



SOCIAL RESPONSIVENESS REPORT

portraits of practice 2007





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



This, UCT's fourth Social Responsiveness Report, serves as a tribute to the University's outstanding intellectual capital and steadfast commitment to the betterment of society.

The report describes the many ways in which members of the UCT community address the social, economic, cultural and political imperatives of the wider community and disseminate this knowledge. Their activities speak to the core of our mission.

Although social responsiveness has long been part of our University's ethos, the case studies reported here illustrate that we are progressing towards making social responsiveness an integral part of our academic enterprise – unequivocally enhancing excellence in both teaching and research.

The intensification of UCT's social responsiveness mirrors the shift that is taking place globally. Whether this shift has been spurred on by a series of crises such as intensifying conflicts throughout the world; the scandals that have

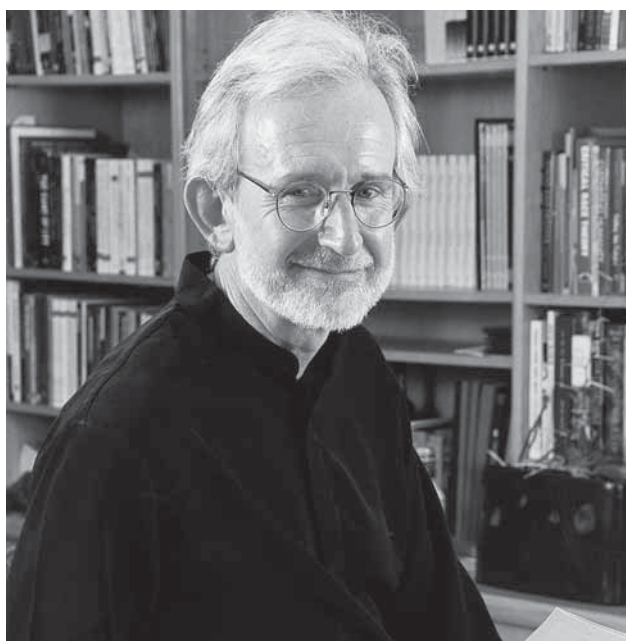
rocked the global financial services industries; or the recognition of the increasing gap between rich and poor; it is apparent that there is a move towards civic mindedness across the world.

A central goal of our mission is to produce graduates who are capable of critical and creative thinking, and who can also contribute to diverse social and economic needs, build a vibrant civil society, and consolidate democracy. As people in all walks of life realize that responsibility for positive changes rests initially with the individual, the tide is turning on the "me" society that was so pervasive during the latter part of the last century.

At UCT we believe that our drive towards embedding social responsiveness on an institutional level is already nurturing a new generation of members of the "we" society who will go on to become citizens of the world, willing and able to develop their collective capacity to find innovative solutions to common problems. The case studies contained in this report will serve as inspiration.

Professor Njabulo S. Ndebele
Vice-Chancellor and Principal

PREFACE BY THE DEPUTY VICE-CHANCELLOR



This is the fourth year for which the University of Cape Town has published a Social Responsiveness Report. As with the report for 2006, the momentum continues as an increasing number of groups across the range of the Faculties submit cases of good practice for inclusion. For its part, the Social Responsiveness Working Group has further developed the ways in which this work is reported. The result is a clearly emerging community of practice that is developing and enhancing the role of the university in an ever-changing and uncertain world. A concluding essay analyzes these trends and points to directions for continuing thought, debate and improvement.

UCT's Senate has defined social responsiveness as "the production and dissemination of knowledge for public benefit", where such knowledge is generated and spread by means of "engagement with external constituencies". This definition avoids a number of well known intellectual cul-de-sacs: the belief that we must make a choice between "pure" and "applied" research and teaching; the argument that all work in a public university must be "relevant"; the belief that academic watchdogs must patrol the boundaries of the discipline. Senate's concept rather insists that social responsiveness should be "scholarly", and that "all academic staff are expected to exhibit some level of social responsiveness through teaching and learning, research or leadership". The case profiles that follow in this report prove the wisdom of this approach.

"Engagement" is a key concept, flagging the importance of partnerships in achieving social benefits. 2007 saw the launch of two key processes that have potential for advancing social responsiveness at UCT and at other universities in the Western Cape – the agreements with the Provincial Government of the Western Cape and with the City of Cape Town. Along with the earlier national policy for skills development (in which UCT has been participating in

several ways), these provincial and municipal partnerships can provide the means of enhancing research and teaching in key areas of public service delivery, such as affordable housing, public health, transport systems and information technology. Several case profiles included here are central to these areas of focus, and UCT is well positioned to expand participation in these domains.

It is revealing to read through the profiles with the concept of engagement in mind. Doing so reveals a rich variety of partnerships with different sorts of organizations.

A number of projects already work directly with national and provincial government. The School of Economics reports work with the national Treasury, the Lung Institute's PALSAs initiative is a partnership with both the National Department of Health the provincial health department, and the Mathematics and Science Education Project has at its core a partnership with the Western Cape Education Department. The Cape Initiative in Materials and Manufacturing was launched with seed funding from the provincial government and bridges the public and private sectors.

Other projects reported here are engagements with NGOs and Civil Society Organizations. The Health and Women's Rights project is a set of partnerships with the Centre for Rural Legal Studies and other NGOs. The Centre for Leadership and Public Values works with a range of civil society organizations across the country. SHAWCO's Masizikhulise project is a partnership with community organizations in Nyanga and the Diploma in Education in Adult Education is grounded in work with trade unions.

Others are more direct engagements with less formal groups and individuals. The Programme in Disability Studies works with disabled and non-disabled activists, policy makers and practitioners, the Centre for Popular Memory with community groups and the Inkanyezi student voluntary initiative with high school learners. Both the mathematical outreach programmes and the African Cultural Heritage Project provide resources for teachers and learners. Work reported by the Environmental Evaluation Unit includes a project with San communities to develop and protect intellectual property in knowledge of indigenous plants.

Accounts such as these, of engagement in action, help to reconceptualize the university as a public institution. Rather than the caricature of a place apart – the ivory tower of myth and imagination – the work reported here shows a finely-tuned appreciation of the needs and opportunities of the present and future. The socially responsive university is part of a web of connections through which knowledge is both disseminated and improved through the experience of practice. The pages that follow are a rewarding demonstration of this concept in action.

Professor Martin Hall
Deputy Vice-Chancellor

INTRODUCTION

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 2007 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. Other initiatives of the Social Responsiveness Unit in the Institutional Planning Department are outlined.

Section Two contains a rationale for the data collection methodology and a discussion of the selection of cases, the data-collection methods, the approach to the interviews, the different ways in which the cases were written up, and the process of presenting the initial cases. Sixteen qualitative case profiles – 'portraits of practice' – are included in the report. Together, they provide a rich overview of social responsiveness practice involving members of academic staff, students and student societies and illustrate an interesting range of activities. Most of the case profiles include summaries of different types of activities related to social responsiveness.

Section Three 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 2007: Prof. F Horwitz (Graduate School of Business, SRWG Chair), Assoc. Prof. D Cooper (Humanities), Ms J Favish (Institutional Planning Department), Mr N Friedman (SHAWCO), Ms L Gwayi (SRC), Ms P Johnson (Institutional Planning Department), Ms J McMillan (Centre for Higher Education Development), Dr J Moodley (Health Sciences), Dr S Oldfield (Science), Mr D Peters (Ubunye), Prof. J Simpson (Commerce), Assoc Prof H von Blotnitz (Engineering and the Built Environment), Ms E Van der Spuy (Law).

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

Section One *1*



1. BUILDING PARTNERSHIPS WITH THE PGWC

On 16 October 2006 a historic summit of the CHEC and the PGWC took place in Cape Town. The event was attended by senior officials of the PGWC, including Premier Ebrahim Rasool and members of his Cabinet, academic staff and senior management from the five universities that operate in the Western Cape.

Diverse challenges facing the Western Cape were described in the formal presentations and in delegates' responses to these. Presentations also provided an overview of the higher education sector in the Western Cape and suggested a new vision for these institutions in taking up the challenges of the developmental university.

The summit culminated in the signing of a memorandum of understanding by the Premier and the Vice-Chancellors. While described as a modest step forward, the signing of this document, together with the successful co-operative discussions between provincial government departments and the university planners held during the course of 2007, is indicative of the commitment to the development of a learning region with broad-based partnerships, mutual benefits and tangible outcomes.

A joint task team consisting of the institutional planners from the CHEC institutions, the Chief Executive Officer of CHEC, and members of the provincial government was established early in 2007. The task team drew up a brief that included short-, medium- and longer-term plans. Brief progress reports are provided for each of these.

1.1 Improving throughput and retention rates

Improved throughput and retention rates are essential to being able to produce more graduates with high-level skills and to redress imbalances in the equity profiles of our workforce. Given that the graduation rates in most higher education institutions in South Africa are below the national benchmarks set by the Department of Education, the Scarce Skills Task Team decided to explore ways of strengthening and expanding on existing initiatives of the higher education institutions to improve throughputs and graduate retention in the region. A research study will be undertaken early in 2008 to trace registered students who achieved at least 50 per cent of the credits necessary for qualifications, but dropped out of the courses in targeted scarce skills areas. The areas to be covered in the study are: engineering; information technology; accounting; financial management; Bachelor of Science with majors in physics, chemistry, mathematics or molecular science; and urban and regional planning.

The purpose of the study is to trace the students and ascertain what it would take to encourage them to resume studying, if they are not currently studying. If they are in employment, the study will attempt to ascertain if they are working in areas where the knowledge and

skills acquired can be appropriately utilised. Appropriate interventions will be discussed after the conclusion of the study, which is being funded by the PGWC.

1.2 Working with the Department of Economic Development and Tourism to support targeted growth sectors and other development initiatives

The Department of Economic Development and Tourism has undertaken studies to assess skills needs in the oil and gas, business-process outsourcing, tourism, and film sectors. CHEC has nominated representatives to collaborate with the Department in developing interventions to address skills needs.

In addition, the heads of departments of the computer science and/or information communications technology (ICT) departments from the CHEC institutions have held several meetings with the Province to exchange information about current practices in higher education. They also discussed ideas for stimulating research and development innovation in the Western Cape.

The heads of the departments of economics in the CHEC institutions have been approached to identify postgraduate students to assist with various research projects related to the implementation of the Spatial Micro-Economic Development Initiative in various local governments in the Western Cape.

1.3 Building a long-term strategy for enrolment planning in higher education that will bring benefits for both the region and higher education

UCT reviews trends in the labour market and skills development in annual environmental scans. It also attempts to monitor labour market absorption rates by conducting graduate exit surveys to ascertain the proportion of graduates who have found jobs or intend to study further. Alumni/graduate career path surveys are conducted to invite feedback on the quality of UCT's degrees several years after graduation. These are considered as proxies for assessing the relevance of the university's programmes to the economy and for identifying areas where there may be major mismatches.

Given that higher education institutions have often been excluded from national and provincial development

planning discussions that should inform academic and enrolment planning, it has not been easy to access appropriate information for planning purposes.

The joint CHEC/PGWC Task Team has initiated a process for sharing detailed information about enrolment planning and provincial high-level skills needs in the following areas: education, biotechnology, heritage and culture, and social development. These areas have been chosen because of their importance to human resources development, addressing skills shortages, and their potential contribution to promoting social cohesion.

The recognition of the importance of accessing appropriate information about skills demands should not, however, be interpreted to mean that UCT believes that planning in higher education should only, or even predominantly, be driven by the needs of the labour market. A disproportionate focus on the production of the kinds of skills needed for economic growth could result in a neglect of formative programmes in the social sciences that enlarge people's horizons and build skills for critical citizenship.

Notwithstanding the above concern, UCT views this exercise as an opportunity to reflect on how the university's contribution to provincial development can be enhanced.

1.4 Continuing professional development

A presentation was made to the task team on the current suite of management-related continuing education courses provided by the four CHEC institutions. Follow-up discussions took place with the head of the provincial training institute to identify opportunities to address provincial needs with respect to high-level management training. A presentation will be made to the business schools attached to the CHEC institutions in the new year.

2. Colloquium with the City of Cape Town

On 23 November 2007 a second historic colloquium took place between the CHEC and the City of Cape Town, attended by senior officials of the city, including Mayor Helen Zille, and senior management and academic staff from the four universities in the Western Cape.

A number of challenges facing the city were described in the formal presentations and in delegates' responses to these. Presentations covered the city's infrastructure, information technology, and human resources development strategies as well as an overview of the

higher education sector in the Western Cape and its potential to support the development strategies of the city. There was consensus that any partnerships between the city and CHEC should result in mutual benefits for all parties.

The colloquium culminated in an agreement that terms of reference for a partnership and possible areas of collaboration should be drawn up by a joint task team and a follow-up meeting should take place before the end of May 2008.

3. Promoting networking and building a community or practice around social responsiveness

In April 2007, UCT organised a colloquium to profile and reflect on the 'portraits of practice' contained in the 2006 Social Responsiveness Report. Presentations were made by speakers already involved in various activities straddling social responsiveness and volunteerism. The presentations dealt with key issues of the interconnectedness of research, teaching and social responsiveness, curriculum responsiveness, and the promotion of critical citizenship. The colloquium was attended by about 60 people from within UCT and several people from external constituencies.


The Institutional Planning Department has also established a social responsiveness website, containing records and contact details of all the initiatives that have been included in social responsiveness reports to date. The website is organised thematically. It is hoped that this interactive website will facilitate internal networking, the identification of opportunities for new partnerships with external constituencies, and ongoing discussion about social responsiveness. The website can be located at www.uctsocialresponsiveness.org.za.

4. Providing an enabling framework for social responsiveness at the UCT

The Social Responsiveness Working Group has been working on the development of a draft policy on social responsiveness, which will be released early in 2008 as a consultative document. The purpose of this draft policy document is to provide an enabling institutional environment that will support, strengthen and promote those activities and initiatives undertaken by UCT staff and students that are aligned to the conceptualisation and aims of social responsiveness.

Section Two

Portraits of practice



2. PORTRAITS OF PRACTICE

To capture the complexity and richness of different forms of social responsiveness, UCT has chosen to report on a sample of activities each year in the form of 'portraits of practice'. The 2007 report includes, for the first time, a case profile involving staff from the Centre for Higher Education Development (CHED) and, in response to a request from the Student Representative Council (SRC), two case profiles on voluntary student activities.

2. Identification of case profiles

A letter was sent to the deans and the SRC requesting them to nominate cases for inclusion in the 2007 report. In selecting the cases, they were requested to consider activities 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.

The Social Responsiveness Working Group met to make the final selection. In choosing the case profiles, attempts were made to identify types of activities, all of which are useful and relevant for a constituency outside campus.

Through this process 16 profiles were identified for inclusion in this report. Most of them were compiled on the basis of interviews conducted with the key players in the projects. One case profile was, however, written up by the academic staff member involved in the project, and one by a professional editor.

3. Data collection process

Data were collected between September and November 2007 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 .

4. 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.

5. Limitations of data collection

Two factors affected the quality of the case profiles. First, the researchers had varying levels of knowledge about the particular cases, and secondly, the data collection was mostly limited to one interview.

The process of writing up the cases was completed by three staff members from the Institutional Planning Department, a Master's student in the Humanities Faculty, two staff members from the Faculty of Engineering and Built Environment and the Graduate School of Business respectively, and an externally contracted editor.

6 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.

The revised drafts of the case profiles were circulated to members of the Social Responsiveness Working Group to get their input on how to approach the analysis of the case profiles in Section Three.

Interviewer-authors were Ms D Diedericks, Ms J Favish, Ms J Hendry, Ms P Johnson and Assoc. Prof. H von Blottnitz.

Ms C Oliver-Evans wrote the report on the activities of the Centre for Leadership and Public Values, Ms M van Zyl wrote the report on the Postgraduate Programme in Disability Studies, and substantial contributions to the report on the Diploma in Education were made by Dr L Cooper, Ms J McMillan and Ms J Saldanha.

All interviews were transcribed by Ms Carin Favis.

CVs were proof-read by Ms Fiona Gibbons.

CENTRE FOR LEADERSHIP AND PUBLIC VALUES (CLPV)

The Southern Africa-United States Centre for Leadership and Public Values was established in 2001 as a bi-national partnership between the University of Cape Town's Graduate School of Business and the Terry Sanford Institute of Public Policy at Duke University. The Centre develops innovative programmes and projects working with and supporting leaders in the public, private and non-profit sectors. The focus is on transforming society to be more inclusive, equitable and sustainable through a bi-national and southern African lens.



A donor perspective tends to dominate and frame grantmaking practice, which is typically and increasingly bureaucratized with a stress on formal structure, systems and upward accountability. Sustainability is a widespread worry, so downward accountability for effect and impact is not readily or usually included in performance measurement.

Exploring this potential required a sound understanding of how communities function 'philanthropically' themselves. The result was a pioneering study, initiated and undertaken by the Centre, called the Building Community Philanthropy (BCP) project, which focused on the lived reality of help between poor people in southern Africa.

Background

Since 2003, the Ford Foundation and the Southern Africa-United States Centre for Leadership and Public Values have made a significant investment in identifying and testing innovations that can promote community philanthropy and improve development effectiveness in and beyond southern Africa. The work involved has produced a major evolution in thinking and practice termed Philanthropy of Community (PoC). This innovation reflects an asset-based paradigm and approach to social change that recognises, respects and builds on the organic and lived reality of resource mobilisation for self-help and mutual assistance that functions in poor African communities.

The genesis of this work, which spans a five-year period, was driven by a critical perspective on community philanthropy and the community foundation model. A common concern of foundations and others interested in strengthening community philanthropy in Africa and elsewhere is the introduction of externally generated models, imported to the South. These implicitly assume that nothing 'philanthropic' _organic or indigenous_ exists prior to such an intervention. Unconvinced of this assumption and worried about its implications, leading figures in the world of international foundations recognised the need to systematically understand local norms and traditions of self-help and mutual assistance. They also saw the need to consider whether and how these norms could be tapped into, built upon and deployed to gain leverage for more effective and sustainable grantmaking.

Today, the BCP research inquiry is recognised as groundbreaking by international sector specialists in terms of its identification of self-organised and self-driven systems of philanthropy employed by people living in poverty. Central to a new perspective and insights is the ability to complement the traditional notion of 'vertical philanthropy', or philanthropy for community (PFC) premised on external resource flows. This dominant model used throughout the worlds of philanthropy and aid more widely, can now be juxtaposed with and improved by principles and functional elements of horizontal philanthropy or philanthropy of community (PoC), i.e. by a living system of indigenous resource mobilisation and flows.

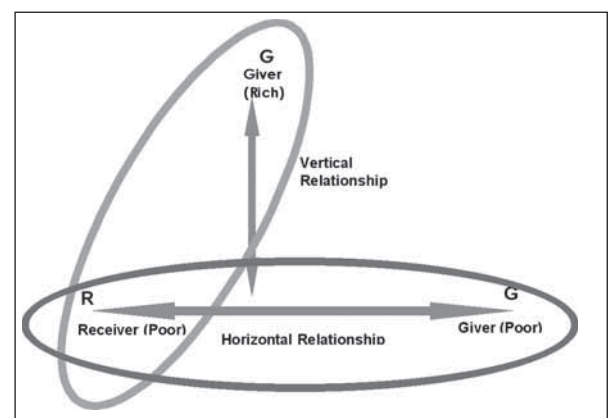


Figure 1: Multi-directional philanthropic framework

Aims and values underpinning the work

Rethinking the paradigm of philanthropy

The multi-directional philanthropic framework implies a paradigm shift. Giving (caring and sharing) is not just the province of the wealthy with respect to generosity and altruistic behaviour toward the poor. People in poor communities are givers. They help and assist one another. They effectively mobilise what they have to get resources to where they are most needed.

Seeing the poor as both the givers and receivers of help creates a shift from the 'deficit' model of development which regards communities as needy and 'helpless', to an asset-based approach. This offers a focus on the resources and agency that already exist in a community as a starting point for intervention and support. This shift in orientation has long been advocated by development analysts and practitioners, but an enduring problem is practical implementation which a PoC perspective can help to address.

A consequence of 'horizontal philanthropy' thinking is the notion that self-help and mutual assistance are used to cope and survive in adversity and that under deteriorating conditions this has a developmental effect by preventing regression into deeper poverty. To maintain one's position when the forces of poverty are pushing you backward, is in fact an achievement. The notion of 'survival' becomes part and parcel of a developmental lens – lack of regression is, in fact, 'progress'.

Rethinking concepts

BCP experimented with definitions and conceptual frameworks that questioned the widespread applicability of mainstream philanthropic conventions and parameters. The project outcomes enabled traditional approaches to be set against innovative alternatives.

For the most part philanthropy is understood as resource flows – often money – from those of high to those of lower net wealth, stimulated by generosity and altruism. The poor are recipients of acts of kindness. Indigenous African philanthropy was known anecdotally, but was not systematically understood and was seldom thought of as a developmental tool. However, there are now additional ways of conceptualising philanthropic resources, transactions, actors and motivation, including:

- recognising that organic and indigenous norms and traditions of self-help and mutual assistance exist prior to external assistance and are widespread;
- seeing the poor as the 'givers' and not only 'receivers' of help;
- seeing help motivation as not only altruism, generosity and volunteerism, but also reciprocity, co-operation and obligation; and
- valuing not only money, but the importance assigned to non-material resources.

Following from this premise, the Centre's work demonstrates that there is a broader range of paradigms, applications and techniques to consider and work with, including:

- seeing what poor communities bring and contribute to the grantmaking and development process and how to leverage this;

- recognising 'help' as a distinctive type of community asset and agency that can contribute to increased sustainability. This involves tapping into where people already commit their resources as well as promoting empowerment through valuing what people know and do;
- starting with the local ethos of 'help' to inform the conversation about the design, implementation and evaluation of support that leverages what exists;
- recognising the lived reality of the poor in how organisations work (structures, processes and norms), practice, measure impact and determine success; and
- considering and monitoring the effect or impact that external support has on local systems and behaviours of help, which is a vital safety net and strategy in many communities.

Thus the poor are not simply recipients, but also givers and protagonists of their own change. This challenges grantmakers to move beyond conventional notions of 'grantor' and 'grantee' in recognising that a community brings vital, but 'invisible', attributes to the grantmaking table and to the relationship. This recognition can lead to more refined and robust resource contribution categories. It also opens the way for new conversations and possibilities for what external support can look like as well as how it can be structured.

Rethinking practice

Taking forward the lessons and insights of BCP, in collaboration with development organisations in the region, the Community Grantmaking and Social Investment ((CGSI) programme applied the principles of horizontal philanthropy through a series of demonstration cases. These adapted, developed and tested new applications and techniques of design, implementation, monitoring and evaluation in situ with five non-profit organisations and the communities they serve. They included four organisations in South Africa, namely, DOCKDA Rural Development Association, Tshepong Home Based Care for the terminally ill, Ikhala Trust, and the Greater Rustenburg Community Foundation. The fifth organisation was CARE Mozambique. Demonstration cases include:

- A PoC Asset Mapping and Inventory Framework developed and pilot-tested in collaboration with the Greater Rustenburg Community Foundation in Rustenburg, North West Province. Three communities participated: Witrandjie, Derby and Boitekong. A PoC lens was applied to existing participatory and rapid appraisal tools to capture 'help' circuits and norms as a critical yet often overlooked dimension of community assets and agency.
- A PoC Most Significant Change Framework developed and pilot-tested in collaboration with DOCKDA Rural Development Association and Tshepong Home Based Care in Galeshewe, Kimberley, Northern Cape Province. It offers an accessible way for organisations to begin to track and monitor the impact that external support has on local helping practice. PoC domains of change are developed and used together with the Most Significant Change (MSC) monitoring and evaluation technique. Stories are collected and selected using a framework of change domains customised to the five key dimensions of PoC (needs and networks, range of capital, philosophy of the collective self/ubuntu, conventions of decision-making, and maintenance to movement).

- PoC Measures and Values. Household diary tools were developed and pilot-tested in collaboration with Ikhala Trust in two communities – Alicedale (rural) and KwaNoxolo (urban) in the Eastern Cape. The tools were designed, firstly, to capture the amount or quantum that the community contributes to its own development and, secondly, to impute a financial value to highlight the equity that communities bring to the grantmaking and development process.
- A second approach to measuring and valuing the PoC quantum has also been designed in collaboration with Ikhala Trust. A low threshold tool using household and organisation calendars has been developed and is ready for pilot testing in Alicedale in 2008.
- A Community Based Organisation Self-Assessment Tool developed by USAID for the HIV/AIDS sector was adapted using a PoC lens and is available for pilot-testing by CARE Mozambique in 2008 during the design of a new HIV/AIDS initiative.

Empowerment and engagement – rethinking the learning process

The BCP and CGSI projects collaborated with a range of stakeholders to experiment, innovate, reflect, self-correct and learn. A more traditional approach sees a division of labour in which academic institutions tend to develop ideas and practitioners 'in the field' utilise tools. Practice does not systematically inform ideas and concepts. A common modality is consultancy and advisory services that deliver 'solutions'. Project experience in this regard offers up alternatives that include a blurring of the boundary between theory and practice. As a result, the conventional division of labour and divide between higher education institutions, practitioners and donor communities is bridged and transforming consultancy/advisory conventions create an empowering process and new forms of engagement.

By taking horizontal philanthropy seriously, the concepts, practice and learning discussed above can be reoriented and made coherent. Because helping each other is a feature of all societies within all socio-economic classes and other identity categories, the value extends beyond southern Africa or the poor.

Links with teaching and research

Research and collaboration, both with local communities and non-profit organisations, have been the foci of BCP and CGSI, resulting in a rich knowledge and practice base. A subsequent phase of work, the Innovation and Capacity Project for Community Philanthropy and Development in Southern Africa (ICP), will provide technical assistance, co-produce materials, support institutionalisation through teaching and curriculum development, and undertake reflexive applied research on how knowledge-based innovation is taken up. A guiding objective is to embed new thinking and proven practices in policy, strategic thinking, human resource development and operations around community philanthropy in southern Africa.

In addition to incubating their uptake in promoting a new paradigm and alternative practices, ICP will expand the repertoire of approaches and methods available to those interested and engaged in locally-rooted and locally-driven methods of resource mobilisation, benefiting people who are poor and marginalised. In this

context the Centre has entered into a memorandum of understanding with the leading Master's in International Studies in Philanthropy (MISP) programme at the University of Bologna for comparative research, student and teaching exchange, and has collaborated with the Coady International Institute at St Francis Xavier University, Canada, recognised as one of the leading institutes focussing on asset-based community development. These relationships will support a research-based case study on community assets and agency for inclusion in a published collection of case studies from around the world.

Through collaboration with the Centre, the practice community has also recognised the value of the innovation achieved so far. For example, North Carolina Gives, an organisation that seeks to create awareness, celebrate, connect and grow the giving of time, talent and treasure in southern regions of the USA has begun, through partner institutions (Centre for Participatory Change and the University of North Carolina at Wilmington's Department of Sociology and Criminal Justice, respectively), to replicate the BCP research phase as well as the PoC Measures and Value demonstration case.

Impact

In moving from a research to practice-based (demonstration) phase, it is too early, at this stage, to be able to report on the impact in formal evaluative terms. This is something the next phase intends to track. What is clear, however, is that there has been significant buy-in from collaborating organisations and the communities they support.

From the boardroom through to directorate and staff, the importance of having opportunities to innovate, co-create and learn in partnership with a higher education institution was stressed time and again. Non-profit organisations value the opportunity that collaboration with a university provides to elevate and give credibility to their voice in both the educational and more public domain. Ultimately, the degree to which organisational thinking and practice is transformed in the longer term will be a critical indicator of impact.

Poverty is one of the defining issues of the 21st century and the Centre's work has made an important conceptual contribution to the philanthropic sector, much of which is concerned with poverty alleviation. It has also created an appreciation on the part of collaborating organisations of the benefits of partnering with UCT. Given the Centre's location at the Graduate School of Business, and the growing interest in Corporate Social Investment on the part of its traditional corporate client base, we anticipate that our work will assist corporations seeking to engage with local communities.

Reference

Wilkinson-Maposa, S., Fowler, A., Oliver-Evans, C. and Mulenga, C. 2005, The Poor Philanthropist: How and why the poor help each other, Graduate School of Business, University of Cape Town.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

Centre For Leadership And Public Values

During 2007 the following staff members were part of the CGSI team. Their contributions were crucial to the success of this phase.

Susan Wilkinson-Maposa: Programme Director and Principal Investigator

Tinashe Mushanyama: Project Manager and Researcher

Faldielah Khan: Administrative Assistant

Ceri Oliver-Evans: Centre Director

Nature of outputs / effects

2005: the monograph published by the Centre as product of the BCP research inquiry has received significant national and international attention by the philanthropic sector. To date all 500 books have been distributed and 7 000 copies have been accessed from the web.

The demonstration case approach, adopted for the current CGSI phase, lowers the barrier between education and practice communities and expands the set of available instruments, options and alternatives to draw on.

A "PoC Guideline for practitioners" will be produced by the end of the current programme phase, June 2008. Practice relevant knowledge will be distilled from the demonstration cases and compiled into a guidebook which will be available in hard copy as well as a web based summary.

A third phase, the Innovation and Capacity Project (ICP), has been conceptualised to secure, spread and deepen achievements that reorient external assistance towards understanding and respecting community-driven values, systems and practices of helping one another.

Collaboration Relationships: non-profit sector

Collaborative relationships were deepened and/or initiated with the following non-profit organisations. This included working collaboratively in the development of demonstration cases.

- Greater Rustenburg Community Foundation (North West Province)
- Ikhala Trust (Eastern Cape Province)
- DOCKDA Rural Development Association (Northern Cape Province)
- Tshepong Home Based Care Health care (Northern Cape Province)
- CARE Mozambique (Mozambique)

Collaboration Relationships: research and academic linkages

Collaborative relationships were initiated and/or deepened with the following institutions

- University of Bologna - Masters in International Studies in Philanthropy (MISP) programme. Comparative research, student and teaching exchange. A joint funding proposal has been submitted to the Italian Ministry of Education to cover mobility costs.
- Coady International Institute, St Francis Xavier University, Canada, collaboration on a research-based case study to explore how local associations in Jansenville, Eastern Cape bound by principles of mutual self-help came together under a community based mechanism to strengthen their capacity and access external resources.
- University of North Carolina at Wilmington, Department of Sociology and Criminal Justice, working in partnership with North Carolina Gives, USA to replicate the PoC Measures and Value demonstration case
- Centre for Participatory Change working in partnership with North Carolina Gives, USA to replicate the BCP research phase.

Community Engagement

- 3 community pilot tests were conducted in Witrandjie, Derby and Boitekong (North West Province) in piloting the PoC Asset Mapping and Inventory Framework.
- 3 months of data collection in 41 households in Alicedale and KwaNoxolo (Eastern Cape) in setting up the pilot for the POC Measures and Values
- Hands on technical assistance for home based care volunteers, project design and one week of data collection carried out in Galeshewe location, Kimberly, Northern Cape Province

Chapters

- Wilkinson-Maposa, S. & Mathie, A. "Jansenville Development Forum Linking community and government in the rural landscape of the Eastern Cape Province, South Africa" in From Clients to Citizens: Communities Changing the Course of Development Practical Action Publishing (in press)
- Wilkinson-Maposa, S. "The Poor Philanthropist: The Paradox of Giving" in a forthcoming publication by the Ford Foundation East Africa.

Participation in External Boards

- Wilkinson-Maposa, S. TrustAfrica Advisory Committee - a new African foundation based in Senegal that promotes peace, economic prosperity, and social justice throughout the continent.

PLANTED SEEDS TAKE ROOT: POSTGRADUATE PROGRAMME IN DISABILITY STUDIES

In March 2003 the first postgraduate programme in Africa on Disability Studies was launched at UCT. Since its inception, 19 students from South Africa and other African countries have registered, more than half of whom are located in disabled people's organisations. The programme aims to build graduates who will apply their creative and critical thinking to economic and social development and transformation towards an inclusive society.



There is enormous work to be done in the disability field ... this is an important development initiative ... developing a course and training people in disability studies and critical thinking about disability [is] a very important milestone in terms of development" (Haricharan, 2003).

Background

The postgraduate programme in Disability Studies emerged through debate and negotiations between UCT academic staff and senior representatives of South Africa's Disability Rights Movement. Relationships built with UCT through disabled people lecturing to occupational therapists highlighted the need for UCT to develop an innovative programme on Disability Studies. Such collaboration in South Africa is notable when read against the legacy of apartheid, where activists were suspicious about the commitment of academia to transformation.

Informed by demands on the African continent to mainstream disability as a human rights issue, leaders within the disability sector looked critically at working with academic institutions to develop their membership with knowledge around disability studies and research. The mutual benefit derives from the disability sector's positioning in civil society and its links with government, while the academic sector provides access to theoretical frameworks and tools for critically interrogating South African responses to disability. Widespread organisational networks and community development projects provide key research opportunities related to policy development and implementation strategies for service delivery. The programme was strengthened by international collaboration through linking with the Centre for Disability Studies at the University of Leeds, which provided a bridge between the scholarly activities of higher education and the concerns of organisations struggling for social justice.

The programme helps coalesce a research community of disabled and non-disabled academics, activists, policy makers and practitioners, and fosters participatory and action-oriented research for disability transformation. By striving to find uniquely South African and African approaches to overcome disability oppression, we can develop strategies for effecting disability equity and inclusiveness.

To accommodate mature working adults, the course runs part-time with several blocks of teaching for a week or two during the year. Admission is facilitated through the normal postgraduate requirements, but also through recognition of prior learning (RPL). This process has enabled adults previously marginalised from the education system, especially parents of disabled children and disabled adults, and those from rural areas, to access higher education.

Partnerships in shaping the programme

The Disability Studies programme aims to increase awareness and informed participation on disability in teaching, research and policy. The most valuable and important ongoing partnership in the programme is with the Disability Movement in South Africa, through a jointly owned academic programme. We drew on expertise in adult learning from the Centre for Higher Education Development (CHED) at UCT and Social Policy Development and Disability Politics at UWC to support relevant teaching and practice, as well as the Centre for Disability Studies, Leeds University, UK.

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

The process of building mutually beneficial partnerships had its difficulties, but commitment to engage in critical debate across sectors provided the motivation to overcome them. Haricharan's (2003) mid-term review of the collaboration reflected that trust had been built between academics and disability activists through an action learning environment. Innovation and skills sharing benefited all the participants while the inevitable frustrations experienced during the process gave the partners opportunities to deal with differences. Lessons learnt included open communication to avoid, for example, misunderstandings or confusion over allocations of resources and how knowledge should be shared. The leadership of the respective institutions need to be cognisant of the fact that successful partnerships increased people's workloads, thus necessitating increased funding.

The programme was initiated by Theresa Lorenzo, currently programme convenor (School of Health and Rehabilitation Sciences), and Brian Watermeyer (Department of Psychology), with members of the Disability Rights Movement. Harsha Kathard (previously Division of Communication Sciences and Disorders, and now Head of the School of Health and Rehabilitation Sciences) has also participated in programming planning and development of the Disability Studies programme.

Interdisciplinarity

Disability Studies is an independent, interdisciplinary and inter-faculty initiative pertinent to a vast range of academic fields in order to interrogate and critique the marginalisation of disability in academic discourse and policy processes.

Recent theoretical advances in Disability Studies focus on raising a critical awareness about disability and challenge the single focus on the individual, biomedical model of disability, which reflected the social ghettoisation of disabled persons into 'welfare' or 'health'. Current thinking in Disability Studies emphasises a strong focus on human rights and development. If disability is recognised primarily as a socio-political issue rather than a purely medical concern, then equity and inclusiveness become the goals for overcoming the marginalisation of disabled people. Consequently Disability Studies has direct applicability in helping to integrate disability issues into curricula and pedagogy across disciplines.

