



# SOCIAL RESPONSIVENESS REPORT

portraits of practice 2008





# UCT MISSION STATEMENT

Our mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society.

**Educating for life means that our educational process must provide:**

a foundation of skills, knowledge and versatility that will last a life-time, despite a changing environment; research-based teaching and learning; critical enquiry in the form of the search for new knowledge and better understanding; and an active developmental role in our cultural, economic, political, scientific and social environment.

Addressing the challenges facing our society means that we must come to terms with our past, be cognisant of the present, and plan for the future.

**In this, it is central to our mission that we:**

recognise our location in Africa and our historical context; claim our place in the international community of scholars; strive to transcend the legacy of apartheid in South Africa and to overcome all forms of gender and other oppressive discrimination; be flexible on access, active in redress, and rigorous on success; promote equal opportunity and the full development of human potential; strive for inter-disciplinary and inter-institutional collaboration and synergy; and value and promote the contribution that all our members make to realising our mission.

**To equip people with life-long skills we must and will:**

promote the love of learning, the skill of solving problems, and the spirit of critical enquiry and research; and take excellence as the bench-mark for all we do.

We are committed to academic freedom, critical scholarship, rational and creative thought, and free enquiry. It is part of our mission to ensure that these ideals live; this necessarily requires a dynamic process of finding the balance between freedom and responsibility, rights and obligations, autonomy and accountability, transparency and efficiency, and permanence and transience; and of doing this through consultation and debate.

*This Mission Statement was formulated by a Working Group of the University Transformation Forum and was affirmed and adopted at a University Assembly on April 24, 1996*

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# FOREWORD BY THE VICE-CHANCELLOR



The case profiles in the report are an indication of UCT's commitment to finding solutions to the complex challenges that are confronting our society. Engaging with external stakeholders to find solutions to the problems of climate change, poverty, unemployment and a myriad of other challenges, speaks to the core of UCT's mission, which is to play an "active developmental role in our cultural, economic, political, scientific and social environment". The case profiles are an expression of a commitment to this mission.

A major milestone for the university was the approval of the social responsiveness policy by Senate and Council in 2008. The objective of the policy is to create an environment which positively encourages members of the UCT community to engage with external communities and to develop more coherence to our social responsiveness work. The case profiles in the report represent this growing community of practise that embeds social responsiveness in academic activities.

As a university we produce and share knowledge for the benefit and advancement of society and we work to nurture graduates who are not only highly skilled and professional, but also aware of their civic responsibilities.

Embedding social responsiveness in the core activities of the university also positions the university as a player in addressing the challenges of society. As our society and the world changes, universities especially are required to respond to different challenges that arise, to ease the plight of the poor, to develop innovative solutions to many and varied problems, to offer informed guidance to those that our democracy has given responsibilities for leadership and service delivery, and to ensure that we engage with partners for purposes of social advancement. At UCT we can be proud of our record of engagement and the commitment of our staff and students as we make our contribution to society at large and in support of our many and varied communities.

**Dr Max Price**  
VC

# INTRODUCTION

The University of Cape Town (UCT) believes that universities have a crucial role to play in addressing development challenges in the 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, public commentary on development issues and strategies, 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 more broadly.

The format of the University of Cape Town's Social Responsiveness Report for 2008 flows from the deliberations of the Social Responsiveness Working Group (SRWG) , which was constituted by the Executive in June 2005. The report is structured as follows:

Section One 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 colloquium held with the City of Cape Town on 21 November 2007. Other initiatives of the Social Responsiveness Unit in the Institutional Planning Department are outlined.

Section Two contains the Social Responsiveness Policy Framework which was approved by Senate on 19 November 2008 and Council on 3 December 2008.

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. Ten qualitative case profiles – 'portraits of practice' – are included in the report. Together, they provide a rich overview of social responsiveness practice involving academic staff, students and student societies, and illustrate an interesting range of activities.

Section Four provides an analysis of the cases. Drawing from the varied examples of social responsiveness presented in the third section, the analysis looks at themes emerging in relation to the questions explored in the interviews, discusses some issues that surfaced through the case profiles, and identifies areas for engagement within UCT, and between UCT and external constituencies.

*Members of the Social Responsiveness Working Group in 2008: Ms T Christians (SRC), A/Prof D Cooper (Humanities), Prof F Horwitz (GSB), Ms J Favish (IPD), Mr S Godfrey (Law), Mr J Hodgson (SHAWCO), Mr B Hodgson (UBUNYE), Prof M Leibbrandt (Commerce), Dr J McMillan (CHED), Mr F Molteno (Health Sciences), Dr J Moodley (Health Sciences), Dr S Oldfield (Science), Prof E van der Spuy (Law), A/Prof H von Blotnitz (EBE).*

*The report was edited by Helene Perold and Associates and designed by UCT's Communication and Marketing Department.*

# Section One *1*

# INSTITUTIONAL LEVEL ENGAGEMENT WITH EXTERNAL CONSTITUENCIES:

## Partnership with the Provincial Government of the Western Cape

### Background

On 16 October 2006 a historic summit of the Cape Higher Education Consortium (CHEC) and the Provincial Government of the Western Cape (PGWC) took place in Cape Town. The event was attended by senior officials of the PGWC, including former premier Ebrahim Rasool and members of his cabinet, academic staff and senior management from the four universities that operate in the Western Cape.

The summit culminated in the signing of a memorandum of understanding by the former premier and the vice-chancellors. The signing of this document is indicative of the development of a learning region with broad-based partnerships, mutual benefits and tangible outcomes.

The concept of a learning region and its value in addressing regional economic and social challenges was introduced by Ebrahim Rasool in his opening address. He explained that the establishment of government/university partnerships is becoming a global trend – one that encourages the sharing of expertise and perspectives, and unlocks the reservoirs of creativity in developing and implementing home-grown solutions to regional challenges and problems. In his response, Prof Martin Hall, the former Chair of CHEC, highlighted the willingness and the potential of the universities to respond to this challenge.

To give effect to the memorandum, a joint task team was established in 2007 comprising the institutional planners from the CHEC institutions, the chief executive officer of CHEC and the members of the provincial government. Among a range of interests, the task team agreed to prioritise work in four areas i.e. education, social development, biotechnology and heritage.

Below are brief reports on the outcomes of the initiatives undertaken as part of this initiative.

### Scarce skills

#### **Research on learners who dropped out prior to completion of their studies in 2006 or 2007**

The PGWC sponsored a study in 2008 to trace registered students in targeted scarce skills areas who achieved at least 50 per cent of the credits necessary for graduation, but who had dropped out prior to completion of their studies in 2007 or 2006. The loss of potential graduates was viewed as problematic by the joint task team in view of high-level skills shortages in the following areas:

- engineering;
- the broad IT area including computer science and information systems;
- BSc in chemistry, physics, mathematics and molecular

sciences; and

- accounting and financial management.

Interviews were conducted with 101 former students identified by the four institutions, slightly less than one fifth of all identified former students. The data show that the completion rate was quite similar in both interview cycles, despite the fact that the second cycle group had been enrolled at their respective institutions more recently. The completion rate amongst former UWC students was markedly higher than that amongst former Stellenbosch, CPUT and UCT students.

A summary of the survey sample and completed interviews shows the following:

Survey sample: All former students			
Interview cycle			
Institution	1	2	Total
CPUT	143	169	312
Stellenbosch	69	8	77
UCT	70	53	123
UWC	31	40	71
All institutions	313	270	583

Completed interviews			
Interview cycle			
Institution	1	2	Total
CPUT	23	25	48
Stellenbosch	15	-	15
UCT	8	11	19
UWC	9	10	19
All institutions	55	46	101

% Completed interviews			
Interview cycle			
Institution	1	2	Total
CPUT	16,1	14	15,4
Stellenbosch	21,7	0,0	19,5
UCT	11,4	20,8	15,4
UWC	29,0	25,0	26,8
All institutions	17,6	17,0	17,3

Fifty-eight of the respondents reported that they were not studying at the time of the interviews.

The largest proportion of the respondents indicated that they would require financial assistance, either in the form of financial aid (17), or in order to clear a fee debt (5) in order to return to higher education. The provision of career advice (12) or of curriculum advice (11) was also frequently flagged. The responses to this question, as well as to the subsequent open question on additional assistance that would need to be provided, also suggest that opportunities for part-time study (or more accessible part-time options) are necessary to assist respondents to complete their tertiary education.



Fifty-three of the respondents said that they would like to be contacted directly by a student counsellor or advisor. The details of these students were provided separately to the institutions at which they were previously registered and are being followed up.

### **Research on teacher demand and supply**

Due to the lack of evidence-based research on the demand and supply of educators in the province, the Western Cape Education Department commissioned research to inform its planning. The research was guided by a reference group consisting of representatives from all the higher education institutions in the region. The results will be handed over to the Superintendent-General of Education in 2009.

## **Education**

### **Seminars**

All CHEC institutions agreed to host seminars to deepen the discussions on the challenges facing education. On 19 March 2008 the Cape Peninsula University of Technology hosted a seminar on "What do we mean by 'good' teacher education?" On 13 June 2008 the University of the Western Cape hosted a seminar on "The challenges of extending the home language as a medium of instruction beyond Grade 3". It was followed by the University of Cape Town's seminar on "Literacy and numeracy challenges in the Western Cape" on 1 September, and on 28 November 2008 the University of Stellenbosch hosted the last of the seminar series on "Research in, on and for education policy".

The seminars highlighted the tangible role of higher education institutions in dealing with educational challenges and showed how the research conducted in these institutions could be a useful resource for the Department of Education in planning and crafting its intervention strategies.

### **Support for schools in the Western Cape**

Information was collated on all current projects aimed at improving the quality of education in the schools at the four higher education institutions, undertaken by academics and/or students. This information was provided to the Western Cape Department of Education to help it gain greater insight into how to enhance the impact of its initiatives and access resources required to strengthen support provided by the provincial department to schools.

### **Biotechnology**

The memorandum of understanding identified biotechnology as one of the priority areas for new partnerships between the PGWC and the higher education institutions. Although a number of collaborative initiatives already exist in this area, a meeting consisting of academics from the four institutions was convened on 30 May 2008 to identify possible new collaborative activities. The task team recommended that it would be useful to re-launch a forum to help position the Western Cape as the premier region for biotechnology in South Africa.

## **Heritage and culture**

Due to the extensive scope of heritage and culture, a researcher was appointed to do a scoping exercise of the sector. Her brief was to look at what is happening in the higher education institutions and to comment on their capacity to meet skills shortages in the sector. The report was submitted to CHEC on 14 November 2008 and the findings will be discussed in 2009.

## **Social development**

A workshop is planned for 2009 in which the province will present its findings on the demand for social workers. In the workshop, the higher education institutions will map their capacities and constraints in meeting the provincial need for social workers.

Although there has been a lot of progress in the commitments agreed upon by the PGWC and the higher education institutions, a number of challenges emerged around a lack of clear and joint understanding of the identified areas. This necessitates a critical reflection on current projects and analysis of preconditions that make it possible for joint initiatives to succeed. A reflection on the current projects is planned for early 2009 and both the PGWC and the higher education institutions are committed to discussing the obstacles that hinder progress on some of the initiatives. It is this workshop that will set guidelines for the development of sustainable government/university partnerships in the region.

## **2010**

The hosting of the 2010 FIFA World Cup by South Africa has provided the four higher education institutions in the region with a wide range of opportunities. The University of Cape Town, together with the other three universities, will avail its residences to provide accommodation for the soccer pundits who will be pouring into the Western Cape to watch the eight matches, including the semi-final. UCT's Jammie Shuttle is also earmarked to assist with transporting football fans during the World Cup. It is hoped that many of the students in the institutions will be volunteers during the World Cup and the experience of having been part of the first Soccer World Cup in Africa is an exciting prospect for them. A process to identify research gaps in terms of 2010 World Cup-related research is underway and it is envisaged that this will result in some collaborative research projects within the region. Most significantly for the higher education institutions, this is an opportunity for them to market themselves to an international audience and, in collaboration with the Western Cape Province, to market the Western Cape as a higher education destination of choice. CHEC has established a task team to co-ordinate all the work of the universities around the 2010 World Cup and to ensure that higher education institutions remain on the agenda of all the 2010 planning.

## **Transport**

In 2008 the CHEC Board held a meeting with the MEC for Transport, followed by a workshop on transport issues on 6 August 2008. Attendees included representatives from each CHEC institution, the PGWC (Department of Transport and Public Works), Metrorail and the



South African Rail Commuter Corporation (SARCC). Presentations were made on needs that had been identified as well as current university inputs on transport and related areas through programmes and research.

Workshop participants heard that an impressive array of interventions is already on offer, from formal degree qualifications and research to short courses. Successful models for customised courses have been developed and many of the qualifications are offered in ways that enable employed students to enrol. Workshop participants agreed that it was important to co-ordinate efforts and to expand current offerings and initiatives. Strengths in CHEC institutions offered the possibility for the Western Cape to respond to broader needs in transport (including the social context) and to enter into strategic partnerships in order to meet current and future needs.

In order to attain this vision, workshop participants agreed to recommend that the CHEC Board nominate one person from each institution to form a working group, together with stakeholders from the Department of Transport and Public Works, Metrorail and SARCC. The working group was tasked with devising a strategy for co-ordinating and expanding current offerings and initiatives, and to advise on strategic partnerships in order to meet current and future needs.

### **Partnership with the City of Cape Town**

After the colloquium held on 23 November 2007, a joint task team was set up to draft a memorandum of understanding with the City of Cape Town and to identify possible areas of collaboration. A follow-up colloquium took place on 20 October 2008 at which the mayor of the City of Cape Town and the vice-chancellors signed a collaboration protocol. This commits the city and CHEC to work together towards:

- achieving growth and development related to social, economic and environmental goals within the city's area of jurisdiction, and to realising the full potential of the city;
- building a more skilled and skilful citizenry, equipped to contribute effectively to the development of our democracy and the growth of the economy; and
- consolidating Cape Town's status as a rising urban star and the prime centre for higher education in Africa.

To give effect to these undertakings, the city and CHEC committed themselves, amongst other things, to establish a structured engagement framework to build integrated and sustainable partnerships with one another in which expertise, resources, research and best practices are shared to good effect within the reality of differing priorities, capacities and constraints.

An annual colloquium will be convened, led by the executive mayor and the vice-chancellors to assess progress and explore strategic possibilities.

To date three key areas have been identified and three working groups established, each comprising members of CHEC and city officials. These are human resource development, information technology, and spatial and infrastructure planning. Regular meetings have been held to ensure the development of a relationship of trust and

a common understanding of the partners' interests and responsibilities.

The working groups have had to learn to deal with differences in the working cultures of the parties. For example, higher education institutions tend to favour slower working cycles and longer-term outcomes in line with academic cycles, while the city tends to be driven by deadlines and shorter-term deliverables. In addition, universities tend to have a broader perspective on the nature of the educational programmes they provide. For example, universities do not see tightly focused skills development programmes as their primary responsibility, but are interested in the broader developmental issues facing the city and the region. There were also complex relationships within CHEC as regional universities compete against each other in certain areas.

Given this situation, the City of Cape Town/CHEC partnership had experienced a number of challenges, difficulties and constraints, including those related to capacity and time as staff involved in the partnership already had full workloads. The partnership had not had the benefit of a road map to guide it, participation amongst leaders had been uneven and communication has tended to be a problem.

However, there is a belief that the lessons learned have been valuable in building a better understanding between the partners and the signing of the collaboration protocol at the colloquium provides a strong platform for future collaboration.

### **Seminar on the national anti-poverty strategy**

The Social Responsiveness Working Group in collaboration with the South African Labour Development Resources Unit organised a seminar on the anti-poverty strategy released by the Presidency for public comment. The seminar was attended by academics and a representative from the Presidency, and provided an opportunity for UCT to engage seriously with government about its proposed strategies for reducing poverty.

### **Policy framework on social responsiveness**

The Social Responsiveness Working Group produced a draft social responsiveness framework early in 2008. This document was widely disseminated across the university and was revised, based on comments received. The policy framework was approved by senate in November and council in December 2008. It is reproduced in the next section.

#### *References*

*Memorandum of understanding between the Cape Higher Education Consortium (CHEC) and the Provincial Government of the Western Cape, 16 October 2006.*

*Memorandum of understanding between the City of Cape Town and the universities constituting the Cape Higher Education Consortium, 20 October 2008.*

# Section Two

*Social Responsiveness  
Policy Framework*



# SOCIAL RESPONSIVENESS POLICY FRAMEWORK

## Background

For the past few decades, growing numbers of leading universities throughout the world have been embracing socially responsive academic engagement as a core element of their role in society. Increasingly, higher education institutions are intentionally connecting academic work to the public good through engagement with a range of external constituencies (excluding academic constituencies). This has reinforced the civic mission of higher education, transforming academic culture and practices in ways that are both challenging and full of new possibilities.

The type of academic engagement outlined above, termed 'responsiveness to societal interests and needs' in the White Paper for the Transformation of Higher Education (1997), is considered as one of the three roles of a university, and one which should be fully integrated with mainstream teaching and research. The notion of social responsiveness embodies the following goals articulated in the National Plan for Higher Education:

- to meet national development needs through well planned teaching, learning and research programmes, including the challenges presented by a growing economy, operating in a global environment;
- to support a democratic ethos and culture of human rights through educational programmes and practices conducive to critical discourse and creative thinking; and
- to contribute to the advancement of knowledge and scholarship, in particular, addressing diverse problems and demands of local, national, southern African and African contexts. (Ministry of Education, 2001)

UCT's Mission of "(being) an outstanding teaching and research university, educating for life and addressing the challenges facing our society commits the University to play "an active developmental role in our cultural, economic, political, scientific and social environment". (UCT, 1996:1).

## **Rationale for an institutional policy on Social Responsiveness (SR)**

The purposes of this document are to:

- provide the ingredients of an enabling institutional environment for SR
- to facilitate and promote activities and initiatives undertaken by staff and students of UCT related to social responsiveness and
- to stimulate debate about ways of enhancing and expanding social responsiveness without compromising on the university's commitment to basic research.

## 2. Conceptual framework for Social Responsiveness

### **Scope of Social Responsiveness**

In 2006 UCT's Senate adopted a definition of social responsiveness reflecting the view that UCT should not seek to define the concept of Social Responsiveness in a narrow or exclusionary fashion, but should rather adopt broad parameters for its conceptualisation and its relations with research and teaching.

The Senate-approved definition of Social Responsiveness stipulates that it must have an intentional public purpose or benefit (which) demonstrates engagement with external (non-academic) constituencies.

The diagram below captures the conceptual framework underpinning the policy proposal in this document.

The intersecting circles acknowledge the interconnectedness between social engagement and the other core activities of the university: research and teaching. The non-overlapping areas of the circles recognise the role of 'pure' curiosity driven research, disciplinary-based teaching, and social engagement (including community engagement) that takes place outside the formal curriculum but forms part of the university's commitment to promoting active citizenship amongst students, and staff.

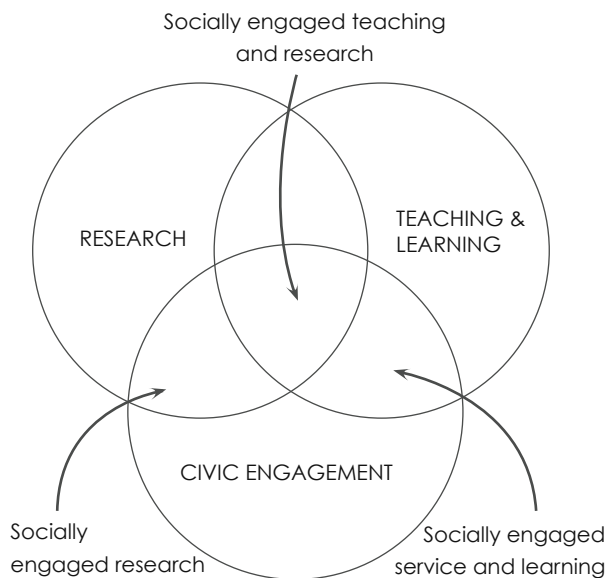
Activities of academic staff of a socially responsive nature may include one or more of the following:

- knowledge production,
- knowledge dissemination,
- integration and external application of knowledge
- service learning or community based education initiatives

Activities of PASS staff relate to their area of professional expertise

Hence the policy framework covers socially responsive scholarly activities linked to research and teaching as well as activities that are not directly linked to the curriculum involving PASS staff and students.

## Forms of Social Responsiveness



Elaborating on the notions incorporated in the diagram presented above, various examples of the following forms of social responsiveness are provided

- Socially engaged service and learning (link with the formal curriculum)
- Socially engaged research
- Socially engaged research and teaching
- Civic engagement (no link with the formal curriculum)

### Socially engaged service and learning

Examples include:

- community service and student learning, not necessarily in equal proportions;
- credit-bearing component of the formal curriculum;
- community-based education

### Socially engaged research

This form of social responsiveness refers to the interconnectedness between research and society in the context of responding to developmental needs. Examples include:

- drawing on knowledge of the field or discipline;
- it comprises the application of theory to practical problems or challenges;
- it is grounded in rigorous research or careful study of empirical evidence;
- it entails systematic, analytical and reflective practices;
- it can help to generate new knowledge, or promote knowledge integration;
- knowledge dissemination
- collaborative research involving active participation of external constituencies
- the research project should not only lead to advances in knowledge, but also have an intentional public purpose

- critique of, or contribution to, the formulation of policy and public dialogue

### Socially engaged research and teaching

Examples of the interconnectedness of socially responsive teaching and research include:

- transformation of curriculum based on knowledge generated through social engagement.
- development of new forms of pedagogy and the generation of new knowledge predicated on social engagement
- supervision of student research that is socially engaged

### Civic engagement

Examples include:

- Student voluntary community service
- Compulsory community service linked to DP requirements

### Elements of Good Practice

The following considerations may help to guide the way in which UCT and its representatives engage with external constituencies:

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

In line with UCT's commitment to being research-led, and emerging research on the scholarship of engagement, the University Social Responsiveness Committee will facilitate ongoing debate about how SR practices can be improved. Ethical reviews of proposed activities may also be initiated by existing Ethics Committees.

## 3. Implementation

If UCT wishes to strengthen and expand social responsiveness and position itself to initiate institution-wide strategic initiatives in support of development needs and priorities, it may be necessary in the medium to longer term to increase human and other resources to support this work. However in the interim existing resources will be utilised.

### **3.1 Management and coordination of SR**

#### **3.1.1 Executive Accountability**

The VC will delegate accountability for university-wide leadership of Social Responsiveness to a DVC, who will also chair the University Social Responsiveness Committee.

Deans, Executive Directors, Directors and HODs will, in their areas of competence, be accountable for ensuring that an enabling environment is created for promoting social responsiveness

#### **3.1.2 University Social Responsiveness Committee**

The status and authority of the social responsiveness working group should be elevated to that of a Senate Committee in order to signal the importance of this dimension of UCT's work as an ongoing core process of the university and to elevate its status and authority within the university community.

The University Social Responsiveness Committee (USRC), reporting to Senate, is responsible for promoting and strengthening social responsiveness through carrying out the following functions:

- providing advice about policy related to social responsiveness;
- promoting awareness of socially responsive activities within the university and externally;
- profiling examples of good practices originating from UCT and other institutions;
- facilitating the consolidation and coordination of effort, resources and activities in the area of social responsiveness;
- generating guidelines for the assessment of the contribution of staff, students and external partners to social responsiveness;
- making recommendations to Senate on Annual Social Responsiveness awards;
- overseeing the production of annual reports to be submitted to the Senate and Council;
- facilitating multi- disciplinary and cross-disciplinary collaboration in respect of social responsiveness; and
- promoting debate and discussion about social responsiveness

Committee membership will comprise:

- a member of the University Executive who will chair the committee
- a representative from each Faculty
- representatives from the Institutional Planning Department, the Research Office, and the Department of Student Affairs
- 3 representatives from student bodies (2 chosen from student societies engaged in voluntary community service and 1 SRC nomination)

The USRC will be serviced by the Institutional Planning Department.

The roles of departments and units supporting and facilitating social responsiveness are outlined below.

#### **3.1.3 Institutional Planning Department (IPD)**

The IPD's Social Responsiveness Unit will carry out the following functions:

- enhance the mechanisms by means of which the University communicates its social responsiveness activities internally and externally through a website;
- collate and upload information on social responsiveness activities made available in annual reports and other sources by means of which information is voluntarily made available;
- facilitate networking between internal and external stakeholders and help develop an infrastructure for support of social responsiveness in research and teaching;
- promote and enable the harnessing of scholarly expertise within the university in support of development initiatives in the wider society;
- facilitate the implementation of the Memorandum of Understanding with the Provincial Government of the Western Cape and the agreement with the City of Cape Town;
- foster collaborative thinking and dialogue between the university and external stakeholders and better alignment between the needs of external constituencies and the identification of the university's strategic objectives;
- organise an annual colloquium to foster debate and provide a platform for members of the university and external communities to reflect on SR activities and objectives within the university and to identify future opportunities for collaborative activities;
- produce an Annual Social Responsiveness Report;
- facilitate annual environmental scans to inform institutional planning
- service the Social Responsiveness Committee
- audit the interactions between the university and external communities and agencies

Furthermore, to promote collaboration between staff and student initiatives, IPD undertakes to assist students as follows:

- Identify possible academics or professional staff to assist with community work undertaken by students

#### **3.1.4 Centre for Higher Education Development (CHED)**

CHED, through its Higher and Adult Education Studies and Development Unit, will contribute to SR activities through

- assisting in capacity building for staff to implement service learning/community based education programmes;
- facilitation of the development of new forms of pedagogy and curriculum arrangements that could be conducive to expanding service learning;
- engagement with faculties about ways of promoting critical citizenship among students through participation in social responsiveness activities; and
- assistance in promoting the formal integration of student volunteer activities as credit-bearing components of the curriculum, where appropriate.

#### **3.1.5 Research and Innovation and Postgraduate Funding Offices**

The Research and Innovation Office carries out the following functions related to SR:

- staff development and support related to promoting research innovation at national, local and sectoral levels;
- promotion of research in all disciplines and fields

with an intentional public benefit including policy research.

- implementation of research quality assurance reviews that highlight contribution to the public good
- design and management of leadership awards for post graduate students, with a specific focus on community service and contribution to civil society
- Implementation of the signature theme policy which requires demonstrated social responsiveness and evidence of impact on the curriculum
- Promotion of debate about different types of scholarly outputs and recognition thereof

### **3.1.6 The Department of Student Affairs**

The Department of Student Affairs carries out the following functions related to SR in supporting student clubs, student societies and student development agencies:

- providing administrative support, guidance and advocacy for student-driven projects;
- facilitating coordination of development projects by student clubs, student societies and student development agencies
- promoting the development of student leadership skills and student volunteerism through the initiatives undertaken by student clubs, student societies and student development agencies.
- implementing an appropriate reward and recognition system as part of promoting student leadership and student volunteerism initiatives that benefit internal and external communities through the contributions made by student clubs, student societies and student development agencies by recognition of individual and/or collective student leadership.

## **4. Evaluation**

This policy framework recognises that conventional ways of evaluating the quality of academic work may not always be appropriate for evaluating the quality of the wide range of outputs/outcomes/impacts associated with externally applied or oriented scholarly activities. It is neither possible nor desirable to adopt a uniform approach to an evaluation of the quality or impact of socially responsive activities, as these are governed by multiple factors and variables. The objectives and contexts of activities differ enormously and any methods of evaluation would need to be appropriate for the context.

