SOCIAL RESPONSIVENESS REPORT

portraits of practice 2006

CONTENTS

SOCIAL RESPONSIVENESS REPORT 2006

PORTRAITS OF PRACTICE

UNIVERSITY OF CAPE TOWN

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

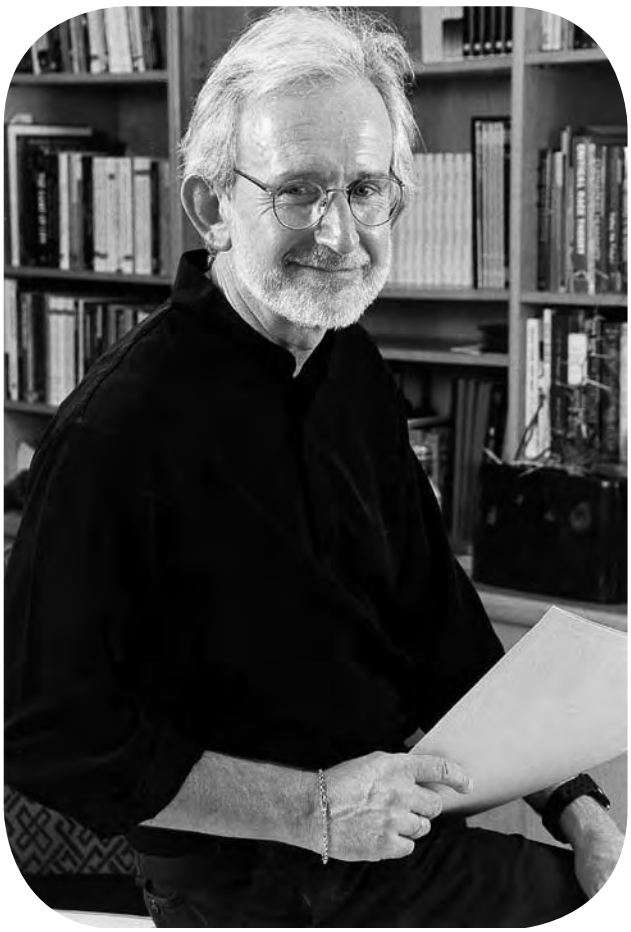
FOREWORD BY THE VICE-CHANCELLOR AND PRINCIPAL

The responsiveness of universities to the needs of society is an issue of mounting interest. There has been intense and valuable discussion in a range of forums in which UCT has been a participant: the deliberations of the Association of Commonwealth Universities, the Association of African Universities and Higher Education South Africa; the World Economic Forum (in both Davos and Cape Town); and discussions with the Presidency about the future of public higher education in South Africa. All of these conversations now recognise that universities are key agencies for the continual improvement of the conditions in which people live. The debate is about the form that engagement should take, in order to ensure maximum effect.

The University of Cape Town defines social responsiveness as the collection and dissemination of knowledge for public benefit, involving engagement with communities and organisations external to the university. There is no opposition here to long-established traditions of research and teaching. Indeed, we recognise that teaching, research and social responsiveness complement and reinforce one another. The emphasis in social responsiveness is on engagement, on the development of two-way partnerships that link research and teaching to organisations and communities who know what they need, and know how to put knowledge to good use. The case studies presented in this report demonstrate the value and promise of this approach.

I congratulate and commend those whose work is reported here, as well as those committed to other and equally significant projects that will, without doubt, be presented in future reports in this series.

Professor Njabulo S Ndebele
Vice-Chancellor and Principal



PREFACE BY THE DEPUTY VICE-CHANCELLOR

This second Social Responsiveness Report has been designed and steered by the Social Responsiveness Working Group, supported by the Institutional Planning Department, and I thank all involved for their work and commitment. While UCT has long been involved in work with the community, the concept of social responsiveness has emerged comparatively recently, and is still taking root in the university's institutional culture. This means that the leadership of the Social Responsiveness Working Group – drawn from a range of disciplines and across the faculties – is particularly important.

We have been careful to define social responsiveness as more than outreach, stressing the importance of engagement and the objective of putting knowledge to work in addressing pressing economic and social issues. In this approach, social responsiveness and long-established approaches to research are complementary. This is clear throughout this report, which can be read alongside the university's annual Research Report to gain a broader view of UCT's contribution to the creation and dissemination of knowledge.

Rather than seeking a comprehensive audit of socially responsive work at UCT, the Working Group has wisely opted for a case study approach. Through careful selection and the development of comprehensive profiles, this methodology develops a set of exemplars of good practice which are both instructional and inspirational and highlights issues for debate with a view to improving on practice. In this way, the report itself becomes an intervention, looking forward as well as back, and showing how research and engagement in a wide range of disciplines and fields can contribute to the improvement of the quality of life in communities that the university serves.

Professor Martin Hall
Deputy Vice-Chancellor

SECTION ONE 1

INTRODUCTION

INTRODUCTION

This particular format of the University of Cape Town's (UCT's) Social Responsiveness Report for 2006 flows from the deliberations of the Social Responsiveness Working Group (SRWG)[1], which was constituted by the Executive in June 2005. The report is structured as follows:

- **Section One** outlines the aims and objectives of the social responsiveness project and describes how these shaped the compilation of the report. Linked to this is 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.
- **Section Two** contains the 13 qualitative case studies – the 'portraits of practice' – that were used as the basis for the report. Together, they provide a rich overview of social responsiveness practice in various faculties, departments and research groupings, and illustrate an interesting range of activities. Most of the case studies 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 second section, the analysis looks at themes emerging in relation to the questions explored in the interviews, discusses some issues that surfaced through the cases and identifies areas for engagement within UCT - and between UCT and external constituencies.

1. Members, Social Responsiveness Working Group: A/Prof David Cooper (Humanities), Ms Judith Favish (Institutional Planning Department), Prof Frank Horwitz (Graduate School of Business), Dr S Ismail (Centre for Higher Education Development), Prof Iain Low (Engineering and the Built Environment), Ms Janice McMillan (Centre for Higher Education Development), Dr J Moodley (Health Sciences), Dr S Oldfield (Science), Prof Sue Parnell (Science), Prof John Simpson (Commerce), Ms Elrena Van der Spuy (Law),

1. Background and process

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, the participation of academic staff in numerous public bodies and commissions, providing public commentary on development issues and strategies, disseminating knowledge and ideas derived from research, promoting active citizenship among the student population, improving the relevance of the curriculum and providing opportunities for continuing and community-based education.

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.

2. Methodology for the 2006 Review

In 2004 UCT conducted its first annual review of social responsiveness (for the 2003 academic year). The structure of the report was revised for the 2005 report. To capture the complexity and richness of different forms of social responsiveness, it was decided to present the review in the form of case studies. The Senate Executive Committee decided to structure the report for 2006 in a similar fashion to stimulate debate about social responsiveness.