Achievements and impact

"As a parent of a disabled child living in a rural area and previous chair of DiCAG [Disabled Children's Action Group], the degree has enabled me to obtain employment in the Department of Agriculture where previously I would have been marginalised." – M.Phil Graduate, 2006

The programme strives to achieve interconnectedness between research, teaching and social responsiveness, and to develop strategies for transforming professional practices to address the particular challenges facing South Africa, especially poverty.

Diverse student body

The course attracts many mature students who are already involved in disability activism and/or development work, as well as professionals from a range of civil and state service delivery organisations (see details later). Students include the leadership from many organisations in the Disabled People's Movement, as well as a number of health and social development practitioners, academics and administrators of disability services from other universities¹.

¹ Disabled People's Movement of South Africa (DPSA), the Disabled Children's Action Group (DiCAG), Down Syndrome South Africa (DSSA), Quadriplegic Paraplegic Association of South Africa (QASA), as well as Epilepsy South Africa and senior officials from the offices of



provincial premiers (OSDP). There have also been several students from organisations in the rest of Africa, namely Zimbabwe's Disability Rights Movement (DRM), Southern African Federation of Organisations of the Disabled (SAFOD), Pan African Federation of the Disabled (PAFOD), Secretariat for the Africa Decade on Disability, and a Community-Based Rehabilitation (CBR) programme, Tanzania.

There has been a balance of students according to race, gender, rural and urban locations, disabled and non-disabled, and between those who had first degrees and those entering with recognition of prior learning. As young as 20, and as old as 60, they have come from across the country and continent. They leave with critical and theoretical skills on the intersections of disability with race, gender, sexuality etc.

Innovation

In line with a diverse student body, we have developed appropriate curricula and alternative pedagogies for teaching Disability Studies, so as to ensure that the teaching environment is inclusive for all disabled students. We critically and strategically employ alternative forms of evaluation to reflect students' engagement with transformation for social justice.

Research

It is necessary to grow and develop the identity of African Disability Studies as a discipline which problematises biomedical views of disability and individualistic frameworks of care. Therefore building a sound platform for rigorous research on disabilities is needed to enhance knowledge that drives social transformation, in South Africa and the rest of Africa. We are continually advocating to the Medical Research Council and National Research Foundation to influence their funding criteria for disability research.

The partnership with Disabled People South Africa (DPSA) provides a direct link with the Southern African Federation of the Disabled (SAFOD) and the Pan African Federation of the Disabled (PAFOD). DPSA has recognised the programme as a key asset for the Africa Decade on Disability:

"Our success as the disability sector is in ensuring that the country and the continent would not lose such an investment ... the programme has a lot to offer the Africa Decade on Disability." – **Senior Official, South African Federal Council on Disability, 2004**

Leaders who have graduated from the programme are extending their activism, research and capacity-building potential.

"From my contacts with donors now I know that packages with a combination of a Disabled People's Organisation ... with academic institutions work best e.g. SAFOD [Southern Africa Federation of the Disabled], DFID [Department for International Development]. Other donors are also more willing to invest in research so I think the time is right! Especially now ... with the UN Convention." – **M.Phil graduate (2006) and occupational therapist, Tanzania**

Learning, teaching and research

"... really helped internalise all the intellectual knowledge." – **Student evaluation, 2007**

Student evaluations confirm that students are able to integrate new theoretical perspectives into their work, as well as develop an ability to recognise and deal with their own and others' emotional responses to disability issues.

"... relevant to 'life' ... issues that pertained to everyday life that we choose to ignore because at times we do not know how to deal with it." – **Student evaluation, 2007**

They are able to critically engage with current debates around policy and practice, at national and international levels.

"It was great to discuss a rights-based approach which again was very relevant to the work I am doing." – Student evaluation, 2007

The M.Phil course has been instrumental in extending and transforming some entrenched academic practices. The pedagogies employed for teaching focus on participatory and experiential learning to acknowledge the experiences of the students, and also to enable them to learn from one another. Where feasible, participatory methodologies are used to ensure inclusion and recognition of alternative forms of learning, especially orality, a skill needed in advocacy and lobbying for disability issues in policy development.

"... if they are serious about diversity, in any institution, everybody will be using participatory methodologies. Because it allows more inclusion, it allows greater participation, and most of all, the lecturer is not 'the authority ... For me, that is the crux ... in everyday practice, of allowing diversity to happen.'" – Mikki van Zyl, course convenor, Diversity Issues, 2007

To support these principles, students had the task of integrating theory and practice through action learning assignments. They also engage in peer review of assignments, and are encouraged to use alternative formats and media for presentations. Exams are reflexive exercises demanding that they demonstrate an integration of the theoretical concepts into their lives. Some exams comprise half written and half oral submissions, which ensures that people with diverse language skills have equitable opportunities to achieve good results.

"The summative assignment is a brilliant essay because it integrates those issues that have been separated just for the sake of convenience of teaching itself." – Theresa Lorenzo, programme convenor, on exam, 2007

In order to support students in the mini-thesis requirements for the degree, a Research Literacy course was designed to help students with planning, implementing and writing dissertations. Therefore, not only is there curriculum innovation, but teaching practices foster a supportive learning environment, including encouragement from UCT's Writing Centre.

One of the multiple purposes of higher education is to contribute to the development of critical citizenship.

"I cannot be the same person again ... This course has contributed hugely to who I am as a person ... a great impact on my life and I can only hope to do the same to others in the future." – Student evaluation, 2007

The students from this programme have fulfilled this purpose through engaging, inter alia, with policy and policy implementation and effective service delivery in the disability sector.

Research productivity and policy impact

The Disability Studies programme is attempting to foster a research focus on the critical issues of disability and gender equity. A number of studies by staff and students have focused on creating opportunities for poverty reduction and participation in development opportunities by disabled children, youth and adults with physical, psychiatric, intellectual and communication impairments. They are committed to providing services at a community level through working with disabled people's organisations such as DPSA, DICAG as well as NGOs.

The studies have combined mixed methodologies, strategically linked to policy development and implementation. As such, staff have successfully integrated the research into the development and redesign of seminars and courses for both undergraduate and postgraduate programmes. Various staff members have been invited to give papers and seminars on related research. Programme convenor Theresa Lorenzo actively contributes to and critiques the development of UCT's policy related to recognition of prior learning to create access to higher education institutions for disabled people and parents of disabled children who have previously been marginalised.

International scholarship

There is continual fostering of partnerships with universities in the global North and in Africa. The original link with the Centre for Disability Studies at Leeds University has been maintained, culminating in the joint publication of a book entitled Disability and Social Change: a South African Agenda, together with the Human Sciences Research Council (Lorenzo, Priestley, Schneider, Swartz & Watermeyer, 2006). New partnerships are being forged with the University of East Anglia, Queen's University in Kingston, Canada, and the University of Kyambogo in Uganda.

"I also think that you should look wider than just South Africa. You could also support organisations in other African countries, ... with your position in Africa you can make a stronger [contribution] than European or American Universities." – M.Phil graduate (2006) and occupational therapist, Tanzania

Mutual benefit

A range of disability activists, development workers and professionals have been trained to provide critical, theoretical and research skills on disability. The disability movement can develop its own research agendas for strategic interventions on policy; government policy makers and administrators are gaining critical skills regarding disability equity to foster inclusion within service delivery policy and design. The programme is on track for improving the quality of life in communities that the university serves.

Through skills development of the disability movement, the academic community can engage in research

partnerships with disability organisations, and develop a forum for debate between the academic, applied and activist sectors. Finally, UCT will be recognised as a centre of excellence and equity in critical theorising and research surrounding disability on the African continent, as this is the only one of its kind in Africa.

"You might be glad to hear that a paper I wrote on consequences for Community Based Movements' [CBM] work in the field resulting from moving from a medical to a rights-based approach was sent around to a lot of people in CBM. So you see your course got its fruits. I would have never have dared to write something before." – M.Phil graduate (2006) and occupational therapist, Tanzania

New challenges

When South Africa signed the UN Convention on the Rights of Persons with Disabilities in March 2007, a new wave of struggle for equity and justice for people with disabilities was initiated. A critical consciousness about disability issues in Africa is necessary to understand the marginalisation

of people with disabilities. Prominent stakeholders and decision-makers from a variety of state, educational and non-governmental institutions need critical skills to ensure that disabled people are equitably integrated.

The postgraduate programme in Disability Studies is one initiative that is already impacting on the disability sector in a tangible way. It also strengthens the ties between the university's social responsiveness activities, the multiple purposes of higher education, and disciplinary expertise.

Reference

Haricharan, S., 2003, "Distilling the partnership lessons", Unpublished report, School of Health and Rehabilitation Sciences.

Lorenzo, T., Priestley, M., Schneider, M., Swartz, L. & Watermeyer, B., 2006, *Disability and Social Change: a South African Agenda*, HSRC Press.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

POSTGRADUATE PROGRAMME IN DISABILITY STUDIES

Publications

Amosun S L, Volmink L, Rosin R (2005) Perceived images of disability: The reflections of two undergraduate medical students in a university in South Africa on life in a wheelchair. *Disability and Rehabilitation*, 27(16): 961-966

Gokar, Pillay, and Kathard (in press) Reminders of Race, Reminders of Identities: Language as an occasion for Othering in South African classrooms. *International Journal of Learning*.

Lorenzo, T (2005) We don't see ourselves as different: A web of possibilities for disabled women. How black disabled women in poor communities equalise opportunities for human development and social change. Unpublished Ph.D thesis, University of Cape Town.

Lorenzo, T, Van Niekerk, L & Mdlokolo, P (2007) Economic empowerment and black disabled entrepreneurs: Negotiating partnerships in Cape Town, South Africa. *Disability and Rehabilitation*, 29(5): 429-436.

Lorenzo, T, and Kathard, H (in press) A rights-based approach to achieving equity for Black disabled women in South Africa: Theoretical Considerations and Critical Issues. *Australian Journal of Human Rights*. Submitted August 2007.

Sait, W, Lorenzo, T, Steyn, M, Van Zyl, M (in press) Nurturing the sexuality of disabled girls: The challenges of parenting for mothers. In *On/off the edge: shaping sexuality in South Africa Vol II*, edited by M. Steyn and M. van Zyl. Cape Town: HSRC Press.

Van Niekerk, L, Lorenzo, T, and Mdlokolo, P (2006) Understanding partnerships in developing disabled entrepreneurs through Participatory Action Research. *Disability and Rehabilitation*, 28 (5): 323-331.

Watermeyer, B, Swartz, L, Schneider, M, Lorenzo, T, and Priestley, M (eds) (2006) *Disability and Social Change: A South African agenda*. Cape Town: HSRC Press.

Reports

Lorenzo, Gcaza, McKenzie, and Mji (2006) Disabled people's organisation to Disabled people's organisation: "It was a completely different type of chemistry really in the relationship". Evaluation report for NFU, Norway. Centre for Rehabilitation Studies, University of Stellenbosch
Sait, W, Engelbrecht, P, Lorenzo, T, McKenzie, J, and Liedeman, B (2006) A study of the processes and methods used to achieve improved living conditions for persons with disabilities. South African National Report. Inclusion International. July, Cape.

Conferences, Seminars and workshops

2003: 'Human Rights, Disability and Higher Education' national conference hosted, for the Office on the Status of disabled People in The Presidency. Conference report

compiled by Institute for Intercultural and Diversity Studies in Faculty of Humanities.

2004: 'Equalisation of Opportunities For Disabled People In Higher Education', collaborative workshop organised by Theresa Lorenzo, Dele Amosun and Soraya Maart with the DPSA and the Secretariat for the Africa Decade on Disabled People.

2007: Seminar 'UN Convention on the Rights of Persons with Disabilities: Implications for African Domestic Laws with Particular Focus on Equality' presented Prof. Charles Ngwena, organised by SRHS.

Honours, awards, prizes, grants

May 2004: Albie Sachs OTASA award certificate for nomination, in recognition of contribution to occupational therapy professional education and development, with a specific focus on advocating a human rights approach to education and practice.

2006: NRF Thuthuka grant to facilitate a collaborative study on disabled youth, poverty reduction and policy implementation, together with Disabled Youth Programme (DPSA), other Departments of Occupational Therapy, the Disability Action Research Team (DART), and communities associated with respective departments.

2004: University Research Committee, Emerging Research Programme, to attend CBR Africa Network (CAN) conference. Aim to establish links with other African countries and foster collaboration in disability research.

2001 – 2004: Higher Education Link Programme British Council grant for development of partnership between UCT, the Disability Rights Movement in South Africa and the Centre for Disability Studies, University of Leeds.

Students

2003 onward: the programme has attracted students from Commerce, Education, Engineering (Mining), Health, Law, Social Development, NGOs and CBOs (DPOs); age 20 - 60; disabled 9, parents 5, non-disabled 5; gender: male 7, female 12; rural 9, urban 10; RPL 11, first degree 8; graduated: 3 with PG Diploma, 6 with MPhil.

PROFESSIONALS: audiologist, Cape Town; disabled nursing sister, Eastern Cape; occupational therapist, Gauteng; speech therapist, Cape Town; OT, CBR programme, Tanzania; OT, mining sector, Gauteng,

HIGHER EDUCATION: OT lecturer; UWC, social worker from Disability Unit, UKZN;

GOVERNMENT: Director, Office Of The Status Of Premier, Eastern Cape, Special Education Director, National DoE; disabled youth commissioner, National Youth Commission. Deaf Disability Activist, Mpumalanga OSDP.

DISABILITY SECTOR: chairperson, treasurer and two parents of DICAG, secretary general, Disabled People South Africa, two disability activist consultancy, founder of Zimbabwe's DRM, SAFOD and PAFOD, deputy SG, Secretariat for the Africa Decade on Persons with Disabilities; Director, Down Syndrome South Africa; executive member, Epilepsy SA

Student Theses

Master of Philosophy in Disability Studies

Gara, N (2007) The experiences of mothers that are caring for mentally disabled children in Alice, South Africa.

Mayat, N (2006) Integration of Disability into Science Faculty at KwaZulu Natal University

Mgwili, N (2005) Access for disabled women to reproductive health services in Eastern Cape.

Morris, F (2005) Reviewing Evaluation Reports of Community-Based Rehabilitation Programmes in South Africa.

Sadiki, C (2007) The experiences of parenting a physically disabled children in Venda district, Limpopo Province.

Sait, W (2006) The Complexities Of Mothering When Nurturing The Sexuality Of Disabled Girls.

Van der Veen, J. (2007) Self-perceived impact of a community-based rehabilitation programme in Tanzania on the quality of life of children with cerebral palsy and their carers.

IN PROGRESS

Ka Toni, M. Translation of the International Classification of Functioning (WHO, 2001) into Xhosa (submitted 2007).

Loyilane, P. Disabled people's employment experiences within the provincial government of the Eastern Cape: identifying barriers and enablers (submitted 2007).

Malinga, J. A study to determine the level of awareness by people with disabilities (PWDs) in Zimbabwe about the African Decade of Disabled Persons (ADDP).

McKinney, V. Inclusive education in primary schools in Cape Town.

Doctor of Philosophy in Disability Studies

April Hess, L. Exploring the experiences of school to work transitions for disabled youth

Geiger, M. Building early childhood intervention on cultural resources

Glaser, M. Exploring experiences of tertiary education for Deaf students in SA

Positions held

THERESA LORENZO

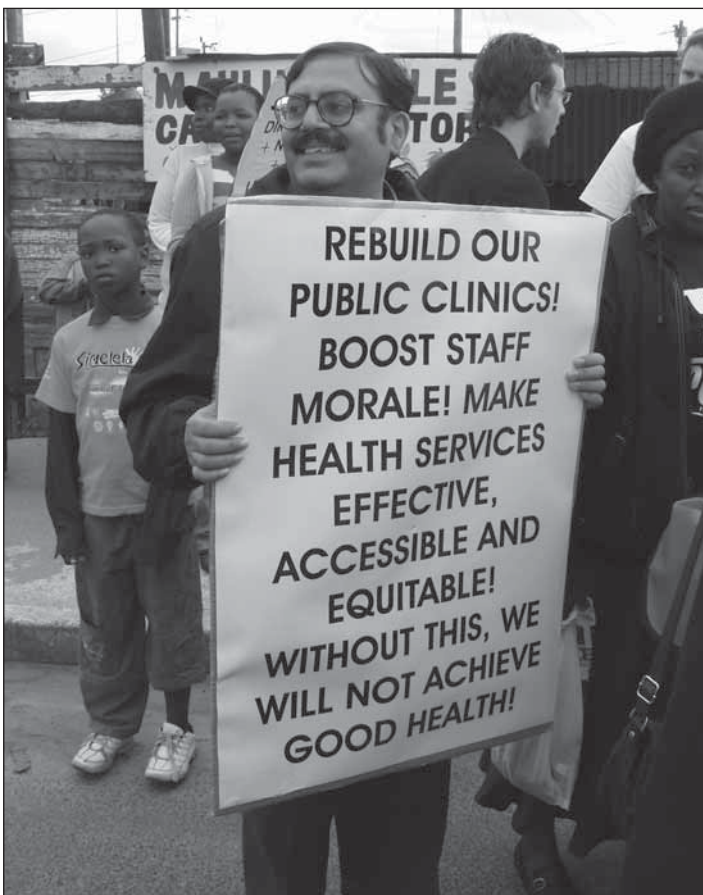
- Reviewer for NRF, October 2003 – University of Western Cape research proposal on Community-Based Rehabilitation.
- Reference group member for SINTEF study, 2003–2005: Living conditions of disabled people in Eastern Cape and Western Cape.
- Technical scientific advisor for Inclusion International study 2004–2006: Quality of Life of people with intellectual impairments study.
- Board member of SACLA Health Clinic.
- Trustee of Zanempilo Health Project.
- Chairperson, OTASA Western Cape branch.
- Dept. of Health, Western Cape, Task Team on Community Based Rehabilitation Workers.

HARSHA KATHARD

- Holds relationship with DPSA on development of Disability Studies and joint research planning initiatives.

HEALTH AND HUMAN RIGHTS PROJECT IN THE DEPARTMENT OF PUBLIC HEALTH AND FAMILY MEDICINE

Health involves more than health care, but depends on access to health care and promoting the right to health. Research conducted by the Health and Human Rights Project showed the limitations of an approach to rights which depends on litigants having to go to court to demand their rights. The project thus works closely with civil society organisations to launch initiatives, trains educators of health professionals, and makes research findings accessible in the public domain. The research also aims to make an impact on the university's own strategies for transformation.



Background

The Health and Human Rights project started in 1995 as a partnership between the Trauma Centre for Survivors of Violence and Torture, and UCT's Department of Public Health and Family Medicine, around a submission to the Truth and Reconciliation Commission on health-related issues. The project helped organise the Commission's health sector. This collaboration resulted in the publication of a book based on the submissions and stimulated the inclusion of human rights in undergraduate teaching. After the project closed in 1998, the focus of the department shifted to research on human rights issues and the training of university educators of health professionals.

Since 1998 the programme has run a 'train the trainer' course for staff who teach health professionals at higher education institutions in South Africa. The course facilitators draw on UCT staff, colleagues from the University of Stellenbosch, other training institutions, agencies (such as the Human Rights Commission and the Statutory Councils and Professional Associations), non-governmental organisations, and past participants of the course itself. To date, approximately 200 staff have been trained. The programme provides them with the skills to implement curriculum change in their own institutions, skills related to teaching about human rights, and skills for promoting transformation. Trainees have included nurses, physiotherapists, doctors, community activists, NGO workers and lawyers, all involved in some way in the training of health professionals. More recently, participants from human rights networks of health professionals from Southern and East Africa have joined the programme.

The Department of Public Health and Family Medicine has initiated several research projects that focus on issues affecting vulnerable groups. One (DOPSTOP) deals with rural communities in the Western Cape affected by the excessive use of alcohol and the other aims to extend the right of access to health care for deaf people in Cape Town.

DOPSTOP is an NGO that started as a collaboration between UCT (Public Health) and two other universities (University of the Western Cape (Public Health) and University of Stellenbosch (Social Work)), NGOs (Centre for Rural Legal Studies), farmers, farm worker representatives, and the public health services. It aims to work towards the eradication of the 'dop' system and its legacy amongst rural farming communities in the Western Cape, particularly to use developmental approaches to address excessive alcohol use in rural communities. The project adopts the principles of the Ottawa Charter on Health Promotion, which include the reorientation of health services, policy interventions, advocacy, training and the empowerment of communities most affected by alcohol. It helped pioneer the Farm Health Award, which acts as an incentive for farms to improve living and work conditions for farm workers, and has implemented

health and development programmes on farms, and in rural schools. The project has built partnerships amongst rural NGOs and between NGOs and government and industry organisations, and has provided a platform for research and training for interns and Master's students. It is a partner in a large collaborative prevention project on Foetal Alcohol Syndrome involving UCT, the Medical Research Council, the University of Pretoria and the Centre for Diseases Control at the University of Stellenbosch. The project has also provided policy inputs to provincial and national government on alcohol policy. UCT initially played a founding role in establishing the project, and since DOPSTOP has now developed into an independent NGO with sustainable funding, UCT continues to be a partner in its development, research and advocacy work.

Another project, which commenced in 2004, is aimed at extending the right of access to health care for deaf people in Cape Town. The deaf people who are the focus of the project are those who are born deaf or who become deaf as children and whose first language is South African Sign Language (SASL). The project aims to make professional SASL interpreting services an integral part of health care in Cape Town. The dire shortage of interpreting services and the often serious consequences for the health and human rights of deaf people emerged from a long-term social anthropological study. The work in public health and human rights has involved undergraduate health science students working alongside deaf research assistants and learning from them. Academic and advocacy outputs have been achieved, with the students and deaf people collaborating to produce a pamphlet of guidelines to assist health care staff. The work has also established interdisciplinary collaborations locally and internationally.

Promoting the public good

Professor Leslie London, Associate Director of the Occupational and Environmental Health Research Unit at the School of Public Health and Family Medicine (Occupational and Environmental Health Research Unit), and Head of the Health and Human Rights programme, believes that promoting human rights is part of the obligation of health professionals to act in an ethical way. This approach is in line with current national and international trends with regard to professional ethics governing health professions.

For London this work provides a strong sense of continuity with his previous involvement as an activist for social justice in the apartheid era. London had worked in the trade unions and for anti-apartheid detainee support groups. As an academic he wanted to train health professionals to be sensitive to health and human rights issues, and to inspire students to work in the public and NGO sectors. In addition he believes that it is important for the university to do research on forms of discrimination so that lessons learned can inform the university's own strategies for transformation.

In describing the values that underpin the department's approach to its research, Dr Marion Heap, of the Health and Human Rights Division, School of Public Health and

Family Medicine, points out that it is often difficult for anthropologists to disentangle their roles as researchers from their roles as citizens. That is why many anthropologists talk about being 'citizen anthropologists' because they can bring these two roles together by working in a manner that empowers constituencies whilst conducting research on the process. Dr Heap hopes that her work with the deaf has enabled deaf people to become their own best advocates.

Infusing a human rights perspective into academic work

London describes how he has had to step outside disciplinary boundaries to do human rights work. For him the issue of human rights is about everyday life since human rights affect everyone, everywhere. Research related to human rights thus involves contact with all kinds of people and organisations without whom it would not be possible to carry out the research. London sees his role as being to help build a critical mass of researchers who can develop a coherent theoretical framework for human rights and health work, and translate this into improving the conditions of ordinary people.

London's concern with human rights issues, and his past experience as a social justice activist, motivated him to conduct research into how formal rights are used by ordinary people to access health. The department initiated a study with the Centre for Health Policy at the University of the Witwatersrand, supported by the Department of Health through the Health Systems Trust to evaluate the impact of the Patient Rights Charter, which had been developed by government. A national rapid appraisal was conducted, as well as provincial case studies in the Western Cape and Limpopo. The research found that the Charter was not being used by patients to assert their rights and revealed the limitations of an approach to rights which depends on litigants having to go to court to demand their rights. It showed that human rights will not be real until people become agents of their own rights.

On the basis of this experience, several staff members in the department have joined the People's Health Movement as activists. They conduct research on the movement's methods, using ethnographic methods, and became involved in establishing a learning network of civil society groups in urban and rural Western Cape. This network has been established to help participants develop ways of accessing their rights in the health context. A pilot study, funded by the Centre for Civil Society at the University of KwaZulu-Natal, and the research on the People's Health Movement has influenced the way in which the network is being established. The process involves combining training and research in a dialectical relationship: the researchers participate in the network and research the process at the same time.

London's focus on human rights has also caused him to reflect on how research processes can disempower and objectify people. He recalls his unease when he once published a paper on the use of pesticides on farms in an international journal about genetic susceptibility to



pesticide poisoning. From a rights viewpoint, the notion of genetic susceptibility raises issues that may exclude certain categories of workers from being employed in jobs in which they may be susceptible to a hazard. The paper won a prize, but it was criticised by people who questioned whether workers had given their consent for the publication of the research. This experience has made London and others more sensitive to how research findings are presented and has encouraged them to involve communities in discussions about the research design and the use and interpretation of data.

Greater sensitivity to the issue of participation by research subjects has extended to other fields as well. Several of the deaf field workers who assisted the department to do a baseline survey of the health care and communication experiences of deaf people in Cape Town, now have part-time work at the university. By being part of the university, they have participated in workshops and conferences and are in position to play a bigger role in shaping research questions and research design.

Knowledge transfer

For London the *raison d'être* for doing work on human rights is to facilitate access to health care and to promote the right to health, which involves more than health care. He and his staff thus continuously reflect on ways to share information about what they learn through their research to help improve people's access to health care.

A variety of sources are used to disseminate research findings, over and above publishing articles in academic journals. The department often develops pamphlets and posters on human rights for civil society. It uses the list of people who have completed the 'train the trainer' course to disseminate information around human rights training issues, case studies and materials. The department forms part of Equinet, a network of organisations working in the field of health and human rights in Southern Africa, and posts materials on their website, which is an authoritative source for information on equity and health in the region. For some time London coordinated a human rights theme for Equinet, doing research, holding workshops, and sharing information.

London believes that academics have a responsibility to promote public dialogue on issues affecting society and he often writes articles for newspapers and popular journals to promote awareness of the work the department is doing.

The project contributes to the policy briefs for parliamentarians developed by Equinet and often comments on policies, draft Bills, and regulations. It also makes submissions to government and other agencies such as the Human Rights Commission.

Measuring impact

The Health and Human Rights project tries to build some form of evaluation into all its projects and the impact of



the 'train the trainer' course is the focus of a current study. However, it is not always easy to identify appropriate indicators for assessing the impact of the work. What would one actually measure – an individualistic notion of rights or a more social and collective notion? It has also proved difficult to get funding to conduct evaluations.

London suggests that the conventional ways of measuring the impact of research, namely citations or publication in peer review journals, may not always be the most appropriate ways of measuring the impact of the department's work on human rights in health. This focus necessitates a concern with the accessible dissemination of information. He cites the case of a staff member who had published a peer-reviewed report on the website of the Health Systems Trust, which is generally regarded as the main place to gain a snapshot of the state of health in South Africa. In applying for ad hominem promotion she cited the number of times it had been downloaded or visited, but this was not immediately accepted as a suitable index of impact. In London's view, this narrow approach doesn't take account of the fact that different kinds of research or scholarly outputs lend themselves to different forms of knowledge transfer or impact assessment.

Other measures of impact include activities that could be regarded as spin-offs from the research. For example, most recently the Health Professions Council mandated

the inclusion of human rights, along with ethics and health law, as core competencies required of graduates in the health professions. This development was facilitated by the department's staff training programme and represents a milestone in ensuring that health professionals are better able to contribute to transformation in South Africa. Another example of a spin-off is the way in which the deaf community has started taking responsibility for assessing its own needs and showcasing its work on HIV/AIDS to health professionals, the Department of Health and other interested parties.

UCT has derived considerable value from a mutually beneficial relationship that has developed between the university and the civil society organisations with which the department works. The organisations view the university as a source of support and call on UCT academics to help their work. Further value has been derived from the fact that department staff have been able to feed lessons learned from its research into the health faculty's transformation programme.

References

Information for this case profile sourced from an interview conducted with Prof. Leslie London and Dr Marion Heap on 5 October 2007.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

HEALTH AND HUMAN RIGHTS

Presentations beyond the University

Heap, M. Interactive Presentation to staff Retreat Day Hospital, February 2006: Feeling Freedom: professional interpreting services in health care: Guidelines: communicating with Deaf people who use SASL.

Heap, M. Interactive Presentation with Deaf research assistants and professional SASL interpreting to the School Nurses, Parow, 27 June 2006: Feeling Freedom: professional interpreting services in health care: Guidelines: communicating with Deaf people who use SASL.

Heap, M. Presentation – at the request of the DCCT (Deaf Community of Cape Town) – to a seminar for health care providers to celebrate the 20th anniversary of the start of the NGO, 1 October 2007: Communication experiences in Cape Town of a sample of Deaf people in Cape Town.

Policy Comment

Heap, M. Comments to Deafsa: on Draft policy document: 'South African Sign Language and the provision of professional South African Sign Language interpreter services for the Republic of South Africa. 4 January 2006.

Educational brochure / pamphlet

Heap, M., Bloch, J., Chan, C., Jacobs, B., Mhlanga, S. and Gillespie, J., Gubaya, S., Jezile, M, Vice, C. Communicating with Deaf people who use South African Sign Language: Guidelines for health care staff, Health and Human Rights Division, School of Public Health and Family Medicine, May 2006. Available in Afrikaans, English and Xhosa; professional translation (Language Service, Language Centre, Stellenbosch University).

Submissions

This submission (30 March 2007) to the SAHRC was a joint effort by Deaf Community of Cape Town (DCCT) and UCT. It comprised a written part as well as a DVD. The DVD included recorded submission by Deaf people in SASL and professionally interpreted.

Presentations at Conferences

London L, Thomas J, Holtman Z, Gilson L, Erasmus E. Health professionals as gatekeepers or facilitators of community agency: Can a social movement realize the Right to Health? Presentation to the Municipal Services Project conference on 'Services for all: Theory, practice, struggle,' Cape Town, March 2007.

Keynote address to Amnesty International health professional network meeting: "Health and Human

Rights: An evolving view from South Africa." London, October 2003.

Heap, M., Bloch, J., Chan, C., Jacobs, B., Mhlanga, S. and Gillespie, J., Gubaya, S., Jezile, M, Vice, C. 2006. Feeling freedom. Professional interpreters in health care: insights from Deaf people who use South African Sign language (SASL) and Guidelines for health professionals. Oral Presentation, 3rd Public Health Conference, Johannesburg 15 -17 May.

Heap, M., Bloch, J., Chan, C., Jacobs, B., Mhlanga, S. and Gillespie, J., Gubaya, S., Jezile, M, Vice, C. 2006. Feeling freedom. Professional interpreters in health care: insights from Deaf people who use South African Sign language (SASL) – and Guidelines for health professionals. Poster Presentation, Core Competencies in human rights for health professionals, Conference, Cape Town, 5-7 July 2006.

Heap, M. Anthropology and human rights in post-apartheid South Africa: reflecting from public health and human rights in Cape Town. International Anthropology Southern Africa conference.

Heap, M. Transcending postcolonial conditions: towards alternative modernities, Cape Town 3 -7 December 2006.

Facilitation of Conference Workshops (Prof London)

Co-chair of session on Safe Farms and 15th International Safe Communities Conference, University of Cape Town, April 2006.

Chair of conference panel: Crisis? What crisis? Health sector responses to HIV. Public Health Association Conference (PHASA), Midrand, May 2006.

Facilitator of pre-conference Pesticide Registrars Workshop, Arusha 13 -14 October 2006, linked to the joint SETAC-ANCAP International Conference on Pesticide Use in Developing Countries: Environmental fate, Effects and Public Health Implications, 16 – 20 October 2006, Arusha, Tanzania.

Facilitator of a short course session on Dermal Exposure Assessment at the International Conference on Pesticide Use in Developing Countries: Environmental fate, Effects and Public Health Implications, 20 October 2006, Arusha, Tanzania.

Facilitators of a pre-conference workshop "Your life or your liberty: When is it legitimate to limit human rights for the public good." 16th Congress of the South African Association for Child and Adolescent Psychiatry and Allied Professions (SACAPAP). University of Cape Town, 11 September 2007

Workshop facilitation for the International Federation of Health and Human Rights Organisations on training in human rights for health professionals, Nairobi, May 2006.

Engagement with external constituencies (Prof London)

Participant as Interested and Affected Party in the current Environmental Impact Assessment for the Pebble Bed Nuclear Reactor, managed by the Department of Environmental Affairs and Tourism.

Consult to members of the public and health services on pesticide issues, on HIV and ethics (average 3 to 5 enquiries per year).

Expert witness to the AIDS Law Project in cases involving discrimination against people with HIV/AIDS.

Advisory service to the Legal Resources Centre on Environmental Health and Professional Services in the health sector.

Provision of Health Educational talks on Bush Radio and information for Community Newspapers on occupational and environmental health matters.

Input to the Limmud (Jewish Cultural) Festival on Human Rights and Public Health, August 2007, Strand, Cape Town.

Currently on the Steering Committee for the People's Health Movement, an advocacy grouping lobbying for health as a right and the realisation of PHC in South Africa, as part of an international network.

Project Manager for Action on Pesticides within the SIDA/SADC Programme on Work and Health in Southern Africa (WAHSA).

Participation in boards / external organizations (Prof London)

Founder since 1995 and Chairperson of the DOPSTOP project since 1998.

Board Member of the Trauma Centre for Victims of Violence and Torture, 1993 - 2007. Served as Chairperson 1995 - 1997 and 2003-2007.

Member of the Advisory Council to Physicians for Human Rights, USA since 2003

Publications

Heap, M. 2006. Sign-deaf spaces. The Deaf in Cape Town creating community, crossing boundaries and constructing identity. *Anthropology Southern Africa*. 29 (1/2): 35-44.

Heap, M. and Morgans, H. 2006. Language policy and South African Sign Language: Interpreters in the public service. In Watermeyer, B., Swartz, L., Lorenzo, T.,

Schneider, M., Priestley, M. Disability and social change. A South African Agenda. Human Sciences Research Council Press. Pretoria.

Soskolne CL, Butler CD, IJsselmuiden C, London L, von Schirnding Y. Toward a Global Agenda for Research in Environmental Epidemiology. *Epidemiology* 2007;18:162-166.

London L. 'Issues of equity are also issues of rights': Lessons from experiences in Southern Africa. *BMC Public Health* 2007, 7:14. URL: <http://www.biomedcentral.com/content/pdf/1471-2458-7-14.pdf>.

Joubert DM, London L. A cross-sectional study of back belt use and low back pain amongst forklift drivers. *International Journal of Industrial Ergonomics* 2007; 37: 505-513.

Ngowi AVF, Mbise TJ, Ijani ASM, London L, Ajayi OC. Smallholder vegetable farmers in Northern Tanzania: Pesticides use practices, perceptions, costs and health effects. *Crop Protection* 2007; 26: 1617-1624.

London L. Orner PJ, Myer L. 'Even if you're positive, you still have rights because you are a person:' Human rights and the reproductive choice of HIV positive persons. *Developing World Bioethics* (in press) 2007.

London L, Cooper D, Shongwe B. Community participation in primary care service development: a case study from the informal settlement Matthew Goniwe, Khayelitsha, Cape Town, South Africa. *Int J Hlth Services* (in press) 2007.

