate School of Business . . . 76
Engineering and Built Environment . . . 78
Law . . . 84
Humanities . . . 89
The Centre for Open Learning (COL) . . . 90

References 92

Appendix: High-Level Summaries of Faculty-Based Activities Related to each Strategic Theme 95

Introduction . . . 96
1. African Climate Development Initiative (ACDI) . . . 97
2. Safety and Violence Initiative (Savi) . . . 104
3. School Improvement Initiative . . . 109
4. Poverty and Inequality Initiative . . . 113

The 2011 Social Responsiveness Report is dedicated to the memory of **Dr Neville Alexander**, a scholar and grassroots activist

Foreword by the Vice-Chancellor

UCT aspires to be a globally competitive, research led institution. This aspiration demands that UCT produces not only good quality research which can stand its ground globally but also research which will have a positive impact on society. South Africa, Africa and the world face a multitude of challenges and against this backdrop UCT has decided to take a more strategic approach to the ways in which it mobilises its resources. To this end UCT's Strategic Plan 2010-2014 committed the university to four institution-wide initiatives: climate change and development, safety and violence, public schooling and poverty and inequality.

The first of these initiatives is the African Climate & Development Initiative (ACDI). The ACDI's vision is to be an interdisciplinary research hub that brings together academics with NGOs, business and government in a knowledge factory that coproduces and tests new insights, evidence and innovations that will help to solve Africa's climate and development challenges. As the report indicates a great deal of tremendous work is taking place here. Professor Mark New is the Pro-Vice chancellor for this initiative.

The second initiative is the Safety and Violence Initiative (SaVI). SaVI comprises a core group of researchers with a mandate to focus on understanding and intervening in the promotion of safety and the reduction of violence (in particular criminal violence) in South Africa.

The Schools Improvement Initiative (SII) is the third of these initiatives. It focuses on the troubled school setting in South Africa which not only has negative implications for the country as a whole but poses serious challenges for tertiary education. It works in Khayelitsha and has opened up a key relationship between UCT and the community there. This initiative is led by Dr Jonathan Clark.

The final initiative is the Poverty & Inequality Initiative (PII). It was set up at UCT to tackle the question of why, in a country of rich resources, poverty and inequality are persisting and even, in the case of inequality, deepening. In late 2011 Professor Francis Wilson was appointed as the Acting Pro-VC for this initiative.

The 2011 SR report is the beginning of a process to capture and showcase how a number of groups across faculties are engaging with the strategic initiatives. The report reveals the range of activities that are taking place in faculties. These activities reveal the commitment of academics to draw on their scholarly expertise and work across disciplines to solve the country's challenges. It also reveals the extent to which the concept of engaging external constituencies in solving the challenges is beginning to engender new practices in community-university partnerships. The Knowledge Co-op which builds on the tradition of community-university partnerships aims to make it easier for community partners to access UCT's skills, resources and professional expertise.

With regard to students the Global Citizenship (GC) Programme aims to expose students in all the faculties to questions of knowledge relating to global citizenship and social justice beyond their degree requirements, to develop capacity for leadership on contemporary global and social justice issues and to promote their awareness of themselves as future global citizens. The programme also promotes social justice causes through community service/volunteering. GC articulates UCT commitment to producing high quality professional graduates but also graduates who are conscious of their role as citizens in a democracy.

Like our counterparts internationally, UCT recognises the need for increased attention to lifelong learning. The plethora of continuing education courses offered at UCT is an expression of how seriously UCT takes the need to improve the education and skills levels of the general community.

I would like to express my sincere thanks to the University Social Responsiveness Committee and all those who work so tirelessly to raise the profile of the university through the important work they do.

Dr Max Price, Vice-Chancellor

Preface

The Social Responsiveness Report for 2011 is considerably different in its format and approach to those of earlier years. What this report hopes to do is to provide an overview of the range and depth of social responsive activity inside the University. It does not yet provide a comprehensive report of all the social responsiveness activity that is taking place at UCT. That said, acknowledging that there is much that is not covered in this report, the account of what is happening in UCT is impressive.

As the report shows, important strides are being made in four of the areas that the VC designated at his inauguration as strategic priorities. Also important is the extensive range of collaborative activities taking place between the University and the province and city, the initiative that the University has taken to build relationships with communities through the Knowledge Co-Op and the work that is being done with students in the Global Citizenship and Social Justice Programme. The report also covers the depth of continuing education courses offered by the university. This is in recognition of the fact that lifelong is an ideal to strive for in improving the education and skills levels of our people.

The final section of the report is devoted to highlights of the multiple activities taking place in the faculties. I would appreciate feedback on the approach we have taken this year. We would like to know how well our report works in giving readers a sense of what to do.

Professor Crain Soudien, Deputy Vice-Chancellor

Students parttake in Green Week at UCT

Introduction

In the conclusion to his keynote address at the Council on Higher Education consultative conference in 1999, Badat stated that the post-1994 policy goals for the transformation of higher education in South Africa implore Higher Education Institutions (HEIs) to *"… support a democratic ethos and a culture of human rights by promoting educational programmes and practices that are conducive to critical discourse and creative thinking, cultural tolerance and a common commitment to a humane, just, non-racist and nonsexist social order" (Nkomo et al, 2006:59). This approach to conceptualising the role of higher education in contributing to development is in line with international trends which reflect an increased emphasis on the role of higher education in contributing to democracy and inclusive societies (Trowler, 1998; Stanton, 2007; Charles, 2006).*

Badat suggested that universities needed to reflect more rigorously on how they produce

> *"… professionals and researchers who can think theoretically, analyse with rigour, gather empirical data, and do this with a deep social conscience and with sensitivity to the diverse needs of our people and society" (Nkomo et al, 2006:59).*

Odora-Hoppers in theorising the university's role with regard to critical citizenship suggests that this should include an examination of the "reconstructive development function" of higher education and the production of students who are able to promote social justice and construct empowering relationships with disadvantaged communities that avoid "the negation of others" in line with the spirit of *Ubuntu*, a central tenet of African life philosophy (Nkomo et al, 2006).

UCT has been preparing reports for seven years to stimulate reflection on the developmental role of the university particularly with respect to the manner in which members of the UCT community are linking the intellectual assets of the university with external nonacademic constituencies to address challenges facing our society. The majority of the cases reflect an emphasis on notions of social justice, social reconstruction, human rights, critical citizenship, and empowering disadvantaged communities as agents of change. However, others emphasise economic growth and competitiveness, entrepreneurship, and individual empowerment. The University's Strategic Plan, approved at the end of 2009, identified the need for a more strategic approach to enhancing UCT's contribution to addressing development challenges. The Plan articulates a commitment to appoint experts to lead and coordinate interdisciplinary projects in four areas: safety and violence; public schooling; climate and development, and poverty and inequality. At the end of 2009, the Vice-chancellor sought approval from the Council to allocate R20 million per year over five years for the implementation of the 2010–2014 Strategic Plan. By the end of 2011, experts had been appointed to lead three of the strategic initiatives and an interim part-time facilitator had been appointed to help coordinate activities in the fourth area until a full-time facilitator could be appointed.

Each of the areas has a steering structure to provide advice on collective activities. Frameworks have been developed to guide the collaboration. For example, the conceptual framework used to guide the work of the Poverty and Inequality Working Group states:

> *Traditionally, poverty has been defined as insufficiency of income and has been measured in relation to a poverty line, with those individuals or households with incomes below this level being regarded as poor. Over the past two decades, broader definitions of poverty, which encompass aspects other than income, have been adopted. At first, poverty definitions expanded to include deprivations resulting from low levels of education and health (particularly through the UNDP's human development index), and more recently, it has grown to include*

vulnerability and voicelessness. Poverty, in its broadest sense, is concerned with what Amartya Sen calls restricted capabilities – the inability to exercise humanity's most basic freedoms. One useful definition is that by Singh and Titi, who define poverty as a "condition of lack of access to options and entitlements which are social, political, economic, cultural and environmental".

The conceptual framework recognises that the inadequacy of material, social and other resources (poverty) is only one relevant issue; more importantly, it is the disparities in their distribution (or expressed differently, some households' disadvantage relative to other households) that require attention.

Although it is too early to assess the impact of the work associated with these initiatives, there is evidence of a growing desire on the part of academics to get involved in institution wide interdisciplinary activities, whilst continuing with individual or group research that underpins these activities. This report provides overviews of activities at institutional level in relation to each of the strategic themes, as well as illustrative profiles of work being undertaken in the faculties.

The 2011 SR reports covers institution wide and individual/unit activities related to the four themes. Faculties and student societies were requested to select people to write short narrative pieces for each of the four strategic themes of activities that they wished to profile as examples of how academics were addressing the strategic theme. The Institutional Planning Department offered to write the pieces where staff preferred to be interviewed. The profiles were then checked by the faculty staff. UCT's revised draft policy for SR defines engaged scholarship as a "form of SR that refers to the utilisation of an academic's scholarly and/or professional expertise, with an intentional public purpose or benefit (which) demonstrates engagement with external (nonacademic) constituencies. It can help to generate new knowledge, promote knowledge integration, the application of knowledge, or the dissemination of knowledge" (UCT 2012, 4). The profiles include examples of outputs associated with engaged scholarship. It is hoped that the profiles will help to promote awareness amongst academics of the evidence that can be provided to support applications for promotion that address the SR criteria.

The Appendix contains a high level summary of other activities associated with each of the themes. The information was extracted from the African Climate and Development Initiative and the Poverty and Inequality Initiative Databases; the Safety and Violence Initiative Vula site, and a survey conducted in 2010 of activities across campus designed to help improve public schooling. The deans were requested to circulate the information within their faculties to validate, amend or supplement the data.

The Appendix contains summaries of:

- 35 activities related to the Africa Climate and Development Initiative
- 27 activities related to the Safety and Violence Initiative
- 17 activities related to the Schools Improvement Initiative, and
- 89 activities related to the Poverty and Inequality Initiative

The information provided gives a glimpse of the multitude of SR related activities that are happening at UCT and the extent to which academics are drawing on their scholarship to engage with the challenges confronting the country and the continent.

The number of research contracts approved in 2011, increased by 29% over the previous year, and was valued at R722 million. These contracts vary from short-term contracts of under R10 000 to multiyear contracts with multimillion-rand budgets involving both local and foreign funders. There was a dramatic increase in the value of contracts with government departments, public enterprises and statutory bodies (R133 million vs. R51 million in 2010).

Concerns with poverty and inequality underpin many of the activities reported on as most of the activities appear to have a strong social justice orientation.

The activities cover research on sustainable business practices, ecological degradation,

climate mitigation and adaptation, the use of marine and other natural resources as a source of livelihood, the burden of disease reduction, prevention of substance abuse, social reconstruction, local economic development using renewable energy, the use of constitutional rights, income distribution and employment patterns, disaster risk management, labour market policy and employment, labour market regulation, infrastructure development, employment in the informal sector employment, food security, affordable housing, urban upgrading, urban transport, schools based support for teachers and learners, health equity, social grants etc. in a manner that aligns human rights, socio-economic development and sustainability.

The activities involve engagement with a wide range of constituencies including small fishing communities, NGOs, various levels of government, student societies, museums, galleries, trade unions, schools, national and international development agencies, community-based structures.

Multiple purposes inform the activities. These include:

- Seeking to identify and unlocking barriers to accessing services and sustainable economic development
- Seeking to inform, or analyse the impact of policy interventions or strategic projects
- Strengthening capacity and institutions for social dialogue and partnerships for employment creation and sustainable development
- Establishing multi-stakeholder initiatives consisting of researcher, practitioners, local communities and other key players to foster dialogue and achieve long term, sustainable change drawing on relevant research eg. the Southern Africa Food Lab, the Violence Prevention and Urban Upgrading Project, the CityLab, the People's Health Network and the Cape Town Climate Change Coalition
- Conducting research to develop an evidence-base for policy, advocacy and management protocols based on core principles of human rights, social justice and sustainability eg. in the area of children's rights and poor small scale fishing communities
- Public interest litigation
- Providing services to poor communities (students)
- Producing data on models of good practice or alternative models of management to empower poor communities
- Nurturing reflective practitioners with the capacity to reflect on the impact of social contexts on the nature of professional services provided
- Broadening access into higher education for marginalised communities
- Conducting research to inform the transformation of professional practices eg. in the criminal justice system
- Developing new forms of pedagogy and creating a new epistemology predicated on linking the interests of scholarly enquiry with the interests and needs of external constituencies.
- Promoting critical citizenship through student-run initiatives.

Finally the activities illustrate a strong commitment to knowledge dissemination eg. through the use of websites, the production of CDs, educational resources, exhibitions, popular pamphlets or learning materials, radio programmes, festivals, capacity-building workshops, public commentary, and the provision of continuing education courses targeting government officials, practitioners, and interested members of the public.

Two successful bids to the Vice-chancellor's Strategic Fund made it possible to set up the UCT Knowledge Co-op and the UCT Global Citizenship: Leading for Social Justice programme ('GC') as pilot projects in 2010.

Run through CHED, GC comprises a series of co-curricular activities for students across all faculties, aimed at exposing students to a broad foundational knowledge relating to global citizenship and social justice beyond their degree requirements (GC1). Added to this, students get an opportunity to think about issues of leadership and citizenship through engagement in voluntary community service (GC2). The programme, which it is hoped will become more embedded in the institution and curriculum with time and where appropriate, speaks to 3 of UCT's strategic goals, in particular the goal of 'graduateness'.

The recruitment target in 2011 was to have 120 students in the firs module and 80 students in the second. In the end 169 students registered for GC1 and 67 students registered for GC2. We planned for greater interest for GC2, however, we understand that it appeals to a very niche group of students – those already completing service – and these students are often already over-committed and may not be able to add an additional extra-curricula activity to their schedule.

The UCT Knowledge Co-op serves the whole of the institution and draws on students and staff in all of its faculties. It is located in the Institutional Planning Department. Two Deputy Vice-chancellors cochair the Steering Committee; they are Prof Danie Visser (Research) and Crain Soudien (Transformation and Social Responsiveness). Other members represent the Research Office, the Centre for Higher Education Development (CHED), the Institutional Planning Department (IPD) and one representative of external partners. The facility was officially launched on 22 August 2011. By the end of 2011 seven projects were completed and some 70 suggestions for projects had been submitted to the UCT Knowledge Co-op. They came from external constituencies ranging from the City of Cape Town, NGOs and small community based groups.

The report provides information on voluntary activities involving students in development agencies and the residences.

UCT's Strategic Plan recognises that higher education is a central means of upgrading or refreshing skills of older adults and is committed to promoting opportunities for their lifelong learning. This report therefore includes a section on the provision of non-formal courses for adult learners, as continuing education is regarded as an example of teaching-oriented forms of SR. It does not include information on short courses provided in the Health Sciences and Science Faculties.

The structure of this report

Section One contains:

- An overview of institution-wide activities for each of the four strategic initiatives
- Illustrative portraits of practice related to the strategic initiatives provided by the faculties and student societies

Section Two contains:

- Reports on partnerships with various levels of government and civil society

Section Three contains:

- Reports on Initiatives aimed at promoting values of engaged citizenship and social justice amongst students

Section Four contains:

- A report on non-formal continuing education courses offered by the university in 2011.

The Appendix contains:

- High level summaries of activities related to the strategic initiatives

Delegates at Schools Improvement Initiative (SII) Seminar Series.

Section One

Progress Report on the Vice-Chancellor's Four Strategic Initiatives

The four initiatives are:

1. African Climate and Development Initiative
2. Safety and Violence Initiative
3. Schools Improvement Initiative, and
4. Poverty and Inequality Initiative

1. African Climate and Development Initiative (ACDI)

ACDI overview

South Africa, with the rest of the African continent, has an imperative to improve human well-being, but within the constraints of the need for low-carbon development and mounting impacts of climate variability and change. The ACDI was formed to engage with these challenges through interdisciplinary, innovative research and teaching that draws on the intellectual capital across a wide range of disciplines at UCT. The ACDI vision is an interdisciplinary research hub that brings together academics with Non-Governmental Organisations (NGOs), business and government in a knowledge "factory" that coproduces and tests new insights, evidence and innovations that will help to solve Africa's climate and development challenges. Therefore, the ACDI is envisaged as both a vehicle for UCT to undertake cutting-edge research and teaching that goes beyond that which is already occurring within different disciplines, and as a facilitator for interactions between the UCT community and the wide range of stakeholders who are looking for critical insights, advice and applied research that can have an impact on their thinking and action around climate change and sustainable development. ACDI was established late in 2010, under acting director Prof John Parkington. In July 2011, Prof Mark New took over as Director of ACDI, with a five-year mission to take the ACDI from concept to realising the vision of an interdisciplinary hub for research, teaching and public engagement.

Mapping the Climate Change and Development Community

A key activity in 2011, was the development of a clear picture of the community of researchers, practitioners and stakeholders at UCT, Cape Town, and Western Cape region. At UCT, nearly 200 faculty and research staff was involved. Their work intersects in one way or another with climate, climate change and development. These folk tend to be concentrated in the approximately 20 academic departments or centres at UCT that have research foci with a clear CC/DEV component, but a significant minority are located in departments that one would not immediately consider to be "climate change" and/or "development" focused. There is also a growing list – currently over 300 – of stakeholders in the greater Cape Town region who have asked to be part of the ACDI networking and public engagement activities.

ACDI Master's in Climate Change and Sustainable Development

A new one-year interdisciplinary Master's programme in Climate Change and Sustainable Development lies at the core of ACDI's aims of cutting- edge teaching to prepare a new generation of professionals and researchers who are able to engage with the multifaceted nature issues in the climate and development domain. The programme comprises four core modules, offered by four different departments: Earth System Science; Economics of Climate Change and Development; Energy and Climate Change, and Adapting to Climate Change. Students are also required to take two optional modules offered by a wide range of departments, and a short research dissertation, ideally in partnership with an external stakeholder. After over a year in gestation, the course kicked off in January 2012 with the first cadre of nine students.

Professor Mark New, Director of ACDI, pictured in Kuyasa

ACDI Outreach Activities in 2011

• Climate System Analysis Group (CSAG) Winter School

Using climate information for adaptation and policy development 11–22 July 2011

This annual, two-week intensive course is aimed at professionals from government departments and ministries; city councils and local municipalities; NGOs; corporate organisations; environmental consultancies, and individuals involved in climate change decision making and policy development. The course uses participatory lectures and group case studies to focus on topics ranging from understanding basic climate science and climate dynamics; accessing and understanding climate information; climate adaptation frameworks and adaptation planning, and policy and decision making. Sponsorship for African countries was provided by System for Analysis, Research and Training (START) and Climate and Development Knowledge Network (CDKN).

• Hot Water Festival

14–16 October 2011

This unique programme, presented by the Gordon Institute for Performing Community Arts (GIPCA) and ACDI, brought together scientists and artists to probe the relationship between the threat of climate change and its representation in the creative and performing arts. Participants considered the hard statistics of climate change as well as looking for ways in which this may be formed into aesthetics, how best to communicate effectively the gravity of this subject and whether structural changes may need to be made in arts curricula to incorporate notions of climate change. There were also several performances and an exhibition on environmentally conscious art commissioned by GIPCA.

• Colloquium on Media, Politics and Climate Change

30 November–2 December 2011

A conference on media, politics and climate change was sponsored by the African Climate and Development Initiative, drawing together media and social science researchers, media policy experts and journalists. It attracted more than 40 practitioners and scholars of a wide range of different stakeholders from non-governmental organisations to business and energy sector representatives from across the world. Presenters discussed how science, environmentalism and mass media have shaped the notion of climate change within recent decades and

how the issue of climate change, concepts of nature, vision and time come into play. Different country cases emphasised the impact of the visualisation of climate change. There were debates on the role played by science and media in developing an individual language to highlight and showcase climate change and the risk of climate change.

• COP 17

28 November—9 December 2011

ACDI presented a display in the exhibition hall for the 17th United Nations Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP) in Durban. The display highlighted UCT's research and outreach, including the new climate change scenarios (CORDEX) being developed by the Climate System Analysis Group, the MAPS project on climate mitigation plans by the Energy Research Centre, and over twenty other research projects and initiatives. Members of the ACDI team also took part in a range of side events at the conference.

Research supported by ACDI

In addition to a large number of projects across the University with a climate and/or development focus, ACDI has directly supported two interdisciplinary research projects with funding from the Carnegie Foundation.

• Benchmarks for the Future

This project uses an innovative combination of approaches incorporating analyses of historical climate and land use data, repeat photography, palaeoecology, and long-term ecological monitoring to assess changes in the vegetation over the last millennium along a 1,500 km transect from Namaqualand in the west to the former Transkei region in the east. Data collected will help to establish precolonial benchmark conditions of the vegetation of the savannah, grassland, Nama-Karoo, succulent Karoo and fynbos biomes.

It will also establish the extent, nature and rate of vegetation change over historical time frames with a particular emphasis on the effect of climate and land use on the vegetation of South Africa over the last 100 years. The research is led by Lindsey Gillson and Timm Hoffman in the Plant Conservation Unit, but involves close collaboration with, and co-supervision of, researchers and colleagues within the Botany Department (University of Cape Town), as well as the Department of Tourism, Environment and Conservation (DTEC, Northern Cape); the South African National Parks (SANParks); the South African Environmental Observatory Network (SAEON), and the Centre of African Studies (University of Edinburgh). Five MSc and five PhD students are associated with the broad aims and objectives of the project, with one MSc and three PhD students receiving direct scholarship funding through ACDI.

• The Africa Climate Change Innovative Governance Hub

This initiative aims to explore the climate change governance challenge facing South Africa and other African nations, with a specific focus on a wider context that extends beyond states and their negotiations. In particular, the aim is to explore how both formal and social institutions facilitate governance in responding to the threat of climate change on sustainable livelihoods in Africa. The research hub involves the Energy Research Centre; the African Centre for Cities; the Centre for Criminology in the Department of Public Law, and the Environmental-Economics Policy Research Unit. Seven PhD students and two Master students are funded by the project, and many of them are engaged in projects that are in partnership with business, local government and civil society. One PhD student is working with Sanlam to explore the role of the insurance industry in reducing exposure to climate risk in the Eden Municipality of South Africa. Another PhD student is focusing on the politics of knowledge related to climate change within urban local government, and involves a secondment to, or residency in, the City of Cape Town to conduct participant observation, access key policy documents and interview City politicians and officials.

Although it is early days, the launch of the ACDI has opened up opportunities for people to work across disciplines, faculties and departments. It has also provided additional resources to carry out projects and has facilitated communication across boundaries.

Faculty and Student Profiles

• Engineering and the Built Environment

• *Urban Water Management*

This is a research initiative which involves an interdisciplinary research group of academics and graduate students working in the area of urban water management. Urban water management is a big topic worldwide and is particularly important for South Africa (SA) as SA has effectively reached the limit of water supply from existing surface water resources. Most of SA's water comes from big dams or rivers, but the country has now built nearly all the dams that it can and is using so much water that it is putting the ecosystem under severe stress. This means that the only way SA can get additional water for urban areas is either by reducing water allocation to other areas like agriculture – which has implications for food security – or by finding different types of water sources, for instance storm water. Urban storm water is usually flushed straight to nearby streams and rivers – and then to the sea. This is not only wasteful, it is problematic as the water is highly polluted and the peak flows are higher than the natural systems are adapted for. As a consequence, the research group is working on introducing more sustainable drainage systems (SuDS) into South Africa and finding ways of using storm water as a resource.

The group is also concerned with trying to help with the crisis of providing better water services in informal settlements. It is relatively easy for South African cities to reticulate water to public taps in informal settlements. The bigger challenge, however, is how to channel waste water out of an informal settlement as very little water is used for drinking or cooking. Most of the water is used for washing and then thrown out. Informal settlements seldom have properly designed drainage systems. In some cases the water table is on the surface – so when it rains settlements are flooded. The flood water quickly mixes with waste water, solid waste and even faeces.

"What do you do with your waste water when you're sitting ankle deep in flood water? Well, you probably throw it out on the ground, but then it comes back into your shack," says Professor Neil Armitage.

Waste water causes major health problems for people living in informal settlements. Coupled with the problem of drainage is the problem of sanitation in informal settlements. Recently, the group has been looking at how to provide better types of sanitation. People in informal settlements also want flush toilets, but the problem is that most informal settlements are built in unsuitable areas for human habitation and therefore not eligible for any form of services. It is therefore logistically and financially nearly impossible for local authorities to give everybody in informal settlements a flush toilet. So the focus generally is on providing public facilities, but there are massive problems with the operation of these public facilities. What the group has found in the course of its research is that there is often a breakdown in communication between the people in the informal settlements and local authorities causing premature failure of the various services.

The group is currently involved with a study for the Water Research Commission to provide alternative forms of water-borne sanitation in informal settlements. Barcelona informal settlement near Cape Town International Airport is being used as a pilot project, not only to test an alternative model of sanitation, but also to test alternative management models. As a consequence of their work on sanitation in informal settlements, the group is often asked to give expert advice on this topic by various organisations.

Currently, all the work that the research group does involves engagement with municipalities. It works extensively with the City of Cape Town, in particular two branches: Catchment, Storm water and River Management; and the Informal Settlements Unit within the Water and Sanitation Division. The group also works with several other municipalities, including eThekwini, Tshwane and Johannesburg.

In addition to the research outlined above, Armitage teaches a third-year course in urban water services, covering the design of water supply, sewerage and storm water systems. He also offers a postgraduate course in integrated urban water management. The latter course forms part of the MPhil programme in Urban Infrastructure Design and Management, which is one of the initiatives organised by the African Centre for Cities.

• Graduate School of Business (GSB)

• Corporate response to climate change and Market Based Incentives (MBI)

Messrs John Fay and Farai Kapfudzaruwa are part of a research group called Sustainable Enterprise and Emergent Change (SEEC), which is headed by Prof Ralph Hamann. The group researches four common themes including food security, human rights, climate change and cross sector collaboration.

Fay's research interest is looking at market-based incentives (MBI) for countries considering renewable energy technologies. There is an urgent need to move away from tradition reliance on fossil fuel-based electricity generation. To do so, effective incentive mechanisms are needed to promote renewable energy in emerging economies and developing countries where future demand is strongest. Moving from developed to developing countries has significant overall cost implications because investors consider areas with a perceived lower level of statehood to be of a higher risk due to a confluence of factors. This leads to an increased internal rate of return (IRR) to compensate. If investors do not find an attractive IRR from renewable energy projects, they will invest in other opportunities for remuneration. Unfortunately, the risk of an investment structure of large-scale energy projects is high within developing countries because they require substantial up-front investments that are recouped over a long period of time through the sale of electricity at a preset price. For renewable energy in developing countries to reach the scale required, MBI design must carefully consider cost of capital and the potential role of incentives in decreasing project risk. By doing so, MBIs will increase their effectiveness and shorten the time frame until renewable electricity generation reaches parity with traditional energy systems. This will require innovative approaches to incentivise both the state and business organisations. In addition, to develop a renewable energy sector led by independent power producers (IPPs), an enabling environment must be created within local, national or international structures that can generate sufficient incentive for IPPs to engage at a project level. Such incentives for promoting renewable energy should "offer a reasonable risk-return ratio to investors and … minimise the total costs for society".

Fay concludes that in order to meet the challenge posed by climate change, the current dependence on fossil fuel-based electricity generation needs to undergo dramatic transformation in the immediate future, or risk locking in carbon intensive power installations that will push the world past what is deemed as an unacceptable threshold of carbon in the atmosphere. However, to address this in developing countries, transporting MBI approaches from the developed world does not always travel well because underlying host country's contexts are different. This calls for bold climate change governance, whereby both the public and private sector must effectively work together through a co-evolutionary framework to establish and implement effective incentives for renewable energy. Global climate change governance needs to place special focus on developing countries, which are the future demand centres for electricity. To do so, challenges that are inherent to areas of limited statehood need to be addressed and understood.

Kapfudzaruwa's main research interest is to explore the corporate responses to climate change in "areas of limited statehood" (South Africa and Kenya) using cluster analysis. South Africa as an emerging economy has varying governance strengths such as the state's ability to develop explicit climate change policies and regulations which are absent in Kenya, a less developed country. However, South Africa still faces many challenges related to climate change governance such as implementation and monitoring of regulations. Therefore, these varying levels of limited statehood combined with different organisational structures, capabilities and cultures will affect how companies in these two countries tackle climate change. Using content analysis data from annual reports from the top 100 companies on the Johannesburg Stock Exchange in South Africa and the 45 listed companies on the Nairobi Stock Exchange in Kenya, the paper uses cluster analysis to identify four main strategic clusters (dodgers, emergent planners, internal explorers and champions) adopted by companies in responding to climate change.

The four main different clusters identified are: champions, internal explorers, emergent planners and dodgers. The "champions" are the companies which have understood the risks and opportunities presented by climate change, therefore, they are successfully adopting strategies internally, within the supply chain and through collaboration with relevant stakeholders. The "internal explorers" have a strong internal focus as they start to seriously respond to climate change. The "Emergent Planners" are those companies which are starting to explore different climate change strategies which suite them, whilst the "dodgers' do not respond to climate change or adopt cosmetic initiatives to respond to climate change. In the analysis the Kenyan sample dominates the nonresponsive companies whilst the South African sample dominates the responsive companies. These results support the argument that South Africa as an emerging economy that suffers less from problems of limited statehood than Kenya will tend to have more advanced climate change policies and regulations to influence the companies' climate change strategies than Kenya. However, SA still has deficits in implementation and monitoring these regulations. On the other hand, Kenya, a "weak state" with serious deficits on climate change policies does not have the ability to enforce decisions. Therefore, there are no drivers to compel most companies to respond to climate change. Incentives from the government promote socio-economic development which at times contradicts climate change mitigation and adaptation. More so, the absence of any clear climate change policies creates high levels of uncertainty. This partly explains why 84% of the Kenyan sample is nonresponsive to climate change.

• Humanities

• The Gordon Institute for Performing and Creative Arts (GIPCA): The Hot Water Festival

Founded as a result of a generous grant from the Gordon Foundation, the Gordon Institute is a space of intersection and innovation. It is a mechanism for shifting boundaries amongst the performing and creative art departments and a conceptual space for dialogue amongst the various disciplines and faculties at UCT, as well as other national institutions, professions, the city and the country.

In 2011, the Gordon Institute collaborated with the African Climate Development Initiative to present a Hot Water Symposium. In his opening address A/Prof Jay Pather outlined the background and goals of the symposium:

> *There is a growing consciousness of the abuse wrought on our natural environment. The arts are well placed to develop a consciousness of habits and destructive behaviour … but it is debatable whether this is always the case. Good intentions don't necessarily make good art and neither do they make good science. Good intentions may just be an excuse for bad art or bad science…*

The organisers of the festival wanted to grapple with the issues of how in a world of collapsing economies, threatened environment, and large-scale poverty, can the arts afford to create work for the sake of work itself? Are the sciences here useful as collaborative partners in sharpening content and impact? And given the fierce independence of these disciplines, a key question is whether this collaboration is a marriage doomed to failure, or given the threat of climate change, is it a vital marriage born not out of convenience but abject circumstance, where our respective cultural differences need to give way for a greater good?

To probe these ideas it became crucial for the Hot Water Festival to morph into more of a symposium and less of a festival of performance. To give depth to the discussions the symposium brought together scientists, lawyers, creative artists, environmental journalists, activists working on climate change and students.

The programme consisted of a wide variety of events including exhibitions; outdoor performances; films; addresses by eminent scientists and lawyers; a panel discussion on how to change the consciousness of people about climate related issues, and reflections on whether structural changes may be needed in arts curricula to incorporate notions of climate change. There was also a workshop, Earthforum, convened by Dylan McGarry, which used creative thinking and exchange that enabled participants to go beyond just swapping opinions, argument and debate and explore how people can live together on this planet. Performance artist, Mbali Vilakazi, did a praise poem in which she highlighted how social

context influences the way in which people relate to the issue of climate change. She concluded her poem with these words: "… you tell me, brothers and sisters, how can we bring this information to my grandmother who for the first time in her life at the age of 73 has electricity; and she wants to keep all the lights on all night because she is so excited to have electricity". A provocative kinetic fire sculpture of a polar bear on fire, called Complicit by Brendhan Dickerson was launched at the end of the festival.

The symposium was attended by students, environmental activists, scientists and artists interested in developing more rigour in their own practice.

Assessing the impact of the symposium, according to Pather, is difficult because judgements of these kinds of events are largely subjective. However, the symposium certainly provided a space to initiate conversations between scientists and artists in a manner that takes account of the hard realities of our social context. The Gordon Institute hopes to draw academics from the Faculty of Commerce into the conversation. They are also planning another festival in September 2012, and will be organising interdisciplinary workshops for Master's students to take the conversation forward.

• Science

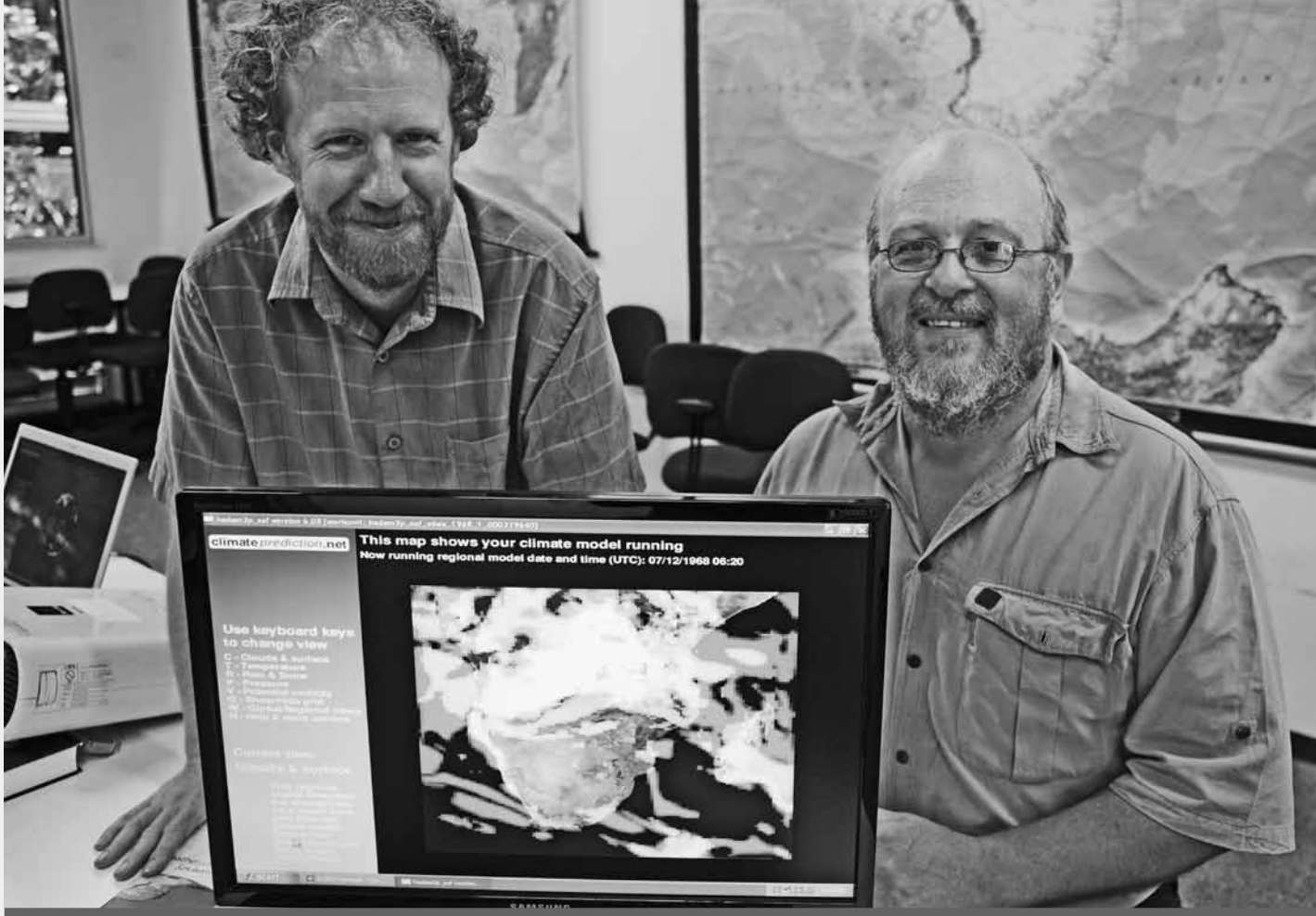
• Coordinated Regional Climate Down Scaling Experiment (CORDEX)

Within a broad range of complementary projects led by climatologist Prof Bruce Hewitson, the CORDEX program exemplifies many of the social responsiveness issues. CORDEX, an activity of the World Climate Research Program (WCRP), is a global activity which focuses on developing robust messages about regional climate change for all terrestrial regions of the world. UCT's Climate Systems Analysis Group (CSAG), a research unit in UCT's Department of Environmental and Geographical Science, is the lead partner of CORDEX-Africa. In support of CORDEX and its goals, Hewitson and his team of researchers have engaged a consortium of young African scientists across the continent with the dual foci of capacity building, and developing and communicating critically needed climate change information for society. Along with other projects, such as a United Nations funded project focused around delivery of knowledge products to society, these activities represent critical aspects of social responsiveness around climate change, which require close engagement between science and society.