Identification of cases

A letter was sent to the deans requesting them to nominate cases for inclusion in the report. In selecting the cases, the deans 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.

The Working Group met to make the final selection. In choosing the cases, attempts were made to identify examples of curriculum reform, different kinds of learning contexts, different types of research and service learning, all of which are useful and relevant for a constituency outside campus.

Through this process 12 cases – individuals and units – were identified and all agreed to be interviewed.

Process of data collection

Data were collected over a six-week period.

The sources of data were in-depth interviews with individuals or unit/centre 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 added value to UCT and to the constituency with whom the project was initiated
- How the social responsiveness activity and its impact are evaluated;
- Nature of outputs emanating from the work.

The interviews were recorded and all were transcribed. Permission was requested for this by the interviewers, and granted in all cases. Interviewees and their HoDs were given an opportunity to comment on the case and amend where necessary. The cases were then edited by the Communication and Marketing Department. Documents were also collected, and in a few cases, the interviewers referred to previous interviews they had held with some of the individuals.

Construction of curricula vitae (CVs)

In 2006 the Senate approved a 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 working group requested the interviewees to provide curricula vitae related to social responsiveness using the following categories of activities as a guide:

- Secondments
- Keynote speakers at conferences/workshops
- Workshop facilitation
- Strategic or contract research
- Conventional research outputs based on social responsiveness
- Policy development/commentary
- Advice or advisor to external constituencies
- Negotiator/arbitrator
- Chairs or members of external boards, councils, etc
- Chairs or members of task teams/reference groups/ commissions
- Conducting evaluations, reviews
- Conducting policy research
- Presentations to external constituencies
- Development of new courses or major changes to courses, as a result of social responsiveness
- Production of reports, submissions, monographs, discussions
- Papers, learning materials, booklets
- Promotion of public dialogue through articles in newspapers,
- Popular journals, use of websites, talks on radio
- Teaching on continuing professional development or continuing education courses
- Attracting grants or awards
- Designing and organising community based education/ service learning initiatives.

Limitations of data collection

Two factors affected the quality of the case descriptions: Firstly, the researchers had varying levels of knowledge about the particular cases and, secondly, the data collection was sometimes limited to one interview. Where there was additional knowledge or longer relationships with the individual academics or units, the case descriptions could be rendered in greater depth.

For example, Ailsa Holloway's work on disaster management represents a case where the researcher had in-depth knowledge of this experience, having worked with her over a long period. The process of writing up the cases was completed by the director and information officer from the Institutional Planning Department, two staff members from the Centre for Higher Education, a master's student in the humanities faculty, a staff member from the Women's Health Reproductive Unit and a staff member from the South African Labour Development Research Unit.

While a common list of issues was used to guide the interviews, the variance in the cases can also be attributed to different interviewing styles.[2]

Data presentation

In 2006 the Senate Executive Committee decided to define social responsiveness as the production and dissemination of knowledge for public benefit, involving engagement with external constituencies and reflecting externally applied scholarly activities (Senate, November, 2006).

In structuring the cases it was decided to allow for differences in presentation to reflect the particular form, or forms, of social responsiveness reflected in the cases but the various dimensions of the definition were used as an analytical framework.

The first draft of the collection of cases was sent back to the relevant people, asking them to add to their case where necessary. The revised drafts of the case studies were presented at a Social Responsiveness Working Group meeting in mid-November 2006 to assist with the development of an approach to the analysis of the case studies.

2. The interviewers were Ms Deborah Diedrichs (Masters student in Adult Education), Ms Judith Favish (Institutional Planning Department), Ms Jane Hendry (Institutional Planning Department), Dr Salma Ismail (Centre for Higher Education Development) and Ms Janice McMillan (Centre for Higher Education Development) and Dr Jennifer Moodley (Womens Health Reproductive Unit).

SECTION TWO 2

PORTRAITS OF PRACTICE

AFRICAN RELIGIOUS HEALTH ASSETS PROGRAMME

Objectives of the Programme

The African Religious Health Assets Programme (ARHAP) is an international research collaboration instituted in December 2002. It works at the interface of religion and public health, with a focus on Africa.

ARHAP is building a systematic knowledge-base of religious health assets (RHAs) in sub-Saharan Africa, aimed at aligning and enhancing the work of religious health leaders, public policy decision-makers and other health workers facing the challenges of diseases such as HIV/AIDS. In particular, ARHAP is concerned with promoting sustainable health, especially for those who live in poverty or under marginal conditions.

All of this revolves around the significance of religion for Africans, not just as a matter of personal belief, but as a critical factor in shaping how they perceive health (and health interventions), how they behave, what choices they make (or don't make) in their response to ill-health, and what trust they place in those who offer them solutions. Religion is a problem for many scientists and policy makers, a negative factor that is best side-lined, says Cochrane. But the fact is that many people and groups are already doing a great deal about the health challenges they face on the basis of their religious convictions, worldviews and institutions.

According to Cochrane:

"We are dealing, therefore, not just with a virus, but with lifeworlds, within which religious sensibilities, ideas, rituals and behaviour are deeply rooted. No intervention can, or should, bypass this fact. The extent to which the strategic or instrumental rationalities that guide most current health interventions are united with the communicative rationalities that govern reception, behaviour, norms and values, will determine the long-term success of any intervention" ***(ARHAP, July 2005:5).***

It does not make sense to ignore this. This is why ARHAP takes the position that it is far more significant to build upon what people are doing, and to make that more visible to policy-makers and scientists in ways that encourage a positive exchange of the best that all have to offer. Religious health assets have the potential to strengthen often seriously weakened health systems in Africa and this is also of crucial interest.

"Africa became the focus because it offers the possibility of learning a great deal of relevance globally, about major public health challenges, a complex mix of religious traditions in varying contexts and a wide variety of actors in the field of health. It is also ethically and epistemologically significant to consider Africa as the appropriate initial learning ground for developing a model for a replicable response to HIV/AIDS".

ARHAP's overall objectives are as follows:

- To assess existing baseline information sources and to conduct an inventory of religious health institutions and networks in Africa
- To articulate conceptual frameworks, analytical tools and measures that will adequately define and capture religious health assets from African perspectives, across geographic regions and different religions, in order to align and enhance the work of religious health leaders and public policy decision-makers in their collaborative efforts
- To develop a network of scholars and religious and public health leaders in sub-Saharan Africa; as well as scholars outside Africa, religious leaders and representatives of key funding, development and decision-making organisations
- To train future leaders of both public health and religious institutions in religious health asset assessment skills
- To provide evidence to influence health policy and health resource allocation decisions made by governments, religious leaders, inter-governmental agencies and development agencies
- To disseminate and communicate results and learning widely and regularly.