Papers submitted for peer review

To the South African Medical Journal:

Heap, M. Professional interpreters in health care: the right of access to health care for

Deaf people who use South African Sign Language (SASL).

To Anthropology Southern Africa:

Heap, M. Socio-economic rights and anthropology? The case of Deaf people who use SASL in a university setting.

Paper in progress for submission for peer review

To Disability and Society:

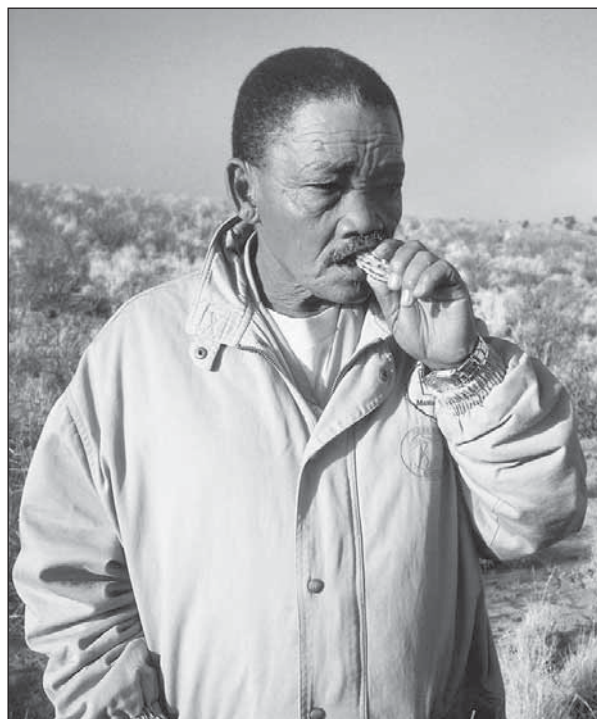
Heap, M. Lorenzo, T. and Thomas, J. We've moved away from disability as a health issue, it is a human rights issue": Reflecting on 10 years of the right to equality in South Africa.

Posters

Holtman, Z, London L. (2006). Neurobehavioural Effects Of Pesticide Exposure Among Emergent Farmers. Presentation to the Third Public Health Association of South Africa Conference, Midrand, May 2006

ENVIRONMENTAL EVALUATION UNIT

The Environmental Evaluation Unit (EEU) is an independent, self-funded unit, housed within the Environmental and Geographical Sciences (EGS) Department at UCT. The initial focus of the Unit was on conducting environmental-impact assessments. However, as a better understanding developed of the linkages between environmental quality and sound development outcomes, the EEU began to do environmental work that was more strongly oriented to social empowerment and development. The EEU is now recognised as a leader in the fields of integrated environmental management and sustainable development. It adopts an interdisciplinary and participatory approach in responding to local, regional and global environmental issues.



Background

The Environmental Evaluation Unit (EEU) was founded in 1985 by the then Head of UCT's Environmental and Geographical Sciences (EGS) Department, Prof. Richard Fuggle. At that time, Fuggle recognised that there was a need for an independent research grouping that would respond to the demand for environmental assessments and policy-related research.

With the advent of democracy in 1994, the orientation of the EEU moved in the direction of social and developmental empowerment. In the period leading up to the 1994 democratic elections, for example, several members of the Unit became involved in writing policy briefs and undertook various pieces of work that informed the new environmental policies of the country.

Since its inception, members of the EEU have been involved in work throughout South and southern Africa and have participated in global research and policy initiatives. They have also provided expertise to a wide range of constituencies including public and private corporations, planning and development organisations,

local communities and authorities, and state departments. Members of the EEU participate in research partnerships between institutions across the region, in South Africa, and internationally, and contribute to a number of international and local policy committees. Research results are presented at workshops and conferences, published in academic journals and books, and in many cases are also distributed in a customised format to make them accessible to specific target audiences.

The EEU categorises its work into four main thematic areas. These are:

- integrated environmental planning, management and assessment;
- integrated coastal and small-scale fisheries management;
- biodiversity commercialisation, fair trade and social justice; and
- business and sustainability.

The involvement of the public in all aspects of planning, management and decision-making is integral to the approach that the EEU adopts to its work.

Using two examples of current projects, this case profile will illustrate how the EEU's commitment to community involvement in natural resource management and co-management informs its action-oriented approach to research. Both of these projects involve social empowerment, engagement, benefit sharing (benefiting marginalised communities) and protection of the environment, whilst resulting in social and economic justice. They demonstrate how the EEU works with local communities.

A tale of two projects

The San-Hoodia project

Dr Rachel Wynberg's area of work within the EEU involves social and economic issues around the commercial use of indigenous plants and animals. Her involvement spans the value chain from the producer through to the retailer, examining benefit-sharing at the different levels of the chain.

The San-Hoodia project is one such case. For centuries, the San people of southern Africa have used species of Hoodia, a local succulent plant, to suppress hunger and

thirst on long hunting trips. Hoodia is being commercialised as an anti-obesity product, and this has resulted in benefit-sharing agreements between the San and the natural products industry, in particular the Council for Scientific and Industrial Research (CSIR) in 2003, who hold a patent for use of the active components of the plant responsible for suppressing appetite. The agreement is arguably the most significant of the few such agreements reached with indigenous communities to date.

"The San stand to receive millions and millions of rands through this deal," explains Dr Wynberg. "So we've got quite a big research project looking at how the San are going to cope when this money comes in – how decision-making is going to work. They're a very fragile community."

This two-year project, which is being undertaken in collaboration with the University of Central Lancashire in the United Kingdom, is focused at the community level and, in conjunction with their lawyer (Roger Chennells), looks at how benefits are being shared and negotiated with the natural products industry on behalf of the San in South Africa, Namibia and Botswana. This research stems from Wynberg's close involvement with the case over the past decade, during which she also played a significant role in catalysing San involvement in the development of a benefit-sharing agreement with the CSIR. The project is funded by the Wellcome Trust.

The research will deliver a detailed analysis of the way in which informed consent of the community has been obtained, the nature of the decision-making process, and institutional arrangements for benefit-sharing. The San's understanding of intellectual property rights and commodification will also be explored, as will the context of extreme poverty and isolation of the San. The Hoodia case will be compared with experiences in India, the Philippines, Mexico, Australia and British Columbia.

A central component of the project is to deal with difficult issues that arise from the injection of large sums of money into the San community: who should benefit, how benefits should be spread across geographical boundaries and within communities, as well as how to minimise social and economic impacts and possible resultant conflicts.

"We're doing a book at the moment on the whole case," says Wynberg, "which is going to be published next year by Springer." There is also an ongoing process of capacity building, involving extensive workshops with different role-players and discussion of key issues impacting on the lives of the San.

The Olifants River Harder Fishery Co-management Project

One of Assoc. Prof. Merle Sowman's areas of interest falls within the theme of coastal and small-scale fisheries management. "Our particular interest," says Sowman, "is in coastal fishing communities and looking at the extent to which they are being included in the new fisheries dispensation, and just how aware they are of their rights in terms of the new policies and laws."

Over the years Sowman and a number of postgraduate students have been working on various aspects of fishery, particularly in trying to improve fisher involvement in management and decision-making. Involvement of fishers in management decisions that impact on their livelihoods is known as co-management and is increasingly seen as a promising alternative to conventional fisheries management. The EEU has conducted a great deal of research on co-management and, linked to this, has worked extensively on training and capacity building amongst the fisher folk. Training focuses on issues such as the new policies and laws governing coastal and small-scale fisheries management, fishers' rights, and resource management. In addition, skills development related to building fishers' capability to run and manage their own local organisations enables this group of coastal users to be more proactively involved in day-to-day management and decision-making.

Since the mid-1990s, the EEU has been involved in research with the Olifants River Harder fishery, and the Ebenhaeser community in particular. These fishers were originally farmers in the fertile Lutzville area, but were moved to Ebenhaeser in the early 1900s as part of a land exchange. This community has been engaged in fishing for over 100 years. Various training interventions on co-management with the local fisher committee, fishers and community monitors have been facilitated over the past 15 years. Importantly, a community-based monitoring system has been set up whereby local monitors collect catch data, enabling the EEU to monitor all aspects of the fishery and conduct periodic stock assessments. Funding for this project comes from the National Research Foundation and the Norwegian Government through a collaborative programme with the Directorate: Marine and Coastal Management (MCM) in the Department of Environmental Affairs and Tourism.

A particular current concern of the Ebenhaeser community is that government intends phasing out all estuarine gill-net fishing by 2014. The issue at Ebenhaeser is not the sustainability of the harder (*Liza richardsonni*) population, but rather the by-catch, which comprises various linefish species. Sowman's team accepts that estuaries on the Western Cape are very important from a biodiversity point of view in terms of rebuilding linefish stocks, but their research data have shown the by-catch to be negligible. Furthermore, the EEU research team are of the opinion that there are alternatives to phasing out gill-net fishing and that these need to be fully explored in a holistic and participatory manner.

Sowman is critical of the fact that the socio-economic considerations are not being seriously taken into account in decision-making in relation to estuarine fishing. "We've done a lot of research trying to understand the community's dependence on these resources. And we've also done work trying to explore alternative livelihoods (whether that in fact is feasible is still unclear). Essentially this is a fisher community that has been fishing for 100 years and is now expected to switch to farming or something else for their livelihood," she explains.

Challenges in community partnerships and promoting co-management

Wynberg reports that partnering with the San community in the Hoodia project is extremely challenging in that the community is not very cohesive:

“There are 100 000 San scattered across Namibia, Botswana, South Africa and Angola, and most of them have been relocated from their original areas through the war and apartheid policies. So many are not traditional communities in the way people imagine. I think in a way that we often romanticise that they might be. There are also differences between communities. Anthropologists sometimes characterise these as the so-called traditionalist and the so-called modern groups.”

There are also social problems of alcohol abuse, lack of access to education and health, and other poverty-related problems. All of these issues have an impact on developing partnerships with the San. Wynberg explains that the EEU works through an elected group called the Working Group for Indigenous Minorities in Southern Africa and that there are San Councils in South Africa, but not in Namibia or Botswana. However, many of these structures are still relatively new and face substantial capacity constraints. Thus there is often strong reliance on intermediaries such as NGOs. These problems typify the challenges of community benefit-sharing.

Sowman describes the role of the EEU researchers in relation to the Ebenhaeser fishers as one that is largely facilitative. A key objective of the EEU’s involvement has been to facilitate an improved relationship between the fishers and the government as the managing authority, thereby supporting the generation of management recommendations that are in the interests of the fishers and of the resource.

The issues are complex, encompassing physical, socio-economic, political and governance dimensions. It is essential, therefore, that the research team brings together diverse experience such as fishery science and socio-economic expertise.

The fishers themselves are also part of the research process in that they are collecting the data needed to inform management. This approach, known as action research, also draws on local knowledge and expertise, and builds capacity and skills in the community.

The EEU’s holistic approach to research and the incorporation of indigenous and local knowledge is premised on developing capacity and skills in local communities, enabling people to engage with the processes. Capacity building and training are therefore fundamental to the work of the EEU. “You can’t talk about moving towards co-management without the community being capacitated to engage in such processes on an equal footing,” says Sowman.

Increasingly, the EEU recognises that capacitation of this kind requires sustained interventions over a period of

time. In the case of the Ebenhaeser fishers, this approach is bearing fruit: instead of being reactive, the community has begun to take the initiative by drafting necessary letters to the minister, challenging decisions and lobbying parliament, amongst other actions.

Credibility is also crucial. In relation to Marine and Coastal Management (MCM) for example, Sowman perceives that the government agency is aware that the EEU is sympathetic to the plight of fishers in the community. At the same time, the EEU has developed a good working relationship with MCM, and consequently the research results are being considered and incorporated in decision-making.

Location within UCT

Members of the EEU (who, apart from Sowman, are all contract professional and administrative support services staff) teach on, and provide academic input into programmes and courses run by the EGS Department and feel that they have a good relationship with the Department.

There is, however, a sense that the EEU’s social responsiveness role – manifested through work that has policy or community-outreach dimensions – is undervalued by the university within the current publication-driven ethos. The work done and knowledge generated within the EEU results in its staff being invited to sit on international expert panels and committees, which significantly enhances the UCT’s standing, but staff believe this is not recognised adequately by the university. Being a self-funding unit, but still being required to produce research outputs while simultaneously doing social responsiveness work and serving on such panels creates competing tensions for EEU staff: “I don’t think the university fully understands how these self-funded research groupings work, and the value that they are affording the university,” concludes Sowman.

Sowman and Wynberg suggest that the reason that this applied and policy-related research and outreach work is not recognised is that UCT has not found a way of measuring its value to the university. They believe there is a need to initiate debate about ways of incentivising socially responsive work and ultimately arriving at a system of acknowledging and crediting these kinds of inputs.

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- Botha, E., 2002, “Scientists Empower Fishing Communities”, in *UCT Monday Paper, Volume 21.22.*
- Mcevoy, C., 2006, “EEU Expertise for Touchstone Project”, in *UCT Monday Paper, Volume 25.09.*
- Mcevoy, C., 2007, “EEU Expertise for Touchstone Project”, in *Impact 2007: Research and Outreach at the University of Cape Town.*

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

ENVIRONMENTAL EVALUATION UNIT

Projects, programmes and policy formulation processes

Environmental assessment, including development of the integrated environmental management procedure for South Africa and managing numerous EIA processes.

Integrated coastal and fisheries management.

- Conducting research, consulting and professional short course training in the field of integrated coastal and small-scale fisheries management.
- Serving on various international and national committees and task groups to advise on the future management of coastal and fisheries resources.
- Playing a leading role in South Africa in research and training on co-management approaches to coastal and small-scale fisheries resources in promoting and facilitating the implementation of an holistic, integrated and participatory approach to the management of coastal and fisheries resources.

Associate Professor Merle Sowman (Director of Environmental Evaluation Unit)

- 1994: PhD in the field of integrated coastal management (UCT)

Key areas of interest

- mainstreaming environmental sustainability issues into sector planning and decision-making processes
- co-management of coastal and small-scale fisheries resources
- procedures and methods of environmental assessment.

Activities

1985 onwards: involvement in research, consulting and teaching on integrated environmental and coastal management.

- integrating environmental sustainability issues into the integrated development planning process in South Africa
- investigating the social, economic and institutional dimensions of the artisanal fisheries sector in countries falling within the Benguela Current Large Marine Ecosystem (BCLME)
- preparing a Sustainable Development Implementation Plan for the Western Cape government, the first action plan of its kind in South Africa
- participating in a number of environmental and coastal management policy formulation processes
- serving at local and international levels on various technical committees and advisory groups concerned with the management of natural resources
- training and capacity building experience in integrated environmental and coastal management (directed and/or trained on over 30 short courses and

capacity building workshops throughout the SADC region)

Positions held

- Leader of several international and national research programmes and projects concerned with environmental management and small scale fisheries issues.

Dr Rachel Wynberg (Deputy Director, Environmental Evaluation Unit)

Masters in Marine Biology, Masters in Environmental Science (both cum laude, UCT).

PhD (University of Strathclyde, Glasgow)

Key areas of interest

- issues relating to the commercialization and trade of biodiversity
- integration of social justice into biodiversity concerns

Areas of research specialisation

- the commercial use and development of indigenous southern African plants
- policy issues relating to bio-prospecting, natural product development, genetic resources, access and benefit-sharing
- intellectual property rights and traditional knowledge
- fair trade in southern African products
- the impacts of genetically modified crops in developing countries
- legal and strategic frameworks for biodiversity conservation and use

Activities

1992 onwards:

- work on biodiversity issues with international and South African academics, research institutions, government departments, NGOs and companies 1995 onwards (as senior researcher in EEU):
- leading a research programme on biodiversity
- coordinating and directing research activities within the Unit
- convening the biodiversity and ecology theme within the Environmental Management module of the Environmental Science Masters programme.

Publications and presentations

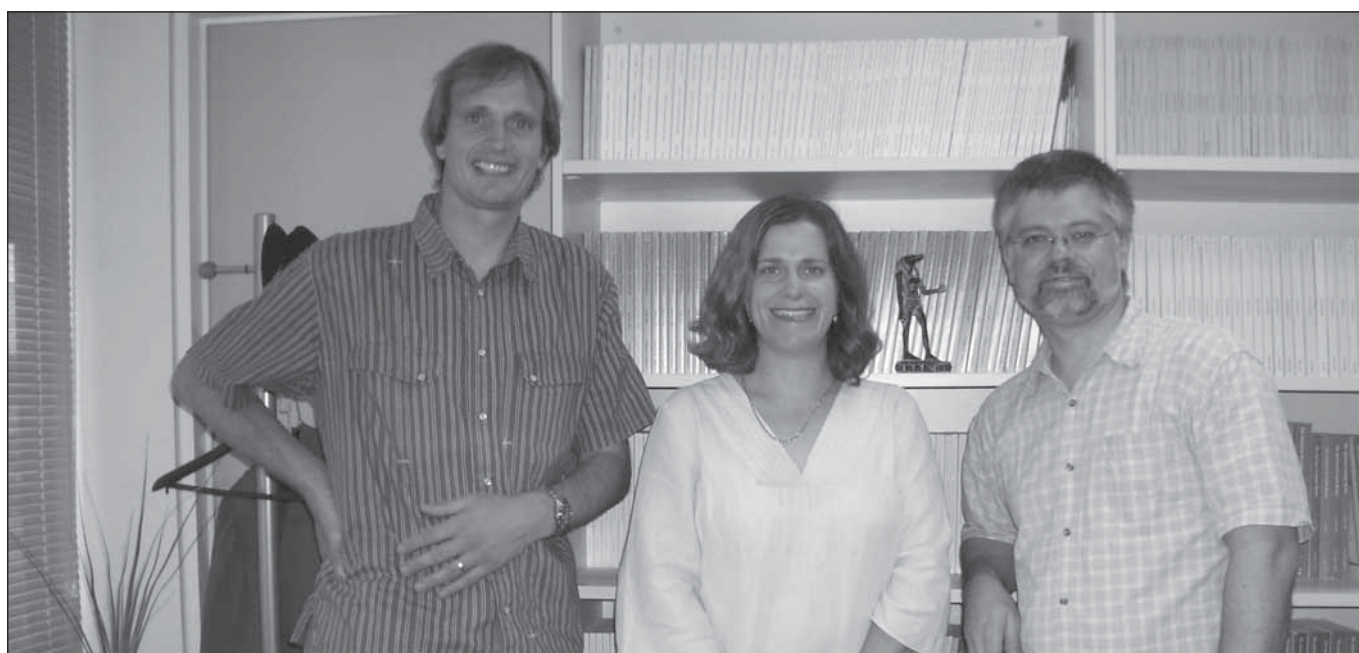
- over 80 academic papers and technical reports
- 30 popular articles and booklets
- papers and keynote addresses at over 50 conferences, workshops and seminars.

Positions held

Trustee and founding member of two South African NGOs, the Environmental Monitoring Group and Biowatch South Africa.

CONTRIBUTING TO ECONOMIC GROWTH POLICY FOR SOUTH AFRICA

Over the past few years, the National Treasury has commissioned research on numerous issues to inform economic policy. This has fostered an exchange between academics and officials in the Treasury about questions related to long-term economic growth. The complementarity between the research interests of the UCT economists and the policy concerns of National Treasury has provided opportunities for UCT academics to work closely with leading economists in the international arena. This case profile describes a collaborative venture between the Treasury, several international economists and Prof. Fedderke, Assoc. Prof. Edwards and Dr Woolard from UCT.



Background

The National Treasury is committed to developing policies that are founded on hard empirical and quantitative research. Over a long period it has commissioned research on numerous topics such as growth theory, industrial structure, trade policy, the structure and functioning of labour markets and investment performance. This has fostered an exchange of ideas between academics and officials in the Treasury about questions related to long-term economic growth. As a result a close relationship between the National Treasury and the economic research community in South Africa has been built up. There has been strong complementarity between the research interests of many of the economists at UCT and the policy concerns of the National Treasury.

Partnering for reciprocal benefit

There is a tendency to distinguish between policy and academic work. However, Prof. Johan Fedderke regards this as a “false distinction”, a view he believes is shared by the Treasury which has recognised that solid academic work should provide the foundation for policy. Whilst Fedderke acknowledges that most departments in

government use academic consultants in various ways, he suggests that the relationship between the economic researchers and the Treasury is unique because there are individuals in the Treasury who are totally convinced of the importance of rigorous research in formulating suitable policies and who truly welcome critical engagement with researchers.

Like Fedderke, Assoc. Prof. Lawrence Edwards believes that the relationship that exists between the Treasury and researchers is fairly unique.

“There’s a strong recognition on the part of Treasury that good policy initiatives should be formulated on the basis of sound and rigorous research, which is at the cutting edge of academic insight. This is an extraordinarily progressive position on the part of National Treasury, and I think it’s one that deserves strong recognition. It’s not always the case on the part of treasuries, for various reasons, but our National Treasury definitely deserves strong recognition for the fact that they have this view. I think it shows in the quality of the policy initiatives that come out of National Treasury – they are much, much, much stronger than any other part of government. The state of the economy is testament to the strength of these policies. The economy

is much better than it's been for 50, 60 years."

Edwards suggests that in this regard, the origins of the relationship are pertinent:

"The emergence of the government in 1994 saw a movement of academics out of academia into government departments. But what's interesting about the Treasury is the way that they have redefined relationships with academics. Whereas previously the department was staffed by academics, or activists from the resistance movement and civil society, now Treasury is creating a collaborative relationship whereby they draw on expertise that lies outside of government, rather than drawing them into the Department itself. Treasury has managed to cultivate a fantastic relationship with academics because it's essentially a very open relationship that enables Treasury to take on ideas that lie outside of it and that are not necessarily consistent with its own internal views."

In 2005 the National Treasury established an international panel to assist with a critical review of the effectiveness of the government's economic growth policies – particularly given continued high levels of poverty. The project is co-ordinated by an economist from the Harvard School of Economics. Others are drawn from the Kennedy School of Government, Massachusetts Institute of Technology, University of Michigan, London School of Economics, Columbia University, and Washington St Louis. Political scientists have also been drawn in. Three UCT academics have been part of the group which has written the reports, namely Prof. Johan Fedderke, Assoc. Prof. Lawrence Edwards and Dr Ingrid Woolard. Other people in the Economics Department have assisted with providing feedback on the outputs.

Treasury gave the panel the widest possible scope for its work. According to Fedderke, "The willingness of the Treasury officials to expose their policies to the critical scrutiny of the best possible experts internationally was amazing. This openness laid the basis for a fantastic exercise in policy making."

In each of the research areas a South African academic was paired with an international academic. Edwards describes the approach as follows:

"The Treasury encouraged this form of interaction because their particular approach was not only to get critical comments and advice from this international panel. They wanted to facilitate and encourage the interaction – I think for two purposes. Firstly, they recognised the collaboration could be used to develop the academic expertise of South African academics, which could benefit their academic careers. Secondly, they wanted to further integrate South African academics into the international research community on growth policy so that when the Harvard International Panel leaves, they will still have a set of more connected domestic academics working on growth policy."

The Treasury's commitment to research is evidenced by the fact that it allocated substantial funding to establish

an initiative, Economic Research in South Africa (ERSA), which aims to deepen the quality and quantity of rigorous academic research in economics.

ERSA is based at UCT, but involves researchers from all universities in South Africa. It publishes a Working Paper Series, which UCT is trying to establish as a premier product in South Africa. The approach is unusual in that ERSA provides referee reports and feedback to improve the papers prior to them being sent out to journals. It also provides incentives encouraging people to submit papers: if the papers are accepted, the author receives a financial reward that can be used to further the research. ERSA also runs training workshops that are designed to build capacity in economic research and these are often facilitated by international experts. The workshops provide a forum for academics and graduate students to get together, talk about their work, exchange ideas, present their latest research and get feedback.

Translating research into policy

The brief for the panel was negotiated with the Treasury based on contributions from the Harvard Group and personnel in the Treasury. There were two phases of the project. The first phase of the research was an evaluation of 'what is'. The second focused on 'what do we do?' The initial phase of the project involved research and a lot of brainstorming sessions with members of the international panel.

"Then we had a lot of writing at home and interaction," explains Fedderke. "There were six- monthly structured workshops where research findings were presented in South Africa to government, the private sector, and labour. There were also meetings where the South Africans would go off to Harvard to interact with people there. It was interesting because there was intense debate on a number of issues to establish whether the research findings were accurate or not."

From the 1990s into the early 2000s, liberalisation was seen as necessary to improve the performance and the efficiency of the South African economy. But then there was something of a backlash, which shifted the focus to industrial policy and more particularly to targeting particular economic sectors for growth. The empirical research carried out by the panel demonstrated that protectionism and high levels of concentration in industrial sectors inhibit growth and have an anti-export bias which prevents South Africa from performing competitively on international markets. The research highlighted the need for South Africa to consider liberalisation of trade barriers to promote exports.

At the end of the first phase reports were produced, drawing on the research. In the case of the group working on trade policy the report argued the importance of trade and trade policy for growth.

"Our first report demonstrated that trade and trade policy matters should be on the table," says Edwards. "Then the Treasury said that they bought our argument. In

fact, the editorial yesterday in the Business Day reproduced extracts from [Minister] Manuel's budget statement which were drawn from my paper. This showed that he has basically bought the arguments of the panel. Then the Treasury asked the panel what needed to be done. So the next paper set out a whole lot of policy proposals on how the government should move ahead with trade policy."

Dr Ingrid Woolard describes the impact of the project as follows:

"For some time economists in South Africa had been suggesting that there might be a mispricing of labour and that this might be a contributing factor, but not the only factor, causing high unemployment. But because this [view] was not popular politically, the debate kept being closed down. The international panel endorsed the views of the local economists on the issue of mispricing. This has caused shifts in the discourse within Treasury. Perhaps this is one reason why the Treasury wanted to bring in international experts so they could say it's not just a bunch of South African economists who've got this bee in their bonnet; there's more to it. We've got to take it seriously and think about it. If it's a problem then we need to think about formulating a politically feasible way of dealing with it. For example, something like a wage subsidy may be easier to deal with politically than cutting wages. But at least you've got to take the issue seriously. So in that sense the project shifted the framework within which the policy debate has to operate."

The final stage of the process involves interactions with a top tier of technocrats in the Treasury who are charged with the task of formulating policy proposals. These officials present their policy position to the Minister who either supports them or does not. Given the contentious nature of some of the recommendations, it is likely that the Treasury will organise a series of panel discussions with representatives from the private sector and labour to debate the recommendations.

Links with research outputs

In terms of the agreement with Treasury, ownership of the outputs resides with the authors. This means that ultimately all the papers can be released into the public domain. Initially the papers will be placed on the Harvard University website and ultimately the academics will be pursuing publications in academic journals. Only then will the university officially recognise the outputs emanating from the project.

Fedderke believes that the process has been important from the perspective of social responsiveness.

"Often the things that people seem to notice with respect to social responsiveness involve work with poor people in communities. Of course that's extremely important and it makes a huge difference in its own right. But an economist like me can't do that. It's not what I do – but I can make a difference by using my disciplinary expertise to make an impact on policy, which in turn can make a big difference to the lives of ordinary people. So policy

work should be seen as part of social responsiveness. Our work to date will count for rate for the job in relation to social responsiveness."

Impact on the curriculum

The work on the project has already been used to enrich the curriculum. For example, Edwards has presented some of the results in the econometrics class and the students have been able to engage with the research findings and the policy recommendations. "This is useful for the students," says Woolard, "because they have a chance to deal with real problems and develop the kind of skills and knowledge needed to engage with policy development. They also enjoy working on projects that may make a difference and are socially relevant."

Benefits for UCT's academics

Edwards suggests that an examination of the benefits for local academics needs to be contextualised within the legacy of academic sanctions under apartheid which resulted in the isolation of South African academics from the rest of the world. He believes that this legacy continues to have an impact on the academic environment in South Africa and that this project provided unique opportunities for academics in South Africa to work with international academics.

Woolard describes the experience as follows: "It's not every day you get to work with such luminaries. It wouldn't have just happened without this push from government. In a way we were almost foisted upon the international panel. They were told that they had to work with South Africans. It was a fabulous process in terms of my own growth and development."

According to Fedderke, the research opportunities "... provided young academics with the opportunity to enter into the international academic environment, which we had not had before. Secondly, we interacted and worked with a panel of international experts from all over the globe, many of whom are the best in their fields. Now that is a (sic) nirvana for us academics."

The UCT academics believe that the collaboration with international academics will help to advance their academic careers, because it will be easier to get articles published in top international journals due to the fact that the work was done with international academics. Secondly, the links that have been forged with international academics have generated new collaborative research projects. Several of the academics have direct access to these leading international academics, which will enrich future studies.

References

Information for this case profile sourced from an interview conducted with Prof. Johann Fedderke, Assoc. Prof. Lawrence Edwards and Dr Ingrid Woolard on 2 November 2007.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

ECONOMIC GROWTH POLICY

Some accredited journals, book chapters

- Fedderke, J.W., and Luiz, J.M., 2006, forthcoming, The Political Economy of Institutions, Stability and Investment: a simultaneous equation approach in an emerging economy – the case of South Africa. *Journal of Development Studies*.
- Fedderke, J.W., Luiz, J.M., and De Kadt, R.H.J., forthcoming, Using Fractionalization Indexes: deriving methodological principles for growth studies from time series evidence, *Social Indicators Research*.
- Fedderke, J.W., and Luiz, J.M.: forthcoming, Does Human Generate Social and Institutional Capital? Exploring Evidence from South African Time Series Data, *Oxford Economic Papers*.
- Reza C. Daniels and Lawrence Edwards. The Benefit-Incidence of Tariff Liberalisation in South Africa, *Journal for studies in Economics and Econometrics*, 2007, 31(2): 69-88.
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- Edwards, L. and Morris, M. 2007. Undressing the numbers: The effect of import quotas on clothing and textile employment. *Journal of Development Perspectives*, 2,2: 121-140.

Non-accredited publication

- Edwards, L. and Garlick, R. (2007). Trade flows and the exchange rate in South Africa. Chapter in "State of Trade Policy in South Africa", Trade and Industry Policy Strategies (TIPS).
- Aghion, P., Braun, M., and Fedderke, J.W., 2006, Competition and Productivity Growth in South Africa, Center for International Development at Harvard Working Paper No. 132.

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- A piecemeal approach will not do the tariff trick for SA, *Business Day*, Wed 28 Nov 2007 (with Robert Lawrence). <http://www.businessday.co.za/articles/topstories.aspx?ID=BD4A641739>
- Faltering mechanism of SA trade needs bolder repairs, *Business Day*, 5 Sept 2007. (with Frank Flatters and Matthew Stern). <http://www.businessday.co.za/articles/article.aspx?ID=BD4A556110>
- Trade reform (*Business Day* editorial), 1 November 2007, <http://www.businessday.co.za/Articles/TarkArticle.aspx?ID=3035187>
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Consultancies

- Evaluation of an appropriate model for the SADC Customs Union (2007). Report commissioned by SADC Secretariat. Completed with Development Network Africa (DNA)
- SACU Tariff Policies: Where should they go from here? (with Robert Lawrence) (2007). Report prepared as part of National Treasury – Harvard Growth Project.
- South African Trade Policy Matters: Trade Performance & Trade Policy (with Robert Lawrence) (2006). Report prepared as part of National Treasury – Harvard Growth Project.

Engagement with external constituencies

- Member of SA delegation to ASGISA growth project conducted by Kennedy School of Government, Harvard University, funded by National Treasury (from 2006)

Capacity Building

- Raised scholarship funds (with James Hodge) for historically disadvantaged students under USAID's Mandela Economic Scholarship Programme (2001-06), providing 11 scholarships to students to pursue postgraduate study in the field of international trade and regulation.
- Developed and implemented with Trade and Industry Policy Strategies and International Food Policy Research Institute courses in Economic Modelling Techniques that have trained over 100 postgraduate university students and public sector researchers & policy makers since 2001.

Research Reports

- Fedderke, J: Industry Concentration in South African Manufacturing: 1996-2001, Report to World Bank and DTI.
- Fedderke, J: The Structure of Growth in the Manufacturing Sector of the Western Cape, 1970 -1996, Report to the Western Cape Treasury.
- Fedderke, J: The Western Cape's Manufacturing Sector: Employment Trends and Determinants from 1976 to1996, Report to the Western Cape Treasury.
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DIPLOMA IN EDUCATION: ADULT EDUCATION

Developing critical reflective adult education and training practitioners in a university context

The Diploma in Education: Adult Education is a two-year, part-time, credit-bearing programme based in the Higher and Adult Education Development and Studies Unit in the Centre for Higher Education Development. It targets adult educators based in the workplace and other organisations who wish to obtain a formal qualification in education. The programme has its origins in the development of activist leadership in the 1980s, and its student composition and curriculum has responded to political and socio-economic changes since then. Embedded in the curriculum is the notion of 'learner agency' which is reflected in the transition from experiential learning to theory and application. The diploma develops the identity of participants as learners and practitioners, builds their confidence, helps them to gain a better understanding of their own work environments, and forges close social networks. This approach has had an impact on UCT's work with adult students more widely.



The photo accompanying this article shows a graduate of the programme with family members who had travelled from the Transkei to attend the ceremony. Incidentally, the wife of this graduate is now also enrolled as a student on the programme.

The Diploma in Education: Adult Education is a part-time NQF level 5 qualification taught by staff based in the Higher and Adult Education Development and Studies Unit in the Centre for Higher Education Development. However students register through the School of Education and it is part of the programme offerings of the School. It is distinguished from other education qualifications UCT offers by the groups it targets: adult educators based in workplaces and other organisations who wish to obtain a formal qualification in education.

Past and present convenors agree that it is not only the nature of the student cohort that distinguishes the diploma, but the socially responsive nature of the programme. In this regard Dr Linda Cooper, who has been involved with the programme since the early 1990s, points to the historical development of the programme, curriculum changes and the changing profile of enrolling adult students, which have mirrored political and socio-economic changes in society.

Genesis of the programme

The diploma had its origins within what was the Department of Adult Education and Extramural Studies in the Faculty of Education in the mid-1980s, at the height of popular mobilisation and amidst the mushrooming of local civic organisations. The Community Adult Education Programme (CAEP), as it was then called, was a response to requests from civic organisations for leadership training. It originated as a series of short courses and workshops, providing a space for community and political activists to meet and talk to each other in a way that was quite difficult to do in township areas on the Cape Flats at the time. Essentially, it provided capacity-building for these activists. In about 1987 these short courses were compiled into a year-long, non-credit bearing programme also available to people from community-based organisations, such as youth and women's groups.

The curriculum and student composition of the programme has been influenced by successive convenors, with each leaving a particular imprint. For example, Anne Hope brought in learners from women's groups and community-based health organisations, whilst Linda Cooper attracted a larger trade union constituency into the class. In the early 1990s an industrial workplace element was introduced by Jeanne Gamble who started the Workplace Learning Programme (WPL), a year-long non-credit bearing programme of weekly seminars aimed specifically at workplace trainers.

There was a fair amount of overlap between CAEP and the WPL, with trade unionists and community activists or representatives enrolling for both programmes. After being offered in parallel for about three years, the decision was taken to merge the two streams and formalise the course into a two-year, credit-bearing Certificate in Adult Education Training and Development, which subsequently became the Diploma in Education.

Many of the students have years of experience in a variety of workplace and community contexts. "I'm very aware [that] it has mirrored the changes out there," says Dr Linda Cooper. "So as the political landscape has changed, we don't get the same kind of political activists; it's much more people who're working, who actually see their career in a training context and who want to get a proper professional qualification."

