

SOCIAL RESPONSIVENESS REPORT

portraits of practice 2009



UCT 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.

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FOREWORD BY THE VICE-CHANCELLOR



In 2009 UCT agreed its mission and strategic goals that will inform the University's work over the next five years. Among these is the goal to expand and enhance UCT's contribution to South Africa's development challenges. In addressing the key tests facing our society we are committed to engaged, policy-relevant research and teaching, as well as expanded opportunities for students to become directly involved in socially-responsive learning. The aim is that our research will contribute to the public good through sharing knowledge and understanding for the benefit of society; and through fostering in our students the acquisition of the civic literacy, knowledge and skills necessary to build a more just, equitable and unified South African society.

Our 2009 goal of enhancing the University's ability to address South Africa's development challenges builds on a long tradition of socially responsive scholarship at UCT and a commitment to the promotion of democracy, respect for human rights and social justice. Our intention is to embed the scholarship of engagement in our regular academic activities through creating an enabling institutional environment and by sharing information about existing and innovative social responsiveness practices. We do this as a core activity of the university and to locate UCT among the growing number of quality higher education institutions worldwide that are keen to respond – and to demonstrate responsiveness – to local, national and global challenges that arise. Moreover, as a South African university concerned with responding to the many and varied problems of our country and continent, we wish to engage with external partners committed to social advancement in Africa. The 2009 Social Responsiveness Report provides reflections on impressive examples of socially responsive practice and initiatives across a wide range of faculties, departments and units. It proves that at UCT we can be proud of our record of engagement with society at large and our support to the many and varied communities with which our staff and students engage.

Dr Max Price
Vice-chancellor

PREFACE BY THE DEPUTY VICE-CHANCELLOR

In 2009 the UCT Council approved the university's new mission and strategic goals for the next five to ten years. Building on UCT's long-standing commitment to social responsiveness, the university posed for itself the challenge of augmenting its activities to better answer the pressing social, economic and developmental problems facing South Africa and the continent. This represents a major milestone for the university and offers a framework for informing the evolving social responsiveness policy first adopted by Senate and Council in 2008, as well as the task of providing an enabling institutional environment for the promotion of socially engaged scholarship and learning.

The 2009 Social Responsiveness Report – appropriately sub-titled 'portraits of practice' – provides reflections on an impressive array of initiatives, which illustrate the concrete and varied ways in which UCT staff and students across the campus are responding to the key development challenges facing our country and continent in a fast-changing global environment. These portraits range from the African Centre for Cities' interdisciplinary urban research, which is continent-wide and involves researchers from a number of faculties at UCT, to the Freshwater Research Unit's engagement with the Department of Water Affairs and Forestry, to the Centre of Criminology's fresh approach to 'environmental security' and the Graduate School of Business's insistence that business cannot be 'business as usual', given the social and economic imperatives facing today's world.

The portraits of practice highlighted in this year's report reflect innovative partnerships between UCT academics and external stakeholders, ranging from government at different levels (for example, the City of Cape Town, the Provincial Government of the Western Cape, and various national level ministries), to national and international social movements such as the Treatment Action Campaign and Shack Dwellers International. The many international examples of engaged scholarship include partnerships with continent-wide organisations (such as the African Development Bank) and institutions from the Global South, such as the Indian Institute of Technology and the China Academy of Transport Sciences. These partnerships



are not at the expense of (and are often reinforced by) engagement with local communities and national research. For example, the Aids and Society Research Unit (ASRU) works with clinicians and communities in local organisations, as well as running workshops across Southern Africa for international organisations such as the Red Cross and Save the Children. Similarly, UCT academics in sports sciences have advised International Olympic Committees in Latin America, the Middle East and Asia, as well as local stakeholders involved in preparations for the 2010 World Cup in South Africa and Cape Town.

As a vibrant academic community UCT is home to a variety of interpretations of and approaches to social responsiveness, something that is clearly demonstrated by the think-pieces included in this year's Report and offered here to stimulate debate. I commend the report to you as a thought-provoking reflection on the university's engaged scholarship in 2009, and the progress that has been made in creating a positive institutional climate in which it can flourish and grow.

Professor Jo Beall
Deputy vice-chancellor

INTRODUCTION

The University of Cape Town (UCT) believes that universities have a crucial role to play in addressing development challenges in wider society. To this end, many staff members and students are already actively contributing to development in various ways: through research, engagement with policy development, and public commentary on development issues and strategies, they are disseminating knowledge and ideas derived from research, promoting active citizenship among the student population, empowering external constituencies, improving the relevance of the curriculum, and providing opportunities for lifelong learning. The university is committed to strengthening this role in society and has therefore decided to produce an annual social responsiveness report to stimulate ongoing debate within the university and in the broader social sector.

The format of the University of Cape Town's Social Responsiveness Report (SR) for 2009 flows from the deliberations of the University Social Responsiveness Committee (USRC), which was constituted in 2009 in terms of the approved SR Policy. The report is structured as follows:

Section One provides an analysis of how social responsiveness has been institutionalised at UCT in line with the approved SR policy.

Section Two contains a progress report on the implementation of the Memorandum of Understanding signed between the Provincial Government of the Western Cape (PGWC) and the Consortium of Higher Education in the Cape (CHEC) in November 2006 and the Protocol signed between the City of Cape Town and CHEC on 21 November 2007. Other key initiatives facilitated by the Social Responsiveness Unit are outlined.

Section Three contains a rationale for the data collection methodology and a discussion of the selection of cases, the approach to the interviews, the different ways in which the cases were written up, and the process of presenting the initial cases. Nine case profiles – 'portraits of practice' – are included in the report. Together, they provide a rich overview of social responsiveness practice involving academic staff.

Section Four contains seven reflective pieces designed to stimulate debate on different forms of social responsiveness and the role of staff and students in engaging with development needs.

Section Five provides an analysis of the cases. Drawing from the varied examples of social responsiveness presented in the third and fourth sections, the analysis looks at emerging themes.

Members of the University Social Responsiveness Committee in 2009: DVC Prof Jo Beall (Chair), Assoc Prof David Cooper (Humanities), Ms Judith Favish (IPD), Dr Dee Smythe (Law), Ms Yumna Moosa (SHAWCO), Mr Duncan Clough (UBUNYE), Mr Wandile Mamba (SRC), Ms Edwina Goliath (DSA), Assoc Prof Ingrid Woolard (Commerce), Dr Janice McMillan (CHED), Mr Frank Molteno (Health Sciences), Dr Jennifer Moodley (Health Sciences), Assoc Prof Sophie Oldfield (Science), Assoc Prof Harro von Blotnitz (EBE), Dr Marilet Sienaert (Research Office), Assoc Prof Merle Sowman (Science).

The report was edited by Carolyn Butler. Interviews were transcribed by Carin Favis.



Section

1

*Towards
Institutionalising Social
Responsiveness at
UCT*



TOWARDS INSTITUTIONALISING SOCIAL RESPONSIVENESS AT UCT

This report outlines three aspects of institutionalising social responsiveness (SR) at UCT: defining social responsiveness, developing a policy framework for strengthening and expanding social responsiveness, and building an enabling environment for strengthening and enhancing SR at UCT.

Defining social responsiveness

In 2003 an internal survey was conducted by Janice McMillan from the Centre for Higher Education Development (CHED) and Judith Favish from the Institutional Planning Department (IPD). The survey attempted to capture the ways in which staff are responding to social, economic, cultural and political development needs through their research, curricula and choice of pedagogy. The release of the report from the survey in 2004 brought to the surface very divergent views within the university community about the notion of social responsiveness and the value of producing a dedicated report on the subject. A seminar was organised soon after the release of the report to debate the different views. This helped to allay some concerns, particularly those related to the need to avoid a narrow, instrumentalist approach to SR, and to avoid downplaying the importance of basic research in relation to SR (UCT, 2004).

In 2004 a Social Responsiveness Working Group (SRWG) was established, with representatives from all the faculties and student-based development agencies. In planning the next and subsequent annual reports, the SRWG decided to adopt an approach which would help to deepen debate on two points: firstly, a definition for social responsiveness; and secondly, the role of the university in engaging with the development needs and challenges facing the country. The SRWG decided to organise SR reports around case studies. In identifying the descriptive case profiles, the SRWG used the following working definition for social responsiveness:

Scholarly-based activities that have projected and defined outcomes that match or contribute to developmental objectives or policies defined by civil society, local, provincial or national government, international agencies or industry (UCT, 2005: 4).

The analysis of the cases in the first report reinforced the importance of defining 'social responsiveness' in a way that allowed for the wide range of current UCT activities geared to addressing development challenges at national, provincial, local and sectoral levels. It was felt that limiting social responsiveness to the notion of community engagement used by the Higher Education Quality Committee, regardless of how broadly 'community' was defined, would exclude too many activities (Council of Higher Education, 2004). As Chatterton and Goddard state, "territoriality is an extremely complex and problematic concept for Higher Education Institutions [and] universities operate within multiple and overlapping territories and usually manage a portfolio of activities ranging from the global to the local" (Chatterton & Goddard, 2000: 478).

The SRWG also decided not to limit SR to initiatives with a strong social justice orientation.

Since 2006 the SRWG has organised three colloquia in order to reflect on issues that have surfaced in the Social Responsiveness Reports, as well as to equip people to promote SR within the institution. Analysis of the contributions in these two colloquia suggested that there was consensus about using a broad definition of SR which would embody links between activities involving academic staff, external constituencies and intentional public benefit. The notion of public benefit was preferred to the notion of 'community engagement' because it covered the wide range of contributions being made to social, economic, cultural, political, and environmental development, and the variety of external constituencies with whom UCT had established partnerships.

While Senate had affirmed its commitment to promoting social justice, it also recognised that contributions to various dimensions of development were important. There was strong support for retaining the term 'social responsiveness' given the perceived need to counter the considerable effort being placed on positioning the university as a world-class, research-led institution by emphasising the importance of a historically white institution needing to respond to its local, regional and national context in its research and teaching. This position was formally endorsed in 2006 when Senate approved a definition of SR that stipulates that SR must have an intentional public purpose or benefit (UCT, 2006).

Developing a policy framework for strengthening and expanding social responsiveness

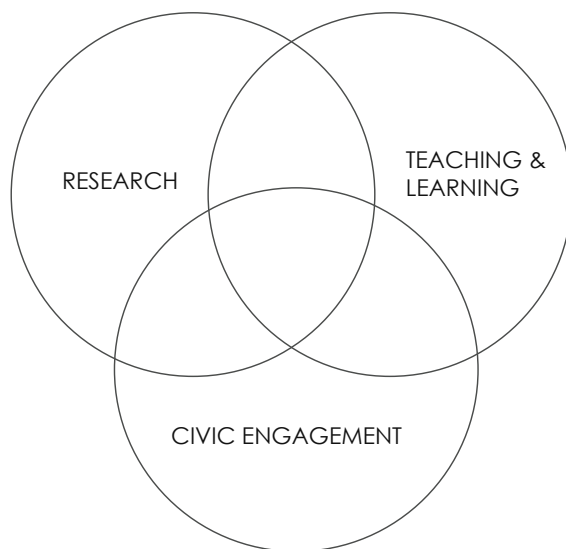
The second challenge for the SRWG in its efforts to promote SR was to address the widespread misconception that SR referred to activities that had no relationship with research and teaching. Following Senate approval of the definition of SR in 2006, the SRWG embarked on a process of developing a policy framework for SR, which culminated in approval by Council in December 2008 (UCT, 2009). In conceptualising the relationship of SR to research and teaching, the SRWG drew on the analysis of the cases in the Social Responsiveness Reports and a review of the literature on the role of universities in contributing to the public good – particularly the notion of an 'agora', defined by Gibbons as

a problem-generating and problem-solving environment populated by academics and other 'publics' designed to generate 'socially robust knowledge', that is, knowledge that will be demonstrably reliable

in a broader range of contexts and not just in specific laboratory conditions... This process usually involves a process of 'interaction between experts and others, each of whom may inhabit different worlds to interact effectively in transforming an issue or problem into a set of research activities'. (Gibbons, 2006: 14)

During this two-year period, extensive consultations took place with a range of stakeholders on campus, including trade unions, student societies, support staff, faculty boards and Senate. The approved policy is underpinned by a conceptual framework, reflected in the diagram below, which acknowledges the interconnectedness between social engagement and the other core activities of the university: research and teaching, as well as civic engagement, which takes place outside the formal curriculum (UCT, 2008). The inclusion of civic engagement was deemed necessary as it recognised the critical role voluntary community service plays in helping to promote active citizenship among students. Accordingly, UCT's current conceptual framework recognises the following major forms of SR:

- research-oriented forms of responsiveness;
- teaching and learning-oriented forms of responsiveness;
- civic engagement with no link to the formal curriculum.



The policy framework outlined other elements of providing an enabling framework for strengthening and enhancing SR at the university, such as the functions to be performed by several professional and support departments and the Centre for Higher Education Development; executive accountability for providing university-wide leadership on SR; and provision for a Senate Committee to promote and strengthen SR. To complement awards issued to staff and students in recognition of achievements in teaching and research, the policy framework made provision for an institutional award for SR for staff and the issue of certificates to students who provide evidence of active involvement in civic engagement. Finally the policy framework made provision for staff members' contributions to SR to be considered in performance reviews.

In assessing UCT's progress with regard to SR we have used criteria suggested for this purpose in a report from a 2007 conference on civic engagement by research universities in the USA (Stanton, 2007). This report proposes that institutionalising engagement would require the following responses.

Audits of institution-wide engagement and campus-wide visibility and recognition of exemplary efforts

For the past five years UCT has been collecting information on SR activities through the process of compiling the annual SR reports. The information on these case profiles is contained in a dedicated website maintained by the Institutional Planning Department (www.socialresponsiveness.uct.ac.za/). The reports and the website have been used to give visibility and recognition to exemplary efforts across the campus.

Stimulation of debate within the university about engagement activities

Three colloquia have been organised to stimulate debate within the university about SR activities – issues that surfaced in the case studies. The case studies themselves are carefully structured around themes which are pertinent to developing a scholarship of engagement. In 2009, staff also contributed articles for a special edition of an international on-line journal based on case studies..The journal may be found on <http://epress.lib.uts.edu.au/ojs/index.php/ijcre>

Recognition of engaged scholarship in tenure and promotion decisions

During 2007, revised criteria for performance reviews of academic staff were implemented for the first time. SR was embedded in the criteria, which stipulated that

all academic staff are expected to exhibit some level of social responsiveness through teaching and learning, research and/or leadership. At each level the onus lies on the person to demonstrate such social responsiveness of an appropriate type for this academic rank. (UCT, 2007b: 1)

A review of the criteria was launched in 2009. The draft criteria circulated to faculty boards for comment in September 2009 made provision for SR to be a fourth and separate category in the framework for ad hominem and rate for job processes. The draft proposals were revised in 2010 and once again SR is embedded within the other categories. Examples were provided of the kinds of SR activities that could be used to motivate for meeting the criteria in the other categories on the basis of SR activities. Faculties will be submitting their final guidelines for performance reviews and ad hominem processes in September 2010. The draft faculty proposals submitted to faculty boards in 2010 reveal very different conceptions, both of the nature of SR and of the weightings attached to SR activities in performance reviews and ad hominem processes.

Recognition through grant awards

The SR policy made provision for the establishment of a Vice-chancellor's Distinguished Social Responsiveness Award to complement awards issued to staff by the university in recognition of achievements in teaching and research. This signals to the university community that social responsiveness is an important institutional priority.

In 2009 there were three recipients of the award:

- Dr Ailsa Holloway of the Disaster Mitigation for Sustainable Development Project (DiMP);
- The Gender, Health and Justice Research Unit;
- Professor Di McIntyre, National Research Foundation Chair heading up a programme of research on Health and Wealth.

Provision of sustained funding or grants for engaged scholarship

At the end of 2009, after a series of consultations within the university, the Council approved the Vice-chancellor's Strategic Goals for 2010 to 2014. One of the strategic goals commits UCT to expanding and enhancing UCT's contribution to South Africa's development challenges (UCT, 2009).

In order to expand the range and impact of activities that advance UCT strategic goals, the vice-chancellor established a strategic fund to support the implementation of the strategic goals. A portion of the funds was allocated to support social responsiveness initiatives in 2010. The initiatives currently being supported include: Technology Deployment for Sustainable Urban Development; Violent Crime – a UCT response; the Global Citizenship and Social Justice Project; a Science Shop Pilot Project; and a university-wide Climate Change Project. The strategic fund has been established for a period of 5 years and several or all of the projects funded for 2010 may receive further funding.

Appointment of staff and the establishment of capacity and infrastructure to support social responsiveness

In 2008 the Vice Chancellor approved the establishment of a Social Responsiveness Unit within the Institutional Planning Department, in order to build capacity and infrastructure to support social responsiveness. Several staff members in the Research office, the Department of Student Affairs, the Contracts and Intellectual Property Office, the Centre for Higher Education and Development and the Institutional Planning Department also support and promote social responsiveness in various ways.

Educating students about the value of engaged scholarship

UCT's strategic goals embrace a commitment to expanding opportunities for students to get involved in community-based projects in which community engagement, a focus on social justice issues and students' learning are integrated into the formal teaching and learning process. This is because of a belief that opportunities for student engagement with external constituencies afforded by service-learning programmes can be important vehicles

for inter-disciplinary 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.

Engagement with the university's councils and other external constituencies about the university's role and effectiveness in social responsiveness

The annual SR Reports are discussed by the Council. In 2009, for the first time, the colloquium was organised around presentations from external constituencies about their perceptions of their partnerships with UCT. The university has also signed Memoranda of Understanding with the provincial government and the City of Cape Town, which are designed to strengthen collaboration on development priorities. Structured mechanisms for ongoing engagement with city and the province have been established, involving representatives from UCT and the other universities in the Western Cape.

Conclusion

Assessment of developments within UCT over the past few years indicates that most of the criteria proposed by Stanton (2007) for institutionalising universities' engagement with external constituencies have been (or are being) addressed. However, the outcomes of the 2010 review of the performance criteria for reviewing academics' performance suggest that there is a need to review the SR policy to address anomalies between approved policy and practices on the ground, particularly with respect to definitions of SR. A review would also take into account the changed institutional context arising from the approval of a new mission and strategic goals for the university in December 2009 (UCT, 2009; and the findings of the research currently being conducted within the university by the Human Sciences Research Council (HSRC)). The aim of the HSRC study is to map the ways in which academics are extending their knowledge through research, teaching or service to the direct benefit of external social partners. The research forms part of the National Research Foundation's strategy for building a national system of innovation.

Strategic Goal Six commits the university to strengthening its role in addressing key development challenges facing our society through engaged research, policy and advocacy, strategic partnerships and expanding opportunities for students to become involved in community-engaged education programmes. Goal Three commits the university to ensuring that our students are exposed to the benefits of the research that is done within the university's walls, and secondly, to seek to extend those benefits to the community within which it operates.

Equally pertinent are modes of civic engagement that aim to popularise new ideas generated by academics and animate critical public debate on key issues of the day. Future SR Reports will include an assessment of progress made in the projects funded by the strategic fund and against indicators identified for evaluating the impact of the strategic goals. This was not done for this report as the

university is still in the process of finalising the framework to be used for monitoring the strategic goals.

Most of the current SR activities at UCT are happening at the level of individual academics or units, rather than at a university-wide level. However, the new strategic goals have identified critical areas for university-wide engagement which may potentially undermine our new democracy, such as high levels of poverty and inequality, poor levels of public schooling, and policies which undermine sustainable growth and development. The implications of the strategic goals and interventions for the SR policy – and for the work of the USRC and the SR Unit – need to be interrogated.

Judith Favish

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Section

2

*Progress Report on
collaboration with
Provincial and Local
Governments and
the work of the Social
Responsiveness Unit*



PROGRESS REPORT ON COLLABORATION WITH PROVINCIAL AND LOCAL GOVERNMENTS AND THE WORK OF THE SOCIAL RESPONSIVENESS UNIT

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

On 16 October 2006 the Premier of the Western Cape and the vice-chancellors of the four higher education institutions in the Western Cape signed a Memorandum of Understanding (MoU). The MoU framework seeks to:

- establish strategic partnerships to support the provision of continuing education courses to address critical scarce skills shortages in the short-term;
- build partnerships between the Provincial Government and universities to ensure that the best methods of providing an ongoing supply of high-level skills are practised by all these institutions of learning; and
- guide the nature of collaboration between Higher Education Institutions and the Province on agreed strategic priorities.

A workshop was held in 2009 with the vice-chancellors, the Premier and several provincial ministers. The purpose of the workshop was to:

- share information on developments in higher education;
- reflect on progress and challenges in the partnerships; and
- identify opportunities for new strategic partnerships.

In reflecting on the achievement of the partnership to date, the presenter from the Consortium of Higher Education in the Cape (CHEC) argued that the province should be doing more to build on the strengths of the universities in the Western Cape in advancing the development of the Western Cape. These strengths include:

- World class research strengths
- Nationally recognised niche programme offerings
- Better than national average cohort success rates
- Nationally recognised creative and performing arts departments
- Established continuing professional development and lifelong learning units
- High numbers of international partnerships, exchanges, conferences and students.

The Premier and the vice-chancellors felt that while progress had been made with regard to building a relationship based on trust and better understanding of the environments within which the partners operate, a more strategic approach was needed for identifying collaborative activities in future.

The principals – being the PGWC Cabinet and the vice-chancellors – agreed to the following focus areas:

- Research and development support from Higher Education for strengthening schooling
- Research and development support to identify and help meet provincial skills needs
- Climate change and sustainability research

- Technology support from higher education institutions for companies
- Collaboration on spatial planning
- Strengthening biotechnology in the Western Cape
- Collaboration on the 2010 FIFA World Cup

The major activities in 2009 were the following:

- Ongoing meetings and seminars took place between the Western Cape Education Department (WCED) and the Deans of Education or Heads of Schools of Education. A report from the study on supply and demand of teachers was presented to the department early in the new year. The findings are being used to inform a new approach to teacher development at provincial and national levels. Priority research areas have been identified through discussion with the WCED. A meeting was held with the new Minister for Education, Mr Donald Grant, on 10 September 2009. Agreement was reached that the Deans/Heads of Schools and senior officials of the WCED would craft a jointly-agreed programme of work for the future. A workshop was held on articulation between FET Colleges and universities. It was agreed that the CHEC institutions would be kept informed of progress in developing initial qualifications for FET College lecturers in order for CHEC institutions to discuss whether they wished to make more specific responses.
- An academics' forum in the field of biotechnology was established to exchange information and identify collaborative activities for positioning the province as a key region in addressing challenges such as expanding the use of renewable sources of energy. A biotechnology conference took place in 2009.
- A regional seminar on student performance was held on 4 October. The seminar was well attended, by representatives of a number of Provincial departments and the four universities. Each of the universities presented reports on research being undertaken, on factors impacting on learner performance and on the impact of various support programmes. The Human Sciences Research Council presented a report from a national study on factors impacting on student outcomes and graduate pathways. The outcomes of the various research reports informed a submission to the national review of the National Student Financial Aid Scheme. It was also proposed that in 2010 a workshop would be convened, with business, to share information about successful models for providing bursaries to students.
- CHEC obtained funding from the PGWC to undertake an independent evaluation of the Cape Initiative in Materials and Manufacturing (CIMM), a project based at the University of Cape Town, with representation on the boards of all four institutions. CIMM had been set up as a Special Purposes Vehicle in 2004, with seed funding from the province, to provide support and advice to small and large businesses about ways in which their productivity could be improved. The purpose of the evaluation was to inform possible continued support for CIMM from the province. Proposals for strengthening CIMM that emanated from the evaluation are currently being discussed.

- The joint secretariat has been trying for several years to facilitate the development of a more strategic approach to addressing the shortage of social workers, but to date not much progress has been made. The universities drafted a letter detailing concerns raised at this meeting about bursaries, and that has subsequently been sent to the appropriate national and provincial officials.
- CHEC hosted several seminars on urban development with Manuel Castells in the middle of the year, together with the Centre for Higher Education and Training.
- CHEC facilitated the involvement of the universities in helping with arrangements for the 2010 Soccer World Cup. The CHEC 2010 representatives discussed issues such as the use of student accommodation, the recruitment of student volunteers, a colloquium to develop a research agenda about 2010, the possible development of a sports leadership academy and a brochure to market the strengths of the four universities during the World Cup.
- A pilot research and capacity-building initiative in the field of disaster risk management has been supported, and involves the province, postgraduate students and staff at UCT and UWC.
- UCT, UWC and US will be participating in a large-scale intervention for the regeneration of the Cape Town Central Business District, funded by the Department of Transport and Public Works.
- CHEC organised a study tour to the north-west and north-east of England and to Barcelona.

The objectives of the study were to:

- study best practice with regard to higher education partnerships with government, business and civil society;
- explore the role of universities in city and regional development plans;
- explore how universities have addressed knowledge transfer and innovation in a regional context; and
- identify any opportunities for future collaboration.

Six people (including two from UCT) went to England, and 14 people went to Barcelona (including people from the Premier's office, Public Works and Transport, Housing, the four universities, and Cape Biotech Trust). The report on the tour will be presented early in the new year at seminars organised by each of the universities with a view to preparing proposals for discussions on new strategic initiatives with the province, the city, business and labour.

Partnership with the City of Cape Town (CoCT)

At a high-ranking initial colloquium on 23 November 2007, the City, CHEC and the four universities resolved to work together and to maximise the role of higher education in the City's growth and development. Considerable preparation culminated in a Mayoral opening address and presentations by senior officials from the City.

CHEC and the City were mandated to draw up a statement of intent to include key principles informing the partnership. This was followed by the establishment of three working groups, for Human Resources Development, Information and Communication Technology, and Infrastructure Development. These three groups held a range of meetings and workshops to scope and plan the implementation of projects in which the City and the universities could collaborate for mutual benefit. All this

was achieved in addition to their normal duties.

The major activities in 2009 are listed below:

- The biggest benefit of City-CHEC collaboration to date, says ICT director Andre Stelzer, has been creating awareness of the "significant overlap" that exists between the City and higher education institutions. Managers and academics now know about one another and have points of contact, plus a better understanding of one another's tasks, priorities and responsibilities. "Good cooperation and interaction" has been achieved. University lecturers now know who to contact at the City for input on suitable research topics for their students. The City has given presentations on its programmes so that universities are kept up to date with developments at municipal and business level. The CHEC-City (ICT) working group appointed a researcher for six weeks to explore various ICT innovations, initiatives and best practices (locally, nationally and internationally). He has highlighted City-tertiary institution informal links, showing where interaction is taking place and where there are opportunities to expand. Early in 2010 the group convened an Annual Conference with the aim of showcasing ICT research and development within the four universities and the City. Business representatives were also invited. An annual Challenge grant was proposed to support research which responds to the priorities of the City, to be awarded to researchers working in the CHEC member institutions.
- The City, in partnership with three of the four CHEC universities, held a workshop on 19 August 2009 to explore ways in which the partnership could deliver required skills for City staff. The main objective was to deliver a regional Recognition of Prior Learning (RPL) model, as opposed to each institution using its own RPL process. Delegates from the City, CPUT, UCT and UWC have explored innovative RPL programmes and discussed proposals to enhance further provision of RPL services for eligible staff.
- Slow progress has been made with the Human Resource Development Working Group. Working groups have been set up in the priority areas of Civil Engineering and Leadership/Management. Budget cuts in the CoCT impacted negatively on the planned internship initiatives. It is envisaged that in 2010 the institutions will be requested to assist with financial management training. After the Economic Growth and Development Strategy for the CoCT is approved, the group will explore the strategic placement of student interns in companies operating in areas that are critical to the successful implementation of the Economic Growth and Development Strategy.
- A workshop was held on 6 April 2009 at the Granger Bay Hotel to share information on safety and security challenges on university campuses. Delegates from bodies such as the Metro Police, the City, South African Police Services, CHEC and universities attended and exchanged valuable information that clarified who could assist with which emergencies. The SAPS applauded this initiative and forwarded sector security plans, including a list of sector representatives and contact details.

Every meaningful partnership needs time to develop. Current success stories such as Barcelona are built on years of hard work and networking. Much has been achieved by establishing a firm foundation with protocols in place and good relationships developed. In discussions in 2010 a number of new collaborative initiatives with the City of Cape Town have been identified. It is hoped that these initiatives will open up opportunities for engagement on a range of topics and issues of interest to universities and

the City in a way that could bring major benefits for the City as a whole.

Challenges and constraints regarding our partnerships with provincial and local government

The partnerships have strengthened considerably in the course of 2010 as a consequence of parties working together on the initiatives outlined above and starting to work more closely with the Department of Economic Development in the City of Cape Town. Within CHEC, it has sometimes proven difficult to sustain the interest of academics, especially in light of the multiple demands on their time. However, champions have now been identified in a number of areas and they continue to provide invaluable leadership. Implementation of some projects has been slow, and some have failed to advance. This has largely been due to resources being spread too widely. Lack of focus has been identified as a key constraint to the concerted advancement of partnerships. As a result, processes are underway to develop longer term plans with more explicit outputs and targets.

Other initiatives supported by the Social Responsiveness Unit

- The Social Responsiveness Unit (SRU) helped popularise a call by the Public Administration Leadership Academy (PALAMA) for individuals or organisations to indicate an interest in assisting with the design and delivery of educational programmes in a number of areas for people in the public sector. Two units submitted expressions of interest.
- The Centre for Open Learning responded to a request from Parliament to provide courses for parliamentary staff in particular areas. Negotiations have started regarding a possible partnership with the Western Cape Provincial Legislature in relation to the training needs of the employees of the Western Cape Provincial Parliament.
- The Human Sciences Research Council (HSRC) has been mandated by the Department of Science and Technology to conduct research that will inform the fifth grand challenge identified in the DST's ten-year strategic plan, namely the human and social dynamics of innovation. To this end, the HSRC has been granted seed funding for a pilot study, with a view to raising funds to roll out the project across the higher education system in 2010 and 2011. The National Research Foundation has since agreed to fund the study in four or five universities for 2009/10, in order to inform its work in a new programme area: university-community engagement and responsiveness. UCT has been chosen as one of the universities. The project

aims to map the scale and forms of university research and development linkages with community-based organisations, in order to deepen the discussion on the changing role of the university and its contribution to building a national system of innovation in South Africa. It will be completed in the first half of 2010.

- In July 2009 the inaugural Students in/and Community Conference took place at UCT. The conference provided a unique space in which about 80 students, academics, and professional staff from UCT and beyond, as well as activists and the public, critically considered student-community engagements.
- Staff members from CHED and the IPD participated in the launch of a new forum of higher education institutions, the South Africa Higher Education Community Engagement Forum (SAHECEF), to promote community engagement. The SR planning officer will be representing UCT on the Board of the Forum.
- The Vice Chancellor appointed Mr John Samuel to help facilitate a university-wide initiative to strengthen public schooling. The SRU has been helping to provide secretariat support for the initiative. To date, several meetings have been held involving about 50 people from across the university. It is envisaged that UCT will identify a geographical area within which collaborative activities drawing on the expertise of staff and students from across the university will be launched.
- The SR Unit helped to compile a proposal for establishing a Science Shop at UCT which would facilitate partnerships between the university and the wider community.

The promotion of the scholarship of engagement took a major leap forward with the launch of a special issue of an international journal on community research and engagement based on articles submitted by UCT staff regarding their social responsiveness activities. The articles were chosen from among case studies that had been profiled over the past few years in the Social Responsiveness Reports.

The journal can be located at <http://epress.lib.uts.edu.au/ojs/index.php/ijcre>. An article by Ms Favish was accepted for publication in a special Council for Higher Education publication on the processes followed at UCT for developing a conceptual framework for community engagement. The publication was released early in 2010. A further article by Ms Favish and Dr McMillan from CHED was published in the London Review of Education, Vol 7, No 2 of July 2009. The article, 'The university and social responsiveness in the curriculum: a new form of scholarship?', was based on an analysis of several case studies in the SR reports.



Section

3

Portraits of Practice



PORTRAITS OF PRACTICE

To capture the complexity and richness of different forms of social responsiveness, UCT has chosen to report on a sample of activities each year in the form of 'portraits of practice'.

Identification of case profiles

The University Social Responsiveness Committee (USRC) sent a letter to the deans and the student representatives on the USRC, requesting them to nominate cases for inclusion in the 2009 report.

One nomination was received from the Centre for Higher Education Development but the USRC did not feel that the proposed initiative was in line with the Senate-approved definition of social responsiveness.

Through this process nine profiles were identified for inclusion in this report. Three profiles were written by staff involved in the initiatives and six were compiled on the basis of interviews conducted with the staff involved.

Data collection process

Data was collected between November and January 2009, in the form of in-depth interviews with individuals or unit/centre/project heads or representatives, discussion documents, websites, reports and other publications. The broad categories for the interviews were as follows:

- background to the project/work/unit;
- reason for work initiated/nature of the need;
- nature of any partnerships involved and how they engage with the external participants/partners/beneficiaries;
- aims of the social responsiveness activity and the values underpinning this work;
- links with teaching and research;
- relationship between the social responsiveness activity, the multiple purposes of higher education and disciplinary expertise;
- contribution or added value to UCT and any external constituency involved;
- evaluation of social responsiveness activity and its impact; and
- the nature of outputs emanating from the work.

With the permission of interviewees, all interviews were recorded and transcribed.

Construction of curricula vitae

In 2006 the Senate approved the following revised definition of social responsiveness:

Social responsiveness is defined as the production and dissemination of knowledge for public benefit (and)

- demonstrates engagement with external constituencies;
- shows evidence of externally applied scholarly activities (Senate, November 2006).

In addition the Senate decided that:

All academic staff are expected to exhibit some level of social responsiveness through teaching and learning, research and/or leadership. At each level social responsiveness of an appropriate type must be demonstrated. Health science faculty staff holding joint appointments with the provincial government must also provide appropriate clinical service and leadership in this field at the required level (Senate, November 2006).

Accordingly, the interviewees were requested to provide curricula vitae (CVs) related to social responsiveness. Due to the diversity in the nature and purpose of the activities, which generate a range of different outputs, it was not feasible to request that interviewees provide CVs according to specific criteria, a certain time frame or a standard format. As a result, some of the CVs approximate academic CVs fairly closely, while others provide information on a range of activities that could be reported in a conventional academic CV; and a few reflect developments and progression in focus or approach. Because of space constraints, none of the CVs provide comprehensive information on outputs, but contain samples of more recent work or a representative sample that indicates the development of the activity.

Data presentation

In structuring the case profiles it was decided to allow for differences in presentation to reflect the particular form, or forms, of social responsiveness described. The first draft of each case was sent back to the relevant person/people, asking them to add to their case profiles where necessary.