However, given that the criteria for the 'rate for job' process and ad hominem promotions accommodate SR activities, evidence of SR activities and their value is desirable in this process. Qualitative and quantitative methods can be used for this purpose, accommodating input and evidence from the university as well as from external partners and/or members of the community in which social responsiveness activities are carried out.

At the institutional level, the annual Social Responsiveness Report provides qualitative information with a view to showcasing, promoting debate and discussion about different forms of social responsiveness, profiling good practices, supporting these activities through increasing awareness and thereby strengthening their sustainability and the extent of their contributions to the public good.

## **5. Recognition and reward systems**

Activities reported on in the Annual Social Responsiveness Reports are included on the Social Responsiveness website database in order to share information and serve to facilitate internal collaboration as well as partnerships with external constituencies.

All units in the university are encouraged to think creatively about various ways of recognising the wider range of outputs connected to social responsiveness, which are not reported on in the various Annual Reports of the University. Examples of the ways in which this can take place include:

- compiling consolidated summaries of information gathered through performance reviews and placing this on the SR website
- provision of CVs linked to cases profiled in the SR report
- production of supplements to reports

### **5.1 Institutional Award**

To complement awards issued to staff by the university in recognition of achievements in teaching and research, the Vice Chancellor has accordingly established a 'Distinguished Social Responsiveness Award' alongside the similar award for teaching. This provides an institutional signal to members of the University that social responsiveness is an important institutional priority.

The recipient(s) of the award will be selected on the basis of the following criteria:

- Activities that have resulted in demonstrable mutual benefit to the academic enterprise and an external non-academic constituency
- Evidence of shared planning and decision-making practices in the initiative
- Contribution to brokering and facilitating relationships which have enhanced the University's engagement with local, regional, national or continental development challenges
- Evidence of the way in which the initiative has enhanced teaching/learning or research processes
- Documented excellence in extending knowledge production (including indigenous knowledge), dissemination, integration and application of knowledge through social responsiveness
- Evidence of sustainability of the initiative
- Contribution to new notions of professional practice designed to meet the needs of the South African context

### **5.2 Staff Recognition**

#### **5.2.1 Ad hominem promotions**

'Social Responsiveness' is integrated into the key performance categories of academic activities to which points may be awarded in support of submissions by academic staff applying for ad hominem promotions. Decisions are made in accordance with the current practice in faculties.



### 5.2.2 Rate for Job criteria

Performance criteria applied in 'Rate for Job' (RfJ) evaluations specify that Social Responsiveness should be embedded in the three performance areas of Research, Teaching and Leadership/Management/Administration for which required outputs, responsibilities and activities have been established. This means that staff can choose to provide examples of activities related to social responsiveness as evidence of meeting the criteria in the various categories or not.

Where staff opt to use examples of social responsiveness for the RfJ exercise or for ad hominem promotions, relevant information should be included in CVs in support of applications for ad hominem promotions, and rate for job assessments in line with approved RfJ criteria.

### 5.3 Student Recognition

Formal recognition is manifest through the provision of certificates to students who meet the following requirements:

- active membership of a student development agency or other student society engaged in community service
- heading or actively participating in civic engagement initiatives

Recognition is subject to the submission of a short report compiled by the student and complemented by substantiating evidence, which must include:

- proof of minimum number of hours of active participation;
- proof of contribution to the objectives of the initiative / activity;
- signed reference letters on letterheads or affidavits from a leader of the initiative, and/or a leading member of the external constituency benefitting from the initiative.

In addition faculties are encouraged to explore ways of recognising student contributions to socially engaged service and learning initiatives that form part of the curriculum or for outstanding voluntary community service.

## 6. Policy Review

This policy framework shall be subject to review within three years from the date of Senate approval to evaluate the impact of the policy and any implications arising from a constantly changing internal and external environment.

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# Section Three

*Portraits of practice*

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# PORTRAITS

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'. The 2008 report includes a case study on UCT's response to the xenophobia crisis, drawing on accounts of support provided by the Refugee Rights Project, SHAWCO, the UCT Crisis Committee, and the Department of Social Development. The Social Responsiveness Working Group felt that this was important given the scale of the crisis in South Africa and the potential role that higher education institutions can play in interrogating the reasons why the xenophobic attacks erupted.

## Identification of case profiles

The SRWG sent a letter to the deans and the student representatives on the Social Responsiveness Working Group, requesting that they nominate cases for inclusion in the 2008 report. The Working Group asked the deans to consider cases involving:

- staff at different levels in the academic hierarchy;
- the performing arts, patents and inventions;
- different disciplines;
- individuals and groupings;
- a focus on UCT's location in Africa;
- curriculum innovation;
- different sizes and kinds of budgets;
- strong links to the core functions of teaching and research;
- scholarly outputs unlikely to be covered in the Research Report; and
- outstanding examples of voluntary activities involving students.

No nominations were received from the Centre for Higher Education Development. One nomination was received from the Faculty of Science. However, it was not possible to include this case as it proved difficult to contact the relevant person. The Social Responsiveness Working Group met to make the final selection.

Through this process ten profiles were identified for inclusion in this report. Three profiles were written by staff involved in the initiatives, six were compiled on the basis of interviews conducted with the key players in the projects, and one was compiled on the basis of reports submitted by three of the units involved as well as two interviews with key players in the projects.

## Data collection process

Data were collected between September and November 2008 in the form of in-depth interviews with individuals or unit/centre/project heads or representatives, discussion documents, websites, reports and other publications. Questions for the interviews were drawn up by the Social Responsiveness Working Group. The broad categories for the interviews were as follows:

- background to the project/work/unit;
- why the work was 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;
- how the social responsiveness activity has contributed or added value to UCT and any external constituency involved;
- how the social responsiveness activity and its impact are evaluated; 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 Social Responsiveness Working Group decided that it would be helpful to use the annual social responsiveness reports to develop a common understanding across the university of how to construct curricula vitae related to social responsiveness. The Social Responsiveness Working Group asked the interviewees to provide curricula vitae related to social responsiveness. However, 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 Social Responsiveness CVs fairly closely approximate

academic CVs, whilst others provide information on a range of activities that cannot be reported in the conventional academic CV, and a few reflect developments and a change in focus or approach, over time. Due to 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 over time.

## **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.

*Interview authors were Ms J Favish, Ms Jane Hendry, Dr J McMillan, Mr S Ngcelwane and A/Prof H Von Blotnitz. Carlene van der Westhuizen provided information for the report on the activities of the Development Policy Research Unit; Dr Lillian Artz and Ms Deidre Smythe provided information for the reports on the Law, Race and Gender Unit and the Gender, Health and Justice Research Unit; Prof Jane Alexander provided information for the report on the Masiphumelele Arts Project.*

*All interviews were transcribed by Ms Carin Favis.*

# THE PUBLIC ROLE OF PUBLIC UNIVERSITIES: EXAMINING UCT'S RESPONSE TO XENOPHOBIA

UCT's immediate response to the xenophobia crisis in 2008 took the form of humanitarian aid designed to mitigate the effects of the displacement of thousands of people by the violence. During the course of the crisis, UCT's contribution increasingly came to reflect the particular expertise and strengths that reside within the university, manifested across a diversity of activities. Students and staff supported health related interventions and co-ordinated donations, helped manage a humanitarian crisis, monitored adherence to internationally recognised rights of refugees, and rendered psycho-social support in extraordinary circumstances. The benefits of promoting a culture of volunteerism amongst students were also highlighted by UCT's response.

## Background

On 19 May 2008 South Africans woke up to the horrifying image of a Mozambican man, Ernesto Nhamuave, engulfed in wild fire. Upon investigation, it turned out that he had been set alight by fellow human beings. Adam Habib, Deputy Vice-Chancellor of the University of Johannesburg, has described Ernesto Nhamuave as the human face of South Africa's orgy of xenophobic violence. He died in the Ramaphosa informal settlement when a group of South Africans beat him, doused him with petrol and burnt him alive.

Ernesto was one of the 65 or more foreign nationals who would die in the following days in an outbreak of xenophobic violence in Gauteng. Thousands more fled their homes with literally nothing except the clothes on their backs. By the end of the week, the violence had spread like wildfire throughout the country. This unprecedented violation of "others'" rights in South Africa bordered on human catastrophe and caught the government, public institutions and individuals by surprise – people did not know how to respond.

Many South Africans volunteered their time and energy to help the displaced people. The University of Cape Town, home to 2 308 students from the rest of Africa, did react to the crisis, but in a manner that suggested that UCT was grappling with appropriate ways of translating its commitment to being an engaged university into concrete action.

## UCT's 'first response' to the xenophobia crisis

UCT's immediate response to the xenophobia crisis in Cape Town took the form of humanitarian aid designed to mitigate the effects of the displacement of thousands of people by the violence. Prof. Martin Hall, then Deputy Vice-Chancellor at UCT and co-chair of the UCT Crisis Response Committee that was set up to co-ordinate the support of the UCT community, described UCT's response as follows:

*It became clear on about the Wednesday that there was a rapidly emerging crisis in Cape Town. On Friday evening UCT was told that there were 200 people displaced in buses. UCT's initial reaction was to find accommodation for these people. So the first response was to find 200 mattresses which the residences did magnificently and very quickly. At first we thought we would need the Sports Centre. But soon after that we were advised that the network of church halls and community centres would be able to cope with the flood of displaced victims. So the people who we thought were coming to us were diverted into what eventually turned out to be a network of over 100 community sites. So we then sent the mattresses that we collected to the church. We were informed that the most immediate role we could play was providing transport for people who had been forced to leave their homes. So we deployed the Jammie Shuttles and moved about 2 000 people in the course of the weekend. Staff and students were also mobilised to provide relief in the form of blankets, clothing and food. SHAWCO volunteers conveyed the goods to various distribution points that had been set up by non-governmental organisations (NGOs) and the churches.*

During the course of the weekend and the next week UCT's contribution increasingly came to reflect its particular sets of expertise and strengths that reside within universities.

Firstly students were mobilised to assist in various ways. In UCT's case the capacity to do this quickly and effectively was due to the volunteer infrastructure established by SHAWCO, a community development organisation run by students of UCT. Secondly the resources of medical personnel were speedily galvanised through the Health Sciences Faculty. The third set of resources was located in the Refugee Rights Project, attached to the Law Faculty. Staff from the clinic had been working with refugees for years and, as a result, had the infrastructure and relationships to respond to the cases of human rights abuses and provide advice on protocols for dealing

with refugees. And fourthly the Department of Social Development mobilised its resources to offer counselling services.

Whilst it is recognised that many other departments in UCT organised seminars on xenophobia, or introduced discussions on xenophobia into formal teaching programmes, this case profile focuses on the interventions of SHAWCO, the Refugee Rights Project and the Department of Social Development. These initiatives were nominated by the faculties and student society representatives on the Social Responsiveness Working Group for inclusion in the 2008 Social Responsiveness Report. Representatives from these units were also represented on the Vice-Chancellor's Crisis Response Committee. The case profile will also reflect critically on the nature of the institution-wide response with a view to identifying challenges with respect to the role of public universities in responding to major humanitarian crises.

### **SHAWCO: supporting health related interventions and co-ordinating donations**

SHAWCO Health is the SHAWCO sector run by Health Sciences students who provide six-weekly evening clinics and one-monthly paediatric clinics to seven disadvantaged communities in the Cape Metropolitan area.

On the evening of 23 May 2008, a member of the SHAWCO Health Steering Committee received a phone call from one of the volunteer doctors who was helping out at the Caledon Street Police Station in the city to ask whether SHAWCO volunteers could assist with handing out blankets, food, and clothes to the thousands of people who had been displaced by the violence and had congregated at the police station. A decision was made to advertise the need through SHAWCO's regular communication channels. The communication indicated that volunteers would help as individuals, not under a SHAWCO umbrella, since SHAWCO could not take responsibility for the safety of volunteers in this situation. A bulk sms was sent out at 22h45 to the over 300 students on the SHAWCO health database, requesting their help.

On Saturday morning an emergency meeting was called for SHAWCO Health Steering Committee members and other SHAWCO leaders from the SHAWCO Education Sector on the university's main campus to decide how SHAWCO could help. It was decided that SHAWCO Health would focus on health-related activities, while SHAWCO Education, with the aid of SHAWCO staff and drivers, would co-ordinate the collection and distribution of large amounts of food, clothing and hygiene products to the different sites of refuge. This enabled a large portion of the UCT community to get involved personally and practically. A decision was also made that SHAWCO would not use its branded vehicles to take relief items into the communities that SHAWCO traditionally serves.

*SHAWCO has struggled to change its brand from a welfare organisation to a development organisation over the last 14 years, with communities still expecting free handouts of food and clothing. We did not want*

*communities to feel that we had double standards, but we did want to contribute in some way to an unprecedented crisis. A further decision was made that SHAWCO Health would not suspend any of its normal services – a move which could potentially have generated xenophobia where none had existed previously by making our normal communities feel marginalised during the crisis (De Wit & Lewin, 2008).*

On the Saturday night (24 May), SHAWCO Health leaders met with members of the Treatment Action Campaign (TAC), AIDS Law Project (ALP), AIDS & Rights Alliance for Southern Africa (ARASA), Medecins sans Frontieres (MSF) and individual doctors to discuss a concerted health response. A decision was made to run a health assessment across all known sites on Sunday morning, utilising a rapid needs assessment tool developed by MSF, the site details accumulated by the TAC, and volunteers mobilised by SHAWCO Health.

*An sms was sent out at 21:30 on Saturday night asking for volunteers to report at 08:00 the next morning. Despite the last-minute call and early wake-up, 20 volunteers arrived at the SHAWCO Offices the next morning. The volunteers from the Faculty of Health Sciences included medical and health and rehabilitation students. The volunteers were trained by MSF and given instructions on security issues. Four students were paired up with doctors and the rest worked in student-pairs. A total of 18 sites had been identified for the teams to visit that day – they came back with over 33 having been assessed (as a team would go into an area, the police would take them to more sites which had not as yet requested help from the civil society coalition). SHAWCO volunteers wore SHAWCO Health shirts so that they would be identified as relief workers. Through this identification, SHAWCO became the link between the civil society coalition and various church groups who were hosting internally displaced people. By the Monday after the crisis exploded the churches were running an online database of all the sites which they were supporting. SHAWCO Health was able to feed information into these sites, as well as to incorporate health-specific questions, needs and information so that the overall response could be more effective (De Wit & Lewin, 2008).*

By Sunday afternoon (25 May), over 33 sites had been assessed and information from all those sites captured and assessed to report to various role-players in the response. The assessment included information on, inter alia, numbers of men, women and children, shelter, food provision, health needs, health services and safety. This was the first data obtained regarding the extent of the crisis situation. Up until this point the City of Cape Town had no idea of the scale and complexity of the situation (how many people were involved, their living circumstances and health concerns). The framework developed on this day was later adopted by Disaster Management as a basis for monitoring all the sites. Subsequently modifications were made by the Civil Society Coalition to include questions on the provision of health services in the area, visits of health officials, and access to first aid at the sites.



On Monday, 26 May, in a meeting between city and provincial health leaders and representatives of the Civil Society Coalition (CSC), it was agreed that daily health assessments would be run by health officials across the eight health sub-districts in the Cape Metro area, and the results of these assessments would be sent to the CSC along with requests for volunteers aimed at specific interventions. While waiting for the information from the health services to come through, UCT's Faculty of Health Sciences and SHAWCO Health, in partnership with the TAC/ALP/ARASA-convened alliance, began putting together a database of students and staff members who were willing to help with health-specific interventions.

*It was a very effective use of the faculty's communication systems and SHAWCO's long-standing ability to co-ordinate volunteers (De Wit & Lewin, 2008).*

As per the agreement, the details of the individuals willing to help were sent to the health authorities. By the Thursday of that week (29 May), not having heard anything from the health authorities in this time, the CSC decided it was necessary to run another rapid site assessment of the more than 70 sites that were now logged on the central database. SHAWCO volunteers from upper campus formed part of the group who ran these assessments, as SHAWCO's health students were continuing their curriculum work in the hospitals during the weekdays.

From the information gathered through the rapid needs assessment, SHAWCO Health could identify which sites had:

- no access to health care facilities;
- large numbers of people;
- a large proportion of children under the age of 5; and/or
- signs of diarrhoea and scabies outbreaks.

Although the plan was not to set up parallel health systems, it had become clear from the data gathered that many people were either too scared to access the normal health care facilities or had actually been harassed by local citizens on attempting to access these facilities. SHAWCO Health therefore identified eight sites most in need of extra health services and began to arrange for their mobile clinics and teams of students and doctors to go out and run weekend and evening clinics.

*Once again, SHAWCO Health was able to make use of the faculty's bulk sms system to advertise the clinics to all the health sciences students. This enabled SHAWCO Health to have access to students who would not normally be in the SHAWCO communication network and boosted clinic attendance (De Wit & Lewin, 2008).*

SHAWCO Health also developed and distributed materials to help site co-ordinators identify and treat diarrhoea, scabies and TB outbreaks, as well as information on medical 'red flags' – what to refer, how quickly, and to where. None of this kind of information had been distributed during the first week of the crisis. This was later added to by a leading paediatrician and academic who put in special notes on how to care for newborns, nutrition, and han-

dling of specific childhood illnesses. These resources will be kept on file for any similar crises which might arise in the future. Over the space of the week, SHAWCO Health ran nine clinics at eight different sites around Cape Town, treating over 600 people (in addition to the six normal evening clinics on Mondays, Tuesdays and Wednesdays). A later clinic was run by volunteer doctors using one of SHAWCO Health's fully equipped mobile clinics and the SHAWCO dispensary for the hundreds of asylum seekers staying under the Eastern Boulevard Bridge (the students were at this time writing end of block exams).

*The manner in which the Faculty of Health Sciences and SHAWCO Health worked together to respond to the crisis serves as a wonderful model for how student organisations and more 'institutional' bodies can work together extremely effectively. Each did what they do best and supported each other, which led to a highly efficient health response from the UCT community (De Wit & Lewin, 2008).*

## **Refugee Rights Project: helping to manage a humanitarian crisis and monitoring adherence to internationally recognised rights of refugees**

On the morning of Friday 23 May, the Refugee Rights Project fielded calls from countless of its fear-stricken clients who were afraid to leave their homes as well as from others who were confronted by perpetrators of violence. The Refugee Rights Project staff immediately intervened by liaising with the South African Police Service to assist those affected to reach places of safety.

Later that day nearly 250 refugees arrived at the offices of the Refugee Rights Project at the Law Faculty seeking assistance. With severely traumatised clients who obviously needed emergency relief, the Refugee Rights Project had to step outside their traditional role of attorneys to manage a humanitarian crisis. With the assistance of the Rondebosch Police, initially at the police station and later at Rondebosch United Congregation Church, they managed to place 1 057 refugees in shelters in and around Cape Town with the Jammie Shuttle providing the much needed transportation.

On Saturday morning the project staff logged all the displaced people that were assisted by them with the Cape Town disaster management team. Many members of the UCT community (staff and students) came to the assistance of the project staff.

It soon came to the attention of the Refugee Rights Project that refugees who were housed at community halls, church halls and mosques were being moved by government to the Youngsfield Military Base as well as other distant and relatively remote places such as Soetwater and Silverstroom. Within hours it became apparent that refugees' rights were being violated by the military personnel and other officials at these sites.

*The Refugee Rights Project immediately intervened by liaising extensively with the military personnel at*

*the base, explaining the refugees' right to freedom of movement, amongst others. This intervention directly resulted in these rights being respected and in the media gaining access (Khan, 2008).*

Other legal issues immediately identified and addressed by the project were the forced and undignified tagging of the refugees at these sites and the attempted unlawful registration of people not already documented. It was pointed out to the Minister of Home Affairs (in a series of correspondence), under whose ostensible authority this was being done, that the authority she claimed for the procedure did in fact not empower such registration and that the offensive questions on these registration forms had no basis in law. This led to the minister retracting the initial unlawful registration and relying rather on powers in terms of the Immigration Act to grant residence for the undocumented migrants for a six-month period. Support and assistance from the entire Cape Bar and the project staff during this time was very forthcoming and highly appreciated.

At the same time refugees were demanding a presence from the office of the United Nations High Commissioner in Cape Town (UNHCR). Project staff convinced UNHCR staff to come to Cape Town and establish a presence for the duration of the crisis. In addition they also facilitated many meetings with civil society and the UNHCR protection unit.

A very important role identified by the project staff during this time was the fact that they, via their clients, are a key source of information, and at times life-saving information. In the same manner in which they informed the South African police in May 2008 of the impending attacks on foreigners and the exact areas where such attacks were likely to occur (not a single person killed in the Western Cape compared to 61 in Gauteng), they once again did so (see attached Argus article – Friday 5 September) in an attempt to avert such further brutal attacks and displacement of vulnerable people whom the entire international community has agreed to protect.

The Project staff remain committed to ensuring that refugees' rights are not violated and in this regard they continue to inform South Africans about refugee rights.

### **Department of Social Development: rendering psycho-social support in extraordinary circumstances**

Concerned about the unfolding crisis related to xenophobia, staff in the Department of Social Development acted quickly when approached by the Dean of the Faculty of Humanities on 26 May 2008 about offering services to refugees. Initial responses included compiling a list of volunteers to render psychosocial support to refugees who were displaced through xenophobic attacks. The department recognised that even though direct counseling was not part of its core business, these were extraordinary circumstances and the values of the social work profession dictated that staff respond to this human disaster. The department was also aware that its students

work in communities as part of their field practice and that they may be placed in situations where they need to respond to clients who were traumatised as a result of the events.

The goals of the department were to:

- render psycho-social support to individuals and groups affected by violence and displacement;
- participate in networks with community service organisations (CSOs) and UCT staff in order to pool resources so that services could be maximised; and
- identify lessons in reframing practice-based interventions from African experiences of displacement.

The first step was to compile a list of potential volunteers which consisted of staff and students of the department, colleagues from the Psychology Department and practitioners in the field. The project co-ordinator, with the assistance of the head of the department, liaised with SHAWCO and a meeting was convened with Dr Pumla Gobodo-Madikizela from the Department of Psychology, to plan a response.

Counseling was conducted with groups and individuals, but it soon became clear that the refugees were being further traumatised by a lack of co-ordination between the province and the city. The result of this lack of co-ordination was confusion around what was going to happen, an over-reliance on volunteers, and no one having an idea of what the government's plan was to deal with the situation.

Based on ongoing needs assessments, the method of intervention was modified and counseling was offered on an ad hoc basis. It soon became evident that refugees were preoccupied with meeting their basic needs and that the most practical way to offer support was for a counsellor or counsellors to be available at specific times. Counseling rosters were compiled for both sites which were advertised via the leaders and the refugees used the service as needed. It was also clear that services needed to be offered during the day as well as after hours, because the majority of displaced persons at both sites were not available during the day. The adults would leave the sites to go and seek employment and the children attended school.

At one centre, Chrysalis Academy, services were offered during the day only (including Saturdays). However, a volunteer was available at night in the event of an emergency. At Summer Greens a counsellor was available two mornings per week and three counsellors were available four evenings a week. Counsellors offered support to mainly adult refugees, but some support was provided to children. They also offered support to volunteers who were showing strain as a result of working long hours and not being able to answer the refugees' questions about their future. Volunteers were feeling helpless and despondent.

In the third week of the crisis the department realised that Chrysalis Academy was reasonably well-resourced in terms of counsellors and approached the network to find out where the department's service was needed

more. The department then decided to render services at the Summer Greens Hall, which was housing a total of 250 people, including 65 young children. The situation at Summer Greens was different in that the site was co-ordinated by the refugees themselves and there were very few volunteers who were involved. However, the leaders of the site also required support. The service during the day was only used by adults, whereas the evening sessions were mainly used to intervene with children.

The counsellors realised that the classic role of therapist would not suffice in this situation and that intervention was required at different levels. This included organising food, linking with government officials about the provision of basic needs, assisting with tracing lost relatives, and organising medical assessments and treatment.

A positive development at the onset of the intervention was the initiation of an informal Network of Trauma Support Providers by the Health Sciences Faculty. This network consisted of academics, CSO staff and private practitioners. The network enabled co-ordination between the departments of psychiatry, psychology and the Trauma Centre.

## Reflections on the public role of the university

As can be seen from the above accounts, the UCT response took the form of humanitarian aid with students and staff from the UCT community contributing predominantly as concerned citizens. In addition academics and students provided specialised services linked to their professional areas of competence or fields of study.

At the meeting which took place on Monday, 26 May, to which all members of the UCT community were invited, a strong view was expressed that UCT needed to move beyond its 'first response' of humanitarian aid and focus on developing a deeper understanding of the causes of the crisis with a view to formulating proposals for more effective immigration policies and state responses to the gross violations of human rights which had occurred all over the country.

The key challenge identified was for the university to formulate a sustained long-term intervention without saying what form the intervention should take. The motivation for this probably stemmed from support for the role of public universities in promoting the public good and helping to address development challenges facing our society in line with UCT's mission to "play an active developmental role in our cultural, economic, political, scientific and social environment" (UCT, April 1996).

The activities of the Department of Social Development illustrate how a department in a university can position itself to engage with the long-term issues. From the outset the department decided to set academic goals for its intervention, because ultimately it aimed to reflect on the lessons learnt from the experience and incorporate these

lessons into its teaching as well as encourage debate about the practice models used.

*The work with displaced refugees is vital, not only for humanitarian reasons, but because it will inform the teaching of the Department of Social Development. Historically the department has always recognised the relevance of incorporating input on trauma into the curriculum. The trauma and struggles experienced by refugees is a strong component of the module on Trauma Intervention offered by the department.*

*The work with refugees provided staff with the opportunity to conduct research on issues related to xenophobic violence. Our postgraduate students in Development Planning were tasked with examining planning processes related to the re-integration of refugees into communities. Staff have continued to be involved in ongoing research into the dynamics and struggles faced by displaced persons in the Cape Metropole area. The department will also be hosting a seminar with relevant stakeholders to examine our intervention and to debate practice models, learnings and the way forward. It is also envisaged that the papers discussed at this seminar will be published (Williams, 2008).*

The Religion and Xenophobia Conference organised by the Religious Studies Department is another example of an initiative designed to stimulate debate about the underlying causes of the xenophobia crisis and to reflect on strategies for addressing these.

However, whilst other departments within the university may have engaged in a similar fashion, once the need for large-scale humanitarian aid declined, it proved difficult to sustain a centrally co-ordinated initiative to engage with the long-term challenges. Hall suggests that one of the major reasons for this stems from contestations, or a lack of clarity, about the public role of the university.

*The extent to which the university interprets its public role beyond the core issues of research and teaching provision is an unsettled issue in higher education. What is interesting in the sort of situation that we faced in this crisis is that the more theoretical policy issues which have been there in an abstracted sense all the time became very concrete. For example, we've always known that the 1997 White Paper identifies a clear set of public obligations for universities. But it's one thing to debate those in the abstract; it's another thing altogether to know how to respond to a very immediate public crisis. So UCT's decision to set up the Crisis Committee was essentially reactive rather than proactive, and a result of a buildup of voices within the institution urging the institution to do something. This created a collective push towards an engagement.*

The difficulty in sustaining a longer-term intervention highlighted structural difficulties in regard to promoting the civic mission of universities.