The broad objectives of these projects are threefold. Firstly, the aim is to work closely with stakeholders in society and to understand what their knowledge needs are. Often there may be a significant disparity between the actual needs of stakeholders and what scientists think they need.

This process involves co-exploration with stakeholders resulting in the coproduction of relevant knowledge. Secondly, on the research side the aim is to develop appropriate knowledge products that are relevant to society through analyses of climate information for decision making and risk management in society. Thirdly, the aim is the building of capacity among decision makers to understand those knowledge products, and to know how to incorporate the information wisely. A common danger (especially in developing nations) is that decision makers may unknowingly over-interpret or misunderstand the robustness of climate data, which raises the potential of mal-adaptation as opposed to appropriate adaptation. Thus, a careful engagement with stakeholders is essential to effectively communicate defensible information and to provide the users with the necessary skill in the appropriate incorporation of the knowledge.

A broad gouping of stakeholders partners with the projects.. Locally, the researchers are working with the key hydrology and agriculture communities, along with a range of other national stakeholder sectors. Beyond South Africa the range of stakeholders is varied. The aim of the partnership with the World Bank is to develop knowledge products that will give information about their investment decisions. Partnering with governments, for example in Mozambique, seeks to inform their policy developments at a national level. They also partner with other types of organisations such as Eskom in the energy sector, where their focus is on building capacity of the decision makers to deal with climate related issues. In addition, there are the more traditional



Dr Dáithí Stone (left) and director of the Climate Systems Analysis Group, Professor Bruce Hewitson.

research partnerships, of which many are focused on building research capacity. The research team works with academics at a range of universities and research institutions in Africa, such as in Senegal, Zambia and Mozambique. Supporting this work in Africa and beyond are a range of funding partners from key continental and international agencies, including the European Union, the World Bank, the Asian Development Bank, the African Development Bank, as well as other aid agencies from developed nations.

Hewitson points out that a focus on partnerships is important:

> *"We do not want to become the only centre in Africa. What we want to do is export our knowledge and skill to the rest of Africa, with reciprocal benefits of the local knowledge and local data sets in those areas informing the research, but from our perspective it's principally the export of skills and capacity to those areas. So, for example, the major focus of the CORDEX programme is capacity building amongst emerging scientists in the rest of Africa to enable them to take a leadership role in their geographical areas and they don't have to depend on the established centres."*

Working in partnership with multiple stakeholders in different contexts has enriched Hewitson's approach to his work. It has broadened his vision and scope and helped him to understand the multiplicity of values that are at play in each context. The projects also feed into teaching, where graduate students are used as trainers. Students grapple with cultural issues, different perspectives and language issues while they are trying to build capacity.

One of the challenges in working with multiple stakeholders in a socially responsive way is the measurement of the direct value to society. Hewitson points out that the metrics to measure the effectiveness of climate information uptake are poorly developed. He said that "at the moment we measure this through proxies such as capacity building activities; policy input; student outputs; funding generated; feedback from partners and other scientists, or requests from external agencies".

• Law

• *Climate risk and the insurance industry*

The Centre of Criminology's Environmental Security Programme builds on established concerns with environmental risks that threaten human well-being, particularly those associated with a changing climate and the need to govern them. In doing so the programme seeks to expand the boundaries of Criminology to enable it to assist in understanding and responding to the contemporary challenges in our environment that have already become such a crucial feature of the 21st century.

The programme is particularly concerned with exploring the potential of regulatory institutions to either hinder or promote more positive responses to engaging issues associated with climate change.

Three primary categories of regulatory institutions have been identified: public (such as local government), private (the insurance sector) and civil society (pressure groups).

The first phase of research was recently completed by the centre, in collaboration with the Council for Scientific and Industrial Research (CSIR) and the Santam Group, South Africa's oldest and largest short-term insurer. The project focused on the Eden Municipality, a coastal region on the Southern Cape coast, which, since 2005, has been at the epicentre of a number of volatile weather events. A series of floods and droughts that occurred between 2003 and 2008 cost the region an estimated R2,5 billion. Although 70% of these losses were borne by the local municipality when the area was declared a national disaster zone, Eden has still accounted for almost 80% of all 'special peril' losses for Santam alone, over this period.

Climate models, developed as part of the study, documented how Eden is undergoing significant shifts in its local climate, driven by a likely temperature increase of at least 1°C by 2040. This is triggering a significant rise in the frequency and intensity of flooding, wildfire and sea-storm events, with the impact of the latter expected to increase six-fold over the coming decades. In developing these findings it was found that while changes could not be predicted with a high degree of accuracy, due to the complex and inter-connectedness of the social and ecological systems being studied, the models did begin to identify the main causes (proximate drivers) and effect (impacts) of climate risk in Eden.

The study found that by relying on past events to predict future risk constituted a 'recurring social miscalculation' and that the insurance industry had, and continued to, significantly underestimate the extent at which it could manage its exposure. Insurance companies' primary challenge was that they had not given sufficient weight to the relationship between ecological drivers of risk (eg. increasing rainfall) and more social (proximate) drivers in the local landscape (such as land-surface hardening and deforestation) that influence the impact of a climate risk (such as a flood event).

These proximate drivers, the models found, often contribute more to the impact of climate risk than the ecological drivers alone; in some instances in excess of 50%. This creates opportunities for insurance companies as they can manage many of these proximate drivers of climate risk, by engaging the institutions that influence them. This led to one of the key findings that insurance companies have 'more influence than they thinks they have', to shape its exposure to climate change. It is, however, yet to acknowledge this. Instead, insurers have come to see themselves as victims of increasing climate-related losses, and associated failures in governance when, in actual fact, they have considerable capacity to manage many of the drivers of climate risk, both directly – through their policies or indirectly through engagement, incentivisation and sanctions (such as the tactical threat of withdrawal from a market).

The project has been met with growing interest by the industry, with the results published both at the 2011 COP 17 in Durban by the United Nations Finance Initiative (UNEP-Fi), and in 2012 at Rio +20 by ClimateWise, the insurance industry body tasked with addressing climate risk.

Phase two of the project is now exploring the relevance of the findings of phase one in other insurance markets, both North and South.

• Students

• *Green Campus Initiative (GCI)*

The GCI was started in 2007 by a handful of students in the Botany Department. Since then it has grown substantially, and now has over 1 500 members.

With the world population expected to reach nine billion by 2050, and a limited number of natural resources left, it seems obvious that we should become more conscious of our environment and relationship with planet Earth. On top of scarce natural resources, climate change and environmental damage are also affecting our own habitat. However, these issues also remain primarily social. Environmental damage and climate change are going to affect human life on earth. Luckily, the need for environmental and social sustainability is now almost taken for granted in the global political arena.

Despite this, changes which are so desperately needed have been slow to come to fruition, especially in South Africa. The GCI aims to tackle the issues head-on by starting at home and committing to action-based awareness raising and tangible changes within the university structures.

The GCI has a double focus – awareness-raising and actual sustainability at UCT. The GCI, therefore, often runs events which aim to spark student engagement with the issues at hand, as well as projects focused on UCT. Many of the projects are long-standing and have been incorporated into UCT management.

- Waste management is one of the longest standing GCI projects, and is now institutionalised at UCT. The GCI has been very involved with Properties and Services in creating and implementing a recycling system at UCT, which now recycles the majority of its waste.
- The Residence project aims to improve the environmental awareness of students living at UCT residences, and to implementing green living. The GCI has helped to set up recycling in catering and self-catering residences, and also works with House Committees to raise awareness about environmental issues within the residences.
- The Ridelink project encourages sustainable transport at UCT through a carpool system and making it easier to cycle to campus. Ridelink seeks to reduce carbon emissions by the UCT community by promoting carpooling, bicycle use and public transport.
- The Green Police is GCI's most visible and public project, which encompasses the active involvement of its members in all GCI events that take place throughout the year. The Green Police's biggest involvement is during Orientation Week and Green Week. The job of the Green Police is to be present at all events, while wearing their trademark green overalls.

The GCI also has an *Outreach component*, which focuses on environmental information and awareness among communities outside UCT.

- Vegilicious aims to create a sustainable food culture at UCT. By cutting down our consumption of animal products in favour of local fresh produce, we can dramatically reduce our environmental carbon footprint. This group also acts as a think-tank for change, brainstorming ways to create a more dynamic, responsive and sustainable food system at UCT.
- Bikelink is a move toward making it easier to cycle to campus whether you are an experienced cyclist or a beginner.
- National and International Cooperation: GCI was a founding member of the Bluebuck Network, a network organisation of Southern African student environmental groups, and sent about 10 GCI members to Durban in December 2011 for the COP17 UN climate change conference. Two members will also be attending the World Student Environmental Summit in September.
- Green Weeks are the biggest awareness-raising drive of the university towards sustainability and have become renowned for mobilising the university around sustainability issues.

GCI has achieved a phenomenal amount in its relatively short life, and continues to grow exponentially. Whilst this is becoming an increasing challenge, the GCI has managed to stay fresh and focused on its goals.

2. Poverty and Inequality Initiative (PII)

PII Overview

At a meeting of the University Social Responsiveness Committee (USRC) with the Vice-chancellor and several other academics on the 23 November 2010, it was decided to establish a Poverty and Inequality Planning Group (PIPG) to assist with conceptualising the form of an interdisciplinary initiative around poverty and inequality at UCT. The USRC felt that despite the excellent research work being done on many aspects of poverty by individual research units and academics, in a country like South Africa, with deepening levels of poverty and growing inequality, a university like UCT, which boasts research chairs on poverty, could not shun the responsibility of engaging with poverty and inequality as an institutional strategic initiative. The Planning Group, comprising people from diverse disciplines across the university, developed a conceptual framework to guide the work of the group:

> *Traditionally, poverty has been defined as insufficiency of income and has been measured in relation to a poverty line, with those individuals or households with incomes below this level being regarded as poor. Over the past two decades, broader definitions of poverty, which encompass aspects other than income, have been adopted. At first, poverty definitions expanded to include deprivations resulting from low levels of education and health (particularly through the UNDP's human development index), and more recently, it has grown to include vulnerability and voicelessness. Poverty, in its broadest sense, is concerned with what Amartya Sen calls restricted capabilities – the inability to exercise humanity's most basic freedoms. One useful definition is that by Singh and Titi, who define poverty as a "condition of lack of access to options and entitlements which are social, political, economic, cultural and environmental".*

The conceptual framework recognises that the inadequacy of material, social and other resources (poverty) is only one relevant issue; more importantly, it is the disparities in their distribution (or expressed differently, some households' disadvantage relative to other households) that require attention. This is the core of the concept of inequality. Inequality is most frequently viewed in relation to disparities between socio-economic groups, but can also be explored in relation to gender, age (particularly distinguishing between children, the elderly and working age adults) and racial differences, as well as differences between geographic areas (such as rural and urban areas). Inequality can be considered in terms of the distribution of income, employment opportunities, health or ill-health, education, or any of the indicators mentioned above.

Using this conceptual framework, the group felt that the major focus of a Poverty and Inequality Initiative at UCT should be on exploring factors contributing to the persistence of the full range of inequalities within South Africa and the policy interventions needed to redress these inequalities. The PIPG also felt that the institution-wide initiative should pay special attention to chronic poverty, which is linked to a history of deprivation. This may be transmitted across generations through economic, political, social and cultural isolation, using a broader definition of poverty than simply income insufficiency.

The PIPG designed a web-based tool to collect information from UCT staff on how they were engaging with the challenge of poverty and inequality through their research, teaching and social responsiveness. The purpose was three-fold: to compile information on poverty and inequality-related activities at UCT; to share information among colleagues also working in this area to promote collaborative opportunities, and to facilitate opportunities for engaging with the National Planning commission, thus enabling the translation

of research into the development of key national policies. The database was launched in 2012.

Subsequently, the PIPG commissioned MAPA – a nonprofit company that specialises in developing online databases where organisations can make their work easily and widely accessible on maps such as Google Earth – to develop a self-maintainable projects database. This should be based broadly on the functionality of the MAPA Project portal, with added functionality to conform to this initiative's requirements, and custom screens for inputting and outputting data. This database was launched in June 2012.

Engagement with the National Planning Commission (NPC)

On 18 April 2011, the USRC and the PIPG met with Trevor Manuel, National Planning Commission Minister. The purpose of the meeting was to come to grips with a fundamental question of how a university ought to be paying attention to the question, "Why poverty and inequality are persisting and deepening?" Other questions centred on the apparent failure of policy and policy implementation given the persistence of poverty and inequality in our country. Manuel challenged the university to mobilise its resources and to engage urgently with pressing social issues, and to make their research socially relevant. Thereafter, the PIPG decided to explore the feasibility of organising a conference in collaboration with the NPC, which would explore factors contributing to the persistence of the full range of inequalities within South Africa and the policy interventions needed to redress these inequalities.

On 15 September 2011, UCT held a seminar with Minister Manuel, where UCT academics could comment on the NPC's diagnostic report and exchange views on its assessment of challenges that confront SA. Manuel explained that the diagnostic report sets out the key challenges for SA in fighting poverty and inequality and in achieving the objectives set out in the Constitution. He explained that SA has the capability to tackle these challenges, but it would require leadership and the support and determination of all South Africans and all sectors of society. UCT agreed to encourage its academics to engage with the commission's work by providing critical comments on reports of the forthcoming National Plan. UCT also agreed to explore ways of making its research more accessible to the NPC.

Appointment of an Acting Pro Vice-chancellor

The PIPG agreed to a proposal to appoint a senior academic to give impetus and visibility to the initiative. The University appointed retired Emeritus Professor of Development Economics, Francis Wilson, who was the project leader for Carnegie 2 in 1982, to serve as the Acting Pro Vice-Chancellor for the initiative. Assisted by Kath Hall, who has been seconded to the PIPG by the Children's Institute, Prof Wilson has done extensive work to organise the conference, which will take place on 3–7 September 2012. Participating in the conference will be scholars and practitioners from a wide range of fields and disciplines and drawn from all over the country. The conference and the work surrounding it are supported financially by the Carnegie Foundation and it will be known as 'Carnegie 111 Conference on Poverty and Inequality-Phase 1'.

Emer Prof Francis Wilson, Acting Pro Vice-Chancellor for the Poverty and Inequality Initiative (PII).

Faculty and Student Profiles

• EBE

Community-University Engagements between Informal Settlement Residents and UCT Students from the City and Regional Planning (MCRP) and Landscape Architecture (MLA) Programmes

Academics of various disciplines have promoted the idea of more 'engaged' forms of scholarship in the past four decades. Engaged scholarship, they argue, includes knowledge that is produced through interdisciplinary collaboration, experiential learning, and the application of knowledge to action (Angotti et al. 2011; Argyris and Schön 1974; Boyer 1990; Butin 2010; Gibbons et al. 1994; Kolb and Fry 1975; Stanton et al. 1999). This form of scholarship is then best enabled through community-university engagements that are explicitly crafted to "make universities more responsive to local communities" (Bourner 2010: 140). Given the ongoing challenges of socio-economic inequalities, spatial segregation, poverty, unemployment, and inadequate infrastructure, "Higher Education Institutions in South Africa clearly have a role to play in terms of socially responsive research to confront these challenges". (Brown-Luthango 2011: 8)

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 students from the MCRP and the 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 and involved project.

Master's students therefore work directly with, learn from, and share their knowledge gained during the semester with informal settlement residents, as well as with an intermediary NGO Community Organisation Resource Centre (CORC)/ Slum/ Shack Dwellers' International (SDI). The purpose is to collaboratively develop appropriate *in situ* settlement upgrading proposals. Appropriate proposals, in turn, entail assisting residents with self-enumeration, data collection, surveys, and mapping (including GIS mapping) of existing informal settlements, in addition to formulating layout plans and precinct designs.

During 2011, *Planning Project A* (APG4022F and APG4036F) entailed working with community leaders and residents from two informal settlements located in Gugulethu, namely Barcelona and Europe, as well as with members of the CORC and SDI. All participants involved wholeheartedly embraced the idea of learning from local knowledge and experience, and sharing knowledge amongst participants. Accordingly, Barcelona and Europe residents, as well as members of CORC/SDI, spent a significant amount of time with UCT students and staff not only 'in the field' (ie. Barcelona and Europe), but also in formal lecture and studio sessions at UCT. Research findings were collected and analysed through respectful and ethical processes of mutual-learning, and one student accepted a community leader's invitation to spend a weekend with her in Barcelona to become more aware of, and sensitive to, some of the everyday hardships faced by residents of informal settlements. Students also drew up concept plans and settlement upgrading options with residents and CORC/SDI representatives, for the purpose of promoting 'research with' – as opposed to 'research on' – residents.

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 goals. Community-university engagements also serve to build relationships between UCT, the state, and civil society. Finally, these engagements assist UCT in preparing students for postgraduate 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.

• Commerce

Employment Promotion Programme (EPP)

In 2005, the DPRU was awarded a two-year grant from the UK Department for International Development to implement its South African initiative, the EPP.

The objective of the programme is employment promotion, or very specifically to promote job creation through interventions in specific areas where there are constraints to job creation.

Employment creation is one of the primary drivers of sustainable poverty reduction in South Africa.

Following the successful implementation of the first and second phases of the programme, the grant was extended by a further three years in April 2010. The key change between Phases I and II was a shift from research and policy development to policy implementation. Global and local developments during 2008/2009, however, fundamentally altered the context in which the third phase of the EPP operates. The thematic areas of focus were revised to take account of the impact of the global economic downturn and a new focus on the nature of economic policy interventions emerging from the shift in the political environment.

Specifically, the third phase of EPP has five areas of focus. . Firstly, the programme supports the development of measures to reduce priority skills gaps. The South African economy is characterised by very high rates of unemployment. At the same time, there exists a critical shortage of certain skills needed by the economy. These skills are typically produced by the Further Education and Training (FET) colleges and other higher education institutions. EPP has, for example, funded interventions to improve the functioning of FET colleges as well as the Sector, Education and Training Authorities (SETAs), to ensure that these institutions will assist in young people acquiring the skills which will ultimately enable them to find sustainable employment.

Projects as part of the second area of focus assess how micro and macro regulations (including labour regulations) can be more conducive to job creation. Small and Medium Enterprises (SMEs)

have enormous potential as vehicles for job creation in South Africa, but this potential remains largely untapped. EPP is currently supporting a long-term survey of small businesses to assess their biggest constraints to expansion of their businesses and job creation. The findings of the survey are being discussed with policy makers to see where government can possibly intervene to make it easier for SMEs to do business.

EPP also supports projects aimed at improving precarious work conditions and contributing to decent work opportunities in South Africa. Often individuals who do have a job work under conditions that are not ideal; they're not earning what can be considered a decent wage, and they are working hours which cannot be considered decent. The objective of this third area of focus is therefore to assist in the formulation of strategies to contribute to achieving decent work for these workers. This area of focus also includes assessing the potential role of public employment schemes, and EPP is currently supporting five projects related to the Community Works Programme (CWP). The CWP is based on an Indian model whereby employment is guaranteed to an unemployed person for at least 100 days a year. While this is not full-time employment it does provide guaranteed employment at a specific wage rate, which will hopefully also result in some skills development for the workers. EPP provides funding to develop mechanisms to monitor and evaluate the impact of CWP on those involved, as well as the broader communities. One of the objectives of the current round of projects is to provide evidence to persuade the South African government to expand the project to include a million participants.

EPP's fourth focus is on reviewing and reflecting on growth and employment generating strategies, specifically evaluating interventions which will result in broad-based and job creating economic growth. A significant number of projects in this area focus on how jobs can be created in the green economy.

The fifth focus is on strengthening capacity and institutions for social dialogue and partnerships for employment creation. The aim here is to provide capacity building to government institutions, organised labour and organised business to actively take part in the debates around job creation. EPP has, or is, also providing support for the activities of institutions such as the Commission for Conciliation, Mediation and Arbitration (CCMA); the National Economic Development and Labour Advisory Council (NEDLAC); the National Planning Commission (NPC), and the Labour Court. The ultimate aim of the institutional support is to promote more efficient functioning of the labour market. The most innovative feature of EPP is its reference group, which consists of representatives from organised business, organised labour and from government. All Terms of Reference, proposals and final reports for work commissioned are approved by the reference groups on the basis of full consensus. This inclusive approach in decision making ensures not only buy-in from all three social partners at the onset of all projects, but also the highest possible policy impact of projects, particularly in contested and contentious areas.

• GSB

The Southern Africa Food Lab: Linking action research to collaborative innovation on food security

The Southern Africa Food Lab (SAFL) is a multi-stakeholder initiative that brings together diverse role-players with passion and influence in the regional food system to identify and pilot innovative means to achieve long-term, sustainable food security. Its origins lie in research conducted on the topic of 'coopetition. We asked, when and under what conditions will competitors collaborate on issues of common and public interest? When we posed this question to the Corporate Affairs Director of a prominent South African retail company, she

spread out on the table newspaper clippings on the food riots that were breaking out around the world at the time (this was in 2008, in a period of rapid food price increases). This sparked a research project, funded by the German technical cooperation agency GIZ, to investigate how various role-players in food value chains perceive the issue of food security and in particular the role of business in this regard. This research put us in touch with colleagues at the Development Bank of Southern Africa working on similar issues and we agreed that there was a need for more committed, hands-on action.

We established a working group with a number of key role-players from business, civil society and the government, and organised a multi-stakeholder workshop in February 2009. At this discussion, there was widespread agreement on the need for better collaboration within and between business, civil society and government on food security matters, and a proposal was developed for the establishment of the Food Lab. During 2010, the Food Lab was guided by the following objectives:

- To convene a group of committed, influential and engaged leaders across sectors addressing food insecurity
- To conduct a collective inquiry into the complexity of food insecurity from a whole-systems perspective, building on existing research
- To identify on the basis of creative facilitation techniques a set of particular, action-oriented innovations that encourage sustainable food security in southern Africa
- To develop dedicated working groups to test, apply and institutionalise these innovations on a broader scale

These objectives were attained in three phases: the convening phase involved interviews with members from different parts of the food system; phase two consisted of three Learning Journeys in the Western Cape, Gauteng and Limpopo; and phase three centred on a two-day innovation workshop attended by about 50 representatives from business, government and civil society. At this workshop, six innovation teams were established to focus on particular aspects of the food security problem.

The SAFL has continued in 2011 and 2012 with dedicated support from the University of Stellenbosch's Food Security Initiative and with Prof Milla McLachlan taking on the position of Director. Funding proposals have been developed to support the initiative in the longer term. Currently active innovation teams are working on:

- Bringing smallholder farmers into value chains: a new project with PLAAS at the University of the Western Cape, funded by the Ford Foundation, focuses on learning from existing public private partnerships to strengthen smallholder farmers' participation in the food system
- A National Conversation on food security: a Section 5 committee has been set up at the Human Rights Commission and a funding application has been submitted to initiate a series of national conversations on food security
- Bringing food issues into urban planning: this group is working to create awareness of the need for food security considerations in urban planning through workshops and articles in planning publications

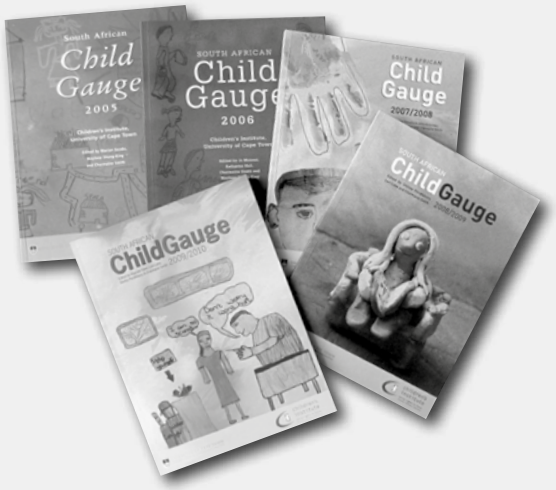
The SAFL is a partnership between researchers and practitioners, with diverse collaboration opportunities and resulting benefits for both groups. UCT researchers have been able to bring their research to bear in important ways, in diverse departments ranging from health and nutrition to geography. Our involvement has also provided numerous teaching benefits, with dedicated lectures on the topic provided inter alia to the GSB's MBA and EMBA students, some of whom are focusing on this topic in their research reports.

• Health Sciences

Children's Institute

Since its establishment at the University in 2001, the Children's Institute has built on UCT's legacy of conducting research, evidence-based advocacy and education aimed at improving policies, programmes and services for children. Child rights, child poverty, social security and equal access to health and social welfare services are focal areas for the Institute's research, advocacy, policy development and education. July 2011 was the 10th anniversary of the Children's Institute.

Highlights in 2011 included a partnership with the Presidency to ensure that child poverty is placed



on the fore ground in the National Development Plan. The Children's Institute was one of 13 grantees to receive funding to support Pro-poor Policy Development (PSPPD), a partnership of the Presidency and the European Union, for poverty-related research that would form part of an evidence base for policy development – in particular the National Development Plan. The purpose of the Institute's project was to augment knowledge about child poverty dynamics through data analysis and dissemination.

Other highlights in 2011 included a national conference convened by the Children's Institute and National Treasury to strategise on improving budget allocation for implementing the new Children's Act and the contribution of statistics and qualitative research as *amicus curiae* (friend of the court) in a High Court case on children's access to foster child grants.

The publication of the Institute's most visible and widely-used annual publication – the South African Child Gauge with the 2010/11 theme being "Children as citizens – Participation in social dialogue" attracted much public and media attention and the children's broadcast on Maputaland Community Radio as part of the Institute's Children's Radio Project won the prize for Eastern and Southern Africa in UNICEF's International Children's Day of Broadcasting Award.

The Institute has created a new short course: Child Rights and Child Law for Health Professionals. The course is run over five days and is accredited by the Health Professionals Council of South Africa for 60 Continuing Professional Development points in ethics. The course is targeted at doctors, nurses, psychologists, managers and trainers responsible for child health at all levels of the health-care system. The first course was held at Red Cross Children's War Memorial Hospital in Cape Town in January 2011, and brought together 25 health professionals and educators from universities and nursing colleges across the country. These included educators from the universities of Cape Town, Stellenbosch, the Witwatersrand and Fort Hare.

• Humanities

What would happen if poor neighbourhoods were desegregated?

Post-apartheid South Africa grapples with the twin challenges of reducing economic disparities and rendering cultural diversity a constructive factor in social (and political) life. The issues of inequality and diversity overlap with respect to residential segregation. 'Urban Areas' and 'Group Areas' legislation not only underpinned pervasive racial segregation and large-scale forced removals, but also contributed to deepened economic inequalities, inter-racial mistrust and misunderstanding, and political division.

In many respects, public policies over the past 20 years have addressed racialised inequalities, albeit incompletely. National and provincial governments are widely criticised for the gaps in service delivery in urban areas. But what critics often overlook is the dramatic scale of delivery since the early 1990s. The post-apartheid state has, through the provision of subsidies, fuelled a massive expansion of formal, low-income housing in South African towns and cities. Water, electricity and sanitation, as well as paved roads and recreational facilities, now reach almost all of South Africa's urban population.

Redistribution through public expenditure has, however, often been accompanied by an enduring racialisation of public policy. In other respects, public policy remains deeply racialised, sometimes as much by accident than design. Segregation is in part the unintended outcome of housing allocation policies that have prioritised the allocation of new housing to residents in existing

informal settlements. In Cape Town, most informal settlements are home to poor African people, often people from the Eastern Cape.

Poor coloured people tend to live in backyard shacks or overcrowded formal housing, not in informal settlements, and have therefore not been allocated new public housing. Segregation has, however, also persisted because of political pressures on bureaucrats to allocate housing to specific political constituencies.

Segregation is sometimes defended on the grounds that racially-mixed neighbourhoods are likely to lack social cohesion (and thus be prone to conflict) and social capital (and thus is less dynamic economically). The Western Cape Department of Housing and Local Government commissioned UCT's Centre for Social Science Research (CSSR) to examine the likely consequences of reforming procedures for allocating houses so as to establish neighbourhoods that are more mixed in terms of both racial composition and 'community of origin', ie. allocating houses to people who previously lived in a variety of different neighbourhoods. The research was led by Jeremy Seekings, and involved Singumbe Muyeba, Margo Russell, Marius Coqui, Bulelwa Nokwe and Tracy Jooste.

Constrained by time and funding, the research comprised four components. Firstly, a review was conducted of the existing literature on racially-mixed neighbourhoods in the Western Cape. Secondly, existing quantitative data on the 'quality of community' in the Western Cape were re-analysed. Thirdly, and most importantly, more than 50 in-depth interviews were conducted with residents in selected neighbourhoods in metropolitan Cape Town. The neighbourhoods were selected purposively to include a mixed range, in terms of both race and community of origin. Much of our research was concentrated in the unusual case of Delft, where several neighbourhoods (Delft South and Leiden) are highly mixed. Additional research was conducted in the less mixed neighbourhoods of Delft North and Weltevreden Valley, and in the somewhat mixed neighbourhood of Tambo Square. Finally, additional research was conducted in Malmesbury and Robertson, outside of Cape Town.

Both the quantitative and qualitative research provided little evidence of robust, sustained 'community' organisation, or of regular collective action. The good news was that the more racially-mixed neighbourhoods where we conducted research were not very different to mono-racial ones. We found plenty of evidence of racial labelling, but little evidence of enduring racial antipathy. Many residents told us that living alongside neighbours of other races had been a learning experience.

We found no evidence to suggest that the adoption of mechanisms that result in more mixed neighbourhoods would result in undesirable social outcomes. The differences between more and less mixed neighbourhoods are probably reduced because poverty, crime and social flux are levelling experiences that cut across racial or other lines in poor, public housing neighbourhoods.

The full report of the study is available on the CSSR website.

Some of the findings were published in articles by Singumbe Muyeba and Jeremy Seekings on 'Race, Attitudes and Behaviour in Racially-mixed Low-income Neighbourhoods in Cape Town, South Africa', in the journal *Current Sociology* (vol. 59, no.5, 2011, pp655–71); and 'Slum Dwellers to Freeholders: Homeownership and Neighbourly Relations in Poor Post-Apartheid Urban Neighbourhoods of Cape Town, South Africa' in the *South African Review of Sociology* (forthcoming).

• Science

Research and expert evidence to support traditional coastal fishers in South Africa

The Environmental Evaluation Unit (EEU), established in 1985, is an independent self-funded research group within the Department of Environmental and Geographical Science. Since 1994, the EEU has been involved with various fishing communities along the South African coast, undertaking research, facilitating training and capacity development, providing support to fledgling comanagement arrangements and more recently input to legal processes that are seeking to address social justice imbalances still prevalent in the fishing sector. The advent of democracy in 1994, signalled a new era and fishers across South Africa expected that rights to marine resources would be restored and access to coastal resources would be allocated on an equitable basis. However, the new fisheries policy and legislation (Marine Living Resources Act of 1998) did not deliver on these expectations as it did not make provision for traditional coastal fishers and fishing communities.

Over the past five years, EEU, together with other civil society partners, has been involved in precedent setting public interest litigation and advocacy initiatives on human rights issues in small-scale fisheries and coastal management in South Africa.

Through its close working relationship with fisher organisations, Masifundise (a NGO working with fishing communities), and with the Legal Resources Centre (a national organisation undertaking human rights work), the EEU has contributed towards the development of court papers for a series of legal interventions. In 2010, two members of the EEU provided affidavits as expert witnesses for a legal matter arguing the social and economic rights of a group of small-scale traditional net fishers. This matter was represented by the Legal Resources Centre in the Equality Court and again resulted in an order of Court in favour of the net fishers who had been marginalised within the current policy regime.

The EEU has also led a partnership with these same organisations to support a traditional fishing community, living in Ebenhaeser and Papendorp, near the mouth of the Olifants River that has been marginalised within a conservation planning process. Through this research, as well as legal and advocacy work, the EEU has actively contributed to informing policies and management protocols based on the core principles of human rights, social justice and sustainability. During March 2012, Jackie Sunde, researcher and PhD student in the EEU, provided expert evidence in a precedent setting case in South Africa pertaining to the recognition of customary rights to natural resources in the Dwesa-Cwebe Marine Protected Area (MPA) in the Eastern Cape.

The EEU is currently involved in a range of policy research initiatives aimed at understanding the nature of poverty and inequity in coastal and small-scale fishing communities and seeking innovative policy responses to the crises facing these communities. A key focus has been the development of a human rights-based approach to small-scale fisheries that aims to ensure that policy and implementation in this sector maximises the contribution that the fisheries sector can make towards poverty alleviation and food security. Towards this end the unit has been involved in the development of the new small-scale fisheries policy and in developing amendments to the legislation to ensure that the Marine Living Resources Act of 1998, adequately protects and promotes the human rights of poor, small-scale fishing communities, particularly their right to adequate food. The unit is also involved in the international consultation process coordinated by the Food and Agricultural Organisation of the United Nations, aimed at developing International Guidelines for sustainable and equitable small-scale fisheries.

Flood governance and climate risk

Climate change has dominated development discourse for quite some time. Huge resources are invested in reducing the scale of climate change and more recently, growing attention has been paid to adapting to the impacts of climate change. To understand the complexity of climate change and its impacts one draws a lot from scientific knowledge which is, in most cases, very technical. One of the major impacts related to climate change is a change in the frequency and intensity of extreme natural events, such as flooding. Although there are technical responses for reducing flood risks, it is also critical to strengthen governance of existing risks, so that changes in both climate and other factors

related to flood risks can be managed. There are currently gaps in understanding how organisations and ordinary communities respond to climate change. UCT's African Centre for Cities provides an intellectual base and home for interdisciplinary, urban related research at UCT and one of the initiatives is to explore collaborative response to urban flooding and sea level rise in the Western Cape, with Cape Town's Philippi (a high flood risk area that has been hard hit by storms in recent winters) as a case study.

Dr Gina Ziervogel, operating out of EGS, leads a team of researchers that is working closely with a range of stakeholders including the City of Cape Town and community groups in Philippi, to see how risk management can be strengthened by getting all stakeholders to work off the same script. She points out that:

> *"At the moment, the response to floods and climate variability is managed in a fairly technical, top down way by the City of Cape Town".*

According to Dr Ziervogel, there are many departments that are responsible for flood risk and it is important to understand how these departments view the problem and how they envisage a change in response. At a local level there are NGOs and intermediaries such as ward councillors that are involved in flood response and it is important that they are brought in to contribute to a holistic way of thinking about how to respond to a problem. At the moment there is limited engagement with understanding how these local stakeholders view the problem. To address this the project is planning a series of flood dialogues, bringing together these different active groups to help people reflect on their point of view and how they are viewing the problem, in order to build relationships that can form the foundation of a holistic response.