AFRICAN CENTRE FOR CITIES

Background

The African Centre for Cities (ACC) is a relatively new unit at the University of Cape Town (UCT). Its predecessor, the Urban Problems Research Unit (UPRU), was very active in setting out a critique of apartheid cities but was closed down in the late 1990s. The understanding then was that there would be a resurrection of urban-related research capacity at UCT, but there was no clear conceptualisation of the form it would take. Because UCT had always been very strong in urban research expertise and had a well-regarded town planning department, it was bound to attract new opportunities in the area of urban research. One of those opportunities emerged as the result of an initiative by the Ove Arup Foundation, which had committed funds towards the establishment of an interdisciplinary master's programme in Urban Infrastructure Design and Management in 2005, on the understanding that faculty staff would raise further funding for a related research initiative

In mid-2007 a UCT Signature Theme was awarded to the Cities in Africa project, which was a collaborative venture between the Faculties of Engineering and the Built Environment (EBE), Science and Humanities. Subsequently, staff from the Faculty of Law and from Health Sciences have also become involved in the signature theme through the activities of the ACC. The initiative is located within EBE. The signature theme has twin objectives:

Firstly, to partner closely with African policy-making centres in the public sector in order to provide an alternative perspective on dealing with critical urban issues. Secondly, to provide an intellectual base and home for interdisciplinary, urban-related research at UCT, from which relations can be established with selected international funders and think tanks. (ACC Overview Presentation by Prof Edgar Pieterse)

Another significant event in 2007 was that Prof Pieterse was granted an NRF Research Chair in Urban Policy. The NRF chairs have been very important as catalytic initiatives at UCT, in this case allowing the signature theme to grow into a research centre. During the centre status application a motivation was tendered to change the name of the centre from 'Cities in Africa' to 'African Centre for Cities'. According to Prof Parnell the change of name was significant because "it is not so much that the Centre studies African cities but rather that it is a centre based in Africa that studies cities" all over the world. She emphasises that the centre's African identity and its African roots are foundational, but this does not mean that its academic focus will be restricted to cities in Africa.

An interdisciplinary approach to urban-related research

With rapid urbanisation, the problems confronting cities have become much more complex; and as such, an interdisciplinary knowledge development is needed to confront these challenges. In motivating for the signature theme and setting up the ACC, the researchers argued that cities are too complex to be seen as the preserve

of only one discipline. As a result, research under the ACC umbrella will draw together work from departments across EBE (such as waste management, transport, city planning and design) and from other faculties as well. These include the faculties of science (Environmental Geographical Science's work on climate change and food security), health sciences (promoting 'healthy cities') and humanities (spatial polarisation). According to Parnell, over the years there has been a dearth of literature on cities in the South. Most of the work on urban areas comes from experiences of cities in the global North, "so the reference points are places like New York and London, and sometimes Frankfurt, Tokyo, Chicago and the great Chicago School of Urban Studies". (Parnell, 2009)

But by working collectively as urban scholars, they are able to generate a new body of knowledge which enables the ACC to speak authoritatively to a local focus, do things differently and generate new theoretical insights.

The CityLab as a model of engagement

From the outset it was recognised that the ACC had to pursue its mission by combining applied and academic research, while working across five scales of activity: UCT, the Cape Town city region, South Africa, Africa and the global South. Within the programme of work of the ACC, the local level (or Cape Town city region) dominates. The umbrella for the collaborative research programme of the ACC that is focused on Cape Town is known as the CityLab. Its work is characterised by:

- Focusing on empirical research on the greater Cape Town city region;
- Bringing together researchers and practitioners from different disciplines and professions;
- Learning from practice and dissemination of knowledge that will build sustainable human settlements.

The CityLab rests on an applied relationship with the public sector. Memoranda of Understanding (MoUs) setting out the parameters of the relationship between the ACC, the City of Cape Town and the Provincial Government of the Western Cape (PGWC) have been approved and formalised, laying the foundations for engaged local learning. The MoUs have proved to be very important, not just for formalising working relationships between large organisations but also in raising further research funds that require a demonstrated commitment to partnerships that extend beyond the university. The work of the CityLab finds practical expression in its CityLab working groups.



Prof Sue Parnell is the Director of CityLab; she ensures strong institutional relations with ACC's core partners. In addition she inducts new researchers, provides academic leadership and supports the substantive focus on greater Cape Town.

The lab not only provides intellectual legitimacy for the centre's work, but also defines an innovative methodology of knowledge production and engagement with stakeholders within and beyond the university. Although it is early days, the CityLab working groups have achieved some milestones:

Climate change

- The ACC community of UCT researchers has worked formally with the PGWC on a project for preventing climate change.
- The ACC chairs a specialist reference group which undertakes and reviews climate change research for the City of Cape Town.
- There is a UCT-wide climate change programme emerging under the direction of the Research Office and the VC. The ACC has been an active participant in the foundational meetings and will seek to ensure that the urban scale is represented in any emerging agenda.

Flooding

- Having started with two sessions that focused on the different conceptual approaches to flooding, the group has explored the issue of wetlands. Further areas of focus include sustainable urban drainage systems and water quality monitoring.
- There have been two field excursions, one to the Disa catchment and one to the canalised river in the central city.
- A joint UCT research funding proposal on The Power of Collaborative Governance: Managing and preventing flooding in Cape Town was successfully presented by the African Security and Justice Programme (ASJP), EGS and ACC for an IDRC proposal on climate change, with Gina Ziervogel.

Healthy Cities

- This is a largely academic but highly interdisciplinary group, drawing from the Health Sciences, Planning, the Cape Urban Observatory (CUO) and PUFs (Programme for Urban Food Security), that is concerned with the interface between built form and the burden of disease in greater Cape Town.
- Significantly, the group draws on non-UCT academics from the Medical Research Council and the University of Stellenbosch.
- Through various research meetings the group has prepared a healthy cities concept paper and presented a food security study. It is one of the new recipients of a PER grant for mid-career researchers.

Central City

- This is one of the newest CityLabs, and the group has agreed to a research agenda focused on the complexity of urban densification to achieve greater compaction, sustainability and social inclusion. Initial meetings have looked at the railway station, the Central Cape Town Partnership vision document and the City Spatial Development Plan for the inner city.

Phillipi (informal settlement)

- The group has between 25 and 30 people who meet each month for a seminar.

- Highlights include an overview of the history of settlement in Phillipi, findings of a food security survey in the area and the review of the challenges of wetland management in informal conditions.
- The composition of the group is the most diverse of the CityLab working groups and includes very active membership and engagement from local non-governmental organisations (NGOs), community-based organisations (CBOs) and government officials working in the area. Aside from the core seminars and site visits there have been several bilateral agreements between the ACC and stakeholders.

Ecology

- There is active interest from the natural sciences to create an urban ecology CityLab. This will build on the existing groups of scientific researchers at SANBI, the City and UCT to create a higher profile for applied urban research that addresses the interface of social and ecological stresses. The first meeting on baboon management was followed by a session on water quality monitoring.

Land

- At the ACC's annual strategic planning in December 2008 and then again in 2009 it was agreed that the urban land question was a critical domain. There are UCT researchers who are exploring further opportunities and formats for a dedicated Citylab working group on land.

One of the exciting spinoffs of the innovative CityLab method of engagement is that it has managed to create transactional spaces in which people who did not know each other (and did not know each others' work) could meet, discuss, debate and in some cases put together significant research funding proposals. According to Parnell, this has been very exciting because it forces participants to undertake substantive new research rather than just seminar-based exchanges.

In addition to the ongoing research workgroups, the CityLab continues to have once-off roundtables at which tricky issues are discussed by specialists in an off-the-record forum. These meetings are initiated by the PGWC and City of Cape Town. In 2008/9 the topics included: an assessment of the development framework of the city, the impact of the macro-economic downturn on gap housing, land value capture, backyard housing policy, informal settlement long-term planning, and a database for informal settlements. These have been closed sessions aimed at opening up difficult discussion areas.

Finally, bi-monthly 'brown bags' bring core staff and the wider ACC community together to talk about key policy statements and important new academic papers, or to report on conferences and meetings.

Cape Urban Observatory (CUO) as a model for evidence-based urban research

This is an applied research initiative of the centre that is directly linked to the CityLabs. The purpose of the CUO is to contribute to the development of sustainable human settlements in the greater Cape Town area.

It aims to facilitate evidence-based decision-making, improved collaboration and learning by providing a public platform for the storage, dissemination and analysis of timely and reliable geo-spatial information, as well as analysis on themes directly relevant to integrated development planning. A CUO forum was established with organisations with a direct stake or interest in the CUO's purpose and activities. Initially, these were the City of Cape Town, the PGWC, the South African National Biodiversity Institute (SANBI), the South African Environmental Observation Network (SAEON) and the Council for Scientific and Industrial Research (CSIR). Subsequently it was agreed that the forum should include representatives from the other municipalities within the CUO's geographic scope. At the CUO Forum meeting held in July 2009, presentations were made and discussions held on the first-year CUO operations, as well as intended next steps. All participants had opportunities to present on relevant developments in their organisations. Forum participants agreed that the general focus, past events and intended activities of the CUO are in line with expectations. The ACC aims to grow CUO as a foundation for evidence-based urban policy and governance in the pursuit of sustainable development.

Teaching and developing capacity to confront the crisis of urban development

The Ove Arup Foundation has been catalytic in promoting capacity building through an interdisciplinary master's programme, Urban Infrastructure Design and Management, which was launched in 2005. The reason for the programme is that cities are growing at a rapid pace and there are not enough urban professionals trained to service them. (Even professionals (quantity surveyors, town planners, engineers etc) who have been trained tend to be technically proficient but do not necessarily understand the wider political governance, institutional and social context.) This block release programme is staffed by academics based in different disciplines, and core ACC researchers also teach in the programme. The logic for drawing on the expertise of the researcher is to "feed in what we are learning from practice into what is being done within the cutting edge of the disciplines" (Parnell, 2009).

Another mechanism for developing a cadre of postgraduate urban researchers is through the ACC Urbanism PhD seminar series that is led by Prof Pieterse, as the NRF Chair in Urban Policy. The seminars focus on building a deeper understanding of urban theory. There is also a strong focus on the methodological implications of a Southern epistemology. In every session the progress of one student is discussed in depth (peer review). This is a free service that the ACC provides. The seminars bring together urban PhD students from across the university who are embedded in their departments. For Parnell, part of the value is that they meet each other and they learn from each other, in a community of peers. "The stuff that makes me go home and get excited is when I walk into a room of 30 PhD students, way more than half of them are black, and 80% are under 40. I think: 'Thank God, the next generation is here and the next generation is talking to each other' – and that makes me excited," says Parnell.

Contribution to the strategic trajectory of the university

The ACC's mission clearly captures the link with the strategic focus of the university. The mission states that it aims to facilitate critical urban research and policy discourses for the promotion of vibrant, democratic and sustainable urban development, in the global South, from an African perspective. Parnell mentions that in a presentation to the DVCs and the Deans one of the DVCs remarked that the centre embodies the notion of Afropolitanism better than a whole lot of other initiatives. Parnell hastens to add that the ACC's idea of Afropolitanism is averse to neo-colonial expansion. The centre would rather be an equal partner in setting the agenda for urban research, and part of a strong network of institutions in the field of urban study.

Collaborative arrangements and networks

One of the purposes of the centre is to bring together urban-related research from across the university. It has already been mentioned that linkages have been made between departments in the EBE Faculty, with Science and Humanities. The current Urban Food Security and HIV/AIDS in Southern Africa Project, initiated by the Southern African Research Centre (SARC) of Queens University, Canada, with UCT as the main Southern African partner, will be linked to the ACC. Links with the following research clusters at UCT have been explored and fostered: Centre for Transport Studies, Centre for African Studies, Children's Institute, Criminology, Climate Change researchers, Energy Research Centre, Environmental Evaluation Unit, Environmental and Process Systems Engineering Research Group, Food Security and HIV/AIDS programme, Geographical Information Systems and the Urban Water Management group.

Within the Western Cape, the Sustainability Institute has linked the University of Stellenbosch and the new African Centre at UWC. Furthermore, the Cape Peninsula University of Technology's Planning Department participates in the African Association of Planning Schools convened by the ACC. Outside the province there are strong links with the Gauteng Global City Region Observatory (hosted jointly by the University of Johannesburg and the University of the Witwatersrand). The University of KwaZulu-Natal (UKZN), Free State and Pretoria Universities participate in the network as well.

Cooperation has been taking place with the School of Architecture and Planning at Wits, through co-hosting of Ove Arup visiting fellows. Furthermore, the ACC conceptualised and co-hosted the South African Cities Conference in 2009. This has cemented relations with CUBES at Wits and other centres of urban research at most South African universities.

Another critical linkage is with the Cities Alliance, a multi-donor trust fund dedicated to poverty reduction and improving the lives of slum-dwellers.

At a forum organised by the ACC, the centre entered into a dialogue with the Cities Alliance and identified three critical issues in urban development that contributed to an incomplete understanding of urbanisation in sub-Saharan Africa. These are: the need for strong capacity building programmes and dynamic curricula in the field of urban planning, increased networking among urban practitioners on the continent, and the systemic collection and synthesis of key urban indicators. The debate at the ACC and the African Association of Planning Schools (AAPS) is to determine how durable institutions such as universities could be used in addressing these issues.

Creating opportunities and platforms to advance urban scholarship

Until recently urban scholars could only find platforms to present their research and engage each other at their disciplinary conferences. In June 2009 the South African Cities Conference took place at Wits. In addition to creating a platform for engagement across disciplinary boundaries, the conference was also opened up to urban practitioners from the state, the private sector and social movements. In fact, since much of contemporary urban scholarship seeks to contribute to the broader societal goals of equity and justice, it is fitting that scholars make their work available for scrutiny by a large audience with a vested interest in the issues under discussion. This can only enrich and deepen the quality of contemporary scholarship.

Another opportunity was the inaugural meeting of the AAPS, held in Cape Town in 2008 and organised by the ACC. At this meeting 21 workshop papers were prepared, submitted and presented. The workshop discussed planning curricula in the context of changing urban environments, a way forward for the project and the future of AAPS. Also in 2008, the ACC convened a high-level, week-long policy development workshop with key urban development experts from across the continent. Through robust discussion and high-quality inputs, the African Urban Innovations Workshop arrived at some broad agreements on what an ideal African response to the urbanisation challenges could contain. This was crystallised into a position paper, "Towards an Agenda for Action on Africa Urbanisation", drafted by the ACC Director, Prof Pieterse. This paper was disseminated at the World Urban Forum in Nanjing, China in November 2009. Another opportunity is the online journal, African Cities Reader, which boasts some of the finest scholars and writers from across the African Diaspora and the continent, and could make a huge contribution to signalling what a vibrant and engaged African urban studies agenda could promise.

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African Centre for Cities' Annual Report 2008-2009.
Overview of the African Centre for Cities' activities and projects 2009.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS: AFRICAN CENTRE FOR CITIES (ACC)

APPLIED RESEARCH AND CONSULTANCIES

- Africa Development Bank, Tunisia (Concept note on the imperative of National Urban Development Policies, 2010).
- OECD Territorial Review of Cape Town, Lead Author, Cape Town (2007/8).
- Provincial Government of the Western Cape – poverty and social welfare background paper, 2009.
- South African Presidency (Lead author – Urban Strategy 2008).
- United Kingdom Government Office for Science (Foresight Global Environmental Migration Project – review of urbanisation in Africa, 2010).
- World Bank (Concept paper on urban reconstruction, 2008; Concept paper on land use planning, 2009).
- World Bank Institute (External reviewer for distance learning – land use management module, 2010).

1. RESEARCH AWARDS

2008: University of Durham, Distinguished International Visitor's Fellowship.

CURRENT RESEARCH FUNDING

2007 – 2011: CIDA, University Partnership for Developing Countries, Urban Food Security in 11 cities in Southern Africa (CAD \$3.5 million, Co-Principal Investigator with Prof Jonathan Crush).

2008 – 2010: National Research Foundation, Swedish-South Africa programme (R150 000 per annum, Co-Principle Investigator with Prof Thomas Elmquist of Stockholm Resilience Centre).

2008– 2011: CNRS, 'Jurguta', Urban Governance in African cities (approximately R30 000 per annum).

NRF: B rating – annual grant of R80 000.

UCT: Performance-based allocation of approximately R20 000 per year plus one international conference.

Seminar Presentations

Cambridge University

CNRS, Paris

Institute of Commonwealth Studies, London

London, Urban Salon

Loughborough University of Technology

OECD, Paris

Open University, Open Space

Queen Mary and Westfield College

School of Oriental and African Studies

University College, London

University of California, Los Angeles

University of Connecticut, Storrs

University of Durham

University of Johannesburg

University of Oxford

University of Paris X

University of the Western Cape

University of the Witwatersrand, Institute for Advanced Social Research

University of the Witwatersrand, Public and Development Management

Woodrow Wilson Institute, Washington D.C.

Publications

Chapters in Scholarly Books

In prep: Climate adaptation in five South African coastal cities, B. Glavovick and G. Smith (eds) Lessons learned from natural hazards experiences that can help communities plan for and adapt to climate change, Springer (With G. Ziervogel), due end August 2010.

In prep: C. Boone and M. Fragalkis (eds) Linking urban ecology, environmental justice, and global environmental change: a framework for urban sustainability, Springer (With G. Ziervogel), due end August 2010.

2010: Travelling theory: embracing post-neoliberalism through Southern Cities, in *The New Blackwell Companion to the City* (New Edition), G. Bridge and S. Watson (eds.), Blackwells, Oxford. (With J. Robinson), in press.

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2009: Cities, ideas and idealists, in Paddison, R. and S. Parnell, (eds) *Key Issues in the 21st Century: Urban Studies – Society*, vol 4, Sage, London (ISBN 978 1 84787 257 9).

2009: The politics of urban poverty, exclusion and institutional violence in Johannesburg, in *Megacities*, K. Koonings and D. Kruijt (eds.), Zed, 153-170. (with O. Crankshaw).

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2008: Consolidating Developmental Local Government in M. van Donk E. Pieterse and M. Swilling and S. Parnell (eds.) *Consolidating Developmental Local Government: Lessons from the South African Experience*, University of Cape Town Press, Cape Town, 1-24. (ISBN: 978 1 919 8904 8).

Articles in Refereed Journals

National Urbanisation and Urban Policies: Necessary but absent policy instruments in Africa, (With D. Simon) (Submitted to International Planning Review).

Urban transformation: the imperative of land use management reform, *Journal of Southern African Studies*. (Submitted).

Bottom up or top down: who initiates a bigger role for African universities in urban development? *Built Environment*, under review, (with E. Pieterse).

2010: (re)theorising cities from the global south: looking beyond neoliberalism, *Urban Geography*, (With J. Robinson), in press

2010: The 'right to the city': institutional imperatives of a developmental state, *International Journal of Urban and Regional Research*, 34, 146-162. (with E. Pieterse)

2009: Planning for cities in the global South: a research agenda for sustainable human settlements, *Progress in Planning*, 72, 232-240. (With E. Pieterse and V. Watson).

2009: Reshaping cities, rebuilding nations: the role of national urban policies, *Urban Forum*, 20, 157-174. (with I. Turok).

dans la ville post-apartheid, etude comparee de deux quartiers du Cap, *Geographie et Cultures*, 28, 1998, 61-76.

Books

2009: *Key Issues in the 21st Century: Urban Studies- Society* (4 volumes), (Co-edited with R. Paddison, McNeill, D., Ostendorf, W., Teisdell S). (ISBN 978 1 84787 257 9).

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THE CENTRE OF CRIMINOLOGY: THE ENVIRONMENTAL SECURITY PROGRAMME

Background

The Centre of Criminology is a research unit linked to the Department of Public Law, Faculty of Law at the University of Cape Town (UCT). Its aims are to initiate, coordinate and develop high-quality research and social responsiveness in the broad field of criminology within and outside of the university, and to promote public interest in and awareness of all aspects of criminology. Since 2007 a core focus has become African Security and Justice. Professor Clifford Shearing, Director of the Centre, holds the NRF South African Research Chair in African Security and Justice and the Chair of Criminology at UCT.

Current research in the Centre focuses on two main areas in criminology: physical security and environmental security. The focus will be on the environmental security programme.

Framing a new discourse in criminology/ Carving out a new niche in the field of criminology

Environmental Security recognises the changing nature of 'security' within our contemporary world and the emerging importance of 'environmental security' – that is, the security of the life-giving earth systems that humans depend upon for their survival, including (but by no means limited to) the prevention of climate change – as an issue that is likely to dominate much of the 21st century's security concerns. A crucial focus of the environmental project is on understanding the importance of environmental security as an area of security governance that requires sustained conceptual as well as research attention within criminological and regulatory scholarship.

Researchers at the Centre are developing a conceptual framework and broad criminological and regulatory research agenda that adopts a South African (and more broadly, African) perspective. A particular focus of the work is to contribute to the development of institutions and processes that enhance the ability of poor communities to both direct and add value to their security and justice.

Collaborations to mitigate the effects of climate change and build capacity of poor communities

Projects involve scholarly and intervention elements. The involvement with poor economies informs research and policy development in creating best practices in the regulation of environmental security, promoting green economies, mitigating against the effects of environmental change and improving the well-being of communities, leading to greater human security.

The 'New Economies Programme', funded by the

Embassy of Finland and the South African NRF Chair Initiative in African Security and Justice, considers ways in which the knowledge and capacities of poor constituencies can be mobilised in responding to climate change. It brings together researchers from several institutions, in particular, the Centre of Criminology, the African Centre for Climate and Earth Systems Sciences (ACCESS) and the University of Bergen, as well as Shack Dwellers International (SDI) and its South African subsidiary, the Community Organisation Resource Centre (CORC) – organisations that support poor-focused economic and service delivery initiatives in over 30 countries. Herbstein highlights that the Centre partners with SDI to look at ways in which green technologies and processes can be interwoven into the social developmental process to not only improve people's well-being through increased financial savings and greater access to resources, but in so doing, limit the effect of environmental damage, both locally and globally.

Projects with SDI include exploring the solid waste management value chain, developing models for zero-waste urban agricultural farms, improving in-situ development projects in informal settlements and initiating ways to provide low-cost, low-energy sanitation in these areas.

A Housing collaboration project linked to the 'New Economies Programme' has been entered into with PEER Africa, a US-founded company dedicated to providing housing that is environmentally sustainable and which contributes to meaningful local economic development. The Centre is working with PEER Africa to explore ways of helping the community at their 2000-structure pilot site (in Witsand, Atlantis, Cape Town) reduce their use of energy, water and their production of waste.

The Educational Programme is another project within the environmental programme being undertaken in close collaboration with ACCESS, the LEAP Science Mathematics School (a model-building school that caters for poor and disadvantaged students) and the City of Cape Town. This is an educational outreach project that has engaged in two principal sets of activities, which include the development of a curriculum which uses the environmental crisis and the prospect of climate change to support science learning. A green audit template has been developed for auditing schools and enabling students to audit their homes. This audit template is also used in the teaching of science and mathematics, and goes further than that to provide popular learning in communities through supporting and informing home audits and through demonstrating the benefits of energy-efficient methods.

A flooding project with Environmental and Geographical Sciences (EGS) and the African Centre for Cities (ACC) looks at flooding, sea-level rise and how different

communities in Cape Town deal with the risk attached to these environmental events.

A partnership with the University of Bergen in Norway allows for exchange of research material, collaborative writing and sharing of knowledge on North-South perspectives. While literature in the area is growing, more research is required to understand how poor constituencies may contribute to mitigation and adaptation strategies; and through this contribution, contribute to their wellbeing.

In partnership with SDI, a Google mapping project mapped all 230 informal settlements in Cape Town onto a publically accessible GIS platform. This mapping is being used to link community socio-geographic data with environmental risks.



Figure 1: Screenshot of the Criminology/SDI informal settlement GIS map

Phase one developed a back-end system allowing for the direct input of enumeration data and post-processing to generate relevant statistical information. The use of this technology to support development and enhance resilience is being explored.

Innovative structure of the environmental programme and method of collaboration with external partners

Looking at the environmental programme graphically, one can see that it is structured in a way that facilitates collaboration with external constituencies. The research hub at the centre is where PhD students and researchers are located. Mr Herbstein and some of his colleagues are located in the middle ring, and they help translate the learning and theoretical understanding from this research into models that can be used in the real world.

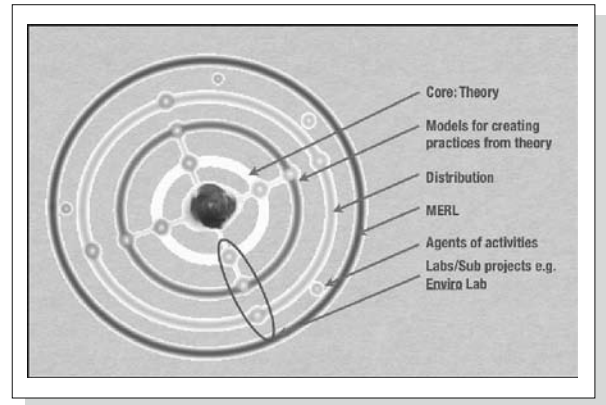


Figure 2: Structure of the Environmental Programme

In the outer ring are external partners such as SDI, the LEAP school and the City of Cape Town, and they utilise the products that benefit them. On a day-to-day basis, the method of engaging external partners is participatory. The environmental group meets and runs community workshops together with the external partners. In these meetings a research agenda is conceptualised and valuable input is received from the community. This is extremely important, allowing the community to find out how and why the research that the Centre is doing can benefit them ultimately. Having said that, these collaborations are not without challenges, as

'using new technologies sometimes conflicts with poor communities that, understandably, simply want to develop as quickly, as affordably and as efficiently (in terms of money) as possible, regardless of the environmental disadvantages that might go with using some technology over another.' (Herbstein, 2009)

The significance of the multi-disciplinary approach and multi-disciplinary work

The area of effective mitigating and adaptation activities related to climate change with developmental benefits requires a wide array of knowledge and skills which, in most cases, is drawn from many disciplines. This point is emphasised by Herbstein: "When we talk about the environment, no one discipline has the solution or has the answer to the problem". (Herbstein, 2009)

The Centre has many links, including the Energy Research Centre (ERC) in EBE, the African Centre for Cities (ACC) in EGS, Economics, Oceanography and of course Public Law. It is these partnerships which allow the sharing of knowledge and capacities and ultimately provide for a better focused, more relevant approach to research. While the Environmental Programme's strength is its ability to engage social processes, it requires the knowledge base of its partners to inform and guide its focus, and vice-versa. Herbstein appreciates this relationship: "The partnership with physical scientists is so important because we rely on their primary data to support and guide the ways in which we seek to change people's behaviour to either adapt or mitigate against climate change." (Herbstein, 2009)

Sustainability of the initiative and its growth

The environmental project has been proactive in building its programme by identifying areas in which it can become involved and add value. Herbstein points out that one of the labs recently developed is an insurance lab "looking at ways of taking ... climate change and applying it into regulation for clients of insurance companies to moderate the way that they live, not only to reduce environmental harm but also in turn [to] reduce the risk that they pose as clients to the insurance industry". Finally, as a publicly funded institution, it is vital for the university to set an example to the rest of society. It is for this reason that the project undertook an energy sustainability audit of the law faculty. The audit template developed has prompted a broader audit process within the university. Again, crucial elements here are popular education, green awareness and culture change, in addition to creating more sustainable environments.

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PLACING PUBLIC TRANSPORT AT THE CENTRE OF POLICY AND PLANNING: CENTRE FOR TRANSPORT STUDIES

Background

The origins of the Centre for Transport Studies can be traced back to the establishment of an informal Urban Transport Research Group in the late 1990s, which met once a month to discuss transport issues. Later the work of the group became more formalised, after Marianne Vanderschuren took up a post in the Department of Civil Engineering with transportation engineering as her core teaching responsibility. This provided an impetus to apply for funds to launch a new educational programme in transport studies. In conceptualising a niche for UCT in the field of transport studies, the group argued that the focus of transport policy and planning needed to shift away from concerns with traffic congestion and the needs of private motorists to a focus on public transport and non-motorised transportation.

Such a shift was needed in order to ensure that problems confronted on a daily basis by the majority of people who have no choice other than to use public transport or to walk were placed at the centre of planning and policy development. They argued that such a shift would necessitate equipping transport professionals with completely different kinds of competencies. The group proposed the introduction of a new programme at UCT to fulfil this need. From the outset the group was multi-disciplinary, drawing on expertise from the Department of Civil Engineering and the School of Architecture, Planning and Geomatics. They recognised that effective work on land-use and transport necessitates collaboration between civil engineers and town planners, and so were committed to thinking beyond particular disciplinary boundaries.

In 2000 the group received a grant of R 250 000 from the Department of Transport via the Southern Transportation Centre of Development, consisting of representatives from the University of Stellenbosch, UCT, Cape Peninsula University of Technology and Nelson Mandela Metropolitan University. The funding was primarily for student internships and bursaries but it helped to launch the Master of Philosophy degree and Postgraduate Diploma in Transport Studies in 2002.

The diploma and degree were structured as block release programmes because of the desire to accommodate working people. Initially the focus of the courses was on integrated land use – transport planning and elements of the transport planning process. It covered travel demand management issues, non-motorised transportation and traffic calming, as well as more conventional data collection and modelling-type concerns which are key to the discipline. Later a suite of courses related to public transport was introduced. Currently the Centre

offers the degrees of Master of Philosophy in Transport Studies, Master of Engineering in Transport Studies, Master of Science in Engineering and Doctor of Philosophy, in addition to the postgraduate diploma.

Establishment of the Centre for Transport Studies (CfTS).

In late 2007 the CfTS was established with sponsorship received from the then-South African Rail Commuter Corporation (renamed the Passenger Rail Agency in 2009). The Centre's primary aim is to become an internationally recognised research and teaching body that produces relevant research, develops skilled professionals, and advocates innovative practices and institutional arrangements to aid the management of complex transport systems. Through its various teaching and research endeavours it seeks

to stimulate debate and undertake research that focuses on the equity, sustainability and efficiency problems associated with current urban passenger transport systems in South African cities and on the development of practices and skills that are consistent with the goals and objectives of a changed South African legislative and policy environment...[including an explicit prioritisation of public transportation]. This necessitates the development of new, and in some instances different, competencies in the field of transport system planning and management. In particular the transport sector needs professionals equipped to respond to those policy directives deemed necessary to prioritise and improve public transport. (Centre for Transport Studies: 3, 2008)

The funds received covered a salary for one academic and an administrator for the Centre for Transport Studies. Funds were also used to employ an international expert for each one of the courses in rail and bus services as UCT required additional capacity to provide these courses. The Centre was also charged with undertaking relevant research.

The Centre introduced two specialised courses, in bus planning/operations management and rail planning/operations management, and helped develop an introductory course in transport that forms part of an Associate in Management Programme run by the Graduate School of Business through a separate agreement. These courses were introduced at the request of the provincial government and Metrorail.

However, it has proved difficult to accommodate all the candidates proposed by government, as many of them have not met the entrance requirements for the programme. This has revealed a disjuncture between the

commitment of the university towards equipping transport officials with the skills needed to manage complex transport systems, and the admissions requirements of the university. In the past the Centre has admitted students into the Masters programme who did not have an Honours degree, on the basis of their work experience; but they are concerned about the low throughput rates of these students. The AIM module has been more successful, because it was pitched at a more appropriate level for the target group.

At the end of 2007 the Centre also received funding from the Volvo Research and Educational Foundations to establish a collaborative Centre of Excellence, named the African Centre of Excellence for Studies in Public and Non-motorised Transport (ACET). The ACET forms part of a network with six other centres, located in the Indian Institute of Technology in Delhi, the University of California (Berkeley), the University College (London), the University of Melbourne, Columbia University, and the China Academy of Transportation Sciences. The Centre at UCT was established as a partnership with the Department of Transportation and Geotechnical Engineering at the University of Dar es Salaam and the Institute for Development Studies at the University of Nairobi.

Enhancing the impact of the CfTS's research through relationships with external constituencies

One of the explicit expectations of the Volvo Foundations is that researchers must engage with 'implementers' in the research process. They want to ensure that the research they fund will impact on actual implementation on the ground, as previous attempts to generate strategies to address the decline in scheduled public transport had failed because they were not sufficiently grounded in a knowledge of 'real world' operations. So the research projects are designed collaboratively from the outset, to encourage implementers to use the research findings to inform their plans and activities. There is also a strong focus on understanding travel behaviour.

The main objectives of ACET are to produce and disseminate knowledge on the development and governance of public and non-motorised transport in African cities, to serve as a hub of research and capacity building, and to facilitate the greater involvement of African researchers in international conferences and in other forms of scholarly interaction. The organisational structure of the Centre reflects the staff's commitment to providing a voice for the end-users of the services of the Centre in shaping the nature of the Centre's programmes and research projects. They have established a Governing Board to guide and approve research project funding.

The Board of the CfTS provides advice on course curricula and the positioning of the CfTS within the South African tertiary education environment. It has representation from the National Department of Transport, the South African Rail Commuter Corporation, the Department of Transport and Public Works in the Western Cape, the Directorate of Transport, Roads and Stormwater in the City of Cape Town, and selected individuals with experi-

ence and expertise in the fields of transport planning, traffic engineering, bus operations management, and non-motorised transportation. UCT staff and students also have representation on the Board. The Scientific Panel's functions include provision of 'arm's-length' (electronic) peer-review of the quality of research projects.

Assoc/Prof Behrens of the Centre maintains that a distinguishing feature of the Centre is that they want to develop research that can be used by decision-makers at different levels. This means that their research must engage with the views of end-users in order to increase the chances of the findings being used. Their approach is illustrated in his brief description of a research project on the possible introduction of a Bus Rapid Transport (BRT) scheme.

The initial intent of the project was to develop ways of meaningfully engaging [with] minibus taxi operators, in the implications of formalising their business and becoming integrated with BRT (operating on the assumption that BRT implementation was inevitable). Later the protests caused them to change their approach to the research. They shifted the focus to exploring what changes minibus taxis were willing to accept operating from the assumption that BRT implementation is no longer as inevitable as it originally seemed. Because this is a very controversial topic they are trying to develop contacts and networks with people who have good relations with minibus taxi operators and who are trusted by the taxi operators so that they can begin to engage with the operators in the design and implementation of the research.

A second intent involves a collaborative project with residents' groups, schools and a City Councillor in Rondebosch, Cape Town. The objective of the research is to promote non-motorised transportation to schools in a particular suburb in Cape Town, partly to address the significant congestion around the schools during drop-off/pick-up periods, as well as to encourage more physical activity and independence on the part of the schoolchildren. A first round of surveys was conducted with nine of the schools in the Rondebosch area to assess the interest of parents and learners in forming a 'walking bus', in which the children walk under the supervision of volunteer parents. The survey was designed to test the willingness of parents to allow their children to walk in groups (or cycle), if adequate safety and security arrangements could be made.

Promoting public dialogue to influence policies

In 2002 the staff involved in the Transport programmes started organising open lectures. They wanted to develop and maintain good relations with the transport professional community without sacrificing their independence and ability to critique transport policies and plans. The lectures provided a space for a body of professionals to gather and network, and have proved so popular that the Centre organises about five a year. They attract about 30 to 40 people, sometimes at fairly short notice.