The programme consists of partners working at the interface between religion and public health. They come from a variety of disciplinary backgrounds, including public health, religion, anthropology, sociology, health economics, policy studies, and political science. Colleagues have also been drawn in from the department of sociology at Wits University, and the Theology and Development programme at the University of KwaZulu-Natal, which emphasises sustainable development.

Origins of the programme

The programme began as a collaborative exercise at the Carter Centre in Atlanta, US, at a meeting hosted by the Interfaith Health Programme (IHP). It was formally launched in Geneva in 2002 as an initiative of President Carter. The IHP then moved to Emory University's Rollins School of Public Health but has continued as a key associate of ARHAP ever since. Given the complex nature of the task in Africa, the programme recognised the need to work across disciplines and across fields of research and practice. Its overtly collaborative makeup thus involves universities, practitioner bodies, development agencies, policy units and religious networks, including bodies such as the Centres for Disease Control and Prevention (CDC), the World Health Organisation, the Centre for Health Policy at Wits, UCT's schools of public health and family medicine, and the HIV/AIDS Network at KwaZulu-Natal (HIVAN). They also have partnerships with the University of Tübingen in Germany, Oslo University and the German Medical Mission, who have a long and honourable history in public heath.

ARHAP's management body, described as an integration team, is also constructed collaboratively rather than along the lines of an institute. The team is drawn from many of the organisations listed above, some field representatives, and students who have been part of research teams in South Africa, Lesotho and Zambia.

The philosophical approach

ARHAP is developing a transdisciplinary model combining university based and community based research. One completed project involved the evaluation of a comprehensive faith-based AIDS programme in the Eastern Cape to understand the potential of faith-based organisations to support a full roll-out of HIV treatment and the accompanying "continuum of care".

Another, for the World Health Organisation, involved Geographical Information Systems (GIS) and participatory mapping in Lesotho and Zambia of previously "invisible" religious health assets, focusing on how these religious health assets function and relate to each other in the context of the HIV/AIDS crisis. Here a research tool called Participatory Inquiry into Religious Health Assets, Networks and Agency (PIRHANA) was designed and tested. It consists of a workbook that enables field researchers to both build a 'map' of religious health assets in Africa, simultaneously value the information from local people, and hand this back to them for their own use. The method involves actively engaging local people in rural communities. They not only generate the data themselves but also reflect on action needed to deal with issues concerning the community. The method therefore forms part of a leadership engagement and training programme. They use this approach because their research has shown that:

> *"Faith based organisations need to do more to address stigma and discrimination among people infected with HIV. This can be promoted through a 'bottom-up', inclusive participatory approach to gain a contextual understanding of the problem and the development of appropriate culture-sensitive interventions"* ***(ARHAP, July 2005:62).***

The workbooks summarises the process for organising workshops in local communities.

> *"The (research officer) needs to have the time and budget to visit a location, thoroughly appraise him or herself with the local situation, make important contacts, share the vision of the ARHAP research vision, gain the necessary permission, and seek out the appropriate stakeholders to attend the workshop ... A critical issue in the success of the workshop is making contact with a local role player who is trusted and respected by local people – both community members and community leadership".*

The academics involved in the programme argue that understanding the complexity of the AIDS epidemic in Africa (besides other major challenges to the health of its populations), requires a transdisciplinary and participatory research approach to fully grasp its character and the action necessary to dealing with it. The magnitude of the pandemic is pushing decision-makers in many African countries to take religious health assets more seriously as they struggle to plan expanded programmes.

The contestation in South Africa regarding the distribution of ARVs is that it is not enough to simply provide ARVs. But the issue is by no means confined to this country. People need to understand why they should take ARVs, in the absence of knowledge about the origin of the disease and with no known cures available. Various etymologies of disease are at work, and differing constructs of bodies, health and illness are involved, many of them imbued with religious images, symbols and ways of understanding the world. Research into the Masangane ARV programme in the Eastern Cape, for example, found that people on treatment regularly 'mix' the biomedical, traditional and faith health systems available to them – often simultaneously.

So in working with communities, Cochrane advocates a grounded theory approach:

> *"Theories need to be shaped as much by the way people actually think and work and live on the ground, as they are by prior learning. This can get messy if one is not careful, which makes it hard work to build adequate, persuasive theories this way. But such theories do at least take reality seriously, and when it comes to human beings, they are more likely to be of practical use".*

In ARHAP practitioners are equally important and quite a few of them have been involved in ARHAP's research programmes, as well as in their colloquia and their theory meetings, and a variety of other contexts. In essence, Cochrane suggests:

> *"It is the collaboration between researchers, practitioners and local communities that generates the necessary set of new and different perspectives to create new knowledge. There are issues that go beyond the biomedical and if these are not taken seriously then the implementation of the ARV rollout may be seriously compromised. Academics are necessarily involved in discourses that are quite technical as a result of being influenced by particular theoretical backgrounds. But on the ground it is necessary*

to relate the discourse and the way it is constructed to the discourses that people use on the ground. As result there may be a need for trans-cultural interpretation".

Cochrane describes the research process in Lesotho and the necessity of translating questionnaires into Sesotho, where there are no equivalents for key English terms. For example the Sesotho word 'bophelo' had to be used to encompass everything that is meant by religion, health, and quite a bit more. It's not based on a Cartesian understanding of these categories, and the Cartesian understanding of these categories still tends to dominate most of the academy.

"So it's this translation, cultural translation that is also a way of looking at the world that is different. There are two ways of doing that, the one is either to say there is something significant in this difference that needs to be respected and understood and drawn into the way in which we conduct our research. Or an equally common way out of it is to say that, well, the other worldview is backward and it will catch up in due course, hopefully, and if not it will fade away – which is a disrespectful view. Our research makes it quite clear that it makes no sense to assume the Cartesian world is the correct one in this kind of context – it has its own powers but it also has serious limits. So that's a trans-cultural issue that we face on the ground; where people are living in a poor environment; lots of environmental problems, lots of issues of poverty, lots of negative effects from structural adjustment, in Zambia. But the people on the ground don't use those terms; they don't talk about religious health assets, they don't talk about political economies – they talk in terms of their own lives. So researchers are faced with the challenge of making translations in ways that enable ordinary people to understand why they're being asked certain questions, and to enable them to relate the questions to their own worlds and to respond in ways that help us to understand those worlds. This captures the essence of ARHAP's research".