Although there are numerous efforts to reduce flood risk, there is annual flooding in the City of Cape Town, closely linked to many settlements being built on floodplains because of limited housing options. Given the current high climate variability and frequency of floods, there needs to be a greater stress on how to manage floods in the future, both because of increasing risk of extreme rainfall and because of increased migration and population pressure. Taking a flood governance approach and understanding the governance of the problem and the roles different actors play, is a very important step in how to identify more adaptive approaches to changing flood risk. There is a lot of finger pointing at the moment and this multilevel and interactive response to floods and climate variability risk means that people can start appreciating the complexity of flood response and why some of the solutions that they think should work, are not working.

The project is linked to Ziervogel's research interest because she wants to know how different actors, including municipalities and different levels of government, view the problem of managing current climate variability and climate change risk; and looking through a governance lens based on understandings of social vulnerability to try and contextualise the problem in its broader socio-economic context.

Because of the importance of integrating her research interest into challenges on the ground, Ziervogel has ensured that her honours class engages in these issues through their group projects, where they provide input and assessment of processes on the ground that involve external constituencies, such as NGOs and local government. The project also draws from other departments such as the African Security and Justice Programme in UCT's Centre of Criminology, the Geomatics Department and the Cape Urban Observatory that fall under the ACC.

Ziervogel also teaches a four-week module, *Vulnerability to Environmental Change*, as part of an undergraduate course on Sustainability and the Environment. The module consists of six

sections that covers the concept of vulnerability and its origin, and looks at different methods for undertaking vulnerability assessments and adapting to climate change. This third-year course was selected as one of five – out of a possible 17 000 shared by universities worldwide – to scoop the course Awards for OpenCourseWare Excellence in the category for text and still images. The award is one of a number presented by the OpenCourseWare Consortium, an international community of hundreds of higher education institutions committed to advancing OpenCourseWare, course material created by universities and shared as open content, and global education.

• Law

Labour and Enterprise Policy Research Group (LEP)

LEP is currently engaged in two projects dealing with poverty and inequality. The first is the Sub-Saharan Africa (SSA) component of a global research programme, entitled Capturing the Gains, which examines economic and social upgrading or downgrading of producers and workers involved in global production networks (GPNs). The global study is examining this issue in four sectors in four regions around the world, one of which is SSA. The sectors are agri-food, apparel, mobile telecommunications and tourism. The countries being studied in SSA are South Africa, Kenya and Uganda (as well as the apparel sector in Lesotho, Mauritius and Madagascar).

LEP is coordinating all the research in SSA as well as conducting a significant proportion of it. This has involved working with and developing links with researchers in Kenya and Uganda. The research programme has a strong policy orientation and a global summit will take place in early December in Cape Town, where the researchers will engage with key policy makers from around the world with a view to translating research findings into policy mechanisms that will have an impact on poverty and inequality.

The other project is Decent Work, which examines the prospects of realising the objective of decent work. , This is understood as a concept encompassing work in all its forms and not simply employment in a standard job. The project focuses on three sectors that are identified as having the potential to create jobs in terms of South Africa's New Growth Path. They are agriculture (grapes, citrus, and vegetables); manufacturing (clothing, milling and baking) and local government (waste collection and management, and care work). The project sets out to examine the complexities of employment within these sectors, both within South Africa, as well as select countries within the region. The aim is to develop a set of proposals specific to each sector, as to how the objectives of decent work should be realised.

It also seeks to engage with stakeholders in the sector regarding these proposals, which will be set out in the form of reports to be presented at a national workshop to which stakeholders and others will be invited. These reports will hopefully contribute towards a more targeted series of interventions to promote the objectives of decent work.

• Students

SHAWCO Health in Social Responsiveness: Combating Poverty and Inequality

SHAWCO Health is a dynamic and innovative nonprofit student-run organisation (with staff support) that operates nine clinics in the Cape Metropolitan area. These clinics may be in the form of mobiles or within fixed sites and aim to provide free holistic primary health care in communities that are under resourced or have limited health care service provision. SHAWCO Health has various operational levels: volunteers, equipment, staff and governing bodies. In 2011, 251 clinics were operated by 840 volunteer students and 5 137 patients were managed.

Clinic Projects

- Pap Smear screening is carried out at Noordhoek Clinic and Rural clinics; health promotion are done through pamphlets distributed to clinics; and collaboration with Waiting Room Education by Medical Students (WREMS)
- International student volunteer programmes attend 'local' student-run clinics, as well as run 'international' clinics during the UCT student vacations in January and June/July to ensure continual service delivery

Shawco mobile clinic

- Dental screening in paediatric clinics has now spread to adult clinics with the help of a qualified dentist who is working with SHAWCO to establish a sustainable dentistry programme. A qualified social worker supervises selected paediatric clinics and talks are in progress to expand to adult clinics where there are many social determinants of health that need to be addressed
- HIV testing at all adult and paediatric clinics followed by appropriate referrals
- Occupational and speech therapy, audiology and physiotherapy students (assisted by qualified health professionals) offer screening services at paediatric clinics and various adult clinics
- Collaboration with Coma Care to rehabilitate people that have had Traumatic Brain Injury (TBI).

Mental Health

- Piloting of smoking cessation and alcohol support groups at the various adult clinics, and piloting of parenting classes at the paediatric and Noordhoek clinics (with the future hope of detecting un-booked pregnancies).

Rural Health

- Expanding SHAWCO Health clinic services to areas outside of the Cape metropolitan areas (Vredenburg in the Western Cape and Zithulele in the Eastern Cape).

Social Referral Network

- Establishing appropriate paths for referral of patients and their various diagnoses, based not only on medical issues but also other social determinants of health such as drug abuse, employment and child care, thereby ensuring holistic and comprehensive management.

Collaborations with External Organisations

- SHAWCO Health has collaborated with Medicine Sans Frontiers/Doctors Without Borders (MSF) and People's Health Movement for numerous well-attended talks and debates; UCT's LAWCO and Engineers Without Borders for weekly clinic services, and the SHAWCO Rural project and Coma Care.

Research Projects

- Collaboration with Compassion in World Farming (assessing food group availability in various communities to establish appropriate dietary health promotion and interventions); the need for smoking cessation and alcohol support groups, and the impact SHAWCO Health Clinics have on the knowledge and clinical skills of its volunteers.

3. Safety and Violence Initiative (SaVI)

SaVI overview

Violence is a national problem of crisis proportions in South Africa. One statistic that attests to this is our homicide rate, which counts deaths from interpersonal violence. This is the leading cause of injury-related deaths (at 46% of such deaths); and at a rate of 64.8 deaths per 100 000 population, we have among the highest rates of homicide in the world (*Norman, 2007*). Clearly, this needs to be the focus of attention of academics as well as practitioners. Many academics at UCT work on problems of violence and violence prevention, and have started to collaborate under the umbrella of SaVI.

SaVI grew out of a project funded by the Vice-chancellor's Strategic Fund. This project brought together an initial group to write about violence in South Africa. This was not as easy as it initially sounded; as we talked, it became increasingly clear that our different disciplines gave us different languages and different approaches to the problem of violence. This interdisciplinary difference has become a hallmark of SaVI's growth and development, and we have come to value the greater depth that such different disciplines bring. In fact, we have come to recognise that if we are going to address a complex social problem like violence, we need the perspectives of a multitude of disciplines. Flowing from this, as a group, we developed a research agenda for violence prevention in South Africa (Ward et al., 2012), and highlighted here the need for an interdisciplinary approach.

SaVI was launched in April 2011, with an internal colloquium at UCT. Twelve scholars presented papers on the research that they are doing, and an important discussion on interdisciplinary possibilities took place. Then in September 2011, the World Health Organisation (WHO) held its Fifth Milestones of a Global Campaign for Violence Prevention meeting in Cape Town, and piggy-backing on this, SaVI held a national conference immediately afterwards. This was an extremely successful event, drawing a wide range of researchers, academics and activists across the country. On the strength of these events, SaVI is now a member of WHO's Violence Prevention Alliance, an international body of practitioners and academics interested in, and working towards, violence prevention.

Also on the international front, Griffith University in Brisbane, Australia, has a similar violence research initiative, and is pursuing a relationship with SaVI and UCT. Dr Catherine Ward was invited to represent SaVI at their Youth Violence Symposium in March 2012.

Seed-funding for interdisciplinary projects, the initial projects within SaVI from which others will grow, was made available through the Vice-chancellor's Strategic Fund. Four projects were funded.

The first of these explores the possibility of intervening in domestic violence at the 'teachable moment', when a victim is treated at a hospital trauma centre. The ultimate aim is to train and capacitate a cohort of social workers ('violence interrupters') to detect and provide an informed and holistic primary prevention response to domestic violence, as well as some of the major risk factors and antecedents in the South African context. The seed-funding will be used to conduct a mixed-method systematic review describing best practices for (a) early detection and primary prevention responses to domestic violence by social workers; and (b) inter-agency co-operation across police, health and social services, with special reference to screening and early detection and response. On the basis of this, core curricula for training of specialised social workers within the South African context will be developed, and their

Dr Catherine Ward

effectiveness tested. This is a key project, since domestic violence affects more South Africans than any other form of interpersonal violence. The project is coordinated by Associate Prof Lillian Artz of the Gender, Health and Justice Research Unit.

A second project also addresses violence-related problems that may present at a hospital trauma centre, in this case substance misuse.

This initial project seeks to determine how many patients presenting at the Groote Schuur Hospital trauma centre are intoxicated with alcohol or other drugs; and on the basis of that, to develop and test an appropriate intervention. The project is coordinated by Associate Prof Andrew Nicol of the Department of Surgery.

Prof Jeremy Seekings is coordinating a third project, which also focuses on alcohol and violence. Whilst alcohol is often implicated in violence in South Africa, there has been little systematic attempt to study the social and medical aspects of this. This project brings together researchers from diverse faculties and disciplines at UCT to map out the whole 'process' from the production, distribution and marketing of alcohol, to its consumption (where, and by whom) and its consequences in terms of the perpetration of violence and the arrival of patients in clinics and hospitals. The project also seeks to integrate the experiences of clinic-based and other interventions. Extant knowledge and analysis of these issues will be collated and added to selective new research to fill some of the more glaring gaps. Limited research will be conducted on the situations in which alcohol and violence are mixed, with fieldwork in Khayelitsha. The project comprises two workshops: one at the beginning of 2012, to collate extant knowledge on alcohol and violence in Southern Africa. The second, at the end of 2012, will report on new research that fills some of the gaps, as well as small, specific research to fill identified gaps. The project will culminate in a set of journal articles and/or an edited volume on alcohol and violence in South Africa.

Substance misuse is also the subject of the fourth project, which is coordinated by Dr Katherine Sorsdahl of the Department of Psychiatry and

Mental Health. Although substance use is a major risk factor for violence-related traumatic injuries in the Western Cape, there have been few efforts to intervene among persons attending trauma units to reduce the risk of future substance-related injuries from occurring. This project intends to address this gap by developing and pilot testing a trauma risk-reduction intervention based on Problem Solving Therapy (PST) (with a motivational interviewing component) for individuals presenting at trauma units with substance-related injuries. Motivational interviewing is a brief but effective intervention that can relatively easily be incorporated into standard visits with health practitioners.

These four projects lay the foundation for larger projects. Each is interdisciplinary, and paying attention to that aspect of our work has been very important for SaVI to grow. We are very grateful to the AW Mellon Foundation, which made it possible for us to host Dr Frank Kessel from the University of New Mexico. Dr Kessel is a leading scholar on interdisciplinary work, and has been enormously helpful to us as we have negotiated this sometimes tricky terrain.

The search for a full-time director has concluded. The new director takes office on 1 October 2012.

Faculty and Student profiles

• EBE

Design and Making Epistemology – in search of an Afrocentric Perspective via the African informal settlement

A team of academics received a grant of R150 000 from the Carnegie Corporation through PERC (Programme for the Enhancement of Research Capacity) based in UCT's Research Office.. They are engaged in applied research in the Monwabisi Park area of Khayelitsha's informal settlement. Hosted at UCT's School of Architecture, Planning and Geomatics, this research brings together academics, Sustainable Urban Neighborhoods (SUN), the community of Monwabisi Park in Khayelitsha and Jacobs & Parker Architects. SUN is a company that is the executing agent for the City of Cape Town's Violence Prevention through Urban Upgrading (VPUU) programme (see www.vpuu.org). The extensive programme was conceived as a response to the high levels of crime in Khayelitsha. This project is just a tiny component of the "situational crime prevention" strategy of the vast VPUU programme.

The aim is to construct a small public space based on a participatory design process. Grounding the research in a real project does not only serve practical ends, but also enables academic engagement with design as a field of knowledge. The proposed public space is conceived as a place where women will gather as they fetch water and where children will come to play safely under watchful adult eyes. After extensive research SUN identified Early Childhood Development Centres (ECDCs) as the most effective crime prevention strategy. Only the very few children those who can afford it currently attend preschool. This renders them vulnerable to crime especially when the parents are at work. The ECDC approach is area-based (as opposed to client-based) to allow free and equitable access for all children. Through a participatory process, SUN and the Monwabisi Park community proposed *Emthonjeni* as the name for such a place – after the Xhosa word for water collection point. The utilities will draw adults to the site and thereby achieve two aims (1) safety and supervision for the children via adult surveillance, and(2) attraction of child care-givers to a place where they can interact informally with ECDC staff for information exchange, identification of problems and assistance requirements assessment (child nutrition, health, safety, education and development).

The space is also seen to provide a platform for other community activities such as a meeting place and a gathering point for the Monwabisi Park Neighbourhood Watch (NHW).

This project is seen as the first designed Emthonjeni in a future network of several other such small public spaces. For this reason, there is a strong likelihood that the lessons from this project will be integrated into future similar projects. Because it is a first project, one of the challenges was to translate the Emthonjeni, a rural area concept, into urban terms. The discussions around this were held in a series of participatory design workshops,

the results of which included a substantive brief, a building site and initial design proposals. Through a consultative and participatory process, the project has now reached and gone beyond where stakeholders agree on a single design proposal. Designed around an existing city-provided water point, the proposal includes interventions to make water collection and clothes washing less onerous, and provisions of sitting space and some play space. Jacobs & Parker architects have now developed the design into a technical drawing, and the project is entering procurement phase. Construction work were projected to be finished by the end of June.

Although this endeavour is modest in scale, its potentially beneficial implications for community well-being, emergent academic insights and development of reciprocated partnerships are immense. This is therefore a very important project for the UCT team. Possible spin-offs include: further development of the Emthonjeni project into a "lived slum laboratory" with facilities for community use and possibilities for new academic insights, growth of the Emthonjeni network by constructing more Emthonjenis and transferring the same idea to Uganda with the help of our international partners. Indeed, it is our hope that the water source will nurture and replenish life around and beyond it.

For more information on this project see: africancentreforcities.net/programmes/associated/design-and-making-epistemology-theorising-an-afro-centric-perspective-via-the-african-informal-settl

• Health Sciences

Gender Health and Justice Research Unit[1]

The Gender, Health and Justice Research Unit (the GHJRU/The Unit) is a multidisciplinary research unit within the Faculty of Health Sciences at the University of Cape Town. Most of our work is highly collaborative and has social responsiveness at its core. We do progressive research, education and advocacy in the areas of criminal justice, women's rights, and public health. We have a proven history of policy-focused empirical research on gender, health and criminal justice, specialising in issues relating to violence against women. The unit uses methods from various academic fields (including law, the social sciences and public health) to monitor and contribute to policies and laws, and to advocate for social justice.

The unit has a number of projects that respond to pressing issues facing our communities. A few examples of these projects include:

- **Addressing Violence against Women in South African Schools Curriculum.** Using a multidisciplinary approach, this project brings together the perspectives and experiences of different role-players to improve education and awareness around gender-based violence among learners.
- **Article 5 Initiative.** The Article 5 Initiative is a partnership between the University of Cape Town (Gender, Health and Justice Research Unit); University of the Western Cape (Community Law Centre); University of Bristol (Human Rights Implementation Centre), and the African Policing Civil Oversight Forum (APCOF). Using multiple methods, the Initiative aims to support African institutions to improve domestic compliance with international law obligations, norms and procedures under the UN Convention against Torture (UNCAT) and the African Commission on Human and People's Rights (ACHPR). The Article 5 Initiative focuses on six post-conflict African countries, namely Burundi, Kenya, Mozambique, Rwanda, South Africa and Uganda.
- **Conflicting Responsibilities for Health Care Professionals under South Africa's Framework on Reproductive Rights.** South Africa's framework on sexual and reproductive health rights for teenagers (including the *Choice on Termination of Pregnancy Act;* the *National Health Act; the Children's Act,* and the *Sexual Offences Act)* creates inconsistencies that make their practical application problematic for health care professionals. This project entailed a situational analysis of implementation practice in the Western Cape, and will use these findings to improve implementation through (1) the development of guidelines for health care professionals on how to implement the current law, and (2) through a targeted advocacy campaign aimed at amending the law, where necessary.

1. Prepared by Kelley Moult

- **The Clinical and Forensic Profile of Women Referred for Evaluation** to Forensic Mental Health Units in South Africa.
- **Violence Interrupters.** Establishing a Specialised Cohort of Domestic Violence Social Workers through an Evidence-based Violence Intervention Approach.
- **Characteristics of Perpetrators of Intimate Partner Femicide.**

Our recent projects completed by members of the Unit include Monitoring the Implementation of the Sexual Offences Act (2010); Hard Time(s): Women's Pathways to Crime and Incarceration (2012); Attrition in Domestic Violence (2008); Access to PEP for Survivors of Sexual Offences (2011), and Domestic Violence Court Clerks and Discretion (2010).

We engage vigorously in policy and public comment forums, and make regular presentations and submissions to Parliament and government departments based on our research findings. Our opinion editorials have recently been published in the *Mail & Guardian*, the *South African Medical Journal*, and *The Star.*

Our members are involved in a number of external (nonacademic) structures including the National and Western Cape Working Group on Sexual Offences; the One-in-Nine Campaign; the South African National Aids Council (SANAC) Women's Sector Expert Group; the Gender Violence and Child Justice Reference Group, and the Western Cape Joint Gender Forum.

• Humanities

"Aggressogenic" risks to children[2]

No one can argue that violence is a problem in South Africa. What we can argue about is the reason why the rates are so high in this country. Catherine Ward's research interest is "aggressogenic" risks to children – risks that increase the likelihood that children will engage in aggressive behaviour. The approach is best described in a recently released book from UCT Press – *Youth violence: Sources and solutions in South Africa*, edited by Ward, Amelia van der Merwe and Andrew Dawes. Whenever violence is raised in national debate in South Africa, the response of policy makers (and much of the public) is to call for more police on the streets. The book describes a number of solutions that will increase the likelihood that young people will not grow up to become aggressive, and who, by corollary, will be more likely to finish school, find employment, contribute to the economy, and successfully raise a non-aggressive new generation.

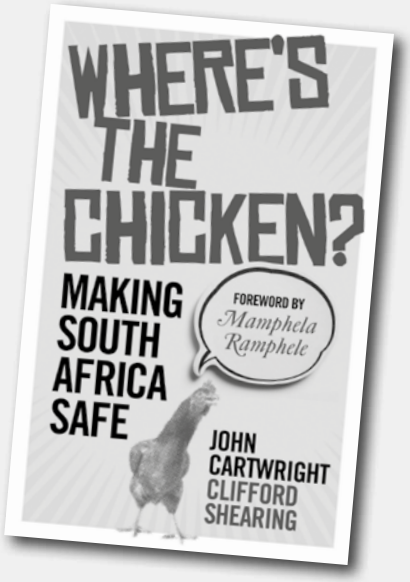
To do this, the book argues on the basis of evidence from around the world, the following is necessary: the need to support parents to parent in positive, nonviolent ways; to feed pregnant women and children; to prevent and treat substance misuse (particularly in pregnant women and young people); to develop well-managed schools that have clear academic missions and anti-violence policies; to provide a variety of well-structured leisure opportunities that allow young people to develop skills; to combat violence, materialism and sexism in the media,; and to develop city- and neighbourhood-wide policies and programs that

2. Contributed by Dr Catherine Ward

are effective in combating violence. In addition, the book describes "second chance" interventions for young people in trouble with the law, including young sex offenders.

While that recipe sounds simple, and indeed is established in much science carried out high-income countries, the scientific frontier lies in (a) adapting programmes developed in high-income contexts for low- and middle-income contexts such as South Africa, and (b) scaling those programmes up so that they reach whole populations rather than the few hundred that are typical of most programmes.

One of the absolutely fundamental areas for preventing violence is child maltreatment, which is of course not only violent in and of itself, but also is a key factor in driving youth violence. Children who have been maltreated internalise the role modelling that this offers (that violence is the way to solve problems), and are likely to develop mental health disorders that have aggression as a symptom and that persist into adulthood. Preventing child maltreatment through parent training programmes is a key place to start; and in fact is specifically mentioned in this regard in the new Children's Act (No. 38 of 2005). A Master's student working under Ward's supervision has investigated the evidence-base and scalability of parenting programmes across South Africa; and another student has shown that in women who have experienced family violence (family of origin child maltreatment and/or intimate partner violence), parenting programmes are indeed a key intervention point for improving children's behaviour. Substance misuse is another critical area, and here two students are currently investigating ways to improve this arena in South Africa. One is examining ways to improve treatment in his PhD, and the other is evaluating the treatment programme offered by the Cape Town Drug Counselling Centre for her Master's thesis. This work also has traction in the international arena. Ward is co-leading the Parenting Project Group of the World Health Organisation's Violence Prevention Alliance. The first project is to develop a "toolkit" to assist practitioners working in low- and middle-income contexts to understand how to evaluate their programmes.



• Law

Making South Africa Safe

In April 2011 Burnet Media published *Where's the Chicken? Making South Africa Safe*, by John Cartwright and Clifford Shearing, of the Center for Criminology. The book puts in easily accessible form, without dumbing down, the essential principles underlying the policy and implementation work in the governance of security led by Clifford Shearing over the last three decades in Canada, Australia, Argentina, Brazil, Northern Ireland and South Africa. Briefly, the mentality advocated and illustrated in the book is that of an observant and engaged citizen, promoting a way of thinking about safety and security 'designed as an empowering and community-building exercise' (Benoit Dupont, University of Montreal) and 'offering inclusive solutions that don't rely only on a state response' (Johan Burger, Institute of Security Studies).

• Students

Photovoice projects[3]

In many contemporary societies, youth have few opportunities for dialogue with adults about their social worlds, or for meaningful civic or political participation (Kirshner, 2007; O'Donoghue & Strobel, 2007). This marginalisation is often exacerbated for youth living in contexts of poverty and inequality, where reduced support from over-burdened families and schools, as well as financial, transport and safety constraints, may further reduce access to meaningful opportunities for civic engagement (Makiwane & Kwizera, 2009; Newman, Fox, Flynn & Christeson, 2000; O'Donoghue & Strobel, 2007). These multiple levels of marginalisation can create a sense of apathy, disaffection and disempowerment amongst youth that increases the risk of negative outcomes such as school dropout, substance abuse, criminality and violence perpetration (Pancer, Pratt, Hunsberger & Alisat, 2007).

In order to explore young people's representations of their social worlds, as well as their perceptions of their own agency in processes of community change, the UCT Psychology Department initiated a series of Photovoice projects in 2011 with youth living in four low-income, high violence communities in and around Cape Town.

Within the Photovoice approach, participants whose voices may be marginalised (including children and adolescents, women, and historically oppressed or economically impoverished communities) express the experiences of their social world through photographs that they take and select. With guided facilitation, they then engage with researchers and each other in a critical analysis of, and dialogue about, the meanings of the photographs and of the social conditions they live in. Participants may then identify appropriate actions that can be taken to develop, enhance and empower their communities (Strack, Lovelace, Jordan and Holmes, 2010; Wang and Burris, 1997).

Photovoice projects were conducted through partnerships with a number of community-based organisations, including Community Action Towards a Safer Environment (CASE) in Hanover Park; Children for Tomorrow (CFT) in Langa, and the University of South Africa-Medical Research Council's Safety and Peace Promotion Unit (SAPPRU), which has several community partnerships in the residential areas of Broadlands Park and Nomzano, near the Strand. The Photovoice projects in these four communities were co-facilitated by three Honours students and one Master's student in the Psychology

3. Prepared by Debbie Kaminer

Department, who also utilised the data for their research. Thirty six youth, ranging from 10 to 16 years, were selected by the community partner organisations to participate in the four Photovoice projects.

Although the data is still being analysed, the researchers and students gained several important insights with the Photovoice projects. Firstly, photography was a powerful and effective method for engaging young people in research and community participation, generating the kind of energy, enthusiasm and sense of ownership that can seldom be achieved by administering structured questionnaires to collect data from youth. Secondly, the researchers were surprised by the way in which the very brief project (six or seven meetings in total, depending on the site) enabled many of the young participants to begin to view themselves as potential agents of change in their communities. The Broadlands Park and Nonzamo groups started a youth safety promotion group (called "Bright Stars") to educate both children and parents about risks and ways to increase child safety. The groups also want to work with the community organisations to set up a meeting with community leaders to advocate for an after-school programme at their local community centres to provide a safe space for children. Thirdly, the project highlighted the importance of partnering with community-based organisations in order to ensure that the activism ideas generated by the participants can be properly supported and sustained. Raising the critical consciousness of young community members without empowering them to affect change could exacerbate feelings of disempowerment. Finally, the participants' narratives reflected that the stigmatising and denigrating of their communities as ugly, dirty, violent and shameful is a misconception. The participants portrayed alternative representations of community strengths such as social cohesion, positive role models and safe spaces. The ways in which available societal discourses shape these competing narratives, and young people's sense of disempowerment or agency, bears further investigation as a tool of youth empowerment.

4. School Improvement Initiative (SII)

SII overview[4]

The crisis in public schooling in South Africa has negative consequences not only for the country as a whole, but also for universities. The impact is felt acutely at UCT where the ongoing under-achievement and failure of black learners in matric, particularly in township schools in and around Cape Town, result in relatively small numbers qualifying for entrance to our institution.

Whereas South African universities have tended in the past to take the view that problems in schools were not theirs to fix, UCT has accepted that this is something that must change.

The SII is a direct response to the Vice-chancellor, Dr Price's, stated intention that the University of Cape Town should engage practically, developmentally, as well as critically with the problems of schooling in this country. To achieve this SII is tasked to draw on university-wide resources and initiatives, including student organisations. The intention is to foster links and develop collaborations between UCT and education-related groupings outside of the university (including the local education department, teacher unions and social activist groupings) who are engaged in enhancing the quality of educational provision.

Dr Jonathan Clark, the Director of the Schools Development Unit (SDU) in the School of Education, was appointed on 1 October 2011 to head the Schools Improvement Initiative.

The Director of the SII is effectively a part-time appointment, with Dr Clark remaining in his substantive, full-time appointment as Director of the SDU. The combined SDU/SII director's job description proposes a 60:40 split in terms of time allocated to the roles and responsibilities of each respective position. The appointment is an acknowledgement that there is a significant overlap between the intentions of the SII and the work of the SDU, a unit which works extensively in the area of teacher professional development (see: www.sdu.uct.ac.za).

Edulab

The Edulab consultative forum, which preceded the launch of the SII, will continue to bring together those from across the university who have an interest and involvement in school improvement activities. Besides serving as a site from which the activities of the SII will be reported, going forward the forum will also be organising a series of seminars on broader education-related matters. The SII will be used more broadly to promote critical public debate around the purposes of education, more specifically with regards to the social justice implications of particular education policies and practices. Through public events such as debates and seminars, opportunities will emerge to link to civic organisations concerned with education and to draw on UCT scholarship relating to issues in education.

Khayelitsha

As reported in the 2010 *Social Responsiveness Report*, out of the deliberations of the Edulab a decision was taken to explore the possibility of focusing the university's attention on a single geographical area. After considering a number of different schooling communities, Khayelitsha was chosen for this purpose.

Home to half a million people, Khayelitsha has a school-going population of around 55 000 in its 30

4. Contributed by Dr Jonathan Clark, Director of SII

Dr Jonathan Clark, the Director of the Schools Development Unit

primary, five intermediate, 20 secondary and three special educational needs (ELSEN) schools. As reflected in the poor matric performance of many of the secondary schools (13 had pass rates below 60% in 2010); there is a great need to improve the quality of educational provision in the township.

It is important to emphasise that the focus on schooling in a single township does not exclude the possibility of working with schools in other communities, in Cape Town or further afield.

100-UP

In order to address the under-representation of Khayelitsha learners at UCT at the beginning of 2011, 100 academically gifted Grade 10 learners – five from each of the 20 secondary schools in the township – were chosen to participate in what is known as the 100-UP programme.

Over the next three years (2011–2014), staff and students drawn from across the university will work together with the SDU (which is responsible for running 100-UP) on a comprehensive programme that aims to better prepare these learners to compete for places in all fields of study at UCT once they have completed their high school studies.

The objectives of the programme are to:

- Strengthen learners' abilities in core academic areas such as mathematics, sciences and English first additional language (all learners are isiXhosa-speaking)
- Provide learners with opportunities to acquire skills and experiences in preparation for tertiary studies, and to
- Develop a sense of confidence and belief in their abilities

A longer-term objective is to use 100-UP to build institutional knowledge and experience, which can better inform the university's bridging programmes and school-based interventions.

Initial funding for the programme has been provided by the Vice-chancellor's Strategic Fund and from the Stella & Paul Loewenstein Charitable Educational Trust.

Besides a series of Saturday tutorial sessions and participation in a number of UCT activities during the year, the mainstay of 100-UP were the two residential camps held in the school holidays. The main intention of the first camp, held in July, was to provide learners with a first experience of life as a university student. The learners stayed over in Fuller residence for three days accompanied by a team of UCT student mentors who played a key role in interacting and motivating the learners. Drawn from all six faculties, many of these students come from similar backgrounds to that of the learners and are themselves recipients of bursaries and financial aid.

The programme included activities that ranged from academic writing in the UCT computer laboratory to dissecting flowers in the UCT botany laboratory. Staff from the Zoology department and Commerce faculty gave talks on various career fields. There were also inputs from a range of UCT programmes/ units, including: the orientation committee, emerging leaders programme and the Wellness Centre. HAICU and Careers Services delivered invaluable talks to the learners, which contributed in building their confidence and in developing a belief in their abilities.

With the school holiday week coinciding with the university's third term, the second three-day residential camp was held off-campus at the Cape Academy in Tokai. The main focus of this camp was on providing academic support in mathematics, physical sciences, accounting and English First Additional Language. Experienced practicing teachers in these subjects delivered revision sessions. Opportunities to acquire skills and experiences in preparation for tertiary studies were provided in the leadership and confidence building sessions. In addition to these activities, a number of parent workshops were held during the course of the year.

Given the nature of the educational environment from which the 100 learners are drawn, the programme faces a range of challenges. With its commitment to involving participants from all secondary schools in the township, it has to confront the consequences of the superficial and inadequate curriculum coverage, and limited and cognitively unchallenging assessment regimes that many learners on the programme experience in the classroom. The under-performance and failure that characterises schooling is reflected in the fact that in 2010, 13 out of the 20 schools in Khayelitsha had matric pass rates below 60%.

Yet on a positive note, as the year progressed it became increasingly apparent that given an adequate level of external stimulus, support and encouragement, learners' can step out and up – and that by the end of the year many were far less anxious and uncertain about their own abilities.

The exposure to UCT has, as anticipated, provided them with an invaluable opportunity to imagine for themselves a future beyond the constraints of their present-day township lives.

It is these advances that the 100-UP programme in particular, and the initiative as a whole, will build on in the years to come.

The SII has a number of short-term objectives, many of which aim to build on the existing school engagement work of the university.

Teacher Professional Development

Successful professional development equips teachers to teach better. Located firmly within a broader curriculum and whole-school development approach, building teacher efficacy lies at the heart of this work. To this end the School of Education and the SDU runs a number of university-certified two-year part-time Advanced Certificates in Education (ACEs). In 2011, 23 School Management Team members from nine primary and four secondary schools in the township were enrolled on the Education Management & Leadership Development ACE programme; a further 11 educators on the Foundation and Intermediate Phase Language, Mathematics & Curriculum Leadership ACE and two on the Senior Phase Sciences ACE.

In addition, the SDU offers a number of university-certified short courses, which are (as with the ACE programmes) specifically tailored to meet the subject-specific professional development needs of practicing teachers. With the implementation of a new national curriculum scheduled to commence in the Foundation Phase (Grades 1–3) and Grade 10 in 2011, the intention is to develop a number of short courses in consultation with District curriculum advisors which will support teachers in their delivery of the new curriculum.

Broader university engagements

The SII is committed to encouraging and facilitating a greater level of engagement by UCT initiatives in Khayelitsha schools. One of the specific tasks of the SII Director is to network across the university in order to facilitate such engagements.

Linking teacher training and teacher recruitment

The intention is to create further opportunities for UCT student teachers to undertake their teaching practice in Khayelitsha schools. The University will also encourage its graduates to apply for teaching posts in these schools as they become available.

School-based projects

Through the SDU, the University engages in a range of school-based interventions, both at primary and secondary level, in townships such as Khayelitsha. With the support of WCED, funding will be sought to extend the pilot Ikwezi Early Childhood Development (ECD) project (see: www.sdu.uct.ac.za/project/current/ikwezi) into a target group of Khayelitsha community crèches and primary schools.

University-school partnerships

As part of its initial engagement with the community and in the lead-up to working further in the township, discussions have been held with community organisations including the Khayelitsha Development Forum (KDF), its sub-structure the Khayelitsha Education Forum (KEF) and with social activist groups, such as Equal Education.

This engagement is in line with one of the emerging longer term objectives of the SII, which is to develop and trial a university-school partnership model, the principles of which are as follows:

- A clear focus on the school as the core institution of community engagement and democratic development
- An open-doors-for-all approach – implying more extensive use of school facilities, both before and after school, over weekends and during holidays
- Beyond the school curriculum – serving broader educational, social services, health and recreational needs of the community
- Schools serving as sites for academically-based community service
- Encouraging the development of strong and responsive community-academic partnerships
- Work in close partnership with local educational authorities to improve and enhance the quality of educational provision

To meet this objective, the SII will seek out a number of primary and secondary schools in Khayelitsha over the next year with whom more extensive links can be forged. It is hoped that through such partnerships UCT will be able to contribute positively to long-term change in the community.

The extension of any of UCT's existing projects/programmes, and concomitantly the initiation of any new ones in Khayelitsha, will at all times seek to contribute positively to the achievement of the goals of the Western Cape Education Department (WCED). A need to bring about improvements in learner performance at all levels of the education system is an imperative that we all share.

In this regard, due notice has been taken of the strategic objectives through which the WCED seeks to improve learning outcomes at schools. The school-based work of the SII will be of direct assistance in the Department's District-level operation of a number of these objectives, with a key focus on the ones which aim to strengthen organisational and management capacity, as well as teacher professional development.

The extent to which the resources of the SII, in particular the expertise of the university's School of Education and its constituent unit the Schools Development Unit (SDU), can best be utilised will require close collaboration with Metropole East Education District (MEED), officials responsible for implementing, adapting and sustaining these provincial strategies in schools in Khayelitsha.

With the support and encouragement of Penny Vinjevold, the WCED Head of Department, meetings were held towards the end of the year with the Metropole East Education District Director, Melvyn Caroline. With Caroline's support and encouragement, the process of forging closer links with departmental officials has commenced and this will continue in 2012.

Further information about the initiative can be found on the website: www.sii.uct.ac.za.

Faculty and Student Profiles

• EBE

The Chemical Engineering Schools' Project[5]

The introduction of a new Physical Science curriculum for the Further Education and Training (FET) band (Grades 10–12) started in 2006, and presented a huge challenge for school teachers and students. This new curriculum involved a dramatic shift in focus with respect to the type of content being taught in the classroom and the manner in which it is delivered. The implementation of this new curriculum was also fraught with difficulty, with a rushed schedule which allowed little time for training or even proper finalisation of the curriculum requirements.