As Hall says:

*UCT's organisational structure is set up to reproduce and extend a core of largely discipline-based knowledge through discipline-based teaching and discipline-based research. I have no doubt that that sort of work has a key role in an education system as a whole. But to seriously address the challenges that manifested themselves during the xenophobia crisis would require strong, clear and directed university leadership working in consultation with the entire university community. Such leadership would enable the university to draw on the strengths of individual departments, whilst seriously grappling with the implications of being a university located in one of the steepest gradients between wealth and poverty in the world.*

*So whilst there is a large number of motivated individuals and groups of individuals across the university who are very passionate about human rights issues, and who may from time to time demand that the university responds as an institution to particular strategic issues, there isn't an organisational structure within UCT that can carry or own a university-wide project. This becomes more challenging when long-term interventions necessitate inter-disciplinary work. There's no funding available, there's no organisational structure that you could use, and so it is likely to be entirely champion dependent.*

In explaining the motivation for his own involvement, Hall refers to the connection with his transformation portfolio.

The crisis was highly racialised, and appeared to be related in complex ways to issues of inequality, social exclusion and poverty. Although the nature of the linkages still needs to be analysed properly, there was sufficient evidence to suggest that the causes reflect the pathologies of poverty, inequality and exclusion which are substantive issues of transformation. I therefore felt that addressing the crisis was part of my portfolio.

Given that disciplines constitute the basis of the organisation of universities, the lessons from UCT's engagement in the xenophobia crisis suggest a critical role for the university leadership in allocating appropriate resources to:

- harness intellectual expertise from across the university;
- deepen debate about the causes of a crisis such as the xenophobic violence; and
- critically reflect on long-term strategies for addressing its underlying causes.

The need for a university-wide response reflects the importance of inter-disciplinary collaboration in building better understanding of complex phenomena.

*Really interesting things happen when people from different disciplines get together to discuss issues. There are key human rights questions which are not necessarily straightforward – there are people who would come out of law who would believe in absolutist versions of human rights which will be completely challenged in anthropology. So it can be argued where problems are as complex as those associated with the xenophobia*

*crisis, university-wide debates and discussions could have contributed to a deeper understanding of the issues (Hall, 2008).*

## Promoting critical citizenship

Much of the literature on public engagement of universities refers to the role of universities in producing critical citizens through educational programmes and practices that are conducive to critical discourse, cultural tolerance and a common commitment to a humane and just social order.

Fulfilling this mission entails the provision of opportunities for ongoing debate, amongst other things, about various forms of prejudice and humanitarian disasters, so that students are equipped to deal with such challenges in the future.

In the absence of a university-wide structure to organise public debates, universities tend to rely on individual champions or academics who take their roles as public intellectuals very seriously.

UCT was fortunate to be able to draw on the reservoir of expertise within SHAWCO and its network of student volunteers to recruit volunteers to assist with the relief effort. Indeed, the role played by SHAWCO illustrates how critical the location of a student-run entity like SHAWCO at a university can be to building relationships with local communities in Cape Town and to providing students with opportunities for co-curricula experiences which enable them to acquire leadership skills, whilst addressing key development challenges facing our society. Student volunteers who participate in SHAWCO activities attest to how their engagement with communities strengthens their commitment to promoting a culture of tolerance and social justice within the country. They also come to appreciate the importance of team work and the value of social networks in addressing major challenges facing South Africa.

*I think a large part of why SHAWCO's response was successful because it was student-run. Yes, staff members were there to offer support and assure students that there was a budget which they could draw from, but essentially the students were given free rein to respond in the way they saw best. I believe it is because of this freedom that they responded in such an overwhelmingly professional and effective manner – I think, had we as staff members assumed responsibility and told them what to do, we would have had a totally different situation on our hands. Students have personal resources in terms of energy and idealism, but also in terms of their communication and social networks and (I know this is the wrong word, but) a 'moral authority' because they are acting in a voluntary capacity and not as part of their 'job'. So, when a student asks another student to come and help out, there is more clout and communication to other students than when a student is asked/told by a staff member or as part of the university's structures.*



*While the university may have tried to tap into residences for donations and volunteering, it was actually the students who came up with the idea of contributing their meals (yoghurts, packed sandwiches, juices, etc.) to the sites, as well as ongoing collections (and marketing of the collections) of clothes and hygiene products. These were individuals in individual residences who took the initiative to do this on their own volition (Lewin, 2008).*

Whilst this quote from a staff member at SHAWCO highlights the importance of student-led initiatives in nurturing a life-long commitment and sense of responsibility to contributing to the development of society, it also challenges the university to reflect critically on whether sufficient opportunities are provided for students to acquire the practical skills needed for active citizenship through the formal curriculum or as part of the co-curriculum.

As a member of the SHAWCO Board says:

*Students who volunteer via SHAWCO do so primarily in their capacity as UCT students. So it is difficult to see how SHAWCO could operate independently of UCT. But I think it is important to reflect on the extent to which 'UCT's response' was so critically dependent on SHAWCO, which, although closely linked to UCT, is in fact a largely independent NGO. Thus, for instance, how different would the picture have been in the absence of a SHAWCO? And what might the implications of this be? I think it is important to think about what it all means for how the UCT community is mobilised, not only in crisis situations, but also to respond to ongoing social needs in the communities of which we are a part. The reliance on SHAWCO to provide a channel for student volunteerism, given its ambiguous relationship with the university, exposes potential weaknesses within UCT with respect to the role of universities in providing opportunities for students to acquire skills associated with active citizenship through practice. I believe that the role that SHAWCO plays currently in UCT is not fully appreciated (Moltano, 2008).*

## Conclusion

The brief accounts of the contributions of SHAWCO, the Refugee Rights Project and the Social Development Department indicate the enormous capacity that exists within universities to contribute to the ongoing development of our society, through research and teaching, as well as through sustained engagement with issues confronting our country. However, the case profile suggests that universities need to grapple seriously with the challenge of building the relationships and structural mechanisms that will enable them to enhance their role in promoting the public good. It also raises questions about the critical role of the leadership in universities for developing appropriate strategies for promoting interdisciplinary collaboration and galvanising the intellectual resources of the university to respond to the needs of the majority of people in our country.

The benefits of promoting a culture of volunteerism

amongst students have been highlighted, as well as the need for the university to reflect on appropriate protocols for mobilising the resources of SHAWCO and other student-led societies.

Lastly the positive features of the collaboration between students and staff of the Health Sciences Faculty, and between them and other organisations of civil society, provide exemplars of ways in which mutually beneficial relationships can be built with external constituencies to maximise the impact on the quality of the university's core processes, as well as the quality of life of the communities surrounding the university.

As Lewin and De Wit say:

*Imagine if each faculty and structure in the university (such as residences etc.) had called its students together on the first day and asked them to identify ways in which they could respond, firstly within the line of work they are studying (if possible), secondly with the faculty's resources (such as communication structures, phone lines, people, computers etc.), and thirdly just with the faculty's support (just knowing their students were going out as a group to play games with kids in the camp, for instance, and encouraging them in different ways). If the students leaders in residences had been given the space and support of the organisation's structures to mobilise donations, volunteers etc. – can you imagine each residence committing to sending out ten volunteers to run afternoon classes with kids in the camps, or something? How awesome would that have been?*

*Admittedly, this all took place during and after exams, but we believe that if universities more actively promote and recognise what 'student organisation' can accomplish, we would have seen a lot more of it. Then, in ten year's time, if something like this hit again, we would have doctors, lawyers, biologists, engineers, business people, musicians, sociologists, playwrights etc. all knowing a little more about how to respond to this situation and wanting to respond to the situation, because they know that it is each individual that counts, not just the name of an institution.*

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# BUILDING CAPACITY TO IMPLEMENT THE GLOBAL VISION 2020 PROGRAMME

In 1999 the World Health Organisation, in collaboration with the International Agency for the Prevention of Blindness (IAPB), launched the global Vision 2020 programme with the aim of eliminating all avoidable blindness worldwide by the year 2020. In response, the Division of Ophthalmology at UCT started various initiatives to implement the Vision 2020 programme. This includes launching a postgraduate diploma in Community Eye Health, working in partnership with other agencies that contribute to eye care, and infusing a community health paradigm into the curriculum. Innovative teaching methodologies and new research insights are but some of the benefits of this development.



## Background

In 2000 it was estimated that there were 50-million blind people in the world. Unless the approach to eye care and blindness prevention changes, this will increase to 75-million by 2020. For this reason the World Health Organisation, in collaboration with the International Agency for the Prevention of Blindness (IAPB), launched the global Vision 2020 programme in 1999 with the aim of eliminating all avoidable blindness in the world.

Significantly about 80 per cent of blindness in sub-Saharan Africa is avoidable. Vision 2020 recognises the need

to extend the traditional clinical practice of ophthalmology, which is usually applied to individual patients, to the eye health care of whole populations or communities. The Vision 2020 programmes are envisaged as horizontal programmes that are integrated into existing health care services, with an emphasis on primary health care.

Each member country has signed a declaration of support for Vision 2020 and has established a national Vision 2020 management committee with a national programme co-ordinator. The Vision 2020 committees are supported by numerous non-governmental organisations



all over the world. Each programme has three components to it: human resource development, infrastructure development, and specific disease control strategies to address the major blinding diseases such as cataracts, refractive error, glaucoma and diabetic retinopathy. Whilst there are broad implementation guidelines, the detailed plans vary from country to country, reflecting different contexts and needs.

### **Embedding a focus on the community**

Clinical services like ophthalmology are traditionally viewed as one-on-one relationships between physicians or clinicians and their patients. Community eye health care challenges this traditional paradigm because it involves thinking about the provision of care to a whole community. For example, a traditional approach to treating age-related cataracts, which is a leading cause of blindness, is based on training individual surgeons to be able to do good quality surgery. However, Prof. Colin Cook, head of the Division of Ophthalmology in the Department of Surgery, says:

*Only one out of every ten people in Africa who are blind due to cataracts actually attend the health services for curative surgery. If we want to eliminate cataract blindness, it is necessary not just to think about the surgery technique, but to think about systems and structures that can be used to identify patients in the community who are blind due to cataracts and to enable them to access surgery by helping them to overcome the barriers that prevent them from accessing health care. If we sit in our clinics waiting for them to come, we will not see them ... and they will not see us, because they will be blind and sitting at home!*

In describing key features of a community approach to eye health, Cook draws on his experience of working as a medical advisor to the Christian Blind Mission in KwaZulu-Natal where he was responsible for supporting about 20 programmes in sub-Saharan Africa.

*I would visit the programmes, the doctors and other people working in those programmes, spend time with them, and assist with doing surgery. Whilst visiting the districts, I would look at the systems and structures that they have in place for the community component of their programme and for the clinic or hospital-based component of their programme, and then work with them to generate ideas to improve the efficiency and effectiveness of the programme.*

According to Cook, a community-based approach to eye health involves:

*Building the capacity of nurses and general practitioners to provide comprehensive eye care. Mid-level ophthalmic nurses are trained as clinical ophthalmic nurses able to run clinics without having ophthalmologists available. The ophthalmic nurses then run the clinics, develop systems in collaboration with community leaders to equip the community to identify patients who need surgery or other interventions, and treat a number of conditions on their own. The second component*

*involves training general practitioners, who are non-specialist doctors, to do cataract surgery. This has been very successful because there are now districts where there are general medical doctors, who in addition to other work that they do, spend one or two days each week doing cataract surgery and providing curative services in their districts.*

### **Building capacity to implement the Vision 2020 programme**

In 2004 UCT's Division of Ophthalmology introduced an eight-week certificate course to help train community eye health managers with support from the International Centre for Eye Health (ICEH) and the Nuffield Foundation. Prior to that, people who needed training had gone to India. Whilst this training was very good, it was orientated towards the needs and circumstances in that country.

Whilst training people to do a cataract operation is more or less the same regardless of where it takes place, the effectiveness of manager training requires knowledge of the contexts in which people will be operating. While there are a number of training programmes in Africa for secondary and tertiary level eye health care clinicians, there were no training programmes for Vision 2020 managers in Africa. It was thus felt that a programme needed to be provided for Africans in Africa.

The certificate course was evaluated at the beginning of 2008. One of the major recommendations was that it should be extended to a full one-year programme. This would integrate theoretical components and structure the learning on the basis of work experience to address the shortcomings identified in the evaluation.

The Division of Ophthalmology at UCT thus decided to launch a postgraduate diploma in Community Eye Health in 2009. The programme uses contact as well as distance teaching methods to build the capacity of people working in prevention of blindness programmes in sub-Saharan Africa so as to implement the Vision 2020 programme. The Health Sciences faculty at UCT supported the recommendation because it was in line with the faculty's mission to strengthen training in primary health care. It was also in line with the university's mission to strengthen its role on the continent.

The division has received funding for 2009 from the Nuffield Foundation. After that, other donors will be approached for funds. The programme is designed for Vision 2020 programme co-ordinators or managers of specified health districts who may not have any clinical background, as well as ophthalmologists, general practitioners, optometrists, or ophthalmic nurses working in the Vision 2020 programme. So the course is targeting a wide spectrum of people.

### **Enhancing relevance through collaborative curriculum development and planning**

Globally there are about 100 agencies that contribute to eye care and blindness prevention. The Vision 2020 initia-

tive has provided an impetus to draw all of these more closely together and to better co-ordinate the activities that they undertake.

Cook describes the emphasis on partnerships in Vision 2020 as a polygamous marriage:

*We would say to a national Vision 2020 committee – here are all your potential spouses; marry them and tell them what it is that you're wanting to do, what support it is that you need and where and how, and they're available to help you with it.*

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

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

One of the pre-requirements for students being accepted into the course is a written undertaking, either from their ministry of health or from the sponsoring NGO, that their support will be provided for the student to implement and manage these programmes once the training is complete. This encourages the different players to think about their ongoing responsibilities to the programme. The division is now collaborating with NGOs, the ministries of health and the national Vision 2020 co-ordinators in each county in sub-Saharan Africa in the recruitment process.

The process of building collective ownership of the programme has its challenges, but as Cook says, it is also extremely rewarding.

*The NGOs are there to assist, but the primary ownership has to be with the ministries of health for sustainability. It's been an interesting paradigm shift over the last few years in a number of countries. Because there have been so many agencies actively involved in blindness prevention, a number of ministries of health have been*

*very happy to relinquish authority or relinquish responsibility for the delivery of blindness prevention activities to these NGOs. The challenge is to gently remind them that in fact it's their primary responsibility. The NGOs are there to support them. And we as a university are here to support them in providing training. But they have to take and assume the primary responsibility. So it's a big, sometimes dysfunctional, always interesting family of different nationalities and professionals, trying to work together for the elimination of blindness in the world. It's a challenging and enriching experience!*

## **Wide range of skills required for programme implementation**

The curriculum reflects a significant departure from the traditional clinical-based world view on community eye health care. For example, managers of the Vision 2020 programmes need to be able to acquire skills and knowledge related to strategic leadership, health promotion, human resource development, project administration, financial administration. Very importantly, they need to learn how to advocate for eye care and blindness prevention with ministries of health and finance as well as with other agencies. Indeed advocacy is regarded as so significant that a whole week of the course is devoted to methods of advocacy.

This brief description illustrates that the staff teaching on the course need a much wider range of skills than those of clinicians. For this reason the division will be drawing on other people in the faculty, from the wider UCT community and their partners from sub-Saharan Africa, who do have the requisite skills to assist with the teaching.

## **Combining theory and practice**

One of the constraints or criticisms of the certificate course was that people came for the eight weeks and then they went away and there was no follow-up or support for them after that. As a result, a number of the students who had been fired-up, energetic and enthusiastic during the training, fell through the cracks and were unable to implement the programmes successfully. To address this shortcoming, the structure of the postgraduate diploma is comprised of an initial ten-week on-campus component, allowing time for learning the theory and developing an operational programme plan; this is followed by a 36-week off-campus component of reflective practice, allowing time for applying the theory and implementing and managing a programme; it then concludes with a final two-week on-campus component for report back, debriefing, planning for the next programme period, and summative assessment.

Each tutor will be responsible for two to four students, and will have regular weekly telephonic and/or e-mail contact with the students. During this time learners will be allocated prescribed reading and will have to submit progress reports as assignments. The flexible structure of the course enables learners to locate their learning within the context of the districts in which they live and work. The mixed mode programme design allows programme managers who are already (sub-optimally) managing Vision 2020 programmes in 42 countries in Africa the op-



portunity to undergo this training.

This approach deviates from the traditional way of providing training, which was done in the past at the International Centre for Eye Health in London, and more recently in countries such as Pakistan and India. Its innovation lies in combining on-campus teaching and training with off-campus practical application of what has been learned.

### Monitoring and evaluation

The Division of Ophthalmology believes that conducting a proper evaluation of the programme is very important, because many people have invested a lot of time and energy in its development and it needs to be successful. The students that are enrolled for the course will be monitored and mentored by UCT for the one-year duration of the course. After that UCT will not have any direct involvement in monitoring and mentoring of the students; the expectation is that this support will be provided by the NGOs participating in the programme. The division plans to conduct a formal evaluation of the programme after its third year. This will include examining the programmes that the graduates have been managing.

Cook says:

*We have no doubt that it will be a dynamic and living course with some changes and modifications to the way in which we deliver the teaching as time goes on. So we are sure that there are interesting lessons for us to learn over the next few years.*

### Links with research

Cook's research interests centre on the systems for the delivery of eye care services in the community. His research has therefore enhanced the design of the postgraduate diploma in Community Eye Health. His particular interest is glaucoma.

As Cook says,

*The interesting thing with glaucoma is that after cataract it is the second leading cause of blindness in the world. But it had not been included as a priority disease for the Vision 2020 programme, because there have been uncertainties around the best way to deal with it as a blinding disease. There were uncertainties about the definition of the disease, how to identify people with the disease, and what management approach would be best. We have been interested to try to answer some of the questions that exist, and to try to encourage its inclusion as a priority disease in the Vision 2020 programme.*

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*Information for this case profile sourced from an interview conducted with Prof. Colin Cook, head of the Division of Ophthalmology in the Department of Surgery, on 21 October 2008.*

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# COMMUNITY BUILD IN THE CONSTRUCTION STUDIES PROGRAMME

In 2005 the Department of Construction Economics and Management decided to align the Construction Studies programme with current local African and South African building issues. The programme aimed to expose students, not only to the technical side of construction as well as to the broader social issues facing communities and the built environment professionals in South Africa. First-year students would have to do a community service project of 40 hours through which they would be exposed to a live building project and the practical issues faced by emerging contractors each day. At the same time they would contribute to the upliftment of the community by providing a family with a home.



## Background

The Bachelor of Science degree programmes in Quantity Surveying and Construction Management have been offered at the University of Cape Town (UCT) since 1938 and 1966 respectively. In 2000 the two programmes were phased out and replaced by a three-year Bachelor of Science degree programme in Construction Studies (CS), followed by a one-year honours degree programme specialising either in Construction Management (CM Hons) or Quantity Surveying (QS Hons). The Royal Institute of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB) recently renewed their accreditation of the current degree programmes offered at UCT. These degree programmes have maintained strong support from the built environment professions, both locally and internationally.

The Construction Studies programme is offered as a three-year, full-time qualification through the Department of Construction Economics and Management. During this period students are required to register for three non-credit bearing courses, which are used as the vehicle to meet the requirement of 60 days or 480 hours of practical training set by the accreditation bodies. Students cannot graduate without completing the practical training. Historically the department had arranged for students to do one week's practical skills training (40 hours) at an industry-accredited training college to enable students to acquire an understanding of, and appreciation for, the basic trades, namely bricklaying, carpentry, plastering and plumbing.



## Gaining working experience whilst addressing community needs

In 2005 a decision was taken within the Department of Construction Economics and Management to align the Construction Studies programme with current local African and South African building issues. One of the key reasons for this was that the programme had been developed around formal (first world) construction structures and did not address many of the informal (third world) issues currently faced by the South African construction industry. Mark Massyn and Karen Le Jeune, who initiated the Community Build Project and have managed it for the past four years, also noticed that the students had begun to complain that the skills training offered by the training college was "a waste of time". Massyn and Le Jeune felt that

*Community Build might be a solution to resolve (these) problems. Firstly it would give them the opportunity to work in a real-life environment, and secondly, we hoped that they would connect with the community and feel that they are giving back.*

The key objective was for students to be exposed not only to the technical side of construction, but also to the broader social issues facing the communities and the built environment professionals in South Africa. The department therefore decided that first-year students would have to do a community service project through which they would be exposed to a live building project and the practical issues faced by emerging contractors each day. At the same time they would contribute to the upliftment of the community by providing a family with a home (Massyn & Le Jeune, 2007).

For Massyn and Le Jeune it is also important that students understand the lives of the majority of people who are employed by the construction industry as workers, often on short-term contracts:

*More than anything, (I tell them) that's where the labour force comes from, these are the people's lives you will manage on the construction site – if you don't know where they live, how they live and the contexts from which they come ... it's very important that they learn about the context. The industry side of the work can be picked up, but the opportunity to work in the township is one that is not an everyday occurrence for many UCT students.*

So the first year of skills training was converted into a 40-hour 'community build' or community service requirement. The first project was undertaken in Tambo Square, Gugulethu, which is located about 20km from the University of Cape Town. The project was run in partnership with Habitat for Humanity, a faith-based global housing NGO. Habitat for Humanity has been assisting home owners to build their own houses in this area by utilising the South African government's housing subsidy. The students were required to build a 50m<sup>2</sup> starter house for Grace Ngube, a resident of Gugulethu. The scope of the project included the building of the superstructure: external block walls, building

in of doors and window frames, the manufacturing and erection of timber trusses and the laying of roof tiles. At the end of the project, students presented the keys of the house to the new owner.

## Working with partners to carry out the Community Build

While the first build in 2005 was with Habitat for Humanity, the last three have been in partnership with the Niall Mellon Township Trust. This organisation was established in 2002 by Irish property developer Niall Mellon after a visit to the Imizamo Yethu township in Hout Bay, a suburb of Cape Town. He set up a trust to help alleviate the chronic housing plight of the residents. The Trust now builds houses throughout South Africa, developing partnerships between local communities and Irish and South African volunteers. The Community Build that the first-year Construction Studies students complete is one such partnership. The Niall Mellon Township Trust philosophy is to add additional value to the government's RDP housing specifications by including additional features to the houses, e.g. ceilings, solar panels and roof tiles. All the projects of the Trust are locally managed and the students are offered a site for their project each year.

One of the benefits of linking with the Mellon Trust is that the sites are well-organised, secure and ongoing. Security is one issue that Le Jeune and Massyn have discussed in depth with Mellon, as one of the sites proved very unsafe and they felt they would not be able to take the students to sites if the security issues weren't resolved upfront.

Funding for students' transport and lunch comes from the department's general operating budget. Without this input, and without the partnership with Mellon, the Community Build would probably not take place. The project is dependent on the Mellon Trust and its relationships with communities, as the Trust selects the sites in partnership with local government and follows the People's Housing Process (PHP) procurement strategy of beneficiary involvement. Although this does create some dependency on the Trust, it also assists with the smooth implementation of the Community Build, as the Trust has all the necessary infrastructure in place.

## Sustainability challenges

Le Jeune and Massyn point out that the sustainability of the project may be at risk because it is largely dependent on their interest in it and oversight of it. They initiated this project and are concerned that it may not continue if they were to leave the Department of Construction Economics and Management.

*The onus is on us to liaise with the Trust to find a suitable site for the Community Build, and although the department supports us by paying for the transport and food, they would in all probability revert back to the old model of doing the Build at one of the training centres in the event of either of us leaving (interview, November 2008).*

Both said that while the dean was pleased to hear about

their work, they felt it was important for the university to take it more seriously:

*I think what is important is for the university to include social responsiveness as a requirement, that gets added to the rate for the job criteria ... that the department should identify somebody that could take over from us, so that there could be succession planning (Massyn, interview November 2008).*

## Links with teaching and research

Both Le Jeune and Massyn argued that there are very few links between the Community Build and their teaching and research. They both have other research interests, but have begun to rethink this and have written a paper on this work. Massyn said that as a result of the Community Build, he has now included housing as part of his research agenda.

Both felt that the project should be better integrated into the curriculum. Significantly, neither of them teach the first-year students outside of the Community Build, and while the project is a requirement for the degree, it is not actually a part of the formal curriculum. They often struggle to find an opportunity to meet with the students, as this would mean "intruding on someone else's curriculum time", and so the learning from the Community Build often goes unprocessed.

However, Massyn said that he is working on finding ways to develop more "integrated approaches" to teaching where the Community Build could be a part of this. By thinking more consciously about his teaching (after recently attending a workshop on teaching practice) he has begun to see the pedagogical benefits of Community Build. In particular, he sees it as a form of:

*... action learning, service learning, and engaging students in this process ... it has helped us look and explore more about teaching methodologies. I am always looking at better ways to try and engage students so it (the Build) has helped in that regard (interview, November 2008).*

Le Jeune added that the department wants to incorporate 'problem-based learning' in the curriculum. This approach shapes the curriculum around an issue or problem. It enables a number of disciplines and courses to come together around the project, thereby providing a richer and deeper learning experience for the students, and a more meaningful teaching experience for the lecturers and course convenors.

Both stressed the importance of linking with other lecturers in the department around this work:

*I think if we got contact with our part-time first-year lecturers, we could then talk to them and get some form of dialogue going – and until we've got that in place it's always going to be a problem. So there are a number of interventions that can happen, but currently we are having problems appointing suitable full-time members*

*of staff and that just makes it more and more difficult (interview, November 2008).*

Le Jeune and Massyn were quick to admit they haven't made the most of the students' learning experiences on the project and they want to do more work in this area:

*We haven't been doing the de-briefing properly ... we were happy to get the questionnaires and read their experiences, but we never thought to tell them about each other's experiences. We kept the knowledge to ourselves and wrote a paper.*

From next year, they will include a reflective/de-briefing element in the programme and are planning to work with Dr Seth Pollack (a visiting Fulbright scholar with a great deal of service-learning experience) and Janice McMillan from CHED to develop this aspect of the work. In the long term, they wish to get the Community Build recognised as a part of the formal curriculum and as a full-service learning credit. Developing the reflective element is a crucial part of this planned development since it will help reinforce some of the learning outcomes of the programme.

## Value added to UCT and the community

From the above, it is clear that value is added to the work of both Massyn and Le Jeune and to the community. Both staff members are committed to the programme and feel that it enhances their own work as well as the learning of the students. They are undertaking the work, despite the fact that it is not formally integrated into their teaching, nor recognised as part of the rate for the job criteria by the department.

Le Jeune says that while students often do not realise how much they have learnt initially, their insights widen as they gain more experience:

*You find in their second and third years, they start talking about the Build ... then there's a shift in their perception – they start realising that they actually contributed to the community at large ...*

The benefits to the community are clearly more tangible: the students contribute to building a house in a context where there is a dire shortage.

## Assessment and evaluation

While not formally assessed, the students are required to submit three pieces of evidence following their involvement in the programme: attendance at the Build itself; contributions to the blog site that each group has established; and the completion of a questionnaire at the end of the programme. All these activities are an attempt to evaluate the Community Build and to provide an opportunity for the students to reflect on their experiences.