Secondly, ARHAP's approach involves a strong focus on "assets", locating itself in the body of work known as Asset Based Community Development, or capability focused approaches. This recognises the need to take seriously the assets that people on the ground have - and build on these - rather than working from a deficit model, which is the usual approach of traditional research. As Cochrane says:

"We are interested in beginning with 'whatever you have that you work with, no matter how deprived or marginalised your situation'. If people didn't have something to work with, they would be dead. They don't die, they survive; they have mechanisms, they have networks, they have tools, they have ways of doing things, of understanding things that enable them to survive in the first instance; in some cases to even break out of that. So how do we help build on that, and how do we find the exemplar situations where people are breaking out of that? What is it they're depending on? At the same time we have to be very careful that we do not romanticise what exists on the ground. We should also not promote the idea that communities, particularly poor and marginalised, should be relied on to look after themselves, as if the state and other agencies have no responsibility for what is happening to them".

Social responsiveness

Cochrane argues that three aspects of the programme are critical to classifying it as socially responsive. Firstly, the programme was initiated in response to huge health crises in our world but in a manner that seeks to change how major institutions working in the field engage with the AIDS pandemic. So the programme is characterised by a strong element of social activism to address a major developmental challenge facing society. It aims not just at description and analysis, but at transformation, particularly in engaging leadership at all levels as part of the process of research, and in developing workable policy options. In this sense, ARHAP sees health, or ill-health, as a marker, not just of individual well-being, but of society itself.

The second aspect relates to the emphasis of the programme on building capacity among local researchers, which in turn is a response to the need on the ground in Africa to develop resources that help sustain programmes over the long haul. This includes a commitment to ensuring that researchers and local communities both benefit from the research and that, where possible, religious entities in particular develop the skills that foster sustained engagement around the issues. Parts of the research process thus also seek to "hand over the stick" so that local people drive the enquiry and have ownership.

The third aspect relates to the strong emphasis on networking. ARHAP puts a lot of energy into sustaining networks, which are critical to the programme's ability to inform policy, to change language, and to change perspectives. Cochrane accepts that some academics may argue that this kind of work is not the university's job. But ARHAP believes that linking community engagement and research enhances intellectual enquiry. This is because the interface between the researchers and local communities contributes directly to a more adequate construction of knowledge about the human condition, even as it builds 'social capital' that can translate this knowledge into better practice.

Reflections on transdisciplinary work

The programme's work at the interface of different disciplines is regarded as "cutting edge" knowledge production that is having an impact on a variety of groups who have traditionally shown an inability to work with each other. The results of ARHAP's work have shown the necessity of changing the way people look at the interface between religion and health and the discourses used. While the programme has demonstrated the difficulties of working at this interface, Cochrane suggests that the "complexity of the issues they are dealing with in the programme necessitates working in transdisciplinary teams".

Through the programme they have learned that the critical challenge to trans-disciplinary work is recognising that when people collaborate they each have their own interests, disciplinary

limits, disciplinary contributions, and intellectual baggage. One has to work with that. They have also learned that for transdisciplinary work to succeed, academics trained to work within one kind of discipline and its methods need to decide if they are prepared to work outside these frameworks. Cochrane:

> *"I think it's important to make that judgement, because if you would rather stick with what you know, then you'd better not do transdisciplinary collaborative research".*

There are also key procedural issues that need to be resolved. These relate to credits, intellectual property rights and a range of other ethical issues to do with publishing.

Collaboration also requires some form of "boundary leadership", programme leaders who are comfortable working on and between the boundaries, who can put in place a structure (whether formal or semi-formal) to manage "boundary crossing" and support those who are less comfortable or familiar with such an approach. The final thing, according to Cochrane, that determines the quality of collaborative research, is the goal and the duration of the programme.

> *"If you need to get something done quickly and task orientation is your primary goal, you'll probably find collaborative research difficult. It's difficult to do quickly. It works best with a longer-term, large-scale vision, in my view. And when it works, it is remarkably productive, especially in getting at a more adequate view of the complexity of the human situation than a single discipline usually allows".*

Impact on curriculum

The Religious Studies Department offers a course on Religion and Public Health in Africa, one that focuses on the interface between the work of faith-based initiatives in the health field on the one hand, and public health on the other. It considers the relationship between the two in Africa and elsewhere, as well as the concepts and tools appropriate to understanding the interface. The course is offered for credit for degree students and for people wanting to do the course for non-degree purposes. The course has changed over time. It began with a very specific focus on the relationship of religion to health in the context of HIV/AIDS. Currently, it reflects ARHAP's primary focus on religion and public health generally, and the results of ARHAP's research over the past thee years.

Impact/evaluation

No formal evaluation of ARHAP has been undertaken. However, Cochrane suggests that the impact can be judged by: the rapidly growing international network of partners; including several universities; the number of peer-reviewed journal articles that have been accepted from people involved in the programme; and the ability of the programme to attract funding and visiting fellows. The interest from traditionally "religion-wary" international health organisations, such as the WHO or the CDC, is evidence of the claim that ARHAP is making an impact at an international level.

It would not be appropriate, Cochrane argues, to assess the impact of their work on the prevalence of HIV or AIDS, or any particular illness as such. The work of ARHAP is fundamentally rooted in research and policy processes, not in intervening directly in the continuum of care and treatment that would have a direct impact on HIV/AIDS in a local area. Rather, what needs to be assessed is the extent to which public health interventions pay attention to the way in which people on the ground construct their worlds, their behaviour, their choices, and their practices, as influenced by religious constructions. They would want to be measured on the basis of the extent to which they have helped shift the focus in Africa towards a more holistic, integrated, and asset-based approach to constructing health interventions. Their literature reviews suggest that ARHAP is leading the field with respect to focusing on the interface between religion and health.


2

Audiences

The programme has multiple audiences: the academy and public health and religious leaders. Most of their published outputs are theoretical and reflect their work on thinking through the interface between religion and health. But ARHAP also produces and distributes more accessible materials among public health agents and policy makers. They organise annual colloquia, the first of which focused on "assets and agency", the second on case studies. The colloquium in March this year will focus on leadership engagement with public health workers and religious leaders.

Recognition

Cochrane said that it would be helpful for the URC to develop mechanisms for evaluating the quality of scholarly outputs that are not written up as conventional research articles or essays. He gave the example of an 80-page document produced by ARHAP about faith-based organisations, commissioned by the Vesper Society, one that represents a great deal of work and contains substantial original research, published in the name of ARHAP, the Medical Research Council and the Vesper Society.

Cochrane believes that the university should have internal processes to review the quality of such scholarly documents not published in academic journals, perhaps through faculty research committees.

"I have been at another university as a part of a committee that did that; it was a very useful process and a lot of material was accredited that would not have been otherwise, but that really deserved to be".

Impact on UCT

The programme is profiling UCT in significant ways as a result of their linkages with agencies such as the WHO, the CDC, the Global Health Council, the Global Fund, the German Medical Mission, the Oslo Centre, the Carter Centre, and the World Council of Churches – and that's just outside Africa. Significant links have also been developed across Southern and East Africa, with public health agencies, government actors, other research centres, such as the Centre for Health Policy at Wits, the HSRC, and the National Research Foundation, and many faith-based organisations or religious entities. The programme contributes to staff and student exchanges. Several doctoral students have registered at UCT because of the ARHAP's work.