Through the Department's regular interactions with science teachers at teacher's afternoons, the Department became aware that teachers were grappling with the challenge of new content in the curriculum, especially on the topics of mining and the chemical industries. Realising that it had some expertise in these areas, the Department decided to launch a project which aimed to develop supplementary curriculum resources in this area. The early stages of scoping out the project were conducted in early 2007 by Dr Gill Sheridan, a postdoctoral student, working with Prof Jenni Case. Early in 2008, we started to build a formal collaboration with the UCT Schools Development Unit under the directorship of Dr Clark. Over the following five years, the project has been able to tap in to the expertise of the academic staff members in the Department to ensure accurate and up-to-date information. Many postdoctoral students contributed to the development of animations, content and research in order to ensure material of high quality.

The first set of materials centred on Mining and Minerals Processing, a new topic in the Grade 11 curriculum. The Department developed a resource pack for teachers which included a school research project, a required assessment task in the new curriculum.

This involves groups of students researching a particular mining industry and presenting their findings to the class. In 2009, 3 000 copies of this resource pack were printed and distributed at teacher training workshops throughout South Africa. In 2011, Anglo American provided further sponsorship for the upgrade of the resource pack, which included the development of animations and additional teaching resources, as well as the printing of another 2 000 packs. The department is currently distributing these additional packs.

The second resource pack was for a Grade 12 topic, The Chemical Industries. Sponsorship from Sasol, c*change and PetroSA allowed the production of 6 000 resource packs. The packs do not only have information on the industries,

5. Contributed by Rene Toerien

but also include quizzes, videos of practical experiments and animations to make chemistry come to life. The packs were distributed at 58 teacher training workshops that we organised throughout South Africa during 2011. In addition, resource packs were also distributed through nonprofit organisations involved in teacher development; science centres; the South African Agency for Science and Technology Advancement (SAASTA), and the various provincial education departments.

Further work of the Schools Project includes the Chemical Engineering Science Teacher's afternoon and a work shadow opportunity for learners. The annual teacher's afternoon takes place in November and draws around 70–80 teachers to the department every year. Contemporary issues in science education and school curriculum matters are on the agenda and the teachers have the opportunity to engage with each other and with academic staff members on these topics.

The work shadow programme is a one-day event that is repeated three times, usually in June/July every year. Grade 10–12 learners get the opportunity to do a laboratory experiment, which they then have to scale up and present in a group work activity. They are also taken on a tour of the department and have the opportunity to ask postgraduate students about chemical engineering and the different research groups. Around 40–50 learners attend every year.

• Commerce

The 'Starting Chance' (A Southern Africa Sustainable Development Initiative (SASDI) Foundation Initiative[6]

Approximately 900 000 young adults a year leave the South African education system before or during Grade 9 with absolutely no qualification. For 51% of this growing body of people between 18 and 30 years of age, their path is clear – they will become disengaged, unproductive, unemployed adults, with little hope of employment for the remainder of their lives.

6. Submitted by A/Prof Jacques Rousseau for the Faculty of Commerce

These youth are now commonly referred to as The Lost Generation.

Of the 500 000 who stay in the education system, approximately 350 000 will pass matric, with many barely managing to scrape by the 30% pass mark. Of those that pass matric, less than 20% will register at a tertiary learning institution and of those that do, about half will drop out without graduating. Many of those left will require an additional year to graduate.

Here in Cape Town, the turnaround must start with the radical upliftment of Early Childhood Development (ECD) in the richly diverse, impoverished communities surrounding the affluent nuclei within the Cape Town metropolitan area. There is a compelling need for South Africans to walk together to give our children a Starting Chance.

The SASDI's vision for the Starting Chance Campaign is to raise funds and build a dynamic network of collaborative partnerships with the capacity to deliver 30 Early Childhood Development (ECD) centres of excellence dispersed throughout the Cape Town metropolitan area over a period of five years. The SASDI mission is to ensure that each ECD Centre becomes a sustainable best practice node within a local community-based ECD network. Each node will provide a base from which to reach out and uplift surrounding shack-based facilities. This ripple effect will enable capable ECD service providers to put in place and teach quality learning programmes. Its aim is to provide 30 teams capable of running and sustaining 30 best practice ECD Centres. The objective of this campaign is to provide a minimum of 6 000 children a year with a Starting Chance™ that will equip them for life. With two revenue streams, one from government in the form of ECD grants and the other in the form of fees from parents, each centre will in effect become a self-sustaining social enterprise.

Knowledge Management, Monitoring, Evaluation and Research

In collaboration with the University of Cape Town, SASDI has piloted the development of a practical Knowledge Asset on Early Childhood

Development for the Cape Town metropolitan area. The pilot was funded by a Grant-in-Aid from the City of Cape Town, and the proof-of-concept is now complete. The knowledge asset will be further developed, in collaboration with the UCT, during the execution of the Starting Chance™ Campaign, and knowledge management processes are being integrated into the overall project plan. The development of the knowledge asset will be done in collaboration with Prof Eric Atmore (UCT) and his team at the Centre for Early Childhood Development (CECD).

The Starting Chance™ Campaign will require monitoring and assessment as it rolls out. Although education is a wealth-increasing investment for a poor family, it is also a risky one. UCT is partnering with SASDI to design and implement an innovative series of household surveys and behavioural decision studies to elicit parents' preferences over risk and time, including a longitudinal study to research the benefit delivered by the campaign. The research relating risk and time preferences to education and poverty alleviation is very timely, and should be well-received by top international academic journals.

To date, extensive research in Mfuleni, a suburb near Khayelitsha, has been conducted in collaboration with UCT. It shows that the ECD forum, parents of learners, and the broader community have a real appreciation of the importance of early childhood development as well as the need to improve service provision. Interestingly, there is an overwhelming demand for teaching to be in English. The Mfuleni Centre for Early Childhood Development provides an ideal facility from which to pilot the implementation of tailored best-practice approaches aimed at achieving this.

• Humanities

School Development Unit (SDU)[7]

The SDU is a unit of the School of Education in the Humanities Faculty. The SDU aims to develop quality teaching and learning in the fields of mathematics, the sciences, literacy and life skills. To this end, the unit is at all times engaged in a variety of school-based activities and projects from Grade R to 12.

Teacher Professional Development (TPD) Initiatives

A major area of involvement in this area is through the offering of a range of university-certified Advanced Certificates in Education (ACE) programmes. Geared to meet the needs of under-qualified teachers, over the past few years these two-year part-time programmes have attracted significant levels of bursary funding from the Western Cape Education Department (WCED). These bursaries have also covered the costs of school-based support for teachers, which enable SDU staff to address issues of course and curriculum implementation in the classroom. This is the preferred qualifications implementation model of the unit.

The SDU has a number of accredited ACE programmes with an enrolment of over 270 teachers in 2011. This is down from the 2010 enrolment of 490 teachers. This decline is primarily due to WCED's decision to cease bursary support for any new ACE enrolments from 2011. The SDU is committed though to continue to provide opportunities for under-qualified teachers to upgrade their qualifications. To this end, the unit is actively pursuing private sector funding for further rounds of these ACE programmes.

In addition, the School of Education (SoE) runs the Education Management and Leadership Development (EMLD) ACE. In 2011, a total of 232 school managers were enrolled on the 2010/2011 and 2011/2012 cohorts of this programme.

The SDU also offers a small, but growing number of university-certified Short Courses, which are (as with the ACE programmes) specifically tailored to meet the subject-specific professional development needs of practising teachers.

School-based project work

Over the years, the SDU has engaged extensively in a range of school-based interventions, both at primary and secondary level. Whereas these interventions have been underpinned by a belief that building teacher efficacy lies at the heart

7. Prepared by Dr Jonathan Clark

of professional engagement, the significance of engaging in broader curriculum and whole-school development work is well understood.

In 2011, the unit was involved in a number of projects. The Mathematics and Science Education Project (MSEP) is a four-year (2009–2012) intervention at five secondary schools in the Cape Town Metropole. Ikwezi is a three-year (2010–2012) Early Childhood Development (ECD) pilot project, which provides support to teachers in nine primary schools and six Educare community centres in the Mfuleni and Lwandle townships. 2011 also saw the commencement of the Grasslow Park 'Breaking Down the Fences' project, which aims to improve the teaching and learning of mathematics in 26 primary and secondary schools serving working class communities in Grassy Park, Lotus River and Wynberg.

School Curriculum Materials Development

Producing quality teaching and learning materials is a key component of the SDU's work.; The best-selling *Maths for All* (Grades 1 to 12) and *Maths Literacy for All* (Grades 10 to 12) series published by Macmillan South Africa, are products of the unit's work. In order to meet the requirements of the new Curriculum and Policy Statements (CAPS) curriculum, an extensive revision of these books commenced in 2011.

Assessment initiatives

In 2011, as in the past few years, the SDU has been the service provider responsible for the administering, marking and analysis of the annual Grade 3 and 6 literacy and numeracy tests undertaken in approximately 1100 primary schools in the Western Cape Province.

• Law

Constitutional Literacy and Service Initiative (CLASI)[8]

CLASI is focused on building a constitutional literacy movement within South Africa, primarily focusing on high school learners and expanding to engage their broader communities. The project focused initially on two populations of students: law students and high

8. Submitted by Lamize Viljoen for the Faculty of Law

school learners. The engagement of these groups is critical to building a successful pro-democracy and pro-constitutional movement within South Africa. The movement for constitutional literacy is rooted in the belief that the students will profit for a lifetime from learning the system of rights and responsibilities under the South African Constitution.

The curriculum is constantly updated to incorporate contemporary constitutional debates in society, as well as current case studies. The CLASI curriculum also places a premium on the case method as an effective teaching methodology, with a major focus of the curriculum in the development of learner skills to compete in a national moot court competition. In addition, CLASI situates constitutional teaching in a socio-legal context, which has led to specific workshops for high school learners focused on the connection between art and justice through freedom of expression. The workshop also focussed on the connection between South African heritage and the Constitution through collaboration with the District Six Museum. CLASI emphasises the importance of translating knowledge into action, and facilitators assist teachers and classrooms to develop community service projects using their constitutional education.

In 2011, 34 LLB and LLM students from UCT and UWC served as Teaching Fellows who, in pairs, conducted 20 classes weekly in 13 high schools around Cape Town throughout the year. Classes were conducted during the Life Orientation (or in some schools, History) class. Teaching Fellows were required to participate in a biweekly seminar and supervision session at UCT or UWC, where clinical teaching methodologies were used to engage students in critical self-reflection about their work. At UCT in 2011, this service satisfied the student requirement to complete community service hours before graduation, and at UWC volunteers receive a certificate of service at year-end.

• Students

Numeric

Numeric was created to explore ways of introducing Khan Academy (an open educational resource primarily addressing mathematics) to South Africa as well as curating and customising this resource for a South African context. By developing targeted programmes and making available the tools to replicate these programmes, Numeric hopes to help improve basic numeracy in South Africa.

In South Africa, one of the biggest constraints in the use of certain materials is prohibitively slow and expensive internet connectivity. One such useful resource is the Khan Academy website where over 3 000 free educational videos and an exercise framework covering mathematics material from simple addition through to pre-algebra, algebra and even calculus are available

Numeric was started in 2011 by Andrew Einhorn, a Master's student at UCT's Institute of Infectious Disease and Molecular Medicine. He used an offline platform for these Khan Academy videos, thereby introducing an effective solution to the problem of bandwidth. This offline platform made it feasible to introduce Khan Academy as a tutoring tool into community centres in townships and even the rural Eastern Cape.

Currently the project is operating in two different areas: Makhaza in Cape Town and Zithulele in the Eastern Cape. Each centre was set up in partnership with an organisation which was already active in the community. The Makhaza group was set up in conjunction with Ikamva Youth. A total of 60 Ikhamva learners from Grades 9–11 are participating in the programme at this centre. All of the learners at both centres attend three sessions of Khan Academy each week, each one hour long.

A normal session starts with the learners watching a short video. Each video outlines and explains one mathematical concept. The learners are then given the opportunity to watch videos or further develop their understanding and reinforce the concepts by doing practice examples from the exercise framework provided on the website. The exercises are presented in a format which resembles a game. As a result, the learners get caught up in the process and try to complete as many modules as possible to gain 'energy points'. This approach not only encourages learners to achieve, but gives the learners greater freedom to work at their own pace. Additionally, because the questions are automatically checked in real time, the learners

receive instant feedback, which allows them to ascertain which concepts they then need to work on. The session ends with a short, five minute drill to improve the speed and accuracy of the learner's mental arithmetic.

Numeric also aims to develop a general model of the Khan Academy programme so that it can be run by schools and after schools throughout the country. To this end, Numeric provides training to teachers who are interested in setting up programmes in their schools and assists with the installation of the offline video browser.

A mapping exercise took place simultaneously, in which the Khan Mathematics videos were aligned with the topics covered in the South African curriculum. This tool allows a learner to find an ordered list of videos and exercises, which covers topics as they are presented in the South African curriculum.

One of the barriers in using Khan Academy is language. English is not the mother tongue of many of the learners Numeric is targeting with their programmes. In an attempt to overcome this obstacle, Numeric – in collaboration with two UCT students, Adrian Cox and Pratik Pokharel – is initiating a translation project. This collaboration seeks to translate the Khan videos into isiXhosa and has recently received support from the UCT Centre for Education in Technology.

Numeric has placed a huge emphasis on trying new teaching techniques as well; conducting regular careful assessments to evaluate the impact of the programme and reflect on possible areas of improvement.

Section Two

Progress Report on Partnerships with Various Levels of Government and Civil Society

UCT's strategic approach to partnerships with government involves promoting awareness within government of UCT's research strengths and niche programme offerings to support better policy making, implementation and evaluation. UCT is committed to strengthen partnerships with all levels of government.

Cape Higher Education Consortium (CHEC)[9]

Partnership with the Provincial Government of the Western Cape (PGWC)

The partnership continues to grow as we build trust, draw on our respective strengths and jointly address the challenges of implementation. The Joint Task Team plays an important role in leading and managing the partnership and has, over the past years developed good institutional memory which informs our work. The major activities organised in 2011 are summarised below.

A meeting was convened where staff members from the four universities' Financial Aid Offices; representatives from National Student Financial Aid Scheme (NSFAS); the Western Cape Sector Education and Training Authority cluster; the National Business Initiative, and Provincial Government shared their approaches to bursary provision. UCT staff members contributed towards the development of a brochure that provides guidelines for bursary providers. The aim of the brochure is to give information about policies and practices of the province and private sector companies with respect to their support for student bursaries, especially with a view to enhancing students' chances of success.

Improving the quality of university graduates was the focus of a symposium at the UCT Sports Science Centre on 14–-15 March, hosted by the joint task team of the Western Cape Provincial Government (PGWC), the National Business Initiative, and the Cape Higher Education Consortium (CHEC) universities. International academics were invited to give their perspectives. The symposium was attended by about 100 people from government, business and universities. Following the graduate symposium, a graduate attributes workshop was held in November. Deliberations from these two engagements assisted in the development of a research instrument project to ascertain trends in graduate destination and transition periods. The survey will be conducted in 2012. (See the 2011 Teaching and Learning Report for more details.)

CHEC, through a reference group of academics, led by Prof Edgar Pieterse (African Centre for Cities, UCT) and Prof Mark Swilling (Sustainability Institute, Stellenbosch University), has supported the Provincial Department of Public Works' City Centre Regeneration Project through policy and technical support.

Through the CHEC Secretariat, UCT has been represented on the Premier's Skills Council and the Technical Working Group. The latter has established task teams to address the following issues: Artisan Development, Careers Awareness, Research, Work Placement and Entrepreneurship.

The Deputy Vice-chancellors (Research) from the four universities in the region were briefed by the Province and the Department of Science and Technology on the proposed Cape Health Technology Park, which is to be developed in Pinelands. Subsequent to this initial engagement, follow-up discussions are being held at each of the universities to determine the interest of researchers to participate in a Health Technology Park initiative.

CHEC continues to support the collaboration between academics from all four universities and the Provincial Disaster Risk Management Centre, in particular through small grants to support postgraduate student research projects in the area of disaster risk management. The student's work is presented at annual seminars.

9. Contributed by Judy Favish

UCT and the City of Cape Town has partnered on several projects.

Partnership with the City of Cape Town

UCT has participated in planning workshops aimed at establishing Cape Town Activa and Barcelona Activa. Cape Town Activa aims to promote entrepreneurship.

A UCT academic, along with colleagues from the other universities, provided input on the City's (long-term) Development Strategy. In addition, early in 2012, five social science students from UCT were selected to be trained to interview members of the public in order to canvass opinion on the City's draft vision statement.

CHEC also supported Cape Town's successful bid to become the World Design Capital in 2014. Academics from the four institutions, including UCT, made presentations to the World Design Capital Bid judges on the wide range of research and teaching activities in the universities in the broad area of design. CHEC, in collaboration with the African Centre for Cities at UCT and the Cape Town Partnership, supported a research study on the potential interest from the academic sector to participate in the Fringe, which has been designated as Cape Town's design precinct.

Research contracts[10]

The number of research contracts approved in 2011, increased by 29% over the previous year, and was valued at R722 million. These contracts vary from short-term contracts of under R10 000 to multiyear contracts with multimillion-rand budgets involving both local and foreign funders.

There was a dramatic increase in the value of contracts with government departments, public enterprises and statutory bodies (R133 million vs. R51 million in 2010).

Contracts to the value of R133 million (vs. R51,26 million in 2010 and R114,98 million in 2009) were entered into with these entities. The contribution by national government departments was R71,7 million (vs. R5,15 million in 2010 and R86,71 million in 2009). Contracts to the value of R17,7 million (vs. R35,66 million and R9,28 million in 2009) were entered into with local departments in the Western Cape. The contribution from public enterprises and statutory bodies was R40,6 million (vs. R10,98 million in 2010 and R18,57 million in 2009). The main contributors were the Technology Innovation Agency (TIA), R31,5 million) and ARMSCOR (R4,6 million).

Similarly the value of contracts entered into with local industry increased to R74 million from R59 million in 2010. In this regard the contributions of the Sasol, Anglo and Eskom Groups, as well as Rustenburg Platinum Mines are worth mentioning.

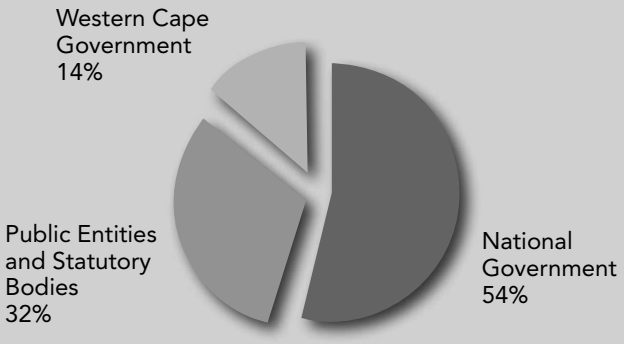
Contracts to the value of R56,8 million (vs. R37,3 in 2010 and R31,6 million in 2009) were entered into in 2011 with South African nonprofit entities. Contracts to the value R73,9 (vs. of R52,9 million in 2010 and R45,89 million in 2009) were concluded with South African companies. Contracts to the value of R19,6 million (vs. R22,19 million in 2010 and R14,13 million in 2009) were signed with Research Councils and Research Centres.

More than 60% of our research contracts were signed with international partners from 32 countries in 2011. Key sources of foreign funding include the USA (R224 million), United Kingdom (R101,5 million) and the Netherlands (R30,87 million).

The US's National Institutes of Health was the most prominent funder of contract research, and contracts to the value of R92,4 million were, directly or indirectly – through collaboration with USA universities – entered into in 2011. Other major US funders were The Bill & Melinda Gates Foundation, whose contribution was R55,7 million and the Aeras Global TB Vaccine Foundation, who contributed R40,56 million.

The Department for International Development (DFID) was the major United Kingdom contributor and contracts to the value of R65,9 million were, directly or indirectly – through collaboration with UK universities – entered into during this period. R31,2 million of European Commission funds were accessed directly or through collaboration with various UK and European universities. Contracts to the value of R25 million were entered into with the European and Developing Countries Clinical Trials Partnership (EDCTP), which operates from the Netherlands. Funding from Canada include the Grant Challenge Canada (R7,4 million) and the International Development Research Centre (R4,9 million).

Research contracts: government, national enterprises and funding bodies



10. Contributed by Piet Barnard, Director of Intellectual Property and Contracts

Contribution of National Government Departments

Department	2009		2010		2011	
	#	Rands	#	Rands	#	Rands
Dept. of Education	0	0	0	0	1	64 673
Dept. of Environmental Affair and Tourism	3	1,747,746	2	2,149,628	2	134 561
Dept. of Science and Technology	10	47,471,077	2	65,825	11	23 783 906
Dept. of Social Development	2	305,000	1	50,215	2	360 000
Dept. of Trade and Industry	0	0	0	0	1	0
Dept. of Water Affairs and Forestry	4	831,179	0	0	2	26 301
Dept. of Health	0	0	4	375,465	4	2 705 990
Department of Justice	1	158,000	0	0	0	0
Dept. of Labour	1	624,035	1	315,223	0	0
Dept. of Land Affairs	0	0	1	30,000	0	0
National Treasury	0	0	0	0	0	0
Dept. of Public Works	0	0	0	0	0	0
The Presidency	4	35,192,967	4	182,519	6	41 395 591
Dept. of Provincial and Local Government	2	260,719	0	0	0	0
Dept. of Transport	0	0	1	433,680	0	0
Dept. of Sports, Arts and Culture	0	0	1	23,684	0	0
Dept. of Higher Education and Training	0	0	1	1,520,000	0	0
Dept. of Agriculture and Rural Dev	0	0	0	0	2	35 086
Dept. of Correctional Service	0	0	0	0	1	0
Parliament	0	0	0	0	2	429 825

Contribution of Western Cape Government Departments

Department	2009		2010		2011	
	#	Rands	#	Rands	#	Rands
Department of Health	0	0	4	136,220	1	438 596
Office of the Premier	0	0	1	434,211	3	1 194 557
Provincial Government of the Western Cape	1	1,374,825	5	6,236,635	1	98 706
Western Cape Education Department	5	9,278,601	2	28,847,956	2	15 872 288
Department of Local Government	0	0	2	3,000,000	0	0
Department of Environmental Affairs and Development Planning	3	699,683	0	0	0	0
Department of Economic Affairs, Agriculture and Tourism	0	0	0	0	1	115 229

Knowledge Co-op[11]

A successful bid under the 2009 Vice-chancellor's Strategic Fund made it possible to set up the UCT Knowledge Co-op as a pilot facility. Its purpose is to offer external constituencies easy access to the knowledge, skills, resources and professional expertise within the university in solving problems they experience. Importantly, it also provides a framework for research and student training and learning that is grounded in an engagement with society. The two-year pilot started in August 2010, with the appointment of a project manager under the guidance of a Steering committee. Two Deputy Vice-chancellors cochair this committee; they are Prof Danie Visser (Research) and Crain Soudien (Transformation and Social Responsiveness). Other members represent the Research Office, the Centre for Higher Education Development (CHED), the Institutional Planning Department (IPD) and one representative of external partners.

The UCT Knowledge Co-op serves the whole of the institution and draws on students and staff in all of its faculties. It is currently located in the IPD.

The model

The project emulates the 'science shop' model, which started in the Netherlands during the 1970s and has since spread across the globe. It is part of the worldwide movement of universities to find meaningful and sustainable ways to engage civil society and support socially responsive teaching and research.

The UCT Knowledge Co-op acts as an access point for community groups who require research or practical support from the university, particularly those groups that are not in a position to pay for such services. Acting as a bridge between society and the university, it mediates between the two constituencies to jointly reformulate their questions into manageable projects. In the case of research projects, these are allocated to students as projects that are conducted under the supervision of a senior academic, or to academics, which in turn may use it as case material for future research. Projects may also involve service learning or experiential training initiatives. Either way, a report (or another type of product) is produced which is of direct use to the client, while the student work also fulfils criteria towards an academic qualification, in most cases a postgraduate dissertation. For staff, the model provides a framework for research and student training, as well as learning that is grounded in an engagement with society.

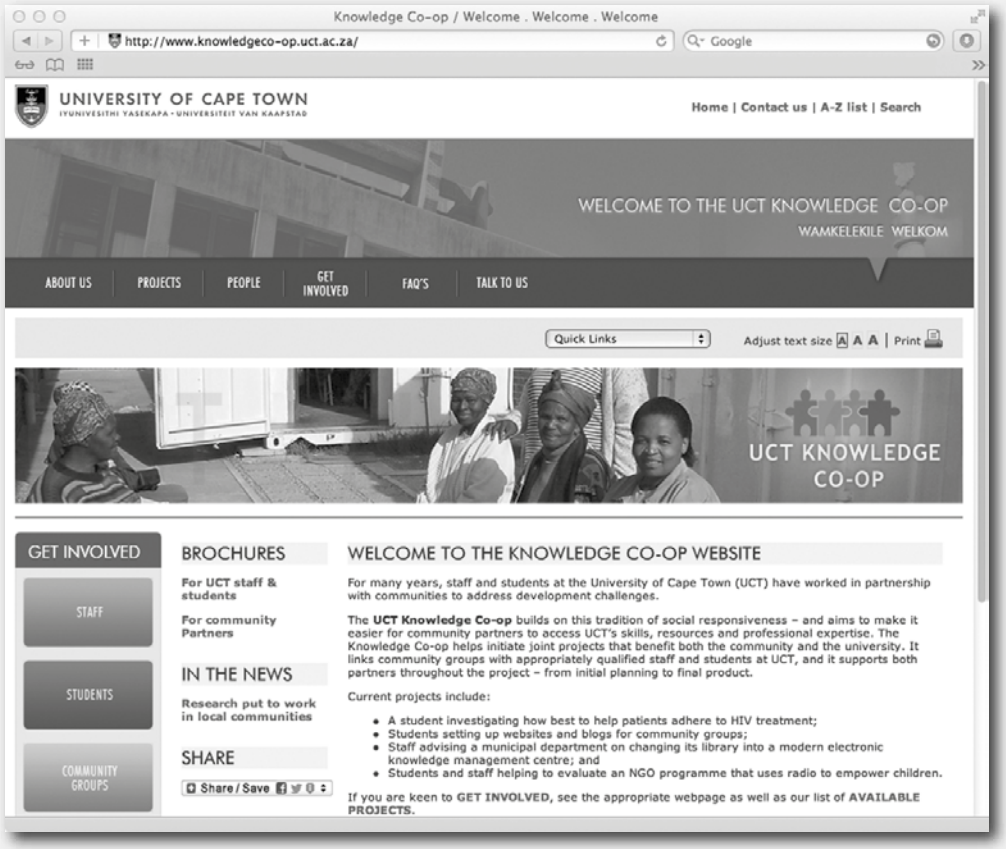
Available projects are posted on the website and on various discipline-specific lists and are presented to academics from suitable-looking disciplines to promote the topics to their students. The Co-op offers support for the collaborative work throughout – from the initial meeting to clarify the scope of the study to ensuring at completion that the community partner also receives a useful product.

Achievements in 2011

In its first year, the marketing of the facility to constituents within and outside the university was an important task. During the first months the focus was on meeting with potential champions of the idea within UCT, to map some of the existing relationships with external partners and procedures of engaging with them. Engaging these partners gave rise to a set of topics, some of which were used in the first round of piloting the model. A website was set up to advertise collaboration opportunities and showcase current as well as completed projects (www.knowledgeco-op.uct.ac.za).

The facility was officially launched on 22 August 2011. Some 100 guests representing community groups, academics and a few students attended the event. The programme introduced the Knowledge Co-op by showcasing some of the

11. Written by Barbara Schmid, Project Manager of the Knowledge Co-op



projects underway through the experiences of different stakeholder groups. (See www.uct.ac.za/mondaypaper/?id=8763)

This event gave rise to a flurry of new collaboration requests. By the end of 2011 seven projects were completed and some 70 suggestions for projects had been submitted to the UCT Knowledge Co-op. They came from external constituencies ranging from the City of Cape Town, NGOs and small community based groups.

During 2011, the following projects were taken on by UCT students and/or staff. The first five were completed in the year, while the remainder were carried over into 2012.

- **Low-cost fence:** Research into new material and design for preschool fences that doesn't get stolen, can't hurt children and does not limit visibility.
- **Exit strategies for women working as prostitutes:** Research on exit strategies for street workers as well as documenting and identifying support strategies for self-help groups.
- **PDE internship:** Internship in the CoCT Economic and Human Development to explore opportunities for entrepreneurs in Cape Town.
- **Text design:** Help with the lay-out and design of an organisational handbook.
- **Footbridge advocacy:** Research to collect and collate data to advocate local authorities around the need for a footbridge and the risks of an open canal.
- **The TB recovery journey:** Explore what it means for those who undergo treatment for XDR-TB, in connection with HIV, to look forward to "going home once I am cured".
- **Adhering to ART: I**nvestigate the difficulties for patients with AIDS of adhering to second line anti-retroviral treatment.
- **Human rights material:** Develop material on Human rights in workshops that subscribe to Reflect methodology.
- **Energy for water:** Explore alternative energy sources, especially photo-voltaic, for pumping water in a rural municipality.

- **Database development:** Assisting in development of an electronic database to manage client and activity data.
- **Knowledge Management Centre Review:** Review of the existing library of a municipal department and develop the brief for a new electronic Knowledge management centre.

Evaluating the Co-op

At the end of 2010, an interdisciplinary team, led by Primary Investigator Janice McMillan (CHED) and Evaluation expert Suki Goodman (Organisational Psychology), received a three-year grant from the National Research Foundation to evaluate the UCT Knowledge Co-op. Its objectives include:

- to illuminate and analyse the existing practices of building partnerships involving UCT academics working across boundaries through interaction with communities in 'transactional spaces', specifically as they occur in the Knowledge Co-op, in such a way as to highlight useful theoretical tools for this kind of investigation;
- to map and evaluate the model of 'brokers' in facilitating these partnerships that lead to mutual benefit and enable external communities to access the resources of the university; and
- to generate guidelines and ethical practices through engaging with communities in the pilot projects.

During 2011, five pilot projects of the Co-op were selected as research sites. In-depth interviews with all concerned parties (community group, student and supervisor) highlighted a number of important issues.

Ongoing reflection on the Co-op and its pilot projects, in particular by means of the NRF-funded study, has highlighted the following opportunities and challenges:

- In a context of growing attention to social responsiveness – the so-called 3rd mission of universities, along with research and teaching/learning – it provides an additional avenue for academics and students to find community partners for such work
- It brings UCT into contexts where it does not have much of a 'presence' – offering opportunities to both members of those communities and to the university
- Students involved in pilot projects gain experience in applying their theoretical knowledge to real-life issues and contexts
- Through its growing network of partners the Co-op is able to offer opportunities to existing UCT programmes that require students to work with community groups
- The evaluation of the KC will add to a growing body of knowledge about emerging practices when universities partner with external constituencies
- It is often tricky to match academic and community needs around a topic. Many of the needs in CBOs are very urgent (funding!), while their procedures are more relaxed than in the academic world. On the other side the complex structures of (local) government are challenging to work with
- Finding a fit between what students can accomplish in the framework of their academic requirement and the actual needs of external groups (which is NOT a dissertation)
- Managing expectations of role-players is important. While it is not possible to guarantee the quality of student work (it is after all a learning experience for them) the Co-op strives to deliver a useful product to the community partner – through varied supervision models and levels of expertise of students
- The reality from which most topics emerge is not defined by disciplinary boundaries. This presents challenges in various ways. Students may find it difficult to find academics to supervise their dissertations on such topics, and as a result they may turn to other topics. Ethics requirements for interdisciplinary research are not yet well-defined, so obtaining ethical clearance can be tedious and trying
- Preparing students – and academics – for engagement with community groups and contexts is important. This raises the question of where the responsibility for this complex task is located
- Setting up this project without having any

similar facilities nearby to learn from has been tricky. Here the connection to the international Living Knowledge network, offering connection to established science shops, is a valuable resource.

The way forward

As the UCT Knowledge Co-op approaches the end of its pilot phase, it faces some important tasks. One is the ongoing institutionalisation of the facility and the approach it promotes. To this end a code of good practice has to be developed and ways found to build the capacity of academics to take on supervision of collaborative research, and to prepare students for their involvement in this.

It will also be necessary to develop a sustainable model for the facility and find funding for it. One idea the Co-op is pursuing is using postgraduate student interns to support the project manager by taking on some tasks and hence increase the number of projects that can be mediated.

Section Three

Initiatives Aimed at Promoting Values of Engaged Citizenship and Social Justice amongst Students

UCT believes that opportunities for student engagement with external constituencies, afforded by service learning, community-based education programmes and voluntary community service can be important vehicles for interdisciplinary learning, enhancing the breadth and diversity of the students' educational experience and producing graduate citizens capable of reflecting on the implications of living and working in different social contexts. The university is therefore committed to expand opportunities for students to get involved in community-based projects from which they can reflect on social justice issues.

This section of the report contains a high level summary of voluntary student activities as well as a progress report on the Global Citizenship and Social Justice Project that was established with funding from the Vice-chancellor's Strategic Fund.

Global Citizenship[12]

Background

In 2009, following discussions in the Senate Academic Planning Committee and the university's Social Responsiveness Committee, Deputy-vice Chancellor Jo Beall and the Centre for Higher Education Development (CHED), submitted a proposal to the Vice-chancellor's Strategic Fund for a pilot project to initiate a UCT Global Citizenship (GC) Programme. The programme speaks to three of UCT's strategic goals: being an Afropolitan university (1); enhancing the quality and profile of UCT's graduates (2), and contributing to South Africa's development challenges (3). In response to these goals the broad objectives of the Global Citizenship Programme were defined as follows:

- To expose students to a broad foundational knowledge relating to global citizenship and social justice beyond their degree requirements
- To develop capacity for leadership on contemporary global-political and social justice issues
- To promote students' awareness of themselves as future global citizens motivated to work for social justice through community service/ volunteering.

Programme overview

The GC pilot launched in 2010 with two Short courses: *Global debates, local voices* and *Thinking about Volunteering: service, boundaries and power.* The aim was to offer these courses in a flexible manner, allowing students to engage with materials at times that would suit them. To this end, full use was made of digital technology through Vula, where various online tools and exercises were accessible. In 2010, both short courses ran in the second semester over a period of 12 weeks. In 2011, they ran in the 2nd and 3rd quarters.

Global Debates was constructed around four themes lasting two weeks each – Debating Development; War and Peace; Climate Change and Africa in the Globalised World – with an introductory orientation session at the beginning. The course set out to challenge students who are privileged as full-time students and future leaders and graduates, to reflect critically on their own role as 'global citizens' and to consider their own responsibilities in the face of increasing social injustices and inequalities. To this effect, the module was designed to help students take their place within their country, continent and world.

Thinking about Volunteering had two components: 15 hours of community-based service, and 12 hours of classroom-based, face-to-face sessions of facilitated learning and reflection. The service that students were engaged in, informed their learning to a large degree. They were encouraged to think of themselves as 'active citizens' engaged in community service. The curriculum was developed in part through consultation with student volunteers in SHAWCO and Ubunye, and also dealt with larger issues within service and development. Learning was organised across five themes that addressed various aspects of the students' service work including self and service, contexts of inequality, the ethics and paradigms of service, development, and sustaining new insights. An additional theme focused on challenges facing development organisations was introduced in 2011.

Both courses developed very interactive Vula sites and there were clear online learning requirements. While there was no formal assessment, students' success was measured through attendance, participation – online and face-to-face – and by the submission of written responses and critical reflection pieces. The programme remained quite similar across the two-year pilot period, with a few changes in 2011, including adding and sequencing of topics; new online learning activities, and a tutor training programme for past GC students.