To date, 20 open lectures have been organised. Usually, speakers are chosen who are involved in cutting-edge developments in the transport field; but the Centre staff also choose speakers who will initiate public debate, particularly about controversial issues. For example, they organised a discussion forum about minibus taxis and their integration into BRT. A wide range of speakers have made presentations at the open for a, such as current Deputy Minister of Transport Jeremy Cronin, consultants dealing with minibus taxis, and consultants such as the head of the Integrated Rapid Transport plan in Cape Town.

In describing the open lectures, Behrens says:

The talks are an indication of the passion that the body of professionals in Cape Town have; when we talk to other people on the campus about these lectures, they're kind of astounded that we can get that many people to come in after work for lectures. The talks have gone from strength to strength; and we try not to have too many of them and we try to control the quality of them so that people don't start growing bored. (Behrens, 2009.)

Attendees tend to be transport consultants and officials in the municipality and provincial government, as well as public transport operators. Students also attend the lectures; this provides them with the opportunity to interact with people in the industry.

Since 2004 the Centre has also been organising discussion fora on controversial, topical policy issues affecting the sector. For example, a hot topic was the question of whether a Transport Authority would help to deal with the institutional impasse in transport as a result of the fragmentation of responsibilities for different types of transport. Occasionally the Centre has been requested to organise a discussion forum by key stakeholders; for example, in 2005 the Minister of Transport requested a round table discussion on:

- demand management and effecting behavioural change;
- accommodating people on foot;
- institutional barriers to passenger transport systems improvement; and
- financial barriers to passenger transport systems improvement.

Behrens says they organise the fora because

if we're going to fulfil our objective of influencing the real world we've got to start speaking to real people. So it's been part of our modus operandi from the outset. And perhaps it has to do with the fact that we were involved in UPRU which was set up to do exactly that kind of engagement. When there was a call for comment on a piece of legislation or policy, we felt obliged to comment on it, kind of thing. So it was very much within the culture that I certainly was immersed in when I finished my studies.

The Centre also engages with popular media on topical issues related to transport.

Their commitment to strengthening the sector is also illustrated by their willingness to offer courses through the

faculty's continuing professional development programme. These courses attract people who don't want to do formal qualifications but want to keep up to date with current developments in the field. In one instance the entire Eastern Cape transport provincial legislature portfolio committee attended one of the Centre's short courses. The courses are also attended by registered professional engineers who must accumulate a certain number of credits per year. The Centre has also offered a short course as part of Summer School, to alert the general public to some of the pressing issues regarding transport, such as the challenges faced in strengthening public transport systems, and what the future is likely to hold for transport systems.

Impact of external engagement and open fora on the Centre staff's teaching

The academic load they have is very heavy, and they don't often get a chance to be reflective. So the open fora help them to ensure that their courses remain current and relevant. Inviting outside speakers to make presentations to students on hot topics also helps to ensure that the course remains fresh and relevant. Staff members have also participated in a range of government-commissioned working groups, and the Transport Appeal Tribunal, which hears appeals against the issuing of operating licences. This enables staff to gain insight into the workings of the transport industry, to which they would otherwise not have been exposed. This in turn helps to enrich their teaching.

Impact of their research

As with most research that engages critically with public policy, identifying the impacts of scholarly outputs on policy change can be difficult and contested. With this caveat in mind, the influence of the Centre's research could be argued to have been greatest in the following arenas:

- Firstly, the incorporation of concerns about oil depletion and transportation costs into longer-term national transport planning processes, which were largely absent previously.
- Secondly, at least in Cape Town, an increase in the amount of municipal attention given to planning for and accommodating pedestrians and cyclists.
- Thirdly, the initiation of critical reflection and debate on the appropriateness of (and the path dependencies that have bearing on) various private and public transport system improvement investments, including the Foreshore Freeway completion, the Gautrain, and (more recently) various aspects of 'bus rapid transport' proposals.
- Fourthly, the introduction of corporate and school travel planning concepts into emerging local travel demand management practices.

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Committees and Boards

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- Behrens R: Member of the Built Environment Research Advisory Panel, Council for Scientific and Industrial Research (rotating Chair) (2006- present)
- Del Mistro R: (Alternate: Schalekamp H) Member of the Metrorail Security Advisory Committee (2009 to present)
- Del Mistro R: Member of the Executive Committee (2008 to present); Council (2005 to present); and Branch Committee of IMESA (2004 to present)
- Del Mistro R: Member of the Editorial Board of South African Institute of Civil Engineers journal (2000 to present)
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PROMOTING THE PUBLIC GOOD THROUGH RESEARCH AND ADVOCACY ON RIGHTS AND GOVERNANCE: A CASE STUDY OF THE DEMOCRATIC GOVERNANCE RESEARCH UNIT (DGRU)

The DGRU is an applied research unit within the Public Law Department at the University of Cape Town. It was established in 2004 in order for the faculty to have a greater influence on democracy and human rights in South Africa and the region. The DGRU is primarily concerned with the relationship between rights and governance. Its work focuses on the intersection between public administration and public accountability, on the one hand, and the realisation of constitutionally-enshrined human rights on the other. DGRU's approach is grounded in research undertaken by staff or associates which is used to stimulate debate and discussion.

The DGRU mission

Advance the principles and practice of constitutional democracy in Africa.

Recognising the gap between the promise of constitutionalism and the reality of daily life for the majority of Africans, the DGRU aims to stimulate fresh thinking on the intersection between rights and transformative governance. In collaboration with others, the DGRU supports the process of law and policy reform, and informs public debate, through inter-disciplinary research and advocacy. (DGRU website)

The DGRU's main focus:

- Constitutionalism and the rule of law, and
- New rights and governance.

In line with the DGRU's belief that most African countries have moved beyond the constitution-writing phase, the DGRU's activities reflect

enforcing the rights and on making the institutions work well enough to sustain legitimacy and build a new culture of constitutional democracy based on justifiable rights. Where constitutions are still being designed or built, then it is imperative that the learning from South Africa and elsewhere around the continent is shared in relation to the challenges of implementation. It is abundantly clear now that the question of implementation is as much a design question as any other. In other words, best practice – or the worst lessons – of implementation must inform the constitution-building phase of any constitutional design process. Issues of enforcement and oversight are a key sub-element. (DGRU website)

Accordingly, the DGRU's projects in the area of Constitutionalism and the Rule of Law have focused on issues of enforcement, access to justice, and rules and procedures. The activities in this focus area have been organised under two themes – namely the Judiciary, and Human Rights Enforcement. The projects in the focus area

of New Rights and Governance reflect DGRU's desire to link the notion of rights and sustainable development. To date the projects have addressed issues such as sustainable cities, the right to basic education, the right to mobility, and the right to information.

The DGRU has been conscious of the vice-chancellor's desire to strengthen the contribution of the university towards addressing threats to democracy, and to enhancing the impact of research undertaken at the university in selecting its focus areas.

In determining projects the unit considers events, practices or policies which may potentially pose challenges to democracy and human rights, and identifies where research-based interventions and focused debate could minimise threats to good governance.

Secondly, the unit identifies topical issues which can be used to raise awareness of potential violations of human rights or of the constitution. For example, the unit decided to convene a discussion on South Africa's foreign policy record in relation to human rights over the last fifteen years, in a manner that would foster an interest within organs of civil society which had traditionally not engaged with foreign policy.

The DGRU views its location in a university as critical for the attainment of its mission. The attachment to the Law Faculty provides the unit with status and credibility because of the reputation of that faculty. It also facilitates easy access to the libraries and other resources within the faculty.

As a staff member explains:

It would be harder to attract appropriate people to take part in our activities if we were not linked to the university. We also believe that because we are involved in advocacy it is critical that our advocacy interventions are backed up by good research, which is why we are at a university. For example in September 2009 we compiled a report on judicial track records of the candidates who were due to be interviewed for positions on the Constitutional Court. Prior to the interview process, DGRU made a submission to the Judicial Services Commission and copies of the research report and submission were distributed to all its members. This submission does not support the candidature of any one candidate over another. Instead, it offers some preliminary thoughts on the attributes for an 'ideal South African judge' and a detailed research report on the judicial record of all of the candidates in relation to constitutional matters. The report was used

quite extensively by members of the commission in the course of the interviews. Aspects of the report were also published in a number of newspapers. We believe that this was so because the report was seen as objective and based on research. It was not judging any of the candidates on their personalities – it was about actual cases they were involved in and the decisions they made. (Sipondo, 2009)

Facilitating debate and raising awareness of human rights issues



The DGRU organises different types of events to facilitate debate, using papers and panel discussions to help structure discussions. Records of the discussions are placed on the DGRU's website to enable wider access to the material as part of the DGRU's commitment to transparency. Wider dissemination of the debates is seen as important because of the high premium which the DGRU places on transparency as part of good governance.

Since its establishment in 2004 the DGRU has organised many seminars, colloquia and roundtable discussions. Podcasts have been produced of the round table discussions. The DGRU also launched an International Transparency School to provide a mechanism for public servants from countries that have right of access to information laws to come together to learn from each other and establish best practice.

The roundtables have been a very useful mechanism for the dissemination of research findings to relevant practitioners who are in critical positions to protect the constitution and the rule of law. They are well-received because they facilitate access to research for people who would not have the time to gather detailed information themselves, and the university is then perceived as an organisation that seeks to help and enrich critical processes. This is in line with UCT's commitment to enhancing the accessibility and impact of research.

For example, judges and civil society organisations were invited to the Ethics Roundtable in Cape Town, at which the findings from the DGRU's research were presented and discussed.

The Judges appreciated the roundtable because they don't have the time or the resources to do in-depth

research, but they recognised the value of engaging with research outputs. Indeed the Chief Justice expressed the desire for us to organise a similar meeting with judges in Johannesburg. (Karth, 2009)

The DGRU has used its research on particular processes to raise awareness of potential violations of the constitution. For example, the DGRU was concerned about the process for appointing new Human Rights Commissioners. In particular they were concerned about the absence of clear criteria for selecting commissioners, the lack of clarity about the selection process itself and the effect that this would have on the international status of the Commission. The DGRU observed the entire process and then compiled a report on the process which was made available to civil society. A roundtable discussion was organised with civil society prior to the hearings.

The DGRU staff write articles for the newspapers in order to share their reports with a wider audience. However, to date the staff have not published articles in academic journals reflecting on their work.

Other major areas of research undertaken by the DGRU include conducting in-depth research into the judicial records of nominees for vacancies on the Constitutional Court, and examining South Africa's telecommunications environment and its impact on human rights. The DGRU recently organised a 'Constitution Week' to commemorate, through panel discussions and debates, the 15th anniversary of the opening of the Constitutional Court. The event brought together former judges of the court, academics, senior public officials and members of civil society, to debate the work done by the court in its first 15 years and the challenges facing it in the future.

Managing the tension between research and advocacy

The DGRU staff do not conceptualise their research and advocacy roles as separate. They believe that their engagement with processes (such as the judicial appointments process) as they unfold constitutes the basis of their research, and the research findings in turn inform their advocacy strategy. They believe that they are managing the tension between advocacy based on particular ideological positions and advancing human rights and constitutionalism through the production and dissemination of rigorous, research-based reports. However, they recognise that this is an ongoing challenge in their kind of work.

We had a favourable reception from the Judicial Services Commission because we are perceived to be objective and committed to assisting the processes through providing well-researched information, whereas advocacy by its nature seems to suggest taking a position. However the tension arises because there are likely to be times when we will want to argue particular positions which we believe are essential for a strong constitutional democracy and this may undermine our ability to influence key processes informed by research. Devising ways of maintaining an appropriate balance between advocacy and research is going to be a challenge for us in the future. (Oxtoby, 2009)



Chris Oxtoby, Abongile Sipondo and Kristina Bentley.

One of the ways in which the DGRU hopes to manage the tension is by establishing a Council of 'Elders' which will play an advisory role in shaping the DGRU's projects each year.

The idea is that there will be this networking partnership of civil society organisations involved. The elders will be chosen on the basis of their track record in human rights issues. (Karth, 2009)

Benefits to both the faculty and the DGRU of the location in the faculty

The faculty tends to be focused on writing academic outputs whereas DGRU provides a practical focus on topical issues that academics may be writing an article about, but it gives a chance to actually sit down and talk to some of the movers and shakers and I think it adds something a bit different than just pure academia. Members of the faculty help to shape some of the projects that we are involved in so there is a lot of ad-hoc involvement in the work of the DGRU. For example faculty members get invited to participate in events to discuss issues pertaining to the DGRU's activities. Staff in the unit also contribute to the teaching in the faculty on request and where time allows. Students are encouraged to attend the seminars and this exposes them to topical issues and the views of practitioners about these issues. Participation in the seminars enriches their legal education. (Oxtoby, 2009)

Assessing their impact

The DGRU staff suggest that the impact of their work can be measured by the attendance at the seminars and by the feedback they get after events. In several instances they have received requests to organise further conversations, which they believe is indicative of the success of the events. They also track the number of hits on their website, as they believe that this gives an indication of the scale of their reach. However, they also believe that their impact cannot be judged purely on the basis of the numbers of people who participate in their events; for example, it is possible to have a small event with 20 people who have an intense and meaningful conversation that can be of better value in the long run than 300 people listening to a speaker.

The DGRU's work on judicial appointments has received positive feedback from members of the Judicial Services Commission, who commented favourably on the depth of the research as well as the impartial position taken. The unit's recent 'Constitution Week' received considerable attention and generated enthusiasm from law students and the general public on topics of significance related to the Unit's areas of focus. The response to these two major projects shows that DGRU is able to have an impact through in-depth research and convening public events. Similar events and research products should continue to raise the unit's profile in the future.

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EXERCISE SCIENCE AND SPORTS MEDICINE

Background

The UCT/MRC Research Unit for Exercise Science and Sports Medicine (ESSM) was founded in 1989 by Prof Tim Noakes and a group of researchers from the University of Cape Town (UCT). ESSM is located at the Sports Science Institute of South Africa (SSISA) in Newlands, Cape Town, and boasts state-of-the-art equipment, extensive facilities and internationally renowned research staff whose primary functions are teaching and research.

Although located at SSISA, ESSM remains part of the Department of Human Biology within the Faculty of Health Sciences at UCT. ESSM prides itself on using a multi-disciplinary approach in its research to acquire an integrated understanding of the effects of physical activity on the body. At any given time there are at least 60 research projects under way at ESSM. Discovery Health funds Professor Noakes' Chair of Exercise and Sports Science. Funding for research is also derived from UCT, the South African Medical Research Council (MRC), the National Research Foundation (NRF), the Technology and Human Resources for Industry Programme (THRIPP) and via contract research for various companies. Additional support also comes from long-term committed donors such as Bromor, Virgin Life Care and SSISA.

Mission Statement

The UCT/MRC Research Unit for Exercise Science and Sports Medicine exists to research factors influencing physical performance and health and to disseminate knowledge and skills through education.

Its research aim is to develop a novel understanding of integrated human function during exercise and to use this knowledge to:

- promote health and well-being;
- treat and prevent specific chronic diseases;
- treat and prevent injuries and medical conditions associated with sport and exercise, and optimise exercise performance.

The significance of ESSM's location at the Sports Science Institute of South Africa

Because ESSM uses a multi-disciplinary approach in its research to acquire an integrated understanding of the effects of physical activity on the body, it needs to be located in an environment which makes it possible for it to draw on the expertise of the exercise and clinical laboratories, three molecular biology/biochemistry laboratories, a biomechanics laboratory, an environmental chamber, a metabolic chamber and an electroencephalography (EEG) facility to conduct its research. These laboratories are located at the Sports Science Institute of South Africa, which provides a good environment for ESSM to collaborate with the Sports Medicine, Orthopaedic, Biokinetics, Physiotherapy, Psychology and Dietetics practices as well as the High Performance Centre.

The focus of this case study will be on Sports and Exercise Medicine.

While the field of Sports Medicine is well-established internationally, it is young and relatively untapped with respect to research in South Africa. An important focus at ESSM is therefore on using research to broaden our understanding of the aetiology (causes), prevention, diagnosis, management and rehabilitation of sports-related injuries and a range of medical conditions associated with sport and exercise participation. A further focus of the work undertaken is the therapeutic use of exercise in the rehabilitation of patients with chronic disease. Much of this research is conducted through the Sports Medicine Clinic at the Sports Science Institute of South Africa.

Conducting research on injury prevention and the protection of athletes' health

The Clinical Sports Medicine Research group of the UCT/MRC Research Unit of ESSM has been identified as one of four top research centres in the world to receive International Olympic Committee (IOC) funding for the next four years. The aim of this research, funded by the IOC's Medical Commission, will be to increase knowledge in the field of injury prevention and the protection of athletes' health. This accolade follows hot on the heels of the same unit receiving FIFA Medical Centre of Excellence status earlier this year. The other three successful IOC research units are the Sport Injury Prevention Research Centre at the University of Calgary, Canada; the Centre for Injury Prevention and Safety Promotion at the School of Human Movement & Sport Sciences, University of Ballarat, Australia; and the Oslo Sports Trauma Research Centre, Norway. Professor Lars Engebretsen of the IOC Medical Commission said:

Teaming up with these institutions is an important step for the IOC in its strategic effort to reduce the number of serious injuries and other health risks in sports, in order to optimise the health benefits in sports participation.

A delighted Professor Martin Schwellnus, long-standing member of the IOC Medical Commission and head of the unit's Clinical Sports Medicine Research group, together with Professor Wayne Derman, says that this type of research

is a significant step in recognising the international contribution of UCT towards developing Sports and Exercise Medicine as a discipline. This work has very real practical and clinical implications in preventing injury and protecting the health of elite, competitive and recreational athletes. (Derman, 2009)

In addition, in the past five years this group has published over 100 peer-reviewed research papers in the area of sports injuries and medical conditions in athletes. These research papers have covered events ranging from the Olympic Games (2000, 2004, 2008); Super 12 Rugby; SA's famous ultra marathons, the Comrades (1981 – 2008) and Two Oceans; as well as both Ironman South Africa and the Cape Argus Pick n Pay Cycle Tour.

The scope of the research covered studies on medical conditions in athletes, including exercise-associated muscle cramps, infections and allergies, diagnosis and management of collapsed athletes, and electrolyte imbalances such as hyponatraemia, as well as 'heat-related illness'. In addition, this group has contributed significantly to the understanding of risk factors for injuries such as genetic risk of soft tissue injuries and biomechanical risk factors in running and cricket injuries.

Participating in major sports events

Because of their knowledge and skills in the field, individual staff members' expertise has been called upon on many occasions. Schweltnus was appointed Chairman of the Medical Advisory Team to the 2010 FIFA World Cup. Over the past 2-3 years, this group advised the Local Organising Committee (LOC) on aspects of planning the medical care during the 2010 FIFA World Cup. Schweltnus also heads up a research team that conducted medical research together with FMACR during the 2010 FIFA World Cup.

This research was already started at 2009's Confederations Cup Football tournament, successfully held in South Africa. In addition, Derman was appointed chief local organising committee venue officer for Cape Town and Green Point stadium for the FIFA World Cup. He has also been fortunate to have fulfilled the positions of chief medical officer for the South African Olympic team to Sydney (2000) and Athens (2004), and more recently of medical officer to the South African Paralympics team to Beijing in 2008. The data he collected from these events has allowed him to publish, teach and disseminate the information gained from his expertise. He also served on the task group of the World Health Organisation (WHO) for prevention of heart disease and strokes in developing countries. With respect to community outreach, he is active on many different levels in international and local communities; in South Africa he was awarded the Paul Harris Fellowship from Rotary International for his community contributions, particularly with reference to education of the public on methods of encouraging achievement in athletes with disabilities. In addition he is active within the Young Presidents' Organisation, where he provides educational advice on health promotion and working with athletes with disabilities.

Becoming a FIFA Medical Centre of Excellence

Football medicine has evolved considerably in the last decade with an increasing body of knowledge accumulated, largely due to the activities of the FIFA Medical Research and Assessment Centre (F-MARC). FIFA's vision behind creating a network of Medical Centres of Excellence across the world is to ensure that players on all continents know where to go for expert care in football medicine.

However, these experts have much more to offer than just diagnosis and treatment of injuries. They can teach players how to prevent injuries in the first place. They can assess performance in detail and advise on how to compensate for bodily deficits, and further improve by specific training

strategies. They inform people what and when to eat to make the most of nutrients which can enhance their performance (by legal means).

Due to the vast wealth of knowledge of the staff at ESSM, and their cutting-edge research in the field of exercise science and sports medicine, ESSM has won many accolades. As mentioned previously, ESSM (together with the SSISA) was accredited as a FIFA Medical Centre of Excellence, and the selection process was rigorous. It was based on a comprehensive set of criteria that prove the centre's clinical, educational and research expertise. The centres were required by FIFA to be multi-disciplinary and have significant experience in the management and care of football teams during training and competition, as well as having responsibility for the overall health care of football players. ESSM was one of the designated medical care centres for football players during the competition. According to FIFA:

Usually, the first encounter of a player with a doctor is once he gets injured – be it an ankle sprain, a muscle contusion or a more serious problem like a meniscus lesion, ligament tear of the knee, or a fracture. Whatever you suffer from, when and in what condition you return to the pitch depends on the exact diagnosis, immediate and adequate treatment and careful rehabilitation. Often, a general practitioner or a sports physician will be able to help. However, with increasing level of play and ambition, or with more complicated problems, one may wish to see a qualified expert to ensure that one really gets the best treatment and aftercare possible. (FIFA website)

Building capacity through knowledge transfer

Although there are many sports medicine associations within Africa there aren't many recognised schools of sports medicine, because sports medicine is such a new speciality. As a result, doctors wishing to specialise in sports medicine have



had to go to Europe for training. To help reverse this trend, the staff of ESSM have been involved in many academic and training activities in a number of African countries such as Swaziland, Malawi, Zimbabwe, Namibia, Egypt, Zambia, Côte d'Ivoire, and Nigeria. Courses have also been presented in Mauritius. Schweltnus has served as vice-president on the African Union of Sports Medicine (UAMS) for a number of years and has also represented the African continent on the Executive Committee of the International Sports Medicine Federation (FIMS) as a vice-president.

Both FIMS and the IOC have outreach programmes (such as the Olympic Solidarity programme) that provide money to actually take sports medicine courses into Africa. And over the last 15 years ESSM has presented courses in

many different African countries, as well as countries on other continents. Schweltnus has been involved in sports medicine training programmes for FIMS and the IOC in South America, former Eastern European countries, the Middle East (including Egypt, Oman and Iran), and the Far East (including China). Most recently, Schweltnus and Derman presented a course in Lagos, Nigeria, to doctors from within that region. The doctors may then be certified through FIMS and the IOC to provide the relevant services. Derman, as part of a faculty, recently presented a team physician course in New Delhi. The purpose was to upgrade the skills of the doctors from India who are going to be working at the Commonwealth Games which are to be held in India in 2010. Derman remarked



That was a wonderful opportunity; I could not believe that some doctors in India have never seen a CPR dummy before, or have not been trained in the management of acute sports injuries – so to actually go and teach them was a wonderful experience. (Derman, 2009)

Links with teaching

ESSM attracts quite a wide range of students from the broad field of Human Biology. As a postgraduate unit it offers courses at honours, masters and PhD level. The aim of the honours courses is to equip students with the basic knowledge and techniques for a career in exercise science or physiology research and teaching, and in some cases incorporate some specific clinical experience in the management of rehabilitation.

For the masters- and PhD-level courses the aim is to enhance information on the exercise sciences, with substantial emphasis on applied information on clinical aspects of sports medicine, including the management of sports injuries and specific medical problems arising in sport and exercise. The challenge for ESSM is to attract South African students into their programmes. According to Derman, a lot of their PhD students are from South America, Europe and Africa. In addition, because it is a specialised field, entry requirements are very tight.

Reaching out to communities

Although the activities of SSISA and ESSM may be seen as serving elite, high-performance athletes in some circles, the knowledge that resides in this sporting hub has been extended beyond the elite athletes at SSISA. Because of the strategic alliance between SSISA and ESSM, they function seamlessly in the Community Health Intervention Programmes (CHIPS). One cannot do without the other. SSISA established CHIPS in response to the growing prevalence and burden of chronic, non-communicable diseases such as hypertension and diabetes. CHIPS aims to enhance a culture of health, wellness and active lifestyle

through the medium of regular physical activity and health education, primarily in previously disadvantaged communities of the Western Cape.

The programmes are currently implemented in more than 46 branches, and more than 10 000 children, adults and senior citizens have been inspired to participate in regular physical activity since the inception of the project.

A total of 240 active leaders have been empowered to conduct the weekly exercise sessions. The key focus in 2009 was to reach more communities, and to that end six new branches were opened. The programmes are:

HEALTHNUTZ: This programme is currently implemented in 17 schools and reaches more than 6 000 children aged 5 to 12 in the Western Cape. It introduces kids to fun, non-competitive physical activities twice weekly. There are 150 dedicated teachers in the programme. CHIPS and the Department of Cultural Affairs and Sports have embarked on an initiative to bring Healthnutz to schools on the West Coast and in the Boland. The programme was introduced to 100 teachers from the West Coast and 60 teachers from Boland.

OPTIFIT OUTREACH: This is a programme for adults between the ages of 18 and 55. Members meet twice a week at a community hall and participate in walking, running, aerobics and indoor circuit training. It is offered in 113 communities reaching more than 700 adults. Each member goes through a testing process twice a year and has complimentary access to the Discovery Wellness and Fitness Centre and the Gym at Old Mutual on Saturdays. In 2009 two new branches were established in Hanover Park and Mandalay.

FIT FOR WORK: This programme aims to encourage regular physical activity to reduce the incidence of musculo-skeletal pain. Members train twice a week at work, focusing on core strength, lower back care, flexibility and lifestyle management. There are now 12 trained leaders and three exercise groups: MRC, Woolworths Head Office and Umthombo Woluntu Development Excellence in Khayelitsha.

LIVE IT UP: This programme is offered to members over the age of 55. The members do predominantly seated exercise to improve their muscle strength and balance and enhance their functional independence. Members meet twice a week at community centres, seniors clubs or places of worship, and the programme has reached more than 600 seniors in the Western Cape.

LITTLE CHAMPS: This programme is aimed at pre-primary schoolchildren, focusing on motor skills development and social development as well as healthy eating and literacy. In the Western Cape it has eight primary schools reaching about 500 kids, with financial support from the Laureus Sports for Good Foundation.

ESSM hopes that these programmes will motivate people from disadvantaged communities to adopt healthy lifestyles through regular physical activity.

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CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

Research Publications

4.1 Peer-reviewed articles/letters (total =67)

(IF=Impact Factor Sourced from Sportsci.org 2009;
CI=citation index sourced from ISI Web of Science &
Google Scholar. I am listed in literature databases as W
Derman; EW Derman, WE Derman & E Derman)

4.1.1 International Peer Reviewed ISI Rated Journals (total =33)

1. Rae,D.E.; Vignaud,A.; Butler-Browne,G.S.; Thornell,L.E.; Sinclair-Smith,C.; Derman,E.W.; Lambert,M.I.; Collins,M. Skeletal muscle telomere length in healthy, experienced, endurance runners. *Eur J Applied Physiol* 109(2) 323-330; 2010.
2. Patel D, Lambert EV, Da Silva R, Greyling M, Nossel C, Noach A, Derman W, Gaziano T. Participation in an incentive-based health promotion program and health care costs: results of the Discovery Vitality Insured Persons Study (VIP study). *American Journal of Health Promotion*. 24(3) 199-204; 2010. (IF: 1.703, CI:0)
3. Bachl,N.; Derman,W.; Engebretsen,L.; Goldspink,G.; Kinzlbauer,M.; Tschan,H.; Volpi,P.; Venter,D.; Wessner,B. Therapeutic use of growth factors in the musculoskeletal system in sports-related injuries *J Sports Med and Physical Fitness*49(4) 346-354; 2009.
4. Parr B, Noakes TD, Derman EW. Effects of upper-body strength training compared to conventional exercise training in patients with peripheral vascular disease. *South African Medical J*. 99(11); 800-804; 2009 (IF 0.794: CI:0)
5. DuToit M, De Villiers, & Derman EW. Persistent ankle pain after ankle sprain: Accessory Soleus Muscle. *South African Medical Journal*. 99(11);791-792; 2009. (IF 0.794: CI:0)
6. Lambert EV Patel D, Da Silva R, Greyling M, Nossel C, Noach A, Derman W, Gaziano T. Fitness-Related Activities and Medical Claims Related to Hospital Admissions. *Preventing Chronic Disease*. 6(4); 1-9; 2009. (New journal no IF as yet)
7. Swart J, Lamberts R, Derman EW Lambert M. Effects of high intensity training by heart rate or power in well trained cyclists. *J Strength and Conditioning Res*. 09 Mar;23(2):619-25, 2009. (IF: 1.3, CI:1)
8. Parr B, Noakes TD, Derman EW. Factors predicting walking tolerance in patients with peripheral vascular disease. *South African Medical J*. 98 (12):630-634, 2008. (IF:0.794; CI:0)
9. Derman EW. Antihypertensive medications and exercise: Position statement of the International Federation of Sports Medicine. *International Sports Med Journal (IJSM)* 9 (1); 32-38, 2008. (IF:<1; CI:0)
10. Ljungqvist, A., Schwellnus, M., Bachl, N., Collins, M., Cook, J., Khan, K., Maffulli, N., Pitsiladis, Y., Riley, G., Goldspink, G., Venter, D., Derman, W., Engebretsen, L. and Volpi, P. International Olympic Committee Consensus statement on the Molecular Basis of Connective Tissue and Muscle Injuries in Sport. *Clinics in Sports Medicine*. *Clin Sports Med*. Jan; 27(1):231-9, 2008. (IF:1.3; CI:2)

4.1.2 Local ISI Rate Journals (total = 34)

1. Schwellnus MP, Derman EW. Novel treatment modalities for soft tissue injuries in sport – Extracorporeal Shock Wave Therapy (ECSWT). *SA Fam Pract* 2010, (in press)
2. Derman EW. Understanding the link between exercise and allergy. *Curr Allergy Immunol* 23(2); 50;2010.
3. Derman EW, Schwellnus MP. Pain management in sports medicine: Use and abuse of anti-inflammatory and other agents. *SA Fam Pract* 52(1); 2010.
4. Derman EW. Current perspectives of doping in football and the 2010 list of prohibited substances. *J Continuing Medical Education*. 28(3) 104-107; 2010.
5. Schwellnus MP, Derman EW. Jet lag and environmental conditions that may influence exercise performance during the 2010 FIFA World Cup in South Africa. *SA Fam Pract* 52(3), 198-205, 2010.
6. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 10: Lifestyle and osteoarthritis. *SA Fam Pract* 52(2)2010.
7. Schwellnus MP, Lichaba M, Derman EW. Respiratory tract symptoms in endurance athletes – A review of causes and consequences. *Curr Allergy Immunol* 23(2); 52-5;2010.
8. Derman EW, Hawarden D, Schwellnus MP. Allergic rhinoconjunctivitis in athletes – Mechanisms of impaired performance and implications for management. *Curr Allergy Immunol* 23(2); 59-62; 2010.
9. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 11: Lifestyle and rheumatoid arthritis. *SA Fam Pract* 52 (3); 176-183; 2010.
10. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ, Schwellnus MP. Healthy lifestyle interventions in general practice Part 7: Lifestyle and hypertension. *SA Fam Pract* 51 (5);2009
11. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 8: Lifestyle and dyslipidaemia. *SA Fam Pract* 51 (6); 2009.
12. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ, Schwellnus MP. Healthy lifestyle interventions in general practice Part 9: Lifestyle and HIV/AIDS. *SA Fam Pract* 52(1);2010.
13. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and the metabolic syndrome. *SA Fam Pract J* 51 (3) 177-181, 2009. (SCimargo Journal Rank 0.03)
14. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; lifestyle and cancer.SA Fam Pract J 51 (2):91-95, 2009. (SCimargo Journal Rank 0.03)
15. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and diabetes. *SA Fam Pract J* 51 (1):19-25, 2009. (SCimargo Journal Rank 0.03)
16. Derman EW. Profile of medical and injury consultations of Team South Africa during the XXVIIIth Olympiad, Athens 2004.*South African J Sports*

Med.20(3), 72-76, 2008.

17. Derman EW, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; an introduction to lifestyle and diseases of lifestyle. SA Fam Pract J 50(4):5-7, 2008. (SCimargo Journal Rank 0.03)
18. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; lifestyle and cardiovascular disease. SA Fam Pract J 50(5):6-9, 2008. (SCimargo Journal Rank 0.03)
19. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and chronic respiratory disease. SA Fam Pract J 50(6):6-12, 2008. (SCimargo Journal Rank 0.03)
20. Derman EW. Medication use by Team South Africa during the XXVIIIth Olympiad: A model for quantity estimation for multi-coded team events. South African J Sports Med.20(3), 78-84, 2008.

4.1.2 Local ISI Rate Journals (total = 34)

1. Schwellnus MP, Derman EW. Novel treatment modalities for soft tissue injuries in sport – Extracorporeal Shock Wave Therapy (ECSWT). SA Fam Pract 2010, (in press)
2. Derman EW. Understanding the link between exercise and allergy. Curr Allergy Immunol 23(2); 50; 2010.
3. Derman EW, Schwellnus MP. Pain management in sports medicine: Use and abuse of anti-inflammatory and other agents. SA Fam Pract 52(1); 2010.
4. Derman EW. Current perspectives of doping in football and the 2010 list of prohibited substances. J Continuing Medical Education. 28(3) 104-107; 2010.
5. Schwellnus MP, Derman EW. Jet lag and environmental conditions that may influence exercise performance during the 2010 FIFA World Cup in South Africa. SA Fam Pract 52(3), 198-205, 2010.
6. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 10: Lifestyle and osteoarthritis. SA Fam Pract 52(2)2010.
7. Schwellnus MP, Lichaba M, Derman EW. Respiratory tract symptoms in endurance athletes – A review of causes and consequences. Curr Allergy Immunol 23(2); 52-5; 2010.
8. Derman EW, Hawarden D, Schwellnus MP. Allergic rhinoconjunctivitis in athletes – Mechanisms of impaired performance and implications for management. Curr Allergy Immunol 23(2); 59-62; 2010.
9. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 11: Lifestyle and rheumatoid arthritis. SA Fam Pract 52 (3); 176-183; 2010.
10. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ, Schwellnus MP. Healthy lifestyle interventions in general practice Part 7: Lifestyle and hypertension. SA Fam Pract 51 (5); 2009
11. Schwellnus MP, Patel DN, Nossel CJ, Dreyer M, Whitesman S, Derman EW. Healthy lifestyle interventions in general practice Part 8: Lifestyle and dyslipidaemia. SA Fam Pract 51 (6); 2009.
12. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ, Schwellnus MP. Healthy lifestyle interventions in general practice Part 9: Lifestyle and HIV/AIDS. SA Fam Pract 52(1); 2010.
13. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and the metabolic

syndrome. SA Fam Pract J 51 (3) 177-181, 2009. (SCimargo Journal Rank 0.03)

14. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; lifestyle and cancer. SA Fam Pract J 51 (2):91-95, 2009. (SCimargo Journal Rank 0.03)
15. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and diabetes. SA Fam Pract J 51 (1):19-25, 2009. (SCimargo Journal Rank 0.03)
16. Derman EW. Profile of medical and injury consultations of Team South Africa during the XXVIIIth Olympiad, Athens 2004. South African J Sports Med.20(3), 72-76, 2008.
17. Derman EW, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; an introduction to lifestyle and diseases of lifestyle. SA Fam Pract J 50(4):5-7, 2008. (SCimargo Journal Rank 0.03)
18. Derman EW, Whitesman S, Dreyer M, Patel DN, Nossel CJ & Schwellnus MP. Healthy lifestyle interventions in general practice; lifestyle and cardiovascular disease. SA Fam Pract J 50(5):6-9, 2008. (SCimargo Journal Rank 0.03)
19. Schwellnus, Patel DN, Nossel CJ, Whitesman S, Dreyer M, & Derman EW. Healthy lifestyle interventions in general practice; lifestyle and chronic respiratory disease. SA Fam Pract J 50(6):6-12, 2008. (SCimargo Journal Rank 0.03)
20. Derman EW. Medication use by Team South Africa during the XXVIIIth Olympiad: A model for quantity estimation for multi-coded team events. South African J Sports Med.20(3), 78-84, 2008.