Diversity of participants

With the programme enrolling approximately 50 to 60 participants every two years, it has reached about 350 students since it was formalised in 1995.

The current 'community' cohort is very diverse. It includes community educators mainly from NGOs (early childhood organisations, health and HIV/AIDS organisations) and public sector workplaces (e.g. prisons) or parastatal organisations (such as Transnet), as well as educators from community-based employment-generating projects. A second cohort, funded by the Clothing, Textile, Footwear and Leather (CTFL) SETA, has trainers who are responsible for coordinating or setting up learnerships within the workplace, while a third cohort consists of educators based in trade unions.

Given the South African context, many students would not have had the opportunity to complete their schooling and the diploma emphasises workplace experience as a criterion for access instead of the traditional formal education entry requirements. In this way it has over the years provided access to students who would otherwise not be able to access higher education. Some who do particularly well on the diploma are able to access a higher qualification and in some instances have gone on to do a Master's degree. In the current cohort of 2007, for instance, three students made the Dean's merit list and three former students are currently doing their Master's degrees. In 2006, another former student graduated with distinction in her Master's degree. It is also worth noting that a number of former students who did well on the diploma have returned as tutors.

Whilst the curriculum and class composition continues to reflect a changing society as well as new priorities, such as career pathing, the diploma has also aimed to empower individuals through the development of a strong sense of identity. The diploma brings together educators working in a range of organisations, and throughout the course students are offered opportunities to reflect on their own practices at different levels and in different contexts, ranging from the self within the family to the self within society. The one constant within the curriculum is the aim of developing practitioners who reflect critically on what they are doing and on how developments in the field of adult education in South Africa and globally impact on their practice. Thus opportunities for reflecting on their work as educators, and for the development of professional identity, are central to the curriculum.

Curriculum as a reflection of social change

The fundamental aim in the diploma is for students to develop the knowledge and skills that enable them to train other adult learners. Staff who teach on the diploma emphasise this through two principles: critical reflective practice and the development of theoretical understanding. These two principles are evident in different ways throughout the curriculum.

Over the years, the diploma curriculum has developed to reflect the dual identity that students grapple with throughout the course: that of an adult learner and that of education and training practitioner. The challenge therefore is to create opportunities in the curriculum for exploring both work-related education and training issues as well as opportunities for personal growth and development.

Linked to this is the element of 'learner agency' within the curriculum. What is meant by this is that staff allow space in the curriculum to address students' needs as they emerge during the course. For example, in 2007 students expressed a desire to understand diversity in the workplace and a workshop on 'managing diversity' was held.

The current curriculum is based on a two-year model during which the personal and professional identity of the students is progressively built. Each year the students complete three modules. In the first year, students complete modules on Adult Learning, Organisational Development and Designing and Facilitating Learning Events. Starting with the personal, there is an initial inward focus that encourages adults to think about their own learning. This module deepens students' understanding of how race, gender, class and culture have influenced their learning and some students have said that this has made them feel less responsible for their lack of formal education. After reflecting on personal experiences, the orientation shifts outwards in the second module to an organisational context, looking at groups and organisational cultures, while the third module aims to locate this organisational experience in a wider, societal context.

In the second year, the students complete the following modules: Foundations of Adult Learning Theory; Fields and Sites of Education, Training and Development Practice; and Field Study. The second year replicates the first in the sense of moving from the personal to the broader context, but at a more demanding level.

Thus while some courses might foreground issues of individual identity, other courses (such as design and facilitation) focus on the practitioner. Commenting on the effectiveness of this approach, Diploma Convenor June Saldanha says: "I think they move between those two [the personal and the practitioner] in the end, fairly comfortably ... they start to see them both impact on each other."

This approach is the opposite of other professional development courses, where students begin with a theoretical framework and slowly move to practice. The diploma moves between theory and practice: it starts with a reflection on experience, moves inductively towards theory, and then moves from theory towards application.

Developing learner and educator identity

Most of the students share a working class background and, in many cases, have had negative experiences associated with past formal learning. The diploma takes this into consideration in the curriculum and provides an opportunity for the development of personal confidence. This is done by starting the course with a focus on personal experience, demonstrating that adult students are able to contribute their own knowledge of particular situations from which their learning identity emerges, and they start relating to theory and asking questions. The course not only develops participants as learners and practitioners, but also help them to gain a better sense of what is happening in their own work environment. According to Saldanha, the aim is to help them "... read the world; by exposing them to other issues, they begin to see the bigger picture."

Research undertaken by a Master's student confirms the value of the relationship between personal experience and theory in the curriculum, and reveals that one of the biggest gains is the increase in the level of personal confidence of students. Janice McMillan observes that "... one of the main outputs ... is assertiveness, confidence and willingness to take on bigger issues at a level where they [the participants] know they can be effective, and then start asking questions in other levels as well." This happens in both the personal and the professional contexts.

Impact

Evaluations conducted amongst students have generally been extremely positive in terms of personal learning and growth. Participants gain more confidence in their role as educators and trainers, and gain a better understanding of both their own contexts as well as the contexts of other students, i.e. other sites of education and training practice.

A significant aspect of the diploma, often overlooked, is that students value meeting other people on the course. This highlights the importance of social networks in the learning environment. It also demonstrates the contribution of a learning environment to the creation of social capital, which is an element that course convenors feel should not be underestimated.

Finally, the experience gained in the Diploma programme has had an impact on UCT more widely. For example, the use of recognition of prior learning as an entry requirement for adult students has resulted in members of the Diploma teaching staff now being involved in RPL practices at the institutional level, e.g. through the Adult Learners and Access Working Group. Diploma staff have served as curriculum advisors on a number of programmes serving adult learners (e.g. social development and the Master's in Disability Studies), and their experience has also impacted on service learning initiatives and research.

Work done by Diploma staff at PhD and Master's level has focussed on issues of adult pedagogy, particularly for students coming from historically disadvantaged communities, and this has helped build the knowledge base about adult learning. The fact that all educators who teach on the Diploma programme are recognised as having 'adult learning' expertise has proved invaluable in supporting an increasing number of programmes at UCT in the design of curricula reflective of adults' experiences, learning and workplace realities. The photos accompanying this article show students being welcomed to UCT at the start of the programme, and graduates with family members and staff at the graduation ceremony. One of the graduates is accompanied by his wife, who is now also enrolled as a student on the programme.

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Information for this case profile sourced from an interview conducted with Linda Cooper, Janice McMillan, and June Saldanha on 15 October 2007.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

DIPLOMA IN EDUCATION

DEAL Trust: Professional development and qualification of adult educators (1994)

Lecturers Linda Cooper, Jeanne Gamble and Janice McMillan contributed to the DEAL Trust Research and Development programme, a joint project of four university-based adult education departments.

Research output:

- Cooper, L., Gamble, J., McMillan, J., Millar, C. and Walters, S. (1994) The professional preparation and qualification of adult educators and trainers: Developing policy and capacity in the university sector. Report produced by the DEAL Trust, October.

Project-based learning (1998 – 2002)

Linda Cooper and Janice McMillan participated in a three year research programme on Project-based Learning (PBL) in Higher Education in South Africa, based on the piloting of PBL methods amongst adult education practitioners on the Diploma. This collaborative research project funded by the Belgian government and the FRD involved a research team drawn from University KU Leuven (Belgium), Roskilde University (Denmark), UCT and University of KwaZulu Natal. The project involved three contact research trips to Leuven University (1998 and 1999) and the production of three research reports presented to research meetings in Leuven in 1999, 2000 and 2001.

Research outputs included the following:

- Cooper, L. & von Kotze, A. (2000) Exploring the transformative potential of project-based learning in University Adult Education', *Studies in the Education of Adults*, 32, No.2: 212-228.
- Cooper, L. (2000) Project-based learning: Enabling Active citizens to access higher learning? Paper presented to International Conference on Lifelong Learning, Higher Education and Active Citizenship, University of the Western Cape, 10-12 October, Cape Town, South Africa.
- Cooper L, Deyi S, McMillan J & Ngubo N: (2000) "Revolutionary patience"! The possibilities and limitations of Project-Based Learning in a university adult education course". Paper presented to CHED Staff Seminar: 21 August.
- Cooper, L. & McMillan, J (1999) Project Based Learning (PBL): Report on Pilot Study for FRD/Belgian Government Research Project, presented at research workshop, Catholic University of Leuven, Belgium, April 1999.

Recognition of Prior Learning (RPL)

Linda Cooper has contributed to two national research projects focusing on Recognition of Prior Learning (RPL), based on the experience of providing an alternative access route to adult education practitioners into the Diploma in Education.

1997: Cooper commissioned to produce a research

report on alternative access of adult education practitioners into higher education institutions.

Research output:

- Cooper, L. (1997) Situation Analysis: Documentary Analysis: Adult Educators in Universities and Technikons, Report commissioned for the Research and Development programme in Recognition of Prior Learning (RPL), UCT.

Cooper helped co-ordinate a JET (Joint Education Trust) research project into "Adult-Learner Focused Higher Education Programmes".

Research outputs:

- Report presented to JET Conference: "RPL Challenges Higher Education and Workplace Practice" held in Johannesburg, 3-5 October, 2000.
- Cooper, L. (forthcoming in 2006) 'Tools of Mediation': an historical-cultural approach to RPL. In Anderson, P. and Harris, J. *Retheorising RPL*. NIACE Publishers.

Janice McMillan was involved in a pilot RPL project in the then Department of Adult Education and Extra Mural Studies with Dr Judy Harris (1994-1998).

Research outputs:

- cMillan, J (1998a) Access, learning and contexts: issues and implications (for RPL). Paper commissioned for the Research and Development Programme in the Recognition of Prior Learning [a joint venture between the HSRC, UCT & Peninsula Technikon].
- McMillan, J (1998b) Accessing adults to HE: An analysis of an RPL project. Paper commissioned for the Research and Development Programme in the Recognition of Prior Learning [a joint venture between the HSRC, UCT & Peninsula Technikon].
- Harris, J, Saddington, T & McMillan, J (1994) Recognition of Prior Learning (RPL): International Models of Assessment. Report to NTB Working Group 9, Dept of Adult Education & EMS, UCT.

Trade union education

Linda Cooper worked with Msokoli Qotole to research and produce a report focusing on 'The trade union education practitioner', one of nine site-based reports commissioned by the Education, Training and Development Practitioner (ETDP) Project, under the auspices of Working Committee 10 of the National Training Board, South Africa.

Research outputs:

- Cooper L and Qotole M (1996) Research and development: Contextual analysis, Cluster 8: Trade Unions, National Training Board, Johannesburg.
- Cooper, L. (2005) Towards a theory of pedagogy, learning and knowledge in an 'everyday' context: A case study of a South African trade union, PhD Thesis, University of Cape Town.
- Cooper, L. (2006) The trade union as a 'learning organisation'? A case study of informal learning in a collective, social-action organisational context. *Journal of Education*, No. 39, 27-46.

- Cooper, L. (2006) How can we theorise pedagogy, learning and knowledge within informal, collective, social action contexts? A case study of a South African trade union. In Edwards, R., Gallacher, J. and Whittaker, S. (Eds) Learning outside the academy. London: Routledge.
- Cooper, L. (2005/2006) Trade union education then and now: has it improved? South African Labour Bulletin, 29, 6: 11-13.
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A research project on access mechanisms for adult learners has been initiated by Janice McMillan and Janet Small, in collaboration with other CHED staff.

Adult learners, learning and access in higher education

All Diploma staff have been involved in developing academic support initiatives for adult learners, with McMillan in particular focusing on this area of work.

Research outputs include the following:

- McMillan, J (1995) Formalising the training of adult educators at university-entrance level: issues of diversity, boundaries and access. Paper presented to Annual Tertiary-based Southern African Adult Education Conference, University of Transkei, Umtata, April 1995 Transkei:130-141. Paper published in the conference proceedings.
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Positions held and roles performed

Linda Cooper

Member of the International Advisory Committee, International Conference on Researching Work and Learning (RWL).

2007: co-hosted the RWL5 Conference in Cape Town.

2006/7: research advisor in Department of Economic Development (Western Cape Provincial Government) research project, investigating the skills architecture underpinning job targets projected in four sectors of the regional economy.

Janice McMillan

Served on the Curriculum Committee of the RWL5 Conference (2007).

PALSA PLUS

PALSA PLUS stands for Practical Approach to Lung Health and HIV/AIDS in South Africa. Run by the UCT Lung Institute, this project combines an evidence-based symptom and sign-based guideline with an educational outreach programme for the diagnosis and management of common lung diseases, HIV and sexually transmitted infections. It targets nurses as the key agents for application and has been adopted by the Departments of Health in the Free State and the Western Cape. Plans for a national roll-out are in process. The Lung Institute's Knowledge Translation Unit is the first of its kind in South Africa to focus solely on health systems research that promotes the uptake of research findings in clinical practice. Based on an approach initiated by the World Health Organisation, the PALSA PLUS project was recently appointed as a demonstration programme by the World Health Organisation.



The health systems of countries in Africa, and needy countries elsewhere in the world, are currently enormously challenged by the dual burdens of HIV and tuberculosis (TB). The magnitude of these burdens threatens some health systems with complete dysfunctionality. Another danger is that so much activity becomes focussed on TB and HIV that other diseases are effectively ignored and sufferers are neither properly diagnosed nor managed. South Africa, with an estimated 15 per cent of its population living with HIV, is particularly at risk of problems of this kind developing.

PALSA PLUS is currently being expanded to cover common symptoms and conditions amongst adults attending primary healthcare facilities, thereby embedding the diagnosis and treatment of other diseases in an integrated approach and counteracting the verticalisation of primary care.

History of PALSA PLUS

The UCT Lung Institute was founded in 2000 by Prof. Eric Bateman in an effort to move away from seeing lung disease only in the context of an academic hospital and rather to find ways of dealing with community-based lung problems. It was agreed that the founding principles of the Lung Institute would be clinical research accompanied by a service and an educational component. All these functions would be conducted through one centre. The service component would focus on applying the results of research into lung disease in communities rather than in an academic hospital. "Most of the disease is out there, it's not in hospitals, and most of the solutions are in the community and not in the hospital," says Bateman. "Historically there's a lot of emphasis on tuberculosis, but tuberculosis is only one of a group of what we call priority lung diseases, like asthma, emphysema, allergies and pneumonia."

The PAL (Practical Approach to Lung Health, proposed by the World Health Organisation) project was started five years ago in an attempt to address the spectrum of commonly seen lung diseases by means of integrated care. It involves using a common, guideline approach to diagnosis and treatment in a primary healthcare setting.

Primary healthcare practitioners frequently have only basic training and so there is a risk of misdiagnosis of life-threatening and extremely infectious diseases such as pneumonia and tuberculosis. Respiratory diseases share common symptoms (such as coughing, difficulty in breathing) and in the South African context it generally falls to nurses in community-based clinics to diagnose these and to distinguish serious illnesses such as tuberculosis and asthma from colds and flu. Some clinics are located up to 200km from a hospital, so a great deal of responsibility rests on the clinic nurses. The PAL project therefore focussed on teaching nurses. The PAL research project was launched in South Africa at the invitation of the Free State provincial Health Department and was named the PALS project (Practical Approach to Lung Health in South Africa). Work on the project was initially undertaken by the Clinical Research Unit (CRU) at the Lung Institute, and was taken over by the Institute's Knowledge Translation Unit (KTU), formed in 2005.

Work on the project began with on-the-ground research, consulting clinicians in primary healthcare sites in the province in order to identify barriers to the effective care of respiratory illnesses at the primary level.

"We spent a lot of time talking to nurses, testing out what they could do and what they couldn't do, what they felt they were able to do, what we could teach them to do," explains Bateman.

Once this research had been analysed, decision-makers at the clinical, managerial and policy levels were brought in to design an evidence-based flowchart-type guideline using symptoms to guide nurses to diagnosis and appropriate treatment (including referral to a physician).

The guideline also ensures local applicability, consistency with national TB policies and essential (state supplied) drugs lists.

The PALS guideline was implemented at 20 clinics in 2003, as part of a randomised controlled trial conducted to evaluate the impact of the intervention in terms of health outcomes. This evaluation showed that in comparison with a set of 20 control clinics where no new training had taken place, PALS significantly improved the care of patients with respiratory complaints. The results showed increased detection of TB, the provision of inhaled corticosteroids (for asthma management), and appropriate referrals of seriously ill patients.

The Free State Department of Health was so pleased with both the results of the project and its educational approach that it decided to roll out the programme to the whole province. The department subsequently requested the incorporation of the nurse's role in managing HIV patients and HIV treatment into the guideline. The results of the randomised trial as well as positive feedback from nurses and nurse trainers prompted the Western Cape Department of Health to ask that PALS be implemented in this province.

Work is currently in progress with the National Department of Health, finalising plans to roll out the programme throughout South Africa, prioritising the Eastern Cape and KwaZulu-Natal, where the case burden of tuberculosis is particularly high. Other countries in Sub-Saharan Africa have expressed a great deal of interest in the programme, and it is therefore likely that expansion beyond the borders of South Africa will take place once funding can be secured.

PALS became PALS PLUS when the guideline was expanded to include and integrate nurse-managed HIV and AIDS care. Using a syndromic approach, the PALS PLUS guideline covers the diagnosing of TB within the context of a high HIV burden, routine HIV care, management of patients on antiretrovirals (ARVs), isoniazid (INH) prophylaxis against the development of active tuberculosis in patients infected with the bacterium, preventing mother to child HIV transmission (PMTCT), sexually transmitted infections, cervical screening and an approach to communicating and promoting adherence to therapy. The expansion of the guideline and its adaptation to local settings and current clinical protocols was achieved through a collaborative process of workshops with expert clinicians, managers and policy makers.

The project website reports that because of the success of the PALS PLUS guideline and training approach, and by popular demand, the guideline is in the process of being expanded once again. The Lung Institute's Knowledge Translation



Unit is using the collaborative approach outlined above in order to develop symptomatic algorithms covering 10 common chronic conditions and 47 symptoms within an 'Integrated Care Guideline'. As has been the case with PALS PLUS, the new guideline will be provincially tailored in order to reflect local nurse prescribing provisions and referral patterns, and will be developed via a collaborative process involving participants ranging from expert academics to primary care clinicians to patient advocates.

Knowledge translation and implementation

The Knowledge Translation Unit was formed towards the end of 2005 to continue with work on the PALS PLUS programme. Knowledge Translation, in this context, is a complex set of interactions between researchers, health services and patients, which aims to promote the integration of research findings into clinical practice so as to strengthen health services and improve patient outcomes. The Lung Institute's Knowledge Translation Unit is the first unit of its kind in South Africa to focus solely on health systems research that promotes the uptake of research findings in clinical practice.

The PALS PLUS guidelines are indexed, illustrated, glossy documents that provide a question-and-answer decision tree approach to the correct diagnosis, treatment and follow-up of a range of conditions. The guidelines include photographs where these would aid diagnosis as well as 'Tips on Communicating and Counselling' and 'Counselling to Support Adherence/and or a Change in Lifestyle'. The guidelines are updated annually and distributed to all primary care nurses and doctors so that all clinicians are all working off the same document. The 2007 document is 44 pages long and guides the user through respiratory diseases (including tuberculosis), HIV/AIDS (including ARV treatment) and genital problems (including sexually transmitted infections).

The PALS PLUS guidelines are combined with a particular approach to implementation, designed to target primary care nurse practitioners. As a first step, nurse trainers (in groups of twelve) participate in an intensive, week-long programme, 'Training the Trainer to Train', facilitated by the Lung Institute. Bateman says of the nurse trainer training: "It's not didactic at all. It's very much based upon situation analyses and upon motivational skills. We think that the training component is a key element." In the process, each group of nurse trainers comes up with a group name so as to sustain their group identity.

The nurse trainers then go out to the community facilities and train nurses in situ on the PALS PLUS guidelines. By the end of October 2007, the Knowledge Transmission Unit had trained and supported 150 nurse trainers who had, in turn, trained 2 770 nurses in 325 facilities in the Western Cape and the Free State.

The initial nurse-trainer training is followed up with three monthly meetings that aim to maintain excitement and interest, as well as to answer any questions that may have

arisen during their work at the clinics. Monthly newsletters are sent out to both the nurse trainers and the nurses in the clinics – these include recently asked questions with responses from the PALS PLUS team. Bateman stresses that the highly interactive PALS PLUS programme was built by the Knowledge Transmission Unit, and was not part of the original WHO concept of PAL.

Bateman describes the work of the Knowledge Transmission Unit as evolving a research programme: one takes basic research outcomes and implements them straight away. "You don't just publish a good paper on something that's worked and then sort of discard the product – we're actually following it through and we're part of its implementation," he explains.

Partnerships

The provincial health departments of the Free State and the Western Cape have been crucial partners in the development of the PALS PLUS programme. Bateman believes that the provincial service platform sets the project aside from other initiatives that aim to address major health problems in the communities. "We try and do it through the provinces," he says, "because we think that the only long-term viable solution is to empower state health to do it themselves."

Both provincial health departments are full partners in both the research and in the applications for funding, and have assisted with funding implementation. Bateman believes that the partnerships with the provincial health departments work well, firstly, because the departments themselves requested the implementation of PALS PLUS in both provinces and, secondly, because the project has tried to understand and be responsive to each province's particular needs. National government is currently assisting with securing Belgian government funding to set up a core team that will implement PALS PLUS throughout South Africa.

The initial seed money for the PALS PLUS project came from the Lung Institute. The International Development Research Centre (IDRC) in Canada became the next major donor. The World Health Organisation recently sponsored a 20-minute documentary on the experience of using PAL, PALS PLUS and PALS PLUS, and on its uptake. The documentary was launched at the 38th World Lung Health Conference held in Cape Town during November 2007.

Bateman reports that the project has also been partnered by the South African Medical Research Council, which has provided intervention design, evaluation, statistical and computer support. Together, the Lung Institute and the Medical Research Council were co-applicants in funding applications to the International Development Research Centre.

Bateman points out that when the Lung Institute was established, about 95 per cent of its budget was from contract research for pharmaceutical companies. This has dropped to about 40 per cent, because so much

funding has been attracted from large grant agencies. Although there are opportunities to do good research with the pharmaceutical companies, Bateman views the shift in sources of funds as an important one for the Institute, because it facilitates the initiation and direction of research in response to far broader perceived needs.

The project has longstanding academic partners in the form of Max Bachmann of the University of East Anglia and Merrick Zwarenstein, currently of the University of Toronto. Bateman describes both Bachmann and Zwarenstein as very active on the project. They are viewed as senior scientists on the staff of the Lung Institute, and spend at least a month at the Institute each year. Both have assisted with study design, with research papers, with grant applications and the like.

There are also strong links with the Division of Nursing at UCT. The project had had access to senior experienced nurses or nursing trainers, some of whom have joined the full-time staff of the Knowledge Transmission Unit, whilst others have retained their positions in the Division of Nursing.

Accolades

Bateman estimates that the PAL approach has been promoted in some 30 countries in Africa, North America, South America, Asia and in the USSR. In addition to his involvement in several of these international activities, Bateman serves on the executive of the Global Alliance of Respiratory Diseases, which has highlighted PALS PLUS as a demonstration project.

The PALS PLUS project was also recently appointed as a demonstration programme by the World Health Organisation, indicating that the WHO views this as a prototype that can be implemented elsewhere. Although the idea for the project came from the WHO, South Africa is one of the outstanding success counties in terms of this approach. "So this is really catching on," says Bateman, "It's probably the best example of this integrated care."

The Knowledge Transmission Unit is therefore in demand to provide materials, to talk about the project, and to initiate similar projects in Africa and the rest of the world.

Evaluation

In addition to regular reports to sponsors, conference papers and other publications, Bateman describes the work of the Knowledge Transmission Unit as rigorous on self-evaluation. Every change to the guideline has been followed by a further pragmatic randomised control trial in order to ensure that the changes made have clear benefits in terms of health outcomes. Such evaluations are rigorous and hence costly and time-consuming, but extremely useful in assessing the net effect of the guideline. Specific process outcomes include: Are more cases of TB diagnosed? Are waiting lists shorter? Are more

drugs of the right sort being prescribed? Are there fewer side effects? Are fewer people dying? Is there a referral pattern? Has it improved? Health outcomes include: Are people getting better?

These evaluations are critically reviewed scientific works, published formally in peer-reviewed journals. Two such evaluations have already been completed (one on PALS and one on PALS PLUS), and a third is currently being finalised in the Western Cape.

Benefits to UCT

Bateman believes that UCT has received a great deal of publicity through the PALS PLUS project. Firstly, in terms of publications, PALS PLUS has generated more of these than any other PAL programme anywhere else in the world. "PALS PLUS is a very well-known brand and it's linked to the University of Cape Town. I think it's brought quite a lot of prominence through academic publications and credibility," he says. Those involved in the project are in great demand to speak about it at a variety of conferences, both organised by professional societies and by bodies such as the World Health Organisation.

Identity as an academic

Bateman describes his decision to set up the Lung Institute as "a quest for relevance", making academic medicine within a very technical discipline relevant to the wider needs of society. "I saw that being done outside of a large hospital and within an academic environment that enabled community-based research and involvement," he explains. He realised that he would have to move out of the teaching hospital environment in order to take a primary care approach. The establishment of the Lung Institute was a necessary step towards addressing community-based issues, and was Bateman's response to the shift in focus within UCT's Health Sciences Faculty towards primary care. He perceives that the Lung Institute enjoys high levels of credibility within the Health Sciences Faculty because of the clear focus on primary care issues. The establishment of the Lung Institute has been, for Bateman, both necessary and important, and very fulfilling.

The PALS project additionally provides the opportunity to train postgraduate students. Several PhDs have been awarded, based on aspects of PALS's work, and there are currently both master's and doctoral registrations at UCT and other universities such as the University of the Free State and Stellenbosch University. A great deal of teaching of the PALS PLUS approach is also done within nursing training.

References

Information for this case profile sourced from an interview conducted with Prof. Eric Bateman.

Edit for factual accuracy by Dr Lara Fairall.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

PALSA Plus

2005: KNOWLEDGE TRANSLATION UNIT formed to continue the work begun in the Lung Clinical Research Unit in 2000.

Training

October 2007: training, mentoring and support provided to 150 nurse trainers, who in turn have trained 2770 nurses in 325 clinics across two provinces (Western Cape and Free State).

PUBLICATIONS

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Fairall LR, Bachmann MO, Louwagie GMC, van Vuuren C, Chikobvu P, Steyn D, Staniland GH, Timmerman V, Msimanga M, Seebregts CJ, Boulle A, Nhiwatiwa R, Bateman ED, Zwarenstein MF, Chapman RD. *Effectiveness of antiretroviral treatment in the South African public-sector programme: cohort study. Archives Int Med. (in press).*

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Bheekie A, Buskens I, Allen S, English R, Mayers P, Fairall L, Bateman ED, Zwarenstein M, Bachmann M. The Practical Approach to Lung Health in South Africa (PALSA) intervention: respiratory guideline implementation for nurse trainers. *Int Nurs Rev. 2006 Dec; 53(4):261-8.*

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Fairall L, Zwarenstein M, Bateman ED, Bachmann OM, Lombard C, Majara B, Joubert G, English RG, Bheekie A, van Rensburg HCJ, Mayers P, Peters AC, Chapman RD. Educational outreach to nurses improves tuberculosis case detection and primary care of respiratory illness: a pragmatic cluster randomized controlled trial. *BMJ 2005; 331:750-754*

Non-peer-reviewed journals

Fairall L. The sky's the limit for integrated primary health care in the Free State.

AIDS Bulletin. March 2005; 14(1): 12-16.

Guidelines

PALSA PLUS: Practical Approach to Lung Health and HIV/AIDS in South Africa (2007 Free State STRETCH – Streamlining Tasks and Roles to Expand Treatment and Care for HIV - edition)

PALSA PLUS: Practical Approach to Lung Health and HIV/AIDS in South Africa (2007 Western Cape edition)*

*Note that these guidelines have been produced in the Free State since 2003 and Western Cape since 2006).

Reports

Louwagie G, Fairall L, Timmerman V, Staniland G, Msimanga M, Pietersen D, Rembe G on behalf of the Free State Department of Health Comprehensive Treatment and Care of HIV and AIDS Programme. Implementation of the Comprehensive Care, Management and Treatment of HIV and AIDS Programme Quarter 2 2006. October 2006.

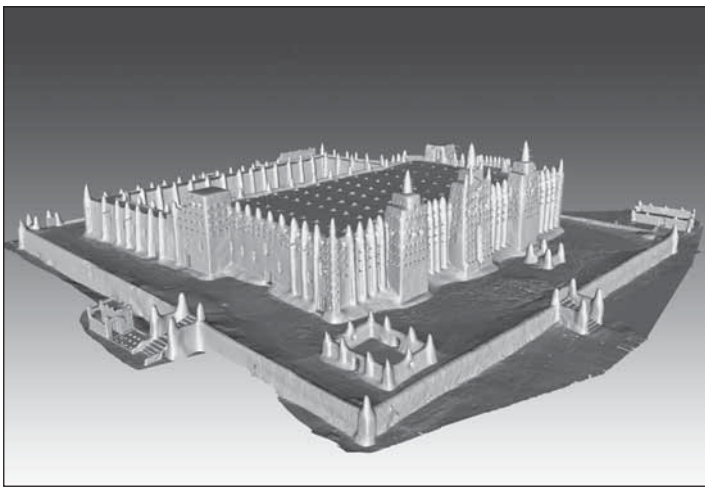
Louwagie G, Fairall L, Timmerman V, Staniland G, Msimanga M, Pietersen D, Rembe G on behalf of the Free State Department of Health Comprehensive Treatment and Care of HIV and AIDS Programme. Implementation of the Comprehensive Care, Management and Treatment of HIV and AIDS Programme Quarter 1 2006. June 2006.

Louwagie G, Fairall L, Timmerman V, Staniland G, Msimanga M, Pietersen D, Rembe G on behalf of the Free State Department of Health Comprehensive Treatment and Care of HIV and AIDS Programme. Implementation of the Comprehensive Care, Management and Treatment of HIV and AIDS Programme 2005 Fourth Quarter Report. April 2006.

Note that similar reports produced prior to 2006 have not been included.

AFRICAN CULTURAL AND HERITAGE PROJECT

The African Cultural and Heritage Project is based in the Department of Geomatics in the School of Architecture, Planning and Geomatics. It aims to provide data on African cultural heritage for higher education and research, to increase international awareness of African heritage, and create a permanent, metrically accurate record of important sites for the purposes of restoration and conservation. State-of-the-art technology is used to produce an African cultural sites and landscapes database that shows how local materials and knowledge have shaped African architectural design at different periods in history. The project conducts research in South Africa as well as in other African countries and works closely with local communities in gathering data and building community-based expertise. A key goal is to disseminate the information gathered.



Background

Prof. Heinz R ther, in the Department of Geomatics, started surveying archaeological sites in various parts of South Africa in 1972. Over time he became concerned that the maps produced of the sites were seldom used and this stimulated his interest in developing more accessible ways of recording information.

In 1995 the Getty Conservation Institute (GCI) asked R ther to survey the Laetoli footprints in Tanzania, between Ngorongoro and Serengeti. The footprints were over 3.5 million years old. He used photogrammetry and other state-of-the-art technology to develop a three-dimensional model, a digital map and an extensive database of the footprints and the surrounding site. This was an unique attempt at capturing the spatial domain of African heritage by accurately recording all its physical dimensions in digital form. R ther felt that if the methodology were extended to the use of satellite and aerial imagery, it could be used to record other sites. So he tried to obtain funding for extending the work to other sites. After about eight years of unsuccessful applications, the Andrew W Mellon Foundation agreed to fund the development of an African Cultural Sites and Landscapes database. R ther used the funding to establish a small

project team consisting of several research students and four full-time scientific officers_ two geometers and two computer scientists.

The aims of the African Cultural and Heritage Project are to provide data on African cultural heritage for higher education and research, to increase international awareness of African heritage, and create a permanent, metrically accurate record of important sites for purposes of restoration and conservation.

R ther's main aim was to "... contribute to the knowledge and understanding of African heritage and to ensure that Africa's cultural treasures would be preserved, if not physically, at least digitally, for future generations."

The heritage collection is conceptualised as an integrated and interactive model, in which contextual data are closely linked to spatial data. One of the project's chief goals is that the collection will be used not only as an information source, but that the spatial data and representation of the sites will form the basis for additional site documentation by local experts and form a basis for site management.

State-of-the-art data acquisition and presentation technology are used to generate Geographic Information Systems, three-dimensional computer models, ground plans, facade views, panoramas and other spatial data. The data are captured during the often complex and difficult field campaigns of the project team. To date the team has done documentation work of a wide range of historical and archaeological sites in Ethiopia, Ghana, Kenya, Mali, South Africa, Tanzania and Zimbabwe.

The project works very closely with Aluka, a project established by Ithaka, an NGO that collects and distributes digital data to libraries, museums and educational institutions. Aluka is a not-for-profit project that collaborates internationally with educational and cultural institutions. Their mission is to build a high-quality scholarly resource of materials from and about Africa. They developed collections about Africa from institutions and individuals

around the world related to African cultural heritage sites and landscapes, African plants, and struggles for freedom in Southern Africa.

Of these, Rüter conceptualised and implemented the African cultural heritage sites and landscapes database.

Values

Rüter's motivation for setting up the project stems from his "great love for Africa and for its history and culture". As he says:

"I believe that pride of Africa's heritage and identification with its past are very important in Africa. I fear this might sound sentimental – but Africa has given me so much and I want to give a bit back. I do believe that what we're doing gives something back to Africa. What we are doing is not just technical; it's much more than that. For African cultural heritage and art can be admired in museums, or it is downgraded to interior design status in Europe and America, while not enough is done to create awareness and, more importantly, pride of Africa's culture in Africa. The African heritage database aims to contribute to this sense of pride by not only showing the uniqueness and aesthetic beauty of Africa's architecture, but by providing information about the history behind the buildings and showing how local materials and knowledge are used to shape architectural design at different periods in history. For example, the construction of many Swahili (sic) buildings provides a cool and pleasant atmosphere in extreme heat."

Whilst Rüter recognises that the dissemination of information about heritage sites on international websites can possibly increase tourism, which is desirable from an economic perspective, he also points out the negative impact of tourism on heritage sites: "I have been travelling in Africa for 40 years and I've seen how sites become touristic, and how the original atmosphere is destroyed, especially if access to the sites by local communities is restricted by the erection of walls and fences and if the sites become sterile museum pieces." He believes that it is very important to try to conserve the original atmosphere of the sites and their environment.

Negotiating and building trust

At the start of the project Rüter drew up a list of possible sites to be documented using the following criteria:

- historical, cultural or religious relevance;
- danger of destruction;
- interest on the part of the respective country; and
- uniqueness of the architecture.

A small group of local and international consultants then helped choose potential sites to focus on. Rüter and his team then investigated the sites to see if they were technically suitable from a logistical point of view. If the site seemed suitable, the team would approach the relevant government department in the country to get permission to work on the site. In some cases this process was very complicated, because there were many different

organisations, government departments and agencies that needed to be consulted.

After the relevant government permission is granted, the team consults with the local community. Usually this starts by visiting the most senior person in the village. For example in Djenne, Mali (about 400 km away from Timbuktu), they had to meet the mayor to get permission to work on the site. Then they had to go to the local Imam of the mosque to get a special concession to enter the mosque, because the mosque is not open to foreigners. And then Rüter had to get permission from the guardian of the mosque.