12. Written by Dr Janice McMillan, Academic Convenor of the GC Programme

Student numbers and profile

In 2010, 116 registered for the programme with 64 students (55%) completing. In 2011 this number of GC students doubled – 236 students registered and 118 completed, a 50% completion rate.

Course	Registered 2010	Registered 2011	Increase %
GC1	72	169	135
GC2	44	67	52
TOTAL	**116**	**236**	**105**

Table 1: Registration numbers 2010–2011

The table above illustrates student registration numbers over the last two years. The recruitment target in 2011 was to have 120 students on GC1 and 80 students on GC2. In the end, 169 students registered for GC1 and 67 students registered for GC2. While greater interest for GC2 was planned for it is understandable that it appeals to a very niche group of students – those already involved in service – and these students are often already over-committed and may not be able to add an additional extra-curricular activity to their schedule. The two tables below illustrate the participation across faculties and across year of study for 2011. The tables also mark what percentage of students completed the course from each of the groups.

FACULTY	GC1			GC2			TOTALS		
	Reg	Grad	Grad %	Reg	Grad	Grad %	Reg	Grad	Grad %
Humanities	53	32	60	19	10	53	72	42	58
Commerce	29	11	38	13	9	69	42	20	48
Engineering	23	9	39	15	4	27	38	13	34
Science	27	16	60	6	1	17	33	17	52
Health	17	11	65	3	3	100	20	14	70
Law	10	4	40	3	2	67	13	6	47
Undisclosed	10	5	50	8	1	13	18	6	33
TOTAL	**169**	**88**	**52**	**67**	**30**	**45**	**236**	**118**	**50**

Table 2: Student participation across faculties

Clearly, the high dropout rate is of concern. Campus-based volunteer organisations have similarly high levels of dropout, and in this context our own throughput rates are in line with other programmes that are also nonpaying and voluntary. It is also important to note that the high rate of dropout seemed to occur largely at the end of the programme when students' formal courses demanded their time and attention eg. tests and exams. This seems to indicate a curriculum load challenge rather than a dwindling interest in the programme. In following up with students who had dropped out, this was confirmed. However, going forward this needs to be borne in mind.

YEAR	GC1			GC2			TOTALS		
	Reg	Grad	Grad %	Reg	Grad	Grad %	Reg	Grad	Grad %
1st	5	1	20	2	0	0	7	1	12
2nd	42	21	50	14	5	36	56	26	46
3rd	57	28	49	21	7	33	78	35	45
4th	19	13	68	12	11	92	31	24	70
Postgraduate	43	23	53	12	7	58	55	30	55
Undisclosed	3	2	67	6	0	0	9	2	22
TOTAL	**169**	**88**	**52**	**67**	**30**	**45**	**236**	**118**	**50**

Table 3: Student participation across years of study

The target audience for GC is senior undergraduates. First year students were specifically discouraged from registering. This seems to have been a good call as only one of the first years who registered actually completed the programme, indicating that the programme – in its current format – is not appropriate for these students. The highest level of retention is seen in the more senior students; 4th year and postgraduate.

Evaluation of the pilot

The GC programme received R500 000 for each of the pilot years from the VC's Strategic Fund. Overall, the impact of funding was fairly significant at a range of levels:

- At the level of individual **students:** overwhelmingly positive student feedback, developing academic leadership in tutors; recruitment of high calibre students eg. DSA Student Leadership Awards won by GC students (see 2010 and 2011 reports)
- At the **GC programme level:** the design and delivery of a programme of learning aligned with three Strategic Goals; facilitated opportunity for over 200 students to be exposed to issues of global citizenship and social justice; brought students from different faculties together; training and development of 10 GC students as tutors, introducing them to the world of academia
- Creative and intentional **development and use of online learning tools** and approaches, for staff and students respectively, resulting in a strong and fruitful partnership with the Centre for Educational Technology (CET)
- Developing and/or **contributing to scholarship:** one conference paper in peer reviewed conference proceedings and one book chapter; one education Master's student completed a dissertation on GC; secured a CET 'Teaching with Technology Grant' of R20 000; and staff on the programme has been contacted by other SA universities to talk about GC.

Moving forward: UCT Global Citizenship Award 2012 onwards

Based on our experiences with the programme pilot, as well as an understanding of trends in higher education, the Global Citizenship Programme is to be renamed and reconceptualised as The **UCT Global Citizenship Award** from 2012 so that students can participate flexibly throughout their UCT career. The impetus behind the new long-term vision of the Award has several drivers:

- The need for **institutionalisation and curriculum embeddedness**
- Providing a more **in-depth and sustained programme of learning and action** over the period of a student's time at UCT
- Developing flexible models enabling students to vary levels of involvement depending on academic demands, thereby responding to dropout rate
- **Financial sustainability** – developing a model that can generate some income even if it is not be completely self-sustainable.

The new model will be phased in over the next three years. At this stage, it is envisaged that each component of the Award will be recognised as stand-alone Short courses on students' transcript, with short course certificates administered by CHED.

Voluntary student activities

Development activities organised by Student Societies

These are development agencies and societies whose main focus is social responsiveness. It excludes the many societies who do ad-hoc outreach activities. Monitoring and reporting across the organisations are uneven and future reporting aims to include more nuanced indicators.

Organisation	Volunteers
SHAWCO	743
UBUNYE	139
Engineers without Borders	40
Habitat for Humanity	227
Rural Support Network	164
Green Campus Initiative	500
TOTAL	**1813**

Development Activities organised by Sports Clubs

Sport & Recreation	• Amy Biehl School Holiday Outreach programme. 120 underprivileged learners between ages nine to 16, for one week during the mid-year school holidays. Clubs involved, via the provision of coaches, are hockey, basketball, netball, volleyball and soccer. • Learn to Swim Programme is organised and run by Sport & Recreation, whereby we employ a qualified instructor to teach UCT students to swim at minimal cost.
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	• Coach hockey in Khayelitsha on a weekly basis. Have transported development players to the UCT astroturf, ran coaching clinics, sourced playing kit and equipment for their group. Also done some life-skills training.
UCT Mountain and Ski Club	• Taking 15 Grade 10 learners on various outdoor excursions during the year to encourage environmental appreciation and education; learners participate in outdoor adventure and develop growing leadership skills.
UBUMBO Rugby	• Rugby participation in impoverished areas. The participants are drawn from schools in the Langa and Gugulethu communities. The focus group is Grade 5 learners. The programme reaches 24 students in each region, totalling 48 students overall.
Rowing Club	• Teaches not only rowing skills but also how to swim and life-skills to 20 female and 20 male learners, aged 13–17 from Oval North and Wittebome School.. After one year they hope to get them in the water and in the second year to enter regattas.
Yacht Club	• Teaches a group of children from Khayelitsha to windsurf; this project has been 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 Estate. Growing Tennis run the programmes and UCT students provide person–power and Lottery-funded equipment, which improves the learning experience of the school children.
Underwater Club	• Hosts an annual 24-hour charity event to raise funds for the Save-Our-Seas Foundation shark centre; they have raised R2 000 in both years of running the event. They are also involved in a clean-diver programme, partnering with local organisations to dive and clean polluted areas.
Cricket Club	• Partnering with the Amy Biehl Foundation this term, coaching 10 students every Friday at UCT.
Surf Club	• Surfing lessons for all interested parties at a minimal cost.
Sports Union and Club	• Assist SHAWCO with their outreach sport programmes.

Student involvement in national debates, discussions

An important feature of Student Life is the vibrant debate, discussion and seminars organised by student organisations. The role of the DSA is to ensure that the environment for such initiatives is enabling. Some examples include:

2011
Anti-Police Brutality Campaign To Whom Does UCT Belong? – SRC
SRC Social Responsiveness Colloquium
UNASA Blue Week– Fighting Poverty
Pink Week
Green Week
New Hope Summit: Western Cape institutions

Development activities in residences

- A Residence Social Outreach Council comprising members of house committees has been established
- Eight first tier residences report substantive social development programmes in a wide range of communities.

Section Four

Report on Continuing Education Courses offered in 2011

Introduction

Internationally, there is growing evidence of increased attention to lifelong learning. This is exemplified by the Charter on Lifelong learning developed by the European University Association in 2008, and the report on the review of Australian Higher Education in 2008, both of which stress the importance of developing a lifelong learning perspective for higher education provision and accommodating flexible learning paths to help attract adult learners. Analysis of a sample of international websites reveals that many of the top universities in the United Kingdom, the USA and Australia have established continuing education programmes with flexible learning pathways for adults wishing to update or change qualifications, or enrol in continuing education courses for professional or personal development programmes. Cambridge University offers credits for short courses, which can be accumulated towards a range of university awards at undergraduate and postgraduate levels. Short courses have also been used as a first step towards a certificate or degree programme for those who do not have experience of university study (Leeds University).

Unlike SA, funding agencies at these countries are providing resources to higher education institutions to support reskilling of people in companies affected by the recession. The Higher Education Funding Council for England (HEFCE) Agency established the Economic Challenge Investment Fund (ECIF) to enable higher education to respond rapidly to the needs of employers and individuals during the economic downturn. The ECIF enables universities and colleges to provide tailored training, development and professional support to vulnerable groups drawing on the distinctive expertise of universities. An example of how this money was used by a consortium of 14 universities in the North West of England in collaboration with government and business follows:

> *The North West Higher Level Skills Partnership (NWHLS) activity is focused around seven employment sectors: Advanced Engineering and Materials; Biomedical; Business and Professional Services; Construction; Creative and Digital; Energy and Environmental Technologies; Food and Drink, and the Redundancy Response Fund.*
>
> *The NW HLSP provided funding for the development of new demand-led Higher Education (HE) provision in the seven sectors. Seven sector panels were set up involving the Sector Skills Councils (SSCs) relevant to each of the HLSP sectors. These panels identified the higher level skills priorities for each sector and then HE providers were asked to respond to these priorities by developing a proposal for new provision in liaison with employers. To date, 60 projects have been funded, developing higher education courses at all levels up to Master's Level Provision. The majority of these courses are offered as bite-sized pieces of learning, all of which are credit rated and can be built up into a full qualification should the employer or employee wish.*

The absolute and relative shortage of high level skills in South Africa is recognised as a major constraint on the country's ability to address the critical challenge of reducing poverty and inequality. Improvement in education and skills levels is a fundamental prerequisite for achieving many goals in the country's growth and development path. As a result, several national plans refer to the key role of higher education in helping to address critical shortages in particular areas targeted for growth, as well as producing graduates with the requisite knowledge to promote knowledge-intensive sectors (HRD strategy 2008, New Growth Path, Asgisa, Jipsa).

The HRD strategy expresses a commitment to broadening the social base of higher education by increasing access for workers and professionals in pursuit of multiskilling and reskilling and for adult learners denied access in the past (HRD, 2008). Partnerships between higher education institutions, business and government are identified as critical for helping to address high level skills shortages.

Although the National Qualifications Framework Act (2008) and the Higher Education Qualifications Framework 2008 (HEQF), refer to a commitment to enhancing portability, with the latter making provision for recognition of prior learning, very few institutions in South Africa have developed systems to facilitate credit accumulation for adult learners. At the end of 2009, UCT adopted a new strategic plan. In the plan there is recognition of the fact that higher education is a central means of upgrading or refreshing skills of older adults. A variety of opportunities for adults and working people to enrol for courses are available at UCT. The following units offer specalised courses catering for different levels and interests:

- Centre for Open Learning (COL)

The Centre for Open Learning consists of several broad divisions, which together provide a range of courses and learning opportunities for local and overseas university students. The courses are also available to people from commerce and industry, government departments, NGOs and the general public. The Centre for Open Learning offers public education (such as the annual Summer School), work-related continuing education, and customised short-term international programmes.

- Continuing Professional Development (CPD) Programme

The CPD Programme, based in the Faculty of Engineering and the Built Environment, organises short courses, workshops and conferences for the ongoing education of professional and technical staff, outside of the formal academic courses offered at UCT. The CPD programme is accredited by the Engineering Council of South Africa (ECSA) to run courses that will be acknowledged for obtaining CPD credits.

- Executive Education

Linked to the Graduate School of Business, Executive Education offers executive development for everyone from the emerging leader to the experienced executive, and courses which focus on areas of specialist interest. The GSB also offers certificate and degree programmes, which you can view on their website.

- The Professional Development Project –UCT Law @ Work

Based in the Law Faculty, UCT Law @ Work offers short courses to members of the legal and other professions, to assist them to acquire specialist knowledge or to update their knowledge in specific fields of law.

- **Conference Management Centre**

The Conference Management Centre in Health Sciences organises Continuing Professional Development accreditation for the Health Professional Council of South Africa (HPCSA) and helps with organising courses and conferences.

The Commerce and Humanities faculties do not have dedicated units, but they offer continuing education courses.

For the first time, this report includes a summary of the non-formal continuing education courses offered by the university in 2011.

Commerce

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF
Basics of Financial Management		Those who are interested in mastering the basic principles of finance.	UCT convenor: Dr Francois Toerien	Approx. 120 per nine-week course (x2 equals 240 in total)
Personal Financial Management *(1st trial ended 2011)*	To better understand the basics of personal finances and personal financial management.	Very broad range of participants, ranging from students to people nearing retirement.	UCT convenors: Ryan Kruger and Dr Francois Toerien	22 for the initial trial run
Bookkeeping	To gain some understanding of bookkeeping.	Aimed at members of the general public.	UCT convenor: Don Macdonald	200
Thuthuka Repeat Programme	SAICA's Part I exam.	Aimed at candidates who are repeating SAICA's Part I exam.	UCT convenor: Paul Maughan	46
Short Courses in the knowledge area of programme evaluation	Introduction to Programme Evaluation	Anyone who wishes to know more about programme evaluation; who wants to update their programme evaluation knowledge or who has a job in the area of programme evaluation and wishes to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	34
Short Courses in the knowledge area of programme evaluation	Monitoring	Anyone who wants to know more about programme evaluation; who wants to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wants to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	32
Short Courses in the knowledge area of programme evaluation	Implementation Evaluation	Anyone who wants to know more about programme evaluation; who wants to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wants to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	26

Commerce continued

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF
Short Courses in the knowledge area of programme evaluation	Outcome and Impact Evaluation	Anyone who wants to know more about programme evaluation; who wants to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wants to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	26
Short Courses in the knowledge area of programme evaluation	Quantitative Evaluation Methods	Anyone who wants to know more about programme evaluation; who wants to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wishes to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	27
Short Courses in the knowledge area of programme evaluation	Qualitative Evaluation Methods	Anyone who wants to know more about programme evaluation; who wants to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wishes to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	30
Short Courses in the knowledge area of programme evaluation	Programme Evaluation and Technology	Anyone who wants to know more about programme evaluation; who wishes to update their programme evaluation knowledge; who has a job in the area of programme evaluation and wants to know more about the area.	Institute for Monitoring and Evaluation; contact person Carren.Field@uct.ac.za	21

Graduate School of Business

Executive Education

OPEN PROGRAMMES	DELEGATES 2011
Business Acumen for Artists	26
Employer Branding	27
Entrepreneurship and SMME Development Programme	9
Finance for Non-Financial Managers	60
HR as a Strategic Business Partner	19
Leading Executive Programme	7
Lean Leadership	25
Negotiating for Long Term Results	12
New Managers Programme	40
Nomadic Marketing / Leadership	18
Programme for Management Development	36
Project Management	31
Project Management – Advanced / Strategic	23
Property Development Programme	68
Strategic Brand Marketing	35
Women's Leadership Programme	15
TOTAL NUMBER OF DELEGATES	451
Number of Open Programmes	*16*
Number of Open Programmes with repeats	*19*

PARTNERSHIP PROGRAMMES	DELEGATES 2011
Amsterdam School of Management	53
Anglo Platinum – Senior Leadership Programme	25
BHP Billiton – Springboard	26
BHP Billiton – Thrive	49
DHV / Tias Nimbas	25
Duisenberg School of Finance	36
Health Leadership Management Programme	30
Johnson & Johnson – Ascend	30
Johnson & Johnson – MDI	34
Nestlé – Leadership Advancement Programme	91
Old Mutual Cross Boundary Leadership	24
Pioneer Foods – Executive Leadership Development Programme	7
Rainbow – Leadership Foundation Programme	27
Rainbow Farms – Programme for Leadership Development	19
Toyota East Africa	28
UNC BSBC	24
TOTAL NUMBER OF DELEGATES	528
Number of Partnership Programmes	*16*
Number of Partnership Programmes with repeats	*22*

TOTAL NUMBER OF DELEGATES FOR EXECUTIVE EDUCATION	**979**

Levels of Leadership on Open Programmes (2011)

LEVELS OF CANDIDATES	*Competencies included in each course*							
	LEADERSHIP	PERSONAL MASTERY	STRATEGY	HR	COACHING	MARKETING	FINANCE	OPERATIONS
Level 1 – Senior Management								
Leading Executive Programme	•	•	•	•	•	•	•	•
Woman in Leadership	•	•	•		•			
Leading with Intuition	•	•						
Negotiating Skills	•	•	•					
HR as a Strategic Business Partner	•		•	•				
Strategic Project Management	•		•			•	•	•
Strategic Brand Marketing	•		•			•		
Full Colour Thinking	•	•	•					
Employer Branding	•		•			•		
Coaching Mastery School					•			
Nomadic Leadership	•		•			•		
Level 2 – Middle to Senior Management								
Programme for Management Development	•	•	•	•		•	•	•
Leading with Intuition	•	•						
Negotiating Skills	•	•	•					
HR as a Strategic Business Partner	•		•	•				
Strategic Project Management	•		•			•	•	•
Entrepreneurship & SMME Development Programme			•			•	•	•
Employer Branding			•	•		•		
Proactive Sales Management						•		
Coaching to Excellence					•			
Associate Coaching Course					•			
Professional Coaching Course					•			
Level 3 – Junior to Middle Management								
New Managers Programme	•	•		•	•	•	•	•
Project Management							•	•
Finance for Non-Financial Managers							•	
Leading with Intuition	•	•						
Coaching To Excellence					•			

Engineering and Built Environment

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Architectural and Urban Conservation: Theory and Practice	This course is designed to introduce course participants to the history and theory of architectural and urban conservation and to uncover the operation of those ideas in current conservation practice. The course aims to develop the participants' knowledge of the principles and methods of sound conservation practice.	People involved in conservation practice and heritage management and others involved or interested in the regulation of development. This included architects, planners, heritage practitioners of all disciplines (archaeologists, historians, etc), heritage managers/ administrators and NGO-activists.	Dr Stephen Townsend *Department of Architecture*	12
Architectural and Urban Conservation Part Two – Skills Development	This course was designed to develop the basic skills of the participants (who should have completed the first introductory course in Architectural and Urban Conservation: Theory and Practice) and to equip them to make applications in terms of the National heritage Resources Act to the heritage resource authorities.	People involved in conservation practice and heritage management, including architects, planners, heritage practitioners of all disciplines and heritage managers/ administrators. The course was intended very specifically to develop skills in the basics of heritage management and it is designed to satisfy the multidisciplinary nature of conservation practice and heritage management.	Dr Stephen Townsend *Department of Architecture* Melanie Attwell, Graham Jacobs and Ashley Lillie *Experienced specialist heritage practitioners*	10
Aspects of City Design	This course was prepared as a stand-alone introductory course that may inform the wider debates about settlement-making in our country at the current time.	People involved in the built environment. This includes engineers, land surveyors, architects, landscape architects, urban planners, urban designers, heritage and environmental practitioners. The course was designed to satisfy the multidisciplinary nature of urban development and urban growth management.	Professor. Fabio Todeschini *Department of Architecture*	9
Business Writing for Professionals	This course aimed to improve the theoretical knowledge and practical ability of the participants in business writing and use of formats.	People who write or oversee the writing of business documents and correspondence.	Dr Jane English *Professional Communication Studies (PCS).*	12

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Commercial Property Valuation	This course was designed to introduce participants to the valuation of properties which are purchased by investors for their income potential, including retail, office, industrial and residential properties.	People concerned with the valuation and financial analysis of investment property.	Dr. Manya Mooya Department of Construction Economics and Management.	18
Energy and Climate Change	This course was designed to familiarise students with issues concerning energy and climate change mitigation. It introduces science, history, politics and economics of climate change, and focuses on how these relate to energy policy.	Professionals from government, NGOs etc. who would like to gain an understanding of the intersection of energy and climate change issues, essential for energy policy in South Africa and climate policy globally	Professor Harald Winkler *(Course convenor, and Group leader of Energy and Climate Change group)* Dr Andrew Marquard *(Energy and Climate Change senior researcher)* Dr Debbie Sparks *(Energy and Climate Change senior researcher)* Mr Thapelo Letete *(Energy and Climate Change researcher)* Mr Alfred Moyo *(Energy and Climate Change researcher)* Ms Anya Boyd *(Energy and Climate Change researcher)*	14
Energy Modelling and Analysis	The aim of the course was to acquaint participants with tools for solving problems in the world of energy planning and analysis. Students were presented with the framework for energy modelling and analysis, including the various modelling approaches for assisting decision-makers and policy makers with energy planning.	People with an interest in developing their analytical skills, particularly in the field of energy systems analysis.	Alison Hughes *Energy Systems Analysis and Planning (ESAP) – ERC* Bruno Merven *Energy Systems Analysis and Planning (ESAP) – ERC* Ajay Trikam *Energy Systems Analysis and Planning (ESAP) – ERC* Stephen Davis *Energy Systems Analysis and Planning (ESAP) – ERC* Mamahloko Senatla *Energy Systems Analysis and Planning (ESAP) – ERC* Brett Cohen *Energy Systems Analysis and Planning (ESAP) – ERC*	6
Fundamentals of Project Management	This course was designed to introduce people to the philosophy and benefits of project management within an organisation.	People concerned with the management of projects and who are considering implementing project management within their organisation.	Mark Massyn *Department of Construction Economics and Management* Paul Bowen *Department of Construction Economics and Management*	39
Principles of Project Management	This course was designed to introduce people at management level within an organisation, to the philosophy and benefits of project management.	People who are concerned with the management of projects and who are considering implementing project management within their organisation.	Mark Massyn *Department of Construction Economics and Management* Paul Bowen *Department of Construction Economics and Management*	28
Project Management (PMP)	This course was designed to introduce people at management level within an organisation, to the philosophy and benefits of project management.	People concerned with the management of projects and who are considering implementing project management within their organisation.	Julian Day *Department of Construction Economics and Management* Chris Redelinghuys *Head of the Department of Mechanical Engineering* Warren Conrad *CEO of Proman Project Management Services* Dennis Comninos *Managing Director of Quanto Strategies (Pty) Ltd*	16

EBE continued

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Property Development for Beginners	This course was designed to introduce students to the techniques, stakeholders and processes involved in property development.	Individuals interested in property development and will be of benefit to those involved in the property industry as well as individuals thinking about entering the property industry.	Mark Massyn *Department of Construction Economics and Management* Kathy Michell *Department of Construction Economics and Management*	27
Urban Decision Making	Despite political calls for radical changes to South African towns and cities, the performance of these settlements, as containers of life, remains very poor. Cities in South Africa have been rated, in a recent United Nations publication, as the most inefficient and inequitable in the world and the quality of the public spatial environment, of crucial importance to poor people who conduct many of their daily activities in these spaces, remains ubiquitously poor. This short course provided a forum for intensive analysis of, and debate about these issues.	People involved the built environment. This included engineers, land surveyors, architects, landscape architects, urban planners, urban designers, heritage and environmental practitioners.	Professor. Fabio Todeschini *Department of Architecture* Profs David Dewar and Julian Cooke *Both prominent academics and built environment professionals* Ms Barbara Southworth A/Prof. Marianne Vanderschuren Mr. Martin Kruger Bobby Gould-Pratt *Active professionals in settlement-making in South Africa*	28
Radar and Electronic Defence Programme (8 modules)	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	Prof Mike Inggs *University of Cape Town* Fabrizio Berizzi *University of Pisa* Fulvio Gini *University of Pisa* Keith Palmer *University of Stellenbosch* Johannes Cloete *University of Stellenbosch* Marco Martorella *University of Pisa* Maria Greco University of Pisa *Michael Inggs* UCT Robert Tough *Igence (UK)* Warren du Plessis *CSIR DPSS*	27
1. Antenna Theory with Applications in Radar and Electronic Defence	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	4

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
2. Clutter & Detection in Clutter	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	6
3. High Res & Imaging Radar	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	1
4. Introduction to Electronic Defence	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	4
5. Introduction to Radar	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	4

EBE continued

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
6. Maths for Radar & Electronic Defence	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	2
7. Multitarget Multisensory Tracking and Data Fusion	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	2
8. Radar Signal & Data Processing	To address the growing need for skilled engineers and scientists in the challenging fields of Radar and Electronic Defence, the University of Cape Town (UCT) and the Council of Science and Industrial Research (CSIR), in conjunction with international partners and industrial sponsors, are establishing a Masters Degree in Engineering.	Students studying towards this degree will focus on relevant theory, technologies and applications with both course work and project components. The programme will have its first intake of students in February 2011.	As above	4
Transport Studies Programme (4 Modules)	Aimed at equipping transport-planning practitioners to confront the challenge of creating, efficient, equitable, sustainable, affordable and safe urban transport systems in South Africa.	Transport practitioners	Assoc Prof Romano Del Mistro Assoc Prof Roger Behrens	21
1. Bus Planning and Ops Management			Assoc Prof Roger Behrens	16
2. Management of Transport Supply & Demand			Assoc Prof Roger Behrens	3
3. Rail Planning & Ops Management			Assoc Prof Romano Del Mistro	1
4. Transport Modelling		Transport practitioners	Assoc Prof Marianne Vanderschuren	1

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Urban Infrastructure Design & Management (2 modules)	To build capacity among those in government and the private sector who are committed to the future of African cities and particularly to the servicing of poorer inhabitants.	Professionals from a broad range of disciplines with backgrounds in civil engineering, economics, geography, environmental science, law management, town planning, politics or sociology are potential candidates.	Prof Neil Armitage (Civil Engineering): Dr Roger Behrens (Transportation Studies); Prof Romano Del Mistro (Civil Engineering); Prof Dave Dewar (Architecture, Planning & Geomatics); Dr Neil Dewar (Environmental & Geographical Science); Barrie Gasson (Architecture, Planning & Geomatics); Prof Lucien le Grange (Architecture, Planning & Geomatics); Dr Sophie Oldfield (Environmental & Geographical Science); Prof Sue Parnell (Environmental & Geographical Science); Dr Harro von Blottnitz (Chemical Engineering); Prof Vanessa Watson (Architecture, Planning & Geomatics); Prof Peter Wilkinson (Architecture, Planning & Geomatics) *University of Cape Town*	4
1. Urban Renewal				1
2. Urban Water Management				3
Conservation of the Built Environment (2 modules)	Developing competence in the professional and practical fields of conservation of and in the built environment and of heritage resource management.	Professionals from a broad range of disciplines with backgrounds in architecture, town planning, archaeology, environmental science, law and officials in heritage and planning regulatory authorities are potential candidates.	Dr Stephen Townsend	6
1. Law of Conservation and Development	Developing competence in the professional and practical fields of conservation of and in the built environment and of heritage resource management.	Professionals from a broad range of disciplines with backgrounds in architecture, town planning, archaeology, environmental science, law and officials in heritage and planning regulatory authorities are potential candidates.	Dr Stephen Townsend	2
2. Research & Assess Heritage Res	Developing competence in the professional and practical fields of conservation of and in the built environment and of heritage resource management.	Professionals from a broad range of disciplines with backgrounds in architecture, town planning, archaeology, environmental science, law and officials in heritage and planning regulatory authorities are potential candidates.	Dr Stephen Townsend	3

Law

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Labour Law (customised course for UCT HR) – 5 day course	It was a course on labour law geared specifically towards the issues experienced in the UCT HR department	UCT HR department	UCT Law@work- presenter was Andrew Breetzke who has a long association with the Faculty of Law, UCT.	17
Consumer Protection Act Workshop (1 day workshop)	The workshop dealt with the effect of the Consumer Protection Act on business in South Africa	Every person or company that does business in South Africa (all traders, retailers and suppliers of all sizes) will be affected in some way or the other by Act in the way in which they do business.	UCT Law@ work- presenter was Elizabeth de Stadler(UCT Faculty of Law at the time) and Professor Angela Itzikowitz(Wits and a director at ENS attorneys)	34
Estates and Financial Planning Course (2 days)	The aim of the course was to give an overview of estate and financial planning as it has to incorporate not only the needs and preferences of the estate owner, but also the existing law, tax legislation and economic factors. The reason for this is that all these factors have a bearing on each subsequent step in the process.	Newcomers to the financial planning profession as well as those who have already been in the business for some time and want to have an update on developments in the industry and new techniques.	UCT Law@work- presenter was Melanie Louw, a regular course presenter for Law@work and an attorney and financial advisor.	7
Business Turnaround Seminar (2 days)	The purpose of this two day seminar was to highlight the most common causes and events leading to a business failing, and to equip the business owner and/or manager for such an eventuality, by letting them know what resources are available to a business in such a situation.	Business owners and managers	UCT Law@work- presenter was Henk van Zyl, a business analyst specialising in business turnaround.	5
Companies Act seminar (2 days)	This seminar was intended to provide an overview of some key aspects of and changes to the new Companies Act and their implications.	Attorneys and advocates, accountants, company directors, in-house legal counsel etc.	UCT Law@work- various presenters from the Law faculty(Kathy Idensohn and Tracy Gutuza as well as Darron West from the Department of Accounting UCT) and practice Richard de la Harpe ENS, Etienne Swanepoel, Webber Wentzel Bowens and Ann McAllister Bowman Gillfillan)	46
Consumer Protection Act- the property law implications seminar (1 day)	The seminar dealt with the Consumer Protection Act on property law transactions	Developers, estate agents attorneys and legal advisors	UCT Law@ work- presenter was Elizabeth de Stadler(UCT Faculty of Law at the time) and Professor Angela Itzikowitz(Wits and a director at ENS attorneys) and PJ Veldhuizen attorney from Veldhuizen Inc.	59

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
An Introduction to Administrative Justice (3 day course) held twice, once in May and again in November	This course was an introductory course dealing with the following aspects of Administrative Law: General introduction to the Bill of Rights and Administrative Law; An outline of PAJA and section 33; Lawfulness and Procedural fairness and Reasonableness, Reasons and remedies.	Anyone working in a government department as well as interested parties who want to review their knowledge of administrative law.	UCT Law@work- presenters were Prof Hugh Corder and Prof Danwood Chirwa from the Faculty of law UCT and Prof Geo Quinot from the Faculty of law Stellenbosch	24 +21
Understanding contracts for effective control and reading and writing legal language	This intensive three-day programme is designed to demystify the nature, content and implications of common contracts and to assist participants to take ownership of the contracts they enter into. The first two days cover the essential features of a contract, the form and process of contracting, the logical arrangement of contents, common terms and conditions, an understanding of agency, provisions for resolving disputes and the consequences of breach. The third day is devoted to looking at the building blocks of legal language – the words, the technical expressions, the long sentences and the complicated structures – and provide practical assistance in the best ways of reading it and writing it.	People working with contracts, and in fields such as sales, marketing, advertising, buying, tendering and recruitment who wish to have greater control over their contractual activity.	Terry Boxall, admitted attorney and part time lecturer at the Faculty of Law UCT and the Graduate School of Business.	9
The Regional Courts Amendment Act workshop	The Magistrates Courts Act 32 of 1944 was amended to give powers to the Regional Courts to deal with civil cases. The Jurisdiction of Regional Courts Amendment Act came into effect on the 9th of August 2010. The new rules introduced far reaching changes in an effort to render the rules of the Magistrates' Courts consonant with the High Courts. This workshop systematically worked through the amendments and the rules and then discussed the powers of courts, their jurisdictional limits, procedures and pleadings as introduced by the Amendment Act and the new rules. The Magistrates Courts Act 32 of 1944 has been amended to give powers to the Regional Courts to deal with civil cases. The Jurisdiction of Regional Courts Amendment Act came into effect on the 9th of August 2010. The aim of these amendments was to increase access to justice for members of the public.	Practising attorneys, candidate attorneys and legal advisors in the business or the NGO sector.	Associate Professor Mohamed Paleker, Faculty of law UCT.	9

Law continued

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Compliance Management	The course, offered by distance learning, combined with a three-day compulsory practical session, introduces students to the main aspects and objectives of the Compliance function. It will equip 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	People concerned with risk management in the financial services, insurance and banking industries who need to be aware of the implications of compliance.	Presented by UCT Law@work in conjunction with the Compliance Institute of South Africa. The Course convenor is Tim Howse, the Director of the Compliance Institute of South Africa and various UCT Faculty of Law lecturers.	80
Sectional titles scheme management course (December 2012 to May 2011 and July to December 2011)	This is a six month course, offered through online distance learning and combined with a one day intensive workshop and an exam the following day. It introduces students to the legal aspects of scheme management and equips them to manage schemes.	People involved in scheme management, and particularly those who render management services to schemes, including managing agents, attorneys, estate agents, scheme auditors and accountants, dispute resolution service providers and trustees.	It is presented by UCT Law@work in conjunction with Getsmarter. The course convenor is adjunct professor Graham Paddock.	90+78 = 168
Business Writing and legal Documents (March to May 2011 and June to December 2011)	This is a highly practical 10-week course, which provides students with a refresher in parts of speech, punctuation, grammar, spelling and style, and will then deal with the challenges of writing effective emails, proposals, reports, business documents, minutes, corporate CVs and business plans. Students are also taught to understand a variety of legal documents, including employment contracts, sales contracts, mortgage bonds, lease agreements, summonses and wills.	Working professionals, those who deal with English in a business context and anyone who wants to improve their English writing skills and understand legal documents.	UCT Law@work in conjunction with Getsmarter	52+38= 90
Practical Labour law (March to May 2011 and August to October 2011)	This highly practical 8 week online course, deals extensively with all facets of applicable South African labour law. The course focuses on the practical application of good business practice, procedure and governance in the workplace, which helps employers get the best out of their staff and ensures that they avoid the Commission for Conciliation, Mediation and Arbitration (CCMA) and labour courts in the future		UCT Law@work in conjunction with Getsmarter. The Getsmarter convenor is Carol Tissiman who is an HR consultant and the UCT Convenor is Dr Debbie Collier, from the Faculty of Law UCT.	68 + 73= 141

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Start and manage a small business (April to June 2011 and August to October 2011)	This highly practical 9 week course, deals extensively with all facets of starting and running a business in South Africa. Students are guided through each stage of business establishment and management, from conceptualising a new business idea to selling your first product or service and growing your enterprise sustainably.	Current and prospective business owners and entrepreneurs.	UCT Law@work in conjunction with Getsmarter. The UCT Convenor is Karin Lehman a senior lecturer, from the Faculty of Law UCT	77+76 =153
Competition Law and Policy in South Africa	This three-day course provided an in depth look at Competition Law in South Africa.	Legal practitioners, advocates and attorneys advising businesses operating in South Africa or that have dealings in South Africa, internal legal counsel, compliance managers and business people.	UCT Law@work in conjunction with Edward Nathan Sonneberg attorneys firm- various lecturers from the firm and the Faculty of law UCT	18
Marketing: Life after the Consumer Protection Act	This seminar identified general problems created by the CPA in respect of marketing, suggested possible solutions to these problems to enable business to continue their current marketing practices while minimising their risk under the CPA (the risk based approach).	Advertising agencies, in house legal counsel, marketing decision makers and attorneys who practice within the marketing industry.	UCT Law@ work –presenter was Elizabeth de Stadler(UCT Faculty of Law at the time)	17
Plain Language drafting in terms of the Consumer Protection Act (2 day workshop)	This was a two day workshop on plain language drafting in terms of the Consumer protection Act. The first day was dedicated to explaining the concept of plain language in light of the CPA, existing South African law, but more importantly, the plain language legislation and movements in Europe and other jurisdictions. The second day of the workshop was aimed at providing a person with tools to identify when a term is not in plain language and what remedial action to take.	Attorneys and in-house legal advisors of suppliers of goods and services.	UCT Law@ work –presenter was Elizabeth de Stadler(UCT Faculty of Law at the time and Ruth Baitsewe, head of the Unit for Document Design at the Stellenbosch University (SU) Language Centre	27
Legal Writing (5 days)	An intensive 5 day course on legal writing	People undertaking any type of legal drafting in practice, in government or in commercial organisations.	UCT Law@work. The presenters are Terry Boxall UCT part time lecturer and Sally Burt from Fooprint Communications who used to be employed at UCT.	9
Negotiation skills	The aim of this course was to introduce delegates to the negotiation framework and to equip delegates with the skills needed to negotiate effectively	People wishing to acquire, or improve their negotiation skills.	UCT Law @work and professor Alan Rycroft from the Faculty of Law UCT	13

Law continued

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Divorce, Financial Planning issues and Alternative dispute resolution (a one day workshop)	This one day workshop dealt with the following: •Alternative Dispute Resolution and Parenting Plans •Ending the marriage and preserving the family: an accountable approach •Mediation: The process, team approach, favourable outcomes, finding a suitably qualified mediator •Facilitation: The process, team approach, favourable outcomes, the facilitation clause in the consent paper, appointing a facilitator •Parenting Plans: The importance of an individualized approach, do's and don'ts Financial Planning Issues and Techniques: •Marital Regimes: an introduction and overview; •Inter Vivos Trusts: when and how can a redistribution of trust assets be made? The pitfalls and advantages of trusts. •Divorce and Pension benefits: the history, the clean break principle , tax implications for spouses, the options and choices that need to be made and dealing with the life assurance companies in this regard; •Pension benefits and maintenance claims. •Endowments, collective investments schemes, life policies, pension benefits (pension funds, provident funds and retirement annuities): the structure of these products and dealing with them in the divorce order and thereafter. •Financial Planning – a checklist of things that will need immediate attention.	Attorneys and paralegals, NGO's and marriage counsellors, anyone advising or assisting clients with divorce and mediators in divorce matters.	UCT Law@work and Melanie Louw (attorney and financial planner) and Mara Koornhof (mediator)	6

Humanities[13]

COURSE NAME	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Google Earth for educators	Junior and high school teachers and Curriculum Advisors	Schools Development Unit staff, School of Education	
Assessment for Learning in Science	All science teachers	Schools Development Unit staff, School of Education	10
Learning and cognitive development for teachers	Teachers	Schools Development Unit staff, School of Education	
Fundamentals of Inquiry for Science teachers	Natural Sciences, Life Sciences & Physical Sciences teachers	Schools Development Unit staff, School of Education	35
Internet Basics for Educators	Junior and high school teachers in all learning areas and subjects	Schools Development Unit staff, School of Education	8
Pedagogy and Content for Managing Mathematics Paper Three	FET Mathematics teachers	Schools Development Unit staff, School of Education	
Maths Teaching with the Interactive Whiteboard	Grade 8–12 mathematics and maths literacy teachers	Schools Development Unit staff, School of Education	
Approaches to teaching poetry in the Grade 12 FAL classroom	Grade 12 English FAL teachers	Schools Development Unit staff, School of Education	12
Writing effective work-based reports for educators	Curriculum advisers	Schools Development Unit staff, School of Education	13
Teaching Visual Literacy in the GET Phase to FAL learners	GET English FAL teachers	Schools Development Unit staff, School of Education	
Teaching Oral History Research Methodology	In-service educators from GET and FET bands	Centre for Popular Memory, Department of Historical Studies	
Digital Photography	Anyone who wants to develop their skills in photography	Convened by Centre for Film and Media, presented by GetSmarter	

13. The data was provided by the Faculty of Humanities' Short Courses Sub-committee; the committee only tracks numbers who complete formal assessments.