In the questionnaires students rate different components of the programme. Almost all of them have reported significant learning from the community context, which



has enriched their understanding both of the community and the challenges of the construction industry. Some of the observations include: developing an understanding of the conditions in which people live every day, gaining a better idea of the challenges facing the construction industry in contexts like this, and experiencing the generosity, warmth and respect of the community itself (Massyn and Le Jeune, 2007). Le Jeune also feels strongly that the Community Build helps the students think about issues of diversity, both in terms of the community, and in terms of the class, which is split into very diverse groups for the project.

While there is no formal evaluation of the work, there is indirect evaluation through student feedback, the Mellon Trust inviting the programme back every year, and their own developing commitment and interest in this field. Massyn and Le Jeune hope that with the social responsiveness project gaining recognition at UCT, their inclusion in this report will increase the visibility of this aspect of their own work.

## Conclusion

Although some of the concerns about sustainability have been discussed above in relation to the reliance on partners such as Mellon and Habitat for community partnerships,

and in relation to structural issues in the department that could impact on the sustainability of the programme, Le Jeune and Massyn both felt that this kind of work ought to be an integral part of the role of a university:

UCT must give back ... we have so much talent on campus ... we need to get it into the curriculum and have credits attached to it (interview, November 2008).

## References

*Information for this case profile sourced from an interview conducted with Karen Le Jeune and Mark Massyn, Convenors of the first-year Community Build Project, in November 2008.*

*Department of Construction Economics and Management Course Handout (2008).*

*Massyn M & Le Jeune K (2007) Students' perceptions of the service learning component of the Construction Studies programme at the University of Cape Town. Paper presented to the 2007 CIB World Conference, 14-17 May, Cape Town.*

# CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS COMMUNITY BUILDS

## ***Community Builds***

November 2005, Habitat for Humanity, Gugulethu

June 2006, Nail Mellon Township Trust, Mfuleni and Netreg.

September 2006, Nail Mellon Township Trust, Mfuleni

June 2007, Nail Mellon Township Trust, Mfuleni

September 2007, Nail Mellon Township Freedom Park

June 2008, Nail Mellon Township Trust, Wallecedene

September 2008, Nail Mellon Township Wallecedene

## **Peer reviewed publications**

Massyn, M. & Le Jeune, K. (2007) Students' perceptions of the service learning component of the Construction Studies programme at the University of Cape Town. Paper presented to the 2007 CIB World Conference 14-17 May, Cape Town.

# COMBINING PUBLIC HEALTH IMPERATIVES AND LEGAL RESPONSES TO CHALLENGE HIV AND VIOLENCE AGAINST WOMEN

HIV and violence against women are two of the most critical and intractable social problems facing South Africa. Inevitably magistrates and other criminal justice role-players are faced with cases in which these two issues intersect. Without sufficient contextual understanding, the risk is that judicial decisions will be unequal and prejudiced. The Law, Race and Gender Research Unit has partnered with the Gender, Health and Justice Research Unit on two multi-year projects to develop research and participatory training methodologies for magistrates in the area of HIV and the law. The focus is on sexual offences in which the perpetrator and/or victim are HIV positive. These projects build knowledge in this area and develop targeted interventions for magistrates in order to realise the rights enshrined in the Constitution.

## Background

The Law, Race and Gender Research Unit  
The Law, Race and Gender Unit (LRG) is based in the Department of Public Law in the Law Faculty at UCT. Since its inception in 1993 it has worked with magistrates to provide them with an understanding of the ways in which the history and social context of our country informs judicial decision-making and criminal justice processes. At the time the unit's founders, Prof. Christina Murray and Justice Kate O' Regan, both then working in the Law Faculty, recognised the critical challenges that judicial officers face in adapting to a human rights-oriented dispensation. Closely related to this challenge was the recognition that without providing magistrates with the opportunity to explore and transcend their own contexts, many of the rights enshrined in the Constitution were at risk of being watered down in their application. Transformation of the judiciary was therefore seen as a critical part of ensuring access to justice for all.

LRG's training is informed by this social context approach, which is characterised by the view that unless judicial decision-makers understand the context of the cases that come before them, their decisions are likely to be unequal and prejudiced. Over the years LRG has worked with magistrates to develop a range of training materials, including manuals on ethics and on HIV and the law, and conduct regular participatory workshops through which judicial officers are able to explore issues such as gender-based violence, racial discrimination and inequality, sexuality, ethics and various associated legal problems. Workshops are optional, but always extremely well-attended, thanks to the excellent reputation LRG enjoys with judicial officers and other key role-players in the criminal justice system. Staff include lawyers, adult educators and social scientists, and the unit draws on both external experts and facilitators as well as expertise from within the university in developing and presenting its programmes.

## *The Gender, Health and Justice Research Unit*

In keeping with UCT's mission of research-based teaching and learning, critical enquiry and an active role in the development of the social environment of South Africa, the Gender, Health and Justice Research Unit (GHJRU) is a dynamic interdisciplinary research unit that unites scholars, non-governmental organisations, as well as criminal justice and medical practitioners in pursuit of the elimination of violence against women and children.

The unit's core objective is to develop and implement innovative, interdisciplinary research and social interventions to address violence. The GHJRU conducts progressive, social action research in the area of women's rights. This means that the unit focuses on contemporary legislative and policy reforms, and their application in practice. Faced with staggering levels of violence against women in South Africa, the unit is dedicated to improving access to health and justice services for survivors of gender-based violence. It draws on theories and methods from various academic fields including law, the social sciences and public health to contribute to policies and laws and to advocate for social justice. The interdisciplinarity of the GHJRU work ensures that its theoretical, empirical and intervention practices view social problems, like crime and violence prevention, from a number of different angles.

The GHJRU is currently undertaking five projects that involve partnerships with other research institutions and NGOs. An example of this is a three-year project to monitor the implementation of the newly promulgated Sexual Offences Act. Organisations such as RAPCAN (Resources Aimed at the Prevention of Child Abuse and Neglect), Rape Crisis and Simelela (a medico-legal rape response organisation in Khayelitsha) are working with the unit in this innovative monitoring project. The Gender, Health and Justice Research Unit also encourages cross-departmental projects at UCT and has initiated a study with Prof. Sean Kaliski (Psychiatry and Mental Health) and Prof. Lorna Martin (Forensic Pathology) on intimate partner homicide.



Drawing on the expertise of criminologists, legal scholars, mental health experts and forensic pathologists, this is one of the first inter-disciplinary studies of family violence of its kind in South Africa. This study will bring together the results of psychiatric assessments of persons accused of murdering their intimate partners, the post-mortem findings of victims of intimate partner murder and the legal aspects of these cases with the view of developing new theoretical perspectives and interventions in relation to intimate partner violence.

## **Combining resources to counter HIV and violence against women**

HIV and violence against women are two of the most critical and intractable social problems facing South Africa. Inevitably magistrates and other criminal justice role-players are faced with cases in which these two issues intersect. In a context in which where the criminal justice system is already struggling to cope with the numbers and complexities of sexual offences cases and other serious violent crimes, HIV/AIDS adds a layer of additional complexity, requiring specialised knowledge in respect of the epidemiology of this pandemic, an understanding of the social context in which these issues intersect, and the ways in which public health imperatives and legal responses can and should combine in response to this problem.

The Law, Race and Gender Research Unit partnered with the Gender, Health and Justice Research Unit on two multi-year projects to develop research and training materials for magistrates in the area of HIV and the law, with a specific focus on sexual offences. Under the directorships of Dee Smythe and Lillian Artz respectively, these two flagship UCT units capitalised on their respective strengths and reputations to provide a model for interdisciplinary research and training aimed at enhancing the academic understanding of criminal justice responses to HIV and effecting positive attitudinal changes amongst judicial officers.

Research and interventions in relation to this intersection had up until this point been largely ad hoc and none had addressed the specific challenges facing magistrates in adjudicating sexual assault cases where the perpetrator and/or victim are HIV positive. As a result, knowledge of the particular challenges facing criminal justice personnel in this area has been inadequate. These projects attempt to explore these challenges, build knowledge in this area and develop targeted interventions aimed specifically at magistrates. The focus on magistrates flows from the Law, Race and Gender Unit's longstanding commitment to partnering with judicial officers as they seek to dispense justice within a challenging social context and a legal context that has been profoundly impacted by our new constitutional dispensation. The ensuing projects are described in more detail below.

## **Using participatory methodologies to support learning and research design**

Because social context training challenges deeply held beliefs, it must be done sensitively. In the case of magistrates' training, LRG's objective is not to instruct

magistrates in how they should behave, or to impose a code of 'politically correct conduct'. Instead, by drawing on magistrates' own experiences, the objective of our training is to develop a deeper understanding of the diversity of social values and understandings found in South Africa. LRG believes that judicial education needs to have three dimensions to be useful and effective: substantive law (content), skills enhancement (craft), and social context. LRG's experience in the field is considerable. It has trained over a thousand magistrates in every province in South Africa. It has drawn on skills from adult education and court work to develop workshops tailored to the special needs of magistrates and uses the evaluations of each workshop to refine the content and ensure that the workshops meet real needs.

Until now there was little research available on the impact of HIV status on the adjudication of sexual assault cases. The first project, funded by the Ford Foundation, was therefore exploratory, and incorporated and addressed the experiences and concerns of magistrates. The project was conceptualised on the basis of earlier work done by LRG with magistrates where a number of key areas were identified as posing problems in the management and adjudication of sexual assault cases in particular. These included:

- the relevance of the victim and/or perpetrator's HIV status on decisions relating to sentencing;
- issues associated with compulsory testing of perpetrators for HIV and disclosure to the victim;
- disclosure, competent charges and procedures in respect of harmful HIV-related sexual conduct;
- and the competency of magistrates to make specific orders relating to testing, treatment and notification in relation to HIV/AIDS following a sexual assault.

The Law, Race and Gender Unit has developed and refined sophisticated participatory training methodologies over the past 15 years, drawing on judicial officers' own stores of knowledge and experience to support the learning process. This approach provides a framework for effecting both attitudinal shifts and conveying substantive knowledge. In this regard LRG was able to draw on the extensive research experience of the GHJRU. Working together, the units added a further critical dimension to the training programme by approaching the workshops as a research opportunity. They did this by designing case studies that explored magistrates' prior experiences in dealing with HIV in the courtroom, their knowledge of substantive legal issues, and their attitudes towards sexual activity – both consensual and non-consensual – involving people living with HIV. These case studies and related training materials were shared with magistrates over the course of four intensive two-day workshops, eliciting extensive debate from participants.

This process in turn generated further research questions, which are now being addressed, regarding the intersections of criminal justice and public health systems, the construction of 'risk' in adjudicating cases involving HIV and the limits of privacy and consent. A 200-page research report, including practical guidelines for magistrates on dealing with sexual offences cases involving HIV, was sent to every magistrates' court in the

country, with many requesting additional copies for clerks of the court and prosecutors.

## Designing research-based learning materials

In a related project the two units partnered on the completion of the Law, Race and Gender Unit's Manual on HIV and the Law for Magistrates, a comprehensive resource for the training of judicial officers on a range of areas involving HIV. The manual, written for trainers, has been in development for five years, with initial funding from the Swedish Development Agency (SIDA). It provides trainers with a comprehensive doctrinal treatment of the legal issues and an overview of relevant research. In addition, each section includes ready-to-use training materials and notes to aid facilitation. The manual has been developed in partnership with Justice College and is used by the college to train magistrates on HIV. The Centre for the Study of Aids at the University of Pretoria has also used the manual to supplement its social context training for magistrates.

With funding provided by the Canadian Development Agency (CIDA), the units developed the manual's outstanding chapters on privacy and confidentiality, crimen injuria, gender-based violence and bail. All training materials were piloted and refined over five workshops, with input from magistrates, expert facilitators and an external evaluator incorporated over this period. Peer-reviewed journal articles flowing from the research reports prepared for the manual are currently being finalised for publication.

Together, these projects resulted in nine workshops across the country, involving more than 200 magistrates at regional and district court levels. One of the key considerations in designing the workshops was that magistrates should be provided not only with legal skills and knowledge, but that clinical knowledge of HIV was critical to ensuring more equitable application of the law. For this reason the project leaders drew on clinical experts from other universities, including the universities of KwaZulu-Natal and the Free State, who could provide magistrates with these insights and serve as an ongoing local resource on which they could call when faced with difficult cases. The workshops also served as a testing ground for evaluating LRG's training methodologies in an ongoing effort to ensure that they are effective in helping magistrates to develop a better understanding of the social context in which they operate, thereby effecting better justice outcomes. Suki Goodman, a lecturer in the Organisational Psychology Section of UCT's Department of Management Studies, developed and conducted the evaluations as an adjunct to her PhD studies. Of course the practical insights gained from working with magistrates translates into a richer academic understanding of the issues they face and of the interpretive process and judicial attitudes through which the law is mediated towards HIV. This in turn feeds into the academic courses provided by the units.

## Contributing to evidence-based policy and promoting public debate

In addition to the direct outputs of the projects, the findings were also used to inform public, policy and legislative debates through submissions to the Portfolio Committee on Justice and Constitutional Development and the National Council of Provinces to highlight concerns about certain aspects of the Criminal Law (Sexual Offences and Related Matters) Amendment Bill. This forms part of both units' commitment to providing policy-makers and legislators with empirical evidence and recommendations aimed at ensuring effective public participation in these processes. One submission, written jointly by the units with partner NGOs, illustrated legal and practical apprehensions on the proposed introduction of compulsory HIV testing of alleged sexual offenders. Another submission focused on how the bill fails to address protective measures for victims of sexual offences. A number of related articles appeared in the popular media, widening the impact of the work and making an intellectual contribution to public debates on these issues.

## Reflecting on policy processes

For the past twelve years activists in South Africa have been intensively engaged in a process aimed at reforming South Africa's laws on sexual offences. Since 1996 that activism has focused on the South African Law Reform

### Should We Consent? Rape Law Reform in South Africa

Drawing on a body of empirical, social and legal scholarship, this unique text charts the critical social and legal debates and jurisprudential developments that took place during the decade-long rape law reform process. It provides important insights into the engagement of civil society with law reform and includes thoughtful and contemporary discussions on topics such as HIV, sexual offences against children, sentencing and 'defining' rape. The successes, challenges and defeats of rape law reform that are examined in *Should We Consent?* are therefore of interest to a wide audience.

The book highlights the successes, failures and challenges of rape law reform. Each chapter tracks a specific aspect of rape law reform and charts its progress throughout the years. This includes discussions on strategic decisions made by gender activists – and the context in which these decisions were made – as well as challenges to the implementation of certain aspects of the law.

The book also provides an important reflection on the engagement of civil society with government in precipitating and sustaining this important law reform process, and includes topics on the politics of sexuality, sentencing and supervision, and special issues relating to the youthfulness of victims and offenders.

Commission's investigation into sexual offences, which culminated at the end of 2007 in the Criminal Law (Sexual Offences and Related Matters) Amendment Act.

After fielding enquiries from those involved in nascent rape law reform efforts in Africa and South East Asia, as well as activists in countries such as the United States and England who are attempting to improve on the implementation of earlier reform efforts, the GHJRU embarked on the challenging process of charting the rape law reform process in South Africa. In November 2008, the Gender, Health and Justice Research Unit published a book on South Africa's rape law reform process. Entitled *Should We Consent? Rape Law Reform in South Africa*, the book contains two chapters dealing with the legal and social aspects of HIV, which emanated from the collaborative magistrates' training project with the LRG. The book also contains chapters from writers who were involved in substantive legal submissions, research and legislative drafting over the past decade in advocating for rape law reform.

The LRG, the GHJRU and select representatives from affiliated NGOs, the NPA, and the Law Faculty at UCT are also producing a legal commentary on the Sexual Offences Act, scheduled for publication by Juta in 2009. The commentary will serve primarily as a handbook for practitioners (lawyers, magistrates, prosecutors, police officers etc.) who must apply the statutes and directives of the Sexual Offences Act to individual cases in their daily work. The commentary will be a tool for practitioners to understand how the law on sexual offences has been applied in the past and how this will be changed by the new legislation.

### **Translating research into training materials**

Police are often the first point of contact for a victim of rape or other sexual violence. With the introduction of the new Sexual Offences Act, police officers are required to provide additional services to victims of sexual violence, such as compulsory HIV testing of the alleged offender. Given that compulsory HIV testing at the request of the victim is a completely new service, it is necessary that police officers are comfortable with the application of the relevant statutory provisions as well as the corresponding directives and national instructions.

Drawing on the LRG/GHJRU magistrate's sexual offences

and HIV project, the GHJRU is undertaking comprehensive training of police officers on the new provisions on compulsory HIV testing. The training includes related matters such as post-exposure prophylaxis for victims of sexual violence. The workshops will also focus on general policing practices around sexual offences and other matters regarding sensitive treatment of victims. This education programme fulfils a broader aim of both units to prevent secondary victimisation of survivors of sexual violence by ensuring a sensitive and responsive legal and medical process.

### **Assessment of impact**

There has been a recognisable impact of the two units' work through legislative and policy reforms, shifts in methodological approaches and ethical protocols in working with vulnerable groups, and in the development of training, advocacy and teaching programmes. GHJRU's research is rigorous and is constructed to shift practice through advocacy, professional development training and the dissemination of research findings to service providers. This has resulted in demonstrable contributions to legal and policy changes as well as contributions to emerging debates and new theoretical paradigms within the gender-based violence sector. LRG's sophisticated training methodologies have had a considerable impact on the work of magistrates and fulfilling the constitutional promise of access to justice. The units publish widely in the form of academic papers, 'plain language' research reports, training materials, advocacy reports, policy papers, legal submissions, and information bulletins on issues relating to sexual violence, domestic violence, sexual harassment and the intersection between gender-based violence and HIV. This wide range of 'outputs' ensures that the research findings reach a wide range of organisations and professionals working within the field of gender-based violence.

#### *References*

*Information for this case profile was provided by Dr Lillian Artz, the Director of the Gender, Health and Justice Research Unit and Ms Dee Smythe of the Law, Race and Gender Unit.*

*Articles, reports and book chapters on sexual offences and HIV resulting from the LRG/GHJRU partnership project*

# CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS LRGU

## **ARTICLES, REPORTS AND BOOK CHAPTERS ON SEXUAL OFFENCES and HIV RESULTING FROM THE LRG/ GHJRU PARTNERSHIP PROJECT**

### **Articles**

Artz, L., & Smythe, D. (2008). Feminism vs. the State?: A Decade of Sexual Offences Law Reform in South Africa. *Agenda: Gender Based Violence Trilogy*, 74(1-3), p. 6-18.

Roehrs, S. (2007). Positive or Negative? Compulsory HIV Testing of Alleged Sexual Offenders. *SA Crime Quarterly*, No. 20 (June), p. 31-36.

Roehrs, S. (2007). Implementing the Unfeasible: Compulsory HIV Testing for Alleged Sexual Offenders. *SA Crime Quarterly*, No. 22 (December), p. 27-32.

Artz, L., & Smythe, D. (2007). Losing Ground: Attrition in Rape Cases. *SA Crime Quarterly*, No. 22 (December), p. 13-20.

### **Book Chapters**

Artz, L., & Smythe, D. (2008). Introduction: Should we Consent? In L. Artz and D. Smythe (eds) *Should we Consent?: Rape Law Reform in South Africa*, p. 1-21. South Africa: Juta Publishers.

Chisala, S. (2008). Rape and HIV/AIDS: Who's Protecting Whom? In L. Artz and D. Smythe (eds) *Should we Consent?: Rape Law Reform in South Africa*, p. 52-71. South Africa: Juta Publishers.

Roehrs, S. (2008). Half-Hearted HIV-Related Services for Victims. In L. Artz and D. Smythe (eds) *Should we Consent?: Rape Law Reform in South Africa*, p. 175-197. South Africa: Juta Publishers.

Smythe, D., & Waterhouse, S. (2008). Policing Sexual Offences: Polices Practices and Potential Pitfalls. In L. Artz and D. Smythe (eds) *Should we Consent?: Rape Law Reform in South Africa*, p. 198-223. South Africa: Juta Publishers.

### **Research, Technical Reports and Expert Opinions**

Levy J., Smythe D. & Jeffthas D. (2008). *HIV/AIDS and the Law for Magistrates*. South Africa: University of Cape Town.

Smythe, D., Jeffthas, D., Hoffman-Wanderer, Y., Artz, L., Chisala, S., (2007). *HIV & Sexual Offences: Challenges Facing Magistrates*. University of Cape Town: South Africa.

### **Legal Submissions/Parliamentary Submissions**

The LRG and the GHJRU regularly participate in law reform processes. This largely involves (i) the submission of substantive legal submissions and presentations to parliament (including the national assembly, the national council of provinces and parliamentary portfolio committees); (ii) participation in the drafting of legislation and; (iii) legal advocacy in the form of legal opinions. These legal submissions are largely based on our own empirical findings as well as in-depth international and local research on current case law and policies.

The submissions can be found on the GHJRU's website at the publications tab and under parliamentary submissions.

Submissions on pending legislation have included:

- Memorandum on the Mandatory Minimum Sentences Legislation
- Submission on the Trafficking Bill
- Compulsory HIV Testing of Alleged Sexual or Other Offenders
- Submission to the NCOP on the final draft of the proposed Sexual Offences Act [SOA]
- Submission on the Regulations of the Sexual Offences Act I
- Submission on the Regulations of the Sexual Offences Act II
- Medico-Legal Services [SOA]
- Police Investigations [SOA]
- Legal Representation for Victims of Sexual Violence [SOA]
- Sentencing of Adult Sexual Offenders [SOA]
- Expert Testimony [SOA]
- Victim Impact Statements and Compensation for Victims [SOA]

Submissions with other organisations on the Sexual Offences Act have included:

- Guiding Principles
- Positive Duties of the State
- Bail
- Joint Interventions, Diversion and Case Management
- Prescription
- Protective Measures
- Evidentiary Rules
- The Cautionary Rule
- Child Testimony
- Examination of Witnesses
- Sentencing, Victim Impact Statements
- Prohibition of Publication and Community Notification



# THE SOUTH AFRICAN TUBERCULOSIS VACCINE INITIATIVE: DEVELOPING NEW AND EFFECTIVE TUBERCULOSIS VACCINES THROUGH HIGH QUALITY BASIC SCIENCE AND CLINICAL RESEARCH

Why do children not benefit from the TB vaccine that is given to all infants at or soon after birth in South Africa? This was the question that led to the establishment of the South African Tuberculosis Vaccine Initiative in 2001. What began as a small project has since grown into an organisation of 170 staff and is the largest dedicated TB vaccine research group in Africa. Its focus is on improving the current vaccine and trying to find a new vaccine, which is urgently needed in order to eliminate TB as a public health threat.



## Background

Tuberculosis (TB) is one of the major public health problems in the world today, killing more people than any other curable infectious disease. Globally about 1,7-million people die every year from tuberculosis. South Africa, specifically, has the fourth highest number of people in the world with tuberculosis. Over 400 000 new cases of TB occur each year in our country and in some areas it is estimated that the incidence rate has exceeded one per cent.

The largest proportion of the national case load is located in the Western Cape (25 per cent), although only one tenth of the population lives in this province. The reasons for the disproportionate incidence rate in the province are not clear, but it is likely that a range of genetic and environmental factors are involved.

Director and founder of the South African Tuberculosis Vaccine Initiative (SATVI), Prof. Gregory Hussey, points out that paediatric TB is a particular problem. Children



account for 15 to 20 per cent of the TB case load, suggesting recent increases in transmission within the population and the apparent failure of TB control measures. "Our wards are full of children with TB," says Hussey, "although there's been a vaccine around for the last 85 years."

Established in 2001 and funded mainly by the USA-based Aeras Global TB Vaccine Foundation (Aeras), SATVI began as a small project investigating the reasons why children were not benefiting from the current TB vaccine (the Bacille-Calmette Guerin or BCG) which is given to all infants at or soon after birth in South Africa. Whilst the existing vaccine offers significant protection against severe TB (tuberculosis meningitis and miliary tuberculosis) in infancy and in young children, it is ineffective against pulmonary TB in children and adults, which is the most common form of the disease. The initial BCG research drew attention to the reality that new vaccines are urgently needed in order to eliminate TB as a public health threat.

SATVI has since grown into an organisation of 170 staff, and is the largest dedicated TB vaccine research group in Africa. It is now located within UCT's Institute of Infectious Disease and Molecular Medicine (IIDMM), a postgraduate research institute established in 2005 primarily in order to combat the two major killers of people on the African continent – HIV/AIDS and tuberculosis – as well as other prevalent non-communicable diseases.

Hussey points out that TB can be treated, like many infectious diseases, but that prevention should be the primary concern. Much of SATVI's work has therefore focussed on both improving the current vaccine, and on trying to find a new more effective vaccine for tuberculosis so as to contribute to the improvement of health. SATVI's stated long-term aim is to develop capacity, in collaboration with clinics and other health facilities, to conduct registration standard trials of novel TB vaccines. Hussey believes that SATVI's facilities are regarded as the most advanced in the world, and states that the intention is to bring a number of other sites in Africa up to speed with the capacity to carry out Phase III vaccine trials (efficacy studies involving thousands of participants) over a period of about three years. SATVI has

## **Involving communities in the research design**

The Initiative boasts a state-of-the-art immunology laboratory located at the IIDMM, complemented by a field site in the Boland/Overberg region. The roughly 12 000 km<sup>2</sup> area served by Brewelskloof TB Hospital (in Worcester) is a poor rural area where TB is endemic. Brewelskloof Hospital has 206 beds for TB patients and 34 for SATVI's vaccine research programme. In addition, SATVI's research office and regional laboratory are located on the Brewelskloof Hospital campus. Hussey explains:

*Worcester ... is the epicentre of the epidemic for the Western Cape; it probably has one of the highest rates of TB in the world.*

SATVI has experienced excellent support from the regional and municipal authorities and Hussey attributes the development of the site to its good working relationships with the Department of Health. In exchange for the provision of the site, SATVI provides technical support on TB and other infectious diseases. It assists with a wide range of training needs and runs an annual clinical update on TB for hospital and regional staff. In this sense it is a mutually beneficial partnership. Funding from Washington-based Aeras enabled SATVI to renovate the space they occupy in Brewelskloof, as well as to build the laboratory at the IIDMM. As a result of their achievements, SATVI now has the capacity to run Phase III TB vaccine trials (involving large amounts of participants).

SATVI recognises that clinical trials (where vaccines are tested on human subjects) would not be possible without the co-operation and participation of the community. Hence the community is viewed as SATVI's partner in the quest to develop new or enhanced TB vaccines and SATVI aims to empower the community through its active engagement in the search for more effective interventions. Hussey explains it as follows:

*In a sense, it's not only about us as scientists benefiting from the research, but it's also what we can put back into the community. And our community includes both the health services and the people that the health services serve – the wider community.*

Hussey believes that developing effective interactions with the community is a fundamental challenge to a wide range of academics in fields like the health and social sciences, as examples. SATVI recognises that as the number and magnitude of its TB vaccine studies grow, it will be increasingly important to engage more strategically with the community. In particular, it is necessary to ensure that stakeholders know what their rights are in terms of their participation in these studies.