4.3 Books, book chapters/proceedings – authored or edited (total =23)

1. Rayner B, Charlton KE, Lambert EV & Derman W. Non-pharmacological prevention and treatment of hypertension. In Feehally J, Floege J, Johnson RJ (eds) Comprehensive Clinical Nephrology, 4rd ed. Philadelphia, Elsevier, 2010.
2. Derman EW. Approach to fatigue and underperformance in athletes: a practical approach for general practice. In: Disease Review MIMS JR Snyman (ed) 89-94. 2009.
3. Derman EW, Schwellnus MP, Rae D, Albertus Y and Lambert M. Clinical Myology in Sports Medicine. In Schwellnus MP (ed) Olympic Textbook of Medicine in Sport, Chap 5, Blackwell Publishing, ISBN 9781405156370, 2008

4.4 Policy research documents (total = 12)

1. Derman EW. Sports Medicine provisions for the kit of the team physician. Position statement of the International Federation of Sports Medicine. International Sports Med Journal (In press)
2. Derman EW & Schwellnus MP. Acute Pain Management in Sports Medicine. South African Acute Pain Guidelines. South Africa Journal of Anaesthetics 15(6); 96-98; 2010.
3. Derman EW. Antihypertensive medications and exercise: Position statement of the International Federation of Sports Medicine. International Sports Med Journal (IJS) 9 (1); 32-38, 2008.

5. Research: Scholarly presentations at congresses

5.1 International (106 presentations)

1. Medical Conditions in travelling athletes: experience from the Olympic and Paralympic Games. Invited Lecture at the FIMS World Sports Medicine Conference: San Juan Puerto Rico, May 2010.
2. Novel treatment strategies in soft tissue injuries: from shock waves to growth factors. Invited Lecture at the FIMS World Sports Medicine Conference: San Juan Puerto Rico, May 2010.
3. Practical diagnosis and management of exercise induced asthma in athletes; Invited Workshop Presentation at the FIFA World Cup Sports Medicine Conference; Sun City, April 2010.
4. Diagnosis, management and monitoring of underperformance in endurance athletes. Invited lecture. Invited lecture at the Indian Federation of Sports Medicine Pre Commonwealth Games Scientific Meeting, New Deli, India 5-8 November, 2009.
5. Common groin injuries in elite athletes. Invited lecture at the Indian Federation of Sports Medicine Pre Commonwealth Games Scientific Meeting, New Deli, India 5-8 November, 2009.
6. Skeletal muscle features of high load endurance athletes with and without acquired training intolerance. Invited lecture at the International Federation of Anatomical Associations Congress, Cape Town, South Africa, August 2009.
7. Clinical investigation of the athlete with unexplained underperformance. Invited lecture at the European Sports Medicine Congress Antalya, Turkey 15-17 October 2009.
8. Common groin injuries in elite athletes. Invited lecture at the European Sports Medicine Antalya, Turkey 15-17 October 2009.
9. Fatigue and underperformance in athletes following extensive competitive sport: strategies in diagnosis, monitoring & management. Invited keynote presentation at the XXX FIMS World Congress of Sports Medicine, Barcelona, Spain November 20, 2008.
10. Pubic clef infiltration and bone stress injuries in elite athletes. Invited presentation at the Symposium of groin injuries in elite athletes; British Olympic Institute & UK Athletics, Royal Society of Medicine, London, UK, November 18, 2008.
11. Effects of a core stability intervention programme on abdominal and lumbar muscle symmetry in elite high school cricketers Paper presented at the 2nd World Congress of Sports Injury Prevention, Tromso, Norway, June 2008.
12. Does pre-treatment with NSAID prevent muscle pain and damage following unaccustomed eccentric

exercise? Paper presented at the 2nd World Congress of Sports Injury Prevention, Tromso, Norway, June 2008.

13. Paper presented at the 2nd World Congress of Sports Injury Prevention, Tromso, Norway, June 2008.
14. Is physical activity the poly-pill of anti-ageing medicine? Invited keynote presentation at the International Association of Anti-Ageing, Berlin, Germany April, 28, 29, 2008.
15. What constitutes fitness from an anti-ageing perspective? Invited keynote presentation at the International Association of Anti-Ageing, Berlin, Germany April, 28, 29, 2008.
16. Blood profiling in elite sport. Invited presentation at the Symposium on blood profiling in elite athletes; British Olympic Institute & UK Athletics, Olympic Medical Institute, Harrow, London, UK, March 18, 2008.
17. Preparation for the Beijing Olympics: lessons for the team physician. Invited presentation at the Symposium for preparation for the 2008 Olympic Games; British Olympic Institute & UK Athletics, Olympic Medical Institute, Harrow, London, UK, March 18, 2008.

5.2 Local Presentations

1. The periodic health assessment: Invited lecture at the South African Sports Medicine Biennial Congress; Durban, October 2009.
2. Clinical EMG applications, Invited workshop at the South African Sports Medicine Biennial Congress; Durban, October 2009.
3. Treatment options in Achilles tendinopathy. Invited lecture at the South African Sports Medicine Biennial Congress; Durban, October 2009.
4. Transcending the twilight zone – lessons learnt from the Beijing Paralympic Games " Invited Keynote lecture. FIMS/University of Cape Town 3rd Clinical Sports Medicine Conference, Cape Town, October 2008.
5. Exercise as an anti-ageing modality? Invited Keynote lecture. FIMS/University of Cape Town 3rd Clinical Sports Medicine Conference, Cape Town, October 2008.
6. The use of stem cell therapies in the treatment of soft tissue injuries. Invited Keynote lecture. FIMS/ University of Cape Town 3rd Clinical Sports Medicine Conference, Cape Town, October 2008.

5.3 Clinical educational courses

5.3.1 International training of team physicians or advanced team physicians

Expert panel leader, ACSM Advanced Team Physicians Training Congress, Johannesburg, February 2009.

FOUNDATIONS IN PHILOSOPHY

A programme for high school students

Introduction

Since 2007 the UCT Philosophy Department has offered an annual programme in philosophy for high school students from grades ten to twelve. Our programme, 'Foundations in Philosophy', is compact but wide-ranging: participants listen to, talk about, read and write philosophy. The programme exists because we believe that philosophy is an extremely – and perhaps uniquely – valuable activity, and that the offer of philosophy to bright and inquiring teenagers is a precious gift.

While members of English or Mathematics departments can be assured that teenagers have some exposure to their subjects, even if the approach of high school teachers differs from those at tertiary level, philosophers have no such assurance; our subject is not taught in South African schools, either as part of the curriculum or (with a few exceptions) as an extra-mural activity. As members of a university philosophy department, our energies are primarily directed towards tertiary research and teaching, but we are also glad to introduce our subject to younger students.

This is not to say that Foundations in Philosophy is a marketing exercise for the Philosophy Department. Rather, our aim is to introduce philosophy to teenagers. We regard this as important in itself, whether or not the participants go on to study philosophy further.

The remainder of this introduction sets out the format of the programme. Section 2 explains our view that philosophy is extremely valuable to teenagers, and Sections 3 to 5 discuss the partnerships involved in running Foundations in Philosophy, the content of the programme, and concerns – merited and unmerited – that we have had in offering it.

In the first part of Foundations in Philosophy, students listen to and discuss philosophy. For one evening a week over three weeks, students from a variety of high schools, government and private, in the greater Cape Town region meet at UCT for a philosophy session. Each evening begins with a talk from a member of the department. Then students split into small groups, led by departmental tutors, to discuss the topic. Finally, the participants all come together for a question session with the lecturer.

In the second part of the programme, students read and write philosophy. Every participant receives a course reader containing articles and questions covering the topics dealt with in lectures. Students complete the course by submitting a written response to one of the readings a few weeks after the lectures are over. A graduate student in the department then reads the

submissions and sends back written comments on each of them. Certificates are posted to schools for students who complete the course.

The response to the programme has been excellent: feedback has been extremely positive, and enrolment has more than tripled since inception, growing from about 85 students in 2007 to about 300 in 2009.

Why philosophy for high school students?



One might wonder whether philosophy is appropriate at the high school level. Students are busy with school work, especially those working towards their matriculation exam. Surely bright students might have other extra-mural outlets for their interests – chess, for example, or debating – and students interested in the meaning of life and other deep questions could turn to religious groups? Couldn't these activities provide everything that philosophy could bring to high school students?

We think not. Philosophy offers an unusual, perhaps unique combination of three features that make it highly desirable for high school students.

Broad range of fundamental concerns. Philosophers are interested in a great variety of the fundamental issues of human existence. For example: Is there a God? Are colours and shapes part of the world, or imposed by our minds? When we say that a sentence is meaningful, what do we mean? Can we be free? Is the mind part of the body, or somehow distinct? Under what conditions can it be just to wage war? Students often awaken to these questions at an early age, and would like to engage with them. Also, one's reflection on these questions, even the more abstract of them, helps to inform one's values and orientation to the world. For teenagers, who need to consider how they plan to lead their lives, reflection on fundamental issues is most helpful.

Careful, explicit reasoning. The tools of philosophers are not esoteric; rather, they are the same tools we frequently use – or claim that we use – to reach conclusions in everyday life. ‘I thought about it,’ we say, ‘and I don’t want to buy a flat this year because...’ In short, we offer reasons. Philosophers use the same methods of reasoning to approach fundamental issues as we employ in everyday life, but the philosophical practice is to make these methods explicit, to categorise them, to shine a light on them. For example, a philosopher who provides an argument will often list every premise and explain how the premises are employed to reach the conclusion. By seeing methods of reasoning made explicit, students not only get practice in using them for deep questions but also in using them well in everyday life. Reasoning is a fine skill to hone early in life.

No sacred claims. In philosophy no claims are sacred, in the sense that one may, in principle, deny anything. The field does not demand allegiance to particular claims about God, the mind, ethics, politics, aesthetics or any other area. As a consequence, philosophy is a liberating discipline. High school students who may regard some belief as dubious, but might also feel that questioning it is not permitted, can take courage from philosophical practice, which welcomes a reasoned approach without demanding any particular conclusion. Also, those students who hold some views without ever thinking about why they do so are implicitly challenged by philosophy to examine the roots of their beliefs.

One way to see the value of these three features of philosophy is to consider the qualities that they mitigate against. A concern with fundamental issues works against shallow values and decisions; a focus on careful and explicit reasoning undermines a tendency towards hasty or dishonest judgements; and the philosophical refusal to take any claim as sacred is both liberating and challenging. All this is valuable not only in adulthood, but also earlier in life, when deep-seated mental habits are being formed.

The value of philosophy to teenagers should now be apparent. To encourage deep, careful and open-minded reflection among young people is not only good for them, but also for a society in which these qualities are often lacking.

It should also now be clearer why the other extra-mural school activities mentioned earlier are not a complete substitute for philosophy. In the case of chess and religion, it will probably be intuitively obvious that they differ greatly from philosophy, but it is still useful to articulate these differences. In the case of debating, the distinctions may be less apparent.

- When we play chess, we think extensively, but not about a wide variety of the fundamental issues of human existence. Also, we are not required to set out our reasoning, as we are in philosophy; there is value in making explicit the direction of one’s thought, in the way that philosophers do.
- *Religion* may deal with matters relevant to many deep issues of human existence, but not all religious organisations value reasoning highly. Also, many

religions do hold certain claims to be sacred, so that a reasoned denial is not genuinely welcomed (except as an opportunity to convince the denier otherwise).

- *Debating* does have some features in common with philosophy: topics of debate are sometimes similar to philosophical topics, especially in applied ethics and political philosophy, and a number of our philosophy undergraduates were keen high school debaters. But there are significant differences. One is that philosophy involves a broader range of topics. Another is that while debating teams are assigned a position to defend against opponents, philosophers are free to reach and justify the view they take to be best. A third difference is that debating involves a formal contest between opponents in which each team seeks to win, while philosophical discussions do not. Thus, those who are interested in considering and evaluating arguments may be attracted to philosophy even if they do not relish the formal adversarial element of debating.

Participants and partners

The philosophy department is extensively involved in this programme. Lecturers have included Professor David Benatar, Dr Greg Fried (founder and facilitator of the programme), Dr Elisa Galgut, and Dr Jeremy Wanderer. Tutors for small groups have included a large number of students, from undergraduate to doctoral level. And the departmental administrator, Ms Cindy Gilbert, has been involved extensively since the first programme in liaising with schools and organising venues and tutorial groups. So Foundations in Philosophy is an activity that brings together many people across various roles in the department.

In order for this programme to work, we rely on the kind cooperation of the Western Cape Education Department’s four Metropole Education Management and Development Centres (EMDCs). The Metropole EMDCs – North, East, Central and South – together cover several hundred schools within viable travelling distance of UCT. Each of the EMDCs kindly sends our invitation packs to the principals of schools in its ambit, either by email or as photocopies.

Participating schools compile a list of those students who wish to attend, and this list, together with the total attendance fee, is returned to the UCT Philosophy Department. (We keep the fee low enough just to cover our printing costs and tutor salaries; for 2009, it was R60 per student.)

We also require the details of a liaison teacher at the school who is prepared to be the contact between us and the students; we have learnt that it is difficult to keep in touch with high school students directly, and best to rely on their teachers.

Thus, Foundations in Philosophy involves the Philosophy Department (lecturers, graduate and undergraduate students, and administration), the four Metropole EMDCs, high school teacher liaisons, and of course high school students.

The benefits for high school students are obvious, but there are also benefits for the Philosophy Department and for high school teachers:

- Our lecturers find satisfaction in the challenge of communicating complex ideas to those without an academic background, and in philosophical interactions with inquiring, interested students who are fresh to the subject. Our graduate and undergraduate tutors not only enjoy this benefit but also gain valuable teaching experience.
- Some high school teachers have incorporated the themes of Foundations in Philosophy in their classes; for instance, after the 2008 programme on freedom, an English teacher expressed her gratitude for a stimulating discussion of freedom in her class, sparked by the ideas of participants in the programme.

Details of the programmes

We have offered three programmes so far. In our first year, 2007, we did not attempt to unify the programme with a theme, but rather tried to cover philosophical topics that would be of interest to high school students and that would display something of the range of the subject. We discussed (i) whether punishment can be justified, (ii) what a person's identity consists in, and (iii) a question made famous by the philosopher Harry Frankfurt: what it is to be a bullshitter.

In 2008, for coherence, we introduced a theme. The aim was to find a subject of interest to inquiring teenagers that accommodated diverse philosophical topics and the interests of the teaching staff. The theme for 2008 was freedom, which we took to encompass both freedom of speech and freedom of the will. Participants considered (i) whether determinism is compatible with free will, (ii) John Stuart Mill's arguments for free speech, and (iii) the Danish cartoon crisis, and whether the cartoons of Prophet Mohammed went beyond the legitimate bounds of freedom.

The theme for 2009 was God. We discussed and evaluated (i) the divine command theory of morality, which claims that actions are made right or wrong by God's will, (ii) St Anselm's medieval ontological argument, which purports to establish God's existence solely by reflection on the nature of God, and (iii) Pascal's Wager, a seventeenth century pragmatic argument that we ought to believe in God based on the possible consequences of belief versus non-belief.

In 2010 the theme of the programme is love and sex. Thus, apart from the first year, for which we chose no theme, the topics for the successive years of Foundations in Philosophy are freedom, God, and love and sex – all intended to be of interest to the teenage participants.

Concerns, merited and unmerited

We have had four concerns about the Foundations in Philosophy programme. Two concerns have turned out to be unmerited; two of them, however, deserve further attention.

Intimidation. When lecturing, a philosopher can take at least two approaches. One is to weigh the advantages and problems of each possible view without committing

to any of them. Another is to argue for the superiority of one position over the others. In the second case, we expect students to be critical listeners; to weigh the positions for themselves and object where they think the lecturer is mistaken. While undergraduate students quickly learn to do this, our concern was that high school students might be intimidated by the university environment into thinking that opposition automatically amounts to impertinence. However, this has turned out not to be the case; students are frequently willing to object where they disagree. One possible reason is that the lecturer's approach provides a model for the audience: when a lecturer carefully criticises an alternative view, participants realise that in this arena courteous criticism is not merely permissible but desirable, and that they are free to raise objections to the lecturer's view in the same way. For those students who find the lecture theatre too grand to risk posing questions or objections, small group sessions with tutors, some of whom are just a few years older, offer an inviting place to air their views.

Apathy. Since no claims are sacred in philosophy, there may be contending voices about the fundamental issues of human existence. Philosophers do disagree about many of these issues. Our concern was that once high school students realise that there is disagreement on these issues, they could hastily come to believe that there are no right answers to deep questions, or that the right answers can never be found. This might lead to an intellectual apathy, a lack of interest in applying one's mind to deep questions. However, so far as we can see, Foundations in Philosophy does not have this consequence; if anything, it lends intellectual vigour to students. Perhaps bright high school students tend to have the opposite experience from that which concerned us: they might come to realise, through a philosophy programme, that one can reason about deep questions (rather than simply, say, accepting a particular view without reason, or taking all opposing views to be equally right), and that this raises the possibility of discovering the best answer.

Size. On one hand, we welcome extensive participation in the programme. On the other hand, as the programme grows, it becomes more difficult to provide tutors for all the students, to coordinate the participants' movements between the lecture venue and tutorials, and to find markers for the written submissions. Also, we have found high school students in large groups to be less disciplined than university students; noise in lectures was sometimes a problem in the 2009 programme. We might request that each school place a cap on the number of students it sends.

Access. From the beginning of the programme, we have been concerned that some interested high school students in greater Cape Town would find it difficult to attend and participate in Foundations in Philosophy. Our concern has involved fees, transport and language.

- Students from poorer families may not be able to afford the fees. Our solution has been to offer bursaries for those who enquire. We have had a small take-up of bursaries, but we've also found that students have other financial sources; in 2009, a church group sponsored a group of students who did not request bursaries from us.
- Students who live far from UCT and do not have private transport options find it difficult to attend three evening sessions on campus. Here we have no solution yet. If the programme were offered during the day, or as a single long session, then transport might be easier for students. However, our lecturers have other commitments during the day, and we believe that more than one session is important, since students then have time to mull over and discuss topics between sessions. In future, we may be able to employ the services of organisations that have appropriate transport capacities.
- We do not, of course, assume any background in philosophy. But philosophy does rely on strong skills in the language of instruction. Although the lecturers set out to explain concepts without convoluted language, and to choose readings at an appropriate level, there may be students whose home language is isiXhosa or Afrikaans and whose English language skills are not up to following the material. One possibility here is to provide translations or paraphrases of key terms.

It may be valuable to ask participants (and their liaison teachers) to evaluate the Foundations in Philosophy experience, and to suggest possible improvements. There may be areas of concern other than those we have considered, and we may also come to understand our areas of concern better by requesting evaluations.

Conclusion

Many students have expressed their appreciation for Foundations in Philosophy. When submitting their written assignments, for example, they have described the programme as 'mind-stretching', 'highly engaging and a breath of fresh air', 'very enlightening' and a 'great opportunity to look into the world of philosophy'. Encouraged by such responses, the Department is committed to the continued hosting of Foundations in Philosophy: our teaching, administrative and tutoring staff prepare annually for the programme, which has become a permanent item on the departmental agenda. For us, the chief impetus of the programme is that philosophy encourages depth, care and willingness to entertain alternative views. All these qualities benefit not only individuals growing towards adulthood, but also the society to which they will contribute.

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Information for this case profile was provided by Dr Gregory Fried of the UCT Philosophy Department.

THE FRESHWATER RESEARCH UNIT

Background

Population growth and the associated demand for water is a global phenomenon, but is a particularly urgent problem in developing countries and arid environments, where burgeoning populations depend on limited water resources and often also on a range of river resources. These increasing demands for water have resulted in the degradation of rivers worldwide. Although developing countries often recognise that environmental management is a key component of the management of their water resources, inadequate data and understanding of aquatic ecosystems mitigate against its achievement.

South Africa began to address the problem of flow-related degradation of rivers in the 1980s, when it was first recognised that aquatic ecosystems – which until then had no rights to their own water – were competing users of this water. At this time there were few active freshwater ecologists, and work in the area was fragmented. Aquatic scientists tasked with defining the water requirements for ecosystem maintenance faced the problems of a dearth of relevant data, limited funds and a lack of scientists with appropriate skills. Their recognition of the importance of fresh water and the paucity of knowledge on the nature and functioning of aquatic ecosystems led Bryan Davies, Jenny Day and Jackie King to found the Freshwater Research Unit (FRU) in 1984, combining their skills in relation to water quality, inter-basin water transfers and the assessment of the quantity of water needed by an aquatic ecosystem.

The FRU is a formally constituted research unit of the University of Cape Town, located in the Zoology Department. Today the Unit comprises two academic staff (Director Jenny Day and lecturer Cecile Reed), a number of contract researchers, postgraduate students and associated consultancies (Southern Waters and the Freshwater Consulting Group) formed by its graduates. Since its inception, the FRU's activities have diversified from pure research, and it is recognised as one of South Africa's leading centres of teaching and policy advising on inland aquatic ecosystems.

The stated objectives of the FRU are:

- to provide a supportive and stimulating environment in which aquatic scientists can conduct their research and teaching;
- to make the best use of facilities needed for the study of inland waters;
- to provide sound teaching of limnology (the study of inland waters) at both undergraduate and postgraduate level;
- to represent the interests of limnology and limnologists within the University and in the wider society;
- to provide a centre of expertise for research and advice on the management of inland aquatic ecosystems in southern Africa.

This article focuses on the FRU's achievements in relation to the fourth objective, many of which fall within the domain

of social responsiveness.

Collaboration for contribution to national policy and legislation

Essentially the FRU functions as a loose association of freshwater ecologists on campus at UCT, and acts as a focus for freshwater research in the Cape Town area. Much of its strength comes from the presence at all times at the Unit's laboratories and offices of at least eight to ten of its members, with others making work visits as appropriate.

This allows ongoing cross-fertilisation of knowledge and ideas, development of thinking, and gaining of an historical and national perspective of the field among the younger members. Crucially, though, the FRU is positioned to inform and advise aquatic ecosystems at national and international level because of its close links, collaboration and established research track record with the Department of Water Affairs (DWA, formerly DWAF) and the Water Research Commission, which recognises it as a Centre of Expertise.

Current Director of the FRU Professor Jenny Day explains that the Unit's first engagement with government took place in the late 1970s. As a result of the public uproar created by the DWAF proposal to build a large dam just upstream of the Palmiet Estuary, the DWAF established the Ministerial Palmiet Environmental Committee. This was about the time that Paul Roberts, an engineer with DWAF, proposed the idea of 'water for the environment'; the first real acknowledgement by anyone in DWAF that environmental issues needed to be considered. Day served on the ministerial committee, which later 'metamorphosed' into the Palmiet Committee. A multi-disciplinary team, the Palmiet Committee was formed in the early stages of planning for the Palmiet Pumped Storage Scheme and comprised representatives from many state bodies, educational institutions and societies, all with specialist knowledge, with the aim of determining the environmental effect of the scheme on the Palmiet River. An Environmental Impact Control Plan, now considered ahead of its time, was developed and implemented.

As a result of the work of the Committee, particular attention was paid to protection and management of the sensitive fynbos environment, both during and after the construction of the scheme. The Minister of the Department of Water Affairs and Forestry formed the Palmiet Catchment Management Committee in 1996 in order to ensure that ongoing catchment management would be implemented and adhered to, so that the Palmiet Pumped Storage Scheme would remain compatible with its surrounding environment. The area has recently been given international recognition as the Kogelberg Biosphere Reserve by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) – the first such reserve in South Africa.

Day describes this as the beginning of the building of mutual trust between civil servants in government and the FRU, and the movement towards the FRU providing the sort of data and answers that government could work with in relation to water provision and planning. Subsequently, colleagues at Rhodes University, the University of the Witwatersrand and the University of Natal formed a loose environmental awareness network that served to build relationships between engineers (hydrologists) and environmental scientists. This was of fundamental importance in raising the awareness that there was a need to know how much water SA needed.

The FRU's subsequent work on environmental flow assessment (EFAs) in rivers, and environmental water requirements (EWRS) in the case of wetlands, has had far-reaching impact. EFAs refer to the magnitude, duration, timing and frequency of flows required to maintain a riverine ecosystem at some predetermined condition.

Founder FRU member Jacky King led the development of environmental flow methodologies for South Africa, which resulted in their inclusion in the country's post-apartheid (1998) Water Act, now seen as one of the most advanced and innovative water laws in the world. Day explains that, because of the relationship between members of the Southern African Society of Aquatic Scientists (including FRU) and members of the DWAF, Kader Asmal (who was Minister of Water Affairs at the time) was prepared to pay attention to the environmental issues. As a result of the Southern African Society of Aquatic Scientists' input, environmental water allocations were entrenched in South African legislation: the National Water Act of 1998 introduced the concept of the Reserve, that part of the national water resource within each water management area that is under the direct control of the Minister and is 'set aside' to provide for basic human needs, and to protect water ecosystems (i.e. sustain healthy ecosystems). Day attributes this key inclusion in the legislation directly to inputs from FRU and other freshwater ecologists.

The ecological Reserve specifies both the quantity and quality of water that must be left in the national water resource. While methods to determine the quantity of water required for the ecological Reserve were well established in South Africa by the end of the 1990s, the process of calculating environmental water allocations did not adequately address the water quality component. In the mid-1990's Jenny Day and Heather Malan of the FRU therefore embarked on a three-year WRC-funded project geared towards the development of national water quality guidelines, at the same time adding to the body of knowledge of the water quality requirements of aquatic organisms. The project culminated in a suite of three reports published in 2002 – a research report, literature review and a technical guide to assist water resource managers and consultants in using the tools developed. Some form of water quality modelling was clearly needed to ensure that when setting the ecological Reserve with regard to quantity, the Reserve for water quality (assessed in terms of nutrients, toxic substances and system variables such as pH and temperature) was also met. In their initial project, Heather and Jenny therefore also developed a method

known as Q-C modelling, to predict the concentration of a chemical constituent for a given discharge.

The work of the FRU during the 1990s therefore contributed to the development of South Africa's new Water Law, which enshrines only two rights to water: for basic human needs and for environmental protection. All other water demands are by permit. In placing the environment first as a cornerstone of sustainable use of water resources, the National Water Act of 1998 provides a very powerful tool in the hands of water managers. The FRU's further work in the area of water quality and the development of national quality guidelines was fundamental to the implementation of the Act.

Networking for capacity development

FRU staff members participate in UCT's formal teaching programme at the undergraduate, honours, masters and doctoral levels. The FRU produces one to two PhD graduates each year, and several of the unit's graduates have continued to work in the field as consultants. In addition to its formal teaching role, the FRU has been involved in capacity development initiatives of great importance to South and Southern Africa.

Perhaps of greatest relevance is the FRU's further contribution to the implementation of the Water Act through its contribution to capacity development within the Department of Water Affairs and Forestry (DWAF).

In 1998 the DWAF, as custodian of water resources in South Africa, conducted a capacity audit in which it identified various areas where human technical capacity is required for successfully implementing the provisions of the National Water Act. The components of water resource protection and sustainable utilisation of water resources were specifically identified as areas where capacity building was required. In order to address these needs, DWAF initiated the FETWater programme, a concept which utilises networks of partners to promote collaboration and to address particular capacity needs. The first FETWater network to be established was the Resource Directed Measures (RDM) Network, concentrating on water resource management approaches that focus on the condition of the water resource itself (as opposed to focusing on source-directed controls).

One of the tasks assigned to the FETWater RDM Network was to develop an outline and content for a series of modules relating to Environmental Water Requirements (EWR), which would be offered within a proposed multi-institutional, taught masters (MSc) degree. The RDM network includes representatives of the FRU, other South African universities, DWAF and freshwater consultancies.

The FRU, however, was contracted by the DWAF to be responsible for the overall coordination and management of the process of developing the material for the training modules and for the roll-out of these modules. The intention was that the proposed masters programme would be of relevance to a wide spectrum of participants, including officials from DWAF and Catchment Management Agencies from the various regions of South Africa, as well

as to independent students from South and Southern Africa and even further afield. Implementation of the masters programme has been delayed by logistical problems and institutional concerns about its long-term viability, but in the interim the development of the modules is proceeding, and several modules have been run as short courses at UCT. These modules have been well attended and participants have included several DWA staff, consultants and municipal employees. Most of the specified modules have been completed and handed over to the DWAF, and are freely available to institutions that wish to make use of them for training purposes.

FRU is also a member of WaterNet, a Dutch-funded professional training network that aims to enhance institutional and human capacity in Southern Africa in the field of Integrated Water Resources Management (IWRM) through training, education, and research. WaterNet aims to achieve this enhancement by harnessing the complementary strengths of institutions in the region, and ultimately to capacitate the peoples of Southern Africa to manage their water resources in an efficient, equitable and sustainable manner. To this end, WaterNet runs a regional masters programme in Integrated Water Resources (IWR), the goal of which is to educate a new generation of water managers who are trained to address the complexities of water in nature and society. The programme has preparatory and core modules that are offered at the Universities of Zimbabwe and Dar-es-Salaam, and six specialisation modules, each hosted at a member institution in the region. The research component, a mini-dissertation, is often carried out with the involvement of the regional water sector. WaterNet facilitates mutual accreditation of modules, and peer review and external examination are carried out to ensure that high quality standards are maintained. The programme has graduated 120 students to date. Importantly, the programme modules are also offered as short courses geared towards capacity building among water sector specialists who may not wish to complete the full programme. FRU staff (Jenny Day and Helen Dallas) have often taught these modules.

Challenges to the sustainability and quality of the unit

In addition to its close relationships with DWA and the WRC, the FRU has worked with many South African organisations including the South African National Biodiversity Institute (SANBI), particularly since its diversification; the City of Cape Town; Cape Nature Conservation; the World Wildlife Fund (WWF); the SA Institute for Aquatic Biodiversity (SAIAB); and the Council for Scientific and Industrial Research (CSIR). The FRU also lists the World Bank, the World Commission on Dams, the Global Environmental Fund and the Volkswagen Foundation among its funders and partners.

UCT itself has never contributed funds to the running of the FRU, and Jenny Day cites resource constraints as a key challenge for the unit. She points out that although the unit's funders have been generous, funds are always earmarked for specific purposes and so there are no "free funds". The Unit struggles with cost recovery, particularly as there is the parallel need to try to build up an FRU fund

(for running expenses, equipment maintenance and replacement etc) from funds received.

The fact that FRU has only two academic staff members gives rise to a number of problems:

- the supervisory load is heavy; Jenny Day says that there is simply not enough time to do all that the Unit would wish to do;
- the Unit frequently responds to demands for urgently-needed applied research, and as a result there is little opportunity to undertake the basic research necessary to expand the understanding of Southern African aquatic systems which Day believes is fundamental to managing our own local ecosystems and problems;
- the Unit's location in the Zoology Department, which is regarded as overstaffed, makes it very difficult to put a succession plan in place;
- the technicalities of applying for funding and the 'UCT bureaucracy' place a further strain on already stretched staff time;
- work pressures allow very little time for thinking and planning and limit opportunities for seeking new funding.

In addition, the FRU operates within limited physical space. This makes it very difficult to take on additional research staff and postgraduate students.

Day believes that requests for assistance by government are likely to increase in view of the capacity issues in the DWAF already mentioned, and the pressures on the nine regional water catchment offices to align their management practices with the Water Act. Demands on the FRU are likely to be further exacerbated by the perception that other freshwater ecology units within South Africa have tended to become less cohesive.

"Water, of critical importance to all of us on the planet, is going to become scarcer and scarcer over much of South Africa as the effects of global warming continue to bite," says Day. "The Freshwater Research Unit has the expertise to provide the information and advice that will allow effective management of our water resources and adequate conservation of the ecosystems from which it comes."

But clearly the FRU operates within a severely constrained environment. UCT could alleviate the situation simply by providing the funds to employ more staff. This would make succession planning and programme planning possible, and allow staff the time to go out and look for additional research funds in order to continue and expand its important work.

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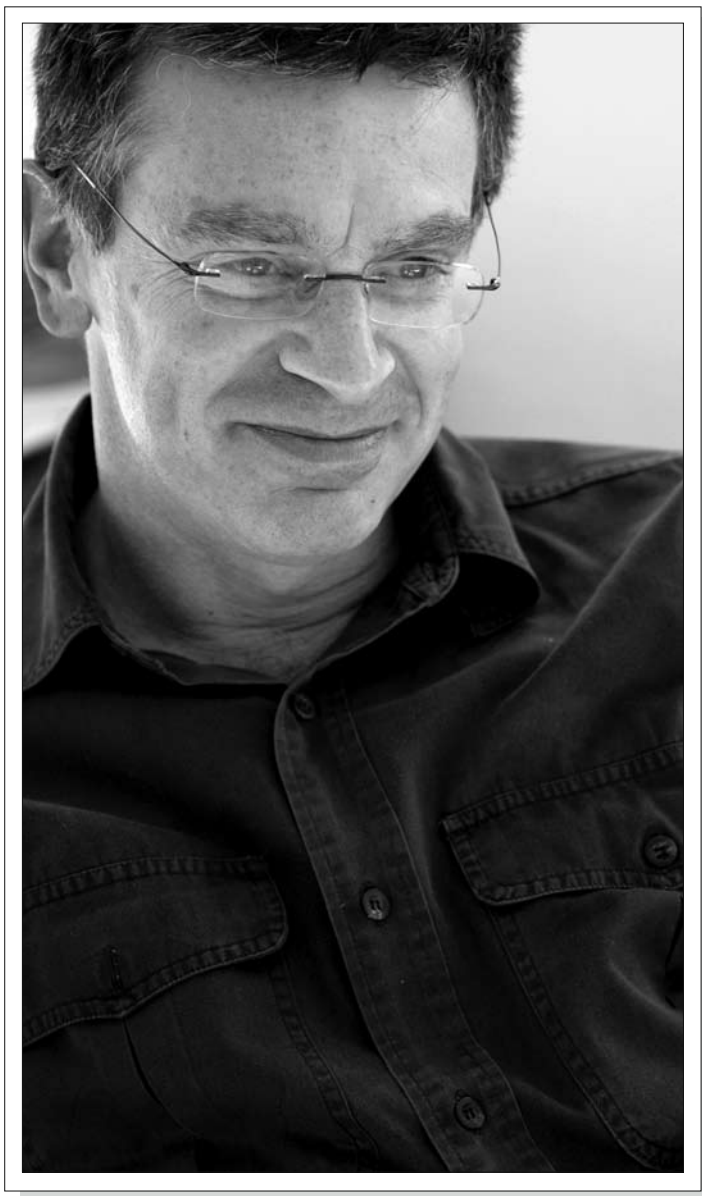
Information for this case profile was sourced from an interview conducted with Professor Jenny Day in December 2009

POLICY RESEARCH ON SECURITY AND DEFENCE

Laurie Nathan is a Research Fellow in the Department of Environmental and Geographical Science, where he teaches an honours/masters course on Understanding and Managing Conflict. He also coordinates a research programme on regional security at the London School of Economics. For the past two decades he has been one of the leading policy researchers on security and defence in South Africa, promoting democratic and anti-militarist models with considerable success.