References

Interview with Professor Jim Cochrane on 8 August 2006

Website information http://www.arhap.uct.ac.za

ARHAP: PIRHANA: Participatory Inquiry into Religious Health Assets, Networks and Agency, Feb 2006

ARHAP, 2005: International Colloquium: Case Study Focus – Papers and Proceedings, UCT, Cape Town

Curriculum Vitae related to Social Responsiveness (2006):

Professor Jim Cochrane of the African Religious Health Assets Programme (ARHAP)

Strategic or contract research

- World Health Organization: one year contract to research (mapping, describing, analysing) religious health assets in Zambia and Lesotho, completed in 2006.
- Vesper Society, California: one year contract to research and evaluate Masangane, a comprehensive, integrated faith-based HIV and AIDS programme, completed in 2006.
- Vesper Society, California: one year contract to define and develop policy with key influential leaders in public health and religious communities in the Eastern Cape, on the basis of the Masangane research, begun in 2006.
- Emory University, Atlanta, USA: Partnership in the new Emory Strategic Initiative on Religion, Health and the Human Spirit, including departments of religion, theology, nursing and public health, focused on paired research, joint conferences and other collaborative activity; initiated in 2006, provisionally envisaged as a five year relationship.
- The Oslo Centre, Norway: Partnership as part of the Centre's programme on Health and Human Rights, currently under negotiation in respect of details, in collaboration with other Norwegian institutions, pre-eminently the Free Lutheran University, Oslo.
- Deustches Institut für ärtzliche Mission (Difäm): Partnership in the work of ARHAP and support for their initiatives in Germany drawing on ARHAP's work, including in Feb 2006, a related conference with faculty of Tübingen University.
- Institute for Infectious Diseases, Makerere University, Kampala: negotiations begun in 2006 for assistance in ARHAP tools for geographic systems mapping of religious health assets and for Participatory Inquiry into Religious Health Assets, Networks and Agency (PIRHANA).

Peer-reviewed Research Outputs related on Social Responsiveness

- Of Bodies, Barriers, Boundaries and Bridges: Ecclesial Practice in the Face of HIV and AIDS, Journal of Theology for Southern Africa, 126: 7-26, 2006.
- Conceptualising Religious Health Assets Redemptively. Religion and Theology, 13 (1): 107-120, 2006.
- 'Fire from Above, Fire from Below': Health, Justice and the Persistence of the Sacred. Theoria, accepted for vol. 113, August 2007, 19pp.
- Religion, Public Health and a Church for the 21st Century. International Review of Mission, 95 (376-377): 59-72, January/April 2006.
- Schmid, B., J.R. Cochrane, and J. Olivier. "Understand-

ing religious health assets: Health as a lens on religion and development." in Religion and social development in post-apartheid South Africa: Perspectives for critical engagement, edited by I. Swart, S. Green, and J. Erasmus. Stellenbosch, South Africa: Sun Media, (forthcoming).
- Olivier J, Cochrane JR and Schmid B. ARHAP Literature Review: Working in a Bounded Field of Unknowing, (Cape Town, African Religious Health Assets Programme, 2006), 71pp.
- Olivier J, Cochrane JR and Schmid B. ARHAP Bibliography: Working in a Bounded Field of Unknowing, (Cape Town, African Religious Health Assets Programme, 2006), 96pp.
- Katrin Kusmierz & James R. Cochrane, "Öffentliche Kirche und öffentliche Theologie in Südafrikas politischer Transformation", in: Christine Lienemann-Perrin / Wolfgang Lienemann (Hg), Kirche und Öffentlichkeit in Transformationsgesellschaften, Stuttgart: Verlag W. Kohlhammer , 195-226.

Participation in External Boards

- Board, New South African Outlook, independent ecumenical journal, Gauteng, focusing on social and political issues in the southern African context.
- Patron (2001-), Challenge, independent ecumenical magazine, Johannesburg.
- Editorial Board, Journal of Theology for Southern Africa, leading African journal in its field.
- Member, Council for Research in Values and Philosophy, Washington D.C., 2001-.

Participation in Task Teams/Reference Groups/Commissions

- Co-Principal, African Religious Health Assets Research Programme (ARHAP), 2003-.

Presentations to external constituencies

- Methodist Le Bonheur Healthcare System, Memphis, with the University of Tenessee and the Memphis Theological Seminary, seminar presentation on "Acceptability and Access: Religion in the Fight Against HIV", Nov 2006.
- American Academy of Religion Annual Meeting, Washington DC, Special Forum on "Religion and Public Health in Africa", co-convenor and presenter, Nov 2006; paper on "Seeing Healthworlds Differently".
- American Academy of Religion Annual Meeting, Washington DC, Special Forum on "HIV and AIDS in Africa", panel respondent to keynote speaker from UNAIDS, Nov 2006.
- Ethics in Africa Conference, Cape Town, paper with Prof Deb McFarland, Rollins School of Public Heath, Emory University, on "The agency of religious health assets in strengthening health systems", May 2006.
- University of Chicago, Hughes Center & Division of Biomedical Sciences, in conjunction with Chicago Theological Seminary, seminar presentation on "Finding Agency in a Time of AIDS: Reflections on Religious Health Assets from Field Findings in Southern Africa", May 2006.
- University of Tübingen, Germany, presentation on "Understanding Religious Health Assets for Public Health Systems", Feb 2006.

Development of New Courses or Significant Changes to Courses as a result of Social Responsiveness

- "Religion and Public Health in Africa", previously "religion, faith and health", revises an existing full course for Honours and Masters students, to include data, information and learnings derived from ARHAP activity. The course is transdisciplinary and cross-faculty, drawing students mainly from Humanities and Health Sciences. Visiting lecturers are always part of it, including practitioners in the field.

Production of Reports, Submissions, Monographs, Discussion Papers, Learning Materials, Booklets, Popular Journal Articles

- Appreciating assets: The contribution of religion to universal access in Africa. Cape Town: Report for the World Health Organization, African Religious Health Assets Programme research team, 2006, 120pp.
- "Let Us Embrace": The Role and Significance of an Integrated Faith-based Inititiative in HIV and AIDS, Masangane Case Study, African Religious Health Assets Programme, April 2006, by Liz Thomas, Barbara Schmid, Malibongwe Gwele, Rosemond Nbugo, and James R Cochrane, 78pp.