Significantly, SATVI has recently created two dedicated communications and advocacy posts, partly to break down what Hussey terms "the mythical barrier of academic/community interaction". The new Communications Manager position is held by Linda Rhoda, who feels that the creation of her post signalled a shift in terms of SATVI's focus on engaging with the community:

*In the context of moving into large-scale studies involving so many participants, it is essential that we engage more substantially with the community to gain their support and participation. To achieve this, the community must be informed about and fully understand our research, and what this entails. More importantly, the community needs to understand that it has rights in terms of our research.*

Rhoda stresses that any strategy aimed at engaging



with the community must ensure that this is done so in an accessible way, including in local languages. SATVI is therefore appointing a locally-based Community Liaison Officer who has experience of working at 'grassroots' community level, and who speaks all three languages. Community members in turn can further engage with SATVI, and help shape the research through their local knowledge and insights. Hence these posts are essential for creating a mutually beneficial partnership.

SATVI has explored a variety of mechanisms in order to raise awareness of the problem of TB, to inform the community of its activities, and to encourage community participation in its research:

- At the hub is the Community Advisory Board (CAB), made up of individuals and groupings within the community. The role of the CAB is to interact with SATVI researchers, providing insights as to how best to carry out research within the community and providing a space for stakeholders to share community insights, opinions and feelings about this research. In recognition of changes in the community profile and to ensure the currency of opinion, a process for reconstituting the board was initiated with a stakeholder meeting on 12 November 2008.
- In addition, a community newsletter has been published, frequent slots have been arranged on the local radio station, Radio Vallei, and there is newspaper coverage in the local newspapers – the Worcester Standard and Die Burger. Material is presented in all three languages spoken in the area (Afrikaans, isiXhosa and English) and there is an overt focus on using language that is accessible to the community.
- A range of activities and community events (such as a school art competition) have been sponsored to highlight the problem of tuberculosis.

## Maximising community participation in clinical trials

Hussey describes SATVI's mode of research as "translational research", which typically begins in the laboratory (at "the bench") with basic research such as the study of disease at the molecular level, and progresses to the clinical level (to "the bedside", i.e. within the community). From this point clinicians' observations feed back into research (back to "the bench"). There is increasing awareness globally that translational research is a two-way street within which basic researchers provide clinical researchers with tools to use in patient care and assessment, and within which clinical observation may in turn stimulate basic investigations:

*At the end of the day we're trying to do something that's ultimately going to make a difference to people in general. And whatever we do has to have some sort of policy imperative. It may not happen tomorrow, it may take some time to happen, but there needs to be some sort of change at the end of the day, and the change here is really ultimately the prevention of TB, thereby improving the health and the wealth of the community.*

Another important way of giving back to the Boland community, from which most of SATVI's staff are drawn, is the Siyantinga Professional Development Programme (PDP). Siyantinga ("we are flying" in isiXhosa) aims to equip research staff (nurses, technicians and councillors) with the capability to participate successfully in clinical and epidemiological research, as well as industry standard clinical trials. At the same time it supports

individual career advancement. Siyantinga is unique in that it builds clinical research capacity through personalised, professional development planning and education in the work place, based on the principle that education and training will help build careers. According to Hussey:

*We've put a lot of investment into training and developing our staff to do clinical research, because it's a very specialised field.*

Some staff may enter their jobs with only a matric-level qualification; providing them with more widely marketable skills, is thus a mechanism for investing in the development of the community. The PDP was developed by SATVI in collaboration with Aeras and George Washington University. In September 2005 an evaluation of this programme highlighted the need to have it formally accredited. In 2007 SATVI initiated and funded the development of a proposed learnership programme, to be accredited at NQF Level 5. It will enable clinical research workers to access programmes at the undergraduate degree or diploma level. The proposed learnership programme is being discussed by UCT's Adult Working Group and is supported by the university's School of Child and Adolescent Health and the Centre for Higher Education.

SATVI also sponsors an annual TB update course in the region for both its own clinical staff and for staff at the Department of Health.

### **Building partnerships on mutual trust and sharing**

Hussey says there is an overt focus within SATVI's international partnerships on breaking out of the classic north-south dynamic, and changing the paradigm "from north-south to south-north". The pursuit of the development of true partnerships, rather than unequal, exploitative ones, requires persistent effort to try and shift the relationship towards mutual trust and sharing.

*It's been difficult because the problem is that the resources, the funds, are sitting up in the north and it's a constant battle. When you develop a partnership with an international group, the problem is that the intellectual property and the money tends to reside with that group, usually, and you become a secondary partner. And how do you change that: how can you inform the debate, the discussion?*

Despite this challenge, Hussey believes that major progress has been made towards developing such partnerships. In the Western Cape, the initiative enjoys a fruitful and collaborative academic partnership with the University of Stellenbosch. It has also struck strong international partnerships. Within Africa, for example, there is the TB Vaccine Trials Sites Network (TBVACSIN), which currently includes groups in South Africa, Uganda, Kenya and Mozambique. Aeras Global TB Vaccine Foundation, is SATVI's major funder. Aeras, in turn, derives its funds mostly from the Bill and Melinda Gates

Foundation, which strives to ensure that new TB vaccines are brought to developing countries within the next decade at a cost that is affordable to them. UK and European partners include Oxford University and the Max Planck Institute.

In terms of formal postgraduate training, UCT (via SATVI) is one of four non-European partner institutions in the TropEd/Erasmus Mundus Master's in International Health programme. European students participating in this programme conduct the last third of their studies with SATVI. SATVI also provides the Biostatistics modules for students on the programme. This bears testimony to the reputation SATVI has gained among academic institutions in the north on the basis of its research.

### **Increasing capacity to facilitate community engagement**

With an annual budget of about R35-million, SATVI is one of the biggest single projects within UCT. The entire project is grant-funded with UCT providing the physical and intellectual space within which it operates. Funds raised by SATVI cater for a number of academic staff working at UCT, as well as running a fully functional academic laboratory with postgraduate students and postdoctoral fellows.

*Our projects run so big that we've had to employ finance officers – our own finance officers, our own HR people, our own regulatory officers, and so forth. These*







*are services that the university should be providing, but they just can't.*

As a researcher within UCT, Hussey says that his brief is to write research grant proposals. Successful grant proposals, those that will clearly get the research done, tend to focus on equipment, consumables and staffing costs (which often draw least support). Having a communications or advocacy person on the team may be regarded in some quarters as an unaffordable luxury, but as mentioned above, this has ensured that the social dimension of research is not neglected. SATVI needs personnel with a good understanding of communications and community engagement to help avoid many of the problems that clinical research projects typically experience. SATVI is thus further strengthening its community engagement capacity in the Boland with the appointment in March of a locally-based Community Liaison Officer in preparation for the large studies it will be conducting. According to Hussey:

*Scientists are scientists; they're not sociologists and anthropologists and they're not community orientated. If UCT wants to make our work more responsive from the social point of view, and to harness its social potential, it should provide support geared towards improvement of interaction with the community and in defining the roles and responsibilities of scientists and researchers within this interaction.*

## Conclusion

The Global Plan to Stop TB aims to license a new TB vaccine by 2015 and SATVI is optimistic that this target is both realistic and feasible. Achieving this, says Hussey, will require ongoing scientific investment and more community participation:

*UCT, through SATVI, is part of a global movement that has the potential to impact significantly on the lives of millions of people.*

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*Information for this case profile sourced from an interview conducted with Prof. Gregory Hussey, director and founder of the South African Tuberculosis Vaccine Initiative (SATVI), on 22 October 2008.*

*For more information about SATVI, visit its website at [www.satvi.uct.ac.za](http://www.satvi.uct.ac.za) or contact the Communications Manager, Linda Rhoda, at [linda.rhoda@uct.ac.za](mailto:linda.rhoda@uct.ac.za) or 021 406 6697*

# THE DEVELOPMENT POLICY RESEARCH UNIT: PROMOTING SOCIAL JUSTICE AND ECONOMIC GROWTH USING ACADEMIC EXPERTISE

The Development Policy Research Unit specialises in socio-economic research with a focus on labour markets, poverty and inequality. This focus is driven by a strong sense of social justice and the desire by the staff to use their professional skills to promote economic growth and development that are both equitable and alleviate poverty. The unit has a multi-sectoral approach to research, involving government, business and labour in formulating research proposals and reports. The unit aims to expose policy-relevant research to a wider audience and hosts annual conferences to make its research more accessible.



*The Development Policy Research Unit Staff Members*

## Background

The Development Policy Research Unit (DPRU) was established in 1990 and is a formally recognised research unit within the School of Economics at UCT. Since its establishment, the DPRU has been distinguished by ongoing engagement with policy processes. The historical origins of the DPRU lie in the turbulent mid-1980s. When sanctions were adopted internationally as a means of bringing down the Apartheid regime, the major independent trade union federation, the Congress of South African Trade Unions (COSATU), assembled a number of progressive academics to examine the likely impact of sanctions. This work, located in a number of universities around the country, was expanded to an examination of the factors underpinning the poor performance of South African industry and the development of policies designed to reverse this poor performance. Academic economists provided research support to the mass democratic movement and were organised locally within the Economic Trends (ET)

Research Group. The DPRU provided a focus for their research, and housed and administered the Economic Trends Research Group.

In the early 1990s, the unit's research support activities were confined to the trade unions, through COSATU, and to the African National Congress, with the unit's research work making a major contribution to policy development in these influential organisations. Since 1994, the DPRU has continued to keep abreast with the most pressing policy concerns of the post-Apartheid period. In recent years, the DPRU has developed a close working relationship with the democratic government, organised labour as well as organised business through its ability to provide value-added, objective and academically credible research on poverty, inequality and labour markets in response to the

requests from these policy actors.

The DPRU specialises in socio-economic research with a focus on labour markets, poverty and inequality. This focus is driven by a strong sense of social justice and the desire by the staff to use their professional skills to promote economic growth and development that are both equitable and poverty alleviating. All research staff at the unit have a postgraduate degree in Economics.

## Developing a more encompassing approach to scholarship

In carrying out research, the DPRU utilises a methodology designed to build collective ownership of the DPRU's outputs without compromising on the academic credibility and objectivity of the research.

Many of the DPRU's research activities originate in



response to a call for proposals by external constituencies, including government departments and international funders. The first step in the process is usually the submission by the DPRU of a proposal based on a call for tenders. This is also the first opportunity for the potential client to provide input by way of comments and feedback on the research proposal. Ongoing quality control is usually built into the entire research process. This includes affording the client the opportunity to comment on draft versions of the research report. In addition, the location of the DPRU in the School of Economics means that the unit benefits from the input of fellow researchers and academics at informal lunch-hour seminars. While the research client has the opportunity to provide input and feedback, the aim of the unit is always to provide objective and academically credible research attractive to all clients – be they from government, business or labour. Indeed, it is this ability to ensure the integrity and objectivity of the unit's research which is particularly attractive to its clients.

This participative methodology is well illustrated in the description below of the DPRU's management of the national Employment Promotion Programme (EPP), funded by a two-year grant from the UK Department for International Development (DFID).

While the DPRU is the implementing partner, all decision-making is carried out by a tripartite reference group that consists of high-level representatives from government, organised business and organised labour who are all key policy actors within South Africa. All EPP projects therefore emanate from policy discussions within government, organised business or organised labour. The terms of reference for the various components of the work, proposals, and final reports for work commissioned are approved by all three reference group members on the basis of full consensus. This ensures buy-in from all three social partners at the outset of each project and maximises the policy impact, particularly in contentious areas.

The manner in which the EPP Reference Group operates has been one of the key drivers of the success of both phases of EPP. While the reference group meets formally on a quarterly basis, most of the consultation and decision-making is done electronically. Electronic consultation and decision-making, in part, ensures relatively short turnaround times throughout the process, from the submission of a proposal to the reference group consultation, receipt of comments on a proposal, feedback to the researcher/service provider, to final approval of a proposal. Similarly, comments on draft reports are received electronically and feedback is then provided to the service provider. Reports are only finalised once approval has been obtained from all three social partners.

### **Deepening knowledge about skills shortages in South Africa to inform policy**

The EPP aims to provide an enabling environment in South Africa for the expansion in aggregate employment and to assist in achieving the stated government objective of halving unemployment by 2014.

There are three thematic areas of project focus within the EPP:

- support for measures to reduce priority skills gaps in the South African economy;
- support for regulation to be designed in ways that are conducive to employment creation; and
- support for labour market organisations to make them operate more effectively and efficiently.

Following the successful review of the first phase of the project (which ended in September 2007), the grant was extended by two years. EPP policy and research work in Phase I had a strong focus on the design of programmatic solutions – rather than just the identification of issues. A key focus for Phase II is the implementation of these solutions – in other words the implementation of actual changes to policy.

A key strand of the EPP's work has been to support work within the Joint Initiative on Priority Skills Acquisition (JIPSA), which forms part of government's Accelerated and Shared Growth Initiative for South Africa (AsgiSA). During its first phase, the EPP, through JIPSA, commissioned a number of studies on various aspects of skills shortages. The studies are all related to ensuring that JIPSA will deliver an improved policy environment and, ultimately, achieve increased numbers of skilled individuals in the country. EPP II has built on this foundation by providing research to help JIPSA develop an improved understanding of the skills challenges in selected areas and assess how these could be addressed. It has enabled JIPSA to formulate specific problem statements in the areas of priority skills and then to identify necessary interventions as well as the key role-players in the area. In that process, JIPSA has been able to harness the participation of all social partners in South Africa through dialogue and creating a collaborative space for addressing the skills challenges. Specific projects include the facilitation of the placement of unemployed graduates, skills development in the agricultural and tourism sectors, a project aimed at increasing the supply of technicians and technologists in the South African labour market, as well as support to the Department of Education to strengthen its planning and management capacity.

During Phase I, EPP commissioned a series of studies under the theme Understanding the Regulatory Environment for Small Business in South Africa. This sub-project yielded seven papers on areas as diverse as the impact of tax levels and regulation, labour laws, municipal regulations, and sectoral provisions on the growth and development of SMMEs in South Africa. The success of the project is evidenced by the fact that a cabinet memorandum was prepared and presented as a consolidation of the key recommendations and proposals arising out of the seven papers and subsequent consultations. Subsequent discussions within cabinet produced the following set of outcomes within government: taxation and tax policy reform within the South African Revenue Service, the development of a new approach within the Department for Provincial and Local Government on regulations governing SMMEs at the municipal and local level, and a renewed emphasis within the Department of Labour on labour regulation and labour market efficiency issues.

Possibly the most contentious component within a sub-project of the EPP on SMMEs was a study that raised the issue of the labour regulatory environment as possibly being inimical to employment creation. The paper served as a catalyst for a debate on labour regulation and labour market institutions within South Africa – a critical policy discussion pertinent to long-term employment creation and of high relevance in international debates on regulation and economic growth. Through the EPP, in a deliberate bid to encourage an open and fruitful high-profile debate on labour regulation, two additional papers – think-pieces on labour regulation in response to the first paper – were commissioned and were debated at a roundtable discussion involving the social partners.

To date, the policy impact from this body of labour regulation research has been:

- The Department of Labour (DoL) held a ministerial roundtable discussion on The Impact of Labour Laws on Job Creation and Small Business Development in South Africa.
- The Minister of Labour put the labour regulation review at the centre of his work-plan for 2006 and 2007. He has thus been engaged publicly with both the business and union lobby groups around the very specific issue of labour regulation and the efficiency of the labour market.

The following official press release from the Department of Labour is suggestive of the high policy impact of EPP research:

In response to a clarion call by his Excellency President Thabo Mbeki, Labour Minister Membathisi Mdladlana has congregated participants from government, organised labour, the business fraternity and community in Kempton Park, Johannesburg in an attempt to reach consensus on this hotly debated issue of labour market flexibility. The highlights of this roundtable discussion include the impact of labour laws on job creation and small business development in the country.

*It is also a follow-up to the January 2005 cabinet lekgotla in which government decided to do a comprehensive review (of) labour laws, sector specific regulations, municipal regulations and by-laws, tax laws and administration. "Arising from these papers, cabinet decided that we should deal with the question of the extent to which our labour market is impending or hindering small business development and government's overall object of job creation." "The concern for a balanced flexibility and security in the labour market has led to considerable efforts to take into account the needs of small business during the formulation of labour policies, he said. At the conclusion of this process, the outcome would need to be tabled at NEDLAC and then to go back to cabinet, he said (Press statement released by the Department of Labour, 11 May 2006, available online at [www.labour.gov.za/media/statement.jsp?statementdisplay\\_id=10583](http://www.labour.gov.za/media/statement.jsp?statementdisplay_id=10583)).*

*EPP Phase II continues to support the debates around*

*labour market regulation and, in November 2007, a workshop brought together stakeholders from government, labour and business to debate the critical issues in the labour regulatory environment in South Africa and its role in employment creation. Research papers (including those mentioned above) were presented by labour law experts as well as high profile labour lawyers – all of whom were central architects of South Africa's current labour legislation environment. The meeting represented the first high-level policy discussion between labour and business around labour market policy since the NEDLAC negotiations which led to the 2002 amendments. A subsequent confidential internal policy discussion between SA's four most prominent labour lawyers has resulted in a synthesis of the key issues and recommendations for policy and regulatory reform. Senior representatives from business, labour and government will now discuss how to take these forward. These recommendations may result in consensus-based labour reform.*

EPP is also funding a comparative study (commissioned by the Presidency's Second Economy Strategy Project) on legal reform strategies and policy which seek to reduce inequality by drawing informal workers into protected work. The study will examine the potential applicability of the strategies to SA in respect of the second economy and how these may be implemented in order to reduce poverty and inequality

Cabinet mandated the Presidency to prepare a 15-Year Review, with the objective of assessing government's performance over the last 15 years. The review examines how effectively and efficiently policies were implemented; it also tries to identify the successes and failures in relation to the impact of these policies on government's objective of establishing a non-racial democracy, particularly in reducing poverty and unemployment. Using these assessments, the second objective of the 15-Year Review is to identify policy gaps and, based on these gaps, make recommendations to improve policy, inform the policy agenda for the next election, and also ensure policy continuity despite changes in political leadership. The EPP funded two input papers for the 15-Year Review, namely a review of government's human resource development and a review of South Africa's competition policy and authorities. The review was discussed and adopted at the July 2008 cabinet lekgotla and was published in September 2008.

As part of the government's Programme of Action for 2007, the Presidency was required to provide "a framework for regulators in each network industry (energy, telecommunications and transport), with clear responsibilities, clarity on concurrent jurisdictions, and unambiguous policy objectives linked to ASGISA". A coherent regulatory framework for economic regulation is expected to reduce inconsistencies in regulation, which often result in tensions between different players (e.g. departments and regulators) involved in the development and implementation of policy, and will lead to more effective regulation of sectors and ultimately the broader economy. The EPP has been instrumental



in the development of this framework and has funded the two key projects in the process. The first project investigated international trends in regulators to inform the development of the framework, while the second project clarified the jurisdiction of the regulators. The final report was first presented to the national departments in the economic cluster and the Focus Group on Integrated Infrastructure Planning. In July 2008, the report was discussed at the cabinet lekgotla and all comments are now being collated for a formal cabinet meeting. One of the key outcomes so far has been the creation of a forum for regulators and policy-makers.

### **Stimulating public debate and dialogue**

As part of its aim of exposing policy-relevant research to a wider audience, the unit has hosted conferences annually since 2001, with the exception of 2007. Between 2003 and 2006, conferences were hosted jointly with Trade and Industrial Policy Strategies (TIPS), which broadened the scope of the conferences. The aim of the conferences is to bring together economic researchers (mostly academic), policy-makers, civil society and other social partners to share the latest in high quality academic research, critically analyse the work of peers, and to dialogue on the value and the findings from a policy perspective. These conferences therefore provide the opportunity to

discuss research that can inform government's policy to address poverty, inequality and unemployment in South Africa.

The most recent conference was hosted in October 2008 and focused on the regulatory environment and its impact on the nature and level of economic growth and development in South Africa. Past speakers have included the Minister of Finance, Trevor Manuel, the Governor of the South African Reserve Bank, Tito Mboweni, the Head of the Policy Co-ordination and Advisory Services in the Presidency, Joel Netshitenzhe, as well as a variety of internationally prominent economists. For example, at the DPRU's most recent conference, two former World Bank chief economists, as well as the current chief economist of the World Bank's Africa Region delivered keynote addresses.

### **Making research accessible**

The DPRU publishes a successful working paper series (with almost 140 working papers currently available from the DPRU website). The target audience includes fellow academics and researchers, students, civil society as well as policy-makers. Most of the working papers are reworked into policy briefs, specifically targeted at policy-makers. The aim of the policy brief series is specifically to condense

the key policy-relevant findings from the working papers into an easily accessible format, using language that can be understood by a non-academic audience. All working papers and policy briefs can be accessed from the DPRU website: [www.dpru.uct.ac.za](http://www.dpru.uct.ac.za). The more than 1 000 subscribers to the DPRU mailing list receive notifications of the release of all new DPRU publications. These subscribers include researchers and academics (both local and international), representatives from civil society and the business community, as well as government officials.

Regular coverage in the print and electronic media is also a feature of the unit's activities. Indeed, it has become common cause for articles dealing with issues of poverty, inequality and labour markets to utilise one of the DPRU's numerous studies as a source for robust, empirical and ultimately objective information.

### **Assessing the impact of DPRU's work**

The impact of the DPRU's work can be measured both in terms of academic quality and the impact of the unit's research on policy development. Conversion of DPRU working papers into journal articles and submission of these to accredited journals (national and international) represents the most important manner in which peer review of the unit's work is taking place. The policy impact of the unit's work is measured in a number of ways. These include references to DPRU research in speeches by political principals, the utilisation of DPRU research in policy documents, and use of DPRU research in policy decision-making processes. Specific examples include references to DPRU research in the 2006 State of the Nation Address of the President, utilisation of DPRU research in the Presidency's 15-Year Review, as well as the Presidency's 2008 Development Indicators and the Presidency's Macro-Social Report (A Nation in the Making: A Discussion Document on Macro-Social Trends in South Africa). The DPRU has also been involved in research that brought about policy changes aimed at reducing the compliance costs of regulation and administration faced by SMMEs.

Another prominent set of projects have focused on the nature and extent of labour regulation in an international

context, the efficiency and effectiveness of the economy's dispute resolution, system and the role of bargaining councils in the labour market. This body of new and innovative labour market policy work was generously funded by the Department of Labour. The importance of this research is evidenced by the references to the results in the recent budget vote speech of the Minister of Labour (Source: [www.labour.gov.za/media/speeches.jsp?speechdisplay\\_id=12956](http://www.labour.gov.za/media/speeches.jsp?speechdisplay_id=12956)).

Another way of assessing the impact of the work of the DPRU is by examining the number of external bodies on which the DPRU is represented. The DPRU's Director, Prof. Haroon Borat, has been serving on the Presidential Economic Advisory Panel to the South African president since 2006. The purpose of the panel is to advise the president on economic matters, including issues emerging from AsgiSA and the state of the South African economy. Prof. Borat also serves on the JIPSA Technical Working Group, the initiative of the deputy president aimed at increasing the supply of skilled individuals to the South African labour market. In addition he is the ministerial appointee on the Employment Conditions Commission (ECC) of the Department of Labour.

### **Benefits for UCT**

The unit's research is beneficial to UCT in a number of ways. The DPRU is one of the most prominent research institutions in the area of poverty, inequality and labour markets in the country. All DPRU work is perceived by public and social actors as part of UCT's response to the social and welfare challenges in the country. International and local academics and students use DPRU publications as a source for reliable and relevant information on poverty, inequality and labour market issues in South Africa. The unit also has a very strong link to the School of Economics and staff members regularly teach in the unit's areas of expertise as well as undertaking limited supervision of graduate students.

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# THE ENVIRONMENTAL POLICY RESEARCH UNIT

The Environmental Policy Research Unit is a relatively new addition to the UCT social responsiveness stable, set up in 2007 with donor funding. Its mission is to enhance environmental policy-making through the use of environmental and resource economics.



Dr Edwin Muchapondwa

## Background

The establishment of the Environmental Policy Research Unit (EPRU) in January 2007 in the School of Economics represents a significant development in the discipline of environmental economics at UCT, in that the unit provides a face to this work for the outside world. In fact, EPRU is supported by the Swedish International Development Agency (SIDA) with the specific aim of engaging with the world of policy-making to ensure that poverty reduction and sustainable development are addressed through the use of environmental and resource economics. EPRU thus comes with a funded mandate to be socially responsive by engaging with policy-makers for the common good. It forms part of a network of like-minded centres located in Kenya, Tanzania, Ethiopia, Costa Rica and China.

## Economics as a critical angle in environmental issues

Environmental conservation and sustainable development work is not new to UCT. Ranging from conservation biology via climate science and policy, to urban water engineering and fisheries management (to name but a few), there has been a strong response from the UCT community over the years to what many call the biggest challenge of our generation. EPRU is distinctive in that it focuses on the economic dimensions of environmental issues. According to the director of EPRU, Edwin Muchapondwa:

*What differentiates us is more of the angle of our contribution to environmental policy. We are all trying to attack the same problem, but from different angles. If you take a multidisciplinary approach to solving problems, you are likely to be more successful than if you just throw a problem at one particular discipline, because the solution would be partial. So, in our view, there has systematically been one missing angle in the way that people have been trying to address these problems, which is economics. That angle is critical and that is what we are trying to bring to all environmental issues. When you talk about climate change or air quality or sustainable development, you need to consider the economic impacts. That is the contribution we are trying to make.*

Staff in the Economics Department had been doing work in this area for some time. The establishment of the unit will help to increase the impact and visibility of this work:

*The funding from SIDA helped us to institutionalise our research efforts, so that we work more closely as a team and increase our visibility.*

## Partnerships

Since its establishment, EPRU has worked to a large extent in partnership with a number of organisations, governmental agencies. These include:

- the South African National Parks in the wildlife sector;
- the Department of Water Affairs and Forestry in the water sector;
- the Department of Environmental Affairs and Tourism on marine and coastal management; and
- the City of Cape Town in air quality management.

Partnerships are initiated on the basis of an offer to serve, based on excellence in teaching and in research. EPRU's interest in any new partnership is to establish linkages between the service to be offered and its teaching and research programmes. Setting up a partnership typically involves creating a forum to talk about the constraints that the government partner is facing. Out of this process tasks are defined through which EPRU tries to find solutions that will enable the government partner to excel in its mandate. The benefits that EPRU derives from coming up with solutions for these partnerships are threefold. Firstly, the partnerships create a sustainable demand for EPRU expertise, thereby allowing EPRU to remain constituted as a productive research unit. Secondly, the research demands from these partnerships ensure that EPRU focuses on relevant research and thereby enhances the

influence of EPRU in environmental policy-making. Thirdly, by establishing a reputation in these partnerships, EPRU creates a ready job market for its graduates.

EPRU sees much of the environmentally relevant policy-making happening in the national government departments, with implementation taking place in the municipalities. Whilst there is some good work being done at provincial level, such as the Green Procurement policy of the Department of Environment Affairs and Development Planning in the Western Cape, work at the provincial level is uneven. In time the EPRU may help to address this gap.

## Links with teaching and research

EPRU believes that its involvement in policy work enables it to enrich its teaching, especially at graduate level. However, it is more difficult to integrate a focus on the development of skills needed for policy work in the large undergraduate classes.