Shaping Policies in the Security and Defence Sector

The influence of academics engaged in policy-oriented research tends to be diffuse, indirect and difficult to measure, not least because government policies are usually a product of inputs from many actors. Laurie Nathan appears to be an exception in this regard. His contribution to the transformation of South Africa's security and defence sector has been direct, tangible and substantial.



In the early 1990s Laurie set up the Project on Peace and Security at UCT's Centre for Conflict Resolution and co-chaired the Military Research Group with Professor Jacklyn Cock, with whom he co-edited a seminal volume in 1987 entitled *War and Society: The Militarisation of South Africa*. The aim of his research and advocacy was to ensure that the country's post-apartheid security and defence policies were consistent with democratic norms, anti-militarist in their orientation and geared towards protecting citizens.

Given the aggressive and repressive role of the security services during the apartheid era, the required transformation was daunting. On receipt of an Ashoka Fellowship grant in 1992, Laurie was told by the head of Ashoka that his policy objectives were too ambitious and idealistic. After all, why should the government take seriously the views of a former conscientious objector who had never served in any of the security services?

A decade later Laurie had dispelled the early scepticism. In 2003 Minister Kader Asmal described his impact as follows:

In so many areas – from arms control to peace education – Laurie has been instrumental in transformation. His sustained work on security, defence policy, and arms control has been at the forefront of our efforts to develop a multi-dimensional analysis of military force, a strategic analysis driven by a commitment to human rights, not only as a matter of theory, but also as a means of practical intervention. At the level of strategy, all of this has contributed to demilitarising our country and humanising our military". (Asmal, 2009)

During the constitutional negotiations in the early 1990s, Laurie became a senior adviser to the ANC on security and defence and between 1994 and 2001 he was an adviser to the Deputy Minister of Defence, Ronnie Kasrils, and the chairperson of the parliamentary defence committee. He served on the departmental committees responsible for drafting the new Defence Act and the Prohibition of Anti-Personnel Mines Act.

He was the chief drafter of the 1996 White Paper on Defence, the 1999 Code of Conduct for the South African National Defence Force (SANDF) and sections of the 1998 Defence Review.

In 1994 President Mandela appointed Laurie to serve on the Cameron Commission of Inquiry into the arms trade. He was subsequently an adviser to Minister Asmal, then chairperson of the cabinet arms control committee, and in 2001 the parliamentary defence committee asked him to redraft the National Conventional Arms Control Bill.

In the mid-1990s most of the Southern African Development Community (SADC) states still regarded South Africans with suspicion. Yet Laurie's proposals for a collaborative approach to regional security were appealing. He served as an adviser on regional security to the Foreign Minister of Mozambique, the Executive Secretary of SADC and the Foreign Minister of Swaziland, culminating in his appointment as the principal drafter of the 2001 SADC Protocol on Politics, Defence and Security Co-operation.

Most recently Laurie has been involved in intelligence reform in South Africa. From 2006 to 2008 he was a member of the Ministerial Review Commission on Intelligence and the Steering Committee of the Civic Education Programme for the Intelligence Services.

At a continental level he was a member of the African Union (AU) mediation team for Darfur in 2005 and 2006, and drafted the security chapter in the 2006 Darfur Peace Agreement. He currently has a United Nations contract to help the AU build its mediation capacity.

Building Ownership of Policies

One of Laurie's self-confessed "obsessions" is the principle of national ownership of security sector reform (SSR) in countries emerging from war or authoritarian rule. In these difficult situations Western donors and other powerful external actors dictate the nature and pace of SSR, paying little heed to local actors. Local actors resent this imposition and have no commitment to the reforms.

In light of his advocacy on this topic, the UK government contracted Laurie to write a book entitled *No Ownership, No Commitment: A Guide to Local Ownership of Security Sector Reform*, published in 2007 by the University of Birmingham. In 2007 he was invited to address the UN Security Council on civil society involvement in SSR and in 2009 he was appointed to the UN's Roster of SSR Experts.

As a result of his appointments, Laurie has had a direct impact on national and regional policy. The main outcomes can be summarised as follows:

- National defence policy that emphasises human security, democratic civil-military relations, a co-operative approach to regional security, adherence to international humanitarian law and respect for the environment.
- The establishment of a civic education programme in the SANDF aimed at promoting respect for democracy and international law.
- The SANDF code of conduct, which champions the Constitution and the Geneva Conventions.
- A regional security treaty signed by the SADC states, endorsing co-operative security and non-violent forms of conflict resolution.
- National policy and legislation on arms exports, enshrining respect for human rights and regional stability.

- The establishment of a civil education programme for the intelligence services, aimed at instilling respect for the rule of law.
- A comprehensive review of the intelligence dispensation, highlighting deviations from the Constitution.
- A growing recognition among donors and other international actors of the importance of local ownership of SSR in post-conflict countries.

In 2003 Professor Cock summed up Laurie's contribution with this tribute:

Laurie has pioneered a new approach to thinking about security in the Southern African region, an approach which is empirically grounded, and historically and theoretically informed. Unusually his work has also had a deep impact on policy. I would particularly draw your attention to the significance of the Principles of Defence in a Democracy, which he formulated in 1991 and developed in various publications. A number of these principles were included in the 1996 final Constitution. In addition he has made noteworthy contributions to the fields of arms control, civic education and equal opportunity and affirmative action policy. (Cook, 2003)

Reflecting on successful partnerships between researchers and policymakers

Notwithstanding the idiosyncrasies and fluidity of the fractious political environment in which national policies are formulated, Laurie believes that it is possible to identify general factors that contribute to success in policy research and advocacy.

First, the decision-maker and the researcher must have shared political values, and a strong normative affinity. As Laurie puts it, "a hawkish minister obviously has no interest in anti-militarist policy advice, but a dove-ish minister is potentially receptive to it". (Nathan, 2009)

Second, the researcher must be able to help the decision-maker solve problems and achieve concrete results. Competent decision-makers care about the normative basis of their policies but they have no patience with treatises devoted to lofty principles and philosophy. They want their advisers to show how the principles – such as democratic civil-military relations – can be implemented through viable structures and processes.

Third, decision-makers must have confidence in the expertise of their policy advisers. Most ministers have no time to trawl through academic tracts, but they want the policy proposals they receive to be based on sound research and evidence. Averse to the risks and unforeseen consequences associated with major alterations of policy, they prize comparative research that explores policy choices and consequences in other countries.

Fourth, the opportunity to influence policy is not present at all times. Decision-makers undertake substantial policy reviews and revisions only at particular moments. These moments include the election of a new government, the appointment of a new minister or a scandal or crisis in the relevant sector.

Regardless of their current agenda, researchers who want to influence policy have to seize these moments and focus on the immediate needs of the decision-maker.

Fifth, researchers who seek to shape policy have to build a public profile that demonstrates both their proficiency and their normative perspective. They can do this by speaking at conferences and writing articles for academic and popular publications. Most ministers do not read academic papers, but some of their senior officials might do so; and peer-reviewed articles help to demonstrate the researcher's expertise.

Sixth, policy advisers should build partnerships with senior officials. A researcher who has the ear of a minister might underestimate the importance of engaging with civil servants, but these officials tend to resent the influence of outsiders, they are responsible for implementing policies and they are able to delay and obstruct implementation. The researcher must therefore work with the officials in a collaborative manner, aiming to build consensus around new ideas.

Seventh, policy researchers benefit greatly from being part of an epistemic community whose members focus on a particular field of interest and are willing to review and challenge each other's ideas in a critical and collegial manner.

Eighth, policy research is most likely to be influential when it accompanies public campaigning by social movements and non-governmental organisations. The campaigns put pressure on government and create a 'problem' for which new policies might be the solution.

Laurie notes that there are bound to be exceptions to the lessons outlined above, and that policy researchers in other fields might have had different experiences. This is inevitable because of the considerable variation in the expectations and decision-making styles of politicians. Adapting to the peculiarities of different politicians is clearly essential, but appears to be as much an art as a science!

Laurie is also at pains to acknowledge that policy success can be short-lived and that government sometimes disregards its own policies and laws. A depressing example of this, he says, is South Africa's arms control legislation, the emphasis of which on respect for human rights is frequently ignored by cabinet when authorising the export of armaments. Similarly, the massively expensive arms acquisition programme of 1999 deviated from the resolve in the 1996 Defence White Paper to reduce defence spending in the interests of socio-economic development.

The crucial point here is that national policies are never static. They are constantly evolving, officially and informally, as domestic and international conditions change and as new ministers and senior officials take office. The policy arena is thus forever a site of struggle, an arena of intense contestation between competing ideas and interests.

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TURNING WORDS INTO DEEDS: THE FIELD PRACTICE PROGRAMME OF THE DEPARTMENT OF SOCIAL DEVELOPMENT

Background

As a programme that has to comply with legal (statutory) requirements to ensure social service professional standards, the Bachelor of Social Work (BSW) includes real-life study experiences and classroom-based learning. The education of social workers has to meet both academic requirements and requirements established by the South African Council for Social Service Professionals (SACSSP) and the Social Work Standards Generating Body (SGB). In 2007, after a process of significant curriculum review, the Department of Social Development introduced a four-year Bachelor of Social Work degree as part of its undergraduate programme. The restructured four-year programme offers exciting and innovative courses that are relevant to the changing contexts of South Africa, Africa and elsewhere. Included in the new degree are courses which focus specifically on the importance of economic development, along with social development and contemporary issues in social work such as youth justice and substance abuse.

The degree is designed to produce socially-responsive and professionally competent social workers who can make a difference in the lives of people. On successful completion of the four-year degree, students are eligible for registration with the SACSSP. In 2009 there were 164 students registered for the BSW programme.

Academic learning takes place through structured and supervised field practice within organisations and in community-based settings, as well as through a linked theory-based lecture programme. In the first year of the BSW programme students are exposed to the work of organisations in communities through visits of observation. These organisations work specifically in the fields of child and family welfare, for example the Child Welfare Society and organisations dealing with substance abuse such as the De Novo Treatment Centre. Students are encouraged to focus on gaining an understanding of the challenges faced by organisations working in the above-mentioned fields, and of what the role of social workers in addressing these challenges could be.



From their second year of study, students in the Department of Social Development are required to do practice placements in different organisations across the Western Cape. (The types of organisations in which students work will be discussed in more detail later.) The field practice component of the degree is a requirement of the SACSSP. The 'social workers in training' see individual clients, facilitate groups and work on community projects. In their second and third years students work in the field one day per week, and in their fourth year they work for two-and-a-half days per week. In the second year students are expected to register as student social workers with the SACSSP. They are thus expected to practise within the ethical boundaries of the profession and code of conduct adhered to by all social workers. At the beginning of each new placement students enter into a contract with the organisation in which they are placed and with the university, in which they agree to adhere to a code of conduct. Over the four-year degree each student spends a total of 690 hours in practice.

The department tries to expose students to a range of experiences over the four years of study so that students get an opportunity to work with adults, children and a range of presented problems. Through their community work projects students attempt to address macro-level social problems such as poverty, unemployment, crime and violence, HIV/AIDS and substance abuse. The goals of these projects are expected to articulate clearly how the project is linked to poverty alleviation, for example. They also aim to address micro-level problems, which include living with psychiatric/medical conditions, behavioural problems and relationship problems.

Aims

The field practice programme is where the students are confronted with the reality of the social context in which they will have to practise. It has both overt and covert aims.

The programme provides the opportunity for students to test, in real life, attitudes and values appropriate to the functions of social work. The programme is underpinned by academic requirements, and in lieu of these, another aim is to facilitate the application of theory to real problem situations. Through the field practice it is hoped that students will acquire knowledge and practise skills in more than one method or model of helping individuals, groups and communities. A further aim is that students will develop skill and confidence in working with and helping client units with a selected range of social and personal problems. Students are expected to demonstrate an understanding of the social origin and dynamics of problems manifested by clients in their weekly reports and in discussions with their supervisors.

Finally the programme is aimed at assisting students to identify the impact of the larger social system on the client and upon the nature and effectiveness of human services. Students are expected to recommend actions which can be undertaken to improve clients' social situations, and where possible they must interact with relevant institutions on behalf of their clients.

Social Work as a profession is challenging, as it exposes practitioners to the very depths of human experience. Through this exposure social workers must often confront their own unresolved issues. Social workers also require knowledge and skill to ensure that they do not take ownership of their clients' experience. When social workers are unable to maintain professional boundaries they are not able to serve clients appropriately. In order to protect students and clients from this, the primary though covert aim of the field practice programme is to train students to become reflective practitioners. Through contact with client systems and through supervision, students develop self-awareness and are encouraged to reflect on their practice. The programme also aims to teach students disciplined use of self in professional relationships, especially with regard to ethical behaviour. As well as emphasising self-reflection, the programme also emphasises that students must reflect on the social contexts from which clients come, and how social inequality impacts on clients' lives and access to social services. This is demonstrated through assignments which are part of the programme.

Assessment and evaluation

The field practice programme has a rigorous assessment process. Student progress is assessed formatively and summatively. Each practice component has assignments attached to it and students are also expected to submit weekly process reports on work done with the client system or systems. In these reports students are required to present the work done and evaluate their work, integrating social work theories. They also have to demonstrate an understanding of how the social context of client systems impacts and influences the problems that client systems present. Agency-based supervisors also mark weekly reports and the student's final mark is allocated based on discussion between the university and the agency supervisor.

At the end of each semester the students are required to do a formal oral examination to present their work. The orals are also aimed at enhancing presentation skills, which are a vital skill for effective practice as a social worker. Feedback occurs weekly in supervision, in which the student has to engage verbally with the work done. Partnerships

Over the years the department has established important partnerships with different organisations in Cape Town, and many of the student placements paved the way for organisations that had not previously employed social workers to do so. An example is a partnership entered into with a mental health organisation. Students are placed in this organisation and employed to assist with client satisfaction surveys. Staff members from the organisation present guest lectures in the department when invited to do so. These partnerships are usually informal and are negotiated by the field practice coordinator and senior management in organisations.

In 2009 students were placed at schools, hospitals, correctional service organisations, non-governmental organisations and government departments. Services offered by these organisations include child and family welfare services, counselling rape survivors, in-patient psychiatric treatment and working with young offenders. In 2009 students worked in 41 organisations across the city, and with diverse client groups.

Students are supervised weekly by agency-based social workers as well as by practising social workers who are employed as supervisors at UCT. Many of the UCT-based supervisors became known to the department through the interaction between the department and community-based agencies.

In several instances organisations have been able to introduce new services as a result of the students' work; for example, an organisation which uses bicycles as a means of development opened a new 'service branch' after the student who was placed there undertook this as his community project. A school in a local township had its toilets upgraded after two third-year students did a survey at the school and learners identified the toilet facilities as a major challenge to their school experience. The students then identified this problem as their project, and obtained sponsors and recruited students to help upgrade the facilities. Another project involved teaching mothers how to prevent and respond if their child or children ingested poisonous substances. This came about after the student had conducted a needs assessment at the hospital where she was placed, and found that the incidence of child poison ingestion was very high in the communities surrounding the hospital.

Other services provided by students have included support groups for teenagers who struggle with divorce, introducing a library at a detention centre and offering support to the aged.

At the end of each semester students complete an anonymous evaluation of the placements. The feedback from students has always been that the field practice is a very valuable component of their education and they feel that it assists them with understanding the theory that they learn.

The Department of Social Development has also established a research partnership with the Western Cape Education Department (WCED) which will be discussed in more detail later.

Challenges

Through the field practice students are exposed to the realities of the psychosocial needs of the communities in which they are working, and this can be overwhelming for them. This is where the importance of supervision is demonstrated and the department ensures that each student receives weekly supervision to ensure that students are supported and guided.

The department is faced with the difficulty that the type of supervision required in field practice is not a recognised activity in the academic environment, because it does not fit exactly into teaching or research. This could be because the broader aim of the programme – of producing competent graduates – is not understood.

Without the intensive supervision the field practice programme would not work. Students cannot be expected to deal with the issues which the field practice raises on their own. Nor is it ethical to let 'new' practitioners work with already troubled client systems without guidance and accountability.

The programme requires substantial human resource investment, but the throughput rate of the department is an indicator that this is money well spent. Many of our graduates retain contact with the department long after they have graduated, and the general feeling among them is that the field practice programme was an essential aspect of their preparation for the reality of social work. A key strength of the BSW degree is that it not only teaches students what to do, but also how to do it. Students are able to turn words into deeds.

Another challenge for staff is that the supervision process is time-consuming, because of the weekly reports. The marking of these reports is a real challenge! However, all the supervisors agree that the supervision process is truly rewarding, because supervisors get to see the student transform from an anxious, often insecure and overwhelmed 'professional in the making' to a secure, competent and integrated professional. Through this process students also engage critically with the social context in which social work happens.

Links with teaching and research

As much as the field practice emphasises practice, it does not lose sight of its academic focus. The feedback received from practice is used to inform teaching and research. An example of how it influences the departmental research is the partnership with WCED. Students have been placed at schools across Cape Town, and because of these placements the department has been able to identify some of the difficulties faced by schools.

The department has established a research partnership with WCED in which honours students have been granted access to schools for their research projects. The findings of the research projects are made available to WCED and it is hoped that this will guide future policy-making and service delivery.

The field practice programme also informs teaching. All the supervisors based in the organisations are invited to an annual evaluation of the programme. Agency supervisors are asked to provide suggestions regarding possible gaps in the teaching programme, and these suggestions are incorporated into teaching as far as possible. An example of this is that the department received feedback that students needed more input on specific interventions with children; as a result, a new course has been introduced on working with children.

Academic staff also supervise on the programme, and are able to pick up on new trends and debates in practice, which is then incorporated into their teaching.

Benefits for UCT

The field practice programme ensures that the university remains visible and is seen as caring about the communities from which students come. It also ensures that the Department of Social Development remains at the coalface of the debates in social work, and provides our training with credibility because the training is relevant and informed by the realities of practice. UCT's training is perceived to be excellent by the organisations involved. The Department of Social Development renders an important service because students are engaging directly with individuals, groups and communities in need. Students also provide much-needed human resources in organisations which often struggle with low staff capacity and high caseloads.

Conclusion

The field practice programme, despite its challenges, is an integral part of the education of social workers, because without it graduates would not be able to register and practice. South Africa urgently requires more social workers to respond to the substantial social problems that we face. Recent statistics demonstrate that we do not have enough qualified social workers to meet the needs of the population. In 2001 there were 2 115 people per social worker in the Western Cape. The province compared favourably with Mpumalanga, where there were 8 579 people for every social worker. The government has recognised the important role that social workers can play in nation-building and has declared social work a scarce skill. Government is also looking at a retention plan for social workers, as many graduates leave South Africa to work abroad after graduation. The field practice programme allows students to practise their skills; and through turning the words into deeds, students discover the fulfilment of social work as a profession before they even qualify.

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Information for this case profile was provided by Ms Fatima Williams of the Department of Social Development.



Section

4

Reflective Pieces



IN SEARCH OF SERVICE LEARNING'S ROLE IN SOCIAL RESPONSIVENESS AT UCT

The transformation of the higher education system to reflect the changes that are taking place in our society and to strengthen the values and practices of our new democracy is not negotiable. The higher education system must be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities.

If higher education is to contribute to the reconstruction and development of South Africa and existing centres of excellence maintained, the inequities, imbalances and distortions that derive from its past and present structure must be addressed, and higher education transformed to meet the challenges of a new non-racial, non-sexist and democratic society committed to equity, justice and a better life for all.

(1997 White Paper, Prof S M E Bengu, Minister of Education [emphasis added])

As indicated in the above quote, the nation has held high aspirations for the contribution that a transformed higher education system can make to building the new, post-apartheid South Africa. One of the concepts that has emerged over the past decade, as higher education has attempted to respond to this ambitious call, is that of 'social responsiveness'. Across South Africa, and particularly at UCT, social responsiveness has emerged as the basket in which to gather the various initiatives, policies and programmes that demonstrate that higher education is not evolving as a cloistered ivory tower, but rather is engaged with and responding to society's needs and challenges. This process is happening the world over, as universities revisit their missions in an attempt to become more deeply 'engaged' with their communities and address pressing social problems more effectively. However, the South African context presents a heightened set of challenges for the higher social responsiveness movement.

This 'think piece' will look back at the past three years of Social Responsiveness Reports to get a sense of how UCT has responded to the challenges presented by the social responsiveness agenda. Social responsiveness is a very broad concept, understood differently by various sectors of the university and society. As scholars interested in teaching and learning, with a focus on issues of social justice, we have a particular interest in examining the extent to which university students have been involved with and affected by these various social responsiveness efforts. Furthermore, we are curious to see how these efforts have given students an opportunity to develop their interests in, commitments to, and capacity for engaging with social justice movements.

Emerging from the analysis of three years of UCT social responsiveness cases is a suggested approach to service learning that more explicitly links social responsiveness to teaching and learning, while explicitly focusing on the issues of social justice and inequality which underlie South Africa's most pressing social challenges.

The question that drives this analysis is this: how have UCT's efforts in social responsiveness contributed to creating UCT graduates who have the knowledge, skills, attitudes and values to help build the new South Africa?

Multiple goals for the socially responsive university

Globally, universities are being challenged to play an increasingly large role in the development of civil society, in contributing to social and economic growth and in developing students as 'civically-minded' citizens. Ernest Boyer (1996) spoke of "a new model of excellence" in which the university celebrates teaching and research while also taking pride in becoming

a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and ... affirm[ing] its commitment to what I call the scholarship of engagement. (ibid:11)

In clarifying what he means by this, Boyer argues that while at one level such a scholarship of engagement means "connecting the rich resources of the university to our most pressing problems", at a deeper level

I have this growing conviction that what is also needed is not just more programmes, but a larger purpose, a larger sense of mission, a larger clarity of direction ... a scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge what anthropologist Clifford Geertz describes as the universe of human discourse and enriching the quality of life for all of us. (ibid: 20)

While Boyer and many others in the civic engagement movement have established a far-reaching, post-ivory tower vision for this new approach to university-community engagement, the actual goals of the effort are similarly broad and vaguely defined. It is clear that the university desperately wants to be 'responsive' to society. However, what is not clear is: to which subset of societal needs is it to respond? As this work has evolved over the past decade, there has been some mission drift, as the concept of social responsiveness has been liberally applied to address a wide array of social challenges. This is true the world over, and is especially true in the post-apartheid South African context.

In fact, the social responsiveness mission drift is consistent with higher education in the United States' historic struggle with the concept of 'service'. Lauded along with teaching and research as the 'third leg' of the American higher education stool, service is a concept that has been fraught with confusion and interpreted differently by various types of higher educational institutions (Pollack, 1999).

Traditionally, the struggle breaks down into four different ways in which higher education sees itself as fulfilling its service (or social responsiveness) mission.

These are:

1. Expanding opportunity for higher education to historically underserved groups;
2. Addressing society's labour market needs, especially for quality professionals;
3. Developing and applying new knowledge to address pressing social problems; and
4. Training and forming the character of a nation's citizens and leaders.

In our current South African context, the search for social responsiveness has embraced each of these four aspects. In fact, these same four concepts are clearly outlined in the 1997 White Paper, which identifies the following as the four purposes of higher education in the new South Africa:

- To meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes throughout their lives. (EXPANDING OPPORTUNITY)
- To address the development needs of society and provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for the growth and prosperity of a modern economy. (LABOUR MARKET)
- To contribute to the creation, sharing and evaluation of knowledge. Higher education engages in the pursuit of academic scholarship and intellectual inquiry in all fields of human understanding, through research, learning and teaching. (NEW KNOWLEDGE)
- To contribute to the socialisation of enlightened, responsible and constructively critical citizens. Higher education encourages the development of a reflective capacity and a willingness to review and renew prevailing ideas, policies and practices based on a commitment to the common good. (FORMING CHARACTER)

Taken individually, each dimension of social responsiveness makes a compelling case for the university's attention and resources. However, resources are limited. To which of these pressing societal needs is higher education in South Africa (and UCT in particular) to respond? How has UCT's practice over the past decade evolved in the face of these competing approaches to social responsiveness? To what extent has the university itself been transformed by this new focus on social responsiveness? What kinds of efforts have emerged due to their synergy with UCT's traditional mission and stature as an elite research university? How have these efforts become integrated with the university's core mission of teaching & learning? In other words, are we graduating more 'socially responsive' students? And if so, to which societal segments and issues are they able to respond most effectively?

These are some of the questions that launched us into a review of the past three years of UCT's work in social responsiveness, captured in the Social Responsiveness Reports from 2005 to 2007.

Emergence of UCT's focus on Social Responsiveness

Since 2003/2004, UCT – largely through the Institutional Planning Department (IPD) – has worked to develop an appropriate institutional understanding and project in the broad area of societal engagement. Similar efforts were under way at other South African higher education institutions, sparked by the CHESP programme (Community-Higher Education-Service Partnership) which had been promoting service learning as an approach to building connections between higher education, service delivery systems, and communities since 1999. CHESP was sponsored by the Joint Education Trust (JET) and the Ford Foundation, and though it focused particularly on service learning, it created a certain national momentum around the issue of engagement.

One of the first initiatives to emerge at UCT under IPD's leadership was a 2003/2004 campus-wide effort to identify the different ways in which UCT was involved in community projects, broadly speaking. As a result of this process and through much debate on campus, the term 'social responsiveness' was adopted as the preferred term for this work. This led to the formation of the Social Responsiveness Working Group, which towards the end of 2008 became formally recognised as the University Social Responsiveness Committee (USRC). In addition, UCT Council adopted the university Social Responsiveness Policy in November 2008, creating a policy framework to guide work in this area.

The policy document was aimed at providing support for social responsiveness in teaching and learning, research and community service (mainly student volunteerism), and at aligning incentives with these new role expectations for academic staff.

Analysis of UCT practice: Social Responsiveness Reports (2005-2007)

In 2005 IPD began the annual process of producing the UCT Social Responsiveness Report. Planned as a way to encourage social responsiveness as well as a way to acknowledge teaching, research and voluntary service work across campus, these reports have been written up annually as 'portraits of practice' (Stanton, 2000). Beginning in 2006, each year the Deans in each Faculty have nominated specific cases for the report, and the final decision of which to include has been made by the USRC. From 2005 to 2007 the Social Responsive Reports have documented 38 cases or portraits of best practice. As researchers, we decided to use these cases as sources of data. Our goal was to inductively develop a 'taxonomy' that might explicate how UCT has come to understand social responsiveness. In other words, through analyzing the 'portraits of best practice' that the university itself had identified, we might gain insight into how the university was coming to understand the concept of social responsiveness.

Rather than creating categories in advance, we used an inductive approach to data analysis, and let the categories emerge from the details and approaches to responsiveness provided by the cases themselves. We were guided by the USRC's own broad-based understanding of social responsiveness, which acknowledged a variety of approaches, all linked to the core missions of teaching and research (Social Responsiveness Report, 2005: 5).

Consistent with the core mission of higher education, emerging from this inductive approach was a 'Taxonomy of Forms of Responsiveness' that included three main categories: 1) Research-oriented Forms of Responsiveness; 2) Teaching Learning-Oriented Forms of Responsiveness; and 3) Direct Engagement. Further analysis revealed that there were noteworthy distinctions within each of these three major categories, revealing eight different forms of responsiveness. These differences concerned both the audiences of the work and its major orientation. In the research category, for instance, some work was developed as applied research to address a specific issue, or the target audience for disseminating results was wider than the traditional academic audience.

Within the teaching and learning category, forms of responsiveness were aimed at the curriculum and knowledge content, or at developing social justice-oriented graduates, or at widening access to non-traditional constituencies. Within the direct engagement category, ultimately we decided to focus solely on student projects, mostly of a voluntary nature. Initially we included staff projects as well, those in which academic staff were using their skills to address needs in society. However, we finally settled on staff projects being a form of research-oriented engagement, rather than just direct service provision. This enabled us to separate them from students' engagements.

Once the categories had emerged, we re-read each of the cases to determine which form of responsiveness was evidenced by the case. Recognising that the cases were often multi-dimensional, each project was coded with a designation for a 'major emphasis' and as many 'secondary emphases' as was deemed appropriate. Ultimately, after all 38 cases were analysed, we were able to get a sense of the taxonomic distribution of the cases.

The taxonomy and the distribution of the 38 cases from 2005-2007 is represented in Table 1.

Taxonomy of Forms of Responsiveness 2005-2007 (Table 1)# of Cases	
Research-Oriented Forms of Responsiveness	(24 cases)
1. Applied research responsive to societal needs.	7
2. Research results disseminated to a broader society.	4
3. Research informing public bodies, commissions, and policy processes.	6
4. Academic staff knowledge and skills brought to address societal needs.	7
Teaching & Learning-Oriented Forms of Responsiveness	(7 cases)
5. Teaching and learning to develop socially responsive graduates.	3
6. Making the curriculum (and academia) more relevant to society.	3
7. Making education available to wider society (continuing and community-based education).	1
Direct Engagement	(7 cases)
8. Students providing direct services to meet societal needs.	7

Insights from Analysis of Social Responsiveness Cases

The patterns that are revealed from this analysis of social responsiveness at UCT are striking. We would like to address three observations briefly: 1) Research-oriented forms pre-dominate; 2) There is a limited link to teaching and learning; and, 3) There is even less of a focus on student learning about social justice and social responsibility.

Research-oriented forms pre-dominate. First, it is clear that the dominant emphasis has been on research-oriented forms of responsiveness, with 24 of the 38 cases (64%) fitting into the four research-oriented categories. Given UCT's role as South Africa's leading research university, this finding is not at all surprising. However, there is a wide array of 'recipients' of these research efforts, ranging from industry (Motor Industry Development Programme – 2005) to government policy-makers (South African Labour and Development Research Unit – 2006) to marginalised communities (Health and Human Rights Project – 2007). Clearly, UCT's research efforts are responsive to a very wide swatch of societal needs. While there are many different categories of recipients for these research findings, it was still our finding that a more narrow and limiting definition of what was recognised as 'valid, scholarly' research is used in most instances. This means that on the whole, forms of community-based research are not recognised in the same way as more traditional research for promotion and funding purposes.

Limited link to teaching and learning. Perhaps a bit more surprising was the limited link to teaching and learning to be found in the various cases. While there were seven cases involving students providing direct service to historically marginalised communities, these projects included virtually no opportunity for students to engage in learning about their community work. This is understandable, in that a number of these projects involved student groups working outside the formal curriculum (Inkanyezi – 2007; and Masizikhulise – 2007). However, even the cases that had a link to the formal curriculum had a very limited connection to student learning. Students were involved in community projects in which they could apply the knowledge base of their field to real-world contexts, but had little formal opportunity to draw lessons from

these experiential learning contexts (Community Service in Law – 2005; Simulated Architectural Practice – 2006; Info Science Honours Outreach and Community Involvement – 2007). Reflection on experience is the driver for learning in all experiential learning processes, including service learning (Kolb, 1984).

Unfortunately, the efforts that did involve students in active engagement failed to close the learning loop in most cases.

Even less of a focus on social justice and social responsibility for students. Most surprising of all was the recognition that in the seven cases where there was a direct link to teaching and learning, there was very little intentional focus on issues of social justice, or on cultivating students' sense of social responsibility. Only 3 of the 38 social responsiveness cases (8%) focused directly on facilitating student learning about inequality and social justice as a core component of their work in responsiveness (Urban Geography – 2005; Child Guidance Clinic – 2006; Positive Beadwork – 2006). The other cases that involved teaching and learning as a primary emphasis focused on expanding the curriculum, or on providing access to higher education for non-traditional students.

Educating Socially Responsive and Social Justice-Oriented Students

Clearly, there is no shortage of societal needs and challenges to which UCT as Africa's premier research university is being called on to respond. The 38 cases featured in the Social Responsiveness Reports from 2005 to 2007 provide a rich display of concrete ways in which UCT is responding to many of the challenges confronting South African society. However, despite this richness, we are struck at the limited connection that has evolved until this point between UCT's academic programs, their curricula, and the underlying issues of inequality and social justice that remain a challenge in 21st century South African society. While progress has been made on many aspects of the social responsiveness front, we see very few examples of UCT students developing the knowledge, skills and values to build "...a new non-racial, non-sexist and democratic society committed to equity, justice and a better life for all" (White Paper, 1997).

For a variety of reasons, UCT has developed a very robust portfolio of social responsiveness, yet student learning about inequality and social justice, arguably the cornerstone of the entire social responsiveness agenda, has been left behind. Students are engaging in a variety of 'service activities' with historically marginalised communities. They are participating in co-curricular projects organised by student groups such as SHAWCO or Ubunye. They are also providing service to marginalised communities through courses in Law, Sociology, Geography, Construction Management, Information Science, and many others. However, despite this responsive engagement, we have not developed the teaching and learning practices to help students become "multicultural community builders: students who have the knowledge, skills and attitudes to work effectively in a diverse society to create more just and

equitable workplaces, communities and social institutions (CSU Monterey Bay, <http://service.csUMB.edu/site/x4156.xml>). One of our goals must be to enrich UCT's work in area #5 of the Taxonomy of Forms of Responsiveness: "teaching and learning to develop socially responsive graduates". A new approach to service learning can help us accomplish that goal.

A New Perspective on Service Learning: Linking Engagement, Teaching and Learning, and Social Justice

Service learning is widely understood to be an educational practice that links formal academic learning with the process of addressing real-world, community-identified needs. As mentioned above, formal reflection on experience is understood to be the process that is driving student learning through students' work in service. However, as service learning has become established in higher education, there has been an overemphasis on students' acquisition of discipline-based knowledge through their community work, and a lack of emphasis on students developing their understanding of social justice and capacities for social responsiveness (Cordero de Noriega and Pollack, 2006). This has also been the case with the evolution of service learning in South Africa through the CHESP Programme, which tended to emphasise a rather narrow, one-size-fits-all, discipline-based learning. This resulted in "a strong negative reaction at some institutions ... [which] are generally reclaiming the contested concept and labelling service-learning with their own terminology or saying that they will do service-learning in their own way" (Mouton & Wilschut, in Hall 2010: 30).