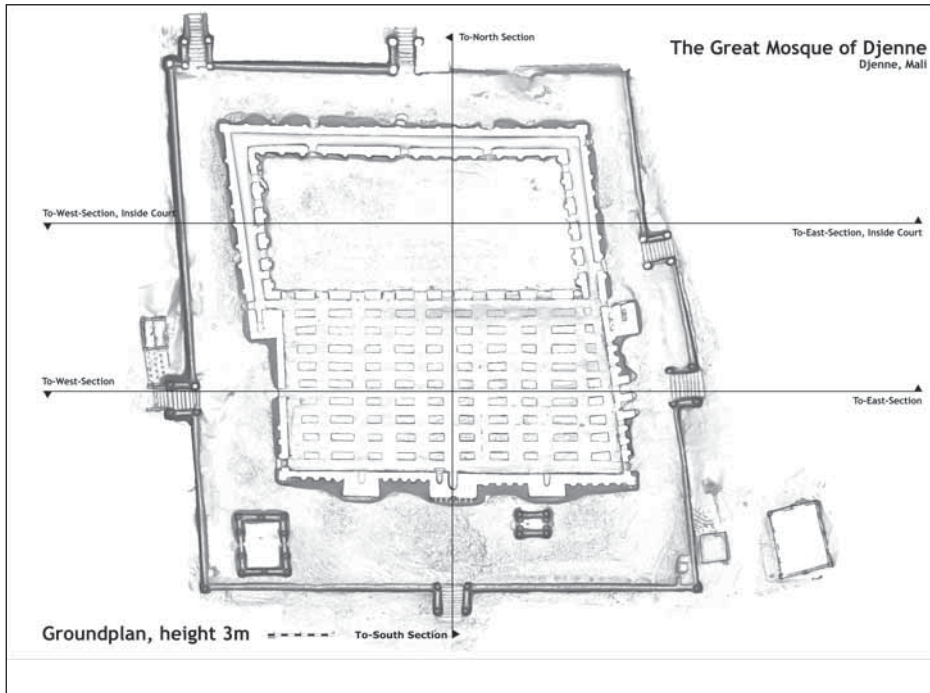
When the team starts work on the site, they always hire local people to work with them. This helps to create a link with the local village population and to build expertise in the community related to longer term conservation and restoration work. The locals also help the team by organising food and providing information on where they can get things that they need. The team explains to the local community what it is doing and the locals explain local culture to the team. If possible, the team stays in the local guesthouses, sometimes under difficult conditions, rather than in hotels because this helps to integrate them into the local community. The link to the local population is viewed as crucial for the success of each project.

As Rüter says:

"I certainly try to be sensitive towards the local population and sensitive to local customs and local ways of doing things. I'm not only doing this because I'm altruistic about it; I do it because otherwise I couldn't cope. I simply couldn't manage without the goodwill of the villagers. You cannot just move into an African village, take out technical equipment and start working. This would be comparable to somebody coming into my backyard at home without my permission and setting up a satellite dish. One first has to establish a relationship before any work can be done. My team is very aware of this and we show respect for local culture and customs in every possible way. We have been able to create friendly relationships with locals at every site, we have received invitations to eat or have tea at local homes and it is often they who make the first contact."

Enriching the relevance of the curriculum

The project provides Rüter with new material for PhD and MSc course work and research. UCT is the only university in Africa that has a laser scanner and other technology required to document sites as well as for engineering applications, and in the course of the project students are taught how to use the technology. The students involved in research for the project are South African and from other African countries, such as an architect from Tanzania who is working on a PhD exploring documentation methodology. Rüter receives numerous enquiries from students working in African studies and related disciplines as well as from technology students who want to join the project to study aspects of African heritage documentation, but unfortunately has no funding to support these students.



scholarly because of the conceptual work that informs the design of the models. The capturing of the data is technically very complicated and not yet well established. The team is breaking new ground and the documentation of every site has its own technical and theoretical problems. The team's research includes software development for advanced three-dimensional modeling as well as the exploration of the modified use of commercial software originally designed for other purposes. A second research focus is the development of a methodology for the documentation of heritage sites with a special emphasis on African sites. The team evaluates the quality of the technical data using traditional quality control measures to check accuracy and completeness.

In the long term he hopes that his work will have an impact on the teaching of history and architecture. Students who are not able to visit key heritage sites in various parts of Africa will be able to look at the models and the database on the Aluka website and get a real insight into the sites. Their work can also be used to teach the history of African architecture. R ther hopes that other departments at UCT, such as history and architecture, will come to appreciate the potential value of the records they are producing to expose their students to unique aspects of African history and culture. Cross-disciplinary expertise could also enhance the quality of the actual records that are produced by influencing the choice and nature of what is recorded.

Knowledge transfer

A key goal of the project is to disseminate information about African heritage. In the longer term R ther hopes that their work will stimulate the establishment of a documentation centre for African heritage in Cape Town which would draw on the work of archeologists, historians, computer scientists and geometers. Members of the team have run workshops in different countries on how to use geographic information systems as management tools. They have also done several presentations on the models they have developed in South Africa and other parts of the world including the USA, Greece and Turkey.

R ther has also expressed an interest in producing CDs with subsets of the database for schools. However, this would require considerable work and his already over-stretched team does not have the time to produce material in this form. He does, however, hope that funding might become available some day, which would enable him to set up a sub-project for the creation of educational material for schools.

Scholarly nature of outputs

The products produced by the project are described as

Measuring impact

R ther believes that the impact of the web-based records can be measured by the number of repeated hits on a webpage.

"Single hits are clearly no indication of research activity on the site, while repeated hits by the same user indicate that the student or researcher has seen value in the site and this is one of the outcomes we are hoping for. Another tangible impact is the use of the data in two conservation projects, one in Ethiopia and one in Egypt. The tangible [factor] is the impact in awareness creation and tourism and the relevance of the data base as a means of preserving knowledge of Africa's heritage."

The project has helped to contribute to conservation of the ancient sites which is important for local communities.

"Whenever I am in Lalibela, and I have been there about six times, I am approached by villagers, who obviously associate our work with conservation activities, with their concerns about the churches' condition. In Lalibela there is a deep concern about the churches, not so much because they contribute to the local economy by attracting tourists, but because the churches are actually used for services. We are seen as a sort of a savior because we are seen as responsible for their conservation. We are not, but we contribute to it."

R ther is convinced that the African Cultural Heritage and Landscapes database can also be used for site management and conservation initiatives.

References

Information for this case profile sourced from an interview conducted with Prof. Heinz R ther on 10 October 2007.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

AFRICAN CULTURAL AND HERITAGE PROJECT: SITES DOCUMENTED 2005 - 2007

Tanzania	Kiliwa	Gereza Great Mosque
Ethiopia	Lalibela	Bet Gyorgis Bet Maryam (50%) Bet Emmanuel Bet Abba Libanos Bet Mercurios Bet Gabriel Rufa'el Bet Maryam (completed)
	Aksum	Stelae Field
Mali	Djenne Timbuktu	Great Mosque Mosque Forts
Kenya	Lamu	Swahili House Street Scene Waterfront Buildings
	Shela Island	Friday Mosque
Ghana	Elmina	Elmina Castle
South Africa	Deepkloof Keerbos Kriedouwkrans Maidens Pool Wonderwek	Rock shelter with Rock Art Rock shelter with Rock Art Rock shelter with Rock Art Rock shelter with Rock Art Cave
Zimbabwe	Great Zimbabwe	Great Enclosure Acropolis

Projects to be completed during the remainder of the 3rd project year

Sudan	Meroe Naqa	Subset of the Pyramids Amum and the Lion Temple
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CENTRE FOR POPULAR MEMORY (CPM)

Oral history methodology presents universities with a dilemma and poses questions that are difficult to answer: Residing in the public domain and emanating from the lives of citizens, how can oral history be conceptualised as part of the university's activities or theorised by academics? The Centre for Popular Memory, located in the Faculty of Humanities, ensures that non-academic sources are recognised as legitimate forms of knowledge that are of value to the academy. Its work is increasingly valued within academic and heritage sectors, and the centre aims to increase its developmental impact in communities and through partnerships at UCT and other universities in and beyond South Africa.



Background

The Centre for Popular Memory (CPM) at UCT was established in 2001, having grown out of the South African context of anti-apartheid struggles and state repression. Its forerunner was the Western Cape Oral History Project (WCOHP) which initially collected oral history recordings of peoples' stories in the marginalised local communities of Cape Town, with the first major project resulting in the District Six Collection of approximately 100 interviews. Subsequently, a wide variety of oral history projects and collections were developed with dock workers, inhabitants of informal settlements, political activists, and those affected by other community forced removals. However, the primary function of the WCOHP was to train research interns and students and produce academic and popular history articles.

In the mid-1990s, the 'digital revolution' created multimedia recording options, with digital sound and audio-visual archiving gaining prominence. Coinciding with this was a global shift away from what Dr Sean Field (Director of CPM) terms 'more romantic notions' of oral history, to looking at memory and narrative construction. This intellectual focus analysed popular myths and identity issues that were becoming more prevalent within various academic disciplines, especially influenced by a strong tradition in Italy, Latin America and elsewhere. These two developments led to the establishment of the Centre for Popular Memory (CPM), which replaced the WCOHP.

The CPM's vision is now to 'bridge university and public relationships' by establishing the public domain as a site of knowledge production through the existence of a centre that records, disseminates and archives knowledge, using the latest multi-media technology and generating a range of multilingual products. The CPM produces both academic and popular/public research outcomes through multiple mediums ranging from the print media (written publications) to multiple media (community radio productions, travelling exhibitions, film documentaries and online internet dissemination).

Funding issues have a constant presence in decisions made by the CPM, and Dr Field links the disappearance of other South African research-based oral history units to the drying up of foreign funding during the 1990s. CPM research options are reliant on donors, but although funding may define the field, it does not determine the approach. Research since 2000 has included pre-apartheid and apartheid forced removals; migrant and refugee life stories, trauma and memory; sites, spaces and popular culture; and the response of civil society to the HIV/AIDS pandemic. Projects often include non-academic or academic partnerships, such as 'Forced removals to Atlantis', with Atlantis Community Radio Station, or interviews with UCT staff members, which contributed to the Faculty of Health Sciences 'Transformation and Reconciliation' project.

Field confirms that until recently, the general lack of recognition of the Centre's work was evident in the non-allocation of funds by UCT for its activities, especially staffing. Although this has partly changed, the CPM is still heavily reliant on funding from large grants, such as the Mellon Foundation, and other donors. The CPM is headed by a Director (a UCT-funded post), who is supported by staff (externally funded), reflecting technological innovation (audio-visual archivist, archive assistant/researcher, researcher/transcriber and sound archivist).

Whilst the value of the activities undertaken by the CPM is not openly contested by UCT, the work nonetheless differs from traditional research and most of the outputs do not conform to UCT criteria. As Field puts it, "... in the eyes of many of the academic administrators we're just dealing with popular stories." The challenge is to overcome this prejudice and demonstrate how the CPM achieves its

aim of “cohering popular memory in public spaces”, whilst consolidating a more overtly intellectual presence on campus and undertaking public intellectual work. Field nonetheless feels that progress has been made since the launch of the CPM in 2001, at least in achieving recognition that non-academic sources can contribute forms of knowledge that are of value to the academy.

Complexity of issues around knowledge

The digital revolution produced smaller, cheaper and more easily portable recording devices. As a result, recording oral histories became an activity that many could aspire to and, secondly, aspects of interpretation, dissemination and ownership became prominent. The notion of the public domain as a space for knowledge production engenders contestation and debate over a range of complex issues and questions. Whilst the work of the CPM challenges traditional academic approaches, it also raises ethical issues around the creation, ownership and dissemination of knowledge generated by external communities. Furthermore, the CPM inverts the positioning of research within a discipline, as activities taking place in communities defy disciplinary boundaries. However, it is precisely the multidisciplinary of oral methodology that Field considers as its strength, in that it can be ‘packaged and presented’ in a popular or intellectual form to public as well as academic audiences.

While the CPM has intellectual strength, this does not necessarily correspond with community expectations. Field observes that using a variety of sites and sources to create knowledge always raises the issue of who benefits from the research. Although the CPM was established to ensure that the community knowledge was not ‘stolen’, there is always the danger that the university may be perceived as taking advantage of community knowledge for its own benefit. For this reason a credible presence within communities is essential.

Knowledge production

Field is frank about what determines the areas in which CPM works: all choices are determined by the availability of funding. The CPM is constantly approached with requests for engagement, but due to resource constraints, focus areas are carefully selected and this can influence the nature of the output.

For example, a documentary commissioned by Langa Museum followed a conventional mode of storytelling “... trying to emulate a good solid BBC style documentary, because it was a commissioned product”. However, the Street Stories project, based on hundreds of interviews on Main Road, Klipfontein and Lansdowne Roads, will produce five documentaries that are more ‘edgy’, delivering a sense of popular culture on the streets. This three-year project examines multicultural urban spaces by recording stories on video outside the ‘racial ghettos’ within which conventional apartheid removals research occurs, investigating culturally diverse spaces that cross the divisions of a segregated city. This project aims at educating different audiences through radio and video documentary programmes, portable exhibitions and

a photographic book (two documentaries have been flighted on SABC 2 and a Street-Stories sequel project is planned).

Current sources of funding have emphasised skills transfer through training and capacity building, and the CPM is bound to a mandate for developing capacity among the youth through training on projects. At the same time there is a gain from interviews with older generations, through which the cross-generational transmission of popular memories can be explored.

Interpretation

The interpretation of stories gathered can be a contentious issue. In CPM activities, interviewees and other community members will often, in their own vocabularies, interpret their stories and memories. However, these popular constructions of knowledge are frequently not recognised by academic researchers, with the result that the communities in which the stories originated will often not recognise the final form of what they know, nor ‘own’ it.

Field trains staff and students, saying that the “messy stuff of people’s memories” that emerges in interviews across the entire spectrum of the population has to be understood by theorising the agency of peoples’ actions in the past, and telling their stories in the present. “I think it’s a starting point,” he says. “When I teach interpretation to students or staff members, people say to me: how do you interpret and analyse oral history? Whoever we are training, and whoever’s stories we are interpreting, irrespective of their background and skills, people act and react on the basis of a mixture of fact, perception, legend, myth, fable, gut instinct, feeling, accident etc. _ let’s call it ‘subjectivity’. And subjectivity is central to understanding how people think and act, or don’t act, in the past and present.”

The CPM trains students in oral history methods of research, dissemination and archiving, and provides undergraduate and postgraduate courses in oral history methodology, memory, identity and trauma. It also offers off-campus short training courses for museums, archives, schools and NGOs in oral history and archival skills.

However, Field maintains that the more important element of the CPM’s work is the notion of empowerment, which is central to social responsiveness. “If you’re really serious about empowerment and using oral history methodology, then people have to be involved _ literally from the beginning _ in how you design your project, how the project is run, how you interpret the project. That’s potentially empowering.” While this is a goal, it rarely occurs locally or globally, because “... the academy inhibits that kind of participatory research methodology”. The approach is more easily achieved outside the academy and Field points to successful initiatives among NGOs, such as the District Six Museum, which was designed in consultation with communities through a process that was ‘very participatory’.

Dissemination

A further issue is that of dissemination: Who decides how the knowledge that is generated is made available for

consumption? University researchers produce journal articles, but knowledge derived from oral history is 'produced and packaged' in a different way. While the CPM decides on how knowledge will be disseminated, Field says that the starting point for this lies within the community.

He maintains that there are varying degrees of success for all the models of dissemination. For example, the obvious disadvantage of the written word is that it is inaccessible to illiterate sectors of the population who may have participated in the storytelling process. The CPM's popular history book on forced removals in Cape Town (2001) was well received, and more recently an academic anthology, *Imagining the City: Memories and Cultures in Cape Town* (2007) was also published. However, Field observes that the focus of the centre has progressed beyond the written word, making use of technology to use other audio-visual media.

Radio programmes are widely disseminated, but their impact is difficult to gauge and radio transmission has a fleeting presence. **Film documentaries** are labour-intensive and technically complex, requiring expensive equipment and large production teams that the CPM does not have. So far five documentaries have been produced, with partial distribution through teaching and SABC screenings. A future aim is to produce documentaries to be screened at festivals (see below).



Travelling exhibitions are effective in reaching a wider audience, due to their portability and longevity. Exhibitions are labour-intensive to produce, but combine text, images, and sometimes sound, and can be launched in a community and then sent on to local museums over a period of time, also providing 'fascinating' feedback.

However, it is in **festivals** that the CPM considers there is enormous scope for the dissemination of knowledge. The CPM's future plans involve using 'festivals' to provide avenues for the dissemination of differing forms of knowledge, from public seminars to documentary

screenings and community theatre productions. Festivals can thus include programmes aimed at public education and debate, and are able to utilise the strength of multimedia approaches in addressing a wide range of audiences "cross-generational, cross-cultural dissemination, percolating interconnections across generations and cultures".

Ownership

Possibly the most sensitive issue of all is that of ownership of the intellectual capital generated. All intellectual capital resulting from research activities of staff and students is the legal property of UCT, but the CPM has been instrumental in the development of legally binding copyright release and materials release forms that aim at protecting both researcher and researched. By signing these release forms, interviewees do not cede ownership over their stories, but they do allow access to them and grant copyright to the particular version of their stories recorded by the researcher¹.

Evaluation and impact

The evaluation of non-traditional research outputs is recognised as being a complex issue, since there are no clear standards or measurements with which to gauge the impact of this kind of work. Though encouraged by the greater appreciation at UCT of social responsiveness as one of the university's core values, Field points to

the ongoing tension between his work as an individual academic and the ways in which academic performance is measured. "How do you measure the impact of listening to someone telling their stories?" he asks. "It's a problem that oral historians face around the world and [a problem] for anybody in the cultural heritage sector that deals with what has become known as 'intangible cultural heritage'."

Qualitative input can be obtained in various ways: host museums send back forms completed by the public on travelling exhibitions; phone calls and e-mails provide feedback on books published; and follow-up invitations to deliver lectures or write further articles indicate a favourable reception from some sectors of the

public to particular outputs. However, Field recognises that these are 'crude barometers' and that the CPM should be making a more concerted effort to solicit and record public feedback.

1. Copyright releases are essential for the functioning of the CPM's multilingual audio-visual archive, developed over the past six years and comprising over 2 000 hours of stories, with full transcripts, translations and audio-clips, accessible through the internet at: www.popularmemory.org.za.



Thus, although the CPM's work is increasingly valued within academic and heritage sectors, not as much value is attached to it by most funders. Nonetheless, the CPM is committed to making pragmatic developmental impacts in communities, and to making an impact on both academic and public (non-academic) intellectual endeavours. How the CPM fulfils these interconnected activities requires a series of dialogues with diverse community audiences, and a multidisciplinary range of academic partners at UCT and other universities in and beyond South Africa.

References

Information for this case profile sourced from an interview conducted with Dr Sean Field on 14 September 2007.

2006 Self-review².

Centre for Popular Memory website, www.popularmemory.org.za.

Quantitative indicators are less complex, and impact can be assessed by the number of visitors to an exhibition or festival, users of archive materials, or numbers of phone calls and comments. Field says that there are ways in which CPM could more systematically measure this form of impact, but the centre's limited staff capacity constrains its ability to record such usage. A counter on the new website will ensure that external usage will in future be accurately measured, but will only record usage by those with access to technology.

Finally, in re-articulating the centre's vision for the next five years, Field points to a strategic paradox: the CPM's significant assets are people with specialised skills (oral history methodology, multimedia dissemination and digital archiving of sound and audio-visual research materials), yet the outputs elude measurement in terms of impact or contribution to socio-economic development.

2. UCT has an internal review system (with external representation on panels) in terms of which the work of units and departments are systematically reviewed. The initial stage of the process consists of the compilation of a self-evaluation by the unit or department concerned, which the CPM calls a 'Self-Review Portfolio'.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

CENTRE FOR POPULAR MEMORY

Training

Intern Programmes

These include post-graduate and community internships. Details of publications/productions are listed under dissemination.

2004: 46 interviews by 3 NRF-funded MA interns, conducted on trauma and memory topics, transcribed and translated. One academic article published.

2005: Interviews by two NRF/URC-funded MA interns on forced removals from Ndabeni and Blaauwlei/Retreat. Research outputs included 50 interviews transcribed and translated (English/Afrikaans/Xhosa), and one academic article produced.

Short-Courses/Workshops

2006: Oral history workshops with Dept of Education curriculum advisors/ teachers.

2006: Oral history workshops for Western Cape Provincial Museum managers and curators.

2006: Oral history workshops, Panos Institute (London) fieldworkers, a partnership with the Treatment Action Campaign (TAC).

Research

Research and writing for non-academic, professional audiences¹

2003: Two CPM staff members on an evaluation team of pilot project to record and archive gacaca hearings in Rwanda for the Aegis Trust,

2004: Evaluated links between genocide memorial centres and Peace and Reconciliation Educational programs in Rwandan schools, report for the Department of Foreign International Development (DFID), Kigali, Rwanda.

Dissemination

Written Publications

Sample of academic and popular articles and books²:

Baderoon, G. 2007. "Catch with the Eye": Stories of Muslim food in Cape Town. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

1. Field, S. 2007. Sites of Memory in Langa. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

2. Field, S. 2007. "No-one has allowed me to cry": Trauma, Memorialization and Children in Post-genocide Rwanda. L. Purbrick, J. Aulich and G. Dawson (eds.), *Contested Spaces: Sites, Representations and Histories of Conflict*. London: Palgrave Macmillan.

3. Geschier, S. 2007. "So I sit in a Catch-22 situation": Remembering and Imagining Trauma in the District Six Museum. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

4. Masade, I. 2007. Where is Home? Transnational migration and identity amongst Nigerians in Cape Town. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

5. Maw, S. 2007. "The quickest way to move on is to go back": Bomb Blast survivors' narratives of trauma and recovery. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

6. Meyer, R. 2007. Between Waking and Dreaming: Living with Urban fear, Paradox, and Possibility. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

7. Miller, C. 2007. "Julle kan ma New York toe gaan, ek bly hier in die Manenberg": An Oral History of Jazz in Cape Town from the mid-1950s to the mid-1970s. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

8. Nkonyeni, N. 2007. Da struggle continues into the 21st century: two decades of nation-conscious rap in Cape Town. S. Field, R. Meyer and F. Swanson (eds.), *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.

Travelling exhibitions

These exhibitions combine text, sound and images and have travelled to several locales, nationally and internationally.

1. 2002. Umqomboti, Utwala and lucky stars. First opened at Gugu se thebe in Langa. The exhibition consisted of 12 panels, using the oral histories of Langa residents to explore the social life and shebeens from the 1940s to the 1980s. The exhibition was accompanied by audio clips.

2. 2003. 'Imini Zakadala:' Gugulethu Elders Remember. First opened at the in Gugulethu. This 14 panel exhibition drew from the oral histories of Gugulethu elder residents and a radio programme in Isixhosa.

3. 2004. Testimonies of passage: Congolese and Nigerian migration and identity in Cape Town. Opened at Obz Café and consisted of 16 panels, drawing from 80 oral history interviews with Nigerian migrants and Congolese refugees. The exhibition was accompanied by a community radio programme and full colour booklet.

Community radio programmes

In partnership with IDASA's Democracy Radio Unit, these programmes have been distributed through a national network of community radio stations.

2006. Senses of the city. English. 26 minutes.

2006. Hang onto the rope: working on the Main road. English. 35 minutes.

Film documentaries

2005. "We are all History": Stories from Langa. English/Xhosa. 56 minutes.

2006: Senses of the city. English/Xhosa. 30 minutes.

2006: Hang onto the Rope: Working on the Main road. English/Xhosa. 35 minutes.

2007: Short Stories from Klipfontein Road. English/Xhosa, 35 minutes. (Broadcast on SABC 2, 7 November)

2007: "Soweto sneezed and we caught a cold": Struggles on Klipfontein Road. 55 minutes. (Broadcast on SABC 2, 15 December).

On-line Access: Our website can be accessed at www.popularmemory.org.za.

In addition, the CPM is developing on-line audio-visual galleries, which will expand access to the following materials:

- Displaced Lives Collection: umbrella collection title containing all oral history projects conducted on apartheid forced removals and pass laws (e.g. District Six, Windermere, Ndabeni, Blaauwlei etc.) and recent projects on trans-national African migration and refugees (e.g. Nigeria, DRC, Rwanda and Somalia etc.)
- Langa Heritage Collection: Forty interviews of life stories and memories of historical sites in Langa, which includes full transcripts, audio-clips, video-clips and photographic stills.
- HIV Living Memory Collection: includes 40 interviews of people living with HIV/AIDS narrating their experiences and the history of the pandemic, with full transcripts and audio-clips.
- Digital Divide Schools Collection: collection included all interviews conducted by learners from ten Cape Town high schools, photographs collected and linked to their own websites, to be hosted on CPM server (to run 2007 – 2010).

Archiving

Standard Archival Activities: 2300 hours in audio-visual archive.

Video collection assisted by partnerships with departments working in film (Social Anthropology, Historical Studies, English and the Film and Media School)

Archive contains 4 travelling exhibitions and the following photographic collections:

- Rodenacker collection: photo albums of Tanzania, Malawi & South Africa in the early to mid-20th century.
- Ruedi collection: photo images of District Six in the 1970's.
- Allie Collection: photo images of 1980s exile and internal political activists.
- Contemporary collections of photographs from Langa, Gugulethu and the greater Cape Town.

Digital Archiving and Database Activities: all metadata and archival records, transcripts and images

are held in this repository, which has a specialised secure and scholarly search function..

- The first level of online database provides catalogue information, summaries of material and contextual information as well as full PDF transcripts, audio streams and video clips. It also provides access to mother tongue transcriptions and verbatim English translations.
- The second level of the online database gives access to all CPM travelling exhibitions for direct download by educational institutions and access to low-resolution images and ephemera within the CPM archival collections.

Archival Users: The archive is consulted by academic researchers (students and staff) of UCT and other universities, local and international; journalists (local and international, television and radio). Various community groups, such as Bridgetown, Lwandle and Maccassar have also visited our archive.

The archival team had made group presentations to, inter alia, Fulbright scholars, visitors from the US Library of Congress and the British Library, Danish academics, tertiary educators from the US, Netherlands, Finland, UK and Ireland, and learners from Fezeka High and Rustenburg Girls High.

Funding Raised

2007 onwards, excluding annual URC Block grants

2007/8: Anglo-American Chairman's Education Fund, grant towards 'Street-stories' project. (R68 000)

2007-10: Mellon Foundation grant for audio-visual archive activities, training of learners in oral history and technical skills, development of school websites and a training DVD for Department of Education (R3 500 000)

1. This type of research is usually commissioned on a consultancy basis.

2. The list includes only work written by CPM staff and post-graduate students trained and supervised by CPM during 2007, and excludes conference papers, reports and book reviews

CAPE INITIATIVE IN MATERIALS AND MANUFACTURING (CIMM)

Referred to as “Kim”, the Cape Initiative in Materials and Manufacturing (CIMM) is a bridge that gives big and small manufacturing companies access to the best scientists, engineers and testing laboratories in universities and research institutions in the Western Cape. Whether they use metals, plastics, wood or glass, or composite materials to build huge catamarans, CIMM can link manufacturers with high-level research and development resources _ people and testing facilities.



“CIMM has opened up a network so that industry can know what is available and academics can know what is needed.”
– Prof. Rob Knutsen, Chairman of CIMM Board

The Western Cape has large amounts of expertise in materials science in its universities and research institutions. There is, at the same time, a huge need on the part of industry to source the most suitable and cost-effective materials for their products so they can hold their own against international competitors. Big companies have their own internal research and development laboratories (or they source capacity from university departments), but small manufacturers typically do not have access to the new knowledge in materials that could be critical to their progress. This is where CIMM plays a role, assisting both SMMEs and larger companies.

CIMM is based at UCT. Charlene Steyn, a UCT MSc graduate, is its Chief Executive Officer and the board of directors is chaired by Prof. Rob Knutsen, Director of UCT’s Centre for Materials Engineering (CME). But this is not just a UCT show. CIMM is an organisation formed by materials scientists based at the four universities in the Western Cape and the iThemba Laboratory for Accelerator Based Sciences (iThemba LABS), a group of multi-disciplinary

research laboratories administered by the National Research Foundation at two sites in Western Cape and Gauteng.

Bridging the world of manufacturers and higher education institutions

Strangely, CIMM has faced a battle in getting local manufacturers interested in the help it can provide to solve their business problems related to materials. Having the right materials is only one aspect of success in manufacturing, so many companies do not pay proper attention to the competitive advantages they can gain from reviewing and improving the materials they use. They are more concerned with the daily pressures of marketing, cash flow, labour relations and production, than with the process and materials.

“The reality is that many businesses are so under-resourced that they are not even able to take the steps needed to seek assistance,” says Knutsen. Although Charlene Steyn has many years of experience working in industry, she often has to cope with skepticism from manufacturers: “You are willing to help us. And there is no charge. What is the catch?” they ask.

Manufacturers also have a particular view of universities. They see them as being up in the clouds and ignorant about the world of work. Those who have worked with university people in the past have found that they take ages to accomplish anything. If manufacturers approach a university, it is usually because they have a problem they need to solve. They are looking for a service, not a complex process. CIMM aims to provide the bridge between the two worlds of the factory and the academy.

The imperative for a closer link between business and the universities is not one-sided. CIMM was formed by academics who were concerned about the falling numbers of materials scientists at Western Cape universities. At the end of the 1990s, people saw that there was a threat to the continued existence of a local node of expertise in the area. “We wanted to develop people and to do research targeted at the manufacturing sector that would impact on industry and have an effect on the economy,” says Knutsen. Close engagement with the

manufacturing sector was essential. As industry reacted to the services and resources offered by CIMM, they would become drivers who direct the types of people needed by industry and the type of research that should be conducted to support business success.

But this service role, as relevant as it is for teaching and research, is not the core function of universities. Furthermore, work done by research departments that is of real value to business, but does not rank as world class, does not necessarily get priority from university funding mechanisms. And there are academics who resent the use of expensive and scarce scientific testing equipment for what they regard as marginal work for industry.

Government support

CIMM grew out of the Western Cape Materials Forum, a local network of academics involved in the materials sciences. The relationship with the Western Cape provincial government developed as far back as 2000, when the province funded an initial conference to explore ways of getting industry together with the province's premier research institutions. In 2004, the province provided seed funding of R100 000 to set up the Cape Initiative in Materials and Manufacturing as a Section 21 company. At a conference held in that year, CIMM was launched as a new 'special purpose vehicle' (see below). Since then, funding has gradually increased to its present level of R500 000 for 2007/8. This support from the province allowed CIMM to take the crucial step in April 2007 of employing a full-time CEO. In 2008, CIMM will host an expo with the theme of 'Knowledge Diffusion'.

Why did government respond to this approach by academics? This is an important question with an interesting answer. The concerns felt by the academics coincided with a calculated effort within the provincial government, maintained through several shifts and changes of political regime, to strengthen targeted manufacturing clusters in the local economy. Materials science underpins manufacturing and is an important area for research and development for a number of manufacturing sub-sectors.

Over the last decade, the Provincial Department of Economic Development and Tourism has nurtured a constellation of 'special purpose vehicles' (commonly called SPVs) to support sectors of the economy that show potential for future growth or are particularly important as providers of employment. While national industrial policy has switched from one direction to another, visionary provincial officials have built the political capital to stay the course in supporting a cluster initiative for more than a decade – the period required to show sustainable results using this approach. CIMM is unusual in two respects: its origins lie in the academic sphere and its involvement in materials is not confined to a single sector, so securing active participation from business has been a challenge. However, CIMM has close relationships with several of its sister special purpose vehicles such as the Western Cape Tooling Initiative.

Building up steam

Between 2004 and 2007, CIMM had a 'hot and cold' ride. The initial provincial funding, whilst welcome, was not sufficient to employ a full-time project manager and this limited the impact of the initiative. Several of CIMM's founders also diverted their efforts to assist the province in defining a Provincial Advanced Manufacturing Technology Strategy (PAMTS). This was a conscious decision and PAMTS is now part of the supportive environment that allows CIMM to perform its role.

CIMM identified tooling as an area for intervention that would make a huge difference to manufacturing. In 2005/6, CIMM was a decisive force in setting up the provincial component of a national initiative to develop the tool, die and mould-making sector. The Western Cape Tooling Initiative helps SMMEs access national training and development funds, and intends to create a tooling hub in the Western Cape. This special purpose vehicle has a close relationship with the Northlink FET College (facilitated by Prof. Knutsen serving on the board), and CIMM acted as the conduit for funding to the new body. The sector has significant potential to boost local manufacturing and for every job created in tooling, 18 other jobs are created upstream and downstream.

In 2006, CIMM commissioned a detailed assessment of the capability and the capacity of the Cape universities and research institutions with respect to materials and manufacturing. Funded by the provincial government, the R&D survey covered 20 departments or centres at the University of Cape Town (UCT), University of the Western Cape (UWC), Stellenbosch University (US), Cape Peninsula University of Technology (CPUT) and the iThemba LABS. The survey looked at provincial capability – laboratories and equipment available – and research papers published. Tertiary institutions were exposed to CIMM and its activities through the survey, and it encouraged departments, research centres and groups to think about what they can offer to industry in the fields of product design, materials selection, manufacturing selection and advanced material research. This assessment provided a powerful marketing tool for promoting the intellectual property of the Western Cape.

Boundary spanners - promoting innovation

In 2007, with the appointment of Charlene Steyn as CEO, CIMM has re-launched itself and is actively building its relationships with industry. The CIMM website (www.cimm.co.za) is a resource that provides online guidance to some of the sophisticated materials test facilities located at the four Cape universities and at iThemba LABS. The R&D survey maps out regional capability and provides CIMM with a valuable reference tool as it seeks to build up a strong knowledge network around R&D that will make assistance accessible to local business, including SMMEs.

"The key question, however," says Knutsen, "is whether this capability is allied with a capacity to get involved in work that will assist local industry." The survey revealed a

particular weakness in human resources. In some areas excellent resources and strong capabilities are evident, but there are real problems in unlocking the capacity among academics to assist industry. The research will be used to give direction to CIMM projects. It sets out who does what and it assesses whether they can assist industry in a practical way.

CIMM has decided to adopt a sector approach to allow people to raise detailed concerns in particular areas. The first focus will be on the automotive industry. A networking event with industry players revealed a clear need for assistance in the area of computational modeling. The event also raised the possibility of a group of firms collaborating to establish an e-coating facility in the Western Cape. This would be of use to all foundries in the region and expand the range of products they could offer.

Knutsen says that there is a need for all three parties – government, industry and higher education/research institutions – to find a way of taking joint responsibility for promoting useful contact between business and higher education:

“Benefits flow in all directions. Contact with industry brings forth ideas for research activity related to the real world and to the problems of South Africa. So the direction of research is influenced in a positive manner. The research itself is relevant and postgraduate students get exposure to dealing with these areas during their training. Involvement with industry – and with government processes – helps to drive and contextualise the direction of research. Universities in the Western Cape all hope to secure more funding from industry or other funding streams through AMTS and PAMTS as a result. We can only see this growing.”

The two-way benefit of closer contact between industry and the academy is further illustrated by the following example: Precision Press, a Cape Town component manufacturer with a base in the motor industry, got in touch with CIMM through the website. They were interested in tensile testing. However, when they visited the CME lab at UCT they saw the wire cutting facilities in use and offered to cut specimens for general research work using their more effective computer numerical control technology. According to Knutsen, “... this illustrates the flow of benefits in both directions. And it will mushroom as we get more involved with each other.”

Knutsen also points to the impact the initiative has on university teaching: “What we do in research is also integrated into the courses offered in the classroom. Final year engineering programmes require each student to complete a comprehensive lab project. This involves research design and testing. We can benefit small industry substantially.”