Underpinning this sentiment is a strong philosophy that the students being trained are the practitioners of tomorrow who will be implementing policies, or even making policies. To provide students with a sound background, EPRU involves practitioners in their graduate classes so that theoretical sessions can be followed by discussions about real issues. Policy practitioners are invited to come and talk about actual problems they are facing, and in the class students and practitioners work together try to figure out how the theory that has been discussed could be used.

This is most rigorously done at the master's level, although an introduction to real-world problems already happens at the honours level, according to Muchapondwa:

*The level where you would expect that a policy-maker will actually find something to take up in some of these committees would be at the master's level.*

## Added value

EPRU views environmental and resource economics as its core strength. It illustrates its ability to add value to a policy process by citing its involvement in the Khayelitsha Air Pollution Strategy Project. Initiated by the Department of Economic Affairs and Tourism and implemented by the City of Cape Town, this project had already identified causes of poor air quality in this large Cape Town settlement, as well as a range of possible responses. Edwin Muchapondwa describes it this way:

*The second phase of the programme was to help make some kind of a decision: how do you rank these interventions? Which intervention should we undertake first? And you can understand this dilemma from the realisation that each intervention is going to cost money. Whatever intervention you choose, you are going to spend some money and you cannot implement all the interventions, because you don't have enough money.*

*So when you have to choose an intervention, you want to choose that intervention which gives you the highest return for every unit of resource that you utilise. This is the phase that EPRU was asked to help with – to recommend which of all these recommended interventions had to be carried out and in what order.*

Whilst the discipline has a range of tools that can be used in this context, in practice a lack of data made such application difficult in most cases. Ultimately, a cost-effectiveness analysis was completed, giving city officials guidance on how to proceed. On the other hand, the lack of data on some of the benefits of the interventions clearly opened up space for a range of research projects. Whilst academic publications might ultimately flow from this project, the immediate value to UCT staff and students is the sense of having achieved something that has been of benefit to a large number of fellow Capetonians.

## Evaluation

As a formally-established research unit in the university, EPRU is preparing itself for regular evaluation. An informal self-evaluation conducted as part of the accreditation process suggests that EPRU has had a good start.

## The way forward?

Being relatively thinly staffed with five academic staff and two junior researchers to look after PhD, master's and honours students, EPRU has taken a decision to remain focussed on a few main areas of work. These include climate change, fisheries, wildlife conservation and biodiversity, and forestry. Does this mean the unit is too heavily focussed on resource economics as opposed to pollution and its effects? Not really, believes Muchapondwa, especially with the climate change issue in its portfolio.

The first three-year funding period from SIDA is coming to an end, and funding will be reviewed for another three-year period, something about which EPRU is confident:

*We are happy with our mission of trying to enhance environmental policy-making in the broad sense in order for our society to achieve poverty reduction and sustainable development. And we are going to be keen to make sure that we do this by various interventions. It could be interventions right at the centre, the national government, when it comes to creating the policy document. But we are also keen to get involved right at the grassroots level, to make sure that things get done and don't just remain on paper. We are keen to see that poverty is being reduced, we are keen to see that sustainable development is actually taking place.*

## References

This case profile was compiled by Assoc. Prof. Harro von Blottnitz, based on an interview with Edwin Muchapondwa, director of EPRU, on 3 October 2008.

# CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS ENVIRONMENTAL POLICY RESEARCH UNIT

## Staff complement

In 2008, EPRU had 5 research fellows: Edwin Muchapondwa, Martine Visser, Anthony Leiman, Beatrice Conradie and Jane Turpie. Two junior researchers, Johane Dikgang and Kerri Brick, were employed from September to facilitate the expansion of EPRU's research activities.

## External research grants

- Quantification and Valuation of the Water Treatment Services of Wetlands at a Landscape Scale
- The Role of the Greater Addo Elephant National Park in the Regional Economy of the Eastern Cape, Relating Specifically to the Surrounding Communities

- AERC Senior Policy Seminar X: Climate Change and Economic Development in Sub-saharan Africa, 7-9 April 2008, Addis Ababa, Ethiopia

## In-service training that center contributed to

- Short course on decision making for municipal and civil engineers, Dept of civil engineering at UCT Approx 20 participants.
- Cost-benefit analysis and EIAs. Sessions in Masters programme conducted for continued training and in-house students. Faculty of Engineering UCT
- Introduction to Environmental Economics. Sessions in

## Logbook of policy outreach requests and responses

Request	Institution that made the request	Response
Participate in C.A.P.E. resource economics committee	South African Biodiversity Institute (SANBI)	Edwin Muchapondwa and Anthony Leiman are members of this committee
Cost-effectiveness analysis study of the PM10 control options under the Khayelitsha Air Pollution Strategy.	City of Cape Town	A paper entitled "Khayelitsha Air Pollution Strategy: A cost-effectiveness analysis of PM10 control options" has been produced and submitted to the City of Cape Town.
Assessment of South Africa's systemic, institutional, and individual capacity to implement its obligations under the Convention on Biological Diversity	UNDP	A full report
Assessment of the effectiveness of South Africa's National Biodiversity Strategy and Action Plan	SANBI on behalf of CBD Secretariat	A full report (draft)
Fisheries work on rent extraction	Marine and coastal management	Numerous meetings and two brief reports
Climate Change Forum UCT	Multi-disciplinary process at UCT	One meeting and circulation of ongoing research projects and reports

## Policy seminars, policy conferences and policy workshops organized by center

- A session on the use of economic incentives in conservation-oriented regional management in South Africa at the 2008 Biodiversity Planning Forum supported by the South African National Biodiversity Institute (SANBI) in Mpekweni Beach Lodge, East London, South Africa, 4-7 March 2008; 30 participants.
- A workshop on systematic conservation planning, adaptive management and the use of economic incentives in collaboration with the RA node in South Africa, South African National Parks (SANParks) and the South African National Biodiversity Institute (SANBI) in Kirstenbosch, Cape Town, South Africa. 22-23 October 2008; 70 participants.
- A workshop on the assessment of South Africa's capacity to implement its obligations under the Convention on Biological Diversity - October 2008, DEAT, Pretoria; 50 participants
- A workshop on the assessment of the effectiveness of South Africa's National Biodiversity Strategy and Action Plan - February 2009, SANBI, Pretoria, 45 participants

## Other policy seminars, policy conferences or policy workshops that center participated in

- Advisory steering committee work with DWAF and SANBI

Honours/Masters programmes Social Impact Analysis course conducted for in-house students. Faculty of Science, UCT

## UCT Specialized Teaching Activities for centre research fellows

- Third Year Natural Resource Economics (SoE) 35 students
- Honours Environmental Economics (SoE) 25 students
- Masters Natural Resource Economics (SoE) 10 students
- Masters Environmental Economics (AERC JFE) 27 students
- Honours/Masters Social Impact Analysis (EGS) 12 students
- Natural Resource Economics, Masters in Conservation Biology - 12 students

## Undergraduate theses supervision in environmental economics

- Carbon Labeling Issues and Implications for Africa
- South Africa: A Structural Shift to Nuclear Power
- The Royal Bafokeng: A non-renewable resource, and the question of developing a nation
- Exploring a Possible Regulatory Environment for the

Private Production of Electricity from Renewable Sources in South Africa: Lessons from European Case Studies

- Assessing the viability of small-scale wind turbines in SA in different policy scenarios
- The Pricing of National Parks: A South African Context

## Master theses supervision in environmental economics

- Valuing the provisioning services of wetlands: contrasting a rural wetland in Lesotho with a peri-urban wetland in Cape Town
- Disaster insurance – the trade off between adaptation and mitigation
- Evaluating the viability of the application of an agglomeration bonus as a voluntary incentive mechanism: A South African Case Study
- Policy options to provide incentives to landowners to restore land for CDM and to promote sustainable development
- A comparative study of the value of inland fisheries in the Lower Shire floodplain, Malawi, and Kafue floodplain, Zambia
- An ARDL modelling approach to international tourism demand in Tanzania
- Under what conditions is the management of migratory wildlife resources successful?

## Peer-reviewed research outputs

- Kocher, M., Martinsson, P., and Visser, M. (2008). Does Stake Size Matter for Cooperation and Punishment? *Economics Letters*, 99(3), 508-511
- Leiman, A. and H. Van Zyl (2008). Rehabilitation of an urban estuary, *African Journal of Marine Science*
- Muchapondwa, E., Carlsson, F. and G. Kohlin. (2008). Wildlife management in Zimbabwe: Evidence from a contingent valuation study, *South African Journal of Economics* 76(4) (December)
- Akpalu, W., Muchapondwa, E. and P. Zikhali, Can the restrictive harvest period policy conserve mopane worms in Southern Africa? A bio-economic modeling approach, *Forthcoming Environment and Development Economics*
- Leiman, A., Pauw, K. and T. Harris (2008). Macro-Economic Evaluation of the South African Fishing Industry, *World Bank*
- McEwen and Leiman (2008). The economics of South Africa's car guarding sector, *SALDRU working paper*
- Muchapondwa, E. (2008). Estimation of the aggregate agricultural supply response in Zimbabwe: The ARDL approach to cointegration. *ERSA Working Paper No. 90* (August).
- Musuna, S. and E. Muchapondwa. (2008). Will availing credit incentives to Zimbabwean farmers trigger a maize output response? *ERSA Working Paper No. 100* (October).
- Muchapondwa, E. and O. Pimhidzai. (2008). Modelling international tourism demand for Zimbabwe. *ERSA Working Paper No. 107* (November).

## Other research outputs

- Scovronick, N. & Turpie, J.K. (2008). Do transboundary conservation areas enhance tourism? A case study of the Kgalagadi Transfrontier Park (October)
- Turpie, J.K. (2008). Incorporating economic costs and benefits into systematic conservation planning: a case study of South African estuaries, *CapeNature Report*
- Gordon, H. & Turpie, J.K. (2008). The relationship between rural income and natural resource use: implications for the development of trans-frontier conservation areas in Africa. *Conservation International*
- Turpie, J.K., Menayas, A., Dures, S., Shaw, J.M., Meek, C., Cordingley, J., Hamann, M., Mzumara, T., Musvuugwa, T.,

Louw, A., Bewana, A., Quayle, T. & Diftlhobolo, T. (2008). The nature, distribution and value of ecosystem services in South Africa

- Turpie, J.K. & Hepelwa, A. (2008). The value of water and aquatic ecosystems to communities in the Pangani River Basin, Tanzania, and implications for water resource management, *Forthcoming IUCN*
- Turpie, J.K. & Hepelwa, A. (2008). Estimating the social and economic trade-offs in allocating environmental flows for the Pangani River Basin, Tanzania, *Forthcoming IUCN*
- Brendan W. and E. Muchapondwa. Assessing the viability of small-scale wind turbines under different scenarios in South Africa. (under review at ERSA)
- Biggs, H., Driver, A., Matose, F., Moore, K., Muchapondwa, E., Mungatana, E., and K. Scheeper, Using economic incentives in bioregions in South Africa. (Under review at ERSA)
- Ngwaru, T. and E. Muchapondwa, Modelling Fugitive Natural Resources in the Context of Transfrontier National Parks? A case study of the Great Limpopo Transfrontier Park in Southern Africa (under review at ERSA)
- Leiman, A (2008). Trading off the economy and ecology: can we afford to protect biodiversity? *National Research Foundation*

## Conferences attended

- Natural Resource Management and Climate Change in Sub-Saharan Africa. 15–17 September 2008, Nairobi, Kenya.
- The 16th Annual Conference of the European Association of Environmental and Resource Economists (EAERE) in Gothenburg, Sweden, 25-28 June 2008.
- The Centre for Environmental Economics and Policy in Africa (CEEPA) fifth research workshop, Plumari Game Lodge, Pretoria, South Africa, 12-18 May 2008.
- EFD annual meeting 2008, Beijing, China, 3-7 November 2008.
- Seminar in Environmental Economics, School of Development Economics, National Institute of Development Administration, Bangkok, Thailand, 12 November 2008.

## International collaborations

- Andrea Mannberg from Umea University in Sweden visited UCT to work with Martine Visser on a project concerning the effects of uncertainty in local environment on risky behaviour amongst young adults. The visit extended from 26 August until 5 September.
- Martine Visser has collaborated with Asa Lofgren on a project relating to Adaptation and Mitigation in a Climate Change Framework.
- Martine Visser also initiated a project with Peter Martinsson (EFD Research Fellow Gothenburg) and Alpaslan Akay from Gothenburg University in Sweden on the effect of Local Environment on Individual Well-being.
- Edwin Muchapondwa went on a research visit to the Ethiopian Development Research Institute in Addis Ababa, Ethiopia, from 30 June to 19 July 2008. Hosted by Dr Mahmud Yesuf
- Edwin Muchapondwa went on a wildlife conservation research collaboration visit with the EFD Tanzania and Kenya, alongside an assignment to teach Masters Environmental Economics at the Joint Facility for Electives (JFE) in Arusha, Tanzania, at the invitation of the African Economic Research Consortium (AERC) from 24 August to 3 October 2008. Hosted by Dr Razack Lokina and Dr Wifred Nyangena.
- Edwin Muchapondwa went on a research visit to School of Development Economics, National Institute of Development Administration, Bangkok, Thailand from 11 to 16 November 2008. Hosted by Associate Professor Udomsak Seenprachawong.



# MITIGATING SOUTH AFRICA'S GREENHOUSE GAS EMISSIONS

In 2006, cabinet commissioned a process to examine the potential for mitigation of the country's greenhouse gas emissions. The aim was to produce mitigation scenarios from which cabinet could draw up a long-term climate change policy and devise realistic strategies for future climate action. The Department of Environmental Affairs and Tourism (DEAT) funded the Energy Research Centre (ERC) from UCT to manage an inclusive process. The widely diverse team was able to agree on the Scenario Document, which has since been adopted by cabinet as a basis for a robust policy framework for climate change in South Africa. In the process UCT has gained greater visibility in the national discussion about climate change.



Associate Professor Harald Winkler

## Background

Climate change is one of the greatest threats to the planet and to people. Science is now unequivocal that increased greenhouse gas (GHG) emissions caused by human activities are driving climate change beyond natural variability. For its relatively small size, South Africa emits high quantities of the GHGs that contribute to climate change. According to Assoc. Prof. Harald Winkler of the Energy Research Centre, South Africa is one of the highest emitters per capita and per gross domestic product (GDP). Although the largest share of historical and current global emissions of GHG has originated in developed countries, developing countries need to

take responsibility for the future. Reducing GHGs is called mitigation, while responding to the impacts of climate change is known as adaptation.

South Africa is an active participant in the international process of combating climate change and regulating the emissions of GHG and a signatory to the United Nations Framework Convention (UNFCCC) on climate change and the Kyoto Protocol. Under the convention and its protocol, countries have the following obligations:

- developed countries are obliged to ensure that their GHG emissions do not exceed the amounts assigned to them;
- all countries are committed to implement climate change policies and measures;
- energy efficiency must be enhanced;
- emissions in the waste and transport sectors must be limited and/or reduced;
- sinks for GHG must be protected;
- market instruments under the protocol allow developed countries to achieve their emission reduction commitments cost-effectively, while contributing to sustainable development in developing countries; and
- sustainable forms of agriculture and relevant research must be promoted.

Although large developing countries like Brazil, China, India and South Africa and other developing countries do not have quantified commitments to reduce emissions under the Kyoto Protocol, at least until 2012, they do share the common responsibility of all parties under the convention-implemented mitigation programmes. Winkler adds that at some point after 2012 South Africa is likely to be required to reduce its emissions in a quantifiable way.

In March 2006, the South African cabinet commissioned a process to examine the potential for mitigating the country's GHG emissions. The process was to be informed by the best available information. The aim was to produce mitigation scenarios that would provide a sound scientific analysis from which cabinet could draw up a long-term climate policy. Such a policy would give South African negotiators under the UNFCCC clear and mandated positions for the multi-lateral negotiations. It would also ensure that South African stakeholders understood and committed themselves to a range of realistic strategies for



future climate action. To this end the LTMS process was initiated. The Department of Environmental Affairs and Tourism (DEAT) asked the Energy Research Centre (ERC) from UCT to project manage this work. The process was led by ERC's Harald Winkler, with Stefan Raubenheimer from the independent mediation group, Tokiso, providing independent professional facilitation.

ERC is an African-based multi-disciplinary energy research centre, which pursues excellence in technology, policy, sustainable development research, and education and capacity-building programmes at local and international level. According to Winkler, ERC is possibly the leading centre in terms of mitigation of climate change in South Africa and among the best considering mitigation in the context of Africa and other developing regions.

### **Striving for consensus on mitigation options**

The project was unusual in the degree to which it involved the stakeholders, ranging from the many government departments, the business sector (including large emitters) and civil society (including environmental NGOs and labour), being brought together in a scenario building team. Working through the scenario building team meant that the scenarios were broadly agreed, which was equally important to the scenarios being as accurate as possible – which meant research. The scenario building team was supported by four research units covering energy emissions, non-energy emissions, macro-economic modelling and climate change impacts. Research provided the LTMS process with rigour and a foundation in the best available scientific information. The scenario building team met formally six times, with the first meeting taking place on 16 August 2006 and the final meeting on 24 October 2007. Team members participated as individuals with strategic insight into their sectors, and the facilitated process allowed them to bring their understanding of strategic issues for the future into the process.

The scenario building team generated mitigation options, debated data inputs and assumptions in detail (e.g. future energy prices, the cost of power stations, discount rates) and reflected on the results on energy modelling, spreadsheet analysis and economy-wide modelling. No matter how detailed and rigorous the research was, the process of engaging stakeholders was intense. As Winkler says:

*And firstly they agreed to the methodology. Then we had another meeting where we discussed all the key assumptions and data that were actually going to go into the modelling. So there was a very thorough process of examining those data and assumptions. Next, we would do some analysis and report the results to the meetings; they'd examine the reports and agree on variations to be examined. We then would go away and do further modelling and then come back with the results; and then again they would interrogate the results.*

In this way, with the support of the research teams, the scenario building team was able to develop evidence-

based scenarios. Its last meeting in October 2007 was remarkable in that participants from a wide diversity of backgrounds, acknowledging their differing views on specific issues, were able to sign off a single document – the Scenario Document. They also approved a technical summary and accepted the underlying technical work as a solid basis on which political discussions for a climate policy could be based.

The LTMS documents were presented to a broader set of stakeholders during October and November 2007, in particular to a meeting of directors-general, another of CEOs of South Africa's leading companies, and a third with NGOs and labour. This process continued in the first half of 2008, with government engaging leaders from government, civil society and business, preparing to take the results back to cabinet. During the cabinet lekgotla in July 2008, the government discussed the policy implications of the LTMS in detail. In response government has outlined an ambitious vision and adopted a proactive and scientifically and economically robust policy framework. Cabinet agreed that climate action must be driven by the aim of limiting temperature increase to 2°C above pre-industrial levels. Doing its fair share will require South Africa's emissions to "peak, plateau and decline". This means that South Africa's GHG emission must stop growing by 2020-25, then level off for about a decade, before declining in absolute terms. Such an approach will ensure that South Africa meets the challenges of climate change in decades to come.

### **The significance of multidisciplinary collaboration**

By bringing in the research expertise, knowledge and skills of other research units, LTMS was able to draw on the latest scientific knowledge available and to a very large extent strengthened the credibility of its work. In the initial phases the scenario building team was involved in conceptualising the scenarios, brain-storming mitigation options and providing substantial expertise to the process. ERC co-ordinated four research groups – energy (led by ERC's modelling group), non-energy (led by CSIR), industrial process emissions (Airshed and ERC) economic analysis (DPRU), and work on climate change impacts and adaptation (led by SANBI). The LTMS was peer-reviewed by the World Bank (the review team being composed entirely of developing country experts), which called the LTMS "the first of its kind in developing countries". The review found the combination of research-based scenarios with stakeholder consultation process to be a "pioneering effort" and the research work "consistent with international best practice and the results ... robust". Winkler agrees that this cutting edge work would not have been done without pulling in multidisciplinary expertise. As he says,

*... the area is still quite a new area and so by its nature it's not a very formally organised discipline yet, but even so, it really required working together with different people, both researchers from different disciplines and stakeholders with strategic insight into different aspects.*

Winkler points out that the real challenge is implementing the options raised by LTMS. Implementation is to be considered as part of a national climate change summit being planned by DEAT for March 2009.

## Links with teaching and research

LTMS is a research-based project relying very much on the expertise of the ERC. While its primary focus is research, ERC offers block-release courses, including one on energy and climate change. LTMS and the work leading into it have become a core part of this teaching. In addition, the cutting edge work on scenarios has attracted a lot of interest from other departments. For the 2008 climate course, ERC collaborated with UCT's Graduate School of Business, which exposed the LTMS work to a business audience. Winkler has been asked to give a lecture on the LTMS process in a course dealing with sustainable energy as well as a master's in conservation biology. He hopes that some students would choose master's theses that would be about how one sector, e.g. transport, implements strategies to mitigate climate change.

## Contribution to UCT

Climate change is one of the development challenges facing society and the academics involved in this work have narrowed the divide between scholarship at the university and wider society. In this context, Winkler says, "LTMS has given UCT much greater visibility in the national discussion about climate change". The stakeholder process and the strengthened relationship that evolved in that process has really made people see ERC and UCT as being key research entities in the field of climate change and mitigation. As Winkler says, "the real thing is that UCT is seen as a group that can really provide useful information that is useful to people for this major challenge".

## Promoting the public good through policy development

As a result of the LTMS process, South Africa has a strategic direction and a policy framework for climate action. The implementation of the policy framework will be the best insurance policy that current and future generations will have against the potentially devastating impact of climate change. At the international level, South Africa, as a developing country, is making a meaningful contribution to solving the challenge of global climate. In the next round of international negotiations on climate change in Copenhagen in 2009, South Africa negotiators will present a comprehensive domestic response based on the best available science. For Winkler, this work captures one of the fundamental roles of the university in using applied research to inform policy direction. He says,

*... for me to sit here and run models that to other people are just a black box, but that can actually make a difference to people negotiating in a room, be it in Pretoria or in Copenhagen next year – the fact that it is responding to the needs of society is, for me, achieving what the university is there for.*

The work of the ERC is inextricably bound up with UCT's vision and mission statements of addressing the challenges that face society.

## Finding recognition at the university

One of the challenges facing units that produce socially responsive outputs is sustainable funding. For the research group in the ERC, funding is linked to projects and that will always pose a challenge. Fortunately, international interest on climate change has produced funding for ERC. In the field of climate change, funding has in the past relied mostly on international donors. LTMS was groundbreaking in that DEAT put millions of rands into the LTMS process. For Winkler this kind of recognition is important for a centre that has to generate its own income. In future, the vision is to establish a chair on climate policy.

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*Information for this case profile sourced from an interview conducted with Assoc. Prof. Harald Winkler of the Energy Research Centre on 28 October 2008.*

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*Media Statement by Marthinus Van Schalkwyk, Minister of Environmental Affairs and Tourism, Cape Town, 28 July 2008.*

*Long-Term Mitigation Scenarios, Strategic Options for South Africa, DEAT, prepared by Scenario Building Team, October 2007.*

*Long-Term Mitigation Scenarios, Technical Summary, prepared for DEAT by Energy Research Centre, October 2007.*

# CURRICULUM RELATED TO SOCIAL RESPONSIVENESS LONG TERM MITIGATION SCENARIO

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2. Winkler, H, Baumert, K, Blanchard, O, Burch, S & Robinson, J 2007. What factors influence mitigative capacity? *Energy Policy* 35 (1): 692–703.
3. Den Elzen, M, Höhne, N, Brouns, B, Winkler, H & Ott, H E 2007. Differentiation of countries' future commitments in the global climate regime. An assessment of the "South–North Dialogue" Proposal. *Environmental Science and Policy* 10: 185 - 203.
4. Ellis, J, Winkler, H, Morlot, J C & Gagnon-Lebrun, F 2007. CDM: Taking stock and looking forward. *Energy Policy* 35 (1): 15-28.
5. Winkler, H, Howells, M & Baumert, K 2007. Sustainable development policies and measures: institutional issues and electrical efficiency in South Africa. *Climate Policy* 7 (3): 212–229.
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## 1. RESEARCH: JOURNAL REVIEWS AND EDITORIAL BOARD

Editorial Board of leading international journal in the field, Climate Policy. From 2006 onwards.

See letter in the Supplementary Information.

Journals which have invited reviews

- Climate Policy
- Energy Policy
- The Energy Journal
- Climatic Change
- Climate Change Science and Policy
- International Environmental Agreements
- Journal of Environment and Development
- Journal of Energy in Southern Africa
- South African Journal of Economic and Management Sciences
- Current Anthropology

International organisations that have invited reviews of chapters, papers and tools

- Intergovernmental Panel on Climate Change – Synthesis Report for Fourth Assessment
- World Resources Institute – review of Climate Analysis Indicator Tool (CAIT)
- International Energy Agency (IEA) – review of World Energy Outlook 2006 'Beyond the Alternative Policy Scenario'
- Organisation for Economic Cooperation & Development (OECD): Annex I Expert Group
- American Council for an Energy Efficiency Economy (ACEEE): Summer Study programme

## 2. RESEARCH: PRESENTATIONS

*In this section, only presentations at international events or high-profile national meetings are listed.*

*For many of these presentations, I was an invited speaker. In other words, only selected presentations are listed, not including other conference, seminar and workshop presentations. Documentation, including personal invitations, are included in the Supplementary Information.*

1. Climate change, global response & UNFCCC negotiations, invited by Designated National Authority for the CDM to give opening presentation at Western Cape CDM Provincial Workshop, 3 October 2006, Cape Town.
2. Sustainable development policies and measures: Concept and methods for a strategic approach for enhancing the climate regime post-2012; invited to speak in plenary of an international workshop on "Integrated development and climate policies: how to realise benefits at national and international level?"; hosted by MNP (Netherlands), IDDRI



- (France), ERC, UNEP Riso Centre, Plant Research Institute and IGES (Japan), 20-22 September 2006, Paris.
3. Advancing development goals in a sustainable manner, invited to speak at Chatham House, conference Climate change in a post-2012 world; 26-27 June 2006, London.
  4. Sustainable development and mitigation, invited to present findings of IPCC chapter to plenary of an international Industry Expert Review Meeting to IPCC AR4 WGIII, 17-19 January 2006, co-hosted by Eskom and IPCC, Cape Town.
  5. Sustainable development policies and measures and post-2012 climate regime; invited by the International Institute for Sustainable Development (Canada), to present at their event on 'Canada and the Post-2012 Climate Change Regime' during COP-11, 3 December 2005, Montréal.
  6. Climate change mitigation in South Africa: Challenges and opportunities; invited to speak at plenary of the first major stakeholder conference on climate change, National Climate Change Conference, 17-19 October 2005, Midrand.
  7. Sustainable development policies and measures; invited to present in plenary at a Dialogue on Future International Actions to Address Global Climate Change, hosted by Govt of Peru and Center for Clean Air Policy; 9-12 October 2005, Lima.
  8. Overview of different approaches to future commitments; invited to present to SASOL energy scenarios workshop, 23 November 2004, Johannesburg.
  9. Equity in the greenhouse; invited by DG Environment to present to the European Commission to discussions with several Directorates-General, on post-2012 climate policy for the EU; 27 October 2004, Brussels.
  10. Overview of different approaches to future commitments: Implications for South Africa, presentation to the first debate on the issue at the National Committee on Climate Change, 19 August 2004, Pretoria.
  11. Differentiation and mitigation commitments; invited to present in plenary at a Dialogue on Future International Actions to Address Global Climate Change, hosted by Govt of Mexico and Center for Clean Air Policy; 16 - 19 November 2004, Mexico City.
  12. Future commitments and implications for Southern Africa, invited to present to the Southern African Regional Climate Action Network (NGO network); 26 August 2004, Johannesburg.
  13. CDM as a bridge to the future: Relevance of experience to date for future actions; invited by the OECD to present at their event at the Subsidiary Body Meeting to the UNFCCC, 17 June 2004, Bonn.
  14. Poverty and climate change: links to adaptation and mitigation; invited to present in plenary at a Dialogue on Future International Actions to Address Global Climate Change, hosted by Govt of Sweden and Center for Clean Air Policy; 16 - 19 November 2004, Sigtuna, Sweden.
  15. City policies and measures for sustainable energy; invited to present at the City Energy Strategies Conference 19 - 21 November 2003, Cape Town.
  16. Sustainable development policies and measures; invited plenary presentation at an International Workshop, on Preventing Dangerous Climate Change, Adaptation, Equity and Sustainable Development; hosted by WWF International and Tsinghua University; 27-28 October 2003, Beijing.
  17. Hybrid Carbon Intensity and Sustainable development policies and measures / sectoral CDM, invited plenary presentation at a Dialogue on Future International Actions to Address Global Climate Change, hosted by South Korea and Center for Clean Air Policy; 20-23 October 2003, Jeju Island, Korea.
  18. Socio-economic dimensions of climate change; invited to present at South Africa-United States bilateral meeting on climate change, 28-29 July 2003, near Pretoria.
  19. Applying 'approved' methodologies, invited plenary presentation to Joint Workshop of the CDM Executive Board, Accreditation Panel and Methodology Panel; 21-22 March 2003, Bonn.
  20. Will power sector reform be bad for climate change? Presentation at COP-8 on Electricity Restructuring and the Climate Agenda: A Missing Link; 31 October 2002, New Delhi.
  21. Baselines for CDM projects; invited to presented at international Project Development Forum hosted by World Business Council on Sustainable Development and Eskom, 7 & 8 May 2002, Midrand.
  22. South Africa's situation relating to climate change and energy; Presentation to a joint session of the Parliamentary Portfolio Committees on Minerals & Energy, Environment & Tourism, Trade & Industry; 28 August 2001, Cape Town.
  23. Potential Standardised Baselines in the Power Generation Sector in South Africa; presentation at event during COP-6, 14 November 2000; Den Haag.