One of the reasons for this reaction, argues Hall, is that "there is a troubling ambiguity concerning even basic principles and goals in the service-learning literature" (Butin, 2003, cited in Hall 2010: 31) This is supported by our work here at UCT. The UCT case studies clearly demonstrate that merely connecting academic courses to service projects in a historically marginalised community does not necessarily bring about transformative learning; or, for that matter, transformative service. What is needed is a more explicit educational practice that connects community engagement, teaching and learning, and social justice. For us, this would be a re-defined, social justice-oriented approach to service learning.

In thinking anew about service learning, it is therefore useful to unpack the questions and assumptions behind the practice. At the core of our thinking have been the following questions and values.

What do students need to know, be able to do, and care about to help to build the new South Africa? This question taps into issues of 'student gradueness' or 'graduate attributes', but locates the issue within a very specific and local South African context. If we are considering the ways in which universities can play a more meaningful role in broader society, then we need to ask about the role of students within this, and therefore identify the knowledge, skills, values and attitudes we want our students to reflect as a dimension of the knowledge of their particular

course of study. We also must see where in our curricula students have the opportunity to develop these new skills, knowledge and attitudes.

What are the new knowledge sources that emerge from partnering with historically marginalised communities?

In order to better understand the broader social context, we need to develop ways in which universities can work more closely with local communities. This helps to develop "transaction spaces" (Gibbons, 2005) which can serve to recognise and value knowledge developed not only in the university context, but in broader contexts as well. Such partnerships can provide the framework for interrogating ways of knowing, and open up possibilities for new knowledge that doesn't necessarily forgo disciplinary knowledge, but promotes more heterogeneous knowledge forms produced in more diverse contexts.

What concepts and language do we need to communicate effectively about injustice and inequity in our society?

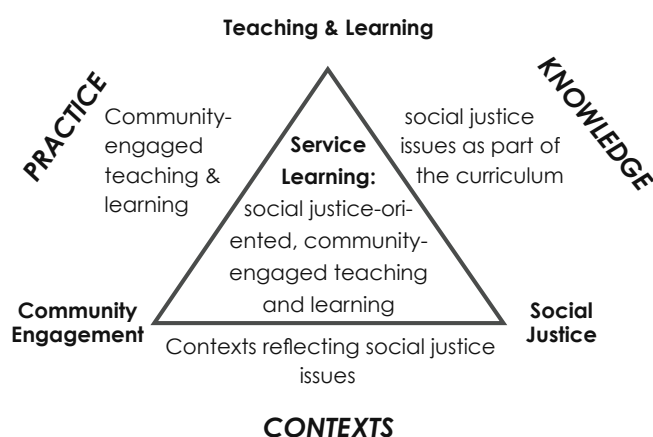
This is especially relevant when we are discussing our partnerships with historically marginalised communities. Our history of separateness still haunts us, and so we must find ways to speak about the past and present in order to build a different future. How can we listen and learn from each other as we seek to address such complex social issues? What challenges does this pose for teaching and learning?

We have provided a diagrammatic representation of our framework that connects these three questions (see Figure 1). In essence it reflects the fact that any teaching and learning intervention is located at the nexus of knowledge, (the 'what'), context (the 'where'), and a set of teaching and learning practices (the 'how'). This is no different in the case of service learning. However, we are specifying that service learning is therefore a particular practice (community-based teaching and learning), that is based on a particular knowledge-set (curricula that address social injustice and inequality), in a particular context (historically marginalised communities).

Adopting a more explicitly social justice orientation to our work in service learning brings up a number of important concerns for each of these areas. These are briefly outlined below:

- Knowledge: Curricula that address social injustice and inequality
 - o We need to build into our curricula the space to explore social justice issues, eg inequality and poverty, North-South relations, and diversity and transformation; and the ability to think critically about them in both the South African context and the global context.
 - o While this may be harder in some courses and disciplines than in others, we need to do this to assist students in making sense of a very complex learner role in service learning, and very complex contexts in which this service learning is taking place.
 - o As part of the framework, what this does in terms of knowledge is provide an opportunity for curriculum responsiveness, ie curricula that reflect some of the realities of the South African context. However, it

- o does not yet address contexts and new practices.
- Context: Historically marginalised communities
 - o In the case we are making for service learning, we need to provide an opportunity for students to learn within contexts that can provide them with as 'authentic' a learning opportunity as possible; an example of this includes learning in the contexts that reflect many of the issues discussed above.
 - o This in turn means shifting the learning context away from the classroom to less traditional contexts (eg marginalised communities, NGOs) so that students can begin to understand that knowledge resides in many different places, the university being only one such place.
 - o However, we still need to think about teaching and learning practices that reflect new knowledge and contexts.
- Practice: Community-based teaching and learning
 - o One of the features of experiential learning is that students learn through linking theory and practice, with the experience dimension being extremely important and a shift from more traditional paradigms of teaching and learning in South Africa.
 - o Building on this, and facilitating opportunities for linking with new forms of knowledge generated in non-traditional university contexts, implies locating our educational practice within a partnership or engagement with an outside community; teaching and learning then begins from this base.
 - o This in turn implies thinking through the (potentially new) roles (learner and educator) involved in such a process, in the designing of the curriculum (including student assessment) and in evaluation – from both the university partner and the community partner.
 - o If all of this is framed by issues of social justice, as we have argued for in this piece, then we believe we would be developing our practices in the context of ensuring mutual benefit as well as critical analysis of social issues, eg inequality and diversity.



Conclusion

This think-piece has developed an argument for the importance of transforming teaching and learning practices in higher education so that they reflect the realities within which these practices are located.

This is especially important if we want to develop social responsiveness practices in partnership with our historically marginalised communities. Unlike partnerships with industry or government, these social justice-oriented partnerships with communities require more bridge-building and boundary-spanning to be effective (McMillan, 2008).

We developed the argument in the following way. By looking at UCT's social responsiveness project over a three-year period and analysing the case studies, a taxonomy of forms of social responsiveness was developed. This in turn highlighted the fact that there are few teaching and learning social responsiveness projects represented in the report. By highlighting service learning as one way to shift teaching and learning, and by developing an understanding of this practice that links it to issues of social justice and new forms of knowledge (lying outside the university), it becomes clear that introducing new forms of teaching and learning practice is an enormous challenge. Because of such challenges, we believe it is important to pay special attention to the roles of higher education educators as 'boundary workers' (McMillan, 2008) at the intersection of higher education and our broader communities: What is/are the knowledge, values, attitudes and authority required to play this role of boundary worker successfully? What are the challenges in playing this role? Finally, developing new practices requires the will and commitment not only of individual academics, but of the institution as well.

UCT needs to see a curricular focus on social justice and a prioritisation of partnerships with our more marginalised communities as critical to the education of its students, as well as to the role of the university as a public, well-funded institution in a very divided and unequal South African context. We hope this paper has provided some thoughts and ideas that will contribute to such a process of curricular and institutional transformation.

This reflective piece was provided by Dr Janice McMillan of the Centre for Higher Education, and Dr Seth Pollack of the California State University, Monterey Bay, USA.

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SOCIAL MOVEMENTS

UCT's Strategic Plan 2010–2014 makes a commitment, among other commitments, to “expanding and enhancing UCT's contribution to South Africa's development challenges”. It elaborates this as “strengthening UCT's role... through engaged research, policy and advocacy, strategic partnerships and expanding opportunities for students to become involved in community-engaged education programmes”. In the ‘opinion piece’ which follows, I want to argue that this cannot and should not be reduced to extending ordinary academic orthodoxies to connections with ‘civil society’.

Using the example of my own engagement with what have been called the ‘new social movements’, I look at some of the key questions which such engagement has thrown up: Does ordinary academic engagement respect the dictum used by UCT's Disability Unit: “Nothing about us without us”? Are social movements actively respected by academic routines in processes of policy development? Are they recognised as agents themselves active in knowledge production, or reduced to sites for the gathering of data – often anecdotal – which is absorbed into knowledge production only through the agency of the academic? Are they just used as useful sites of learning for students, or also respected as sites of knowledge production? Are they recognised as embodying intellectual analytical expertise, or are they reduced to community sites for accounts of experience which can only be understood fully by others ‘in the classroom’ or through academic analysis? Here I will be arguing that we are challenged, inside the academy and as academics, to accept with humility which is not the most prominent obvious feature of the academy – that the academic is not the only or a necessary agent of knowledge production; that the academic peer is not the only or a necessary agent of the authentication of knowledge production; that the university is not the only or a necessary site of knowledge production.

Given the social reality of the social movements and other forms of organisation and mobilisation, we are challenged to deepen our vision and search for knowledge, to listen more carefully and sensitively and to engage more actively and rigorously in drawing on a wealth of knowledge which can only enrich and should surely ground and shape any contribution we seek to make to the struggle for social development and justice.

What follows is written as an extended opinion piece, drawing from and reflecting on individual experience. As much as this is about personal experience, it is also about identifying a real range of challenges facing the academic seeking (and claiming) meaningful social engagement.

Engagement – old and new

One of the most striking social features of post apartheid politics has been the rise of the new social movements (NSMs). The label is used for a broad range of formations, and usually includes the Anti-Privatisation Forum, the Anti-Evictions Campaign, the Soweto Electricity Crisis Committee, the Landless People's Movement, and The Treatment Action Campaign. Within even that abbreviated list, it's clear that the label could refer to a range of very different types of formation, differing in the issues they take up, their repertoires of action, their relationship with government and state institutions, their social composition, and their politics. How do academics relate to what are very often anti-government

and anti-capitalist movements? What challenges do these pose for us?

In the 1980s, many of us employed at universities were directed into forms of active engagement in support of anti-apartheid organisations and activities. At that time, such engagement was sometimes understood in the university as ‘extension work’. I understood extension work then to be ‘making resources of the university available to ordinary, working-class people who are ordinarily denied them’. This was stretching a point, and was perhaps not in line with the official institutional understanding of extension work.

The primary resource which I was making available was myself – employed as a university academic – and some of my time. It led me into processes of engagement which taught me most of what I like to think I know about ‘my area’ – the dynamics and rhythms of the working class and the collective processes whereby ordinary, working-class people survive, resist and struggle to change history. I understood it to allow and demand solidarity and support from me. Of course I tried to make sense of and understand the realities which I encountered. In my own experience, it was the active political involvement and engagement which carried the most meaningful challenges to deepen and enrich my intellectual understanding. That intellectual activity did not come and go according to whether I was an activist, a supporter, an academic, or anything else. It necessarily involved careful, rigorous, deliberate probing (some might say research and/or scholarship) regarding complex and difficult issues, not least of all because the workers in the situation were confronting (and were themselves also involved in careful, deliberate, rigorous probing regarding) complex and difficult issues.

Much has changed and been changed in the new South Africa. Much remains the same. There are still people with too much and a great many people with too little. Ordinary, working-class people struggle to survive, resist and change that situation, and I am still directed into support and solidarity with them in their struggle. Among other activities, over the last several years, I have been involved in the Anti-Privatisation Forum in Cape Town (now defunct). At UCT I have been actively involved in NEHAWU and the UCT Workers Forum. It would not credit me at UCT to call this ‘extension work’ any more. What we now have as a section on our performance evaluation forms is ‘Social Responsiveness’. So I dutifully call it social responsiveness, and continue to define it as ‘making available resources of the university to ordinary, working-class people who are ordinarily denied them’. As in the dark days of apartheid, I wonder whether this is stretching a point and is perhaps not in line with the official institutional understanding.

It continues to lead me into encounters which I think teach me most of what I know about 'my area'. And I continue to think it allows and demands support and solidarity from me.

While I have been at UCT, the pressure on academics to produce peer-reviewed, published work as a measure of academic performance has mounted. I encountered aspects of this issue in terms of an article which I co-authored with Trevor Ngwane. He is routinely described as one of South Africa's best-known social movement activists – formerly organiser of the Gauteng Anti-Privatisation Forum and currently organiser of the Soweto Electricity Crisis Committee. I have learned more from political engagement with him and in the work that we have done together with workers in their organisations and mobilisations than I have learned from being in a university. I don't necessarily want to claim that it is always like this or that it has to be that way – but that is how it was and is in my experience. In no way is this a denigration of intellectual work or intellectual rigour. It is an assertion that they are not exclusively or necessarily located in a university or an academic.

The advantage of being in a university in this regard is one of resources – the comfortable and secure time, space and access to information to reflect, search, consider, contextualise and document learning which has taken place somewhere else, often without those resources. There are, of course, also disadvantages.

Through particular forms of collaboration, we produced an article on aspects of the history of the struggle and the issues facing the NSMs. We were in discussion with others who wanted to put a collection of articles together into a book on the NSMs. The 'data' was primarily our own experience and encounters with and in social movements and other formations. We drew on a number of encounters with the ordinary participants in social movements and other worker struggles, citing stories which we had seen and heard. Trevor has been interviewed and questioned on the range of issues covered in our article many times. He is a widely used 'source' for academics. While there are many who disagree with his politics, he has never been dismissed for being uninformed in such a way that what he says about social movements can itself simply be dismissed. I could easily have written and presented the article in my own name as an academic, and styled it to base much of it on interviews with him. The content and ideas would not have changed. As it was, the co-authored article was subjected to rigorous academic peer review. One of the two reviewers questioned the style and basis of the article, describing it as an extended opinion piece. That is not inaccurate, but the reviewer was questioning its validity through the comment. It would be comforting for us as academics to think that the basis of the critique lay in a view that the analysis was lacking in rigour, intellectually uninformed, not systematised or simply intellectually flimsy. There was no such basis.

We have the interesting situation in which an activist is used as an authority when his views are integrated into an academic article by an academic. The same activist, with the same views and stories, has his authority questioned when, instead of providing these as data for someone else in a co-authored piece, he expresses, organises and reflects on

them in his own name. When the analysis draws and rests on the data provided by the activist, the authority of the analysis is vested in the academic. When the analysis draws and rests on the data provided by an activist and is developed by the same activist, the authority is questioned. The activist can provide the data, but for some reason the data loses credibility in the eyes of an academic reviewer when the activist analyses that same data. And finally, the analysis is given credibility and authenticated, not because it is based on active engagement with what it seeks to analyse, but because it has been reviewed by a well-placed academic who may have had no such active engagement.

The article was written in 2005. During the writing process and beyond, we shared it with activists inside the social movements. As our peers, they reviewed it. Among other stipulations, they required (as we did) that it be grounded in realities in which they were experts, accurate, dealing with contradiction, fluidity, choice, and possibilities; that it break through superficial appearances to lay bare the invisible and the silent, explore connections and implications, be relevant, careful, comprehensive, useful, penetrating, successful in explaining, revealing, and thought-provoking. All of this constituted a requirement for intensive intellectual rigour. My concern here is not whether we succeeded or failed in that, but rather to emphasise that such a requirement for intellectual rigour may be as demanding or even more demanding when it comes from outside the academy. While this was happening, the article did not exist academically. There was no place for it on an academic performance evaluation – because it was neither peer-reviewed nor published.

Nor had it been written with that as the culminating validation. The editors of the book searched for a publisher. It was academically peer-reviewed in 2007 and is currently being published. As it has become less immediately connected and relevant, it has come of academic age. The same article with the same content has been transformed from academic non-existence, from opinions, experiential accounts and the reflections of activists, into 'research', exactly because it is academically peer-reviewed and published. It will be as if key questions and problems never existed. (But all the questions were and are there: what constitutes knowledge, what process or processes authenticate it? When is it 'new'? When is it 'research'? Does any of this matter? To whom? Why? And who decides?)

I would like to pursue some of these issues by moving into a discussion of service learning. It has become one of the main avenues through which issues of social responsibility and engagement are addressed in the ordinary routines of the university, and as such the interface between some academic life and the social movements. Exactly for that reason, it poses and reposes the questions I have raised.

Learning through service in support and solidarity with social movements

As academics we organise courses with service-learning components, and sometimes claim this as part of our own social responsiveness.

At its best for me, service learning involves a process of learning through some committed engagement of solidarity with a community, very often a community in struggle. It involves an acknowledgement, not always explicitly made and certainly not always evident in academic research, that engagement through service in support of a social movement we seek to understand enriches and deepens our understanding. Social movements present themselves as appropriate sites for that engagement. But major questions emerge from this. How do we relate to social movements from the academy? What are the challenges when the imperatives of service and solidarity clash with the imperatives of academic structures of courses for students and peer-reviewed publication for academics?

Academics and the imperatives of research

Are the social movements just another site for service learning and research – as the trade unions have been before? A place to deploy fieldworkers to gather data and a place for students to learn? What about our own engagement with them as learners? Are they just a new site for our established, institutionally-affirmed ways of doing research? Are they a set of data for us to tap into in the ordinary process of academic production of knowledge? Are the views and ideas of those active in social movements, similarly, just data?

Although this begs the question of the power of the academy itself, there are forms and conventions that determine what new knowledge is. The university and the academics within it are the authorising power of what constitutes knowledge and new knowledge. 'Research' is the authorised embodiment of new knowledge. How much of it, however, is simply myth, fabrication, nonsense, propaganda, ideological obfuscation, and/or packaging of what was already known? We are challenged above all else to deal with what too often is an unthinking academic presumption of academic elitist exclusivity: that academics are the primary agents of knowledge production and that the university is the primary site for knowledge production. 'Primary' very often elides into 'exclusive', or 'most important', or 'superior'. If there are those among us who believe that, then the challenge is surely to argue and seek to substantiate the belief, not simply to presume its validity.

As part of this, or perhaps alongside this, we are challenged to question the presumption that academic peer-review is the primary form of authentication. Again, 'primary' very often elides into 'best', 'only', 'superior', 'most important'. Who are the peers? Are there different processes of review?

These issues are sometimes turned into questions of levels of knowledge and knowledge production versus new knowledge production. These may be issues, but it is in fact a problem of knowledge appropriation and expropriation, packaging and formal certification – a problem of the politics of knowledge, not its closeness to or distance from the truth.

Of course there are alternatives and resistances to this even in the academy. There are important bodies of academic work within and across different disciplines which insist on recognition of the lived experience and knowledge of

everyday life. The problem is the context of power relations in which such work is swallowed, smothered, and absorbed into the forms and structures of academic production. The very process of assertion and affirmation of the knowledge and accounts of ordinary members of social movements can end up replicating, rather than challenging, when it comes through structures and forms that insist on and/or presume hierarchy. In recognising, asserting and affirming the knowledge of the story-telling activist through academic work, the problem in the real context is always going to be that it requires and rests on the authority of the academic. This reproduces rather than challenges the notion that the academic person and the academic form are inherently closer to the truth on a hierarchy of knowledge.

Students and the imperatives of academic courses

Service learning asserts that people learn through the engaged social practice of service. Our knowledge of the learning process tells us that people learn through the experience of doing – including through the experience of providing a service. On one hand, there is recognition that learning and knowledge production take place through the processes of engagement and service; on the other, there are academic strictures which insist that knowledge can only be confirmed as knowledge when it is brought into the routines inside the academy, separated from the engagement and service.

It is routine for service learning to be deemed to have ended when the course comes to an end and the learning has been certified through a mark as part of certification. Similarly it is deemed for service learning to have begun when the course was located within the curriculum, with the service learning being given a weighting, a form and process of assessment; the students registered; and the course started. Whatever we know, anything else that does not fit the pattern is regarded as somehow problematic. Service learning for the academic – research and scholarship, written up and published – follows the same pattern. Our own learning (by doing, providing a service, our experience) needs to be certified and boxed as consistent with the routines of the academy.

UCT has a poster used by the Disability Unit with the slogan "Nothing about us without us." Mainstream academic life – both teaching and research – imposes real pressures to ensure that you do something 'without us' at the crucial point, particularly when the 'us' involved are drawn from social layers such as the social base of many social movements. The knowledge to be respected must be that of the academic, not 'us'.

In very real ways, it is recognised as knowledge only when it is 'without us'. Students are placed under enormous (and seemingly largely irresistible) pressure to prioritise the certification of their learning, not to show respect for the learning of 'us'. When the imperatives of service and the imperatives to successfully assert their own learning clash, they are required to subordinate service to their own learning. Put another way, if you have to choose between supporting and participating in solidarity called by 'us' or going to your exam, the pressure to prioritise the latter is understandably enormous.

In the exam, you may write knowledgeably and movingly about 'us' – but it is 'about us without us'. Of course, these may be recognised as two different activities, each with their own imperatives and each important and worthy. But the routines of the academy require the separation, even while service learning seeks some points of connection and partnership. And the separation is not just another of those 'win-win' situations with which we are told the new South Africa abounds. On the contrary, this is not simply about separation, but about hierarchy. The separation reflects and reproduces the class hierarchies of a deeply unequal society. It is a separation which affirms privileges, and recognises and elevates one part of the 'partnership' over the other.

Through service learning, the academy can deal with social movements as recipients of services. But as producers of knowledge? The academy can accept that students can learn through service. But can others providing the same service also learn? As much? What if they provide it for much longer, over time, encountering more challenges? Can they and do they learn more? The academy can accept that it is through the service that the learning takes place. But if it is a worker in a social movement providing the same service – unconnected to the academy, not being certified – then there is presumed to be something less than knowledge production happening. Or the knowledge is somehow less than it is when students provide the service. And it becomes even less valuable knowledge when measured against an academic who gathers it as data for research.

It is fine to recognise knowledge about workers and social movements. It is OK to have studies about what they think and believe.

They and what they think and feel and know can all be useful as data in the reflections and analysis of someone else. But in their own right? The reflection and analysis of workers themselves? The careful, considered, thoughtful, reflective search for information, answers and an effective guide to action in everyday life is seemingly made less careful, considered, reflective and thoughtful than what happens in the academy. There appears an insurmountable difficulty in accepting that everyday life is a site of intellectual knowledge production, and ordinary workers are producers of such knowledge.

Often the assertion of different types of knowledge goes together with an argument that there is not necessarily an evaluative component – there are different types, not automatically different levels. This may be accurate in some cases at a rarefied level of theoretical abstraction, but it is certainly not true in everyday life; and it is absolutely untrue in the everyday life of the academy. It is a disingenuous assertion when everyone knows that one type of knowledge is recognised and certified and given institutional social value over the other. In day-to-day reality, the academy insists that there is such a hierarchy. The academy insists that the knowledge that matters most is abstract, reflective and theoretical. The highest form of knowledge is that which no-one else knows: the precondition for a PhD. The academy awards degrees on that basis, and before the degrees, gives grades on that basis. It is disingenuous to suggest that there is nothing evaluative there – the academy insists that its

degrees are a certificate of superior knowledge, not different knowledge. It insists that the higher mark is a reflection of superior intellectual work, not different intellectual work. But the students may know less than the workers from whom they are learning. They may provide a service which is less valuable than that already provided by ordinary, working-class people to each other. The marks and the certificate go to the student, and the academy insists that its marks and its certificates are measures of knowledge. They carry the calculated and claimed message of intellectual superiority, not just intellectual difference. Against that and against the realities of how this is seen and experienced in the real world, the insistence that there is nothing evaluative in recognising different forms of knowledge is really only academic.

A different, more orthodox view has to do with conventions of scientific rigour. Certainly there is knowledge production in everyday life which may be less rigorous than some of what happens in a university. But even on that level, the question is simply re-posed. A lot of 'knowledge production' inside the academy is recognised (by some, at the time; and by others historically, after the event) as having nothing to do with knowledge. Some universities in South Africa were the intellectual centres of apartheid thinking; in the view of many, universities in South Africa are the intellectual centres validating the ideological fetters of market thinking. What is deemed to be knowledge production is not all about the production of new knowledge. Sometimes it is about the application of old knowledge. Some of it is about the manipulation of abstract categories whose connection to knowledge is uncertain. A lot else is about the transmission of already existing knowledge. Yet somehow, any knowledge packaged for one's academic peers is seen as more authentically knowledge than the same knowledge packaged for, say, a working-class collective in a social movement. That is not about the content of the knowledge. It is about the power to define what, where and who matters more or less.

Respecting workers and their knowledge

Good service or action in solidarity and support needs to be grounded on respect for those with whom solidarity is being shown. This also means respect for their wisdom, for what they know and have learned, and for the processes of knowledge production in which they are involved. Our students are at an institution which, in everyday life, shows little respect for the ordinary, lowest-paid workers on our own campus. Certainly, workers' accounts of everyday life involve denigration. Students and academics are implicated in that reality. Whatever the intentions, there is an ethos of elitism which affirms students over and above workers. There is a long and bitter history of worker struggles against privatisation through outsourcing in our own back yard, here at UCT. It is striking that even while at one point the academy is promoting service amongst its students, at another it is creating victims who need that service. Beyond the paradox of creating victims whom you then serve, a focus on service learning in the academy itself illuminates another central tension: on one hand, service learning within the academy rests on the assertion that students can learn from engagement with ordinary workers; on the other, the academy is structured in conformity with the market which designates those same teachers as unskilled, generally with

limited education, and certainly as anything but producers of knowledge and teachers. Leaving aside the economics of access, the central difference (in the eyes of the academy) is about its own definitions of who knows and who does not. Some thinking about service learning and related issues seems, at this point, to operate in intellectual, social and historical mid-air.

There are already existing power relations, existing processes of solidarity and learning, and existing processes of knowledge production which operate in the real situation, whatever the intentions of people from the academy. The question is repeatedly posed: how can we make the products of academic life useful outside of academic life? It is an important, legitimate and necessary question to pose. But it is equally important to note that the question is very often posed with a set of unstated – unproblematised – assumptions which insist on the academy as the real starting point of intellectual life.

In the face of questions such as these, those of us involved with a critical perspective in service learning will be tempted to sidestep them in favour of getting on with doing something useful. But we thereby leave intact the implicit and explicit default positions of the elitist classist institution. The alternative is to accept the challenge to those default positions embodied in the questions. The first approach does not mean that there is no value in either the service or the learning, but that each will hit constraints which limit that value and undermine the quality of service. The second may move beyond these limits, but faces real problems of location for accreditation inside the academy.

Conclusion

Service learning asserts the importance and value of encounters with 'the community' – sometimes (and especially) the poor and/or working-class community of the social movements – as a site of learning, and the activity of service to that community as involving a process of learning. Students are deemed to be learning about and from the community through engagement; about workers and from workers who are the members of that community, and about some of the content of their studies. If students learn from workers in the community, can workers then be acknowledged (beyond the 'acknowledgements' page) as teachers? If workers are teaching about what they know from everyday life, can they then be acknowledged as knowledge producers? If this is knowledge deemed socially useful for our students, can social usefulness then be acknowledged as a criterion in terms of which to evaluate knowledge? Each of these acknowledgements is seemingly invited by service learning. But they hit up against deeply entrenched practices and approaches, carrying deep challenges to much of what is routine at the academy. Are those challenges carried through? Can they be? What would this mean? What would it mean to recognise that workers have knowledge, that social movements and working-class life are sites for the production of knowledge that other people can learn from ordinary workers?

Students will learn from being outside the class and they will contribute to service. However, we need to call each of these activities by their correct names. Students will learn

from people whose knowledge is undervalued in aspects of the students' learning process; students will provide a service which may be highly regarded inside the academy, welcomed outside the academy, but which may be substantially less than the services already being provided by others – including those identified as recipients. There will be products which may be highly rated inside the academy, valuable to those producing them, but whose actual use value may be far less than their more abstract academic value. In each instance, the service is primarily and actually to the learning of the students. There will be a perceived added value, not necessarily because of the depth or content of the knowledge students acquire from engagement with working class people, but because of whose knowledge it has become, where it is deployed and how it is packaged. These are the default positions of elitism. Service learning in such a case would be reproducing precisely the patterns of power and hierarchy which it seemingly has the potential to challenge. At best, its challenge will be blunted.

I wish I could see a formula which would allow us simply to move beyond this to the opportunities which service learning seems to offer. There are many challenges with which the university seems able to deal, but I wonder about the challenges embodied in service learning. If pursued, it would surely involve recognising some hard truths which would not easily be accommodated at the academy and by academics, since it problematises so much that is assumed and routine. While we may wish to argue the point intellectually, we do not need to accept (as an act of faith or as a contractual obligation) the view that the university is the centre of the intellectual universe, or that the academic is the central agent. Developing the potential of service learning would mean developing its potential challenge. This could not come about through techniques and methods, although they would be important. It would have to involve a directed challenge at some of the sacred cows of the academy and its ethos.

This challenge of service learning involves a recognition that not all knowledge production takes place at the university or under its control; that academics and the university are not the only or necessary centres of intellectual life and knowledge production; that academic accreditation does not necessarily reflect greater depth, or knowledge content which is necessarily 'better' in any way; that academic peer-review is not the only necessary form of authenticating knowledge; that it does not always actually authenticate knowledge, and that it does not always reach all authentic knowledge. This recognition could be seen as a doorway to greater probing, searching, and creativity, which could enrich the pursuit of learning by people including academics and students. Yet this recognition would not easily be accommodated at the academy and by academics.

Moving forward would need both leaps of imagination and directed challenges at much of what is ordinary at the academy. Inasmuch as we recognise that there are different types of knowledge and processes of knowledge production, we must be able at least to imagine the possibility that there are times and situations in which the 'other' type may be deeper, richer, more complex, more abstract, and more socially useful.

It would require the conceptual imagination to allow that criteria for evaluating knowledge do not have to include its rarefication and complexity but may also be its social usefulness, concreteness, connection with everyday life, and accessibility. We are challenged to look for ways within even the structures of ordinary university courses to understand that service learning takes place before, during, regardless of, outside and after academic courses. As we search for ways of making products useful outside, let's also search for ways of recognising the usefulness of what is (already) produced outside. In the context of hierarchy, it would require the imagination to see that in democracy, below may be above; and to at least imagine knowledge production under the control of 'the community' to whom we send our students in search of knowledge and among whom we do our research. We would be helped by a little boldness as academics in insisting on the value, the right, and even the necessity for some of our own learning to take place through engagement and solidarity with NSMs, not only the orthodox formal routines of academic knowledge production.

It would be nice to think that boldness, solidarity, leaps of imagination, humility, engagement, and challenging our managers are the ordinary stuff of academic life. They are not. It would also be nice to think that listing the 'virtues' might translate, through active engagement with each other, into the strengthening and enrichment of a practice which carries forward the challenge. The history of the academy is filled with lists of virtues and practices based on other, unlisted but more powerful determining, constraining and shaping factors. We are challenged to work to ensure that goals of engagement do not simply become absorbed into academic routines pre-existing the engagement; claims added to existing routines rather than active grappling which challenges key orthodoxies embedded in the routines. We are challenged to do our best to work together to resist these pressures and constraints, look outwards with respect, and engage on that basis in solidarity and support. Among other things, this will deepen and enrich our learning.

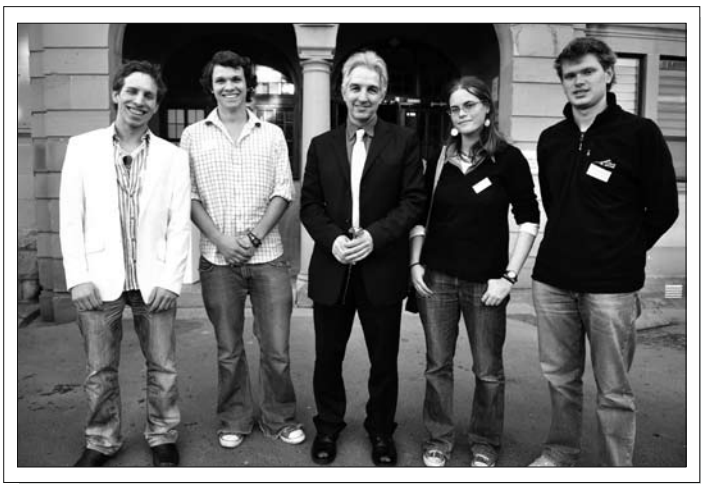
This reflective piece was provided by Dr Jonathan Grossman of the Sociology Department.

STUDENTS IN/AND COMMUNITIES: A CONFERENCE REPORT (JUNE 2009)

For several decades, UCT students (and staff) have played an important role in South Africa's quest for meaningful democracy. Under apartheid, the university was home to students who actively opposed the regime, provided health care to marginalised communities and worked for justice and equality. The line between right and wrong was clear; motivation for student activism was apparent. But the end of apartheid delivered a legitimate sense of victory over injustice and removed the obvious focus for student efforts. Student activism declined and lost direction. Students' roles beyond the university boundaries were unclear. And motivation for action was diminished by UCT's relative privilege.

Fifteen years later, the strong sense of victory has subsided as the realities of poverty, gross and growing inequality, poor service delivery and inaction have returned to mind. Visions of South Africa as a country in which many seem doomed to failing education, HIV, unemployment and suffering are all too clear. Young people from all walks of life are increasingly disillusioned – and rightly so.

Throughout the post-1994 period, UCT students have continued old traditions of engagement and service. And using what students have most of – time – and what we know best – education and specific training – students have improved and expanded on this work. Today, every semester, approximately 3000 students engage in education, health care, development and other activities across the broader Cape Town community.



The first-ever Students in/and Communities Conference, held at UCT in July 2009, was designed to support these efforts and provide a forum for students and staff to think critically and carefully about these and other forms of engagement. The conference developed from an awareness that student organisations needed to work cohesively to do more, to improve on what they were doing and to lobby the University effectively to support student community service as part of the university's quest to be a world-class African university. Participants in the conference articulated the view that UCT and its students would only be able to attain this goal by combining serious social engagement with academic excellence.

The conference was structured around four core themes. 'Engagement', the first theme, explored the various forms of engagement between the university and the broader community. This theme was introduced by invaluable international perspectives: from Dr Seth Pollack, Director of the Service Learning Institute at California State University, Monterey Bay in the US, and from Patrick Awuah (by video), a Ghanaian higher education specialist. Vice-chancellor Dr Max Price then shared his understanding of UCT's local and international role, and the steps the institution has taken to make the university socially responsive. Price emphasised the pivotal role of student organisations in helping to attain these goals and insisted on the value of engagement between the broader community and students, even though students may sometimes make mistakes. Moving beyond the common, near-reflexive criticism of UCT students as apathetic, there was a lot of serious re-thinking of how to get more students engaged in communities beyond UCT.

Next, a panel of speakers from historically disadvantaged Cape Town communities presented their thoughts, underlining the importance of a better understanding of the socio-historical contexts of the communities in which students are active. The panellists highlighted specific values of student organisations, but sounded a note of caution, arguing that 'insider' knowledge was also needed to understand and address problems. Forgetting this, they said, and acting alone, would only entrench the reputation of students as a privileged elite removed from the realities of many South Africans' lives.