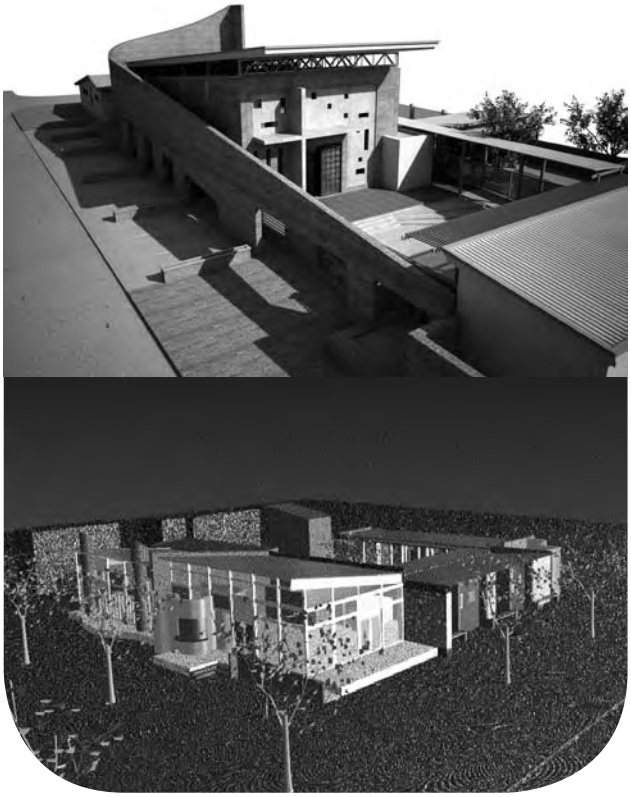
Grants Received

- Grants totalling some R820 000 were received in 2006 for the work of ARHAP at UCT specifically, from the World Health Organization, via the Interfaith Health Program, Emory University; the Vesper Society Foundation, California; the Methodist Le Bonheur Healthcare System, Memphis, USA; and the National Research Foundation, RSA.

Awards Received

- Honorary Doctor of Divinity, Chicago Theological Seminary, for work on the African Religious Health Assets Programme and general contribution to social transformation in South Africa over the years, presented May, 2006.

SIMULATED ARCHITECTURAL PRACTICE



The school of architecture has had a long legacy of engagement in communities, partly as a result of being an applied discipline. Their pedagogy involves teaching students how to solve problems. Right from the first year, students grapple with practical problems. The fourth-year students spend the whole year working in an architectural firm. And the fifth-year students are allocated to community projects that involve simulating an architectural practice. The students enter into contractual arrangements among themselves and each is assigned a particular task. Most of the tasks that students work on involve developmental projects with non governmental organizations (NGOs), church groups, and environmental organisations.

Socially engaged service and learning

The school is often approached by various communities who want the students to assist them with particular tasks. Once the task is assigned, the students visit the community to collect information. Over a period of about four months they meet the community to discuss pressing needs and the design solution they plan to develop. Prof Lucien le Grange describes how the projects work.

> *"We employ practitioners to supervise each group, in addition to one or two members of our staff. The practitioners are practising architects. They come in once a week to guide students through the project - which culminates in a presentation to the staff - communities and the practising architects. So the students are learning by doing. The projects also serve the community's needs because the students help them improve on a brief, or a funding document, or a submission to local government. But the projects also serve the purpose of teaching students about various forms of documentation that are required when they are in practice, in relation to design, concept development, and tenders".*

Over the past six years the school's students have completed 42 projects, of which at least 24 have involved community projects. These include proposals for a TB and HIV clinic in Khayelitsha, an Environmental Resource Centre in Nyanga, the Homestead Homeless People's Organisation and the Cape Mental Health Society. The students have also worked on plans for the Maynardville development project for the local Wynberg community. In 2004 they worked on a project on the redevelopment of the Greenpoint Stadium. They have also assisted the National Parks Board and rural communities in Clanwilliam.

For Le Grange the link with service to the community is critical.

> *"I think this project, this particular way of teaching and the simulated office studio, can only exist if it's serving the community. Ethically I don't think I would want the school to serve major property or estate agents or other private companies".*

Typically, projects are established in response to requests from community based organisations. Once a project has been established the students meet with the community based organisation and then collect information about the site and the community's needs. The students then develop a building brief, or a programme detailing the requirements of the client, and an initial design. This design is discussed in further meetings with the client. Communication with the community continues until the client and the practitioner are satisfied with the particular definition of the design or programme. The design is developed in detail and is costed by construction economics management students. Finally, a report is produced, which forms the basis of the examination of the students. The report also forms the basis of documentation that the community will use to take the proposal forward, for example, to raise funds or to brief another architect.

The projects provide a wonderful learning experience for students, even beyond the opportunity for experiential learning. They have to work in groups, and this is important because team work is essential for the practice of architecture.

Le Grange believes that the projects also provide a form of socialisation for the students. Many of them get to see townships for the first time and they learn about the stark realities of living conditions in urban townships. Students also learn how to negotiate with communities.

Presently, about 50% of the School of Architecture's graduates leave South Africa straight after graduation. This raises a question: can these projects be used more consciously to motivate graduates to remain in South Africa and to contribute to development here.

Reflecting on whether the curriculum content is sufficiently geared to motivate students to do developmental work, Le Grange suggests that:

"We really need to think about how to address this in the curriculum. Perhaps we need to think about a full-time, infrastructure planning programme that we can develop, involving staff from engineering, architecture and planning so that students are better equipped to deal with urban development. Increasingly, I think we're coming to realise that the informal settlements that surround and make up much of our cities in South Africa are going to be with us for a long time. We need to find ways to engage with these issues more purposefully. The school has been offered bursaries from the provincial government with a view to getting people to work in provincial government after they quality. But there's resistance among our students to working in public service".

During the apartheid era many graduates worked in government, gaining useful experience. The reasons students are reluctant to take up jobs in the public sector are complex.

"In the 80s the school ran an inter-disciplinary development studies course drawing on input from people in economics and sociology. At the time, there was a strong focus on exposing students across many disciplines to theories of development and under-development. Students were politicised through these courses. Many of the students became social activists with a very good understanding of development challenges".

Most students today simply want to get a good job where they can earn a lot of money. The school tries to promote an awareness of social equity and social justice through the projects the students are exposed to and through the kind of problems they set for the students throughout the course. This happens in relation to urban design, housing policy, transportation studies and city and regional planning.

"So promoting social responsibility is sometimes implicit in the way the studio design content is framed for the students to think about. I suppose one could call it a project in a process of conscientising the students to deal with development issues in our context. However, it may be necessary to reflect on whether more can be done in the curriculum to promote careers in the public sector and developmental agencies".

Le Grange suggests that it may be time to explore the possibility of architectural graduates doing community service. He suggests doing this in the period that graduates are required to work before they can apply for professional accreditation. He intends testing the idea with other architectural school heads.