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# MASIPHUMELELE ART PROJECT

One of the challenges facing a department of fine art is to make the discipline accessible to the broader South African community. The Masiphumelele Art Project provides practical application of the curriculum by engaging UCT students with an unfamiliar urban community that has extremely limited access to viewing and producing art. The motivation for the project was to provide students with the opportunity to produce an exhibition that is appropriate to the community in a way that would be mutually beneficial to both students and the community.



## Background

One of the challenges facing a department of fine art is making the discipline as we teach and practice it, and which we regard as socially important at multiple levels, accessible in a constructive way to the broader community of South Africa. Through the Apartheid state and its legacy, the majority of the population has been all but denied any productive access to visual arts, or the resources to explore it. Even today, most South African schools do not offer significant creative instruction, nor do they have the human and physical resources to do so. This leaves most of the population without opportunity for creative expression or experiment during their education or working lives, nor convenient access to exhibitions or cultural collections as viewers. This reinforces the situation that visual art in South Africa has for centuries been the domain of the privileged minority, a situation which is self-perpetuating without the creation of new opportunities for exposure and practice.

Visual art is mainly circulated, marketed and consumed through an extremely limited set of seemingly exclusive elitist structures that, while open to the public, are also

inaccessible to the broader community. Access is constrained by entrance fees, security doors and unfamiliarity as well as potential viewers' more pressing economic and practical needs. A direct outcome experienced by the university is that parents and teachers, with no experience of contemporary visual culture and no promise of secure employment in the field, understandably do not encourage even their gifted children and learners to study fine art. The cycle is perpetuated with comparatively limited numbers of role models and advocates emerging from the field, and few specialist teachers of the visual arts being trained.

Although art from the African continent and African Diaspora are integral to our programme and have long been areas of research for staff and some students, visual art, as it is taught and practiced within the UCT and by our graduates, is perceived amongst members of the broader community as primarily referencing the Western canon of art history, production and discourse.

This situation is shifting slowly in minor, but positive ways. Demographically, although still very unbalanced, exceptional young artists, theorists and historians are emerging

from social sectors that were largely excluded from the contemporary art world in the past. Some of these individuals are graduates of the Michaelis School of Fine Art and are forging impressive international careers; some are undertaking research and art work specifically linked to South Africa and the continent, with global relevance. As post-Apartheid role models, they have the potential to attract broader interest in the visual arts and to forge the way for making this field of intellectual endeavor, cultural expression and social renewal available to artists and to the public more broadly.

Projects and exhibitions are also being developed targeting marginalised geographic locations across the country. However, in order for a sustained and extensive shift to take place, it is considered essential that the educational structures with resources and expertise take an active role in advocating for the discipline, forging links with the broader community, supporting educators, graduates and learners in disadvantaged circumstances, stimulating UCT student awareness and engagement, and attracting and facilitating the entry of students from under-represented communities into the school.

## Partnerships

The Masiphumelele Art Project, which took place in August 2008, was a collaboration between the staff of the Masiphumelele library, Michaelis staff and third-year sculpture students, staff and learners from the Masiphumelele High School, and the CAPE Young Curator's Programme, in consultation with Masiphumelele community leaders. Masiphumelele (meaning "we shall succeed") is a proactive informal settlement community outside Cape Town. The Masiphumelele Library, built and supported by the Masiphumelele Corporation (a non-profit, 501(c)3 organisation) is an extension of the Fish Hoek Library. It is a vibrant and highly utilised community centre which, apart from the usual library benefits with internet research facilities, offers a range of educational workshops and programmes. These include literacy, art and computer skills, as well as recreational, social and self empowerment projects, mainly offered by volunteers. CAPE Young Curator's Programme became involved with Michaelis graduate, Loyiso Qanya, who provided conceptual and active guidance in bridging the interface between the community of Masiphumelele, contemporary global art, and UCT. In addition, an enterprising second-year student, David Brits, has also since initiated an independent project in nearby Ocean View. The Art Club he has established, fundraised for and conducted alone at Marine Primary, will hopefully be supported by Michaelis from next year and linked, if possible, to the Masiphumelele Project.

## Aims

The Masiphumelele Art Project was a practical application of the curriculum which aimed to engage UCT students with an unfamiliar urban community that has extremely limited access to viewing and producing art, in a way that would be mutually beneficial on a number of levels. Each year, third-year sculpture students are given a simulated professional practice project for a specific

site. They visit the site, plan and execute a project appropriate to the site, but have rarely been able to install or exhibit the work in situ. By conducting the project at the Masiphumelele Library and Park as an exhibition, the students were able to experience the whole process outside of the conventional art circuit. The exhibition concept is based on the model of a number of European group art exhibitions such as Lustwarande in the Netherlands for a park in Tilberg, or Beaufort in Belgium for the North Sea Coast and coastal villages. These projects, produced by large art institutions and professional artists, occupy specific sites in public space and have become major community events on changing themes.

The project was not initially conceptualised as a social responsibility exercise, although the role of art in social renewal was a major consideration. The motivation for this project was to provide the students with the opportunity to produce an exhibition, appropriate to the community, and through exchange, benefit both students and the community. This could provide all with a new experience that is explicitly concerned with South Africa and social engagement, but considerate of contemporary art at a more general level. As art has been introduced at the Masiphumelele High School, the exhibition was also intended to give learners, teachers and community members access to a form of contemporary art exhibited in their own environment, relevant to their context, with exposure to a range of stimulating technical and visual possibilities of art production. The project also aimed to introduce art as a potential career path through a workshop hosted at Michaelis and a careers presentation at the library.

## Teaching and research

The importance of the project with regard to teaching fine art students lies with the introduction to professional practice and site-specific installation in the context of the broader South African public and contemporary art. The project was clearly a positive challenge for the students who had to combine their academic knowledge with their response to an unfamiliar community. For most this was their first experience of making work for an actual exhibition for an audience not necessarily acquainted with art. An important consideration was that students recognise that the work should not patronise an audience with little exposure to visual art education, and though responsive to issues in this community, should also be consistent with contemporary art practice.

Students assisted staff from both Michaelis and Masiphumelele in conducting the learners' sculpture workshop at Michaelis and gave explanatory presentations on their work in progress, both conceptually and technically. The learners were introduced to a form of relief sculpture using economical, versatile and accessible materials which was appreciated, as Masiphumelele High School is only able to offer two-dimensional instruction with very limited resources.

Following on from the project, Loyiso Qanya and young practising artist Mawande Zenzile, who hopes to enter



Michaelis next year, undertook a careers presentation at the library's two-week careers guidance programme. They described their own experience in the context of art production in Africa with a visual presentation of contemporary art by artists from Africa as well as their own work, and discussed their challenges studying from positions of comparative disadvantage i.e. educational, economic and language.

From the viewpoint of research, various considerations were important. One of the limitations associated with projects in Africa, and South Africa is no exception, has been the phenomenon of powerful leadership entering a community with a project, offering expertise and resources, but not necessarily achieving a symbiotic relationship or the facilitation of independent creativity or empowerment of the community concerned. This is sometimes evident in South Africa today, where the residue of Apartheid entitlement of those in positions of power could be a determining factor in this relationship. This was an important consideration in planning this project and developed an important consciousness among students participating in it. Furthermore, the project has stimulated consideration of how contemporary art can engage a community with pressing socio-economic concerns. The challenge was how students from an academic and mainly economically privileged position could produce contemporary art work that has conceptual value for a community managing various levels of deprivation, and how learners would benefit from their experience of the project.

## Impact and evaluation

A number of forms of evaluation were used to gauge the impact of the project: verbal feedback from all involved,

student feedback forms, a comments book for the library, engagement with interactive works, and observation and consultation.

A great deal of positive verbal feedback was received from the Masiphumelele library staff, community, students, teachers and learners, in addition to observed appreciation and written comments.

Criticism from the UCT students included:

*We could have promoted it a bit better (Mandy Messina, third year).*

*The link between the school and the community should be tightened through extensive workshops facilitated both at Michaelis and Masi (Mohau Modisakeng, third year).*

In answer to the question: "Did you have any particular difficulties or reservations about the project?", the following UCT student responses were noted:

*I would have liked to spend more time there. I felt that we got a bit of a 'tourist' treatment (Tony East, third year).*

*At first I was more than weary; the idea of doing community art irritated me a bit, but after completing the project, I believe I have gained something. A new attitude to creating artwork perhaps (Marc Barben, third year).*

*The fact that it was in a township [was a reservation], but when I visited the township, it changed my mind (Kyle Morland, third year).*



Response received in the comment book from the community members for the exhibition was mostly very positive, with reservations about confined space mentioned by borrowers, and children's fear of a small sculpted figure that looked like a "dinosaur".

*Zintle kwaye egameni lelokishi iphela, kubonakele okokuba ngaba noko abantu abavelangaphandle abayiboni njento yobugebenga ilokishi... (Mpondo-Seni-Nqindi).*

*Umsebenzi wase-library ubabeka abantu ezindaweni ngoba inezinto ezintle ezenzayo ebantwini nafundisa kakhulu kulutsha lwaseMasiphumelele.*

*We really appreciate you guys by bringing the art in our library, especially in our community, because the young generation can learn a lot, since they have not had enough things to do, so I think this can help them a lot and even change some of their minds to take art as a career and even those who are not at school and not working, they can be encouraged by exhibitions like these.*

*The art exhibition at the library was a great idea and it should not stop here.*

*All children of HOKIJA (18) came this morning and Nozake gave us a wonderful tour. We appreciate a lot that you brought the art to our community. On behalf of all of us from HOKIJA: Enkosi!*

*It is a beautiful exhibition, our children will learn a lot from it. I wish sometime you can bring it closer to our community.*

A number of the works were interactive and engaged with enthusiastically. Tumelo Thuthuka's word game, with reference to literacy and perseverance, and Nombuso Chiliza's floor piece, Community Chess, referencing intellectual engagement and community through chess figures reflecting the local context, were two of the most appreciated works. Mohau Modisakeng's Table Soccer (odds-on) – Okapi pocket knives versus quotations from Biko, Mandela, Fanon, Gandhi and Marx – and Kyle Morland's giant boxing glove, King Kong, were very actively engaged with as positive alternatives to the aggression witnessed in physical games and interactions in the park.

Although crushed after two hours, a risk the student was willing to take, King Kong makes reference to the development of the boxing glove to prevent injury and damage in the game. Specifically conceived to counter violence witnessed in the children's play in the park, the glove formed both a striking visual intervention to the park and provided two hours of extraordinary benign engagement and pleasure to approximately 25 children. Mathew King's T-shirt raffle, in keeping with a number of significant contemporary artists' approach to interaction, is completed when it moves into the community via the raffle winners wearing the T-shirts that bear a simple statement in English and Xhosa about the value of education through reading. Tumelo Kgomo's recreation of her childhood homemade doll, reinterpreted as a life-size "empowered woman" with three sets of clothing was dressed and redressed appropriately for the day by visiting children, adults and staff, and parallel experiences were noted by local residents in the comment book.

In relation to the workshop held at Michaelis Art School, learners participated enthusiastically and appeared to appreciate the workshop greatly; they also responded positively to the careers presentation with pertinent questions and curiosity.

Although a small experimental project with some flaws, the Michaelis/Masiphumelele Art Project was clearly a success. This is not only so because of appreciation, positive feedback and acknowledgement, but because of the combined input and co-operation from a range of participants – staff and students of Michaelis and the Masiphumelele High School, librarians, community leaders, and assistants who contributed on an equal, generous and mutually supportive basis. Despite the range of practical and economic difficulties experienced by the Masiphumelele community, it is particularly significant to have been able to observe and note the appreciation, engagement with, and interest in the temporary intervention to the library by a wide range of visitors.

#### References

*Information for this case profile was provided by Prof. Jane Alexander, Sculpture, Michaelis School of Fine Art.*



# CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS MASIPHUMELELE

## Projects:

- Clanwilliam Project - ongoing collaboration between the UCT Michaelis School of Fine Art (Pippa Skotnes), Department of Drama (Associate Professor Mark Fleishmann), Magnet Theatre and Jazzart Dance Theatre, funded by Fairheads Trust Company. - workshops, procession and performance involving dance, storytelling, puppetry, and arts and crafts based on Xhosa storytelling elements made by learners, facilitated by UCT staff and students. Early 1990s – UCT 2008 Pifer Award
- Underexposed - digital archive project of photographers' work including: Graeme Williams (completed), Cedric Nunn (completed), Basil Breakey (completed), Alf Khumalo, Bobby Bobson, The Van Kalke Collection, Ranjith Kally, John Brett Cohen, Ernest Cole, Anne Fischer, Jansie Wissemarr, Jenny Gordon, Gisele Wulfsohn (in the process of being finalised and/or digitised) – Paul Weinberg, Centre for Curating the Archive

## Archive:

- Centre for Curating the Archive established to both physically and digitally record South African visual heritage as a resource for research purposes, publicly accessible through a digital portal.

## Exhibitions

- PRINT 08 - Bell Roberts Gallery - exhibition with public seminar in which artists and theorists made presentations on the contemporary positioning of print co-ordinated by Fritha Langerman (UCT) and Katherine Bull (University of Stellenbosch).
- Then and Now, produced and curated by Paul Weinberg (including publication) Durban Art Gallery, Good Hope Gallery, The Castle 2008
- Changing Perspectives - group exhibition from a course run in July /August called "Telling Stories, Taking Pictures" as part of the Month of Photography 2008 (Paul Weinberg).
- HAICU - Outdoor Anti Stigma exhibition 2008, Paul Weinberg.

## Exhibition Reviews:

- Lamprecht, A. 2008. Is There Still Life? Art South Africa. 6(3), Autumn 2008. 92-3. (Review in DoE approved journal)
- Lamprecht, A. 2008. Ashleigh McLean. Art South Africa. 6(3), Autumn 2008. 100-01. (review in DoE approved journal)

## Interactive Websites:

- 1973 - online project space featuring the work of emerging curators and artists, powered by Drupal, an open-source content management system that allows contributors to create web pages in their browsers created by Nasan Pather. - www.1973.co.za
- Website planned for the CCA (Paul Weinberg)

## Short courses/workshops:

- "Telling Stories, Taking Pictures" six week extra mural course run at the CCA by Paul Weinberg. Participants

included street photographers from an organisation called Iliso Lebantu 2008.

- Workshop for Street photographers for a project run by the HSRC, Bloemfontein 2008, Paul Weinberg 2008.
- Master Class with internationally renowned photographer Stephen Shore, hosted by Michaelis and facilitated by Svea Josephy, Jane Alexander and Jean Brundritt, funded and arranged by the Roger Ballen Foundation with bursaries available to disadvantaged photographers from across the country 2008.

## Lectures:

- "Contemporary South African Art: A Guide for the Perplexed" - five public lectures presented as part of Iziko Summer School by Andrew Lamprecht 2008.
- "Contemporary South African Art" - four lectures presented to Jill Trappler's Orange Street art group by Andrew Lamprecht 2008.
- Ongoing Lunchtime Lecture series presenting local and visiting international artists to the School and general public organized by Jane Alexander and Andrew Lamprecht.

## Recruitment:

- Ongoing recruitment initiative of lecturer Kurt Campbell to target the broader community through liaison with high schools offering art as a subject and the Western Cape Education Department culminating in an Educators' Breakfast and Michaelis Open Day with application guidance and practical workshops.

## Community empowerment :

- Facilitation and consultation for visual literacy project in collaboration Schools Development Unit of UCT and director Jonathan Clarke. Pilot project November 2008, Paul Weinberg.

## Committees and Associations:

- Andrew Lamprecht appointed to the Expanded Acquisitions Committee, Iziko South African National Gallery, Andrew Lamprecht 2006 -.
- Andrew Lamprecht was elected acting Secretary General to the formation of a SADC branch of the International Association of Art Critics (AICA) 2007 -.
- Andrew Lamprecht appointed to the expert committee of SAHRA (South African Heritage Resources Agency) 2008 -

## Independent Student Initiatives

- 2008 - Marine Primary Ocean View Art Club - 2 hour weekly art class for 15 Grade 7s initiated, run and coordinated by David Brits
- poster for the Masiphumelele Art Project created by 3rd Year student Mohau Modisekeng.

## Fundraising:

- Funds raised from Duke University and Malan Trust for Then and Now and Underexposed projects, Paul Weinberg.

# TOWNSHIP DEBATING LEAGUE: PROVIDING THE YOUTH OF SOUTH AFRICA WITH THE OPPORTUNITY TO DEVELOP CRITICAL THINKING AND DEBATING SKILLS

In the past many township schools found it difficult to access formal debating structures due to a lack of resources and the constraint of distance. The Township Debating League (TDL) was launched in 2003 with five student volunteers and eight schools to accommodate the realities of township schools. Since then it has grown to 60 volunteers with 150 to 200 learners participating across 21 schools. Debaters are taught to evaluate the thoughts, opinions and perspective of others and are always encouraged to find a solution. By interrogating current issues, they gain an understanding of the issues facing them as young South Africans. The project has also encouraged young people from the townships to enrol with UCT and to serve as TDL volunteers themselves over time.

## Background

In the past many township schools have found it difficult to access formal debating structures due to a lack of resources and distance constraints. Advantaged schools participated in the Rotary Debating League (RDL), but it was extremely difficult for township schools to participate in this league. Although the topics are extremely challenging for learners who are second language speakers and who have had no training in debating, the Sophumelela High School and the College of Science and Technology (COSAT) have participated in the RDL with varying levels of success.

The presence of school support has proved to be a critical success factor in the performance of the schools: with adequate school support, COSAT learners gained valuable experience from debating while Sophumelela learners had less support and did less well. Another problem with the RDL is that the debates are held in the evenings between 18h30 and 21h30, an awkward time for most township schools whose learners have to travel some distance.

This experience provided the impetus for the launch of the Township Debating League (TDL). It sprung out of a realisation that there was no debating platform tailored to accommodate the realities of township schools.

In March 2003, TDL was launched with five student volunteers and eight schools. Currently, TDL has 60 volunteers with 150 to 200 learners across 21 schools in Philippi, Nyanga, Gugulethu, Khayelitsha, Mitchell's Plain, Heideveld and Langa.

## About the Township Debating League

### **Mission statement**

TDL aims to provide opportunities for the youth of South Africa to develop critical thinking and debating skills through regular training and tournaments. This experience encourages young people to become confident independent-thinking young leaders who are socially aware.

### **Aims of the league**

The aims of the league for 2008 were to:

- expand the number of schools and locations at which they train;
- increase the number of teachers involved in the programme; and
- Hold more regular inter-school debating competitions, so as to increase the quality and competitiveness of debating.

### **Services and programmes**

TDL has two main streams through which it operates its activities. The first involves weekly training sessions and the second is concerned with the tournaments and debating derbies. In addition, TDL is involved in the selection and training of learners for provincial trials, and volunteers are called on throughout the year to adjudicate at debates involving TDL schools.

### **1. Workshop series**

The workshop series is divided into three sections: beginner, intermediate and advanced. The beginners section includes basic argumentation and critical thinking skills and introduced participants to the World Schools debating style. The intermediate and advanced sections are theme-based around South African and global issues (democracy, road safety, freedom of expression and

heritage) and encourage deeper analysis, problem-solving and creative thinking. Workshops are carried out every week with the same volunteers supporting the same school. This is helpful in monitoring the progress of the learners and in the planning of the workshop. It has also enhanced relationships between learners and volunteers. Learners respond more positively to a consistent group of volunteers.

## **2. Tournaments**

Tournaments provide a platform for learners to try out and improve their debating skills. They are run over weekends and are structured as a round robin with five rounds and a final debate. All teams are issued with preparation packs that contain information on the topics that are covered.

## **3. Provincial trials training**

Every year, TDL sends two development teams to provincial trials for the Western Cape. TDL volunteers run intensive training sessions for the learners selected for these teams and go with them to trials to provide support in the competition. Apart from gaining invaluable debating experience from trials, learners also have the opportunity to establish networks with other debaters from other schools in Cape Town.

## **4. Derbies**

TDL has added derbies to the list of their exciting activities. Derbies allow for one school to challenge another school to a debate. The derbies are facilitated by the trainers who usually go out to those particular schools.

## **Building social cohesion**

According to Ms Sheree Lang, co-ordinator of TDL, "social cohesion is a big aim for TDL. We want all our learners to be happy and to be one big happy TDL family". Initially the league had a very strong focus on black African schools, but from 2008 the league has been extended to include 'coloured' schools because TDL, according to Lang, is "trying to create integration between black learners and coloured learners". This new development is highly valued by TDL because understanding diversity, socially and ideologically, is important for a country and a province which has a strong history of polarisation.

Debaters are taught to evaluate the thoughts, opinions and perspectives of others and are always encouraged to find a solution. By interrogating current issues, they gain an understanding of the issues facing them as young South Africans and citizens of the global community. Initially, the project experienced challenges that revolved around perceptions and stereotypes. Over time, however, barriers to integration are challenged; because learners spend so much time together training and debating, it has helped them relate better to each other.

## **Promoting active citizenship through volunteering**

Among the UCT volunteers who support the project, there is an even spread of race and gender. What is significant is that each volunteer brings his or her own set of values that will not only build, but also sustain the relationships with learners and the schools. Those values include love,

care and, most importantly, respect and co-operation with the structures in which they work. Most of the 2008 volunteers had strong debating experience themselves and were committed to the project. TDL had eight former learners who volunteered in 2008 and this is testament to the social responsibility that the project tries to instil in its learners. Although their studies are not directly linked to the project, many volunteers derive fulfilment from knowing that they are sharing their UCT experiences with learners who harbour ambitions of studying at UCT.

Many volunteers say they have benefited from TDL. One of the committee members, Ms Jen van Heerden, has completed her third-year project on volunteers and the values that underpin volunteerism. She has drawn a lot from her experience as a TDL volunteer. Lang, who is passionate about gender and politics, had this to say about the benefits she has gained from her involvement:

*I feel that being involved in TDL has made me a more responsible student and citizen. It has given me the opportunity to see the reality of many of the concepts that I learn about. It has enriched the quality of my interaction with fellow students and the university. If I was not involved in TDL my sense of the reality of the situation township learners and schools are faced with would be non-existent, and I would know much less about the organisational structures of UCT and what these aim to achieve.*

## **Impact on the constituency**

Although the language in which debates are conducted is a challenge for many learners, the volunteers are aware of the level at which they have to pitch their workshops to address difficulties with English. As a result TDL has experienced improvement in the speaking scores. One can deduce from the scores that the learners are getting better and better in speaking English and have also gained a lot of confidence. One of the learners posted this note on the "express yourself" board: "Thank you TDL, you have helped me speak English better. I am now confident enough to stand in front of other people and speak in English, which I wasn't able to do before".

TDL has made a major impact on the schools. According to the teachers, learners involved in the league are getting better marks, they think critically about issues and are good at building and developing an argument; this is well reflected in their writing. The training sessions during the week and on Saturdays have inculcated a culture of commitment, dedication and discipline in these learners and this is reflected in their focus on their school work. What is most significant for TDL is to realise its mission of providing the schools with a platform to compete against each other in ways that they were not able to do before. At the beginning of 2008 Busiswa Skosana from Sophumelela High and Thamsanqa Malusi from Oscar Mpetha High were selected to attend trials for the South African Development Debating Team. For the schools to see their learners progress from local to provincial and then national competitions engenders a sense of accomplishment and adds a lot of prestige to the initiative.



### **Contribution to UCT**

The fact that the volunteers are from UCT has really helped in changing external perceptions about UCT. When TDL started, many of the learners had never thought that they could study at UCT. They thought they were not smart enough or that they would not have the money to pursue their studies at UCT. The volunteers talk to learners about the "cool" life at UCT and the possibilities that exist after having graduated at UCT. Many volunteers take application forms to learners in Grade 12 and in the development teams of the Western Cape, and assist them in completing the forms. In 2007 TDL had four students studying at UCT and in 2008 there were five additional students registered at UCT. Eight of these students have joined TDL as volunteers, thereby giving back to the project that encouraged them to enrol at UCT.

### **Networking and partnerships**

One of the major aims of TDL is to have a strong footprint on South Africa's debating structures. TDL is represented in the Western Cape Schools Debating Board, which governs all debating activities in the region. The board organises all the provincial debating competitions to which TDL sends its best learners. The board falls under the South African Schools Debating Board which organises debates nationally.

TDL also has a partnership with the Road Safety Management Fund and this provides learners with an opportunity to debate issues around road accidents and road safety. The fund chose some learners and took them to a national debating competition in the North West Province. In 2007, TDL, along with TeachOut and Inkanyezi joined Ubunye, an umbrella organisation designed to provide constituent organisations with support. The Ubunye co-ordinating committee was set up in order to oversee joint undertakings of the three projects.