The Centre for Open Learning (COL)

The Centre provides a range of courses and learning opportunities for local and overseas university students as well as participants from commerce and industry, government departments, NGOs and the general public. The Centre for Open Learning offers a variety of short courses.

COURSE NAME	NATURE OF THE COURSE	TARGET AUDIENCE	PROVIDER	NO OF PARTICIPANTS
Specialist Professional Writing	Customised course for Committee Section of Parliament (Offered in partnership with the Professional Communication Unit, Commerce Faculty)	Committee secretaries, Unit Managers and Content Advisors serving the parliamentary committees	Terri Grant, Gaontebale Nodoba, Claudia Khalil (Prof Communication Unit, Commerce Faculty, UCT); Terrill Nicolay and Dr Finuala Dowling (on contract for COL, UCT)	79
An Introduction to critical thinking and analytical writing	Customised course for UCT librarians	Librarians supporting researchers – selected by UCT library management	Terrill Nicolay (COL)	15
Political Economy of South Africa	Customised course for MPs (with Sociology Department)	Members of Parliament and researchers	Prof Ari Sitas (Sociology, UCT), Prof Ben Turok (ANC)	20
Improving your written English	In-house courses for UCT Staff Learning Centre	UCT administrative staff members	Terrill Nicolay (COL, UCT)	20
Global Debates, Local Voices Thinking about volunteering	Global Citizenship Programme	Currently registered UCT students	Dr Janice McMillan (Haesdu, UCT), Prof Astrid von Kotze (on contract for COL, UCT)	159
Astronomy in the Cape	Public open course	General public	Emeritus Prof Brian Warner (on contract for COL, UCT)	20

Short Courses

Summer School

The annual Summer School programme is a public education programme that is aimed at members of the public, university staff members and students, and is attended by members of all three groupings. Annually, the Summer School is offered over a two-week period in January. Courses cover a range of topics in the following areas: arts and humanities; science conservation and medicine; history, philosophy, contemporary studies and psychology. It also offers language and practical courses such as art and writing. In 2011, the Summer School ran from 17–28 January. There were 52 courses offered (see below) attracting approximately 2 000 students; there were around 5 800 registrations.

Summer School 2011 – Course Index by Category:

Humanities

1. African cinema: three great West African directors
2. The Algerian War of Independence
3. Selected British poets of the 20th century
4. The South African College of Music at 100
5. Perspectives on contemporary South African art
6. Gender, violence and identity in South African literature
7. Handspring Puppet Company's uncanny art
8. Imperial adventure fiction
9. Maria Callas portrays Verdi heroines
10. Mobile people: their language and literacy resources
11. Modern Jewish writing
12. Rome from Michelangelo to Bernini: 1520–1680
13. The surrealist adventure
14. A trio of Verdi masterpieces
15. Caravaggio's Rome
16. The Louvre: tradition and innovation
17. Silence, glory, love: a poetry reading

History, Philosophy and Contemporary Studies

1. Anti-Semitism in the modern world
2. Aspects of Argentina
3. Preventing child sexual abuse and maltreatment
4. Children of the new democracy
5. A 'developmental state': the challenges ahead
6. The first Modern Revolution: 1688
7. How do you feel? The origins of emotions
8. For all the saints
9. Counter-currents in Cape Town: sustainability prospects
10. Thanatology: the study of death and dying
11. Trade unions and politics in South Africa today
12. From Congo to Zaire – and back
13. Customary law in the SA post-apartheid legal system
14. Displaced: finding lost family
15. Interfaith issues in Cape Town
16. Medical regulation in the 21st century: the Shipman effect
17. Refugees: whose responsibility?
18. The right to know

Science and Conservation

1. Bird breeding biology
2. Forensic anthropology
3. Human–wildlife conflict in the Cape Peninsula
4. Isaac Newton and his enemies
5. Thomas Young: the man who knew everything
6. Your wonderful foot

Languages

1. Italian for beginners
2. Portuguese for beginners
3. Functional Xhosa for beginners

Practical Art

1. Colour: an art workshop
2. Botanical painting in watercolour
3. Re-call: narrative techniques through altered books – workshop

Practical Writing

1. Creative fiction writing
2. Advanced creative fiction writing
3. Writing poetry
4. Scripts for South Africa

Other Practical

1. Identifying fynbos plants: an introduction

References

Angotti, T., Doble, C. & Horrigan, P. (Eds.). 2011. Service-Learning in Design and Planning. Oakland: New Village Press. Argyris, C. & Schön, D. 1974. Theory in Practice: Increasing Professional Effectiveness. San Francisco: Jossey-Bass.

Bourner, T. 2010. A Compatible Partnership? Student-community Engagement and Traditional University Education. Gateways: International Journal of Community Research and Engagement, 3: 139–154. Boyer, E. 1996. The Scholarship of Engagement. Bulletin of the American Academy of Arts and Sciences 49(7): 18——33.

Brown-Luthango, M. 2011. Community-University Engagement: The Philippi CityLab in Cape Town & the challenge of collaboration across boundaries. Conference paper presented at the Cities Conference. Hosted by the African Centre for Cities (ACC), University of Cape Town. 2–3 September.

Butin, D. 2010. Service-learning in Theory and Practice: The Future of Community Engagement in Higher Education. London: Palgrave Macmillan.

Catalani, C. and Minkler, M. (2010). Photovoice: A review of the literature in health and public health. *Health Education and Behaviour*, 37(3), 424-451.

Chinman, M. and Linney, J. A. (1998). Toward a model of adolescent empowerment: Theoretical and empirical evidence. *Journal of Primary Prevention*, 18(4), 394-413.

Denault, A. and Poulin, F. (2009). Intensity and breadth of participation in organized activities during the adolescent years: Multiple associations with youth outcomes. *Journal of Youth and Adolescence*, 38(9), 1199-1213.

Economic and Human Development Department. (2006). A Socio-economic profile of Ward 85 (Nomzamo, Somerset West, Strand) looking at the Economic and Human Development Department's programmes and projects in 2005/06. Retrieved 16 March 2011 from www.capetown.gov.za/en/ehd/Documents/Ward85.doc

Evans, S. D. (2007). Youth sense of community: Voice and power in community contexts. *Journal of Community Psychology*, 35(6), 693-709.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. & Trow, M. 1994. The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Society. London: Sage.

Hergenrather, K. C., Rhodes, S. D. and Bardhoshi, G. (2009). Photovoice as community-based participatory research: A qualitative review. *American Journal of Health Behaviour*, 33(6), 686-698.

Johnson, C. V., Bartgis, J., Worley, J. A., Hellman, C. M. and Burkhart, R. (2010). Urban Indian voices: A community-based participatory research health and needs assessment. *American Indian and Alaska Native Mental Health Research*, 17(1), 49-70.

Kessi, S. (in press). Photovoice as a practice of re-presentation and social solidarity: Experiences from a youth empowerment project in Dar es Salaam and Soweto. *Papers on Social Representations, 20(1).*

Killian, B., Van der Riet, M., Hough, A., O'Neill, V. and Zondi, T. (2008). Children's loss of agency under extreme adversity. *Journal of Psychology in Africa*, 18(3), 403-412.

Kirschner, B. (2007). Youth activism as a context for learning and development. *American Behavioral Scientist*, 51(3), 367-379.

Kolb, D. & Fry, R. 1975. Towards an Applied Theory of Experiential Learning. In C. L. Cooper (Ed.) Theories of Group Processes. 33–58. London: John Wiley. Republic of South Africa (RSA). 1997. Education White Paper 3: A Programme for the Transformation of Higher Education. Department of Education. Pretoria: Government Gazette, 15 August.

Langa, M. (2010). Contested multiple voices of young masculinities amongst adolescent boys in Alexandra township, South Africa. *Journal of Child and Adolescent Mental Health*, 22(1), 1-13.

Medical Research Council (2010). 2nd South African National Youth Risk Behaviour Survey 2008. Retrieved 13th March 2011 from www.mrc.ac.za/healthpromotion/yrbs_2008_final_report.pdf

Moletsane, R., de Lange, N., Mitchell, C., Stuart, J., Buthelezi, T. And Taylor, M. (2007). Photo-voice as a tool for analysis and activism in response to HIV and AIDS stigmatisation in a rural KwaZulu-Natal school. *Journal of Child and Adolescent Mental Health*, 19(1), 19-28.

Morsilla, J. and Prilleltensky, I. (2007). Social action with youth: Interventions, evaluation, and psychopolitical validity. *Journal of Community Psychology*, 35(6), 725-740.

Newman, S., Fox, J. A., Flynn, E. And Christeson, W. (2000). America's after-school choice: The prime time for juvenile crime, or youth enrichment and achievement. Retrieved 13th March 2010 from www.fightcrime.org/reports/as2000.pdf

Nkomo, M., Swartz, D. & Maja, B. (eds), 2006, Within the Realm of Possibility. From Disadvantage at the University of Fort Hare and the University of the North, Human Sciences Research Council: Cape Town.

Norman, R., Matzopoulos, R., Groenewald, P. & Bradshaw, D. (2007). The high burden of injuries in South Africa. *Bulletin of the World Health Organization, 85*, 695-702.

O'Donoghue, J. L. and Strobel, K. R. (2007). Directivity and freedom: Adult support of activism among urban youth. *American Behavioral Scientist*, 51(3), 465-485.

Ozer, E. J., Cantor, J. P., Cruz, G. W., Fox, B., Hubbard, E. And Moret, L. (2008). The diffusion of youth-led

participatory research in urban schools: The role of the preventive support system in implementation and sustainability *American Journal of Community Psychology*, 41, 278-289.

Pancer, S. M., Pratt, M., Hunsberger, B. and Alisat, S. (2007). Community and political involvement in adolescence: What distinguishes the activists from the uninvolved? *Journal of Community Psychology*, 35(6), 741-759.

Petersen, I., Swartz, L., Bhana, A. and Flisher, A. J. (2010). Mental health promotion initiatives for children and youth in contexts of poverty: The case of South Africa. *Health Promotion International*, 25(3), 331-341.

Seedat, M., Van Niekerk, A., Jewkes, R., Suffla, S. and Ratele, K. (2009). Violence and injuries in South Africa: Prioritising an agenda for prevention. *Lancet Special Issue: Health in South Africa*, August 2009, 68-79

Stanton, T.K. (ed), 2007, A Conference Report 2007. New Times Demand New Scholarship. Research Universities and Civic Engagement: Opportunities and Challenges, University of California: Los Angeles, www.compact.org/resources/research_universities/.

Stanton, T., Giles, D., & Cruz, N. 1999. Service-learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future. San Francisco: Jossey-Bass.

Statistics South Africa (2003*a*), City of Cape Town Census 2001 – Hanover Park. Retrieved on 13th March 2010 from www.capetown.gov.za/en/stats/2001census/Documents/Langa.htm

Statistics South Africa, (2003*b*). City of Cape Town Census 2001 – Langa. Retrieved 13th March 2010 from www.capetown.gov.za/en/stats/2001census/Documents/Langa.htm

Strack, R. W., Lovelace, K. A., Jordan, T. D. and Holmes, A. P. (2010). Framing photovoice using a social-ecological logic model as a guide. *Health Promotion Practice*, 11(5), 629-636.

Teufel-Stone, N. I., Siyuja, T., Watahomigie, H. J. and Irwin, S. (2006). Community-based participatory research: Conducting a formative assessment of factors that influence wellness in the Hualapai community. *American Journal of Public Health*, 96(9), 1623-1628.

Trowler, P., 1998, Academics Responding to Change. New Higher Education Frameworks and Academic Cultures, Society for Research into Higher Education and Open University Press: Buckingham.

Unit for Religion and Development Research (URDR). (n.d.). *Helderberg Basin: Transformation research project.* Stellenbosch: Stellenbosch University. Retrieved 16 March 2011 from stbweb02.stb.sun.ac.za/urdr/downloads/Helderberg.pdf

University of Cape Town, 2007. Social Responsiveness Report, University of Cape Town, Cape Town.

University of Cape Town, 2012. Draft Revised Social Responsiveness Policy Framework, 12 July 2012 in Senate Executive Committee Agenda of 3 September, 2012.

Wang, C. C. and Burris, M. A. (1997). Photovoice: Concepts, methodology and use for participatory needs assessment. *Health Education and Behaviour*, 28, 560-572.

Ward, C.L., Artz, L., Berg, J., Boonzaier, F., Crawford-Browne, S., Dawes, A., Foster, D., Matzopoulos, R., Nicol, A., Seekings, J., Van As, A.B. & Van der Spuy, E. (2012). Violence, violence prevention, and safety: A research agenda for South Africa. *South African Medica.*

World Medical Association (2008). WMA Declaration of Helsinki: Ethical principles for medical research involving human subjects. Retrieved on 12th March 2011 from www.wma.net/en/30publications/10policies/b3/index.html

Younnis and Yates (1999). Youth service and moral-civic identity: A case for everyday morality. *Educational Psychology Review*, 11(4), 361-376.

Appendix

High-Level Summaries of Faculty-Based Activities Related to each Strategic Theme

The information contained in the Appendix is largely based on information extracted from the ACDI website, the SaVI Vula site, a survey conducted of educational projects operating in Khayelitsha in 2010, completed under the auspices of Edulab, and the Poverty and Inequality website.

Introduction

The USRC has revised the policy framework for Social Responsiveness in order to tighten up the definition of social responsiveness. According to the draft revised SR policy the term 'social responsiveness' is used as an umbrella term to refer to all forms of scholarly and professional engagement with external nonacademic constituencies. The umbrella term embraces engaged scholarship involving academic staff, civic engagement involving students' community service, and professional engagement involving PASS staff using their professional expertise. It does *not* cover civic and outreach activities of staff that are not linked to their disciplinary or professional expertise (see definition below). *Nor* does it encompass work with academic constituencies such as external examining, editing of peer-reviewed journals etc. This is not to devalue the importance of academic engagement with other academic staff and academic peers – something which provides some of the lifeblood of an institution defined as a 'university'. Rather, the concern with engagement (based on solid disciplinary or professional expertise) with nonacademic constituencies is meant to provide a sound complement to the activities of engagement with academic constituencies.

Within these broad parameters the policy adopts a view that academic engagement with external constituencies should be based on scholarship. Scholarship is "the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas of the disciplines, professions, and interdisciplinary fields. What qualifies an activity as 'scholarship' is that it should be deeply informed by (the activity of) accumulating knowledge in some field, that the knowledge is skilfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism"[14]

Engaged Scholarship (ES) as a form of SR refers to the **utilisation of an academic's scholarly and/or professional expertise,** with an **intentional public purpose or benefit (which) demonstrates engagement with external (nonacademic) constituencies.**

The dimensions that distinguish ES from use-inspired basic research or pure basic research are the following:

- The utilisation of an academic's scholarly and/or professional expertise
- An intentional public purpose or benefit, and
- Engagement with external (nonacademic) constituencies.

14. This is based on the Michigan State University (1993:2) definition of scholarship; see also UCT (2010:29).

African Climate Development Initiative (ACDI)

1.1 Engineering and the Built Environment (EBE)

Cape Town's Climate Change Think Tank

This inter-disciplinary partnership between the City of Cape Town (CoCT) metropolitan government, the University of Cape Town (UCT), local businesses and Non-governmental Organisations (NGOs) has commissioned and reviewed work from a variety of disciplines (law, economics, engineering, ecology and oceanography) to examine the systemic risks associated with climate change. Since 2009 the Think Tank has embedded climate change research knowledge into Cape Town's responses to climate change and contributed to growing policy coherence across key CoCT institutions

Project leader: Anton Cartwright , anton.cartwright@uct.ac.za, africancentreforcities.net

Climate Change CityLab

The Mistra Urban Futures Climate Change CityLab programme involves a formal relationship between African Centre for Cities (ACC), the CoCT and the Provincial Government of the Western Cape (PGWC) to develop and transfer knowledge on sustainable urban development and facilitate cooperation between academia, business, organisations representing special interests and the public. ACC's work focuses on adapting to climate risks, building a greener economy, planning for a low-carbon city that is just and equitable.

Project Leader: Warren Smith, warren.smit@uct.ac.za, africancentreforcities.net

Cape Town Climate Change Coalition & Climate Smart Cape Town

ACC is an active partner within the Cape Town Climate Change Coalition (CTCCC). This was officially launched in March 2011, during the conference of the International Association of Local Governments (ICLEI) on Local Climate Solutions for Africa 2011. The CTCCC is an alliance of organisations committed to sharing knowledge and strengthening capacity to act on climate change across the city.

Project leader: Anton Cartwright, anton.cartwright@uct.ac.za, africancentreforcities.net

Mitigation Action Plans & Mitigation Scenarios (MAPS)

MAPS combines facilitated stakeholder processes with research. The programme is South-South collaboration between developing countries in support of their plans to implement more ambitious mitigation actions, in a manner that aligns with socio-economic development and poverty alleviation. The Energy Research Centre (ERC) focuses on supporting researchers in MAPS countries, in analysing actions and how that can contribute to achieving an overall reduction in the growth of emissions, building on experience of South Africa's long-term mitigation scenarios. The MAPS collaboration is an initiative of the University of Cape Town's Energy Research Centre in partnership with the NGO SouthSouthNorth based in Cape Town. This team forms the central support base for independent government country mandated processes lead by in-country teams in Brazil, Chile, Colombia and Peru. Please follow the links on the left for more information on team members.

Project leader: Professor Harald Winkler , Harald.winkler@uct.ac.za, Stefan Raubenheimer, (SouthSouthNorth), www.mapsprogramme.org

Measurement and Performance Tracking

The goal of this project is to work in partnership with national actors to build capacity and promote shared perspectives and readiness among key stakeholders on the design and implementation of credible systems to make mitigation actions by developing countries measurable, reportable and verifiable (MRV), at the national, and industry levels. The first scoping phase will focus on mapping

existing domestic MRV capacity in South Africa and identifying needs and opportunities for capacity development.
Project leader: Anna Boyd, a.boyd@uct.ac.za, www.wri.org/project/low-carbon-development/measurement-and-performance-tracking

Technology Deployment for Sustainable Urban Development

This project fuses engaged research with student voluntary work, focusing on a key sector of the informal economy in African cities: street catering. The intellectual centre-piece of the project is an assertion that the technologies needed to put urban development on a sustainable trajectory largely exist, but conditions are not yet conducive for their deployment. The project is strongly focused on producing Africa-relevant knowledge.
Project leader: Professor Harro von Blottnitz, harro.vonblottnitz@uct.ac.za, www.epse.uct.ac.za

Khayelitsha biodigester

This project involves a partnership of the Engineers without Borders (EwB) with Abalimi Bezekhaya, supported by members of the Environmental and Process Systems Engineering (EPSE research group, to build a biogas digester at an urban food garden site. The digester will use the organic waste from the Abilimi gardens as the main substrate, and the biogas produced will be used for fuel in a soup kitchen run by members of Abalimi. The slurry by-product of the biogas will be taken to composting, eventually providing fertiliser for the Abilimi vegetable garden.
Project leader: Heloise Greef, grfhel001@uct.ac.za, www.epse.uct.ac.za

1.2 Faculty of Commerce

What is Fair? Experimental Guide to Climate Negotiations

Taking a number of equity principles relevant to climate negotiations, this study examines whether a generalizable notion of fairness might arise out of the negotiation process or whether equity principles serve as the basis for interest-based bargaining. The multi-country experiment is conducted with a large sample of university students from the United States, European Union, China, India and South Africa and is then replicated with a small sample of researchers, government officials, consultants and academics from the same countries/regions mentioned above.
Project leader: Dr Martine Visser, martine.visser@uct.ac.za, www.epru.uct.ac.za

Towards Development & Sustainability: Shifting South Africa's Growth Path

This project will examine the causes and consequences of South Africa's current growth path. It will test whether SA's revealed 'comparative advantage' in processed metals and other forms of energy- and capital-intensive production has been partly derived from policy interventions which have favoured these sectors. It will then go on to explore whether a new more labour-intensive and less energy-intensive growth path would be good for economic development and good for the environment.
Project leader: Professor Anthony Black, Anthony.black@uct.ac.za, www.epru.uct.ac.za

Scenario Pedagogy: UCT's commitment to sustainable development

This project is part of a course in professional communication run under the auspices of the Professional Communication Unit (PCU) in conjunction with Sandra Rippon, Environmental consultant to UCT, who acts as chief advisor. As a signatory of the Talloires Declaration and the ISCN–GULF Sustainable University Campus Charter, UCT has committed itself to following certain guidelines. Senior Commerce students investigate various aspects of sustainable development at UCT and the broader community and report their findings at the end of the semester by way of various communicative products. Embedding a communication course within a broader pedagogical framework serves multiple educational principles aligned to socially responsible curriculum design and change management. Topics have ranged from waste, water, energy and transport management to green building practices.
Project leader: Terri Grant, Terri.Grant@uct.ac.za

Sustainable business and communication practices

The postgraduate diploma students in Enterprise, Marketing, Sport and Tourism take part in a live project on sustainability in business under the auspices of two collaborative courses: Business in Context and Professional Communication. Student teams investigate the sustainability of small- to medium-sized companies as part of their studies and report back to these companies by way of an evaluative report. Teams undertake to identify the companies and assess their sustainability practices in terms of social responsibility, environmental sensitivity and financial accountability. This project is an example of meaningful and practical interaction between academia and SMMEs and aims to inspire action towards more and better sustainable practices in business.

Project leaders: Stuart Hendry and Gaontebale Nodoba, stuart.hendry@uct.ac.za, gaontebele.nodoba@uct.ac.za

1.3 Graduate School of Business

Business and Climate Change Governance in Areas of Limited Statehood

This three-year collaborative research project is centred around the question, "Why and how business actors contribute to climate change governance in areas of limited statehood?" The project incorporates both a theoretical foundation through which the role of business in climate governance is analysed, and a number of studies that investigate mitigation and adaptation activities of business organisations across South Africa, Germany, Kenya and Zambia.

Project leader: Ralph.Hamann@gsb.uct.ac.za, gsbblogs.uct.ac.za/seec

Management Programme in Infrastructure Reform and Regulation

The Management Programme in Infrastructure Reform & Regulation (MIR) strives to be a leading centre of excellence and expertise for Africa and other emerging and developing economies. Based at the University of Cape Town's Graduate School of Business, MIR aims at enhancing understanding and building capacity in infrastructure investment, reform and regulation,in support of sustainable development. MIR's main focus at present is in the electricity and water sectors, but growth is expected in gas, transport and potentially in telecommunications (for eg. our new partnership with Research ICT Africa). MIR works on three fronts, providing: executive and professional short courses; research related to the frontiers of infrastructure reform and regulation in Africa; and professional support and policy advocacy. This research has almost always had close links with off-campus communities, including industry, energy providers, civil society groups, the private sector and government policy-makers.

Project leader: Anton Eberhard, Anton.eberhard@uct.ac.za, www.gsb.uct.ac.za/s.asp?p=152

1.4 Faculty of Health Sciences

Climate Change, Health & Health Policy

The Climate Change, Health and Health Policy Initiative consists of a series of projects that focus on the interface between climate change and various health-related issues. One such project, led by Professor Jonny Myers and T Tucker, undertakes research that focuses on understanding the links between climate change and health in Southern Africa. Researchers are also working on the elaboration of a framework of researchable topics on health and climate change in the Western Cape Province and South Africa.

Project leader: Professor Jonny Myers, jonny.myers@uct.ac.za, www.oehru.uct.ac.za/objectives/objectives.php

1.5 Faculty of Humanities

Climate Crossroads: Politics, Media & Climate

The Centre for Film & Media Studies is part of this collaborative research project together with the University of Bergen and Oslo University College in Norway. The project aims to illuminate the problems with translating knowledge about climate change to climate politics, with a specific focus on what role the media play in this relationship. Through its transnational research collaborations, the project provides comparative perspectives from the global North and the global South.
Project leader: Dr Ibrahim Saleh, Ibrahim.saleh@uct.ac.za, www.cfms.uct.ac.za

Contested Ecologies

The Contested Ecologies Research Group aims to support innovative responses to the complex challenges of environmental management across different knowledge practices and traditions. The group explores the possibilities of dialogue that generates insights across informational and relational ways of knowing. The project draws on post-colonial studies from across the global south, as well as science and technology studies, and encourages careful ethnographies of ways of knowing.
Project leader: Dr Lesley Green, Lesley.green@uct.ac.za, www.socanth.uct.ac.za

Defragmenting African Resource Management

Conflict resolution is integral to the protection of biodiversity and poverty alleviation on exploited commons, because ecological degradation leads to competition for the remaining resources. The project explores these issues at the Dwesa-Cwebe Nature Reserve of the Transkei/Wild Coast Region of South Africa, which has recently become a community-owned reserve as part of a land-restitution claim.
Project leader: Dr Frank Matose, frank.matose@uct.ac.za, www.sociology.uct.ac.za

Climate Change Education and Awareness Programme

The Schools Development Unit (SDU), in collaboration with the Department of Environmental Affairs and Development Planning, created a course for General Education and Training and Further Education and Training teachers that consists of training material for the Climate Change Education and Awareness Programme (CChEAP). CChEAP has a dual purpose, to firstly to support educators in the presentation of effective teaching and learning strategies which would enable learners to participate in problem-solving activities which would lead towards equitable and sustainable energy utilisation, and secondly, to increase the awareness of learners about the cause and effect of climate change.
Project leader: Andrew Petersen, Andrew Petersen@uct.ac.za, www.sdu.uct.ac.za/about/overview

1.6 Faculty of Law

Environmental Security Programme

In its environmental security work to date the Criminology Centre has explored how communities manage the increasing risks associated with climate change, how regulatory institutions contribute to these processes, and what alliances can be, and are continually being built between them. Using its collaborations to successfully improve physical understandings of the changes occurring in local ecosystems and the Centre's focus on the governance landscape, a rich understanding of the challenges and opportunities, presented by climate change, is emerging.
Project leader: Dr Tom Herbstein, tom.herbstein@uct.ac.za, www.criminology.uct.ac.za

The Climate Finance Governance Initiative

The Democratic Governance & Rights Unit (DGRU) has two main areas of work, namely judicial governance and access to information/political participation. This second area has encompassed work on issues of climate finance governance and multi-stakeholder governance, in particular on the information disclosure and transparency dimensions to climate finance, and the Green Climate Fund (GCF) in particular, tracking the Transitional Committee (TC) on the design of the GCF.
Project leader: Professor Richard Calland, richard.calland@uct.ac.za, www.dgru.uct.ac.za/home

Adapting Laws and Institutions to the Effects of Sea Level Rise and Climate Change on African Coastal Zones

Thirty three countries on the African continent and several island nations in the region have coastlines, many of which are vulnerable to sea level rise and climate change. Professor John Gibson has been examining the adequacy of existing legal and institutional arrangements at national and regional levels in order to meet these challenges, and in seeking to identify opportunities and constraints for achieving adaptive coastal management in African countries.

Project leader: Professor John Gibson, john.gibson@uct.ac.za, www.law.uct.ac.za/research/groups/imel/about

The relationship between Implementation of Measures under the Climate Change Regime and the Multilateral Trading System

This research examines the impact of climate change on trade in the African region and considers response measures to climate change in the context of the regime created by the United Nations Framework Convention on Climate Change (UNFCCC). Trade measures may in fact negatively impact on trade from African countries, unless the multilateral trade regime creates space for appropriate exceptions. While African countries share the responsibility for the threats posed by climate change, largely due to the global nature of the problem, it must be acknowledged that they are less culpable and their responsibility should differ accordingly.

Project leader: Professor Loretta Feris, Loretta.feris@uct.ac.za

1.7 Faculty of Science

World Climate Research Programme (WCRP) Co-ordinated Regional Climate Downscaling Experiment (CORDEX) Global Project

Climate Systems Analysis Group (CSAG) is the Africa-lead for the CORDEX an initiative sponsored by WCRP to produce multiple dynamic and statistical downscaling models driven by global climate models from the Coupled Model Intercomparison Project Phase 5 (CMIP5) archive, for input into Intergovernmental Panel on Climate Change Fifth Assessment Report IPCC AR5. The initial focus of the experiment is to produce down-scaled data over Africa. This has a direct impact on the ability of African countries to accurately assess their vulnerabilities to climate variability and future climate change.

Project leader: Professor Bruce Hewitson, bruce.hewitson@uct.ac.za, www.csag.uct.ac.za/cordexworkshop2

CSAG/United Nations Institution for Training And Research (UNITAR Climate Information Portal

The Climate Information Portal (CIP) is a web interface that integrates two important information sources – a climate database and an extensive collection of guidance documentation, into one easy to use resource. The climate database stores and manages queries to a large suite of observational climate data as well as projections of future climate. CIP has been designed to be easy to use so as to provide simple access to various climate information sources for a wide range of users.

Project leader: Professor Bruce Hewitson, bruce.hewitson@uct.ac.za, www.cip.csag.uct.ac.za

Dust Observations for Models

Researchers in the Department are conducting work around some of the world's major dust sources and their contribution in driving global climate dynamics. Supply of fine materials from salty dry lakes, which are some of the world's major dust sources, is subject to significant spatial and temporal variation. Such surface variability needs to be taken into account when producing future climate models.