"I think that we have a lack of expertise on the ground for accelerating and improving on infrastructure and housing delivery. The state invests a huge amount in each student. President Mbeki has articulated the need for more engineers, planners and architects to service this need. I think that we really need to consider how to get people to contribute to our society rather than going to work in some major commercial firm in London. In rural communities there is such a huge lack of expertise in local government. We really need to look at how we can help stimulate rural development through spreading expertise. I don't think it can be a voluntary thing because no one will want to do it. But if we said that students need to do a year's community service before they can become fully accredited and a member of the Council of Architects, it could work. It would be wonderful for the country".

Benefits to communities

To date the students have not tried to get formal feedback from the communities they have worked with. But they do include a section on the community's perceptions of their projects in their reports.

There have been instances where the school has included the community as part of the students' examinations. However, this didn't work very well. Le Grange suggests this might have been because the "community was intimidated by that kind of context". For this to change the school would have to rethink community participation and how they could be empowered to participate more actively in the examinations - and all other aspects of the project.

"Now they respond to drawings; and with computer technology we improve in various ways by which to show them the spaces and the three dimensional expressions of the design. But that's all – then it stops there".

Impact on the structure of the curriculum

After the completion of the projects, the staff reflect on possible implications for the curriculum. But this tends to happen informally. Le Grange believes that it "would be good to do some formal research on the projects because of the potential value for thinking about professional education".

Impact on UCT

The projects create an awareness of the role of architecture within local communities but this hasn't yet had an impact on the intake of architectural students. More could be done to think about how the projects can be used to market architecture.

List of Simulated Architectural Projects (2006)

- Methodist Church - crèche, community hall, kitchen for the poor
- Exhibition - Venice Biennale
- Hindu Temple
- Hermanus Housing
- Goodwood - Mixed use development

References:

Interview with Professor Lucien le Grange on 25 August

CELL-LIFE

South Africa has one of the heaviest HIV/AIDS caseloads in the world with some 5,5 million people living with the virus. An estimated 330 000 people died of AIDS-related illnesses in the twelve months ending August 2006.

It is acknowledged that antiretroviral (ARV) medication is the only treatment that has been shown to prolong the lives of people with AIDS, and the successful rollout of the country's ARV programme is therefore crucial. South Africa currently has the largest anti-retroviral programme in the world, but this will have to expand significantly in order to reach the Cabinet-approved plan of more than 450 000 people on treatment.

Dr Ulrike Rivett, who heads up the Cell-Life project, says that infrastructural limitations present a major challenge to the successful roll-out of South Africa's ARV programme. This realisation came to her in July 1999 when she was presenting a talk at the Cape Peninsula University of Technology's (CPUT, formerly the Cape Technikon) Mother and Daughter Day.

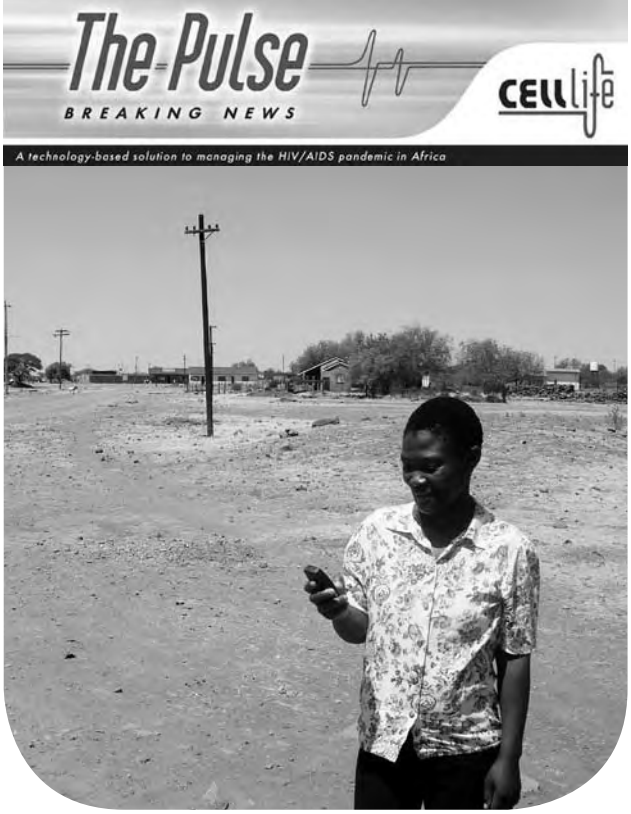
During question and answer time, she was floored by a question from one of the participants who asked what engineering was doing to prevent the spread of HIV/AIDS. Rivett had no answer. At that time, the Treatment Action Campaign (TAC) was gaining momentum. But it became clear to Rivett that even if the TAC were to win its case and government was ordered to put in place a national programme making Nevirapine available to all state hospitals and clinics, treatment distribution would be severely hampered by infrastructural and physical limitations.

Nor was there a clear understanding at the time of how the core issue of individual adherence to the treatment regimen would be tackled. ARV treatment (ART) is only successful when taken as part of a complex time-and-diet regime, which must be adhered to with a 95% compliance to prevent the virus from mutating and drug-resistant strains developing.

Rivett began thinking about developing a pill-box combined with a mechanism for reminding patients to take their medication, but soon realised that pill boxes would be too expensive and also that patients had to be encouraged to take personal responsibility for their own lifelong treatment. Her thinking moved to the development of a technology that could be implemented on an easy-to-use tool, one that could support the medical professional in collecting patient data. In the South African HIV/AIDS context this implied the use of such technology by home-based carers (ie people from within the community).

"It was Professor Jon Tapson of the Department of Electrical Engineering who suggested we use existing technology to cut costs," says Rivett. "Cell phones provided the perfect solution."

And so Cell-Life came into being, bringing together technology experts in IT, health and engineering. By merging cell phone technology with the Internet and database systems, a medical management system was developed, providing a virtual infrastructure to support patients on ART.



Implementation

The project was first implemented in Gugulethu in 2001. Working with Dr Linda-Gail Bekker of The Desmond Tutu HIV Centre at UCT, who agreed to equip all her therapeutic counsellors and home-based carers with cell phones, a simple menu was loaded onto the SIM cards of basic phones. This enabled the carers to collect the information on a patient's status during home visits, and to upload this via short messaging service (SMS) to a central database that could be accessed by a patient's doctor or nurse.

An alert function was developed to allow the home-based carer to alert the doctor or nurse on duty, via SMS and beeper, when an emergency arose. Adherence to the treatment regimen could be monitored by home-based carers making random visits to patients and counting their pills, comparing these against clinic records.

In the five years since its inception, Cell-Life has researched and developed a range of systems to support the management of HIV/AIDS treatment. In addition to the cell phone solution, a simple but effective ARV drug supply chain management system has been developed (iDART, or Intelligent Dispensing of ARV treatment).

"It's one thing to measure adherence," points out Rivett, "but the bigger problem is if your truck breaks down and the drugs don't get to the clinic."