TDL also has a relationship with the UCT Debating Union and this relationship adds value to TDL's activities. The pool of potential volunteers and adjudicators and the

debating expertise provided by the union is very important to TDL. Another partnership which has benefited TDL is with the South African Environmental Project (SAEP). Over the years, SAEP has provided TDL with volunteers from the group of SAEP interns and TDL learners who matriculate are offered positions in the SAEP Gap Year Programme.

### **Funding**

TDL is not funded by UCT and receives no infrastructural support from UCT. In 2007 TDL joined Ubunye, a development organisation based at UCT. As a project of Ubunye, TDL is able to engage in collaborative projects with other development projects and share its expertise. Like all other student volunteer initiatives, the challenge for TDL is sustainable funding. At the beginning of 2008 TDL approached private companies and was successful in securing funding to cover its operational expenses for the year.

### **Opportunities for staff involvement**

One of the major challenges of student volunteer initiatives is getting the academic staff involved in a meaningful way. Although TDL has never formally approached faculties and departments, it feels that academics can play a critical role in shaping the content of the issues to be debated, especially for teams competing at a national level. Lang also feels that TDL is about education and in this regard it can draw on the expertise of academics to discuss topical issues with learners such as heritage, HIV/AIDS, democracy and the role of citizens.

### **Challenges**

The central component of TDL is its training programme that equips the volunteers to run the programme. After undergoing training, the volunteers are tasked with working through the manual with learners. In 2008 TDL decided that it would have more than one training session to equip volunteers to deliver workshops confidently and improve their adjudicating skills. However, the project needs more volunteers because some volunteers are not available at the times when workshops must be conducted, and



this affects the learner-volunteer relationship. A related challenge is that of retaining volunteers in the project. Lang says:

*Retaining volunteers is a challenge for TDL, as it is for other projects. Volunteers are critical for the successful running of TDL, as TDL needs quite a large number of volunteers as a minimum to enable it to fulfil its weekly commitments to all schools. This year volunteers have dropped out due to academic timetable changes between semesters, which mean that they cannot commit to an afternoon session. Sometimes volunteers feel that they cannot balance volunteering with other aspects of their lives, for example an increase in work load. These drop-offs are unavoidable, as they are due to changes in the circumstances of the volunteers and not shortcomings of the project itself.*

Another challenge is the lack of proper communication channels; this arises from the context of most township schools. Most of the schools do not have the proper infrastructure (faxes, access to internet) that would facilitate communication between schools and the project. TDL relies on teachers to convey a lot of information to learners (dates, times, places of next workshops, tournaments) and this method has its own problems – for example, sometimes TDL cannot get hold of teachers or the teachers cannot get hold of learners.

In spite of the challenges, the commitment and dedication of the volunteers and the project co-ordinator has seen TDL grow by leaps and bounds. It is now reaching out to many more learners in previously disadvantaged schools. TDL has not only provided these young people

with a platform to sharpen their debating skills, but also with an opportunity to interact with learners from other backgrounds. The project is breaking down boundaries and is shattering stereotypes by bringing together learners from diverse backgrounds to discuss issues that are important in strengthening our democracy.

The schools that are participating in TDL also attest to the benefits of having their learners participating in debating competitions. These learners are more confident, better focused and more prepared for the challenges that they encounter in their studies; as a result, they are performing better at school. That some of these learners have progressed to join UCT and have also become TDL volunteers, is indicative of the positive impact that TDL has had on these learners. It also speaks to the sustainability of the programme. By exposing the township youth to critical thinking and debating skills, TDL has not only increased their chances of entering tertiary education, but has also inculcated in them the value of ploughing back into the community. It is these kinds of values that are critical in building responsible citizenship, especially in a country in which the youth are grappling to define their role in building democracy.

#### *References*

*Information for this case profile sourced from an interview with Sheree Lang, co-ordinator of TDL, on 17 October 2008.*

*Township Debating League Co-ordinator's Report 2007.*

*Township Debating League Second Quarter Report 2008.*

# Section Four

*Analysis of the portraits of practice*



# ANALYSIS OF THE PORTRAITS OF PRACTICE

In November 2008 the UCT Senate approved a social responsiveness policy framework with the aim of creating an enabling institutional environment that promotes socially responsive research, teaching and service.

The policy framework identifies a number of elements of good practice to guide the way in which the university engages with external constituencies including:

- mutual respect and recognition for the different contributions that parties from various constituencies make to the partnership;
- recognising that knowledge can be transferred in more than one direction from more than one source; and
- encouraging students who participate in voluntary community service or service learning to reflect on what they learn about their society and about their roles as active citizens (UCT, 2008:4).

In line with UCT's commitment to facilitating ongoing debate about how social responsiveness can be strengthened, this analysis highlights examples of innovative practice and identifies challenges for the university in enhancing its contribution to promoting the public good and critical citizenship.

## 1. Building the capacity of students to understand how different social contexts impact on the quality of life and work

Several portraits in this 2008 report illustrate how students have benefited from opportunities to apply the theory they learn in the university environment to a diversity of practical contexts. In that process they experience how the practice of their disciplines is impacted on by different social contexts.

For example, as part of the practical component of their course, third-year sculpture students participating in the Masiphumelele Art Project were able to engage with the Masiphumelele community in a simulated art project. By so doing the students were able to experience the process of producing art work outside a conventional art environment and gained insight into the challenges faced by people in deprived communities who wish to express themselves artistically, but who have had limited access to viewing and producing art. The Community Build Project involves first year students in live building projects, which address real needs and simultaneously expose the students to the challenges faced by the majority of construction industry workers who live in poor conditions.

These two case profiles are examples of service learning initiatives that have been introduced as a pedagogy involving experiential learning techniques to "harness the learning derived from the service experience in a way that is relevant to the academic goals of the course" (Cordero de Noriega and Pollack, 2006:2).

However Cordero de Noriega and Pollack point out that

"while it is true that service learning is a powerful, engaged pedagogy, this only represents part of its essence. The field has tended to overlook] the 'what' of service learning (the content piece related to 'civic' engagement). What do we want students to learn from their experiences with service and civic engagement? And how does this learning about service and civic engagement relate to the rest of the academic agenda to which students are exposed in their undergraduate programme?" (Cordero de Noriega and Pollack, 2006:4).

This points to the importance of introducing opportunities for reflection in civic engagement programmes, such as service learning. For example, a report on service learning published by the Council for Higher Education (CHE) suggests that introducing opportunities for reflection helps students recognise and articulate their learning so that they can apply it critically in three respects:

- continuous learning and personal growth;
- improved learning; and
- improved service and citizenship (CHE, 2006:59).

The brief accounts of these case profiles and others documented in previous years suggests that UCT may wish to consider ways in which it can strengthen service learning initiatives to facilitate this kind of reflection. It is also important to consider how to align the proposed service activities with the curriculum objectives and encourage stronger student participation by including these activities in student assessment. This would be in line with best practices in the field of service learning, identified by Stanton (2008) in a book on lessons from the field of service learning, in which he refers to the

*... importance of facilitating students' reflective activity. For example, reflection assignments, such as weekly journal writing, can facilitate students' integration of theory and practice and draw students' attention not only to their service experience but also to the methodological and conceptual issues they encounter in their service work (CHE, 2008:4).*

## 2. Reflecting on the role of volunteerism in promoting critical citizenship

UCT's response to the xenophobia crisis was made possible by students and staff acting in concert as concerned citizens. The case profile illustrates the critical role that SHAWCO plays in providing channels for students who wish to get involved in community service.

However, as Mr Frank Molteno comments in the Xenophobia case profile:

*The reliance on SHAWCO to provide a channel for student volunteerism, given its ambiguous relationship*

*with the university, exposes potential weaknesses within UCT with respect to the role of universities in providing opportunities for students to acquire skills associated with active citizenship through practice. I believe that the role that SHAWCO plays currently in UCT is not fully appreciated.*

The case profile of the Township Debating League (TDL) project is an example of another voluntary student initiative that promotes social responsiveness by encouraging students to volunteer to mentor high school learners in disadvantaged communities in debating skills. Ms Sheree Lang, co-ordinator of TDL, comments:

*TDL seeks to promote social cohesion and awareness by helping to promote integration between black learners and coloured learners through their common participation in debates. Debaters are taught to evaluate the thoughts, opinions and perspectives of others and are always encouraged to find a solution. By interrogating current issues, they gain an understanding of the issues facing them as young South Africans and citizens of the global community. Initially, the project experienced challenges that revolved around perceptions and stereotypes. Over time, however, barriers to integration are challenged; because learners spend so much time together training and debating, it has helped them relate better to each other.*

The mentoring process is well structured in that it consists of workshops, trials and provincial and national tournaments. The values underpinning this project are love, care, dedication and commitment to the development of the learners.

Although student volunteers have reported significant learning from their involvement with external communities, there is little evidence of the students engaging in structured, conscious reflection of their role in these communities. Potentially this engagement could increase their understanding of their roles as citizens in a democratic country with deep social and economic inequalities, but this would need to be teased out in one or more reflection sessions. As Colby (2008) says:

*A good liberal education should provide students with the intellectual capacity to make sense of their environment and to locate themselves within the complex influences of their time and place (Sullivan and Rosin, 2008) ... College graduates cannot make sense of their environment and their place in it if they are politically ignorant, unskilled, and lacking in a sense of civic agency, the sense that they can work with others to solve problems that concern them – in their communities, workplaces, or elsewhere. In this sense, a basic understanding of the political and policy contexts in which people live and work is an essential dimension of liberal learning, and students are not well educated if they fail to develop that understanding (Quoted in Reis, 2008:4).*

Whilst UCT has a long history of volunteering, largely as a result of the location of SHAWCO on campus, there

has been little research on understanding the values that underpin volunteerism, its impact on personal perspectives, and its contribution to enhancing the quality of the total student experience at UCT. Without this kind of research it is not possible to reflect accurately on the role of volunteerism in nurturing active citizenship amongst students or on ways in which the university can expand and strengthen this culture.

### **3. Challenges in translating public spirited missions into practice**

The portrait on UCT's immediate response to the xenophobia crisis in 2008 illustrates how UCT's response took the form of humanitarian aid, with students and staff from the UCT community contributing predominantly as concerned citizens. In addition academics and students provided specialised services linked to their areas of professional competence or fields of study.

However the case profile also surfaces a wider debate around the role of public universities in promoting the public good and in helping to address development challenges facing our society. It outlines how at the meeting that took place at the peak of the crisis, to which all members of the UCT community were invited, a strong view was expressed that:

*UCT needed to move beyond its 'first response' of humanitarian aid and focus on developing a deeper understanding of the causes of the crisis with a view to formulating proposals for more effective immigration policies and state responses to the gross violations of human rights which had occurred all over the country. The key challenge identified was for the university to formulate a sustained long-term intervention without saying what form the intervention should take.*

Indeed much of the literature on public engagement by universities refers to the role of universities in producing critical citizens through educational programmes and practices that are conducive to critical discourse. Other objectives include promoting cultural tolerance and a common commitment to a humane and just social order as well as supporting the role of intellectuals in helping to stimulate reflection, debate and activism amongst the broad public on topical issues.

In line with this view of the role of universities, the challenge to UCT at the height of the crisis, it is suggested, was to assist with trying to unravel the rather complex and multiple causes of the xenophobic violence. In this regard Boulton and Lucas invoke the importance of humanities and social sciences in making sense of our lives and the world we inhabit. They argue that,

*... research in the humanities and social sciences is concerned with issues that are essential to stability, good order, creativity and inspiration in society (Boulton and Lucas, 2008:14).*

At the University of the Witwatersrand the humanities faculty convened an urgent colloquium that focused on searching for short and long-term solutions to the crisis.



"Nearly 20 individuals – mostly Wits academics from a variety of disciplines ... addressed the unfolding violence in ways that were conversant with the moment, yet rooted in scholarship and ongoing research" (Hassim et al, 2008:24).

However a similar colloquium did not take place at UCT. Once the need for large-scale humanitarian aid declined in Cape Town, it proved difficult to sustain a centrally co-ordinated initiative at UCT to engage with the long-term challenges of xenophobia.

In an interview on UCT's response to the xenophobia crisis, Prof. Martin Hall, then Deputy Vice-Chancellor at UCT and co-chair of the UCT Crisis Response Committee that was set up to co-ordinate the support of the UCT community, suggests that the difficulties in sustaining a longer-term initiative and promoting the civic missions of the universities may be attributable to the way in which universities are structured:

*UCT's organisational structure is set up to reproduce and extend a core of largely discipline-based knowledge through discipline-based teaching and discipline-based research. I have no doubt that that sort of work has a key role in an education system as a whole. But to seriously address the challenges that manifested themselves during the xenophobia crisis would require strong, clear and directed university leadership working in consultation with the entire university community. Such leadership would enable the university to draw on the strengths of individual departments, whilst seriously grappling with the implications of being a university located in one of the steepest gradients between wealth and poverty in the world.*

*So whilst there is a large number of motivated individuals and groups of individuals across the university who are very passionate about human rights issues, and who may from time to time demand that the university responds as an institution to particular strategic issues, there isn't an organisational structure within UCT that can carry or own a university-wide project. This becomes more challenging when long-term interventions necessitate inter-disciplinary work. There's no funding available, there's no organisational structure that you could use, and so it is likely to be entirely champion dependent.*

The lessons from UCT's engagement with the xenophobia crisis suggest a critical role for the university leadership in allocating the appropriate resources to:

- harness intellectual expertise from across the university in response to a crisis such as this one;
- deepen debate about the causes of xenophobic violence; and
- critically reflect on long-term strategies for addressing its underlying causes.

#### **4. Promoting the public good through evidence-based policy work, working in collaboration with external constituencies**

Empirical and qualitative research is critical for enabling government and other agencies to develop effective policies that address the development challenges facing

the South African society. This report showcases the work of a number of units at UCT that show how research can help inform policy development. They include the Development Policy Research Unit (DPRU), the Environmental Policy Research Unit (EPRU), the Long-Term Mitigation Scenarios (LTMS), the Law Race and Gender Unit (LRGU) and Gender Health and Justice Research Unit (GHJRU).

The DPRU specialises in socio-economic research with a focus on labour markets, poverty and inequality. This focus is driven by a strong sense of social justice and the desire by the staff to use their professional skills to promote economic growth and development through engaging in policy processes. In carrying out research, the DPRU utilises a methodology designed to build collective ownership of its outputs without compromising on the academic credibility and objectivity of the research. This innovative participative model of engaging stakeholders in drafting the research agenda has added credibility to its work and has made it one of the most sought-after units in producing credible academic research on poverty, inequality and labour markets.

The methodology is well illustrated in the description of the DPRU's management of the national Employment Promotion Programme (EPP), funded by a two-year grant from the UK Department for International Development (DFID).

*While the DPRU is the implementing partner, all decision-making is carried out by a tripartite reference group that consists of high-level representatives from government, organised business and organised labour who are all key policy actors within South Africa. All EPP [Employment Promotion Programme] projects therefore emanate from policy discussions within government, organised business or organised labour. The terms of reference for the various components of the work, proposals and final reports for work commissioned are approved by all three reference group members on the basis of full consensus. This ensures buy-in from all three social partners at the outset of each project and maximises the policy impact, particularly in contentious areas.*

While this methodology affords the external constituency an opportunity to provide input and feedback, the unit is totally committed to providing objective and academically credible research to inform the policy process. Indeed the staff at DPRU suggest that the integrity and objectivity of the unit's research is what makes its services particularly attractive to its clients. The unit has an added advantage of being located in the School of Economics and it benefits from the expertise of other academics in strengthening its policy work.

The academics at DPRU are aware of their potential to influence policy and most of their research outputs are made accessible to a wider audience through the production of working papers and annual conferences to stimulate debate and dialogue in the public domain.

Another unit using its expertise to inform policy is the Environmental Policy Research Unit (EPRU). Approaching

the issue of poverty alleviation from the angle of environmental management, the unit has linked up with other units in Kenya, Tanzania, Ethiopia, Costa Rica and China to engage with policy makers on sustainable development through the use of environmental and resource economics. Since its establishment, EPRU has worked to a large extent in partnership with organisations and governmental agencies, which include:

- the South African National Parks in the wildlife sector;
- the Department of Water Affairs and Forestry in the water sector;
- the Department of Environmental Affairs and Tourism on marine and coastal management; and
- the City of Cape Town in air quality management.

EPRU's approach to partnerships is to ensure that mutual benefits accrue to all partners. Edwin Muchapondwa, Director of the EPRU, describes how its approach to setting up a partnership typically involves creating a forum to talk about the constraints that the government partner is facing. This process helps define tasks through which EPRU tries to find solutions that will enable the government partner to excel in its mandate. The benefits that EPRU derives from coming up with solutions for these partnerships are threefold. Firstly, the partnerships create a demand for EPRU expertise, thereby enabling EPRU to sustain itself as a productive research unit. Secondly, the demands from these partnerships ensure that EPRU focuses on relevant research and thereby enhances the influence of EPRU in environmental policy-making. Thirdly, by establishing a reputation in these partnerships, EPRU creates a ready job market for its graduates.

The Long-Term Mitigation Scenarios (LTMS) has produced mitigation scenarios that have enabled South Africa to produce a policy framework for climate action. The policy framework is South Africa's guard against the devastating effects of climate change. The significance of the policy work done by the socially responsive units is captured in the assertion by Assoc. Prof. Harald Winkler of the Energy Research Centre that their work captures one of the fundamental roles of the university, namely to inform policy through applied research.

In evaluating the quality of the work of units, the Social Responsiveness Policy Framework (UCT, 2008:7) suggests that a qualitative and quantitative method could involve looking at the impact of research on the policy process and the extent to which public awareness has been influenced by research findings.

The Law Race and Gender Unit (LRGU) and Gender Health and Justice Research Unit (GHJRU) findings have also been used extensively to inform public policy. The units have submitted written submissions to the Portfolio Committee on Justice and Constitutional Development and the National Council of Provinces to raise concerns about various pieces of legislation, for example, the Criminal Law Amendment Bill. The submissions are based on empirical evidence gathered through a collaborative process involving non-governmental organisations working in the fields of justice and health.

After fielding enquiries from those involved in nascent rape law reform efforts in other parts of Africa and South East Asia, as well as activists in countries such as the United States and England who are attempting to improve on the implementation of earlier reform efforts, the GHJRU published a book on South Africa's rape law reform process, entitled *Should We Consent? Rape Law Reform in South Africa*. Drawing on a body of empirical, social and legal scholarship, this text charts the critical social and legal debates and jurisprudential developments that took place during the decade-long rape law reform process. It provides important insights into the engagement of civil society with law reform and includes thoughtful and contemporary discussions on topics such as HIV, sexual offences against children, sentencing and 'defining' rape. In this regard the book has contributed to the emerging scholarship of engagement.

## **5. Partnering with stakeholders to produce new knowledge and professional practices**

Gibbons refers to the growing need for socially robust knowledge that builds a deeper understanding of complex systems and problems by virtue of having been tested in a range of other contexts (Gibbons, 2006:22-23). The case profiles of the Law Race and Gender Unit (LRGU), Long-Term Mitigation Scenarios (LTMS), South African Tuberculosis Vaccine Initiative (SATVI) and Community Eye Health are premised on the recognition that knowledge does not only reside with university experts. In each case the academic staff have drawn on multiple sources of knowledge through partnerships with external organisations to design new and innovative professional training programmes.

The LRGU case profile illustrates how that unit draws on the knowledge and experience of judicial officers to develop training materials that enhance a deeper understanding of substantive law and social context. In the same vein, the LTMS draws a great deal from the business sector and civil society to produce mitigation options, which inform South Africa's climate policy. The significance of multiple sources of knowledge is also emphasised by Linda Rhoda, Communications Manager of the South African Tuberculosis Initiative (SATVI), who says that in developing vaccine initiatives:

*Community members can contribute to research by helping to shape the research by drawing on local knowledge and insights.*

In developing a new curriculum for the postgraduate diploma in Community Eye Health, Prof. Colin Cook, Head of the Division of Ophthalmology in the Department of Surgery, tapped into the vast experience of people from non-governmental organisations in implementing blindness prevention activities:

*This expertise was seen as critical to being able to design a programme that would equip people with the appropriate knowledge and skills to address typical challenges and difficulties experienced on the ground.*

Favish and McMillan (2006) point out that this approach

acknowledges that the university does not always necessarily know what is best to include in a curriculum, and that input from stakeholders can be critical to the success of an academic programme.

Another case that illustrates how new knowledge is generated through working with external constituencies, is the Development Policy Research Unit. Its approach in producing scholarship is interesting in that the research process is not the sole preserve of scientists; instead, constituencies have the opportunity to make inputs and provide feedback on the research proposal. This methodology is designed to build collective ownership of the DPRU's outputs. The academic credibility and objectivity of the outputs is subjected to scrutiny through seminars with fellow researchers and academics.

These case profiles are characterised by a collaborative and participatory style of working, underpinned by the belief that diverse strategies and approaches are crucial to dealing with complex questions and problems. The strategies and approaches adopted by all these units are shaped by multiple perspectives and expectations. While this produces an intense process of stakeholder engagement, Winkler of LTMS says that in the end,

*... participants from a wide diversity of backgrounds, acknowledging their differing views on specific issues, were able to sign off a single document – the Scenario Document.*

## **6. Using scholarly work to build on and enhance the knowledge base of members of external constituencies or communities**

One of the dimensions of social responsiveness is the use of disciplinary expertise to help build the capacity of communities to improve their own conditions. The case profile of the Community Eye Health programme reflects a shift from the traditional, surgery-based approach of treating blindness, to a comprehensive community-based approach. The programme aims to train managers of health programmes to design initiatives that enable community leaders and health practitioners to work in partnership to reduce the incidence of blindness. According to Cook the rationale for this new paradigm stems from trends in the manifestation and treatment of cataract blindness in communities:

*Only one out of every ten people in Africa who are blind due to cataract actually attends the health services for curative surgery. If we want to eliminate cataract blindness then it is necessary not just to think about the surgery technique, but to think about systems and structures that can be used to identify patients in the community who are blind due to cataracts and to enable them to access surgery by helping them to overcome the barriers that prevent them from accessing health care. If we sit in our clinics waiting for them to come, we will not see them ... and they will not see us, because they will be blind and sitting at home!*

Although it is not without its challenges, this community-based approach to eye care is the beginning of a

more sustainable way of empowering communities to eliminating blindness in the world.

In a different field, the Law Race and Gender Unit (LRGU) draws on its vast research in law and health to develop training materials for magistrates and police in the area of sexual offences and HIV. The training is critical in dispensing justice in a sexually violent context and in a legal context shaped by a constitutional dispensation that enshrines the rights and dignity of the individual.

The approach of the LRGU to judicial education reflects the belief that effective programmes contain three dimensions: substantive law (content), skills enhancement (craft), and social context (local experience and knowledge). The unit has developed and refined sophisticated participatory training methodologies over the past 15 years, drawing on judicial officers' own stores of knowledge and experience to support the learning process. This approach provides a framework for effecting both attitudinal shifts and conveying substantive knowledge.

In this regard the LRGU was able to draw on the extensive research experience of the GHJRU. Working together, the units added a further critical dimension to the training programme by approaching the workshops as a research opportunity. They did this by designing case studies that explored magistrates' prior experiences in dealing with HIV in the courtroom, their knowledge of substantive legal issues, and their attitudes towards sexual activity – both consensual and non-consensual – involving people living with HIV. These case studies and related training materials were shared with magistrates during four intensive two-day workshops, eliciting extensive debate from participants. A 200-page research report, including practical guidelines for magistrates on dealing with sexual offences cases involving HIV, was sent to every magistrates' court in the country. Many courts requested additional copies for clerks of the court and prosecutors.

## **7. Promoting inter-disciplinary collaboration to produce new knowledge**

According to Boulton and Lucas (2008) universities are now regarded as national assets and governments worldwide see them as vital sources of new knowledge and innovative thinking. Public problems have become much more complex and multi-disciplinary knowledge development has become increasingly important in finding sustainable solutions. Recognising the complex nature of many problems facing society today, the LTMS case profile illustrates how the research team drew from the research expertise, knowledge and skills of other research units across a range of disciplines. Consequently, the findings are based on the latest scientific knowledge available. According to the LTMS's Winkler, the team would not have been able to produce such cutting edge work without drawing on multidisciplinary expertise:

*... the area is still quite a new area and so by its nature it's not a very formally organised discipline yet. But even so, it really required working together with different people, both researchers from different disciplines and stakeholders with strategic insight into different aspects.*

Another case profile that underlines the significance of interdisciplinarity in generating new knowledge is that of the collaboration between the Law Race and Gender Unit and the Gender Health and Justice Unit. As described above, this taps health professionals and legal experts to produce research and develop training materials for magistrates working in the area of sexual violence and HIV/AIDS. In a country with staggering levels of abuse against women and children, the specialised knowledge lays bare the manner in which cases of sexual violence are understood by the judiciary in the context of an HIV/AIDS pandemic. The unit is breaking new ground in South Africa by pioneering a study on intimate partner homicide. Again, the study employs an interdisciplinary approach by drawing on the expertise of criminologists, legal scholars, mental health experts and forensic pathologists. The objective of the study is to:

*... bring together the results of psychiatric assessments of persons accused of murdering their intimate partners, the post-mortem findings of victims of intimate partner murder and the legal aspects of these cases with the view of developing new theoretical perspectives and interventions in relation to intimate partner violence.*

As Hall mentions earlier, research-intensive universities are compartmentalised in disciplines and this makes interdisciplinary work difficult to organise and sustain. The LTMS and LRGU/GHJU case profiles, however, are good examples of interdisciplinary work that is structured to strengthen collaboration between disciplines and ensure sustainability.

## Conclusion

The case profiles in this report represent growing evidence of strong interest on the part of academics and students to orientate their activities to addressing the challenges facing South Africa as a developing nation. One theme that has emerged strongly in the case profiles involving academic staff is the extent to which their scholarly work has been enriched by engaging with stakeholders. New knowledge has found its way back into the academy; many academics are thinking differently about the nature of the curriculum; and their research agendas are partly being shaped by external influences. In turn the external constituencies have been able to rely on the scientific knowledge and research expertise of these academics to build capacity and strengthen their understanding of complex problems in their own work. Underlying this mutually beneficial arrangement is the incessant need to find solutions to major challenges.

As South Africa scrambled to find solutions to the horrific xenophobia crisis of 2008, students, driven by a strong sense of justice, proved to be an exceptional resource in the humanitarian aid efforts of the university. SHAWCO provided the vehicle whereby students could engage with the displaced foreign nationals in a way that is not only commendable, but also challenges the university to think more sharply about how it engages with unpredictable disasters. It remains a challenge for the university to find ways in which it can promote critical reflection about the services that staff and students provide and what this

means for them as citizens in a democracy that enshrines a human rights culture, but is deeply divided and unequal.

Above all, the case profiles show that universities are stakeholders in society. There is room for basic research as well as for use-inspired research, which can help the country find short and long-term solutions to issues such as the endemic challenge of xenophobia. For the students, the university can provide an enabling environment through which they engage with communities on a reciprocal basis. It also provides an avenue through which they can debate these engagements and reflect critically on their impact.

Once again it is hoped that the publication of these case profiles will not only strengthen the third mission of the university, but will also stimulate debate about the mechanisms that promote that mission.

Judy Favish and Sonwabo Ngcelwane

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