Project leader: Dr Frank Eckardt, frank.eckardt@uct.ac.za, www.geog.ox.ac.uk/research/climate/projects/do4models.html

Gateways

This project involves collaboration between UCT's Department of Oceanography and several institutions in Europe. Its aims are to understand the influence of the Agulhas Current in the current

climate, in previous climates and in climates of the future. Previous work by scientists at UCT and others has shown that variations in the Agulhas Current play an important role in the development of severe weather events over South Africa and in rainfall changes over large areas of southern Africa.
Project leader: Professor Chris Reason, chris.reason@uct.ac.za, sea.uct.ac.za

Southern African Climate Multidisciplinary Analysis (SACMA)

The aim of SACMA is to create synergy between various research groups or individuals interested in ocean and atmosphere climate variability and its impacts on society and ecosystems of Southern Africa. More specifically, the project aims to, among other things: understand mechanisms of climate variability; validate and improve numerical models used for forecasting at different time and spatial scales; develop real time monitoring and early warning systems; and use past conditions as analogue for global warming scenarios.
Project leader: Dr Mathieu Rouault, mathieu.rouault@uct.ac.za, sea.uct.ac.za

Climate Change and Integrated Coastal Management Guidelines

The coastal zone is particularly vulnerable to climate change because of predicted sea level rise and increase in the frequency and intensity of extreme weather events leading to intensive storms, increased wind and wave action and a higher tidal range. Originally part of a larger study, this particular report makes recommendations and provides guidelines for addressing, mitigating and adapting to the potential impacts of climate change within the integrated coastal management sector.
Project leader: Associate Professor Merle Sowman, merle.sowman@uct.ac.za, www.eeu.org.za

Touws Rivier Solar Energy Facility

Concentrating Photovoltaic (CPV) Power Plant No. 1 (Pty) Ltd is proposing a Solar Energy Facility comprising approximately 7,700 solar tracker units with the potential to generate 50MW of energy for national distribution. The proposed facility is approximately 12km South West of Touws Rivier and a pilot project has been erected in the vicinity to demonstrate the technology. The Environmental Evaluation Unit (EEU) was appointed to manage the environmental authorisation process which concluded on 29 August 2011 when authorisation was granted.
Project leader: Sandra Rippon, Sandra.rippon@uct.ac.za, www.eeu.org.za

Marine Research in the Benguela and Agulhas Systems

The primary focus of the project is at the level of the Southern African sub-region, including the oceans and the atmosphere, where physical and ecological modelling studies at a range of scales are using a variety of indicators to help understand, track and ultimately predict the effects of climate change. A complementary focus at the level of the Benguela large marine ecosystem will use a variety of process- and case-studies to understand the effects of climate variability on the marine environment, the living organisms in the sea and the human communities that use and depend on marine resources.
Project leader: Professor John Field, john.field@uct.ac.za, ma-re.uct.ac.za

Nansen-Tutu Marine Environmental Research Centre

The Centre aims to serve Africa through advancing knowledge of the marine environment and climate system. Its overall goal is to improve the capacity to observe, understand and predict marine ecosystem variability on time scales from days to decades in support of scientific and societal needs including fisheries, coastal management, maritime security, recreation and tourism. To this end, one of the core activities at the Centre focuses on education and the exchange of young researchers and students from different cultures and countries through the Nansen-Tutu Scholarship Programme.
Project leader: Professor Frank Shillington, frank.shillington@uct.ac.za, ma-re.uct.ac.za

Fynbos Endemic Birds: Vulnerability & Adaptation to Land Use and Climate Change

Starting in early 2008, this project forms part of the Fitzpatrick Climate Vulnerability and Adaptation Programme, run in conjunction with the Climate Change and Bio Adaptation Division of the South African National Biodiversity Institute (SANBI). The project explores how species on the edge of

the continent and along urban edges are being squeezed by climate change, rampant urbanization, and associated ecological changes such as biological invasions and novel predators.
Project leader: p.barnard@sanbi.org.za, www.fitzpatrick.uct.ac.za

The Southern African Bird Atlas Project 2

The First Southern African Bird Atlas Project (SABAP1) ran from 1987-1991 and culminated in the publication of The Atlas of Southern African Birds. SABAP1 provided the first quantitative description of the distribution of all bird species in southern Africa. During the past 15 years bird distributions in southern Africa have continued to change, probably more rapidly than during the previous 100 years. Large-scale landscape changes, resulting in widespread habitat loss, transformation and fragmentation, and in some cases habitat creation, coupled with climate change and invasion have contributed to changing bird distributions. SABAP2 was initiated in 2007 as the project to lead the way in monitoring these ecological changes. The project is a partnership between the Animal Demography Unit at UCT, SANBI and Bird Life South Africa. Initial results are demonstrating both expansions and contractions of the distributions of bird species between SABAP1 and SABAP2. Many of these changes seem to have climate change components to understanding them.
Project leader: Professor Les Underhill, les.underhill@uct.ac.za, sabap2.adu.org.za/v1/about.php

Heat and storms impact the Bank Cormorant

Bank Cormorants Phalacrocorax neglectus are endemic to South Africa and Namibia. The population of this "endangered" seabird decreased from 9000 to 3000 breeding pairs between 1979 and 2011, but the reasons are not fully understood. Recent research has indicated a role for increased climate variability. As part of this three-year study, we aim to understand the extent to which extreme weather events, especially heat waves and storms, contribute to the decrease in the Bank Cormorant population. The partners in this research project are the Animal Demography Unit (ADU), Percy FitzPatrick Institute of African Ornithology

(PFIAO), and the Oceans & Coasts Branch of the Department of Environmental Affairs (DEA).
Project leader: Professor Les Underhill, les.underhill@uct.ac.za, www.adu.org.za/, www.fitzpatrick.uct.ac.za

FLiCCR (Flooding in Cape Town under Climate Risk)

This project involves collaboration between UCT's African Centre for Cities, Dept of Environmental and Geographical Science, African Security and Justice Programme, Geomatics, Stockholm Environment Institute and the City of Cape Town. The project uses a governance approach to map the mentalities, resources and technologies of different actors managing flood risk in Cape Town and explores potential opportunities for strengthening flood management between the City of Cape Town, intermediaries such as NGOs, ward councillors and local leaders and local residents in Philippi.
Project leader: Gina Ziervogel, africancentreforcities.net/programmes/applied-urban-research/flooding-in-cape-town-under-climate-risk-flicccr

2. Safety and Violence Initiative (Savi)

2.1 Engineering and Built Environment

Philippi Citylab

The Philippi Citylab brings together different role-players, academics, community-based organisations, non-governmental organisations and government officials with an interest in Philippi. It provides a platform where these role-players can present their work and a space for networking and possible collaboration. The Philippi group meets on a monthly basis. These meetings are organised around specific themes and a presentation is usually done on a piece of work related to that theme.
Project Leader: Mercy Brown-Luthango, Mercy.brown-luthango@uct.ac.za, School of Architecture, Planning & Geomatics African Centre for Cities, Africancentreforcities.net

The Dune's Project

This is a violence prevention project based in Mitchell's Plain looking at how a certain negative space can be turned into positive spaces.
Project Leader: Mercy Brown-Luthango, Mercy.brown-luthango@uct.ac.za, School of Architecture, Planning & Geomatics African Centre for Cities, Africancentreforcities.net

Violence and Language

This project involves the theorization of violence particularly in relation to urban spaces, and the construction of masculinities through language practices with a particular focus on urban youth styles, 'Tsotsis' and tsotsitaal.
Project leader: Ellen Hurst, ellen.hurst@uct.ac.za, Department of Construction Economics and Management

2.2 Faculty of Health Sciences

The Gender, Health and Justice Research Unit

This unit in the Division of Forensic Medicine and Toxicology conducts progressive research in the area of women's rights. Faced with staggering levels of violence against women in South Africa, the Unit is dedicated to improving access to health and justice services for survivors of gender-based violence. The Unit uses interdisciplinary methods from various academic fields including law, the social sciences, and public health to contribute to policies and laws and to advocate for social justice. This Unit is the first of its kind in South Africa to respond to the pressing need for research and interventions that cross disciplines in support of its efforts to address the alarmingly high levels of violence against women in this country.
Project leader: Lillian.Artz@uct.ac.za, www.ghjru.uct.ac.za

Gender and Health Research Unit, MRC

This unit is involved in research on violence prevention and health promotion among youth. It also facilitates trauma-focused therapy for youth and families.
Project leader: Anik Gevers, Anik.Gevers@uct.ac.za

Children's Act: Promoting Implementation

This project aims to promote the implementation of the Children's Act (Act 38 of 2005, as amended by Act 41 of 2007) that came into operation on 1 April 2010. The main implementation challenges are a lack of adequate human resources, a history of a low budget allocation and expenditure base for social services for children, and the need for knowledge and understanding among

practitioners and the public on how to interpret and apply the new law. The project promotes the implementation through monitoring and advocating for adequate human resources and funding for implementation of the Act, as well as promoting knowledge and understanding of the Act through the development of legal guides, popular articles and practitioner training, and mobilising the sector on new amendments.
Project Leader: Paula Proudlock, paula.proudlock@uct.ac.za , Children's institute, www.ci.org.za

Drug and alcohol related violence

Various projects are being undertaken. These include:

- The development and production of a mass media TV series and wide-spread communications campaign that aims to catalyse social and political action to reduce alcohol abuse and its harms in an entertaining, thought-provoking and open-minded way
- The evaluation of the impact of the above campaign on violence in the Western Cape
- The design, implementation and evaluation of a community-based alcohol-related violence prevention project in Elsies River
- Development and piloting of a trauma and substance abuse surveillance system in community health centres
- Contributions to the development and implementation of the Western Cape Harmful Alcohol and Drug use Policy
- Involvement in the Western Cape Liquor Act Task team charged with the design of monitoring an evaluation systems related to alcohol-related harms (including violence) as well as access to alcohol; provides guidance on conceptual underpinnings of the act and its implementation (Dept of Economic Development and Tourism)
- Core member of the Soul City Phuza Wise campaign which targets alcohol-related violence
- Country member of World Health Organisation multi-country violence prevention project

Project leader: Joanne Corrigall, Honourary Research Associate in the School of Public Health and Family Medicine, joannecor@gmail.com

Violence and Alcohol-related Interventions

This involves providing advice to the Provincial Government on the Western Cape's Burden of Disease Reduction Project on its violence and alcohol-related interventions and injury surveillance activities. The project seeks to reduce the burden of disease in the Province by focussing on interventions targeting upstream determinants of health. A six-part documentary series on alcohol is being piloted in Elsies River. Injury surveillance activities related to this project include the institutionalisation of an all-cause injury mortality surveillance system throughout the province and the development of a trauma unit-based non-fatal injury surveillance system.
Project leader: Richard Matzopoulos, richard.matzopoulos@mrc.ac.za, School of Public Health and Family Medicine

2.4 Faculty of Humanities

How violence is folded into the everyday so that its forms become naturalised and taken-for-granted

A project exploring the processes of removal of children from natal homes. The Department is also planning to establish a graduate course in violence and the everyday.
Project leader: Fiona Ross, Fiona.Ross@uct.ac.za, Dept. of Social Anthropology

Gender-based violence and intimate partner violence against women, in particular

The focus of the project is on the construction of gendered subjectivities in relation to violence in intimate heterosexual relationships. Currently it involves an investigation of intimate heterosexual relationships in a low-income, semi-rural community in the Western Cape. It further aims to make research-led contributions toward developing effective interventions with domestically violent men.
Project Leader: Floretta Boonzaier, floretta.boonzaier@uct.ac.za, Dept. of Psychology

Prof Crain Soudien speaks at the first Savi colloquium.

Evidence-based child protection policy and intervention to reduce exposure to risks of violence in the home during early childhood

This project aims to contribute to the development of a child protection strategy for the Western Cape Provincial government.

Project leader: Andy Dawes, Adkinloch1@gmail.com, Department of Psychology

The Mental Health Consequences of Violence

Current research involves an examination of the effects of multiple types of victimisation on children in Hanover Park and the psychological adaptations of women living in a high-violence community.

Project leader: Debbie Kaminer, Debbie.Kaminer@uct.ac.za, Dept. of Psychology

Naming violence

The research examines how women name violence in the context of other violence

Project leader: Nokwanda Khumalo, Nokwanda.khumalo@uct.ac.za, Dept. of Psychology

Violence prevention

The research explores the effect of reductions in substance misuse on aggressive behaviour in 18-24 year old and includes the organisation of extra-mural activities for learners as violence prevention.

Project leader: Cathy Ward, cathy.ward.sa@gmail.com, Dept. of Psychology

The risk and protective factors of religious healthy assets in male interpersonal violence

This is a project on Spiritual and Religious Health Assets as Risk & Protective Factors in Male Interpersonal Violence. It is a multi-institution, multi-site four-year comparative study in South Africa (Western Cape), Memphis, TN, USA, and later, Native American college communities. It is part of a larger study, Ukuphepha, on violence, under the auspices of the Institute for Social and Health Sciences at UNISA, which is also a World Health Organisation (WHO) Collaborative Centre in this regard.

Project leader: Jim Cochrane, Jim.Cochrane@uct.ac.za, Dept. of Religious Studies

Civic Engagement with REALISTIC, a Rebuilding and Life Skills Centre in Gugulethu

This project involves the design of a community based framework of prevention, intervention and rehabilitation of youth offenders in conflict with the law. It includes a focus on anger management awareness and skills for young ex-offenders.
Project leaders: Thulane Gxubane and Leon Holtzhausen, Thulane.Gxubane@uct.ac.za, Leon.Holtzhausen@uct.ac.za, Dept. of Social Development

Risk prevention

The project aims to research and develop a South African offending behaviour assessment structure/ framework with a special focus on offender risk and needs, treatment targets, causes, motives and triggers for crime
Project leader: Leon Holtzhausen, Leon.Holtzhausen@uct.ac.za, Dept. of Social Development

Everyday violence

Investigation on the participation in, and consequences of, political violence, everyday interpersonal violence (public and domestic), individual and collective responses to violence; norms around violence.
Project leader: Jeremy Seekings, jeremy.seekings@uct.ac.za, Dept. of Sociology

2.5 Faculty of Law

The Rural Women's Action Research Project

The project provides support to rural people, especially women, who live under systems of customary law and traditional governance. The project builds partnerships with rural community based organisations, non-governmental organisations and other academics to investigate issues of concern to rural women in Msinga in KwaZulu-Natal, Keiskammahoek in the Eastern Cape, and in Elim in Limpopo – areas with different cultures, histories and institutional arrangements. The project focuses on issues of land rights, power relations and accountability. The project's approach, provides an opportunity to build models of practice that are inclusive and participatory.
Project leader: A/Professor Dee Smythe, dee.smythe@uct.ac.za , Law, Race, and Gender Unit, www.lrg.uct.ac.za

Alliance for Rural Democracy

The Law Race and Gender Unit acts as convener for the Alliance for Rural Democracy, a broad-based alliance of NGOs and community based organisations opposing the Traditional Courts Bill. Activities include more than 30 workshops on the TCB around the country, facilitating access to Parliament, op-eds and other media engagement.
Project leader: Dr Aninka Claassens, aninka.claassens@uct.ac.za, Law, Race, and Gender Unit, www.lrg.uct.ac.za

Judicial Appointments

This project focuses on researching the judicial track records of the candidates who are interviewed by the Judicial Services Commission and distributing these reports prior to the interviews in order to improve both the process and quality of judicial appointments. Our work in providing an objective reflection of candidates' judicial track record provides a basis for members of the JSC to argue for strong candidates to be appointed. By observing and commenting on the interview process, we provide an important reminder to the JSC that its actions are being scrutinised by the public.
Project leader: Chris Oxtoby, cc.oxtoby@uct.ac.za, Democratic Governance and Rights Unit (DGRU)

Judicial governance

A submission was prepared for the National Planning Commission as part of its preparations of the publication of its first National Plan on why judicial governance is of relevance to a National Plan – encompassing the rule of law, the independence of the judiciary and access to justice. The submission highlighted the key issues that are impacting on, or are likely in the future to determine, the transformative role that the judicial branch of government can play and made practical proposals as to necessary reforms in the realm of judicial governance. The unit organises an annual event, "Conweek"over one week which includes a number of seminars and discussions for students,

academics and the public around a topical constitutional themes with high profile speakers.
Project leader: Professor Richard Calland Richard.calland@uct.ac.za or vanja.karth@uct.ac.za

Violence Against Women, Its Causes and Consequences

A/Professor Rashida Manjoo is entering her second term as the UN Special Rapporteur on Violence Against Women. The project involves tracking best and emerging practices. The information was used to produce two thematic reports (reparations for acts of VAW and multiple and intersecting forms of discrimination against women and its nexus with VAW).
Project leader: A/Professor Rashida Manjoo, rashida.manjoo@uct.ac.za, Dept. of Public Law

The Governance of Security

Providing advice to an interdisciplinary project exploring compromise as a social practice. Research will take place in South Africa, Sri Lanka and Northern Ireland.
Project leader: Prof J Brewer, Aberdeen University with Prof C Shearing as advisor.

Redefining Security Governance within the Western Cape Province.

A project involving work with the Provincial Government of the Western Cape to develop a 'whole of society' security governance approach to develop a set of design principles for the Western Cape Department of Community Safety (DOCS) to use in carrying out the task of 'improving safety' in the province. This includes police oversight and the role of Community Police Forums (CPFs); the safety of provincial institutions, people and assets, such as schools, hospitals and clinics. In late 2010 the Centre, led by Professor Clifford Shearing, was invited to engage in discussions with the Western Cape Department of Community Safety (DOCS) in order to assess and re-think the Department's guiding principles and modus operandi. As part of this process (which led in 2011 to a radically reformulated Strategic Objective for the Department), Julie Berg co-ordinated a number of 'deep dives' into various aspects of safety and security in the province, carried out by Adam Armstrong (Masters student), Dr Gail Super (post-doctoral researcher) and John Cartwright. Subsequently Dr Gail Super assisted in the planning of a new province-backed research unit (The Safety Lab, which began operation in April 2102), while John visited and observed fifty schools and several hospitals and clinics. Professor Shearing provides advice on DOCS and has been appointed to the Advisory Board of The Safety Lab.
Project leader: The Centre of Criminology

Restructuring Provincial Involvement in Security Governance to Create a "Whole of Society" Approach to Safety and Security

Project underway are *The Role of Police in Peacekeeping. Case study: The South African Police Service in Sudan*, narratives of Violence: Policing the 1980s conversations with the "old guard" and Policing War and Conflict: Issues and Challenges
Project leader: Elrena van der Spuy, elrena.vanderspuy@uct.ac.za

3. School Improvement Initiative

3.1 Engineering and Built Environment

Chemical Engineering Schools Project

This project is located in the Chemical Engineering Department. The project is conducted primarily by staff in response to a need identified by the community. UCT academics in Chemical Engineering assist in developing the content of the resource material. In addition to providing resource material, it also provides training for Physical Science teachers throughout South Africa. For financial support the project relies on Anglo American, C-Change and Sasol.

Project Coordinator: Rene Toerien. Rene.tourien@uct.ac.za

Simulated Office project

The project is located in the School of Architecture. As a requirement of the Bachelor in Architectural Studies Honour's course students have to do research activities in response to a need identified by government and/or the community generally related to education or health. It also aims to simulate the professional architectural design experience so as to equip students with knowledge and skills. This year, libraries are the focus of the work. The involvement of the university provides for "more qualitative thinking". Students gain knowledge and skills and become more conscientised, while the government, educators and learners get better designed classrooms and libraries. The project has partnered with the University of the Western Cape, which trains librarians and an NGO in Khayelitsha, Equal Education, which is interested in libraries. The Department of Public Works (Provincial Government) – provides briefs for the work that is undertaken.

Project Convenor: Associate Professor Iain Low, iain.low@uct.ac.za

3.2 Centre for Higher Education Development

Leadership, Education and Development (LEAD)

The project is located in the Careers Development Programme (CDP). This project aims to introduce learners to leadership concepts and to promote UCT. UCT hosts and runs the project for LEAD. UCT staff designs the programme. LEAD finances the project. Learners from many areas, including Khayelitsha, attend the programme.

Contact person: Cathy Sims, cathy.sims@uct.ac.za

3.3 Faculty of Health Sciences

Facing Up

The project is located in the Division of Occupational Therapy in the Department of Allied Health and Rehabilitation Sciences. It aims to promote community development through the UCT curriculum. Students need to have 1000 hours of practice in different occupational areas. In this project teachers in Life Orientation and Economic Management Science are assisted to make changes in their classrooms, including the curriculum content. Learners in Grade 8 – 11 in high schools and in Grade 6 – 7 in primary schools learn to voice their needs, reflect on their lives. Undergraduate and postgraduate students work with the teachers around curriculum issues and run clubs on arts and culture / cycling / film etc. A clinical educator maintains and coordinates the project. The project has partnered with Community Video Trust and the Bicycle Empowerment Network.

Contact people are Roshaan Galvaan, roshaan.galvaan@uct.ac.za, and Harsha Kathard, harsha.kathard@uct.ac.za

Enhancing Communication in Classrooms

The project is located in Speech Language Therapy and Audiology, a section in the Division of Communication Sciences and Disorders. It aims to find out what kinds of communication interventions are necessary in classrooms, from a speech language therapy perspective. It builds knowledge of the field of speech / language therapy and the success rates of different interventions used in professional practice. UCT staff members, undergraduate and some Master's level students are involved. They gain experience in research and in the field. Teachers and Grade 4 – 5 learners are participants in the research projects. Teachers and learners gain knowledge about possible interventions for use in classrooms.

Contact person: Pam Gretschel, pam.gretschel@uct.ac.za

Teacher's Certificate in Psychosocial Support

The Children's Institute was contracted by the Regional Psychosocial Support Initiative (REPSSI) to develop two modules for a Teacher's Certificate in Psychosocial Support. The course will be piloted in Zambia and Swaziland in 2012 and thereafter offered by teacher training institutions across the South African Development Community. The course aims to build regional capacity and support the main streaming of psychosocial support in schools, and forms part of a broader SADC initiative to promote Care and Support for Teaching and Learning. Drawing on action research from the Children's Institute's Caring Schools project, this situated and supported distance-learning course uses a pioneering approach to not only develop the course participants but also facilitate positive change in the school communities in which they work. The project is collaborating with Regional Psychosocial Initiative (REPSSI).

Project Leaders: Normal Rudolph and Lori Lake, www.ci.org.za

3.4 Faculty of Humanities

Maths Science Education Project

The project is located in the Schools Development Unit (SDU), in the School of Education. This unit offers formal pre- and in-service qualifications in response to a need identified by government. It aims to improve the quality of learning and studying in schools. UCT staff work with teachers in classrooms and with learners. Student mentors from UCT – provide career guidance to learners. Educators' knowledge and skills are upgraded. Learners receive subject support, life skills and career guidance.

Contact people: A/ Prof Rudiger Laugksch (HoD), rudiger.laugksch@uct.ac.za, and Dr Jon Clark (Director), jon.clark@uct.ac.za

Centre for Popular Memory

The project is located in the Department of Historical Studies. The Centre responds to a need identified by government. It aims to provide a platform to those learners that are left out by government and other organisations. UCT staff – work with teachers in classrooms. Educators' knowledge and skills are upgraded. Learners – Grade 10 and 11 – gain knowledge especially that which is not in the syllabus. They also conduct research (eg. on 16 June) in their communities.

Contact people: Dr Sean Field, sean.field@uct.ac.za, and Naraan Allie, Naraan.Allie@uct.ac.za

SPADE

A three-year project focused on poor schools achieving above demographic expectations, in the Western Cape. Knowing what is going wrong in classrooms in poor schools, this project, amongst other things, attempts to discern practices in poor schools which may be contributing to better performance. The project aims to establish a rich archive of data, to be made available to students and researchers wishing to do research in these schools from different disciplines and with different foci, thus develop deeper, multidisciplinary understandings of pedagogy and broader practices in primary schools in poor contexts. The study considers maths, literacy, school management and home/school relations.

Project leader: Ursula Hoadley, Ursula.hoadley@uct.ac.za, www.humanities.uct.ac.za/departments/education/about

3rd Year Sculpture Masiphumelele Exhibition Project

This is a curriculum-based project with 3rd Year sculpture students involving an exhibition in Masiphumelele and a workshop exchange with learners from the settlement at Michaelis. The project's aims are to introduce various aspects of professional practice and social awareness to students in an informal alternative environment. These include site-appropriate artwork in the context of contemporary art, written statements, oral presentations / demonstrations to groups, reciprocal creative exchange, group collaboration. The benefits intended for the community are to make examples of contemporary art, skills and information about the field available, as well as career guidance in the form of a presentation by a student as part of the library's career guidance programme.
Project leader: Jane Alexander, jane.alexander@uct.ac.za, Michaelis School of Fine Art

Teacher Workshops

This programme brings together, art educators/ teachers from the Western Cape for a series of workshops hosted by Michaelis teaching staff in collaboration with the Frank Joubert Art Centre. Workshops include the basics of animation, experimental drawing, conceptual art for learners and contemporary print making.
Project leader: Jean Brundrit, jean.brundrit@uct.ac.za, Michaelis School of Fine Art

The Community Punching Bags (CPBs)

The Community Punching Bags is an artwork by Johann van der Schijff designed in collaboration with art teachers and high school learners from Cape Town, that was exhibited at the Iziko South African National Gallery Annexe during May – June and at the KZNSA Gallery in Durban during July this year. The collaborating art teachers and Grade 10 learners were from Livingstone High School (Claremont), Camps Bay High, Heideveld Senior Secondary School, Fish Hoek High, and Isilimela High School (Langa). The exhibition presents a satirical commentary on South Africa's obsession with racial classification and underlying xenophobia. Inspired by artwork in which the community plays a central part in its realisation, this project aims to show that issues often not spoken about openly – such as those that deal with violence, 'the other', stereotyping, discrimination, racism, xenophobia and human rights – can be addressed in a collaborative and creative way through the making of art.
Project leader: Johann van der Schijff, johann.vanderschijff@uct.ac.za, Michaelis School of Fine Art

3.5 Faculty of Law

Constitutional Literacy and Service Initiative (CLASI)

CLASI is focused on building a constitutional literacy movement within South Africa, primarily focusing on high school learners and expanding to engage the broader communities of which they are part. The project focused initially on two populations of students: law students and high school learners.

In 2011 Thirty-four LLB and LLM students from UCT and UWC served as Teaching Fellows who, in pairs, conducted 20 classes weekly in 13 high schools around Cape Town throughout the year. Classes were conducted during the Life Orientation or History class. Teaching Fellows were required to participate in a biweekly seminar and supervision session at UCT or UWC in which clinical teaching methodologies were used to engage students in a critical self-reflection about their work. In 2011, at UCT this service satisfied the student requirement to complete community service hours before graduation and at UWC volunteers receive a certificate of service at year-end.

3.6 Faculty of Science

School Workshops

This is a Faculty of Science initiative to get learners excited about doing research in science. It also aims to increase UCT's intake of science students.

It has partnered with College of Science And Technology (COSAT) in Khayelitsha, and LEAP in Pinelands. UCT academic staff present a one hour workshop and schools provide venues for the learners.

Contact person is Shanaaz Smith, shanaaz.smith@uct.ac.za, Schools Liaison and Recruitment Office

Science Outreach

This is a Faculty of Science enrichment initiative to support students with education and career guidance. In addition, it gives attention to HIV / Aids education. It also aims to increase UCT's intake of students from the townships. It involves 6 – 10 departments in the Faculty of Science including Oceanography, Computer Science, Chemistry, Mathematics and Applied Mathematics, Zoology, Molecular Biology, Environmental and Geographical Science.

Contact person: Prof Val Abratt (Department of Microbiology), Valerie.abratt@uct.ac.za

UCT Science Day, Harry Gwala School, Khayelitsha

This project is located in the Physics Department. This activity aims to bring science to high schools and to recruit students for UCT and increase numbers from these areas. It also complements teaching staff and enables learners to see things that they know theoretically. It also provides information about the university, some careers guidance. It involves 3 staff members from the Department of Physics and 4 graduate students. Students demonstrate experiments. School learners observe, play and ask questions. Teachers' knowledge and skills are developed.

Contact people are Azinwinndini Muronga (Coordinator), azinwinndini.muronga@uct.ac.za, Shanaaz Smith, shanaaz.smith@uct.ac.za

The Physics Department

The highlight of the Physics Department's formal outreach activities is the annual Phenomenal Physics Show, which has run since the 1980s. Approximately 300 Grade 11 learners, from a wide range of schools in the greater Cape Town area, attend an afternoon of exciting physics demonstrations presented by Physics academic staff and postgraduate students. The intention is to spark an interest in physics and to encourage learners to pursue a science degree at UCT. In addition to Phenomenal Physics, the Physics Department enthusiastically participates in Science Faculty Open Day activities. In recent years, Open Days have been help both on campus and at neighbouring schools. The Physics display typically draws an animated crowd as learners interact with equipment demonstrating interesting physics principles. Public interest in Physics often leads to members of the department giving public lectures and general interest talks at schools. Schools recently visited include Bishops, Westerford, SACS and Elsies River. Occasionally, public lectures are given by eminent scientists visiting the department. Over the past few years, several members of the academic staff have assisted the Department of Basic Education in programmes aimed at teacher and subject adviser training.

Contact person: Andy Buffler, Andy.buffler@uct.ac.za

4. Poverty and Inequality Initiative

4.1 Faculty of Engineering and the Built Environment

Informal Settlement Upgrading: Planning with Residents

"Nothing for us, without us" is the message from Langrug's community leaders and residents to the UCT students and staff from the City and Regional Planning (MCRP) and Landscape Architecture (MLA) programmes in the School of Architecture, Planning and Geomatics. As such, community leaders, UCT students/staff, municipal officials, and Slum Dwellers International/Community Organisation Resource Centre representatives we are engaged in a collaborative project that is explicitly designed to explore and implement alternative approaches and outcomes to informal settlement upgrading and basic service/infrastructure provision. Furthermore, our project entails a Continuing Professional Development component on "basic planning skills for *in situ* upgrade" that introduces community leaders and residents to relevant planning legislation and GIS. The project is collaborating with Stellenbosch Municipality and Slum Dwellers International/CORC

Project leader: Tanja Winkler , tanja.winkler@uct.ac.za,

Community-based Facilities Management (FM)

Community-based FM may be defined as "the integration of processes within a community to plan, develop and maintain the agreed services, in consultation with the community, which support, empower and improve the community in terms of local economic development and social development, in order to achieve sustainable human settlements". The project aims to research the question: Can a community-based facilities management approach to the management of public facilities assist local government in the attainment of their duty to deliver on social development and local economic development in South Africa? The project is being implemented in collaboration with the City of Cape Town.

Project leader: Kathy Michell, Kathy.michell@uct.ac.za

African Food Security Urban Network (AFSUN) in 11 African Cities

This 11 city southern African project aims to develop knowledge and understanding of the dimensions of urban food insecurity, its causes, consequences and implications for the growing numbers of urban poor. We aim to integrate our findings into policy work, curriculum development, public education and capacity-building. This project is collaborating with University of KwaZulu-Natal, Wits Public Health Department, Food and Trees for Africa, Institute for Democracy in Africa (IDASA), ABC Ulwazi, South African Cities Network, SA Medical Research Council

Project leader: Jane Battersby, jane.battersby@uct.ac.za www.afsun.org

South-North Dialogue on Equity in the Greenhouse:

The project is based on the need for equity in addressing global climate change. The aim of the project was to develop a forward-looking proposal on how to distribute commitments and responsibilities among a new set of country groups under the United Nations Framework Convention on Climate Change (UNFCCC)

Project leader: Harald Winkler, harald.winkler@uct.ac.za

Integrated Assessment Frameworks for Urban Transport Planning

The project investigated how urban transport can be assessed in a way which brings attention to the poverty, inequality and gender issues on the periphery of mainstream transport planning. South African transport planning, and its assessment frameworks, are inherited from the US, and so

attend mainly to the desires of car owners, to the detriment of the poor. The project was undertaken in collaboration with the City of Cape Town.
Project leader: Lisa Kane, lisa.kane@uct.ac.za

Public land release programmes

The project involves an assessment of the costs and benefits of public land release projects from the perspective of the state, developer and end-user. The project is being implemented in collaboration with Urban Landmark.
Project leader: Rob McGaffin, Robert.mcgaffin@gmail.com

Quantifying sustainable development:

This projects aims to link national energy models with international models considering the allocation of carbon emissions allowances. We propose to develop a methodology to create such a linkage using South Africa as a test case to link a bottom up sustainable development policy and measures (SD-PAMs) analysis for South Africa with the MNP/FAIR and Ecofys/ EVOC models
Project leader: Harald Winkler

Local economic development through renewable energy

The Energy Research Centre is assisting different renewable energy project developers with the community assessments and the design of local economic development interventions. The academic work is focussing on policy analysis and stakeholder engagement evaluating and advising in order to ensure long-term developmental contributions are achieved in a low-carbon manner.
Project leader: Holle Linnea Wlokas, www.erc.uct.ac.za

Design and Making Epistemology

The project is investigating two questions. Firstly, is participatory design and making suitable for intervention in an African informal setting? Secondly, in what ways can insights from execution of participatory design in an African informal settlement contribute to current design epistemology? The project is being implemented in collaboration with the City of Cape Town.
Project leader: Tom Sanya, tom.sanya@uct.ac.za

Land and Housing Data centre

The project aims to develop a database of all formal transactions of affordable houses in South Africa.
Project Leader: Rob McGaffin, Robert.mcgaffin@gmail.com

Climate Change CityLab

The CityLab aims to generate knowledge required to reduce the risk of climate change at the city-scale in an inclusive manner. The understanding is that, left to market or piece-meal responses, climate change will impact regressively and widen the gap between rich and poor. The project is being implemented in collaboration with the City of Cape Town.
Project leader: Anton Cartwright, anton.cartwright@uct.ac.za

Transport problems associated with poverty in South Africa

The project investigates the quantitative dimensions of transport and poverty in South Africa.
Project leader: Lisa Kane, lisa.kane@uct.ac.za

Shopping centres in Emerging Market Areas

The project aims to assess the impact of formal shopping centres on consumers and local businesses in emerging economy areas (township and rural areas).
Project leader: Rob McGaffin, Robert.mcgaffin@gmail.com

Value-Capture in Financing Affordable Housing

The project investigates if and how the value created from infrastructure development can be captured to finance the infrastructure itself and affordable housing.
Project leader: Rob McGaffin, Robert.mcgaffin@gmail.com

Improving Sewerage for South Africa

The aim of the project is to examine alternative sewerage options in the context of informal settlements to establish strengths and weaknesses, and see whether it is possible to improve particular aspects of current sewer design. The project is collaborating with the City of Cape Town
Project leader: Neil Armitage, neil.armitage@uct.ac.za

Technology Deployment for Sustainable Urban Development

The central objective of the ensemble of activities associated with this project is to liberate and focus energies from within the EBE Faculty and other cognate units at UCT to imagine, describe and demonstrate development paths for a key sector of the informal economy in African urban settings: street catering.

Project leader: Harro Von Blottnitz, www.epse.uct.ac.za

Revitalising Planning Education in Africa

The project aims to shift planning education to take account of current issues in African cities, including poverty, inequality, informality.

Project leader: Vanessa Watson, Vanessa.watson@uct.ac.za Imizamo Yethu water platforms

Architecture, Technology, skills building & job creation

The project helped to construct a washing platform situated in the Imizamo Yethu settlement in Hout Bay. The washing platforms are a way of providing more dignified places for water collection, spaces for the washing of clothes and the integration of these with shared toilet facilities where these are in close proximity. The platforms also serve as social gathering spaces and they tend to activate the street alongside. This is the third platform of its kind and the intention is to build a total of eight platforms over a period of eight years.

Project leader: Mike Louw, mike.louw@uct.ac.za

4.2 Faculty of Commerce

Public Database on Strike Activity

The objective of this project is to create a live database on strike activity which is publicly accessible, user friendly and easy to update, and to produce short reports on the strike activity in South Africa as the data is released.

Project Leader: Haroon Bhorat, www.epp.uct.ac.za/Home

Employment, Income Distribution and Inclusive Growth

A national research project on employment, unemployment, income distribution and inclusive growth that is led by the Southern African Labour Development Research Unit (SALDRU)

Project Leader: Murray Leibbrandt, www.saldru.uct.ac.za

Labour-market Policy and Employment: Lessons from the Clothing Industry

Current developments in the clothing industry allow for close examination of the possibilities for low-wage, labour-intensive production, and the role of government policy in limiting these possibilities. Relying on high-productivity, up-the-value-chain theory, the government has increased minimum wages in the industry by extending to non-parties (mostly in non-metropolitan areas) the agreements reached in the National Bargaining Council (NBC) for the Clothing Industry, and by enforcing aggressively these new higher wages. These wages are being resisted in court by 5 firms in Newcastle and a new employers association, the United Clothing and Textile Association. The Department of Trade and Industry (DTI) has also entered the fray, facilitating a phase-in approach to the minimum wage and injecting R1 billion of subsidies into the clothing sector to assist compliant firms. Yet employment continues to haemorrhage at both the top end of the clothing industry (high wage, high productivity production of fashionable items) and at the bottom end (lower wage, labour intensive production of basic items). By exploring why this is the case, we hope to draw lessons not only for the clothing industry, but for South Africa's labour-market and industrial policies. It is also a useful lens for revisiting the old debate about the impact of bargaining councils on employment

Project Leader: Nicoli Nattrass, nicoli.natrass@uct.ac.za

Chinese Competition and the Restructuring of South African Manu

This project analyses the impact of Chinese competition on South African manufacturing. The project is structured in two parts. The first part of the project considers the impacts of bilateral trade with China on the domestic economy in terms

of employment, wages, output, productivity and prices. The second part of the project analyses the impact of Chinese competition in third markets on South African exports of manufactures. A key research question in this section is the extent to which South African exports (at product and regional level) been negatively (substitution effect) or positively (complementary effect) affected by Chinese competition?
Project Leader: Lawrence Edwards, Lawrence.edwards@uct.ac.za

Enforcing minimum wage laws: the case of SA

Minimum wage legislation, enforcement and labour outcomes: Argentina, Costa Rica and South Africa. The case of South Africa: Firstly, through the use of a new empirical technique, this project measures the incidence and depth of enforcement of sectoral minimum wage laws in South Africa. Secondly, the aim is to understand, using as much qualitative and quantitative detail as possible, the nature, role and functioning of the regulatory agencies involved in the monitoring and enforcement of minimum wage laws in South Africa.
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

The Determinants of Labour Market Disputes and Efficiency in South Africa

The project aims to understanding labour market outcomes and efficiency in South Africa: the role of dispute resolution and retrenchments. This project is being done in collaboration with the Commission for Conciliation, Mediation and Arbitration (CCMA)
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

South African Jobs Losses during the Global Recession

This study tested the hypothesis that South Africa suffered a disproportionate number of job losses relative to the magnitude of the 2008 global recession as measured by the contraction in output. The specific determinants of the decline in employment during the economic crisis were also investigated, in an attempt at isolating those factors which may have contributed to the country's relatively large contraction in employment. This project forms part of the Employment Promotion Programme.
Project leader: Haroon Bhorat, www.epp.uct.ac.za

Real Exchange Rate & Sectoral Employment in South Africa

The impact of exchange rate fluctuations on sectoral employment in South Africa from 2004 to 2012 was examined, comparing South Africa's results to conventional predictions. A major focus was on how exchange rate fluctuations impact sectoral and regional employment of the country's formal non-agricultural sector. Exchange rate movements and its effects on the earnings (bonus and over-time vs no bonus and over-time) of an average formal non-agricultural worker were also looked at. Finally consideration was given to why South Africa did not benefit from the (then) recent commodity price boom and whether South Africa exhibits evidence of a Dutch-disease.
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Enhancing CCMA's Dispute Resolution & Labour Market Data

The CCMA has since its inception operated an electronic Case Management System (CMS) to track cases which was referred and dealt with. The CMS is a live database that captures details for every case referred to the CCMA, including those not within its jurisdiction. The aim of this project was twofold: firstly, to analyse the data currently collected and stored on the CMS and identify areas for improvement, and secondly, to identify additional data which could be collected and captured on the CMS in order to improve the functioning of the CCMA, as well as enhance research in the area of dispute resolution in South Africa. The project is collaborating with the CCMA
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Assessing the Employment Impact of the State

This research covered employment at national, provincial and local government level, as well as within state-owned enterprises and other government institutions, to quantify the direct impact and importance of the South African Government on employment, through the public sector's role as an employer of labour. The impact of the Expanded Public Works Programme (EPWP), as a policy intervention with a direct impact as an employer of labour was also evaluated.
Project leader: Morne Oosthuizen, www.epp.uct.ac.za

Evaluating the Impact of an Expansion of the Community Works Programme in South Africa

In South Africa, the Community Works Programme (CWP) was designed to provide participants with two days a week (or eight days a month) of regular work. In addition, another objective of the pilot phase of the CWP was to explore ways in which a minimum employment guarantee can be introduced in South Africa. The objective of the study is to estimate the potential impact of a large scale public employment guarantee scheme (in the form of the expansion of the CWP) on poverty and inequality levels in South Africa.