Experience has shown that the projects have to be manageable. They have to be narrow in scope and produce a result in a short timeframe. This suits smaller companies that are ideal partners for the Industry Student

Project Programme (ISPP) which has recently been set up under the auspices of CIMM. The projects have to be done anyway, so there is no additional burden on university supervisors or equipment. Costs are low because university equipment is used and students are not paid for their time. The students work in university laboratories, not at the companies; this helps avoid some of the problems and disappointments that sometimes accompany student placements in companies. Spin-off benefits emerge that can address the ‘innovation chasm’ between higher education institutions and industry, while the contacts build relationships between these two worlds.

The Industry Student Project Programme is well suited to what CIMM refers to as ‘pre-competitive research’. It does not depend on sorting out complex intellectual property issues such as patents. It is not undertaken in a high-pressure situation where the production line has stopped and the factory is waiting for a solution to an immediate problem. Nevertheless, it generates a lot of excitement. And it is not restricted to SMMEs – for example, Nampak, a large company, has shown interest in participating.



Boosting the demand for research from business

If the manufacturing industry is to survive and grow in the Western Cape, it has to become more involved with R&D. This is one of the findings of the reports produced for the Micro-Economic Development Strategy by a team of researchers led by UCT’s Prof. Dave Kaplan on behalf of the provincial government. It is apparent from CIMM’s experience that the main problem here is on the demand side – manufacturers are not approaching the universities and research institutions for assistance, even when a project like CIMM is in place.

This South African experience echoes the principal finding of the 2003 Lambert Review of Business-University Collaboration in the UK. Lambert’s main conclusion was that “... the biggest single challenge lies in boosting the demand for research from business, rather than increasing the supply of ideas and services from universities.” However, this cannot be the responsibility of the universities: tasked with teaching, research and responding to the demands

of society in an appropriate manner, it is not the universities' role to organise business. This creates a clear opportunity for constructive and focused government support and partnership.

An innovative start was made when CIMM and provincial government created the special purpose vehicles, but CIMM is aware that the project cannot be sustained unless there is a notable increase in demand from industry. For this reason, having organised and surveyed the academic side of the initiative, CIMM's task is now to market itself to business. There is one business representative on the CIMM board, and the intention is to match the numbers of business and academic representatives.

CIMM is also planning to recruit members from the business community and to ask them to contribute an annual subscription to support CIMM playing a bridging and facilitating role. The organisation admits it has sub-critical funding and relies heavily on the voluntary contributions of its board – people whose core responsibilities lie in other areas. There is a need for CIMM to win a much stronger presence of industry within its structure. The recent decision to adopt a focus on the automotive sector is a planned step towards building increased industry involvement.

This is important for another reason. As a bridging, networking and facilitating body, CIMM will always find it very difficult to meet the output targets that are set by government and are tied to continued funding. Government wants to link its spending in the economic arena to investment, exports and job creation – and all the special purpose vehicles have to complete a complex matrix where they report on their results. As Steyn says:

"We introduce people. They go off and you may never know what happens. Or if the two companies are working together a year later, who knows what other influences brought them together. It is very difficult to measure our impact in the terms that the government requires. But we do have an impact. We can see we play a positive role because people come to us."

Good practice in social responsiveness

CIMM gained many ideas about its role by observing Knowledge NorthWest, a free knowledge brokerage service that operated to support knowledge transfer and innovation in the North West of England between 2000 and 2006. The reasons for its closure are varied, but the final evaluation of Knowledge NorthWest found that knowledge sharing efforts had been much more valuable when these had taken place through "cluster-specific intermediary organisations, aligned to the broader cluster engagement programme" (Knowledge NorthWest Final Report, September 2007). This is exactly the relationship that CIMM has with the cluster support efforts of government in the Western Cape.

CIMM demonstrates at least two other notable examples of good practice in social responsiveness. Firstly, it is built on collaboration between all the academic materials scientists in the province and facilitates co-operation and

networking between four universities and the significant radiation research facility at iThemba LABS. Secondly, it is a practical example of the developing role of higher education institutions in promoting regional economic development. Alongside their core roles in teaching and world-class research, universities are better able to demonstrate their value for the growth of the knowledge economy in the Western Cape region.

Lastly, the CIMM initiative opens up an important discussion on the role of government in enabling universities to become more socially responsive. If there are assets – or 'gems' as Knutsen terms it – locked in the higher education sector that can be used for wider public benefit, the challenge is to structure partnerships that will facilitate the flow of public funds to unlock these advantages.

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CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

CIMM

Note that the activities and projects listed below are illustrative of the work of the CIMM over the period 2006 – 2007, but this CV does not provide comprehensive details.

Workshop facilitation

October 2007: CIMM facilitated a workshop on the application of computational modeling to manufacturing industries (specifically foundries and automotive industries). Speakers included David Scholtz and Johan Branehog (Finite Element Analysis Services) and Navin Nahajeeah (ESI, Switzerland)

Contract research

- Objective: to provide a support base to further development of manufacturing design, materials selection and skills development in the manufacturing sector.

Consultant Mandy Drummond commissioned to conduct detailed assessment of capacity of Cape universities and research institutions with respect to materials and manufacturing.

Assessment funded by the Department of Economic Development and Tourism, Provincial Government: Western Cape.

Scope of work covered approximately 20 departments or centres at University of Cape Town, University of the Western Cape, University of Stellenbosch, Cape Peninsula University of Technology and iThemba labs.

Report on assessment published January 2007.

- Viable System Diagnosis conducted on CIMM by Ms Aileen Seth, UCT student completing Masters degree in Systemic Management. The Viable System Model (VSM) is a conceptual tool for understanding an organisation, to establish its viability and capability of evolving. Findings indicated that CIMM viable as an organisation, but limited financial and human resources available.
- CIMM currently launching Industry Student Project Programme, intended to provide framework to encourage long term relations from relatively short term transactions between HEIs, research institutions and industry.

Positions held

- Prof Rob Knutsen - Board Member of the Western Cape Tooling Initiative
- Ms Vicky Cain -Member of the South African Institute of Mechanical Engineers

REFUGEE RIGHTS PROJECT

Refugees and asylum seekers in the greater Cape Town area struggle to find public assistance and legal support that can help determine their status and access their rights in South Africa. The Refugee Rights Project provides a unique service in this regard and is being widely recognised for its work in addressing the circumstances of refugees. Through advocacy, the project promotes the local integration of refugees in South African society, while community-based training helps build the capacity of refugees to assert their rights. Partnerships with other universities and agencies, both locally and abroad, has enabled the project to influence the approach to specific issues pertaining to the refugee and asylum-seeker community, and UCT staff and students make use of the Refugee Rights Project for their teaching and research.



Background

The Refugee Rights Project (RRP) evolved from the contribution of a staff member in UCT's Law Clinic to the drafting of the Green and White Papers on Migration and Refugee Law. In response to the growing need for specialised legal advice and support services for refugee and asylum seekers in the Western Cape, the RRP was eventually established as a separate project. It offers a number of services, ranging from broad representation of asylum seekers and refugees during the refugee-status determination process and facilitating their access to their rights, to advocacy initiatives that target local authorities, government departments, and the broader public.

There are now seven full-time staff members, though until this year all RRP activities were driven by two full-time staff, Fatima Khan (project co-ordinator and supervising attorney) and Tal Schreier (senior attorney), who relied on a number of volunteers, largely students, for assistance. Due to the specialised legal knowledge required in this work, there is a limit to the extent to which volunteers can become involved. As a result, until this year the most significant assistance came from other law schools with which the RRP has standing agreements. However, third-year undergraduate law students at UCT who have completed the elective course on Refugee and Immigration Law taught by Khan are now helping to increase the extent of support services available.

Support services for refugees

Every day the RRP offers consultations to between 50 and 70 clients, all of which generate follow-up demands in the form of communication (e-mails, telephone calls and letters) to other institutions and organisations in the public and private sectors (government departments, employers, education institutions and so forth) or further appointments, creating a dovetail effect before closure is reached.

During the first six months of 2007, the RRP provided assistance to 2 558 new clients, but if repeat visits are included, the total number of consultations was 3 400, in comparison with the previous six-month reporting period (July – December 2006) in which the RRP saw 2 078 new clients.

The RRP assists with 'navigation through the refugee determination process'. Schreier points out that there is no other public source of assistance for refugees and asylum seekers in the greater Cape Town area that provides the type of legal services offered by the RRP. This means that the RRP is tasked with providing support to the entire refugee community in the Western Cape, excluding those with the financial means to pay for a private attorney.

The largest group within the beneficiary population consists of men between 18 and 59 who are asylum seekers or refugees, with an overwhelming majority originating from the Democratic Republic of Congo, then Somalia, Congo-Brazzaville, Burundi, Rwanda and, increasingly, Zimbabwe. Often the assistance these men receive directly benefits female partners and child dependents. A growing number of female refugees are approaching the RRP; most of them are abused or abandoned and burdened with large families, and most of these women are seeking resettlement.

Advocacy

Advocacy forms a significant part of the RRP's work. It aims to secure the rights of refugees and facilitates access to these rights through submissions to government on proposed legislation and amendments.

Other forms of advocacy aim at educating the wider public about the rights of refugees. Public education and



outreach programmes promoting the local integration of refugees are considered strategically significant, as they inform the public about the position of refugees, their rights, and the legal obligations that South African society has towards them.

The media are instrumental in the RRP's advocacy work. However, engaging with the media takes place not only in terms of reactive advocacy, in response to issues such as discrimination and injustice, but also in a proactive sense, to bring into the public domain debates on social justice, such as equal treatment before the law. Thus, apart from being asked for comment on specific incidents of social injustice involving refugees, the RRP is also approached by the media on 'different pressing issues' where public attention or debate is desirable.

Training

The Safer Project

The Sustained Advocacy for Empowered Refugees (Safer) Project forms part of the RRP mandate to facilitate local integration, one of the durable solutions for refugees. Offered to refugee community leaders, this community-based training provides information on fundamental aspects of refugee law as well as general information on refugee rights and how to assert these. The project comprises separate rights-based workshops facilitated by stakeholders and partners such as the South African Human Rights Commission, the Independent Complaints Directorate of the Police, the Council for Conciliation, Mediation and Arbitration, and various NGOs.

Short courses

The RRP has found that one of the primary obstacles to carrying out its work has been the lack of capacity in government departments, as well as bureaucratic and technical challenges within these. To assist in capacity development, the RRP plans to offer short certificate courses to Department of Home Affairs staff on refugee status determination. Plans are also afoot to train the Legal Aid Board to take on refugee cases before the Refugee Appeal Board, as currently legal aid is only available for criminal matters.

Networking and partnerships

The success of advocacy depends on networking and partnerships, and the RRP has developed regional, national and international ties and partnerships with other refugee service providers.

At a provincial level, the RRP is part of Tutumike (Swahili for 'to work together'), an affiliation of organisations that meet around specific issues pertaining to the refugee and asylum seeker community. At the national level, the RRP belongs to the Consortium of Refugees and Migrants in South Africa; Khan holds a position on the executive committee. This umbrella body accommodates all refugee and migrant service providers within South Africa and is influential in formulating policy discourse. Membership also enables engagement with other organisations on more practical aspects through exchange of information, expertise and experience.

At an international level, the RRP was one of the two law clinics present at the Southern Refugee Legal Advocates'

Conference, held in Kenya early in 2007. This conference gave rise to the Global South Network, tasked with creating a 'Southern' network that will address common concerns and advocate more effectively on behalf of refugees as a collective. As a result of this conference, the RRP now works very closely with legal aid organisations in many African countries. These organisations often co-operate on family reunification matters and provide firsthand information on or from the country of origin as required by refugees in SA.

The RRP's sphere of influence

Though RRP staff are legal practitioners, their expert knowledge on refugee law is recognised by national government as well as by international organisations such as the United Nations Commission on Human Rights, for which the RRP is the legal implementation partner.

The RRP was invited by the Minister of Justice to address the Women's Imbizo and has also been asked to make representations on the Refugees Amendment Bill and to train local government officials. The RRP addressed the United Nations High Commissioner for Refugees in Geneva in 2007, along with other international practitioners. It has also addressed an Italian audience at the Scalabrini Conference (on patterns and policies on migration) and members of the Global South Network in Nairobi.

Academic linkages and research

Apart from Khan's teaching contribution, the RRP does not undertake traditional academic work, due to the heavy demand for support services. Khan acknowledges that her commitment to supporting refugees has been a conscious choice, but at the cost of her academic career.

Currently, the research opportunities are largely utilised by students and staff from other universities that draw on the RRP's extensive and comprehensive database and files, which also enable interviewees to be located. The RRP works in conjunction with the University of Witwatersrand Forced Migration and Studies Programme, accommodating researchers, and also hosts interns from universities with which it has standing agreements. UCT staff and students make use of the RRP for their teaching and research: for example, the Sociology Department organised a course on surveys, in which the focus was on migration-related research.

Contribution of refugees

While the activities of the RRP in providing support to refugees has been the focus of this report, it is important to acknowledge the cultural and economic contribution of refugees to their adopted societies. This is seldom recognised or celebrated among a wider public. Refugees bring with them cultural capital that is difficult to quantify. Their languages, music, food and tradition, as Schreier points out, continue to thrive within the communities they establish.

Schreier observes that refugees also frequently have scarce skills to contribute to South African society, yet it is difficult to gain recognition even of formally certificated education and training at higher education level, due to bureaucratic processes within government departments. She explains:

"There are obstacles to these skilled refugees to acquire jobs that are in line with their experience. This is partly due to xenophobia and partly the different internal policies within government when jobs are advertised. For example, in the Department of Health, a recognised refugee who had a pharmaceutical licence and a SAQA qualification was hired, but didn't have his 13-digit ID in order to go into their HR system, so he was told that he couldn't work."

There are, however, initiatives under way to draw on refugees' economic potential; some organisations assist refugees in developing skills, trying to match these with employer needs, and the City of Cape Town has shown interest in creating a skills database for refugees, with a view to applying this in areas where skills are scarce.

Recognising both the need to accommodate issues relating to refugees in a structured and systematic way, as well as the potential in tapping into the skills base of refugees, the City of Cape Town has drafted a refugee policy, with the assistance of the RRP. After policy ratification, programmes will be developed for implementation within local government, and the hope is that the position and rights of refugees will be strengthened, facilitating social integration.

Future vision: a research centre

The recently acquired funding for further posts has enabled the RRP to expand its support capacity. Khan now has the means to explore a vision she has been nurturing for quite some time – that of becoming a refugees study centre, similar to those at Oxford and Canada's York Universities.

Both Khan and Schreier are determined that research should be firmly established as part of the RRP's activities. "I intend to make every effort to expand the project to include conducting research, and the Dean has already agreed to this, so it will be the focus of our work next year," says Khan. On the strength of the work they have accomplished thus far, there is little doubt the RRP will indeed become a renowned research unit.

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Information for this case profile sourced from an interview conducted with Fatima Khan and Tal Schreier on 11 October 2007.

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CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

REFUGEE RIGHTS PROJECT

This CV lists some activities and statistics of the RRP in providing legal opinion regarding refugee and asylum seekers' rights, and implementing the UNCHR durable solutions of resettlement, repatriation and family reunification.

Legal counselling

- Protection and assistance to refugees and asylum seekers in the Western Cape:
June – Dec 2006: 2078 new clients
Jan – June 2007: 2558 new clients, 900 repeat visits
- Appeals:
64 asylum seekers represented before the Refugee Appeal Board in person
- Children's Court Inquiry
A few refugee/asylum seeker children were represented before the children's court.
- Interventions in cases of arbitrary and illegal detention and deportation
Many successful interventions for the release of genuine asylum seekers

Repatriation, resettlement, reunification

- Somali Repatriation
Voluntary repatriation applications for approximately 62 Somalis in 2006.
- Resettlement
Full resettlement interviews and initial assessments (resettlement screenings), counselling sessions with clients.
- Permanent Residence and Family Reunification
Liaison with the Standing Committee for Refugee Affairs (SCRA) on permanent residence applications; counselled approximately 70 refugees on applications for Permanent Residence.

Promotion of local integration of refugees and asylum seekers

- Workshops/Presentations
14 rights-based workshops conducted to a group of refugee community leaders and South Africans. Refugee rights awareness presentations at SA Human Rights Commission, with City of Cape Town Disaster Management team and Cape Town City Counsellors
- Standard Operating Procedures
Task Team developed and finalised operational guidelines for Unaccompanied Refugee/ Asylum seeker minors.
- Media
Interviews and articles on impact of municipal strike on refugees, also unfair delays with processing applications.

Facilitation of local integration

- Public presentations
16 presentations on rights of refugees and asylum seekers in SA to diverse audiences. Aimed at raising awareness and curbing xenophobic tendencies.
- Events
World Refugee Day: with City of Cape Town and Tutumike in preparing events.

Teaching

Refugee Law course at UCT Law School for final year LLB students.

MATHEMATICS AND SCIENCE EDUCATION PROJECT

The Mathematics and Science Education Project (MSEP) is a partnership initiative between UCT and the Western Cape Education Department (WCED). Launched in 2005, MSEP aims to improve the quality of mathematics and science education in Western Cape high schools and is currently active in five schools around Cape Town. MSEP interventions are aimed at all the role players – teachers, learners, school management and parents. Assisted by students from the UCT's Faculty of Science, MSEP staff host learner activities that include afternoon tutorial programmes, holiday schools, participation in science expos and maths competitions, Saturday science practicals, and work shadowing. The project benefits from the input of a number of UCT faculties and the practical experience has helped strengthen the School of Education's in-service programmes.



Background

Towards the end of 2003 UCT organised a workshop to discuss how the university could help increase the number of black matriculants with higher-grade mathematics and science. This objective was in line with the university's strategic goal to make the student profile more representative of the demographics of the country. The workshop was attended by a senior official from the Western Cape Education Department (WCED).

At the time there were various initiatives across the university aimed at improving the quality of mathematics and science teaching in the schools, but these initiatives had operated in isolation from one another. In the workshop, the WCED and the university leadership felt that a more co-ordinated, research-led initiative was needed to strengthen the impact of interventions in the schools. UCT's leadership felt that the intervention should be led by the School of Education so that it could be informed by a clear conceptual framework and the academic expertise of staff in the areas of curriculum, management and pedagogy. Hence a university-wide Mathematics and Science Education Project (MSEP) was launched in

2005 under the leadership of the School of Education, with the support of the Schools Development Unit (SDU).

The MSEP objectives are to:

1. increase the numbers of black African learners taking high-level mathematics and science;
2. increase the number of black girls taking high-level mathematics and science;
3. support the sustainable enhancement of teaching and learning of high-level mathematics and science; and
4. conduct multi-disciplinary research in mathematics and science education at school level so that the provincial and national Departments of Education will have the urgently needed information on how to support schools in disadvantaged communities.

Research and development

The project commenced with a literature review to analyse major trends with regard to school-improvement strategies and identify lessons for the design of UCT's MSEP. The review highlighted the need for a systematic approach involving support for school management, learners and teachers.

The choice of schools was guided by the literature review, which indicated that for interventions to be effective, the schools needed to be reasonably operational. In addition, the WCED wanted the schools to be part of the national Dinaledi initiative, which was set up to improve the quality of mathematics teaching. This ensured that the UCT initiative would be part of a national strategy. Eleven schools applied to participate in the project, and five were chosen.

MSEP was conceptualised as a holistic intervention involving the following components:

- the provision of common pace setters based on teacher consultation, exam-paper analysis, and the baseline result to assist the teachers with the prioritisation and sequencing of curriculum materials;

- practical and investigative skills training for teachers coupled with content and theory within each conceptual area in the two disciplines, to address the finding that teachers lacked skills to design practical classroom work;
- collaborative teaching materials development to build the skills of teachers to design practical work;
- improved classroom practice through demonstrations and enhanced pedagogy, peer coaching, co-teaching and exam-focused assessment;
- lessons to address the evidence from the baseline study that the teachers lacked conceptual understanding of mathematical and scientific base principles;
- a tutorial programme for learners using student mentors;
- the organisation of holiday schools for learners to cover key concepts, exam papers and life skills; and
- the exposure of learners to the worlds of science, engineering and mathematics to motivate them to participate in those fields and to excel within them.

According to the Head of the School of Education, the intensity of the preparation that went into conceptualising the project was exemplary. The project's management team meets weekly to monitor the progress of the project and to chart future activities. The activities of the project and the meetings help generate new insights through identifying shortcomings in existing theoretical paradigms. These new insights are providing a basis for knowledge creation that will hopefully benefit the whole country. The constant interplay between theory and practice makes the project unique in South Africa.

Partnerships

The literature review highlighted the need for a partnership with educational authorities in order to ensure the sustainability of new management and teaching and learning practices. Subsequently, a memorandum of understanding was signed between the Deputy Vice Chancellor of UCT and the Superintendent-General. This memorandum commits the two organisations to the establishment of MSEP on the basis of a partnership.

Senior officials represent the WCED on MSEP's board. WCED is also represented on the project's management committee along with the project manager, several members of the School of Education and the SDU, and representatives of the Faculty of Science and the Faculty of Engineering and the Built Environment (EBE).

The project team works with staff in the Education Management District Councils to facilitate the intervention at school level. To ensure ownership at school level, a memorandum of understanding was signed with the principal and the governing body at each school. This memorandum outlined the objectives of the project and the roles and responsibilities of the different players. A principals' forum, consisting of the five principals, was established. This forum meets once every term to discuss the progress of the project.

The board institutionalised university-wide participation in the project through the appointment of a Deputy

Vice Chancellor as the Chair, representation of the deans of four faculties, the Director of the Institutional Planning Department, and the Executive Director of the Department of Student Affairs.

The Faculty of Science has provided students, who are part of an initiative called Active Science, to act as mentors for the learners from the MSEP schools. When the project staff present tutorials at the schools, the students accompany them and assist learners to work through problems. The Active Science students organised 18 physics, chemistry and biology practicals in 2007, and the chemistry department sponsored laboratory equipment for those practicals. There have also been workshops involving staff from the Science and EBE faculties working with teachers on improving their understanding and knowledge of subject content.

Benefits and impact

The School of Education

The relatively high profile of MSEP at the university and the involvement of several faculties in the project have helped to improve the profile of the School of Education in the university, which had suffered as a result of the absorption of the previous Faculty of Education into the Faculty of Humanities.

The project has also helped strengthen the working relationship between staff of the School of Education and the SDU, which had hitherto functioned more like an independent NGO. Through MSEP, the School of Education staff have been drawn into a common project.

Most staff members contribute to the project in various ways. The project manager is regarded as a full member of the School of Education and is physically located in it, even though he is not appointed according to the usual academic conditions. This has helped integrate the applied and theoretical work of staff connected to the School.

The core activities of the School

Staff in the School were involved in doing the baseline studies at the schools. Videos were made of the teachers' classroom teaching. Master's students have been involved in analysing the data related to the teaching of mathematics and classroom management. The project has helped staff discover that a lot of the teaching in the schools is taking place by example and not by explaining concepts. So the learners battle to answer questions that are different from the examples.

Staff from the SDU who are teaching on the School of Education's in-service programmes, are also drawing on their experience in the MSEP schools to improve the School's in-service courses. In fact, a recent Higher Education Quality Committee review of the Advance Certificate in Education (ACE) programmes run by the School of Education commented on the strengths of UCT's in-service programmes as a result of the fact that the staff teaching on the courses were also working directly in schools. In the future, drawing on lessons from the MSEP project, the School may introduce a Bachelor

of Education Honours degree in science or mathematics education in collaboration with other faculties.

Lessons from the project are already changing the way in which staff describe and analyse education reform and change. This, in turn, has enriched the content of courses provided by the School. For example, the MSEP lessons have been used to reconceptualise aspects of the courses on education reform and programme implementation and evaluation. Staff have also been talking about developing modules a little lower down the National Qualifications Framework for practising teachers drawing on the lessons learnt from the project.



Student volunteers

Surveys were conducted with student volunteers to get feedback about the intervention. It emerged from these surveys that the students value the opportunity to participate in the project. The students mentioned that they come from similar backgrounds to the MSEP learners and they appreciate the opportunity to give something back to their communities and motivate learners to come to UCT.

Impact on the schools

The feedback from the schools has been positive. They see the benefits for the learners, and they also appreciate the support that MSEP is providing, especially in the school-based programme, where the implementers actually go to the schools and work with the teachers. The teachers feel that this component is very helpful for them.

The Harry Gwala teachers have, for example, reported that learners have started to organise themselves into study groups to assist one another in preparing for forthcoming practical sessions and examinations. The introduction of a study skills course for Grade 11 learners resulted in learners at Sophumelela approaching their science and mathematics teachers with study plans for their approval. Teachers have also begun to take the initiative to approach MSEP subject specialists for classroom assistance and have invited the subject specialists to visit their schools to help with practical activities for their learners or teach particular topics that they did not feel competent in teaching.

Ultimately, the impact and success of the project will need to be evaluated in relation to the targets set for the project. For example, one of the targets was to produce at

least 15 endorsements per school. This provides a concrete measure for assessing the impact of the project. Another indication of impact comes from the WCED, which has indicated that it would like to replicate the MSEP model in other schools.

Measuring the impact of the project

An evaluation protocol was developed for the project and there were plans to hire an external evaluator to conduct the evaluation. However, due to a lack of funding this has not yet happened. The project team has put in place a system to archive all the documents and reports pertaining to the various interventions so that these can be used in any subsequent evaluation. In the meantime, all the implementers from the SDU provide reports for every visit to the schools. The composite reports are discussed weekly, and a monthly report is discussed by the management team and the board. These reports provide significant inputs into the regular project monitoring process, helping to keep it focused on the key outcomes.

Knowledge transfer

The project has been discussed with other universities, such as the University of British Columbia. Several presentations on the project have been made at local and international conferences, based on the baseline tests. Several publications are in the pipeline and lessons learnt in the project are being incorporated into academic teaching in the School.

Challenges facing the project

One of the biggest challenges relates to funding. In 2006, the university granted the project R2.6 million from the General Operating Budget, on the understanding that the Department of Alumni and Development would source funding within that year, and, if successful, the project would then become independently funded. The WCED did not allocate any financial resources to the project.

Thus far only a small amount of funding has been raised for particular interventions. Funding constraints include the fact that funders prefer supporting large national projects, and many are not keen to support Western Cape initiatives since this province is perceived to have better resources than other provinces. Although the project has not had to compromise its fundamental principles or its researched nature in the quest for funds, the lack of funding has placed additional demands on staff in the School and the resources of the SDU. This situation is not sustainable in the longer term, but it is recognised that UCT cannot simply withdraw from the schools now that the project has started. A solution thus needs to be found to resolve the longer-term issues of project sustainability.

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CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

MATHS AND SCIENCE EDUCATION PROJECT

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MATHEMATICAL OUTREACH

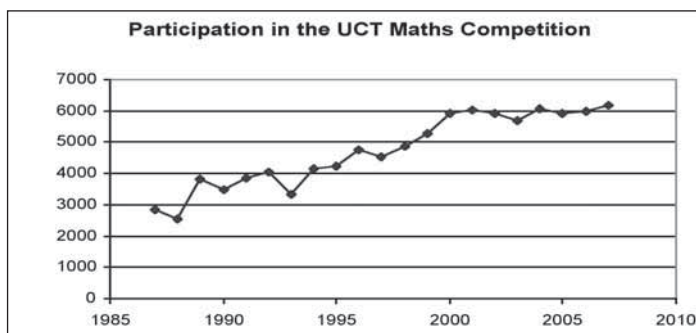
After identifying an opportunity for mathematics-related activities for secondary-school learners outside of the school curriculum, Prof. John Webb founded an initiative called Mathematical Outreach in the early 1970s. With the support of the University of Cape Town's Department of Mathematics and Applied Mathematics, Mathematical Outreach hosts a range of activities for mathematics learners at secondary schools and publishes a quarterly magazine for schools – all in a continuous effort to generate a passion for numbers among secondary school learners. The project works closely with teachers and a host of other strategic partners to deepen and sustain its work.



A large and sustained engagement

Mathematical Outreach represents one of UCT's largest and most sustained engagements with an outside constituency – secondary school mathematics learners. This is a constituency that many claim is critical to the economic success of the nation and is recognised as being essential to the life of disciplines ranging from economics and engineering to the life sciences.

Co-ordinated by Prof. John Webb of the Department of Mathematics and Applied Mathematics, the portfolio of Mathematics Outreach activities reach 2 000 schools, bring 6 000 high school learners to campus (occupying 60 venues!) and have resulted in medals for South Africa at the International and Pan African Maths Olympiads.



Webb is only too aware of the impact the mathematics competitions have on learners. He recalls an anecdote from a teacher who observed some learners travelling back after competing in one of the competitions. "They

go back by buses to Citrusdal and Beaufort West and Bredasdorp and all these places – and the school buses are just as noisy as ever, but they're all arguing about the maths problems."

Beyond the textbook: the birth of Mathematical Digest

The roots of Mathematical Outreach stretch back to 1971, when Webb decided to address the shortage of interesting mathematics-related material outside of the prescribed school curriculum.

"I was conscious of the fact that there was very little in mathematics for kids at school to read other than their school textbooks, which were largely unreadable and were just filled with standard exercises," he recalls. "And that, when you think about it, is strange because in every other area of school study, you read books on history, you read poetry, you read novels, you read other languages, you experience music outside the school curriculum – but mathematics is entirely concentrated within the school curriculum."

Webb observed that the other natural sciences used to face a similar problem, but overcame this via the notion of 'popular science' writing. This form of writing usually retains the excitement of the scientific discovery, but does away with the mathematical rigour underpinning it for the sake of reaching out to the lay audience. And so the magazine Mathematical Digest was founded. The quarterly magazine makes use of a number of tricks to turn kids on to maths: brain teasers, competitions (with prizes), commentary on poor command of mathematics in the popular press (there's a regular feature on the misuse of percentages and an important one on energy stories), and features on mathematical discoveries.

Partnerships

What keeps Mathematical Outreach going? At its heart in the Department of Mathematics and Applied Mathematics is the Mathematical Outreach Secretariat with its archives, surrounded by a community of enthusiasts, many of them postgraduate students, who were attracted to mathematics via the outreach activities themselves. Webb observes on the sense of community created by the Mathematical Outreach programmes:

"So there's a feedback, they get hooked by mathematics, they like it, they enjoy this activity, they

meet a lot of people, there's a camaraderie," says Webb. "About once a quarter [we] have a pizza party. We order out a lot of pizzas, and we sit around and we chat about things."

Another strategic partnership is with mathematics teachers at school level, who are very active in the running of the UCT Mathematics competition. This competition was, in fact, originally organised by school mathematics teachers, but it became too big an event for them to manage and so UCT was approached to host it. The paper for the competition is still set by a group of six to eight school teachers, who also translate it into Afrikaans. On the day of the competition, some 150 to 200 mathematics teachers assist with invigilation.

Sponsors also play a crucial role, and Webb admits that he's developed an instinct for working with the likes of the long-time chief sponsor, Old Mutual, calculator manufacturers Sharp and Casio, Oxford University Press, and a host of others. Even UCT's Engineering and Built Environment Faculty can be found amongst the sponsors.

Importantly also, there's support from within the university (the 'hidden partnerships') ranging from the dedicated IT team and UCT's mailing room to departmental colleagues and UCT's top management. Webb notes that, "Everything that I have done at UCT has had enormous support from ... the Deans [of] Science [and] Engineering, [the] Vice-Chancellors ... Stuart Saunders was fantastic."

Finally, there are good partnerships with academic colleagues at other South African universities, which came into play especially during the talent searches and preparatory camps for the Mathematics Olympiads.

Still relevant after 30 years

How have things changed in the recipient community, the mathematics learners in schools, over the 30 years that Mathematical Outreach has been active? Is there still the same need to have something other than the textbook?

Webb is adamant that there is still space for mathematical learning outside the school grounds. "I think there's an enormous need to create opportunities for people to discover more about mathematics than they can in the schools," he says.

He feels that Mathematical Outreach is now more relevant than ever, particularly in the context of transformation. Webb talks fondly about one of Mathematics Outreach's projects, run largely by the Mathematics Department's Christopher Gilmour, which had some surprising results:

"A couple of Saturdays every year we send out a mail to Western Cape schools, there's 400 of them, saying we're having a programme for the following two Saturday afternoons – send up your bright kids. We get 100 to 120 kids coming along. We give them a popular lecture, which might be on paper folding and geometry, or it might be on boomerangs and how to make them descriptive. And we get 100 kids, and they're all very average kids; these

*are not the experts that come. And they are largely not from Rondebosch."*¹

Links with teaching and research

Can an outreach activity of this nature be reconciled with classic university teaching and research? Clearly there is scholarship associated with the research of content for the quarterly Mathematical Digest; the editor is the mathematics professor who knows all about his subject. But does the research undertaken for Mathematical Digest count in the university classroom and does it rate as high-end research?

Webb notes that his initial progress through the UCT ranks (from lecturer to senior lecturer to associate professor) was purely on the strength of his research, but that he was promoted to full professor in recognition of this outreach work.

One important research link that has emerged over the years is research into the field of mathematics education. Webb has successfully supervised four Master's students who have graduated in this field. Tracy Craig, who is on the UCT Mathematics Competition Problems Committee, was awarded her PhD in December 2007 for a study building on this research tradition.

Added value

The learners who have been part of Mathematical Outreach's activities through the years have also enjoyed some fringe benefits. One example is the sense of community the learners experience. Webb provides anecdotal evidence, such as the experience of David Hatton, a PhD student in chemical engineering, who represented South Africa at the International Maths Olympiad while he was still at school and coached the South African team as a student. Now, as Hatton travels in connection with his research on modelling platinum-beneficiation processes, he looks up friends made during these competitions, themselves now often sitting in influential academic positions.

But beyond its impact on the personal development of thousands of high-school learners, and its very important role in attracting some of the best young mathematics students from all over South Africa to UCT, Mathematical Outreach has also resulted in other tangible benefits for UCT.

One example is the development of the Alternative Admissions Research Programme (AARP) from the Mathematics Competition and in ongoing work regarding university-admissions testing. Webb recalls his involvement with the AARP:

1. Rondebosch is an upper middle class suburb in Cape Town.



"I was involved in the AARP right from the beginning. And I said, 'Well, let's take questions that have been set in the Maths Competition that have been proved to be effective (and there are various ways of judging effectiveness), and let's put them together into an AARP test.' And the pioneer AARP tests were exactly of that nature. So the AARP tests grew out of the Maths Competition."

Indeed, the Mathematical Outreach Secretariat is a treasure chest of filing cabinets filled with mathematical problems, as well as analyses of respondents' abilities to solve them. Says Webb:

"With this sort of information you can actually pull and create, without too much difficulty, a placement test or an entrance exam. The delicacy (sic) is going to be how you actually implement this as a university-entrance tool. That's the hard part. The tools are available, and it all arises from the Maths Competition – all these outreach activities."

Evaluation

To Webb, as a mathematician, the issue of evaluation is a matter of numbers:

"How do I evaluate the Maths Competition? I count the participants. How do I evaluate Maths Digest? I count the subscriptions. How do you evaluate a talent search for the Olympiad? You count the number of people who are sending in rounds. And if you think of it along these lines, when a kid completed a round of a talent search, they would be doing one to two hours of mathematical work that was not school curriculum stuff. When I get solutions sent in for Maths Digest, it means they've been handed out in the classes. The schools have been working on that, made the effort, so you can count that way."