The second theme of the conference was 'Cooperation'. Multiple student organisations doing related work means that there is significant scope for cooperation; or, if this does not happen, there is substantial scope for unnecessary conflict, and competition for limited resources. All community-engaged student organisations stand to benefit from pooling expertise and knowledge resources, sharing expensive infrastructure and avoiding overlaps. Co-operation would require a better understanding of student volunteers' (and student leaders') motives. With this in mind, a group of anthropology students presented their own research into students' motives and experiences as volunteers in engaged organisations, based on many hours of interviews.

This was paired with a contribution on the wider Non-Governmental Organisational (NGO) context and partnerships, by Jackie Thomas from the South African NGO Coalition.

The third theme shifted the conference's focus to the university's 'Curriculum'. In this session, a wide variety of practical and principled questions were raised regarding the nature and future of university curricula in 21st century South Africa. Dr Janet Seggie spoke plainly and powerfully about the immense curriculum changes made in the Health Sciences Faculty over the past decade-and-a-half, and then answered questions about which of these changes could be transferred to other disciplines. She explained how the new, patient- and problem-centred (and often community-based) curriculum is superior to the previous, more theoretical curriculum on purely pedagogical grounds, and is also better for the faculty's partner communities (who access healthcare at the faculty's training sites). Medicine, as a prototypical 'community service', has always needed to be engaged with patients and their communities. But the Health Sciences faculty's response to the challenge of educating doctors in the context of South Africa's serious healthcare failings has been exemplary. The preceding presentations on this theme, including a recorded talk by Liz Coleman on the restructuring of the curriculum at one of USA's wealthiest liberal arts colleges around public service, provided examples for students to reflect on what should and could be changed in their own fields, from engineering to anthropology. Those at the conference recognised enormous untapped scope for integrating credit-bearing student-community engagement work into formal curricula.

Finally, students and staff tackled the tough issues of transformation in the context of student-community engagement and public service. This theme was opened by an impressive, straight-talking panel: Kate Philip (president of NUSAS during the Soweto Uprising; now working on job creation for the presidency); Mpumelelo Ncwadi (a one-time mineworker, engineer and UCT MBA graduate who runs his own environmental sustainability consultancy and is involved with Engineers Without Borders); Varkey George (a teacher by training, who came to Africa on a United Nations contract to build a rural school, now a Students Health and Welfare Community Organisation (SHAWCO) Director who lectures internationally on social entrepreneurship); and the Deputy Vice-Chancellor accountable for social responsiveness, Prof Jo Beall, a noted development studies policy scholar, who chaired the session. The panellists shared their personal commitments to socially responsible engagement; their development priorities; and their sense of making South Africa better. The presentations and discussion topics ranged from volunteerism to activism and from social entrepreneurship to private-public rural construction partnerships. Throughout, the panellists mixed inspiration with incisive argument, illustrating how much students can do and implicitly showing all present what committed successful careers in social engagement and service can look like.

The role that engaged, attentive students can play in social transformation is apparent. Thoughtful and prolonged student interaction with external communities also has a

profound, lasting effect on students themselves. Organised sensitively, even the very experience of South African communities beyond the university is life-changing, and may transform students as they go on to the positions of relative wealth and power they often achieve. In this way, engaged student organisations continue to do a great deal to bring students and communities together. And in recognition of the insight and wisdom that engaged student leaders can share, the conference's penultimate session gave the platform to present and past student leaders, asking them to reflect on their experiences and how these had informed their post-university career choices.

All the issues above were dealt with in plenary as well as small group discussions, a format that enriched the debates substantially and provided space for different students' voices. The small group discussion on the theme of transformation saw vociferous debates on issues of racial equity, as well as deeper discussions of the kind of changes that would make all students and universities more committed to and capable of social responsibility in the future. As the students who organised the conference wrote soon after, in the Cape Times (at the editor's request):

Something that is being considered in various places at the moment is the question of compulsory community service for university graduates. The state subsidises our education; is this a gift or a loan? The potential roles for graduates throughout South Africa are legion. They include placing engineers in rural municipalities, botanists in food-support programs, filling thousands of vacant posts in low-level civil service and ensuring that every South African citizen, regardless of age or background, is literate, numerate and confident in primary-health. If we are really to transform the way higher education looks both physically and in terms of the curriculum, the manpower (sic) of students may well be called upon to make sure that if nothing else, there is always hope for a slightly different future.

Crucially, though, this was not meant to be and will not be the last word. The conference was organised as the beginning of a new generation of more critical, effective, significant and attitude-changing student-community engagements at UCT.

Much of the 'real work' of the conference – the networks built, the minds changed and the new engagement plans developed – are obviously missed in this sort of narrative report. And that work has already advanced, through the efforts of the new group of student leaders taking the concept forward. Expect more than a conference in 2010. We hope that this report will encourage more students to get involved in student-community engagements. (Conference Organising Group).

This reflective piece was provided by the Organising Committee of the Student Conference.

UBUNYE: A CASE STUDY OF A STUDENT DEVELOPMENT AGENCY COMMITTED TO DEVELOPING SKILLS WITHIN THE STUDENT BODY AND THE BROADER COMMUNITY

Ubunye is a student-run non-profit organisation based at the University of Cape Town. The core mission of the organisation is to provide educational advancement, opportunities for leadership and life-skills development, and mentorship and guidance to motivated high school learners in Cape Town's townships. Ubunye was recognised as a Student Development Agency in 2008. Organisations at UCT are classified as development agencies if the major focus of the society is on addressing the development of students at UCT through engaging with external constituencies or on students' working with the broader community. Four projects operate under the Ubunye banner: Inkanyezi, The Media School, TeachOut and the Township Debating League. The projects are relatively young – four to six years old.



The four projects were originally set up independently. TeachOut started in 2003 as an outreach project of Smuts Hall, a residence at UCT, in an attempt to improve township learners' achievements in Maths, Science and English. The Township Debating League was launched in 2003 as an outreach project of the UCT Debating Union. Debating in Cape Town was at that point dominated by Southern Suburbs schools. Inkanyezi was launched in 2005 by friends of TeachOut's leadership. TeachOut had realised that even if they equipped learners with the academic skills needed to pass their matric exams and attend university, most of the learners from township schools did not know how to go about applying for

places and for funding. Thus, Inkanyezi was conceptualised to bridge the gap between TeachOut and tertiary education.

The three projects organised under the Ubunye banner at the end of 2006. By the end of 2007, The Media School – which had previously been an outreach project of Varsity newspaper – had joined Ubunye, as the leadership of the Media School felt that Ubunye could provide the project with the kind of development support that it needed. All the projects run weekly workshops at each of the schools at which they are active, fulfilling specific mandates based on the needs of the learners. Workshops

are usually an hour to an hour-and-a-half in length, and are run by teams of two to five student volunteers.

Inkanyezi mentors Grade 11 and 12 learners, sourcing information on tertiary education institutions and funding opportunities to ensure that learners who are academically capable of attending tertiary institutions are supported through the complicated application process. The Media School equips learners with skills in radio and print journalism, photography and English writing. Learners work through the curriculum and then compile school newspapers at the end of the semester.

TeachOut offers academic support to Grade 9-12 learners in the form of small group tutoring of Mathematics, Physical Science, Accounting, English and Functional (spoken) English. The Township Debating League uses debating to encourage learners to think critically about their world, and to challenge existing norms and ideas. The League is the only development debating league in the Western Cape.

Ubunye works at 21 township high schools, and in 2009 recruited a volunteer base of close to 500 students. Our position within UCT continues to solidify, indicating that Ubunye has an important role to play within and outside of the university. In the schools where Ubunye works, the volunteers are often the only contact the learners have with UCT, and the volunteers work hard to assist learners with the complicated UCT application process. Volunteers also offer what support they can to learners who are accepted at UCT and need some form of assistance, largely by maintaining contact with them and directing them to other bodies on campus who may be able to offer them assistance. In most cases, ex-learners who study at UCT volunteer for the project they participated in as a high school learner, which is encouraged.

In 2010 two ex-learners will be occupying leadership positions in Ubunye. "To us, this is the ultimate success, it is empowerment in practice." (Ubunye Coordinating Committee, 2009).

Ubunye's approach to development



Ubunye's approach to development is one that is sensitive to the development context, and prioritises building

relationships with people and organisations during the development process.

Being sensitive to the development context means more than addressing educational issues in a township school. It extends into understanding that the education system as a whole creates structural obstacles which impact on how learner participants and volunteers engage and learn in the projects. Given the emphasis on building up relationships, volunteers work at the same school throughout the year, with the same group of learners. The consistency achieved by this approach is invaluable: learners are able to trust their volunteers, volunteers are able to respond to individual needs, and the progress of learners can be easily documented and evaluated. Through a positive volunteer-participant relationship, an agreement – whether implicit or direct – is reached whereby both parties are invested in the process, and each is held accountable to the other. This trust facilitates learning as participants are more comfortable to engage with the learning process.

This approach differs from that of many other development projects. Often, development projects are guided by the belief that volunteering is intrinsically good because regardless of the nature of the interactions the projects will help to improve on the status quo. However, this kind of mindset can undermine development and cause more harm than good for a given community. For example, Ubunye is sensitive to the fact that many of the learners we work with do not have consistent role models in their lives. They do not have people who invest in them over a period of time. If we were to go into their schools with a different volunteer every week, and offer them a series of incoherent workshops, we would be perpetuating the belief that they are not worth anybody's long-term attention and investment. We feel that this would be destructive to their self esteem. So until we are sure that the volunteers we send out to our schools are committed, we are uncomfortable entering into a group of learners' lives. Development projects that do not interrogate their methods of development can end up "un-developing" the people they intend on empowering. (Ubunye Coordinating Committee, 2009).

Helping to enrich the quality of student experiences at UCT

UBUNYE is the youngest of five Student Development Agencies at UCT. SHAWCO, RAG, UCT Radio and Varsity are the other four members of the Development Agency sub-council. The Student Representative Council (SRC) sub-council offers a platform upon which the Agencies can collaborate and lobby for shared goals. The main purpose of UCT's Development Agencies is to develop skills, either within the student body or in the broader community. Ubunye does both. We cooperate with township learners to develop their skills and improve their academic achievements, and we also offer UCT students the opportunity to develop skills in project management, curriculum design, resource management and to apply theories in real life contexts. One of the past directors of the Township Debating League, Rumbi Goredema, put

it well: "You come to varsity, you learn all these theories and about these amazing theorists, but there's just no platform to apply any of it. And that's what volunteering gives, a platform to apply what you're studying".

We also aim to nurture awareness among the student volunteers of social justice issues facing South Africa. It is difficult to drive from Rondebosch into Khayelitsha and not become aware of the massive social inequalities that exist in our country. Towards the end of 2009 we started to encourage an active kind of social reflection in our volunteers about what they learn about their country through volunteering. We intend to strengthen this aspect of operations in the future.

We feel that through ensuring our volunteers are socially aware if not socially responsible people, we are contributing to the development of graduate attributes which enhance the employability of UCT graduates and enable them to be active and critical citizens in the future. (Ubunye Coordinating Committee, 2009)

Challenges faced by students involved in Student Development Agencies

Ubunye is entirely student-run. It does not employ any staff members. It does not get assistance from any staff employed elsewhere on campus (apart from staff in the Department of Student Affairs who are tasked with – among other things – assisting every student-run project at UCT). All of the leaders from the chairperson to finance managers are trained by students, work with students and lead other students. There are both strengths and challenges in being student-run. One of the main strengths is that students are often very passionate and energetic, and have yet to be jaded by the realities of bureaucracy and 'due process'. Students are in a life phase in which they are learning, and thus are open to new ideas, experiences and critique. Ubunye's leaders have the freedom to exercise all their creativity in the organisation; there are no staff members who dictate how the project should be run. What this means is that curricula can be revisited on an annual basis: edited, revised, and revamped, with no holds barred. This approach is also more responsive, as the students who run the workshops with learners are the people constructing the curriculum, setting up operational programmes, and evaluating the project. In this way, on-the-ground experience is what guides the running of the project, not detached 'expertise'. New students keep Ubunye fresh, exciting, and fuel the organisation with innovative plans.

The two main challenges are that students need to find time within their academic schedule to run Ubunye, and due to the student campus 'life-span' there are problems of continuity. Balancing academic demands with extra-curricular involvement can be very difficult, and most students who choose to supplement their academic experiences generally structure their involvement around their studies. However, for students who take on significant leadership roles this is almost impossible. Often substantial academic sacrifices are made by these leaders in order to ensure the smooth running of their organisations. This is unavoidable when major academic deadlines coincide with project deadlines. Many students rely on the coop-

eration of their departments and course convenors to grant extensions and make other allowances, but there is a general reluctance from academic staff to grant these concessions as there is no firm policy that guides how it should be done.

One way to avoid this balancing act is for students to align their academic studies with their extra-curricular involvement. In the Social Sciences this is possible to an extent, particularly in research disciplines where involvement in a development project can be turned into a research report quite easily. However, situations that allow for this synergy are very rare, and in general student leaders need to make choices between either doing well academically, or having a functioning project.

In Ubunye, where our mandate is to serve others and to give others academic opportunities, the commitment to development results in choices which act against students' personal academic efforts. Many of the organisation's leaders express the view that they would rather have their project running well, and their learners doing well, than have individual academic prestige.

Becoming a development agency was not an easy process. UCT did not have a policy in place through which student organisations could apply to become a development agency; Ubunye was the first organisation in years that had indicated an interest in becoming a development agency. Thus, a policy and process needed to be created. The SRC of 2007 started the process of formulating a policy. Ubunye assisted with this project. The policy was eventually approved in December 2008. While this may be the standard length of time for policy to be implemented on campus, when an organisation is made up of students only, it becomes very difficult to have the kind of continuity needed to follow through with a policy over a number of years.

The delays in the policy process meant that some members of the 2008 outgoing SRC had to continue with their involvement beyond their term of office. This was only possible because of the dedication of the 2008 SRC Vice-President Internal. The Development Agency sub-council was faced with a similar problem in 2009 with regard to the Student Recognition policy. For years, students who have been heavily involved in community service have brought up the issue of recognition for their non-academic work. In line with the Social Responsiveness policy, which stipulates that students should receive some form of recognition for their community service, a Student Recognition policy was proposed by the sub-council. The policy envisaged that students would be provided with a supplement to the academic transcript in which community service hours and leadership positions would be formally recognised by the university. Work on this policy started in 2008 in response to the circulation of the university's draft Social Responsiveness policy. In 2009 the SRC and Development Agencies worked hard on formulating and promoting the policy. However, in all likelihood the policy will only be passed in 2010, and implementation will only commence in 2011.

By that stage the students who were catalysts in putting the need for the policy on the agenda would long since have graduated – indeed, many of them have in fact already left UCT. The protracted policy processes therefore pose particular challenges for students.

Continuity is also always a problem for student-run organisations as students can only be involved while at university, and can generally only academically afford to be in leadership positions for one or two years.

This means leadership of student-run initiatives changes regularly; within a space of just two years, entire committees can become made up of completely new people. This poses some difficult challenges for maintaining organisational memory. In addition, because students develop the skills and experience to hold higher positions of leadership over time, they can generally only hold these positions for a single year while completing postgraduate degrees. This puts major strain on formulating long-term goals for projects. Also, relationships with external partners such as teachers and sponsors need to be rebuilt on a yearly basis, as students seldom occupy the same positions for more than a year. This results in further strain on the projects' operations. In order to mitigate the effects of this transient leadership, it is extremely important to have well thought-out and well-implemented hand-over procedures.

Conclusion

Ubunye's core function is to work in collaboration with schools, teachers and learners to teach, learn from, mentor and empower young South Africans. In addition to this, Ubunye aims to develop a set of skills in the student volunteer body. Both of these functions of the project are important. Ubunye works hard to ensure that the learners and volunteers are all beneficiaries of the development

process. Outside of these core functions there are unintended consequences on the lives of those involved with the projects. Volunteers acquire project and financial management skills, policy-writing practice, and analytical skills; but on a personal level there is a set of far more rewarding effects: the friendships that are made with other volunteers, the thank-you notes from learners who have appreciated your presence in their lives, the excitement of reading matric results and seeing which of your learners are eligible to continue their learning.

It is not easy being an entirely student-run organisation, particularly as the university is able to offer only limited support to Ubunye. We do need more financial and institutional support from the university, we do need student polices that pertain to our activities to move through the institution more smoothly, and we do need our lecturers and departments to understand that when we have spent 16 hours of our weekend in Nyanga we may need an extension on our essays. What we would appreciate are workshops in monitoring and evaluation, or assistance from experienced academics in curriculum construction.

However, we also appreciate our independence, and enjoy our flat organisational structure, and we like that we are able to meet as students, on an equal footing, and build something concrete out of idea. Despite the challenges, Ubunye leadership remains motivated and positive about the work that we do. We have grown exponentially since our projects were launched, and we hope that with increased support from the university, we will continue to grow and impact positively the lives of hundreds of township learners. (Ubunye Coordinating Committee, 2009).

This reflective piece was provided by Jennifer Van Heerden.

WHY IT IS TIME FOR A NEW BUSINESS SCHOOL MODEL, AND WHAT IT COULD LOOK LIKE

The vision

The goal of the UCT Graduate School of Business (GSB) is to be a leading emergent market business school that is relevant both internationally and to its local social context, and excellent in research, teaching and outreach. The School is committed to building a new model of a business school – one that is grounded in values and based on the paradigm of the emergent market.

The GSB defines 'emergent' regions as those that experience high uncertainty, high complexity, and often excessive inequality. As much as this is true for what is classically called the emergent economies (such as Brazil, India and South Africa), uncertainty, complexity and inequality are equally issues for countries with turbulent economies. Emergent market thinking is therefore not a geographical construct. The whole world is operating in times of great uncertainty and complexity, and everybody needs to learn to operate successfully in that context.

The GSB trusts that the exploration of the paradigm of the emergent economy will bring interesting insights into how business could be done differently, and it aims to become a world leader in this sphere within five years.

The context

Critically considering the causes of the current financial crisis, one could say that 'business as usual' is no longer the way to achieve sustainable success. The classical approach to business that we have seen over the last few decades does not appear to work. Managers need an expanded skill set that creates new models of business. This means that in their turn, business schools need to be critical of themselves, and rethink what they offer to the world. It is a viewpoint that has begun to permeate the corridors of some business schools globally.

David Schmittlein, Dean of the Sloan School of Management at MIT in the US, recently said in a speech in Paris that the current crisis should be an opportunity to change the behaviour of managers, and in particular to help them learn to be more courageous. 'Courageous', for him, means implementing long-term strategies and not focusing on short-term gain. His speech went strongly against what is classically heard in business schools. He stated that business has thought for decades that the goal of all good managers is to maximise shareholder value: and the shareholders, of course, are very often just in it for a short-term profit.

If we want to avoid the next crisis, we need to deliver those courageous managers and leaders; individuals who are able – and willing – to think in the longer term.

Schmittlein said something else very interesting. If the crisis invites business schools to teach new strategies, equally it will change our way of teaching, encouraging us to embrace a real openness and take a holistic approach to the world. In short, he encourages us to lay a more values-based foundation.

This may not be the perspective one would expect from the head of a business school, but in the context of the current economic turmoil, values are the only sure foundation to build on. Building a vision starts with identifying the values we want to realise. What are we doing it for? What do we contribute to society?

The UCT GSB is unusual among business schools in that it has a strong set of values, developed in consultation with the GSB community, that help it to answer these questions.

There are a number of reasons why business schools have been cited as having contributed to the economic crisis. While one should not generalise, there are elements that have become part of many business schools that reinforce the narrow focus on shareholder value.

To understand how business school curricula have evolved in this way, one needs to start by understanding the context – in the 70s and 80s of the last century we saw the rise of a very reductionist interpretation of economics and, in line with this, a very reductionist view of management. Economists such as Friedrich Hayek and Milton Friedman developed this reductionist view of value, and because they take out the holistic view of value creation, maximising shareholder value automatically became the prevailing goal of business.

The financial markets became the Holy Grail, and the concept of the wealth of nations was replaced by the concept of the wealth of individuals. Managers became more and more concerned with their share price and shareholder value in this context. The subprime crisis and other failures like Enron have shown this clearly – managers were rewarded with big bonuses for financially exotic deals, and there was little focus on risk or real return, but rather on volume. The decline of stakeholder importance is similarly apparent in the pursuit of ever cheaper labour.

Today we can again talk about a more holistic interpretation of economics. Business schools globally have begun to re-discuss the value question (or the value creation question) but from a different perspective. Some, like the UCT Graduate School of Business, are endeavouring to re-establish the stakeholder perspective – we are placing the focus on uncertainty, complexity, value-driven

management, personal development, social responsibility and diversity. The overarching drive is to create a new model of business school based on the paradigm of the emergent economy (which is characterised by high degrees of uncertainty, complexity and inequality).

Taking action: a new business school model

What would the model of a business school based on the paradigm of the emergent economy look like? This is a difficult question, and one that management educators globally have been grappling with of late. In December 2008, around 300 management educators (deans, directors, professors) met in the UN headquarters in New York for the First Global Forum for Responsible Management Education. The New York Forum was a continuation of an ongoing discussion among academics which began with the presentation of six principles on responsible management education to the Secretary General of the UN at the Global Compact Summit in July 2007 in Geneva.

The December meeting was held in order to table how these principles apply in management education. I had the pleasure of presenting the results of the workgroup on new learning methodologies.

The consensus at the Global Forum was that sustainable principles in management should address a number of domains: the spiritual, the biosphere, the social, the economic and the material (materials, energy), and preferably all together, not just one of them.

What in effect is called for is a 'systems thinking' approach in management education that imbues students with an understanding of the complex, interconnected world around them and the impact of their decisions on this world, as well an understanding that their own success is linked to the success of those around them.

Business schools have generally made the mistake of believing that business management is about taking a scientific approach. This has led to executives believing that problems can be solved by distilling them to their core, and fixing that. The assumption is that when each core problem is fixed, so is the whole. That doesn't work so well in an interrelated world.

Consistent with the demand for a systemic approach to a new paradigm of business, current and future managers need to learn new competencies and an appreciation that they cannot serve only the shareholder and hope that this is best for all stakeholders.

As business schools, I believe we are called upon to better integrate a more holistic and systemic way of viewing the world into our methodologies.

While the UN Global Forum for Responsible Management has shed light on the path we can take to avoid a global catastrophe of this magnitude and nature in future, action needs to be taken now.

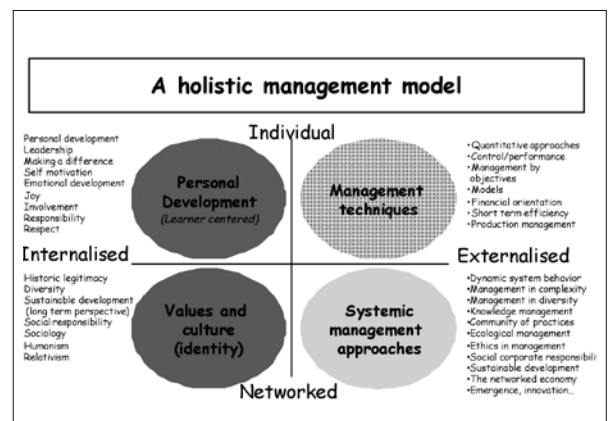
At the UCT Graduate School of Business, the founda-

tion for a new type of business school is already being laid. The School has a set of values and has as one of its strengths a focus on systems thinking and action learning that very few business schools internationally can match.

A holistic management interpretation

The GSB champions a holistic approach to management. Despite the fact that the prevailing Anglo-Saxon approach to management has added insight and value to our understanding of the functioning of markets and companies, it champions too narrow a focus for what is now needed in business.

A more holistic, systemic approach that celebrates diversity is required to enrich the prevailing Anglo-Saxon model. The holistic management diagram developed by Wilber helps in understanding why and how this might be achieved.



From the model it is clear that the dominant Anglo-Saxon approach (called management techniques in the diagram) does not sit in isolation or in a hierarchy in this model, but rather as one part of a whole.

Working hand-in-hand with functional management techniques are three other areas of equal importance for creating a sustainable organisation – systemic management approaches, values and culture, and personal development.

Seeing the four elements or quadrants as part of a whole, it is immediately clear that this model would create a more people-focused, value-driven and value-creating organisation than what is currently the norm.

To examine the diagram more closely, diagonally opposite to the Anglo-Saxon or mechanistic approach to management is the 'values and culture' dimension of the holistic model. Such a vision – in which values and culture are elevated in importance and not simply a side issue to the business of profit-making – can only be translated into action by people who have the qualities and the motivation to make a real difference in the world.

In addition, the model necessitates a strong focus on personal development (upper-left quadrant) as a backbone for all managerial approaches, and highlights the need for companies to be organised around life-long learning and career development for their employees.

So, in other words, human resource management becomes a key element of the management function in the holistic approach.

The bottom-right quadrant represents systemic management approaches. Systems, in this sense, are interacting elements that create a logic of their own, that surpass the simple addition of the composing elements. So this quadrant contains the more ecological approaches to management: network theories and applications; sustainable development models; complexity theory; and concepts of diversity as a constructive force, etc.

Practising a holistic management approach requires the interweaving of all four quadrants. It is only by pulling the four elements together that an individual can develop into a responsible manager who is able to pilot a company for sustainable performance.

A manager, just like any other employee, becomes the entrepreneur of his or her own development, within a dense and intensive network of peers. In contrast, the Anglo-Saxon model is focused mainly in the upper-right corner and, therefore – although companies might pay some attention to culture, or personal development – the focus remains firmly on the realisation of financial results. A holistic model, on the other hand, demands that organisations satisfy the needs of more stakeholders than just its shareholders.

Four pillars of excellence

The GSB's mission is to build and strengthen four pillars of excellence that underpin and inform the new model it is seeking to develop.

1. Academic Excellence

While most business schools develop academic strength via a few strong disciplinary faculty groups (finance, marketing, strategy etc.), the GSB is developing its academic excellence in the trans-disciplinary theme of Emergent Market Business. The systemic research themes are: 1) Governance in Emergent Economies; 2) Development, Innovation and Technology; 3) Entrepreneurial Development and Sustainable Business; 4) Diversity, Dynamics and Culture; 5) Infrastructure, Reform and Regulation.

2. Societal Relevance

A business school cannot live outside its economic and social environment and has to take up its own societal responsibility. The GSB is committed to transformation and equality in all its aspects. This commitment to social responsiveness is in line with UCT's strategic goal to enhance the university's contribution to addressing key development challenges facing South Africa. At the GSB this is achieved specifically through: research – for example, the Global Entrepreneurship Monitor research carried out by the Centre for Innovation and Entrepreneurship, which investigates how to boost entrepreneurship in the South African economy; policy and advocacy – for example, the work concerning electricity regulation carried out via the Infrastructure, Reform and Regulation programme run by Anton Eberhard; strategic partnerships – for example, the Raymond Ackerman Academy

of Entrepreneurial Development, that seeks to develop entrepreneurial mindsets among disadvantaged South African youth; and student and staff outreach activities, ranging from fundraising to building homes for Habitat for Humanity.

3. Pedagogical Excellence

The GSB has developed teaching excellence through its application of SYSTAL (Systems Thinking Action Learning). Innovations in the areas of transformative learning and personal development are integrated into the curricula of many of the programmes. These learning processes and holistic management approaches (as outlined above) are globally recognised as being at the vanguard of management education.

4. Thought Leadership

The GSB provides genuine thought leadership, not only in South Africa, but also in the wider African continent, as well as in the BRICSA countries. This thought leadership is demonstrated to business and society through strong activity in executive education, corporate learning and a robust culture of debate. The newly-launched GSB PhD programme is nurturing a pool of home-grown African talent that will invigorate the School's thought leadership in the region.

GSB orchestra to bring School's new story to life

As part of an internal campaign to launch the GSB's new positioning story and appeal to everyone to live and embody it each day, the School has developed a powerful metaphor to help convey the message. The metaphor that has been chosen to capture the story in a visual format is that of an orchestra playing in harmony. The idea is that like an orchestra that plays music to give pleasure to an audience, everybody is at the GSB to add value to our clients, students and society.

At the launch, each staff member was given a pack that included a notebook and a set of six button badges – with one GSB value printed on each. Everyone was encouraged to choose a different badge each morning, and then consciously embody that value throughout the day.

The School's main challenge is to ensure quality and societal relevance in everything it does. Just as a conductor is trained to extract harmony from each part of the orchestra and enable all the members to play as one, the GSB is in the business of training 'conductors' who can go out into the business world and achieve harmony in any organisation or group of people, no matter how diverse. The representations of flamenco, African, classical and American jazz music genres in the visual story depict this diversity.

The School's vision, to pioneer a new model of business school here, based on the paradigm of the emergent economy, is represented by the score. The message is that the School wants to play to a different score and it is up to each person who works there to take this vision further every day.



The Mission of the School – to attain academic excellence, pedagogical excellence, societal excellence and thought leadership – is infused through all parts of the orchestral metaphor.

GSB Values

We are passionate about learning.

Our core purpose is to create opportunities for our students, course delegates and employees to develop and grow, all the while acknowledging the need to address the inheritance of inequality in our society.

We encourage a spirit of innovation and inquiry.

We provide opportunities to create and innovate, committing to the belief that different ideas foster positive change and progress.

We strive to enable personal growth and development.

We share ideas, learn from one another, work to build team and personal relationships, resolve conflict, and encourage the expression of opinion in the workplace.

We take pride in our work at the UCT GSB.

Delegates are encouraged to express and exercise their individual talents, thereby taking partial responsibility for helping the GSB achieve its vision and goals.

We believe in a supportive UCT GSB community.

We recognise the participation and contribution of our stakeholders in sharing the GSB vision and reaching our goals.

We accept responsibility to act ethically with professional integrity.

We live by equality and firmly believe in treating each person fairly, and with respect.

Conclusion

While much of the past six months has been focused on developing and articulating the renewed emergent market business focus that will define the School's agenda for the foreseeable future, the year ahead will be about turning these ideas and goals into action.

In many instances the work has already begun, with some encouraging results to boast of and propel us forward. We are confident that the School's emergent positioning is also in line with UCT's six strategic goals. We have every confidence that in time this invigorated focus will define the School as a pioneering and influential force within the international business school community. Importantly, it will also enable us to achieve our dual goals of being a learning, research and teaching institution that is both excellent and relevant.

This reflective piece was provided by Professor Warren Baets of the Graduate School of Business.

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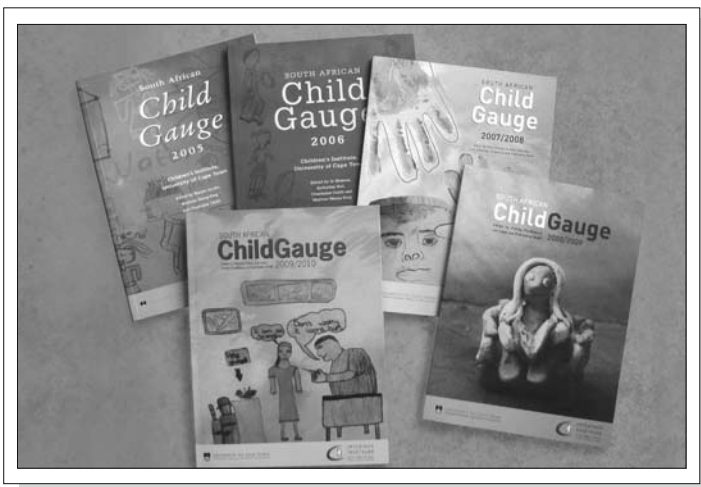
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THE SOUTH AFRICAN CHILD GAUGE: SOCIALLY RESPONSIVE KNOWLEDGE-SHARING

Bringing about enduring change in the lives of children (especially those who are disadvantaged by their socio-economic situation) is the driving idea behind UCT's Children's Institute. Using evidence from legal and qualitative research and an ongoing statistical analysis of children's access to health care, housing, education, and other Constitutional rights, the Institute deploys a mix of tactics such as parliamentary and community advocacy, policy networks and campaigns, rights training and, as a last resort, litigation to bring about systemic and institutional change.

Communicating policy research to diverse publics

The annual South African Child Gauge has come to be the Institute's main vehicle for reviewing the situation of children in South Africa and monitoring progress towards the realisation of children's Constitutional rights. The need for such a publication was identified by the founding director of the Children's Institute, Professor Marian Jacobs, in response to a dearth of national child-centred data and information on the status of children in South Africa. Margie Orford – film director and author – guided the initial conceptualisation of the Gauge, and the first issue was released in 2005.



Colourfully presented and written in plain language for a wide, non-specialist readership, the South African Child Gauge is not – and is not intended to be – a typical academic publication. However, the popular appearance and accessible prose are deceptive. In keeping with the standard criteria for scholarship, rigorous research and analysis underpin each issue of the Gauge. Every essay must pass scrutiny from at least two external referees who are specialists in the relevant field. Blind review is now obligatory for contributions to the themed essay section of the Gauge. In addition, the essays must meet the Gauge conventions for brevity, a common essay structure and a language unencumbered by specialist jargon. To this end, every contribution is also subject to an internal editing process, in which two Children's Institute special-

ists in journalism and materials development work with authors to achieve writing that is accessible to all those – in government and in civil society – who use the Gauge to support endeavours in policy development and better provision for children. Working in the interstices of academic and popular publication is no easy task. Each year authors and editors tussle with the question of how to honour the Gauge's commitment to serve a broad readership without undermining the intellectual integrity of scholarly work that contributors bring into their essays.

In its first two issues, the Gauge showcased the latest research of the Children's Institute. Gradually, it has come to include many more contributions from research colleagues outside of the Children's Institute – at UCT and elsewhere. The reasons for inviting external contributions are threefold. First, while the Children's Institute remains responsible for the legislative updates and the indicator analysis and commentary, our research is not always at an advanced enough stage to provide a strong scholarly basis for a full, annual set of themed essays.

Second, through external contributions, the Children's Institute has been able to build stronger collaborative relationships and thus extend the reach and range of our work. Third, drawing on external scholarship in particular fields assists the Institute and its associates to identify and engage with the relevant government departments and other stakeholder groups for each issue of the Gauge. Where contributing authors are recognised authorities in a field or discipline, this also strengthens the Gauge as a text for use in undergraduate as well as introductory post-graduate courses.

Now in preparation for its fifth annual publication, the Gauge has rapidly gained a reputation as an invaluable resource that monitors and tracks the country's progress in realising child rights. It is distributed throughout South Africa to a range of stakeholders, including government, academia, civil society, development organisations and the media, as well as to regional and international child-rights academics and civil society organisations. Wide and diverse distribution of the Gauge enhances the visibility of UCT as a university that supports socially responsive research and public engagement.

Children & poverty

NATIONAL POVERTY WHEEL

HOUSING (10% of population in informal housing)

WATER (10% of population with no access to water)

HEALTH (10% of population with no access to health services)

INCOME (10% of population with no access to income)

EDUCATION (10% of population with no access to education)

FOOD (10% of population with no access to food)

CLOTHING (10% of population with no access to clothing)

2006 SOUTH AFRICAN CHILD GAUGE

Children & poverty

About the South African Child Gauge
The South African Child Gauge is produced by the Children's Institute, University of Cape Town. This annual publication reports on the situation of the country's children to highlight the challenges related to the promotion and protection of their rights. The theme of the 2006 edition is children and poverty.