Project leader: Carlene van der Westhuizen, www.dpru.uct.ac.za

Labour Market Dynamics in the Western Cape (WC)

The Labour Market remains central to the poverty and inequality challenges confronting SA today. This input to the Western Cape Provincial Treasury's 2011 Provincial Economic Review and Outlook (PER&O) presents developments in the Western Cape labour market between the first quarters of 2008 and 2011. The analysis is based on Quarterly Labour Force Surveys. The chapter provides: an overview of national and provincial labour market aggregates, a consideration of the structure of the WC population relative to the SA population, an analysis of the provincial labour force, provincial employment, and an analysis of unemployment.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Unemployment Insurance Fund (UIF) Claims Analysis

This study examines the claiming behaviour of unemployment benefit recipients within the South African Unemployment Insurance Fund (UIF) system. This project is being done in collaboration with the Africa Growth Institute.

Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Improving the CCMA's Capacity to Provide Information Support to Mutual Interest Mediators:

This project involves capacity building with the CCMA's research unit to enable them to provide information support to mediators.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Low Paid Workers in Developing Countries

This research focuses on low earnings amongst those in wage employment, covering the period from 1995 to 2007. Not much work has been done in this regard for South Africa, specifically detailing low-waged employment.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Municipal Labour Market Dynamics

This research aims to provide more detailed labour market information for the City of Cape Town and the five district municipalities in the Western Cape. Uniquely, the research uses data on unemployment claims from the Unemployment Insurance Fund (UIF) to gauge movement into unemployment and, in so doing, provide a localised view of labour market conditions from that perspective.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Impact of Skills Development on Learner Placements

This project was part of the Assessment of the National Skills Development Strategy (NSDS) II. The NSDS II includes a set of performance indicators which defines certain activities which have to be undertaken by SETAs. One of the indicators assesses how well the SETAs communicate and disseminate the information on scarce skills. The objective of this study was therefore to evaluate how information on scarce skills is disseminated by Sector Education and Training Authorities (SETAs) to various role players in the economy, and (if possible) the impact of this dissemination on study/training choices of students, learners and workers.

Project leader: Carlene van der Westhuizen, www.dpru.uct.ac.za

Regulatory Impact Assessment: Department of Labour

Regulatory Impact Assessment of Selected Provisions of the: Labour Relations Amendment Bill (2010), Basic Conditions of Employment Amendment Bill (2010), Employment Equity

Amendment Bill (2010) and Employment Services Bill (2010). Prepared for the Department of Labour and The Presidency.
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Understanding differences across households and through inflation cycles

This research deepens our understanding of the differing inflation experiences of urban South African households by analysing households group according to appropriate demographic and/or household characteristics. Secondly, the distribution of inflation rates at a household level over time and in relation to the average level of inflation is analysed.
Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

The Enforcement of Minimum Wage Laws

This study built on ongoing work and an (already funded) primary project undertaken by the DPRU, examining Minimum Wage Enforcement within the Department of Labour environment. Additionally, this sub-project explored enforcement mechanisms and patterns within the bargaining council environment. The study was extended to include those bargaining councils which appear to be running their own very effective inspection services.
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Estimates of National Transfer Accounts for South Africa

This research forms part of a five-country Africa project focussing on social protection in Africa using the lens of the National Transfer Accounts (NTA) methodology. In turn, the Africa project forms part of a larger international research effort that aims to develop and refine the NTA methodology, while producing NTA estimates for as many countries around the world as possible.
Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Work Experience Grants Study

From May 2010 to January 2012, the Human Sciences Research Council, with its partner Development Policy Research Unit (UCT), undertook research to assess and evaluate the progress made in skills development since the implementation of National Skills Development Strategy II in March 2005.
Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Providing for an enabling policy environment in employment creation

The Employment Promotion Programme (EPP) is and initiative funded by the UK Government (DFID), aimed at providing for an enabling policy environment in employment creation and poverty reduction in South Africa. The Development Policy Research Unit (DPRU) is implementing partner: as EPP project manager, the DPRU acts as an intermediary, overseeing the commission of research and disbursement of funds.
Project leader: Carlene Van Der Westhuizen, www.epp.uct.ac.za/Home

Employment Generation through a Vibrant Informal Sector

In this study, we attempt to assess the impact of access to risk-mitigation instruments like insurance against crimes like theft and vandalism on growth and performance of informal enterprises in South Africa. Access to financial services like credit has been shown to play a significant role in the growth of micro, small and medium enterprises. Similarly, access to risk-mitigation instruments can play an important part in ensuring micro-enterprise growth and lead these enterprises to employ more workers.
Project leader: Haroon Bhorat, www.dpru.uct.ac.za

EPP: Fact sheets 2010 – 2011 (Phase 1)

The aim of this project is to provide a series of fact sheets that will summarise changes in labour market indicators in a user-friendly and attractive format. The fact sheets provide accessible labour market information to all social partner stakeholders to enable and promote debate on key labour market issues and to monitor labour market trends and the impact of government interventions.
Project leader: Morne Oosthuizen, www.dpru.uct.ac.za/?q=fact-sheets

EPP: Fact sheets 2012 (Phase 2)

This project is a continuation of the original research in Phase II, and provides a series of fact sheets summarising recent labour market

developments in a user-friendly format. The same set of outputs will be produced: four quick-release summaries of the official Quarterly Labour Force Survey releases; four full quarterly fact sheets with a focus on the analysis of the key labour market indicators in aggregate and according to standard covariaties (race, gender, age, education etc.); and two half-yearly fact sheets, which will focus on particular labour market issues as approved by the EPP Reference Group.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za/?q=fact-sheets

South African Country Case Studies on Economic Transformation

South Africa has a good platform from which the economy can transform onto a higher growth path. At present, a variety of programmes and interventions are in the process of being approved or already exist, including a considerable infrastructure upgrading programme, support for mining, manufacturing, tourism and small businesses, a host of labour market interventions, and interventions to ensure better functioning of the public sector. Our recommendations thus focus on refocusing industrial and innovation policy and two specific micro economic interventions. The latter are tentative policy suggestions and would need to be more fully engaged with first, in an assessment of preferred modalities and possible consequences.

Project leader: Morne Oosthuizen, www.dpru.uct.ac.za

Addressing the Plight of Vulnerable Workers

This study analysed the impact of sectoral determinations on vulnerable workers in South Africa, and provided a brief analysis of the framework within which these sectoral determinations are set. Firstly, the impact of sectoral determinations on wages, poverty and employment levels was explored. Secondly, the compliance of employers with minimum wage legislation in regulated sectors was analysed. Next, the employment effects of minimum wages were investigated, and the study then turned to a more formal analysis of the impact of minimum wages on poverty.

Project leader: Haroon Bhorat, www.dpru.uct.ac.za

A Study into the Supply and Demand of Professionals in the Network Industries, Infrastructure and Housing, Planning, Health and Education Sectors

The initial objective of this study was to estimate the current and future shortages of professionals (at all professional and technical levels) in the WC in high profile priority skills areas. The first phase identified the key sector-occupation groups relevant to this analysis, and estimating the growth in employment in the WC for these priority areas. The second phase evaluated the future demand for labour in the identified target areas. The third phase investigated the future supply of labour in these areas using data on planned and expected enrolment and graduate output from the four Higher Education Institutions (HEIs) in the WC. The concluding phase narrowed the focus to the demand and supply of engineering and technical skills only and attempted to estimate the future shortages of these skills in the WC.

Project leader: Haroon Bhorat, www.dpru.uct.ac.za

National Income Dynamics Study

The National Income Dynamic Study (NIDS), is the first national panel study in South Africa. SALDRU based at the School of Economics at the University of Cape Town is tasked with implementing this survey.

Project leader: Ingrid Woolard, www.nids.uct.ac.za

Meeting the Need for an Inclusive Growth Path

This project examined the nature of South Africa's economic growth path, in terms of its impact on labour demand trends and the demand for skilled workers in particular. Using an overview of the South African labour demand trajectory for the period 1970 to 2005, it was argued that this growth path has been built on a rising demand for skilled labour with a steady erosion in the demand for unskilled or under-skilled workers.

Project leader: Haroon Bhorat, www.dpru.uct.ac.za

Vrygrond Community ComputerLab

This is a community computer lab for the Vrygrond community, near Muizeberg in Cape Town. Vrygrond is a resource constrained community, home to over 40,000 people. The Lab is established to afford the community free

internet access to enable them participate in e-governance, social networking experience as well as web presence for their small businesses. The lab affords the community a place to do homework for school going children as well as a past time for school drop outs to minimise crime which is on the increase in the community. The lab offers basic computer training for users of all age groups including senior citizens.
Project leader: Wallace Chigona, Wallace.chigona@uct.ac.za

Risk Preference Revelation

In economic experiments that elicit utility functions and risk attitudes, poor South African subject samples may display unusual degrees of apparent inconsistency compared with other studied populations. The project investigates the hypothesis that this (aggregate) behaviour results from widespread doubt that the environment furnishes actuarially fair choice problems, and from concern that it is imprudent to reveal straightforward preferences. We also aim to identify and quantitatively estimate contributions of other factors that contribute to apparent inconsistency.
Project leader: Don Ross

Investigating South African Informal Economy

The project aims to establish an evidential platform from which to encourage entrepreneurial investment in informal businesses, shape enterprise strategies to enhance their competitiveness, and influence government policies to best support the growth of micro-enterprises for their incorporation within South Africa's formal economy. It also aims to provide a quantifiable understanding of the scope and scale of informal micro-enterprises, business trends and growth prospects and identify the main institutional barriers which impede the formalisation of micro-enterprises and undermine local economic growth.
Project leader: Leiff Petersen, www.livelihoods.org.za

Economics of Tobacco Control Project

The aim of this project to expand current research efforts in the economics of tobacco control in the region of Sub-Saharan Africa.
Project leader: Corne van Walbeek

Malnutrition and Socio-economic Status of South African Children

This project will take advantage of the new longitudinal National Income Dynamics Study together with other South African data sets to investigate a range of issues around the links between malnutrition and socioeconomic status.
Project leader: Cally Ardington, cally.ardington@uct.ac.za, dpru.ac.za

NOPOOR

The aim of the project is to build new knowledge on the nature and extent of poverty in developing countries to provide policy makers with a broader understanding of poverty. The project will identify key mechanisms that explain the persistence and exacerbation of poverty, which have been altered by the insertion of developing countries into the globalization process, including trade, aid, FDI and migration, and by the growing interdependence of economies.
Project leader: Patrizio Piraino, patrizio.piraino@uct.ac.za

Post-Apartheid Labour Market Series (PALMS)

PALMS consist of data from 22 surveys conducted by Statistics South Africa between 1994 and 2007.
Project leader: Martin Wittenberg, www.datafirst.uct.ac.za/catalogue3/index.php/catalog/110

SETA: Impact of Skills Development on Learner Placements

This project was part of the Assessment of the National Skills Development Strategy II. The NSDS II includes a set of performance indicators which defines certain activities which have to be undertaken by SETAs. One of the indicators assesses how well the SETAs communicate and disseminate the information on scarce skills. The objective of this study was therefore to evaluate how information on scarce skills is disseminated by SETAs to various role players in the economy, and (if possible) the impact of this dissemination on study/training choices of students, learners and workers.
Project leader: Carlen Van Der Westhuizen, dpru.ac.za

Social Protection & Labour Market Outcomes of Youth

This project aims to interrogate longitudinal (panel) data gathered over the last decade in order to assess the impact of social grants on labour market behaviour. Given South Africa's particularly high youth unemployment rate, focus is placed on the role of social grants in facilitating young South Africans' access to the labour market.

Project leader: Murray Leibbrandt, www.saldru.uct.ac.za

South Africa's Unfolding Human and Social Dynamics

This project aims to build a cohort of mid-career researchers skilled in the analysis of longitudinal data by mentoring junior researchers in SALDRU through their early research careers and also by pro-active training and outreach to the rest of the country.

Project leader: Murray Leibbrandt, www.saldru.uct.ac.za

Trade and Poverty Project

The Trade and Poverty project is an on-going research project studying the effect of international trade on poverty in Africa. The project focuses on two key channels through which international trade affects poverty:

- The trade-price linkage through which international trade affects price setting and consumption expenditure
- The trade-employment linkage through which international trade affects employment and wages

Project Leader: Lawrence Edwards, www.saldru.uct.ac.za

UCT Summer Training Course: Social Science Research using Survey Data Analysis

This workshop is designed for university students or graduates seeking further training in statistics and survey analysis. It is targeted at those who are entering a post-graduate programme in the social sciences, or those employed in a government or private sector position that requires frequent interaction with social statistics.

Project leader: Murray Leibbrandt, www.saldru.uct.ac.za

4.3 Graduate School of Business

Bottom 30%

In economic experiments that elicit utility functions and risk attitudes, poor South African subject samples may display unusual degrees of apparent inconsistency compared with other studied populations. The project investigates the hypothesis that this (aggregate) behaviour results from widespread doubt that the environment furnishes actuarially fair choice problems, and from concern that it is imprudent to reveal straightforward preferences. We also aim to identify and quantitatively estimate contributions of other factors that contribute to apparent inconsistency.

Project leader: Paul Egan, paul.egan@uct.ac.za

Cross-sector collaboration on food security

The project aims to gain a better understanding of the role of business and cross-sector collaboration in enhancing food security in South Africa and to establish and facilitate a cross-sector collaboration initiative to enhance food security in South Africa

Project leader: Ralph Hamann, www.southernafricafoodlab.org

Mining and communities

The aim of the project is to analyse the opportunities and constraints to effective company-community relations and local economic development around mines

Project leader: Ralph Hamann

4.4 Faculty of Health Sciences

Perinatal Mental Health Project (PHHP)

The PMHP's mission is to work in partnership with the Department of Health to equip the public health sector with the tools and skills necessary to provide appropriate, accessible and affordable maternal mental health services. The primary

objective of the PMHP is to achieve universal maternal mental health services by developing, evaluating and optimising interventions through service provision to 3000 at-risk women and girls at 4 strategic obstetric facilities annually. Its secondary objective is to prepare the environment and enhance scalability of maternal mental health services through 3 complementary programmes: Teaching & Training; Research; and Advocacy. The project is collaborating with Hope House Counselling Centre and the Western Cape Department of Health

Project Leader: Simone Honikman, www.pmhp.za.org

Foetal Alcohol Syndrome in the Western Cape

Foetal Alcohol Syndrome (FAS) is the most common preventable birth defect in the world, and some South African communities have amongst the highest reported rates. The focus of the study conducted in August 2008, in which Global Positioning Systems (GPS) and Geographic Information Systems (GIS) were used to collect data on legal and illegal alcohol outlets is in the Bergriver municipality. The project is collaborating with the University of Pretoria and the SA Medical Research Council

Project leader: Leslie London, leslie.london@uct.ac.za

Programme for Improving Mental health care (PRIME)

The Programme for Improving Mental health care (PRIME) is a Research Programme Consortium (RPC) led by the Centre for Public Mental Health at the University of Cape Town (South Africa), and funded by the UK government's Department for International Development (UKAID). The project's aim is to develop world-class research evidence on the implementation, and scaling up of treatment programmes for priority mental disorders in primary and maternal health care contexts in low resource settings.

Project leader: Crick Lund, www.prime.uct.ac.za

Mental Health and Poverty Project (MHaPP)

The purpose of the MHaPP was to develop and evaluate mental health policy in poor countries, in order to provide new knowledge regarding comprehensive multi-sectoral approaches to breaking the negative cycle of poverty and mental ill-health. Ghana, South Africa, Uganda and Zambia. We also conducted systematic literature reviews that provided data from 36 low and middle-income countries on the relationship between poverty and mental illness. The project is collaborating with the Centre for Global Mental Health and the World Health Organization

Project leader: Crick Lund www.health.uct.ac.za/departments/psychiatry

The Distributional Impact of Health Care Finance in SA

The aims of the project are to investigate equity in health care finance in South Africa, to assess the extent of progressivity in health care finance in South Africa, to assess the impact of health care payments on inequality in South Africa and to assess the impoverishing and catastrophic impact of direct health care payments in South Africa.

Project leader: John Ataguba heu-uct.org.za

Researching Equitable Access to Health Care (REACH) Project

The aims of the project are unpacking and measuring access to Tuberculosis and Ante Retroviral Treatment and Obstetric Services and also assessing whether access is equitable (by sex, socioeconomic status, geographical location etc)

Project leader: Susan Cleary, heu-uct.org.za

Using Digital Media to Train Low-Literate Health Workers

In developing countries, the effectiveness of training rural citizens is hindered by the literacy limitations in such audiences. There is need therefore, to develop tools that allow trainers to easily and independently create non-textual training content. In this project, we seek to find how such tools can be developed, which can be used by trainers of low computer proficiency and become useful in training the low-literate in a developing world context. Particularly, we will work together with health trainers to design a tool that will be used for creating and distributing mobile phone videos for low-literate Community Health Workers(CHWs).

Project leader: Maletsabisa Molapo, people.cs.uct.ac.za/~mmolapo

Disability in urban and rural areas of SA

The aim of the study was to investigate the experience of disabled people with regard to environmental barriers, income, access to disability grants and health related quality of life in an urban as opposed to rural setting. The specific objectives were to identify which factors identified through the use of the ICF (International Classification of Functioning, Disability and Health) checklist of environmental factors presented people with disability with the most barriers and to see whether the barriers were different for those living in a rural opposed to urban setting.

Project leader: Jennifer Jelsma, www.uct.ac.za

Exploratory Study of Community Care Worker Programmes in Botshapelo

Firstly the project aims to determine, in the selected area:

- An inventory of nonprofit organisations providing health services, informal and formal, and their role, infrastructure and networks
- The titles, numbers and roles of community health workers, including lay counsellors, DOTS supporters, home based carers (DOH and DSD), and others
- Funding sources (Department of Social Development, Department of Health, donor, Extended Public Works Programme) and flows
- Expenditure on lay health workers in the sub-district

Secondly it aims to gather demographic and socioeconomic data about CCWs in the selected local areas, including their sex, age, education, housing, family structures, job experience, language, cultural and social networks/affiliations. Lastly it aims to gather data about CCWs' conditions of service, including methods of enrolment, training opportunities, remuneration practices, work hours, years of service, leave, levels of emotional and physical support, and extent of supervisory structures

Project leader: Ermien van Pletzen, ermine.vanpletzen@uct.ac.za

Poverty, Disability and Occupation

The aim of the project is to investigate how do the dynamics between poverty, disability and occupation perpetuate or disrupt participants' latent prospects for occupational development and in which ways do Xhosa-speaking households from two different communities (peri-urban and rural) demonstrate the same or different characteristics with respect to these dynamics?

Project leader: Madeleine Duncan, eve.duncan@uct.ac.za

People informing Policy: Power and Progress

The aim of the project is to investigate "What are the health, education and social policy related factors influencing the necessary and effective participation of chronically poor and disabled people in their developmental roles and livelihood tasks and activities in remote rural villages, and can a Participatory Action Research approach be employed to inform, address and contribute to policy literacy within a Community Based Research framework amongst this group of people?

Project leader: Madeleine Duncan

Collaboration for Health Equity Through Education and Research (CHEER)

The aim of the CHEER Collaboration is to promote health equity through appropriate educational and research projects in health science education in South Africa.

Project leader: Stephen Reid, Stephen.reid@uct.ac.za

Strategies for Health Insurance for Equity in Less Developed Countries (SHIELD) Project

Aims of the project are to evaluate the distribution of the burden of health care financing across socio-economic groups and factors affecting this distribution, to evaluate the distribution of the benefits of using health services across socio-economic groups and critically evaluate alternative health care financing in terms of their potential

Project leader: Diane McIntyre, diane.mcintyre@uct.ac.za

Mental illness in Young Adults with Fetal Alcohol Spectrum Disorders

The project is investigating if mental illness is more common in people with fetal alcohol spectrum

disorders? Secondly, what is the nature of the mental illnesses found in people with fetal alcohol spectrum disorders? Thirdly, which developmental and environmental factors contribute to the onset and persistence of mental illness in people with fetal alcohol spectrum disorders
Project leader: Judy Bentley, jbentley@pgwc.gov.za

Lifting language barriers and advancing the right of access to health care for signing Deaf people

The aim of the project is to realise South Africans' right of access to health care. It focuses on lifting language and communication barriers, especially those faced by Deaf people. Research questions ask How do professional interpreter services advance the right of access to health care? Can cell phones and SMS based health promotions advance the right of access to health information for Deaf people?
Project leader: Marion Heap, marion.heap@uct.ac.za

A proof-of-concept Phase IIb clinical trial

The aim of the project is to evaluate the safety and efficacy of a novel TB vaccine in HIV-infected people.
Project leader: Robert Wilkinson, Robert.wilkinson@uct.ac.za

Africa Focus on Intervention Research for Mental health (AFFIRM)

AFFIRM is a research and capacity development Hub established in 6 countries which are South Africa, Ghana, Uganda, Zimbabwe, Malawi and Ethiopia. It brings together a multidisciplinary partnership of some of the leading individuals and research institutions in sub-Saharan Africa, government and NGOs, and international investigators in the UK and USA, while enjoying excellent support from Ministries of Health in the study countries.
Project leader: Crick Lund, crick.lund@uct.ac.za

4.5 Faculty of Humanities

Afrobarometer

A regular survey of Africans attitudes to democracy, civil society and the economy in 20 countries. We are currently in the process of expanding to as many as 35 countries.
Project leader: E. Gyimah-Boadi, www.afrobarometer.org

Land Reform and Poverty

The aim of the project is to examine if the land redistributed through land reform contributes to improving the livelihood of the beneficiaries.
Project leader: Horman Chitonge, www.landreform.uct.ac.za

SPADE

A three-year project focused on poor schools achieving above demographic expectations, in the Western Cape. Knowing what is going wrong in classrooms in poor schools, this project, amongst other things, attempts to discern practices in poor schools which may be contributing to better performance. The project aims to establish a rich archive of data, to be made available to students and researchers wishing to do research in these schools from different disciplines and with different foci, thus develop deeper, multidisciplinary understandings of pedagogy and broader practices in primary schools in poor contexts. The study considers maths, literacy, school management and home/school relations.
Project leader: Ursula Hoadley, www.humanities.uct.ac.za/departments/education/about

Afrobarometer

State of the art public opinion surveys measuring the attitudes of ordinary Africans to democracy, politics and economics. Four rounds have been conducted in up to 20 countries, and Round 5 will launch this year in as many as 30 countries in sub-Saharan Africa. The Lived Poverty Index has been carried in each one of the questionnaires used in these surveys.
Project leader: Robert Mattes, Robert.mattes@uct.ac.za

Raw Life – New Hope

This project investigates ethnography of everyday life in conditions of radical scarcity.
Project leader: Fiona Ross, Fiona.ross@uct.ac.za

Social and Spatial Polarisation

To address the urban studies debate on social and spatial polarisation by studying the changing patterns of occupational inequality and its relationship to spatial and racial patterns of inequality.
Project leader: Owen Crankshaw, owen.crankshaw@uct.ac.za

Department of Religious Studies

Dr. Sa'diyyah Shaikh and Prof. Abdulkader Tayob have initiated and participated in public discussions on the proposed Muslim Marriages Bill. Dr. Shaikh submitted a report to the Minister of Justice on the matter. With Dr. Mohamed Mraja of Moi University in Kenya, Dr. Andrea Brigaglia edits the Annual Review of Islam in Africa. This is a publication that provides perspectives on the most recent developments in Africa with regard to Islam, and offers student researchers an opportunity to present their research to a wider audience.
Project leader: Abdulkader Tayob, abdulkader.tayob@uct.ac.za

4.6 Faculty of Law

Framing the Right to Sanitation in an Environmental Rights Paradigm

This project investigates the emergence of the right to sanitation in international and domestic law and interrogates some of the evolving trends, including the development of a rights based approach around sanitation, its connection to the right to water and its structuring as a predominantly socio-economic right in the South African context. It problematises the noticeable absence of environmental requirements, both in the international context and in South Africa where it is framed predominantly as an extension of the right to housing. It looks at the possibility of, and requirements for, the re-formulation of the right as one that incorporates the elements of sustainability.
Project leader: Lorreta Feris, lorreta.feris@uct.ac.za

Capturing the Gains

The project aims to investigate whether economic and social upgrading or downgrading is taking place in firms that are involved in global production networks, to understand what factors are drive economic and social upgrading and downgrading, and to identify policy levers that facilitate economic and social upgrading or mitigate economic and social downgrading.
Project leader: Shane Godfrey, shane.godfrey@uct.ac.za and Jan Theron, jan.theron@uct.ac.za

Inequality in the workplace

It is generally assumed that labour regulation has satisfactorily resolved the problem of inequality in the workplace. Our research shows it has not, and how existing regulation contributes to the maintenance of the status quo. The object of this research project is to develop appropriate policies to address the situation.
Project leader: Jan Theron, jan.theron@uct.ac.za

Institute of Development and Labour Law (IDLL)

The members of the Institute are engaged in doctrinal research in the area of labour, employment and social security law. This research concerns the interface between development, labour and employment law and social policy in South Africa and sub-Saharan Africa. The Labour & Enterprise Policy Research Group (LEP) is an independently funded research group within the Institute that undertakes contract research, from a socio-legal perspective, on the above questions, and more specifically relating to the restructuring of employment, informalisation, inequality, the changing nature of the workplace, the future of collective bargaining, and decent work.
Project leader: Jan Theron, jan.theron@uct.ac.za

Intellectual Property Law & Policy Research Unit

The Open A.I.R. research and training project, begun in 2011, is working with African innovators, creators and entrepreneurs to turn knowledge into concrete practices that can transform economies and drive human development forward. The project hopes that, through its efforts and the efforts of other like-minded initiatives and groups, the intellectual property (IP) systems that govern

knowledge in Africa can gradually be made to work better as tools for open innovation and collaborative creativity. The project is carrying out 19 interconnected, empirical case studies on conditions in 16 African countries, along with future-focussed foresight research. The research is laying the foundations for training to be provided to public- and private-sector leaders.
The project's objectives are to:

- to raise problem awareness and facilitate critical policy engagement; and to empower a networked, epistemic IP community in Africa:
- change discourse and behaviour that engenders fewer bottlenecks and more collaboration; and
- re-configure IP-related valuation metrics, capital and power structures.

Project leader: Julian Kinderlerer, Julian.kinderlerer@uct.ac.za

4.7 Faculty of Science

Re-incorporating the excluded: Providing space for small-scale

The objective of this comparative project is to advance and assess the development of governance frameworks for the understanding and resolution of core fishery conflicts in two major fishing regions: South Africa and South Asia. In both instances, sustained conflict has severely impacted the small-scale capture fisheries. Apartheid has resulted in the marginalisation of small-scale fishers in South Africa. The civil war in Sri Lanka has repeatedly displaced the Tamil and Muslim fishing population of the island and severely restricted their fishing activities. Meanwhile the vacuum created by their absence has been filled by the trawler fleets from India. In both the South African and the South Asian cases, these small-scale fisher groups are seeking to claim their fishing rights and restore socio-economic and community wellbeing. The project facilitates and monitors the negotiation process towards cooperation, making room for mutual learning and for supportive interdisciplinary research. The project collaborates with Masifundise Development Trust.
Project leader: Merle Sowman, www.eeu.org.za/thematic-areas/coastal-and-fisheries-governance/REINCORPFISH

Integrating Human Dimensions into Marine Protected Area Governance

This research project aims to challenge current resource-oriented approaches to Marine Protected Area (MPA) and small-scale fisheries governance in South Africa. While ecological and fisheries science knowledge is often prioritised in terms of informing resource management objectives and decisions, this research project aims to clarify and understand the human dimensions – including social, economic, cultural and political – of fisheries systems and how to integrate this information with ecological objectives in order to develop a more integrated approach to governance. The project is collaborating with World Wildlife Fund.
Project leader: Merle Sowman, www.eeu.org.za

People, Plants, Equity and Knowledge

The project investigates how we can contribute towards a holistic, integrated and conceptually robust understanding of the factors that enhance or constrain benefits for marginalised communities dependent upon natural resources. This project is collaborating with Western Indian Ocean Marine Science Association, Ezemvelo Wildlife KZN, Mdumbi backpackers
Project leader: Rachel Wynberg, Rachel.wynberg@uct.ac.za

Analysis of Benefits from Coastal Resources and Mechanisms for Distributing Benefits

The project aims to investigate the extent to which communities benefit from use of coastal resources; the mechanisms used to distribute benefits; and the governance arrangements that enable or constrain the more equitable sharing of benefits from coastal resources.
Project leader: Rachel Wynberg, rachel.wynberg@uct.ac.za

Human Dimensions of MPAs in South Africa
This research project aims to challenge current resource-oriented approaches to Marine Protected Area (MPA) and small-scale fisheries governance in South Africa. While ecological and fisheries science knowledge is often prioritised in terms of informing resource management objectives and decisions, this research project aims to clarify and

understand the human dimensions – including social, economic, cultural and political – of fisheries systems and how to integrate this information with ecological objectives in order to develop a more integrated approach to governance. The project is collaborating with World Wildlife Fund (WWF)
Project leader: Merle Sowman, www.eeu.org.za/thematic-areas/coastal-and-fisheries-governance/human-dimensions-mpas

Tackling poverty, food security and sustainability in small-scale fisheries – towards International Guidelines for Sustainable Small-scale Fisheries

In 2011, the Food and Agriculture Organisation (FAO) Committee on Fisheries (COFI) requested the FAO Fisheries and Aquaculture Division to embark on an international consultation towards the development of Guidelines on Small-scale Fisheries to complement the Code of Conduct for Responsible Fisheries (CCRF). The need for such Guidelines has emerged over the past two decades as international governance and research institutions have begun to recognise the significant contribution that small-scale fisheries can play in the alleviation of poverty, the provision of basic food security and sustaining livelihoods. The FAO has embarked on an international consultative process in order to develop these Guidelines. Towards this end the FAO has facilitated a number of international, regional and national level workshops and has developed a Zero Draft of the Guidelines for comment. The Environmental Evaluation Unit (EEU) has participated actively in this international consultation process on two levels:

1. Towards equitable and sustainable small-scale fisheries in Malawi
2. Towards international Guidelines for Small-scale Fisheries: international civil society participation

The EEU was contracted by the international Civil-Society Co-ordinating Committee to undertake a synthesis of all of the 15 reports emanating from these workshops held around the world. The EEU Synthesis Document was distributed to government delegates at the 30th meeting of the COFI in Rome in July 2012 and was presented to the co-ordinating committee at an international workshop held to coincide with the COFI meeting. The EEU will finalise the synthesis document following the completion of additional national consultations. The final EEU Synthesis document will be used by the international CSO's to inform their submission to the COFI on the Guidelines. The project is collaborating with Programme for Land and Agrarian Studies (PLAAS) at the University of Western Cape (UWC); Food and Agricultural Organisation (FAO); International Collective in Support of Fish workers (ICSF); the World Forum of Fisher People (WFFP); and the World Forum of Fish Harvesters and Fish workers (WFF)
Project leader: Merle Sowman, merle.sowman@uct.ac.za

Documenting and Sharing fishers' knowledge of the Olifantsriver Estuary

In September 2011 a group of fishers from the Olifantsriver estuary began a process of documenting their local knowledge of the estuary together with researchers from the Environmental Evaluation Unit (EEU) and Department of Historical Studies at the University of Cape Town, a community development worker from coastal links and from Masifundise, an NGO with whom the fishers have worked for a number of years. The origins of this project lie in the process that the fishers, the EEU, Masifundise and the Legal Resources Centre, have initiated over the past three years in their joint struggles to ensure that the science-driven process to develop a management plan for the estuary, known as the Olifants Estuary Management Planning process (OEMP), includes the full and effective participation of the traditional net fishing community and brings together existing fisher and scientific knowledge in designing a sustainable and equitable plan for the estuary. The fishers and their civil society partners have lobbied extensively for an opportunity to share their knowledge of the estuary with the scientists and finally an opportunity has been secured. Funding to embark on this three year research project (2011-2013) was secured by the EEU through the National Research Foundation (NRF) Community Engagement Programme. The project is collaborating with Masifundise Development Trust (MDT), Legal Resources Centre (LRC)
Project leader Merle Sowman, merle.sowman@uct.ac.za, www.eeu.org.za/thematic-areas/coastal-and-fisheries-governance/olifants-river-co-management

'Standing Together' in Valhalla: NRF-funded Community Engagement Grant

The project funds and reflects collaborative research between Oldfield and student in the Department of Environmental and Geographical Science with activists and community workers in the Valhalla Park United Front Civic Organisation, a community-based movement on the Cape Flats. The research has focused over the past eight years on housing issues (back-yarding, informal settlements, and land occupations), as well as on informal home businesses and survival strategies, and Minstrels as community activism. The second part of the research has explored alternative ways of conducting community-based research. This element of the research, in collaboration with Robyn Rorke, an independent film-maker, has included the founding of the Valhalla Park Media Collective, including training in film story writing and film-making. The Collective are making a short film and working in partnership through this project with the Cape Town Television. Overall the project reflects on the ways in which the Civic has drawn on the research process in their activism in the neighbourhood, as well as reflecting on collaborative research and the building of urban knowledge in this type of context.

Project leader: Sophie Oldfield, sophie.oldfield@uct.ac.za

4.8 Institutional Planning Department

UCT Knowledge Co-op

The project aims to provide local community groups with access to the skills and expertise within UCT that will enable them to find potential solutions to the development issues facing them.

Project leader: Barbara Schmid, www.knowledgeco-op.uct.ac.za

ADMINISTRATIVE OFFICES

This report is published by

The Department of Institutional Planning
University of Cape Town
November, 2012

Printed on Sappi Tripple Green paper

Design & Layout
the earth is round