And the numbers are impressive: Mathematical Digest (in its 37th year) is a quarterly magazine sent free to high schools across South Africa and has a circulation of 2 500. The UCT Mathematics Competition (in its 28th year) attracts over 6 000 participants from about 140 high schools. The UCT Mathematics Series (in its 18th year) holds Saturday afternoon programmes four times a year for local schools and has attendance figures of 100 on

average. The UCT Mathematical Circle (in its 16th year) holds weekly meetings for high fliers with approximately 30 participants.

South Africa's participation in the International and Pan African Mathematics Olympiads was set up in 1991 as a project of the South African Mathematical Society and run from the UCT Mathematics Department until 2005. The programme included a nationwide Talent Search in which thousands of high school students took part, a series of Mathematical Camps held in April, July and December each year, and selection and training of teams for the Olympiads.

The way forward

In January, the 150th issue of Mathematical Digest was mailed out to schools. Since inception, it has been published quarterly with not a single edition missed. Although Webb is nearing retirement, he plans to continue running the Mathematics Competition and editing Mathematical Digest for the next few years – "... until a willing replacement is found". Clearly, there should be no doubt as to whether to keep UCT's Mathematical Outreach going in the post-John Webb era. The initiative plays a critical role in the development of thousands of mathematics learners and has benefited the university in numerous ways.

Are there areas of concern? Funding is one of them and the use of technology could be another. Webb has successfully banked on the print media to reach out to thousands of schools, teachers and learners, and has two websites (Mathematical Digest: www.mth.uct.ac.za/digest and UCT Mathematics Competition: www.mth.uct.ac.za/competition) that perform a valuable, but secondary role.

Combining print and information technology is a good strategy, given that schools do not have universal access to IT. But will technology become indispensable in reaching out to learners of the future? Could they SMS their solutions to the project? Could they test their skills online? While there is a great deal of room for innovation in this regard, harnessing technology will depend on the availability of resources.

At the same time, UCT's decision-makers might want to consider whether the transformation potential of this outreach activity has been fully realised, or whether there is more room for innovation. There can surely be no better way than to erase the inequities of the past through education.

References

Information for this case profile sourced from an interview with Prof. John Webb on 19 October 2007 and compiled by Dr Harro von Blottnitz.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

MATHS OUTREACH (JOHN WEBB)

University Career

1986: appointed lecturer in Mathematics (UCT); currently Professor of Mathematics (UCT).

Recent awards

2002: Award for the Advancement of Mathematics, South African Mathematical Society

2005: Finalist, National Science and Technology Foundation Award

University teaching

Undergraduate teaching at all levels, for all types of students.

Postgraduate: 13 M.Sc. and two Ph.D. students.

Publications and Research

15 research publications in mathematics.

7 research publications in mathematics education.

1 book

Publications for public audience

Several hundred popular articles

Online publications

Mathematical Digest

Quarterly magazine for high schools established 1971 (150th edition appeared in January 2008).

Current circulation 2,500

Work on High School curriculum

Committee work in mathematical societies (national and international)

Textbook evaluation for Cape Provincial Department of Education

Moderator for Joint Matriculation Board Mathematics examination papers

Alternative Admissions Project (UCT): setting of mathematics achievement tests

Member of Minister of Education's 2005 Task Force on the new mathematics curriculum

Benchmark Testing Project (UCT)

International conferences and Olympiads attended (2002-2007 only)

2007: International Astronomy Olympiad (Simeiz, Crimea)

2007: International Mathematical Olympiad (Hanoi, Vietnam)

2007: Zhautykov International Olympiad (Almaty, Kazakhstan)

2006: International Mathematical Olympiad (Ljubljana, Slovenia)

2006: World Federation of National Mathematics Competitions (Cambridge, United Kingdom)

2006: Eastern Africa Conference on Mathematics (Nairobi, Kenya)

2002, 2003, 2004: Pan African Mathematics Olympiad Symposium (Pretoria, SA; Dakar, Senegal; Cotonou, Benin)

2002 - 2005: International Mathematical Olympiad (UK, Japan, Mexico & Greece)

Popularisation of mathematics

Numerous publications, popular lectures and courses for school and adult audiences

Mathematical competitions and Olympiads

Local:

1987 onwards: director of the UCT Mathematics

Competition (6000 participants)

National:

1990: founded South African Inter-Provincial Mathematics Olympiad

Continental (African):

Member, African Mathematical Union Commission on the Pan African Mathematics Olympiad

2000: took South Africa into the Pan African Mathematics Olympiad

Intercontinental / international:

1991: took South Africa to the International Mathematical Olympiad

2000: elected Secretary of the International Mathematical Olympiad Advisory Board

2004: re-elected (unopposed) as Secretary

2008: nominated (unopposed) for re-election as Secretary

HONOURS OUTREACH AND COMMUNITY INVOLVEMENT PROGRAMME

The Department of Information Systems' Honours programme requires all full-time Honours students to spend 20 hours working in a compulsory community-based project, organisation or activity of their choice. Programme convener Assoc. Prof. Jean-Paul van Belle introduced 'Honours Outreach' in an attempt to enhance the awareness of Commerce students of the role they could play in communities, but he was surprised by the extent of the attitudinal changes experienced by students. Students have approached it with enthusiasm, transforming their attitudes and developing values of citizenship and a sense of 'other' in the process. Community organisations have expressed their appreciation of the support forthcoming from UCT Information Systems Honours students and the project holds rich potential for trans-disciplinary research and teaching.



Background

A small, but significant component of the Department of Information Systems' Honours programme is the compulsory community-based project that all full-time honours students are required to complete. The decision to include an activity of this nature was driven neither by a research or teaching motive, nor specific community needs. Rather, it was prompted by the desire to foster closer engagement between commerce students and disadvantaged communities in order to increase the students' awareness of the world in which they would be working as citizens and professionals.

'Honours Outreach' was introduced when Prof. Jean-Paul van Belle accepted a post in UCT's Information Systems (IS) Department and transferred from the University of the Western Cape what he considered to be a valuable practice of community outreach. Van Belle believes that outreach should be part of the university culture, and that too often it is construed as "speaking to industry for funding or sponsorships". His intention was to change the mindset of Commerce students, in particular, because he feels that many are not motivated by "wanting to do good for the world" and tend not to demonstrate an interest in the needs of others, especially disadvantaged people.

To challenge the validity of a mindset that advocates the pursuit of self-interest, Van Belle decided four years ago to introduce a compulsory project that would require students to work on community projects. He was confident that community outreach would be the tool to reorient the students: "Typically it's when you get involved that you engage," he says. The aim was that the experience should be mutually beneficial: students would gain experience within a community context, whilst the community would benefit from their information systems skills. A third benefit would be that UCT, and the IS Department in particular, would gain positive publicity.

There are a few simple rules concerning the students' choice of community-based project:

- it may not be linked to any other academic or commercial project;
- students may not receive remuneration for their work;
- it should help the larger community and take place within NGOs, government organisations, schools and similar environments; and
- it may not be done in a commercial or for-gain environment.

A few of the students were already involved in community-based projects, but for most it was their first real engagement with communities and the 20-hour project brings them into contact with issues they have not previously encountered. Van Belle realises that although he requires only 20 hours of community engagement, he is asking more of students than their 'normal requirements'.

Departmental administrator, Aayesha Patel, is in close contact with the students and receives all assignments and processes marks. She was concerned that students would be overloaded and would react negatively against the requirement, and was surprised to find quite the opposite: students responded with zeal, became completely absorbed in their projects and tended to exceed the minimum time required. Patel attributes this response to their being able to get away from 'systems', being exposed to other aspects of the human character and condition, and perceiving value in this new form of engagement.

Nature of involvement

In the project's first year, Van Belle appealed to external communities to identify needs and submit requests for IS solutions. The IS department has subsequently been overwhelmed by requests, some of which recur every year. IS student numbers have been declining at honours level owing to the collapse of the 'IT bubble', and there is thus a shortage of students relative to the demand for assistance from communities and organisations. While the project can accommodate the needs of some external organisations year after year, increasingly students are doing work for Student Health and Welfare Centres Organisation (SHAWCO) projects, some of which do not involve their leaving campus.

Van Belle points to the practical issues that constrain student outreach. These include transport, finance and safety risks for students who are engaging off-campus without a supportive network in place. Knowledge of communities in which they are working is critical, and for this reason, students often select a known environment, such as a school previously attended or an organisation known to them.

Owing to the nature of IS, 20 hours is very little time in which to accomplish concrete outputs. Significantly, very few of the students work individually, preferring to work in teams. Van Belle finds the composition of these groups interesting, because the most interesting projects tend to be undertaken by teams whose members are mixed across race and gender. He suggests that the willingness of the students to associate with diverse peers is an indication of a particular character type that is "open to change and flexible, dynamic", as opposed to "closed" groups of same-sex, same-race friends. "The nature of dialogue and tracking within your community or the student groups _ it says something about your personality," he says.

Unanticipated outcomes

Whilst Van Belle expected that community involvement would jolt student complacency, he did not expect the transformation in attitudes that he has witnessed. In his view this has been the deepest and the most far-reaching impact of the programme. "One of the things I didn't anticipate, but it's really inevitable _ the way students change," he says. "That attitude change ... is really very interesting to see happening. I think at least half of the students find a side of themselves that they haven't explored before, and that's more exciting than anything else."

Recognising that these changes are fundamental, but not dramatic, Van Belle says that the university is charged with provoking change and producing critical thinkers. "I think we owe it to our students because university is not about just filling up their heads, but making people what is *universitas*, the human being."

Of a training project completed in Pollsmoor prison, Van Belle says: "It changed people's lives, both students and the people who participated. We got reports. In fact they

[the students] got reports from the prisoners when they got out, saying: 'Thank you! That changed our life because now we get back into society with a skill.' This is valued."

Two years ago Van Belle started asking students to include a short reflection on how their attitudes had changed as a result of their engagement. This transition in focus from 'self' to 'other' is evident in the students' observations, as demonstrated clearly by some whose projects entailed working with people with disabilities. Starting with an awareness of difference, students shifted to an appreciation of attributes, as is evident in extracts from student reports. For example:

"Neither of us has worked with or spent much time around Blind and/or Deaf people. It was difficult at first to communicate. We both admitted to feeling weird about entering and exiting a Deaf-Blind person's presence as we were not sure whether he knew we were there or not half the time. We were both amazed with George's ability to navigate around a computer without the aid of a screen. He managed all of the tasks we asked of him first time. When testing the bar-code generator, he did, in fact, manage to find the test page on the system faster than we did." _ Chris King and Devin de Vries, on the Pionier Drukery Project, a Braille Printing Press in Worcester

Another example comes from Nozipho Duma, who worked in the UCT Disability Service (TCATS):

"I spent a couple of days trying to work out a methodology of what a typical (Blind) student's process would be. This proved very hard to do because I had to constantly remind myself that I could not see the screen and only had to use the prompts given to me by the speaker/interpreter on the headphones."

Duma comments on her subsequent recognition of the special personal qualities and attributes of Nothandathu Gara, a quadriplegic Master's student in Philosophy and Disability Studies, whom she helped to complete her thesis on computer. "I learnt so much from her," she writes. "She is a very educated, smart woman, full of ambitions, who has much to contribute to the South African literature."

The transformation in attitudes has come to the attention of other staff who provide reports on the work the students have done. One such observation came from Denise Oldham in her report on student Nozipho Duma who volunteered at TCATS: "I could see a real depth of feeling and understanding in her when I explained fully why we had to do certain accommodations. I sensed a real shift in her perspective towards students with disabilities - she moved from a feeling of kindness and wanting to help to really empathising and imagining herself in another's shoes."

The way forward: needs and opportunities

Observing the development of new dimensions within the students, Van Belle acknowledges the need for further resources and tools to support students and enable them to engage in more meaningful, critical self-reflection.



Ideally, appropriate reading should be included in the course. By providing appropriate underpinning theory and descriptions of the experiences of students and communities elsewhere, students could become more cognisant of the changes in their values.

Whilst Van Belle has not had the time to pursue this, he points to the rich potential for trans-disciplinary research. For example, a partnership in Humanities with the Psychology Department to undertake qualitative research to evaluate the nature and extent of the transformation within students doing community outreach projects, would provide interesting collaboration across disciplines, with longer-term possibilities.

Recognition

Whilst Honours Outreach is a formal requirement for the IS Honours course, and a small course mark of less than three per cent is allocated, it has not been integrated into the curriculum as credit bearing, and will not be, unless wider faculty support is forthcoming.

Student recognition

The question of whether students want recognition for their community outreach work has not been raised, although Van Belle encourages students to include their community service/involvement on their CVs.

Awards have been created in appreciation of the most worthwhile projects, as there are always some that demonstrate more effort and commitment on the part of the team. These are handed out at the annual IS exhibition day that showcases the work completed by students during the year.

Staff recognition

Van Belle says that he is now marginally involved in the project, and that departmental administrator Aayesha Patel knows more about the work that students undertake due to her close involvement with them on day-to-day issues relating to their projects. Since Honours Outreach is not linked to his teaching or research, it is not considered part of his workload, although it is considered by the university as socially responsive. However, as indicated above, he realises that there is considerable potential for linking the project to research and teaching through interdisciplinary collaboration.

Replication

Due to the simplicity of replicating this model, and particularly in light of the need within communities for the types of skills that disciplines within the Commerce Faculty offers, Van Belle finds it difficult to understand why colleagues have not followed his lead within other departments.

He points out that his head of department, who now fully supports the project, was initially reluctant to let him introduce it. Whilst this type of project would be very easy to accommodate within the curriculum, Van Belle says the main difficulty lies in persuading colleagues of the benefits, which only become evident once it has been implemented. "It is quite hard, I think, to introduce little things that are not part of the curriculum," he says.

He considers that the natural instinct among academics is not to change, but feels that it is a question of overcoming the initial resistance, and that possibly colleagues do not realise the unquantifiable value of making a small adjustment to the traditional teaching and learning model that yields a qualitative result.

Feedback from a school teacher is indicative of the general view from the community-based project 'sponsors' who are required to report back to UCT after the students have completed their projects. It advocates for greater UCT involvement in communities:

"I would like to suggest that UCT runs this programme on a yearly basis where final-year students give back to the communities they came from. Learners, teachers and the school as a whole benefits from their contribution. Learners from school who plan to study at a university get an opportunity to meet students that are already at university, and the school appreciates UCT's social responsibility contribution."

Conclusion

Van Belle believes that "small is beautiful" and that the "beauty" of Honours Outreach is its transformative potential. In his view community outreach by students has three key benefits:

- it encourages critical reflection among students, prompting changes in their values and attitudes;
- it impacts positively on the community or organisation within which a project is based; and consequently,
- it enhances perceptions of the UCT, strengthening ties between the university and communities.

References

Information for this case profile sourced from an interview with Associate Professor Jean-Paul Van Belle on 11 September 2007 and with Ms Aayesha Patel on 13 September 2007.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

HOCIP

Publications

Academic audience

Van Belle, J.P. & Smith, D.S. A Community Outreach Programme for Information Systems Students at the University of Cape Town. Proceedings of the 35th Annual Conference of the Southern Africa Computer Lecturers Association, Kasane (Botswana), 3-6 July 2005.

Public audience

Students behind bars" Monday Paper, Volume 24 No 30, 21 November 2005.

"IS Honours students make their mark" Monday Paper, Volume 23, 02 August 2004.

Examples of Student Projects

Education

- Assist with teaching and supervision of computer based learning tasks as well as computer maintenance at Eros Special School.
- Computer Skills training for young adults (age 18 – 35) for SHAWCO project (Masizikhulise) at Nyanga Training Centre
- Help teach computer literacy classes in the Siyathuthuka Computer Literacy Programme.
- Tutor students on the introductory IS course of the 4-year BAdmin degree at Tsiba College.
- Teach computer literacy classes for St Joseph's Outreach Programme in Rondebosch.
- Static website and student pep talks for Mananga College (Swaziland).
- Teach grade 11's IT skills at the Shawco IT & Sunfield Home in Khayelitsha.
- Design an electronic communication solution for the Tuan Yusuf Social Development and Learning Centre in Schaapkraal.
- Train high school learners and teachers in basic computer skills and lab management under auspices of SHAWCO.
- Implementation of InterGreat system for Go For Gold NPO Education Development Programme.
- Maintain the computer laboratory at Rylands High School.

Community empowerment

- Capture and interpret data pertaining to structural fires for the Disaster Mitigation for Sustainable Livelihoods Programme.
- Assist with the PC literacy programme for the youth leadership rehabilitation programme of Pollsmoor Prison.
- Act as business analyst and mentor disadvantaged learners in the City of Cape Town's Kulisa project.

Wellness

- Provide IT services to the UCT Disability Service including conversion of study materials for the blind students.

- Install and implement database and information system for Pioneer Printers who produce Braille books for the blind.
- Build a simple website for the Bell Valley Initiative for HIV/AIDS affected and infected children in the Helderberg and farmland areas around Stellenbosch.
- Build a budgeting system for the "Fikelela" HIV/Aids Outreach project & T-Bag designs.
- Design newsletter and event templates for the Sunflower Fund, the Fundraising arm of the Bone Marrow Registry, Tokai.
- Develop an employee and sponsor database for the Self-Help for the Healing Business.
- Set up a website and content management system for the Hope and Dream Trust.
- Build a website to assist in reunion of patients and friends post-treatment (JHB Hospital).

Families and children

- Develop a browser-based children tracking database for the James House Children's Home.
- Developing a webpage for "Home Start SA", an NGO dedicated to helping families with young children.
- Website and Stock system for the storeroom of Leliebloem House Children's Home.
- Develop a booking system for FamSA.

Animal welfare societies

- Developing a system for Cart Horse Protection Association in Visual Studio and using an access database.
- Develop a daily task management system for the Domestic Animal Rescue Group.
- Develop a lost and found animals portal for the Animal Rescue Organisation.

UCT

- Running workshops for the Academic Development Programme students at UCT.
- Develop a society website template to allow for easy updating of any UCT SRC-linked society's website.
- Create a database for a UCT student residence.

Faith and Culture

- Assist people in using the computers at Meadowridge Public Library.
- Create a contacts database and integrate with a mailing system for the Centre of the Book.
- Develop an SMS/internet contacting system for the Baha'i Community.
- Design a website for a church to allow members to access bible studies and electronically search the bible.
- Set up a library management system for the Islamic Youth Society's Library.
- Develop a website & HR management system for Silver Lining Youth Ministries.

INKANYEZI: STUDENT VOLUNTARY INITIATIVE

Inkanyezi is a UCT student volunteering programme that aims to improve the access of disadvantaged high school learners to tertiary study, learnerships and financial assistance. Through interactive workshops, mentoring and the provision of up-to-date information, UCT students inform learners about study opportunities, build their capacity to apply for programmes, and help guide their subject and career choices. In the process, the UCT student volunteers develop their own awareness as active citizens. Through Ubunye, Inkanyezi works in partnership with other organisations active in Cape Town.



Background

The legacy of apartheid continues to handicap young South Africans from underprivileged socio-economic and educational backgrounds. In an economy with major skills shortages, a tertiary qualification enables a graduate to improve the income and quality of life of their family dramatically. Many opportunities for tertiary study, learnerships and financial assistance exist. However, learners in Cape Town's poorest areas have difficulty accessing these opportunities. Lack of Internet access makes it difficult for them to access information. Poor writing skills and language difficulties handicap their ability to market their true potential in application forms and interviews. Lack of support from teachers and parents makes maintaining motivation through the draining applications process difficult.

Furthermore, structures within schools are such that learners often make career-crippling decisions early in their secondary school education. Learners are required to choose subjects for Grades 10 – 12 at the end of their Grade 9 year, which they often do without access to adequate information. Strong learners are often pressured by teachers to take particular subjects with little regard for the students' own interests. Selecting the 'wrong' combination of subjects can permanently preclude learners from accessing a wide range of careers and tertiary educational opportunities.

According to Rob Garlick, Inkanyezi's previous director and one of its founders, this was the rationale for the launch of Inkanyezi, which means 'Let us shine'. Initiated by UCT students in 2005, Inkanyezi's launch was facilitated by a generous donation from the Goldman Sachs Foundation's Social Entrepreneurship Fund (SEF).

Aim of Inkanyezi

Inkanyezi aims to assist high school learners in disadvantaged communities by:

- informing high school learners about opportunities for tertiary study, funding tertiary study and learnerships;
- guiding learners through the application processes for higher education;
- informing learners about subject and career choice issues; and
- developing relevant skills such as Curriculum Vitae preparation and interview techniques.

Like other UCT societies and volunteer organisations, Inkanyezi has a stall on the Plaza during Orientation Week where it recruits volunteers every year. Most of these volunteers get trained to mentor the high school learners, but a small number of them assist with research.

During 2007, Inkanyezi recruited a pool of 44 student volunteers (an increase of 26 per cent on 2006) and facilitated approximately 60 workshops with Grade 12 learners in seven secondary schools (an increase of 75 per cent on 2006).

Partnerships

Initially Inkanyezi was a partnership between the Southern African Environment and Education Project (SAEP), a registered non-profit organisation operating in Cape Town, TeachOut, which runs after school and Saturday tutorials in various academic subjects, and the Township Debating League (TDL), which organises weekly workshops and debating tournaments for learners in disadvantaged communities. TeachOut and the Township Debating League joined with Inkanyezi under the umbrella of Ubunye and a range of functions are carried out jointly between the three projects: evaluation, fundraising, information technology and marketing. At the same time, Inkanyezi



retains complete strategic and financial independence, as all major Ubunye decisions are jointly considered and approved by the directors of all three projects. From 2008, it is likely that the Media School, currently a separate project, will become part of Ubunye.

In order to promote good governance and accountability within Ubunye, the actions of all three projects are subject to the scrutiny of a newly-launched management committee. This non-executive committee exercises oversight on all decisions taken by the project executive committees, and ensures good financial management and adherence with the constitutionally enshrined objectives of each organisation. The management committee consists of representatives of the various projects' executive committees, volunteers, educators in participating schools, partner organisations, and representatives of staff and student management structures at the University of Cape Town.

In addition to these core partnerships, Inkanyezi has initiated and cultivated close relationships with two other initiatives: IkamvaYouth, which provides tuition in mathematics and physical science to Grade 12 learners from six Khayelitsha high schools, and SHAWCO's Student-Mentored All-Round Tutoring (SMART) project which provides education and personal development services to learners in Kensington, Khayelitsha and Nyanga. Ubunye also has a relationship with Yale University, which raises funds for Ubunye and intends sending interns to work with Inkanyezi and other projects in 2008.

UCT volunteers mentor learners in disadvantaged schools

Melanie Smuts, the new director of Inkanyezi, was formerly a volunteer with the project. She says that a central challenge for the project is to find the best way of exposing learners in township schools to information about possible future careers in ways that would be meaningful and useful to them. She puts the challenge this way:

"... ensure that students have access to information that will bring them further in their lives than merely finishing matric. How do you make ... access to information – how do you make that realistic? How do you make that a truly feasible and valuable and a credible future for a township learner, with all the problems that they come with? So where do you meet them half way?"

After reflecting on the experiences of the project during its first couple of years, Inkanyezi decided to modify its approach. Instead of only providing workshops on basic information about courses offered by higher education institutions and the application processes, it now has a much wider, interactive and learner-centred approach. In essence, there has been a shift from presentation-style workshops to mentorship-style workshops with small groups.

Inkanyezi has developed a core curriculum which is contained in a handbook that sets out an educational programme for the year. According to Smuts, the

development of the handbook was prompted by the need to guide students who have “limited to no experience in the township environment”. Recognising this urgent need, she applied for the portfolio of curriculum development and spent her holiday in December 2006 writing the handbook. Inkanyezi’s curriculum is freely available under creative commons license for use by other projects that are part of Ubunye so that participant learners in these projects can also be exposed to the skills and knowledge that Inkanyezi seeks to promote.

Groups of Inkanyezi volunteers (the UCT students) are assigned to particular schools. The volunteers meet with the same small group of learners every week, so that over a year they get to know the learners very well. Every week the volunteers facilitate a 45-minute workshop. The first five workshops cover topics like goal setting, self awareness, and establishing the difference between a career and a job. Later in the year the workshops start dealing with general administrative, financial, academic and other requirements related to applying to enter higher education. These workshops are interactive, giving the learners the opportunity to ask the volunteers specific questions, for example: How do you study journalism in Durban? These questions are emailed to the research volunteers and the following week the learners get up-to-date responses to their questions.

Inkanyezi volunteers also guide learners through the university application process itself so that they can assist learners with decoding forms and providing all the necessary information. This involves “simple things like form-filling: knowing what block letters are, or that you need a certified copy of your school report to go with your application, or that you need a social worker if you’re applying for Financial Aid,” says Smuts.

Promoting active citizenship amongst UCT volunteers

Inkanyezi also aims to change the perceptions of UCT students about their society. According to Smuts, “Inkanyezi would be failing as an organisation if it does not change the perceptions of the UCT students that work with learners in local communities.”

Her own involvement illustrates how working with Inkanyezi can change a student’s perception and explains why she feels so passionate about this goal.

Smuts joined Inkanyezi as a volunteer in her second year at UCT and claims that by the end of the year her opinions on most things had changed. She says that she grew up in a very closed, sheltered environment, where the dominant perception was ‘people deserve what’s coming to them’. One family member asked “What is the point? It is dangerous [working in a township] and it is not like they are ever going anywhere anyway.” Smuts explains the impact the project had on her:

“... coming from this incredibly sheltered perception of the world, to being thrown right in there with students or learners who are the worst off, and getting to know them

and battling with them through their problems ... Having never been prepared for the township environment, I felt like an idiot the whole time. And, you know, I’m delivering a workshop and then I found out, well, nobody qualifies for what I’m delivering this workshop about. And I’m going with them through this frustration of the process.

“And having experienced that and then seeing how they come through it – I had this one incredible student called Lunga. He just decided one day that he was going to get out. He had this refrain and he said to me, ‘I want to study. I want to study.’ I went with him through his essays that he had to write for Cape Tech. And seeing how this person tried infinitely harder than I ever had to try in my life. And seeing the drive in somebody ...

“After having experienced that, to then go back and say, well, I can rest comfortably with the idea that students who are university material deserve what they’re getting, and they have the right to be there, and no one else does – it just seemed silly to me. You stop thinking like that. It’s not an emotional choice; it’s purely from your experience as a rational human being – it just changes you completely. It made me feel so strongly about wanting to promote justice in this country.”

Impact

The impact that volunteering for Inkanyezi had on Melanie Smuts is clear. She went from being a volunteer to being an Inkanyezi executive committee member and recently became the new director of Inkanyezi. She is studying law and now wants to specialise in Refugee and Human Rights law, as a direct result of working with Inkanyezi at The Ark, a place of refuge in Khayelitsha.

Another perspective on the impact of the project comes from Michael Eastman, an ex-UCT student and an ex-Inkanyezi volunteer who is currently a Fox International Fellow at Yale. He describes Ubunye as an example of ‘sensible social development’. He argues that “... development should be a socially responsive and reflexive process that, when properly instituted, benefits all parties and is never divorced from its social context ... making social development mutually beneficial, since both parties are, at once, the educator and the students” (Eastman, 2007:11).

References

Information for this case profile sourced from an interview conducted with Melanie Smuts on 26 September 2007.

Inkanyezi Director’s Report, written by Rob Garlick (previous director), September 2007.

Inkanyezi website : www.inkanyezi.org.za.

Eastman, M., 2007, ‘The Justice of Social Justice’ in Development, Volume 3, Issue 2, Winter 2007, pp 4-13, Yale University Publications.

CURRICULUM VITAE RELATED TO SOCIAL RESPONSIVENESS

INKANYEZI

Activities 2007

Workshops

60 workshops in 7 schools with 44 volunteers in schools in Phillippi, Brown's farm, Nyanga and Khayelitsha.

Winter School

9-13 July, Zisuanjo Secondary School.

Requested by Western Cape Education Department (Phillippi) to run a Winter School with some schools to aid recovery after the civil strike.

Re-launch

11 August: Inkanyezi re-commences after long mid-term vacation.

Volunteers gave feedback on sessions and strategised solutions for problems experienced during the year, with facilitation by Committee members.

Articles

2006: Varsity article on Inkanyezi and Media School.

2007: Yale publication on Ubunye and Inkanyezi Eastman, Michael. 'The Justice of Social Justice' in Development Volume 3, Issue 2, Winter 2007, pgs 4-13, Yale University Publications.

Presentations

May 2006: Presentation to the Goldman-Sachs foundation on the progress of Inkanyezi.

November 2007: Presentation in France by Kate Orkin (one of the creators of Inkanyezi)

Portrait of volunteers and their students

Dulan Simons is a Chemical Engineering student from Mitchells Plain, who was awarded a bursary to study at UCT. He is the incoming head student of Kopano residence and has done volunteer work with Inkanyezi for two years, also serving on the Executive Committee. Doing work with Inkanyezi has been 'eye-opening',

as the experiences of the learners that he has worked with have changed his perceptions on his own life: their hardships were often, to him, more severe than his own.

However, coming from a disadvantaged background has also helped him as a volunteer, as he can relate to learners, and his story of making it through to University has motivated them to work harder to reach their goals. He also says that he has enjoyed being able to give learners better insight into what University is about, and to see that there are many future options concerning their careers.

Dulan's learners

Makobonge Metuso matriculated from COSAT in Khayelitsha in 2006. He is now at UCT studying Chemical Engineering and will be entering his second year next year. He has been placed in Kopano residence, which means that Dulan will continue the mentoring role that started when Makobonge was in High School. Dulan has become his 'resource' in residence and at university, serving as a support structure and a friend.

Neliswa Dhludhla was also a COSAT learner and has completed her first year of a Business Science degree at UCT. She is now also an Inkanyezi volunteer.

Neliswa Dhludhla went through the Inkanyezi program in high school and enrolled for a Business Science degree at UCT, becoming a volunteer in her first year here. As a high school learner, she felt that UCT volunteers were 'living proof' that she and others from her community could get to UCT.

Next year, 3 learners she worked with at COSAT will be entering UCT.

Neliswa has gained from the programme in learning how to behave in a leadership role through being a mentor, as she is not only helping school learners, but learning from others herself. She says that a key lesson in life has been realising the difference it makes to be able to have information.

MASIZIKHULISE

Masizikhulise is an educational project staffed by UCT student volunteers. Each year it provides 50 to 60 unemployed young adults from Nyanga and Khayelitsha with training that will equip them with the skills necessary to make an impact on their communities, and to obtain or create employment. Meaning 'let's grow together', Masizikhulise is an intensive six-month programme offering entrepreneurship skills, job-finding capabilities, the promotion of social entrepreneurship and computer literacy. Project impact is enhanced by fostering linkages between large firms and the small businesses established through the project, and by widening the university skills base through which community skills needs can be served.

Background

Masizikhulise was initiated three years ago as an educational project of UCT's Student Health and Welfare Centres Organisation (SHAWCO). However, it differs from other SHAWCO projects in that instead of targeting school-going learners, it is directed at post-school youth, and its programmes aim broadly at individual empowerment. SHAWCO centres provide a focal point for the Masizikhulise project, and centre managers play an important role in its implementation. Vitaliy Voronkov, the incoming project leader for 2008, is pleased that in addition to the connections with SHAWCO, Masizikhulise is now recognised by the community as a 'distinctive brand'. This he considers testimony to the success of the project's programmes.

Masizikhulise's mission is to economically empower disadvantaged individuals in developing communities in the Greater Cape Town area, achieving this through active student participation and sharing of critical business and social skills. The strategy is to draw on individual initiative and potential, and to develop this by sharing and imparting skills through training.

Says Voronkov: "These aren't passive programmes where we just teach something given to us; we empower people to go out on their own. The underlying theme is that community participants should be proactive in whatever way possible."

Current programmes

The Masizikhulise project is based in Nyanga township, but from 2008 it will be replicated and offered in Khayelitsha as well. The project changed substantially in 2007, with the development of three new programmes under the leadership of the 2007 project leader, Garikai Nyaruwata, and his committee. Specific curricula were developed by students for each of the programmes, and classes run concurrently twice a week on alternating weekday afternoons, with new intakes each semester.

Entrepreneurship

The curriculum for the flagship programme, Entrepreneurship, was developed in conjunction with a staff member from

the Graduate School of Business (GSB), with input from organisations such as The Business Place and Umsobomvu Youth Fund. The curriculum offers basic business theory and skills in marketing, finance and accounting, followed by the development of a business plan, usually based on an idea the community participants propose at the start of the programme. The programme culminates in a formal presentation of these business plans on campus to UCT staff, students and representatives of The Business Place and Umsobomvu. Feedback is given to participants on the viability and feasibility of their plans, and in the past finance has been offered to participants on the strength of these presentations. Some of these business plans led to the growth of small businesses that are now well established and expanding. Successful businesses run by Masizikhulise alumni include cabinet-making and joinery, photography and retail-electricity concerns.

Employment Search Skills

The Employment Search Skills programme aims at successful job-finding and focuses on developing curricula vitae appropriate to the knowledge, experience and personal attributes of participants. The programme also teaches writing and other skills, such as interview techniques, required during and after the job search.

Breaking In

'Breaking In' is a 'form of social entrepreneurship' aimed at getting youth involved in community issues and creating awareness around these – teaching people how to teach within their communities. This programme also aims at a final product – the organisation of a community day – with presentations on issues central to the community, such as HIV/AIDS and safe sex. One such community day led to two young women receiving funding from the Department of Health to set up a rehabilitation centre tackling drug abuse in the community.

Information Technology

IT is the fourth Masizikhulise programme. Computer skills are of critical importance to any organisation, no matter how big or small, so these skills are included in the other three programmes as well.

Community participants

In order to recruit participants from the communities,

Masizikhulise advertises its programmes on local radio stations and puts up posters in public places such as churches, schools, health clinics, and, of course, the SHAWCO centres. Participants generally fall in the 18 to 35 age range and usually have at least Grade 10 level of schooling. However, Voronkov says the programmes are reasonably flexible about this entry requirement, and that the potential of prospective participants is taken into consideration. The most important criteria are that participants know what they want and are able to articulate their ideas. Considerable care is taken to explain to new participants how the project works and what is expected of them. This happens during interviews that are held with all applicants. The interviews have proved to be far more valuable than the forms filled out, since they give potential participants an idea of the commitment that will be expected of them.

Of the approximately 30 participants who enrol for the programmes every semester, about half complete the curriculum offered. This is not necessarily a negative indication, as many drop out when they find permanent employment or take up an alternative opportunity to earn an income. Voronkov points out that every person dropping out is tracked, and Masizikhulise ensures that it establishes the reasons why the participants left and whether these are related to the curriculum, the teaching method, or any other aspect that can be changed by the programme.

Those who have completed the programme serve as role models who motivate the new intakes, so contact is maintained with these successful entrepreneurs. Voronkov points out that it is important to track Masizikhulise alumni so as to monitor whether the project is achieving its real objectives of empowerment.

Promoting networking and linkages

One of Masizikhulise's further objectives is to link formal businesses and related organisations with small and emerging businesses that need specific forms of support. Voronkov says that businesses in the formal sector often don't know how to establish these linkages with smaller players in the informal or less established sector, and Masizikhulise helps by facilitating this contact. The organisation refers small and emerging businesses to financiers and other established small-business empowerment structures.

It was during this matching process that Masizikhulise's latest 'empowerment idea' was conceptualised. The idea involves 'skills brokering', by tapping a skills base that is wider than Masizikhulise's existing student volunteer body. A 'skills database' could link communities' needs with skills available on campus, in this way drawing on a human resources network that is wider than that of the group who volunteer their skills for Masizikhulise programmes.