About the map
This map is a companion to the South African Child Gauge 2006 and provides a provincial portrait of key child-centred socio-economic indicators. The data comes from the Children Count - Awareness Initiative Project, which uses selected indicators to track the realisation of children's rights over time. The indicators, related commentary and technical definitions can be found in the South African Child Gauge 2006. See the text panel for data sources.

About the Children's Institute
The Children's Institute is a policy research institute aimed at contributing to policies, laws and interventions that promote equality and realise the rights and improve the conditions of all children in South Africa. Through research, advocacy, education and technical support. For more information on the Institute, see www.ci.org.za or phone +27 21 689 5404 or email info@ci.org.za.

Data sources for provincial portraits and poverty wheel

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- Department of Environmental Affairs (2006) Environmental Statistics
- Department of Environmental Affairs (2006) Environmental Statistics
- Department of Environmental Affairs (2006) Environmental Statistics

WESTERN CAPE PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
- 10% of population with no access to income
- 10% of population with no access to education
- 10% of population with no access to food
- 10% of population with no access to clothing

EASTERN CAPE PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
- 10% of population with no access to income
- 10% of population with no access to education
- 10% of population with no access to food
- 10% of population with no access to clothing

NORTHERN CAPE PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
- 10% of population with no access to income
- 10% of population with no access to education
- 10% of population with no access to food
- 10% of population with no access to clothing

NORTH WEST PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
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- 10% of population with no access to education
- 10% of population with no access to food
- 10% of population with no access to clothing

FREE STATE PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
- 10% of population with no access to income
- 10% of population with no access to education
- 10% of population with no access to food
- 10% of population with no access to clothing

MPUMALANGA PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
- 10% of population with no access to income
- 10% of population with no access to education
- 10% of population with no access to food
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GAUTENG PROVINCE:

- 10% of population with no access to water
- 10% of population with no access to health services
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LIMPOPO PROVINCE:

- 10% of population with no access to water
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MPUMALANGA PROVINCE:

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NORTHERN CAPE PROVINCE:

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NORTH WEST PROVINCE:

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GAUTENG PROVINCE:

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- 10% of population with no access to clothing

Visit www.childrencount.ci.org.za for more data

The Gauge is presented in a standard format each year on the assumption that this will aid the use of the publication by its various audiences. Contributions are written to a tight schedule, with clear guidelines for length, plain language and critical aspects of the topic. Readers can expect a summary of legislative developments affecting children that happened during the year under review, as well as an annual statistical snap-shot of the children's demographic and socio-economic situation in South Africa. The indicators in the statistical section re-analyse national survey and other government data with a child-centred focus. This data section draws on the more extensive analytical work of the institute's Children Count - Abantwana Babalulekile Project. The third feature of each issue of the Gauge is a series of essays addressing an annual theme, selected to inform, focus - and sometimes direct - national dialogue on an issue that particularly impacts on children's rights in South Africa.

The 2005 theme was children and HIV/AIDS, followed in 2006 with a theme on children and poverty. The 2007/2008 issue examined children's constitutional right to social services, in relation to the new Children's Act. Meaningful access to basic education was the theme of the 2008/2009 Gauge. The next issue will focus on child health, with Emeritus Professor Maurice Kibel as the lead editor.

The Gauge process: A conscious strategy towards social responsiveness

Over the years, the Children's Institute has refined the process of conceptualising, producing and distributing

the South African Child Gauge as a conscious methodology for public engagement and social change. The process - from conceptualisation to launch - takes an average of eight months a year.

Conceptualisation for each publication begins with an in-house discussion of significant themes, related to projects at the institute, and areas in need of public engagement and communication in the coming year.

Once the theme has been selected, key role-players and experts are invited to join the Children's Institute in a roundtable meeting to identify key issues, relevant new research, essay topics and possible contributors and reviewers. For example, the roundtable for the issue on Meaningful Access to Basic Education included: (i) a small selection of Education academic specialists from UCT, UWC, CPUT and Wits University; (ii) senior officials from the Western Cape Education Department; (iii) a member of a teachers' union; (iv) a member of an education rights group working in the rural Eastern Cape; and (v) Children's Institute staff. The initial roundtable is part of a carefully crafted strategy to support knowledge translation and use. Beyond its role in sharpening the conceptualisation of themed essays, the roundtable also serves to raise awareness of the upcoming issue of the Gauge as an occasion for public deliberation in other forums; it also assists in identifying the different publics that each issue should aim to reach.

In order to maximise public engagement, the Gauge is launched at a public event, accompanied by extensive media outreach through press releases, radio interviews and opinion-editorials in both the national and provincial media. Public events have taken different forms for each issue of the Gauge.

In 2009, the launch took place at the Holocaust Centre in Cape Town and included a panel debate on meaningful access to basic education. UCT's Dean of Humanities, Professor Paula Ensor, was one of four panellists.

Public engagement does not end with the launch. With its sharp focus on matters of public policy, the Gauge finds its way into government processes for policy change or implementation. To give just two examples: the 2006 issue informed discussions on the government's National Poverty Strategy; the 2007/2008 issue on children's right to social services was the basis for several workshops to help the Department of Social Development to get ready for the implementation of the Children's Act. Taking the Gauge into policy forums is part of the institute's strategy for contributing towards better conditions for children and, more importantly, bringing children's issues into the mainstream of policy development. The extent of policy-makers' engagement in such public forums is one of the ways in which the Institute assesses the influence of the Gauge.

A methodology for the scholarship of engagement

In design and content, then, and in the variety of ways it is used to track and improve the situation of children in South Africa, the South African Child Gauge has a clear public purpose. It deliberately connects research to South Africa's developmental needs and promotes public dialogue and policy formulation through a well-honed strategy of knowledge dissemination.

In its pursuit of a public purpose, the Gauge exemplifies aspects of the Institute's primary methodology for a scholarship of engagement. A central feature of the methodology is the conscious cultivation of reciprocal relationships between research, advocacy and the development of civic literacy and, where possible, doing so with the relevant publics rather than for them.

The broad purpose of the methodology is to build shared knowledge towards an informed citizenry that can act in concert towards bringing about better policy, services and provisions for people younger than eighteen years.

An important dimension of the methodology is to support the development of civic literacy and democratic participation by providing information on the ways in which Parliament and the Executive work, and on how to maximise opportunities to influence legislative processes. A series of published case studies captures and evaluates the methodology.

This reflective piece was provided by Professor Shirley Pendlebury of the Childrens' Institute.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS: Children's Institute (CI)

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AIDS AND SOCIETY RESEARCH UNIT (ASRU): A RETROSPECTIVE ON SOCIAL RESPONSIVENESS

When ASRU was set up in early 2001, AIDS was already a burning socio-economic and political issue. About 15% of the adult population was HIV-positive (rising to 20% by 2009) and 200 000 people died of AIDS that year. By the end of the decade, that annual death toll had doubled. That this was a social tragedy is beyond question – but what made the situation even more desperate back in 2001 was the refusal of then-President Mbeki and his Health Minister (Tshabalala-Msimang) to provide antiretroviral (ARV) treatment through the public sector to help prevent mother-to-child transmission of HIV and to extend the lives of people with AIDS.

This posed unique challenges for the nascent research unit. The founding researchers and students believed strongly that we had to do more than gain a better understanding of the various psycho-social and political-economic dimensions of the epidemic, and that we should also be working actively to assist communities struggling with HIV. ASRU was thus initially set up with an 'outreach' arm to provide counselling, education and training for HIV-positive people in Khayelitsha.

Our first outreach activity was the 'Memory Box Project' which provided support for HIV-positive people and facilitated what we hoped would be a 'non-exploitative interface' between researchers from UCT and AIDS-affected communities. The key idea was that HIV-positive people would attend a series of workshops at which they would receive education about living positively with the virus, and begin talking about how to disclose their HIV status to family members. Participants in the workshops would make 'memory boxes' and 'memory books' out of recycled materials as a way of telling stories about their lives, as a means of communicating with their families and learning from the experiences of others.

Our early research did indeed benefit from this 'action-research' environment and ASRU was able to publish a set of studies relating to stigma, disclosure, economic consequences of HIV, family dynamics and gender. We published various working papers (and a book) drawing on the narratives of people living with HIV, and hosted a writing competition (resulting in an anthology of AIDS-related short stories published in 2004) for authors all over Southern Africa. And, by forging working relationships with the Treatment Action Campaign (TAC) and various NGOs through our early outreach activities, we gained a better understanding of the political economic terrain shaping AIDS policy, and the psycho-social responses to the AIDS epidemic.

ASRU's early outreach efforts soon expanded beyond facilitating workshops, to training peer educators to conduct them. In particular, we invested a lot of energy and resources training a group of HIV-positive activists (known as 'the A-team') as facilitators and educators – and subsequently also as research assistants. We developed training materials (and provided them free online) and there was soon a strong demand for memory box workshops in clinics in the Western Cape. By 2003, ASRU researchers and the 'A-team' were running workshops as far afield as Malawi, Zimbabwe, Namibia and Botswana for organisations like

the Red Cross and Save the Children.

But ASRU's outreach activities were in a state of constant flux and restructuring. Almost as soon as we started the Memory Box Project – a project drawing inspiration from a Ugandan prototype – its relevance was called into question. The Ugandan project had been set up to assist HIV-positive people disclose to their families and help them and their children prepare for an untimely death. However, by 2001, ARVs were providing new hope for developing countries. Short-course ARV treatment had been shown to be a simple and cost-effective means of preventing mother-to-child transmission (PMTCT) of HIV, and hope was growing that competition from producers of generic ARVs in Brazil and India could lower the price of chronic ARV therapy to affordable levels. In this context, it seemed far more appropriate for ASRU's outreach work to be contributing to the fight for life rather than counselling people about death. The great blot on the horizon, however, was the South African government's reluctance to follow the lead of Brazil and Botswana with regard to the public sector provision of ARVs for PMTCT or AIDS treatment. Instead, President Mbeki and his health minister questioned the science of HIV disease and portrayed ARVs as harmful. A great deal of ASRU's research thus focused on debunking AIDS denialism and critiquing South African AIDS policy. In this regard, our work proved to be highly policy-relevant, but in activist ways we had not initially expected.

Being based in the Western Cape also shaped ASRU's research and outreach agenda. In sharp contrast to the rest of the country, from 1999 the Western Cape had quietly been introducing PMTCT in government hospitals, and from 2000 had begun an innovative partnership with Médecins Sans Frontières (MSF) and later Absolute Return for Kids (ARK) to provide ARV treatment in African townships. This, together with the fact that TAC's head-quarters were in Muizenberg, made Cape Town an important site of struggle for an ARV rollout in South Africa. It also provided a context in which students and researchers from ASRU could work with clinicians, AIDS activists and community organisations to understand the nature of stigma, the challenges of disclosure, the challenges that biomedicine posed for traditional healing paradigms – and to craft educational materials accordingly.

The outreach program reflected these changes by becoming more activist-oriented and advocating for ARVs.

One of the first projects was a partnership with MSF in which people living with HIV (most of whom subsequently became ASRU's 'A-team') created 'Body Maps' – i.e. life-size artistic renditions of their bodies depicting important life events, the impact of HIV and the effect of ARVs. These paintings were made in a therapeutic context in which the act of painting provided an important context for participants to tell their life stories and to learn more about ARVs. But they were also powerful political instruments which could be – and were, to an enormously successful extent – used to advocate for an ARV rollout. The 'A-team' showed and discussed these works in many South African venues. Exhibitions were also held in the United States, the UK and Europe. As part of the project, we made available a set of high-quality signed digital prints (which we still produce today for educational and advocacy purposes), and a set now resides in the constitutional court building in Pretoria.

ASRU has enjoyed a good working relationship with TAC, both on the outreach and the research side. Economic research in ASRU demonstrated that it would save the government money if a national PMTCT program was introduced, as there would be fewer AIDS-sick children presenting at hospitals in the short- and medium-term. These findings formed the basis of an affidavit in support of TAC's successful court case against the South African government to force it to roll out PMTCT interventions in 2002. Subsequent ASRU research indicated strong economic, demographic and social reasons for providing ARVs to AIDS-sick people, and was used to support TAC's subsequent campaign for an ARV rollout – a campaign which finally bore fruit in October 2003 when cabinet overruled Mbeki and Tshabalala-Msimang.

In sum, ASRU's early years (2001-2003) were profoundly shaped by the struggle in South Africa to use ARVs for HIV prevention and AIDS treatment. The outreach activities shifted rapidly from disclosure- and bereavement-oriented counselling to a more pro-active activist stance. Our outreach work accordingly shifted from Memory Boxes, to Body Maps, and then, in 2004, to more explicitly educational interventions. This reflected the changing domestic policy context but was also in response to the sea-change that had taken place internationally on AIDS policy. In 2003 the World Health Organisation launched its 3x5 campaign to put three million people on ARVs in developing countries by 2005, and by 2004 the Gates and Clinton Foundations and the American President's Emergency Fund for AIDS Relief (PEPFAR) had transformed the AIDS funding situation dramatically. This unprecedented global consensus in favour of universal access to ARVs resulted in more funding flowing into South Africa to support, inter alia, the kinds of counselling and outreach activities we had been conducting. As these activities were better conducted by NGOs and community organisations, ASRU steadily shifted out of outreach work and focused more heavily on our core competencies: qualitative and quantitative policy-relevant research. We continued to provide educational materials (especially for ARK) but this role had drawn to a close by 2008.

Probably our most important educational tool was the 'Visual Body Map' – an educational package comprising two wooden frames and nine clear plastic overlays, each

representing a particular human biological system (e.g. the nervous system, the circulatory system, the digestive system etc) that can be used in a range of spaces to educate people about human biology and side effects of ARVs. We also provided an accompanying manual for peer educators. This package proved to be very popular, and has been distributed to many clinics, TAC support structures, and NGOs like MSF and ARK working with government to assist the rollout.

As ASRU's outreach activities changed, and then were scaled back, we assisted the 'A-team' to gain new skills, notably in research. Some of them went on to work for NGOs as counsellors, facilitators and administrators, others worked as research field workers on various socio-economic surveys in the Centre for Social Science Research and subsequently for market survey companies. They have, in other words, been able to make the transition from AIDS activists, where their very identities were closely bound up with their HIV status, to leading more conventional working lives. This not only demonstrates the power of ARVs to restore people's health, but also reflects the changed political environment on AIDS.

ASRU now no longer provides Body Map workshops, but instead passes on requests for these services to old members of the 'A-team'. We continue to provide digital prints of body maps for educational purposes (our most recent exhibition being in Cambridge, UK, in 2008), but as their function and purpose – to advocate for ARV treatment – becomes of historical rather than contemporary interest, the demand for these political and psycho-social works of art is dying a natural death. ASRU's social responsiveness now comprises primarily support for policy-relevant research. In 2007, ASRU assisted with the secondment of policy and communication advisors to support then-Deputy Minister of Health, Nozizwe Madlala-Routledge. This helped draw together researchers and practitioners and finalised the 2007-2011 HIV/AIDS and STI National Strategic Plan (NSP). However, when then-President Mbeki relieved Madlala-Routledge of her position, this intervention came to a close. As of 2009, ASRU's most direct form of social responsiveness is to work with the HIV Outreach Program and Education (HOPE) to facilitate communication between traditional healers and doctors training sangomas to recognise symptoms of AIDS and to refer people to ARV clinics. We occasionally assist TAC with information and articles for their publications, notably Equal Treatment. ASRU researchers are engaged at an international level, conducting research for UNAIDS and in collaboration with researchers at Yale.

ASRU's social responsiveness has shifted a great deal over the nine years of its existence – largely in response to the rapidly changing AIDS policy context. We have shifted away from outreach and now focus almost all of our energies on supporting research. This, we believe, is more appropriate for a university research unit – especially given the existence of other, better-qualified NGOs to provide the kind of outreach we offered. But if the circumstances require it once more, we will become more directly engaged in community work and AIDS advocacy.

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This reflective piece was provided by Professor Nicoli Nattrass of the School of Economics.

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Section

5

*Analysis of the Portraits
of Practice*



ANALYSIS OF THE PORTRAITS OF PRACTICE

In 2008 UCT embarked on a rigorous consultation process, which culminated in the UCT Council approving a Social Responsiveness Policy Framework in December 2008. Inherent in the policy framework is the acknowledgement of the interconnectedness between social engagement and the other core activities of the university – research and teaching – as well as civic engagement, which takes place outside the formal curriculum. As Favish points out in an earlier section, the inclusion of civic engagement was deemed necessary as it recognised the critical role voluntary community service plays in helping to promote active citizenship among students. One of the critical reasons for the policy framework is to stimulate debate about ways of enhancing and expanding social responsiveness without compromising on the university's commitment to basic research. (UCT, 2008)

The cases and reflective pieces profiled in the 2009 Social Responsiveness Report provide a rich display of how university academics are drawing on the knowledge of their own fields or disciplines in engaging with the social, economic and developmental problems facing South Africa, Africa and the world. In addition, the cases and reflective pieces show how, by engaging with external communities, students can be enriched by the experience through building their understanding of how different socio-political contexts impact on their lives.

Developing a new cadre of civic-minded students and professionals

In thinking differently about what universities teach and against the backdrop of the world economic crisis, Baets, in the think piece "Why it is time for a new business school model, and what it could look like" laments the reductionist interpretation of economics and management which places a high premium on values accruing to shareholders instead of the 'wealth of the nations'. Coming from the head of a business school, this is indeed sobering, but it also raises fundamental questions about the values that business schools want to realise and what they contribute to society. Reflecting on the UN Global Forum for Responsible Management Thinking (New York, December 2008), Baets opines that it called for

a 'systems thinking' approach in management education that imbues students with an understanding of the complex, interconnected world around them and the impact of their decisions on this world, as well an understanding that their own success is linked to the success of those around them. (Baets, 2009)

In developing a new model of a business school, Baets points out that the UCT Graduate School of Business (GSB) has developed a new holistic management model which, in addition to management techniques, emphasises systemic management approaches, values and culture and personal development as critical areas for developing sustainable organisations.

It is only by pulling the four elements together that an individual can develop into a responsible manager who is able to pilot a company for sustainable performance. (Baets, 2009)

The significance of the model is that it demands that organisations satisfy the needs of more stakeholders and not just their shareholders. This new model is underpinned by four pillars: academic excellence, societal relevance, pedagogical excellence and thought leadership.

Embedded in Baets' reflective piece is the imperative to think differently about the content of the curriculum and how that curriculum is transmitted to students who would be leaders in their respective fields in the future. Baets' thinking is also in line with UCT's Six Strategic Goals which were approved by the UCT Council in 2009. Goal Five puts emphasis on the distinctive graduate attributes that UCT would like its entire graduates to exit with. UCT would like to

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

McMillan and Pollack, in the reflective piece, 'In search of Service Learning', pick up on the issue of developing civic-minded students by posing poignant questions:

What do students need to know, be able to do and care about to build a new South Africa?

According to them, this question taps into issues of student gradueness or graduate attributes, but also locates the issue within a very specific and local South African context.

If we are considering the ways in which the university can play a more meaningful role in broader society, then we need to ask about the role of students within this, and therefore what are the knowledge, skills, values and attitudes we want our students to reflect as a dimension of their knowledge of their particular course.

They further add that

We must see where in the curriculum students have the opportunity to develop new skills, knowledge and attitudes. To address this challenge, students will be encouraged to do subjects outside their chosen disciplinary and professional field (UCT Strategic Goals 2010-2014).

McMillan and Pollack opine that UCT needs to build into the curriculum the space to explore social justice issues, eg poverty and inequality, North-South relations, diversity and transformation and the ability to think critically about them in both the South African and the global contexts. (McMillan & Pollack, 2009: 90). The sentiment is shared by Van Heerden of the Ubunye case profile, who points out that at Ubunye,

We aim to nurture awareness amongst the student volunteers of social justice issues facing South Africa.

She emphasises the significance of a social justice lens by adding that

It is difficult to drive from Rondebosch into Khayelitsha and not be aware of the massive social inequalities that exist. (Ubunye, 2009)

The theme of social justice and inequality also emerged strongly in the case profile, 'Students in Communities'. However, in the conference there were contestations about volunteerism and activism and the values underpinning them, and whether community service can be divorced from issues of transformation and social justice. In spite of the obvious fissures in the conceptualisation of volunteerism and activism, there was general consensus on the significance of engagement as a mechanism for students to increase their understanding of their role as citizens in a democratic country gripped by deep levels of poverty and inequality (Students in Communities, 2009).

In the case profile of Social Development there was a review of the curriculum of the Bachelor of Social Work. According to Williams, the restructured four-year programme offers exciting and innovative courses that are relevant to the changing contexts of South Africa, Africa and elsewhere. Included in the new degree are courses which focus specifically on the importance of economic development along with social development and contemporary issues in social work, such as youth justice and substance abuse.

The review of the programme in Social Development is in line with policy framework which encourages transformation of curriculum based on knowledge generated through social engagement. Students are encouraged to focus on gaining an understanding of the challenges faced by organisations working in the above-mentioned fields and what the role of social workers in addressing these challenges could be (Social Development, 2009). One of the challenges in relation to student engagement is to ensure that there is adequate conscious reflection on the role of students in the communities. However, this is not the case with Social Development, which emphasises that students must reflect on the social contexts from which clients come and how social inequality impacts on clients' lives and access to social services. This reflective practice is part of the students' learning, and it deepens their understanding of issues of social justice and inequality.

Developing new areas of research

According to Boulton and Lucas (2008) universities are national assets, and governments worldwide see them as vital sources of new knowledge and innovative thinking. In this regard UCT works tirelessly in developing niche areas in which it has extensive expertise. The report consists of several

cases that have developed niche areas in research which could be harnessed to position UCT as a sought-after partner in new knowledge production and innovative thinking.

The case profile of the African Centre for Cities (ACC) has pioneered an innovative interdisciplinary approach to urban-related research. Firstly, it has drawn together work from departments across Engineering and the Built Environment. Secondly, it combines applied research with academic research to develop a new body of knowledge which enables the ACC to speak authoritatively on urban-related problems emanating from the South. Lastly, the ACC has established collaborative arrangements with other institutions in the country, the continent and the world. All these links are important in informing thinking about critical urban issues.

Another emerging research interest is the Environmental Security Programme in the Centre of Criminology. This programme recognises the changing nature of 'security' within our contemporary world and the emerging importance of 'environmental security' (that is, the security of the life-giving earth systems that humans depend upon for their survival, including but by no means limited to climate change) as an issue that is likely to dominate much of the 21st century's security concerns.

A crucial focus of the Environmental Security Programme is on understanding the importance of environmental security as an area of security governance that requires sustained conceptual as well as research attention within criminological and regulatory scholarship. What is innovative about this case profile is that researchers are developing a conceptual framework and broad criminology and regulatory research agenda that adopt a South African – and more broadly, African – perspective.

The case profile of the Centre for Transport Studies is also breaking new ground through its focus on public transport and non-motorised transportation. Such a shift was needed in order to ensure that problems confronted on a daily basis by the majority of people, who have no choice other than to use public transport or walk, were placed at the centre of planning and policy development.

In the case profile of Exercise Science and Sports Medicine (ESSM), Derman points out that, while the field of Sports Medicine is well-established internationally, it is young and relatively underdeveloped in South Africa. An important focus at ESSM is therefore on using research to broaden our understanding of the aetiology (causes), prevention, diagnosis, management and rehabilitation of sports-related injuries and a range of medical conditions associated with sport and exercise participation. A further focus of the work undertaken is the therapeutic use of exercise in the rehabilitation of patients with chronic disease.

Water being a critical resource for social development, the case profile of the FRU, in view of its innovative work on flow requirements for rivers, is also venturing into new areas in its research.

These niche areas in urban studies, environmental security, transport studies, exercise and sports medicine and fresh water confirm the view of universities as vital sources of new knowledge and innovative thinking. They also typify forms of socially engaged research which are grounded in rigorous research in engaging with the complex challenges.

These developments in research bode well for UCT as it seeks to position itself as a premier academic meeting point between South Africa, the rest of Africa and the world, researching problems of both local and global nature.

Partnering with stakeholders to inform public policy and legislation

The pieces on the Aids and Society Research Unit (ASRU), the Freshwater Research Unit (FRU), Security and Defence, and the Children's Institute have combined rigorous research with stakeholder engagement to inform public policy and legislation.

ASRU started out as an outreach initiative to provide counselling, education and training for HIV-positive people in Khayelitsha. However, as soon as non-governmental organisations (NGOs), AIDS activists and community organisations began to understand the needs of infected and affected people, ASRU focused more on its core competency, which is qualitative and quantitative policy-relevant research. This was critical in supporting the advocacy work of AIDS activists in their campaigns for ARV roll-out. Having built a very good relationship with the Treatment Action Campaign (TAC) and other AIDS activists, ASRU (at the height of AIDS denialism and ARV scepticism) embarked on economic research which demonstrated that government would save money if a national Prevention of Mother-to-Child Treatment (PMTCT) program was introduced, as there would be fewer AIDS-sick children presenting at hospitals in the short- and medium-term. These findings formed the basis of an affidavit in support of TAC's successful court case in 2002 against the South African government, to force it to roll out PMTCT interventions.

Subsequent ASRU research indicated strong economic, demographic and social reasons for providing ARVs to AIDS-sick people and was used to support TAC's subsequent campaign for an ARV rollout – a campaign which finally bore fruit in October 2003 when cabinet over-ruled Mbeki and Tshabalala-Msimang.

The burgeoning world population has placed enormous pressure on water resources. In the developing countries, the problem is exacerbated by a lack of scientists with appropriate skills, inadequate, reliable data on the management of water resources, and a lack of understanding of aquatic ecosystems. Collaborating with the Department of Water Affairs and the Water Research Commission, the FRU provides scientific data that the government can use in relation to water provision and planning. As a result of the South African Society of Aquatic Associations' input, environmental water allocations were entrenched in South African legislation: the National Water Act of 1998 introduced the concept of the Reserve, that part of the national water resource within each water management area that is under the direct control of the Minister and is 'set aside' to provide for basic human

needs and protect water ecosystems (i.e. sustain healthy ecosystems). Day attributes this key inclusion in the legislation directly to inputs from FRU and other freshwater ecologists.

In the case profile of Security and Defence, Nathan has worked extensively with a wide array of stakeholders in the security sector to realign security and defence policy to reflect a post-apartheid and new democratic dispensation. Nathan's contribution to national and regional policy framework is lauded by former minister Kader Asmal,

His sustained work on security, defence policy, and arms control has been at the forefront of our efforts to develop a multi-dimensional analysis of military force, a strategic analysis driven by a commitment to human rights, not only as a matter of theory, but also as a means of practical intervention. At the level of strategy, all of this has contributed to demilitarising our country and humanising our military.

Of extreme significance to South Africa is Nathan's contribution to a national defence policy that emphasises human security, democratic civil-military relations, a cooperative approach to regional security, adherence to international humanitarian law and respect for the environment.

In the case profile, Nathan bemoans the ease with which governments disregard and discard their own policies and laws in pursuit of interests that have little to do with national goals. He cites the example of the massively expensive but corruption-ridden arms acquisition programme of 1999, which deviated from the resolve in the 1996 Defence White Paper to reduce defence spending in the interest of socio-economic spending.

Despite a commitment to child rights and a significant increase in child-focused policies, laws and programmes, much remains to be done to fulfil children's rights in South Africa. The piece on the production of an annual Child Gauge illustrates how this publication has become an invaluable resource for monitoring and tracking the country's progress in realising children's constitutional rights. The piece challenges us to reflect on the criteria currently in use for defining what constitutes scholarly publication. It is suggested that the information contained in the Gauge meets the criteria for academic scholarship because it is based on rigorous research and analysis and is reviewed by independent specialists in the field of children's rights.

Using evidence from legal and qualitative research and an ongoing statistical analysis of children's access to health care, housing, education, and other Constitutional rights, Pendlebury points out that the Children's Institute deploys a mix of tactics such as parliamentary and community advocacy, policy networks and campaigns, rights training and (as a last resort) litigation to bring about systemic and institutional change. Again, the cases and reflective pieces highlight the significance of evidence-based research in the critiquing of and contribution to the formulation of public policy and public dialogue.

The whole process of involving stakeholders in generating new knowledge and influencing policy is not without problems, according to Grossman. In the think piece on Social Movements, he raises poignant questions about the process:

- Are social movements actively respected by academic routines in processes of policy development?
- Are they recognised as agents themselves active in knowledge production or reduced to sites for the gathering of data which is absorbed into knowledge production only through the agency of the academic? (Grossman, 2009)

These questions are critical in stimulating a debate about practices that engage external stakeholders. Embedded in the questions is the issue of power relations and how those relations inadvertently decide what constitutes knowledge. In this regard, it should be noted that the Social Responsive Policy Framework of 2008 (cited earlier) points also to elements of good practice which may help to guide the way in which UCT and its representatives engage with external constituencies:

- encouragement of all involved parties to articulate their visions and objectives related to the collaborative activities;
- mutual respect and recognition for the different contributions that parties from various constituencies make to the partnership;
- operation on the basis of trust aimed at benefiting all constituencies involved in the activities;
- recognition that knowledge is transferred in more than one direction from more than one source;
- the creation of transactional spaces that can empower constituencies and help minimise the effects of unequal power relations; and
- the facilitation, where part of student engagement is with communities, of structured opportunities for students to reflect on practice and experiences.

Building capacity through knowledge transfer

One of the themes emerging from the cases and the think pieces is that of capacity building to shape social change. As was mentioned earlier, sports medicine is relatively new in Africa and in most developing countries. As a result doctors wishing to specialise in sports medicine have had to go to Europe for training. However, the case profile of ESSM has begun to reverse the trend by providing training in many African countries. Schweltnus has been involved in sports medicine training programmes for FIMS and the IOC in South America, former Eastern European countries, the Middle East, and the Far East.

The Centre for Transport Studies has developed specialised courses in bus planning/operations management and rail planning/operations management. This is in response to the regional need for skills to manage complex transport systems.

As part of its outreach, ASRU facilitated workshops in a 'non-exploitative interface' between researchers and AIDS-affected communities. By 2003, ASRU researchers and the 'A-Team' were running workshops in Malawi, Zimbabwe, Namibia and Botswana for organisations such as Red Cross and Save the Children. ASRU worked with clinicians, AIDS

activists and community organisations to understand the nature of stigma, the challenges of disclosure, the challenges that biomedicine posed for traditional healing paradigms, and to develop educational material accordingly. As its outreach activity changed, ASRU assisted the 'A-Team' to gain new skills, notably in research. Some of them went on to work for NGOs as counsellors, facilitators and administrators, others worked as research field workers on various socio-economic surveys in the Centre for Social Science Research and subsequently for market survey companies. What is significant about this is that

They have, in other words, been able to make the transition from AIDS activists, where their very identities were closely bound up with their HIV status, to leading more conventional working lives. (ASRU 2009).

In the case profile of the ACC, an interdisciplinary master's programme was launched to equip urban professionals with an understanding of the wider political, institutional and social context. Another mechanism for building capacity is through the ACC's Urbanism PhD seminar series. The seminars focus on building a deeper understanding of urban theory. There is also a strong focus on methodological implications of a southern epistemology on urban studies.

In the case profile of the FRU, of greatest relevance is the FRU's contribution to the implementation of the Water Act through its contribution to capacity development within the Department of Water Affairs and Forestry (DWAF). In 1998 the DWAF, as custodian of water resources in South Africa, conducted a capacity audit in which it identified various areas where human technical capacity is required for successfully implementing the provisions of the National Water Act.

The components of water resource protection and sustainable utilisation of water resources were specifically identified as areas where capacity building was required. In order to address these needs, DWAF initiated the FETWater programme, a concept which utilises networks of partners to promote collaboration and to address particular capacity needs.

The first FETWater network to be established was the Resource Directed Measures (RDM) Network, using water resource management approaches that focus on the condition of the water resource itself (as opposed to focusing on source-directed controls).

One of the tasks assigned to the FETWater RDM Network was to develop an outline and content for a series of modules relating to Environmental Water Requirements (EWR), which would be offered within a proposed multi-institutional, taught masters (MSc) degree. The RDM network includes representatives of the FRU, other South African universities, the DWAF and freshwater consultancies. However, the FRU was contracted by the DWAF to be responsible for the overall coordination and management of the process of developing the material for the training modules and for the rollout of these modules.

The intention was that the proposed masters programme would be of relevance to a wide spectrum of participants, including officials from DWAF and Catchment Management Agencies from the various regions of South Africa, as well as to independent students from South and Southern Africa and even further afield.

International collaborations to address South African and global challenges

The Higher Education Funding Council for England (2010: 18) intimates that universities are rooted in their places but also reach out to the wider world and forge new connections to address global challenges. Due to the complexity of these challenges, universities forge ties with each other and draw on each other's expertise to confront the challenges.

The case profiles of the ACC, Centre for Transport Studies, Environmental Security and the FRU have forged new connections around the world which have permitted the seamless sharing of knowledge, research and exchange of personnel. These engagements are international but are concerned with learning from experiences and approaches across regions, and the application of new knowledge approaches to the South African context.

Environmental security, as a new field, draws a lot from its collaboration with the University of Bergen in Norway and from Shack Dwellers' International. These partnerships allow for exchange of research material, collaborative writing and sharing of knowledge on North-South perspectives.

Behrens, in the case profile of the Centre for Transport Studies, describes the establishment of a collaborative Centre of Excellence, named the African Centre of Excellence for Studies in Public and Non-motorised Transport (ACET). The ACET forms part of a network of six other centres located in the Indian Institute of Technology (Delhi), the University of California (Berkeley), the University College (London), the University of Melbourne, Columbia University, and the China Academy of Transportation Sciences.

The Centre at UCT was established as a partnership with the Department of Transportation and Geotechnical Engineering at the University of Dar es Salaam and the Institute for Development Studies at the University of Nairobi.

The main objectives of ACET are to produce and disseminate knowledge on the development and governance of public and non-motorised transport in African cities, to serve as a hub of research and capacity building, and to facilitate the greater involvement of African researchers in international conferences and in other forms of scholarly interaction.

Conclusion

The case profiles and reflective pieces in the report are evidence of UCT's commitment to its mission of being a research-led university, educating for life and addressing challenges facing society. This cross-section of socially responsive activities and reflective pieces also speaks directly to the different notions of social responsiveness, how different people have different views about social responsiveness and how they think their activities fit into the rubric of social responsiveness.

These differing views are not a problem in themselves because the social responsiveness policy framework adopted a definition which is broad, and which embodies links between activities involving academic staff, external constituencies and intentional public benefit. What the differing views do is to encourage the debate about different forms of social responsiveness in the context of research, teaching and voluntary community service by students.

As was the case with the previous reports, it is hoped the case profiles and think pieces profiled in the 2009 Social Responsiveness report will stimulate debate about the myriad forms of social responsiveness that are taking place at UCT and the role of a university in the context of a developing country.

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