Voronkov cites a recent example of Nyanga women producing beadwork who approached Masizikhulise for advice on how to improve revenue and cut their costs. To accommodate this request, students from the Postgraduate Diploma in Accounting, who were not

part of the student-volunteer body, were sourced by Masizikhulise student volunteers. They met with the Nyanga women and, on a voluntary basis, worked on a revenue analysis over weekends.

Voronkov acknowledges that Masizikhulise won't be able to meet all the needs it is presented with, but by sourcing skills from the university's broader skills base, rather than relying only on Masizikhulise volunteers, the project could meet a wider range of community needs. In the process, Masizikhulise's volunteer base could also be increased, even if these volunteers are only involved in the short term.

Learning through volunteering

The profile of the student volunteers is mixed across race and gender. However, the majority of volunteers involved in the largest programme, Entrepreneurship, are second- or third-year undergraduates from the Commerce Faculty. This is due to the programme's emphasis on business skills. The 'Breaking In' volunteers tend to be humanities or health sciences students, whilst students teaching computer skills invariably have a background in information systems. Twelve committee members and about 30 volunteers per programme are involved every year, and a rigorous recruitment process is followed to ensure that students with the appropriate knowledge and experience are signed up. "Basically our approach is that we want the best people for the job. So it's not a generic recruitment drive where we just say – join. Everyone has a defined responsibility," Voronkov explains.

The students take a business-like approach to their volunteer work, and Voronkov is appreciative of their planning and hours of hard work. He comments that student volunteers display the kind of initiative they themselves see among community participants. Generally, he says, students want to do something more meaningful and constructive than "... giving people money or playing with them – something fundamentally empowering".

There is also a strong sense of the necessity of continuity and community within the project. Previous student volunteers and committee members often remain involved in the project beyond their term of office, thereby building a type of alumni network. Voronkov attributes much of the Masizikhulise project's current success to the structural foundations established in 2007 by the outgoing project committee and project leader. The challenge to each incoming committee is that of further development.

While the project talk is businesslike, there is no motive of financial gain: Voronkov says most students want to "put something back", though he acknowledges that some do sign up for the opportunity of developing skills such as project management, networking and leadership that the university curriculum does not offer. Yet, even in these instances, he says, where their initial motivation may have been gaining valuable skills for themselves, people change: "To get leadership skills, you can do other things that are easier and less time consuming," he points out. "But at the end of the year, students say to me that they

are so much happier with what they do in the community and at UCT, compared to how they felt before.”

Funding

The student volunteers' initiative and sense of responsibility emerges strongly in the area of fundraising. Volunteers undertake their own fundraising activities to supplement SHAWCO's budgetary allocation to Masizikhulise. Because SHAWCO accommodates overheads relating to the centres and staff costs, Masizikhulise volunteers can focus on more innovative fundraising goals. For example, a successful grant application to the MTN Foundation has secured almost R40 000 for 3G in the Nyanga centre, and a large retailer has agreed to provide a T-shirt sponsorship,

Opportunities for staff involvement

As is the case with other community activities run by volunteers, the students involved with Masizikhulise would like to see greater involvement by university staff in the project. These student volunteers would like to receive input in the form of high-level skills and expertise in order to build their own capacity and ensure the sustainability of student projects.

Currently, input and guidance relating to Masizikhulise curriculum development is provided by staff in the Information Systems Department and the Graduate School of Business. The business school staff member working with Masizikhulise is trying to establish linkages that will enable students to proceed from informal to formal programmes offered by UCT. Voronkov is appreciative of these overtures and adds that the Masizikhulise project committee would like to cultivate closer ties with the Commerce Faculty in general, with the support of the Dean.

Voronkov identifies the lack of long-term sustainability as the greatest threat to student projects. Due to students' limited time at university, there is a constant need to find replacements as the volunteers graduate and leave. There are therefore plans afoot to build a stronger relationship with the Commerce Faculty and the Graduate School of Business through the formation of an advisory board, which it is hoped will include representatives from these faculties as well as other external stakeholders from business and the community who are already involved. The advisory board would strengthen the project's sustainability by virtue of its membership being more established, and it would also enhance the work of Masizikhulise by providing general advice as well as specialised support.

Contribution to UCT

Whilst acknowledging support received from SHAWCO and the university, Voronkov observes that student community-based projects also contribute positively to UCT's image among disadvantaged communities.

“Every participant in the programme this year has been on campus at least once, and they know that every volunteer is a UCT student,” he says. “I think an academic institution benefits greatly from this. Even at the graduation

ceremony a couple of participants stood up and said: ‘You guys are making an impact on our lives, and it's great’.”

On the prospect of unlocking the future potential in communities, Voronkov's confident outlook is that of the classic entrepreneur: “Because Masizikhulise is so flexible and dynamic, there is a lot we can do that doesn't seem to have been done before. There's a lot of room for growth in everyone.”

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Information for this case profile sourced from an interview conducted with Vitaliy Voronkov, incoming project leader for 2008, on 30 October 2007.

Masizikhulise Annual Report 2006/2007.

Masizikhulise Project 2007 – PowerPoint presentation.

SHAWCO website: www.shawco.org.

Section Three

Analysis of the portraits of practice



3. ANALYSIS OF THE PORTRAITS OF PRACTICE

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

In analysing the cases in the 2007 report it was decided to focus on the purposes, practices and outcomes associated with the cases with a view to contributing to the generation of new knowledge about models of higher education's engagement with society. This approach is in line with initiatives in other parts of the world to re-examine the role of higher education in development and produce a body of knowledge about this (Stanton, 2007; Nkomo et al, 2006; AASCU, 2002; OECD, 2007). The analysis will reflect critically on the particular nature of UCT's "developmental role in (its) cultural, economic, political, scientific and social environment" (UCT, 1996) with a view to identifying opportunities and challenges in seeking to realise UCT's mission.

It is hoped that the analysis will stimulate debate about the various types of relationships that have been forged between members of the university community and external constituencies, the values and interests underpinning social responsiveness activities, the expectations of benefits deriving from social responsiveness, notions of knowledge construction, and on conceptions of a developmental role for universities.

Hence the analysis is organised around the following themes:

1. Purposes for undertaking social responsiveness
2. Production, dissemination, integration and application of knowledge
3. Models of engagement
4. Brokering and facilitating networks and relationships.

Finally, an assessment will be made of UCT's role and effectiveness in social responsiveness in the concluding section of the analysis.

1. Purposes for undertaking social responsiveness

The Senate approved a definition of social responsiveness that stipulates that social responsiveness must have an intentional public purpose or benefit. "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" (UCT, 2006).

All the cases contain examples of the different ways in which members of the UCT community are linking the intellectual assets of the university in helping to address public problems and issues. The cases are evidence of an emerging consensus about the strategic role of the university in addressing the public good. However, the cases reveal very different, and even contradictory interpretations of what constitutes public benefit and operate within very different developmental paradigms.

In examining the purposes behind activities, most of the case profiles in the 2007 report reflect an emphasis on notions of social justice, social reconstruction, human rights, critical citizenship, and social capital. This is indicative of the values of the academics and students involved in the cases and a more vigorous civic engagement with the process of building a democracy in South Africa. However, in line with international literature on higher education and development, others emphasise economic growth and competitiveness, entrepreneurship, and individual empowerment.

Several of the cases illustrate how engagement with development challenges is inextricably linked to a desire on the part of academics to develop new forms of pedagogy and create a new epistemology predicated on linking the interests of scholarly enquiry with the interests and needs of external constituencies.

Although these elements are not mutually exclusive when social responsiveness is examined at an institutional level, the cases raise questions about whether there is a need for the institution to adopt a more strategic approach to identifying areas or problems around which the institution may wish to galvanise resources, e.g. poverty alleviation.

Economic development

The report contains several cases that relate to economic development. However, the focus, nature of external constituencies, and methodologies are very different. When examined at a university level these differences can be seen as a strength in that a multiplicity of issues and relationships are being forged and different ways of working with external constituencies are being explored.

Fedderke et al's case profile on economic growth in South Africa deals with a process of revising and improving macro-economic policies in a context of continued high levels of poverty. Fedderke of the Economic Growth case profile says the case demonstrates how he as an economist seeks to make a difference "... by using his

disciplinary expertise to make an impact on policy which in turn can make a big difference to the lives of ordinary people rather than by working (directly) with poor people in communities" (Fedderke of the Economic Growth case profile).

The Cape Initiative in Materials and Manufacturing (CIMM) constitutes a partnership of scientists from the four universities in the Western Cape and a research agency. It grew out of an initiative of the provincial government which nurtured a constellation of 'Special Purpose Vehicles' to support sectors of the economy that showed potential for growth. It promotes access to technology and expertise to improve the productivity of big and small manufacturing companies.

The above cases are premised on the belief that economic growth and competitiveness will ultimately contribute to improvements in the quality of life and generate employment.

The cases of the Environmental Evaluation Unit (EEU), Masizikhulise, and the Centre for Leadership and Public Values (CPLV) on the other hand, involve an alternative model for development building on the assets and capacities of local communities. As Oliver-Evans of the CPLV says, "Seeing the poor as both the givers and receivers of help (and knowledge) creates a shift from the 'deficit' model of development to an asset-based approach" (Oliver-Evans of the CPLV case profile). The EEU works with fisher communities threatened by the potential loss of their source of livelihood to empower them to become agents of their own rights and explore alternative livelihoods. Student volunteers in the Masizikhulise SHAWCO Project work with people from marginalised communities to enable them to set up sustainable income-generating projects.

Critical citizenship, social justice and building social capital

In the conclusion to his keynote address at the Council on Higher Education consultative conference in 1999, Badat stated that the post-1994 policy goals for the transformation of higher education in South Africa implore Higher Education Institutions (HEIs) to "... support a democratic ethos and a culture of human rights by promoting educational programmes and practices that are conducive to critical discourse and creative thinking, cultural tolerance and a common commitment to a humane, just, non-racist and non-sexist social order" (Nkomo et al, 2006:59).

This approach to conceptualising the role of higher education in contributing to development is in line with international trends which reflect an increased emphasis on the role of higher education in contributing to democracy and inclusive societies (Trowler, 1998; Stanton, 2007; Charles, 2006).

Badat suggested that universities needed to reflect more rigorously on how they produce "... professionals and researchers who can think theoretically, analyse with rigour, gather empirical data, and do this with a deep

social conscience and with sensitivity to the diverse needs of our people and society" (Nkomo et al, 2006:59).

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

The compulsory Honours Outreach and Community Involvement Programme (HOCIP) was introduced for students doing Information Systems in the Faculty of Commerce by a lecturer, Van Belle, who believed that universities "... are charged with provoking change and producing critical thinkers" (Van Belle of the HOCIP case profile). Van Belle argues that community-based projects are an important vehicle for students to learn about citizenship and different communities in South Africa.

The Inkanyezi and Masizikhulise cases, involving student volunteers, illustrate the potential of extra-curricular activities in helping to build the competencies of students to contribute to reconstruction. Both these activities target under-resourced and marginalised groups and communities.

Whilst conscious reflection and critical self-analysis do not necessarily form part of student volunteerism, a significant observation by the students relates to their realisation that community engagement contributes to their own personal development and facilitates learning within the formal structure of the qualifications on which they have enrolled – which in itself is a strong motivation for the inclusion of service learning in the curriculum.

Vorokov in the Masizikhulise case profile describes how students start by "wanting to put something back into the community" but that the experience of working in the community "changes them" resulting in their feeling "much happier with what they do in the community by the end of the year" (Vorokov of the Masizikhulise case profile). For Smuts from Inkanyezi the experience of working in a community changed many of her attitudes. "It made me feel so strongly about wanting to promote justice in this country" (Smuts of the Inkanyezi case profile). She argues that student projects would "... fail as organisations if they don't change the perceptions of the UCT students that work with learners in local communities" (Smuts of the Inkanyezi case profile).

In describing the changes in student attitudes as a result of their community engagement, Van Belle from HOCIP says he did not expect the transformation in attitudes that he witnessed.

"This was the deepest and the most far reaching effect ... one of the things I didn't anticipate, but it's really inevitable the way students change. I think at least half of the students ... find a side of themselves that they haven't

explored before, and that's more exciting than anything else" (Van Belle of the HOCIP case profile).

This kind of individual transformation is captured in the comments of a volunteer who worked in the UCT Disability Service with a blind student. "I learned so much from her ... she is a very educated, smart woman, full of ambitions ... who has so much to contribute to South African literature."

However, Van Belle and Smuts recognise that critical reflection on what students can learn from community engagement needs to be facilitated more explicitly. In the words of an ex Inkanyezi volunteer, it is important to provide opportunities for the volunteers to learn that "... development should be a socially responsive and reflexive process that, when properly instituted, should benefit all parties, and is never divorced from social context" (Eastman of the Inkanyezi case profile). To maximise students' learning about citizenship, HOCIP started asking students to include a short reflection on how their attitudes had changed as a result of their engagement.

The case profile on Health and Human Rights illustrates how academics seek to combine the roles of researcher and citizen in the course of promoting awareness of human rights. London sees his role as "... helping to build a critical mass of researchers who can develop a coherent theoretical framework for human rights and health work and translate this into changes in the conditions of ordinary people" (London of Health and Human Rights case profile). This project has consciously chosen to work with 'vulnerable' groups in society such as deaf people and farm workers and to conduct their research in a manner that empowers the groups they work with to become "agents of their own rights". For example, Heap and London have become involved in establishing a learning network of civil society groups to help participants develop ways of accessing rights. As researchers (and citizens) they participate in the network and research the process of people accessing rights at the same time. London has also used his research to train health professionals to teach about health and human rights. In this way he hopes that students will be inspired to work in the public and NGO sectors.

The case profile on the Diploma in Education: Adult Education illustrates how academics can and do promote active citizenship through developing critical reflective practitioners. Many of the learners in this programme share a working-class background. By using a pedagogy which builds on the knowledge and experience that adult learners bring to the learning situation and encouraging adults to think about their own learning in a way that "... deepens their understanding of how race, gender, class and culture have influenced their learning" (McMillan et al of the Adult Diploma case profile), the learners come to feel less responsible for their lack of formal learning. The course then seeks to further empower the learners by encouraging them to reflect on the organisational contexts of their work as adult practitioners and the broader social contexts of their work situations. McMillan observes that "... one of the main outputs ... is that assertiveness, confidence and

willingness to take on bigger issues at a level. The learners also develop social networks in the learning environment which contributes to the creation of social capital" (McMillan of the Diploma in Adult Education case profile). This kind of pedagogy is described by Jackson as "adult education of engagement" because it "... is based on dialogue rather than the mere transmission of knowledge and skill; (and that it therefore has the potential to be) not only for personal development but also for social movement" (Thompson, 2000:6).

Social justice is a constant theme and entrenched in the values and purpose of the work described in several of the case profiles in this year's report.

Infused with dimensions reflecting challenges and issues that are often not successfully addressed by existing social structures, some priorities relating to social justice at this particular moment are reflected in work being carried out with refugees and asylum seekers. Conflict across the African continent that has given rise to thousands of refugees and migrants seeking protection has created a new challenge in South Africa, resulting from tensions within a society that has not yet addressed its own problems and is not ready to accept responsibility for the problems of others.

The work of the Refugee Rights Project emphasises the constant need to highlight the issue of human rights, and, though the work is a conscious and targeted intervention aimed at securing and protecting rights of refugees and preventing their victimisation, it also promotes ongoing awareness raising about the fundamental rights of human beings.

Widening participation in higher education

Work undertaken to broaden access and enable people in marginalised social groups to enter and study at the university, enjoying the benefits of its resources, is one of the longest standing forms of social responsiveness.

The work undertaken by academic staff working with high school children studying mathematics and science is driven by a passion for the discipline as well as a desire to establish a solid knowledge-base among learners, in this way increasing the likelihood that they will be able to enter the university. The dual advantage in the gain of knowledge and access is further complemented by a longer-term transformative outcome that is more difficult to evaluate – that of opportunities for upward mobility and the realisation of individual aspirations. On a broader scale, this translates into many first-generation students entering the university, thereby slowly transforming the institution as a whole.

The Diploma in Education targets working-class adults from marginalised communities and similarly aims at enabling them to access higher education and benefit from the resources the university has. It also provides opportunities for the realisation of individual ambitions in progressing along a career or study path launched by the achievement of obtaining a formal, recognised university qualification.

2. Production, dissemination, integration and application of knowledge

Knowledge production

In the post-1994 period higher education institutions in South Africa have come under severe policy pressure to demonstrate greater 'responsiveness' to the needs and challenges facing South Africa as evidenced by the establishment of a Presidential Working Group consisting of the President, several Cabinet Ministers and the Vice-Chancellors. The discussion paper produced by the President in 2007 for discussion by the Working Group refers to concerns about exalting "exogenous knowledges and the denigration of indigenous local knowledge's" (Mbeki et al, 2007).

Odora-Hoppers proposes that:

"... learning within an era of African Renaissance presupposes the conscious elucidation of an African perspective as a distinctive conceptual and analytical lens, which in turn provides a mental position or plane of projection from which the 'present' is viewed, reviewed or judged, or from which propositions for new vision or directions are made" (Nkomo et al, 2006:49).

Several of the case profiles in this report illustrate how new knowledge is being generated through working in solidarity with external constituencies and learning from them "... about their experiences and finding ways to articulate this understanding within a changing knowledge-base of the academy" (Jackson quoted in Thompson, 2000).

The Post-Graduate Programme in Disability Studies shows how the "... research community of disabled and non-disabled academics, activists, policy makers and practitioners, coalesce using participatory and action oriented research for disability transformation." Key principles guiding the design of the course included: finding an African voice for disability driven by needs identified in the Disability Rights Movement. "The pedagogies employed for teaching focus on participatory and experiential learning" (Lorenzo of the Postgraduate Programme in Disability Studies case profile). This approach recognises that the university does not necessarily know best what to include in a curriculum, and that input from stakeholders is critical to the success of the programme. It is also based on the premise that transformation cannot successfully occur through decision-making by those with power, and that genuine transformation involves shared decision-making.

The Building Community Philanthropy Project (BCP) described in the case profile on the Centre for Leadership and Public Values (CLPV), challenges dominant models of philanthropy used throughout the world and generates an alternative model of "... conceptualising philanthropic resources, transactions, actors and motivation including recognising that organic and indigenous norms and traditions of self-help and mutual assistance exist" (Oliver-Evans of the CLPV case profile). This model was further refined through the work of the Centre in collaboration

with a range of communities and other organisations which produced a major evolution in thinking and practice termed Philanthropy of Community (PoC) which reflects an "... asset-based paradigm and approach to social responsiveness that recognises, respects and builds on the organic and lived reality of resource mobilisation in poor African communities" (Oliver-Evans of the CLPV case profile).

The EEU's project with the San community revolves around the commercialisation of Hoodia, a local succulent plant used by the San for generations to suppress hunger and thirst on long hunting trips. Through their work with the San community the EEU will deliver a detailed analysis of a number of things, including the San's understanding of intellectual property rights and commodification.

In line with the recognition of the need to reaffirm the university as a formalised ecology of knowledges, which recognises local knowledges and does not 'hegemonise' scientific knowledge (Nkomo et al, 2006), London, of the Health and Human Rights case profile, stresses the importance of consultation with knowledge partners and obtaining their consent to the release of research results in the process of knowledge creation.

Despite the recent interest in indigenous knowledge systems and the quest by academics for access to these, a number of ethical and philosophical questions are prompted by the way in which the university engages with non-academic constituencies.

Some of these emerge in the article on the work of the Centre for Popular Memory (CPM), such as how academics engage with knowledge, who locates and collects the information that is used, who analyses and interprets data, how it is presented and disseminated, where, and to whom, and finally, who owns the final product. In the words of the CPM Director, Field, "... the academy inhibits that kind of participatory research methodology", and activities of the CPM concretise in an uneasy research hybrid for which recognition is not easily forthcoming, and which resulted in their being "marginalised" for many years (Field of the CPM case profile).

Interdisciplinarity

A theme that emerges in many case profiles is that of the interdisciplinary nature of academic work that takes place off campus. Whilst in principle there are no barriers to interdisciplinary collaboration, it is not always easy to involve academics in interdisciplinary work. The physical separation of disciplines, the isolated nature of much academic work, and the time and commitment involved in working across disciplines tend to reinforce the disciplinary separation and obstruct collaboration - inter-institutional collaboration.

In the African Cultural Heritage Project, the desire for participation by academic staff from other departments and faculties was expressed in order to enrich the quality of the information collected by the project but also to facilitate the use of the models of heritage sites produced through the project in teaching architecture and history

students about African history and culture.

Perhaps the problem is less related to the nature of the academic and has more to do with institutional barriers, such as insufficient information and the absence of structures and processes that would facilitate interdisciplinary collaboration. If it were the former, this would highlight the need for a comprehensive institutional database that provides information on activities and the names and contact details of those involved. UCT's social responsiveness website aims at serving precisely this function, but the project is in the early information gathering stage and cannot yet be considered a comprehensive database.

Knowledge dissemination

Given the public purpose of the initiatives showcased in this report, all the case profiles have highlighted the importance of knowledge dissemination. Indeed as London of the Health and Human Rights case profile says:

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

The major aim of the African Cultural and Heritage Project is to "... contribute to the knowledge and understanding of African heritage and to ensure that Africa's cultural treasures are preserved, if not physically, at least digitally for future generations through the production of three-dimensional computer models of historical and archaeological sites" (Ruther of the African Cultural and Heritage case profile). This project works very closely with Aluka, an NGO that collects and distributes digital data to libraries, museums and educational institutions.

The case profiles and the curricula vitae illustrate a variety of ways in which UCT staff and students seek to promote access to information and research findings in addition to publications in academic journals, such as the use of websites, the production of CDs, exhibitions, posters, popular pamphlets, radio programmes, festivals, organisational and academic networks, capacity-building workshops, newspaper articles, and presentations at conferences and seminars.

Integration and application of knowledge

Universities provide basic, applied and product-related research and technology. Much of the literature on the role of higher education deals with innovation as a key catalyst for productivity and economic growth in knowledge-based economies. The OECD report (2006) states that "... collaboration with firms underpins the contribution of higher education to business innovation, but suggests that this role is primarily indirect." The report distinguishes three main types of relationships between higher education institutions and industry, based on the nature of companies with whom relationships are forged and the form of support provided.

The case profile on the Cape Initiative in Materials and Manufacturing (CIMM) illustrates how universities provide assistance to firms, mostly SMMEs, with short-term, problem-solving capabilities. CIMM provides advice related to the choice of suitable and cost-effective materials to enable these companies to hold their own against international competitors. The CIMM website is a resource that provides online guidance to some of the sophisticated materials test facilities located at the four Western Cape universities and at iThemba LABS. However the case profile indicates that there are major challenges in getting manufacturers to approach CIMM for assistance to sustain the project. Hence the case "... raises the need for government to develop more appropriate ways of supporting the services of organisations like CIMM as national funding criteria do not adequately incentivise academics to do research for business" (CIMM case profile).

In contrast with the OECD report which suggests that most of the work related to stimulating innovation involving higher education institutions relates to the support of business, the report contains examples of the use of technology to improve the quality of lives of people and preserve cultural heritage.

The PALSA PLUS Project based in the UCT Lung Institute was started five years ago in an attempt to address the spectrum of commonly seen lung diseases through the use of a common, guideline approach to diagnosis and treatment in a primary care setting. The development of the guideline involved a collaborative process of workshops with expert clinicians, managers, policy makers and nurses. The success of this initiative prompted the establishment of a Knowledge Translation Unit to promote the integration of research findings into clinical practice so as to strengthen health services and improve patient outcomes. This is the first unit of this kind in South Africa.

The African Cultural and Heritage Project is another example of the use and application of disciplinary knowledge to achieve a public purpose. The aims of this project are to provide an information source on African heritage that will not only record important sites, but would also form the basis for site management and restoration and conversation initiatives.

3. Models of engagement

In 2005 a conference on Research Universities and Civic Engagement was co-convened by Campus Compact and the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University in the USA. One of the aims of the conference was to examine how research universities could "... entertain and adopt new forms of scholarship – those that link the intellectual assets of higher education institutions to solving public problems and issues" (Gibson, 2006:5). It was recognised that achieving this goal would "... necessitate the creation of a new epistemology that ... would imply a kind of action research with norms of its own, which will conflict with the norms of technical rationality – the prevailing epistemology built into research universities ... and that new forms of pedagogy and teaching will also be required" (Gibson, 2006:5).

A second conference was organised in 2007 to address the challenge of expanding engaged research and to develop a more "... nuanced conceptualisation of engaged research than currently exists" (Stanton, 2007:8). As a first step towards conceptualising engaged research the 2007 conference identified three dimensions for consideration: purpose, process and product. It was suggested that engaged research must have an intentional public purpose, that the methods used to pursue research should be collaborative, and that the project of the research should not only lead to advances in knowledge, but should lead to improved life in communities (Stanton, 2007).

The case profiles of the EEU, the CLPV, and the Disability Studies directly address the challenge of developing scholarship about engaged research. The work of these units is underpinned by a belief that knowledge doesn't only reside within the academy and that partnerships based on principles of reciprocity, mutuality and equality can enrich the process of knowledge generation. Part of this acknowledgment consists of mutual respect: on the part of academics, for the way of life and values of the community and/or society in which they are permitted to research. These projects reflect very high levels of collaboration processes at the level of data gathering, research design, determination of research and pedagogy, and in the application of findings.

The case profile of the CPLV describes the process of collaboration with local communities and non-profit organisations which led to the development of new conceptual frameworks related to philanthropy. This multidirectional philanthropic framework takes account of the resources that local communities bring and contribute to a grant-making or development process and recognises the importance of starting relationships around the local ethos of communities about philanthropy. The project has co-developed a number of tools and approaches which can be used for locally rooted and driven methods of resource mobilisation benefiting people who are poor and marginalised.

The case profile of the EEU describes the EEU's commitment to community involvement in natural resource management. They have developed the notion of co-management to describe their action-oriented approach to research and capacity building. The project with the San involves research on the nature of the decision-making process involved in formulating an agreement with the CSIR on the sharing of benefits accruing from the commercialisation of the use of a local succulent plant used by the San to suppress hunger and thirst. The research will also analyse the institutional arrangements for benefit sharing. Their research on co-management is being used to develop alternative models to conventional fisheries management. Various training interventions on co-management with the local fisher committee, fishers and community monitors have been initiated over the past 15 years aimed at facilitating improved relationships between the fishers and the government and generating recommendations for co-management which are in the

interests of the fishers and the environment. Capacity building and training are fundamental to the work of the EEU.

"You can't talk about moving towards co-management – without the community being capacitated to engage in such processes on equal footing" (Sowman of the EEU case profile).

The Postgraduate Programme on Disability Studies was developed as a jointly owned programme with the Disability Movement in South Africa. Key principles guiding the design of the course included: creating alliances across sectors (disability movement, government departments and higher education institutions) for better service delivery and equalisation of opportunities for disabled people. The programme strives to achieve interconnectedness between research, teaching and engagement and to develop strategies for transforming professional practices to address the particular challenges facing South Africa.

The elements of respect, humility and reciprocity appear in the work of the African Cultural Heritage Studies Unit, and the Maths and Science Education Project, in their explicit recognition that without the collaboration and endorsement of the local communities and other relevant stakeholders, the knowledge generation process would not be possible or would not be as rich.

Whilst the purpose of the Economic Growth Policy Initiative was not to generate alternative scholarship about models of engagement, it illustrates the advantages of constructing partnerships based on a commitment to generating reciprocal benefits for government and academia. However, as Fedderke says, this will only happen if government is willing to cultivate "... open relationships and take on ideas that lie outside of it and that are not necessarily consistent with its own internal views ... The willingness of the Treasury officials to expose their policies to the critical scrutiny of the best possible experts internationally was amazing. This openness laid the basis for a fantastic exercise in policy making" (Fedderke of the Economic Policy case profile). The principle of mutuality in this partnership is evidenced by the insistence of the Treasury on partnering local economists with international experts to help build the capacity of South African economists working on economic policy whilst simultaneously enabling the academics to advance their academic careers through linkages with international economists.

The view that the university can be a partner of civil society is not original, but the particular way in which the university acknowledges the role performed by its partners in knowledge creation is differently interpreted and implemented, and the motives for the research are significant.

It is arguable that the process of building and maintaining relationships is one of the most critical throughout, and a neglect of which has often caused the university to be viewed as preying on communities in pursuit of its own agenda. Whether spoken or written, explicit or implicit,

every venture off the university campus involves a foray into society and being surrounded by social codes and structures, beliefs and values. Forging relationships between the university and groups within civil society is a complex and sometimes frustrating process, as observed in the process of developing the postgraduate programmes in Disability Studies. However, this case profile observed that the debate had nonetheless been fruitful in establishing the grounds for trust and the future relationship between parties as well as the roles of those involved.

4. Brokering and facilitating networks and relationships

In a report of the work of a task force established by the American Association of State Colleges and Universities (2002), the importance of networking and working across traditional boundaries to address complex problems and challenges facing society is highlighted. Building on the work of Henton, president of Collaborative Economics and a member of the Alliance for Regional Stewardship, the report suggests that universities are well-placed to work across diverse boundaries, take an integrated approach to issues, and build networks or coalitions for action (AASCU, 2005). In teasing out the implications of conceptualising the role of universities in terms of the notion of "stewardship" the report proposes a number of paradigm shifts that would be needed, reflected in the figure below:

The analysis of the case profiles suggests that many academics and students are already operating across boundaries given the nature of the relationships and networks that they have helped establish. These relationships include the following categories of external constituencies: various levels of government, NGOs, other universities, local communities, SADC countries, research agencies, professional associations, statutory councils, international agencies such as the United Nations, trade unions, sector education and training authorities (SETAs), international academics, social movements, schools, and industry.

Several of the case profiles contain examples of networks which have been established such as the Popular Health Movement, regional (industry/government/HEI clusters), the Innovation and Capacity Project for Community Philanthropy and Development in Southern Africa, and Aluka, all of which reflect a commitment to building shared leadership of initiatives and responsibility for results and ongoing collaborative engagement with a view to using, sharing, or generating knowledge for a public purpose.

The case of the Masikhulise Project is an innovative example of linking formal business and related organisations and academic expertise with communities and small and emerging businesses in need of specific forms of support via the establishment of a skills database.

Shifting higher education's "pillars"

TEACHING TO LEARNING	
<i>From...</i>	<i>To...</i>
Classroom	Classroom without walls
Teaching inputs	Educational outcomes
One-way content delivery	Two-way exchange
Preparation of next generation	Continuous preparation of all generations

RESEARCH TO INNOVATION	
<i>From...</i>	<i>To...</i>
Idea generation	Idea application
Individual inventions	Collaborative innovations
Single discipline focus	Interdisciplinary focus
University-centered work	Regional collaborations

SERVICE TO SHARED LEADERSHIP	
<i>From...</i>	<i>To...</i>
Episodic, short-term involvement	Sustained, long-term involvement
Tactical, individual contributions	Strategic, institutional commitment
Issue/cause focus	Community/region wellbeing focus
Accountability for services rendered	Shared responsibility for results

Source: Collaborative Economics (AASCU, 2005).

5. Assessment of social responsiveness at UCT

The report of the 2007 conference of research universities in the USA on civic engagement proposes that institutionalising engagement would require the following:

- audits of institution-wide engagement to identify and assess the extent of its activity, purposes and location;
- campus-wide visibility and recognition to exemplary efforts;
- stimulation of debate within the university about engagement activities;
- recognition of engaged scholarship in tenure and promotion decisions and grant awards;
- incentives for staff and students who propose innovative courses, research and other initiatives;
- engagement with the university's councils and other external constituencies about the university's role and effectiveness in social responsiveness;
- appointment of staff and the establishment of capacity and infrastructure to support engagement;
- educating students about the value of engaged scholarship; and
- the provision of sustained funding or grants for engaged scholarship (Stanton, 2007).

Assessment of developments within UCT over the past few years suggests that several of these criteria are being addressed notwithstanding the fact that there is always room for further improvement.

For the past three years UCT has been collecting information on social responsiveness activities through the process of compiling annual social responsiveness reports. The information on these case profiles is now contained in a dedicated social responsiveness website created by the Institutional Planning Department. These reports have been used to give visibility and recognition to exemplary efforts across the campus. In 2006 and 2007 colloquia were organised to stimulate debate within the university about social responsiveness activities.

In 2006 the university approved a definition of social responsiveness which included a requirement that:

"All academic staff are expected to exhibit some level of SR through teaching and learning, research and/or leadership. At each level (of the university's reward system) SR 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).

During 2007 the revised criteria for ad hominem promotions and academic performance reviews were implemented for the first time. The impact of the criteria on institutionalising social responsiveness is yet to be assessed and more debate needs to take place about how assessments of the impact of UCT's social responsiveness activities can be infused into the evaluation of social responsiveness.

Lessons can be learnt from the student commitment to their activities and the many hours they are prepared to invest in activities that do not directly benefit them in terms of their academic performance as university students. There is currently no formal recognition of the volunteer work performed by UCT students in communities, so students do not gain in a way that can be directly linked to their position as UCT students. The issue of recognition for students is currently being debated within the university. Whilst the Inkanyezi, Masizikhulise, HOCIP and the Maths and Science Education projects indicate the willingness and desire of students to get involved in community-based projects, this zeal should be matched by efforts to systematically understand and articulate the outcomes, challenges and best practices in this work.

In terms of engaging with external constituencies about the university's role and effectiveness in social responsiveness, the annual social responsiveness reports are discussed by the university's Governing Council, but not more widely than that. Nor have there been systematic attempts to ascertain feedback from external constituencies in the process of determining the university's strategic objectives. This is however beginning to happen in the process of implementing the memorandum of understanding with the provincial government.

UCT is currently in the process of developing a policy on social responsiveness which, amongst other issues, addresses the need to create dedicated institutional capacity to facilitate and support social responsiveness and allocate seed funding for proposals for innovative projects. The need for this is reinforced by the fact that an overarching and unifying theme common to all the units relates to problems about sustaining projects in the face of difficulties of obtaining funding.

It is interesting to note that the bulk of the funding for the work described in this report is made available by foreign sponsors and donors, mainly from the United States and Europe. Whilst in many instances the motivation is philanthropical and derives from ethical and philosophical values, in others the research potential in 'new' knowledge terrain within communities in what is referred to as the 'south' may be a more dominant factor. The physically vast and conceptually wide spaces of Africa, and especially South Africa, with its sound infrastructure, electronic and telecommunications system, coupled with relatively few universities and severe research funding constraints, presents almost infinite opportunities in the African research landscape.

Conclusion

The cases in the report are evidence of a wide range of innovative civic and community engagement work taking place at UCT. They illustrate how social responsiveness enhances the core missions of teaching and research. Development is often thought of in economic terms only with a strong focus on technology-based development. The analysis of the cases indicates that social responsiveness at UCT takes on a much wider meaning. Indeed UCT is contributing to various dimensions of development,

namely economic, social, cultural and environmental. However, these initiatives are happening at the level of individual academics, groups of academics or units, and student projects rather than at an institution-wide level. The signing of the memorandum of understanding with the Province, and the commencement of discussions with the City in Cape Town are encouraging indications of the university beginning to take a broader strategic approach to engagement. Given the newness of these initiatives it is not possible to assess their impact on positioning UCT to become more fully engaged in line with its mission. A more strategic approach to social responsiveness as an institution could include proactively identifying possible interventions to address critical challenges facing South Africa, such as growing inequalities and high levels of poverty.

In line with UCT's commitment to being research-led, the institution may also wish to consider how social responsiveness practices can be improved, in line with emerging research on the scholarship of engagement and thinking of the role of universities in working across boundaries.

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