These systems have improved efficiencies in ARV provision and have supported decision making by medical staff at various levels.

It has also become apparent to Cell-Life that there are significant challenges in providing equal access to medication and the same quality of service nationally, particularly in resource-constrained settings. Experience showed that there cannot be a one-size-fits-all approach, but rather that specific approaches are required in specific contexts.

The current strategy is to design menus for specific regions, having first understood what government has put in place, and then to "push" the menus remotely to the phones to be used in the area. Training sessions with the carers follow. Seven out of nine provinces are currently using Cell-Life solutions, and Rivett estimates that there are 10 000 patients on the central database. However, the potential for expansion and growth in these numbers is great.

Partnerships

Cell-life began as a research project. In addition to Rivett and Tapson, the project team included Dr Linda-Gail Bekker of the Desmond Tutu HIV Centre and Dr Jevon Davies of the Department of Electrical Engineering at CPUT.

However, it became clear to the group that in order to test its efficacy, it would be necessary to implement the technology in a real way, rather than just as a pilot project.

"A pilot project gives you only so much buy-in from the community," explains Rivett. "I needed something that actually made the community committed so that I would be able to develop better technology over time."

Since research funding would not cover such an implementation, the team ought a major funder.

At the time, Vodacom was the only mobile provider capable of supporting the essential high-security software, developed for Cell-Life with the assistance of Fundamo (a company working with mobile solutions, mainly for cell phone banking).

"So we went to Vodacom, and that was literally where it started. We went to Vodacom and the Vodacom Foundation and sold them the idea."

The response and quick - and positive - and the first sponsorship enabled Cell-Life to be implemented in Gugulethu.

Rivett says the partnership with Vodacom has provided much more than funding. Vodacom helped the team to understand, for example, strategy and marketing plans. Strong personal relationships were developed with people in the organisation, and Vodacom's interest resulted in Cell-Life partnering them in similar projects.

"Some of the people are like mentors to me," says Rivett. "It's become a lot more than just a corporate social responsibility project or an investment. It has become, for us certainly, something where we felt we learned."

In addition to the association with Vodacom, Cell-life has formed and benefited from relationships with a range of other companies in the non-medical sector, those who were interested in combating HIV.

Rivett mentions Fundamo, Integrat and Bowman Gilfillan. But there were others, companies that provided volunteers who shared their expertise with the project team, both after hours and on weekends. In this way Cell-Life benefited from the personal commitment of companies with experience in key areas.

Rivett believes that Cell-Life's corporate partners have also gained from the association. Vodacom, for example, has benefited from the exposure that the project has given them, but also more directly from technologies and solutions that Cell-Life has developed.

In addition, Rivett believes that Cell-Life has offered its partners valued corporate social responsibility opportunities in HIV, within their fields of expertise. There have been specific areas where their partners have initiated new technological developments to suit Cell-Life's needs.

For example, when it became apparent that there was a need for a reverse billing system (to enable carers to send information without having money loaded on their phones), Cell-Life worked with Vodacom to develop one. In this way, a major hurdle was overcome, and Cell-Life has subsequently benefited from a much wider roll-out of this functionality.

Rivett is very positive about the collaboration with CPUT, who provided office space for Cell-Life in one of their buildings. Working relationships are also good – the CPUT and UCT teams have complementary "thinking and doing" skills, and as everyone sits together in a shared office, the institutional boundaries are minimised.

Impact on Teaching and Research

Rivett has a number of postgraduate students from the Faculty of Engineering and the Built Environment, but recognises that the work she does with Cell-Life "sits between fields", which poses some difficulties. However, she believes that her involvement in Cell-Life has changed her attitude towards students. She's aware that many of them will have to deal with HIV/AIDS.

She also recognises that civil engineering graduates, for example, will have to manage construction worker groups, groups that will be affected by HIV. Clearly, graduates will need to know how to manage such situations. Rivett believes, however, that UCT has yet to grapple with the hard-core issues of running a society so fundamentally impacted by HIV/AIDS that every person is affected.

Students (mainly engineering and IT students) are encouraged to undertake paid vacation work at Cell-Life, and several have stayed on to work for Cell-Life after graduating. As Rivett says, her staff could earn a lot more money elsewhere, but they are committed to making a difference in the HIV/AIDS area.

Cell-Life is a Section 21 (not for profit) company, and it's also a research group.

"It was clear that we always needed to do research," says Rivett, who also realised that there would be an associated, ongoing need to attract strong postgraduate students. The model that has worked for Cell-Life is to employ postgraduate students as research officers who develop technology and achieve postgraduate qualifications in the process.

Rivett describes Cell-Life's offices as vibrant hubs of activity. Academics from other areas (such as computer science and social anthropology) are often invited to participate in Cell-Life research projects and present Friday afternoon research seminars. There are often "big discussions" around topics such as ethics and HIV, and conference attendance is strongly supported.

As a result of Rivett's location in UCT's EBE Faculty, Cell-Life has become involved in the European Union-funded AQUATEST project as the African partner. AQUATEST is a preparatory study for the development of low-cost water-quality testing and management systems, designed for use in developing countries. Project partners include the Universities of Bristol and Southampton, the World Health Organisation and commercial partners in France and South Africa. Cell-Life's contribution to the project is the development of systems for data collection, storage and reporting, systems that ensure that test results are available to those responsible for acting on them.

Cell-Life has also done a great deal of work with South Africa's Medical Research Council. In addition (after a generous invitation to attend an e-Health and HIV/AIDS workshop in Norway in 2005), the Norwegian Centre for Telemedicine (NST) has become one of the most recent collaborators with the central aim being the development of an e-Health toolkit to provide technical support to sites planning to initiate ART.

There are other projects in the pipeline, for example, Cell-Life is in discussion with Harvard University to set up a project that will look at technologies for medical support.

Recognition and Evaluation

In 2006, the Henley Media Group invited Cell-Life to contribute to the annual publication of the Commonwealth Health Ministers' Handbook. Sponsored by the Vodacom Foundation, Cell-Life contributed the article ICT in HIV/AIDS Management and Care Delivery: Cell-Life.

In 2005 and again in 2006 Cell-Life was recognised as the Most Noteworthy Achiever in the Emerging Enterprise section of the TT100 Awards Programme (Technology Top 100).. In addition, Impulelo conferred an Innovation Award on Cell-Life in 2006.

In 2004, Cell-Life was a winner in the Handheld Competition organised by Bridges.org, a non-profit research and consulting organisation that focuses on assessing and developing policies in bridging the digital divide in Africa. Cell-Life had, in the opinion of Bridges.org, demonstrated innovative strategies showing how the power of handheld computing devices can be harnessed in the areas of health (HIV/AIDS), education and agriculture.

In 2005, the Cell-Life implementation in Gugulethu was evaluated by the CSSR. This study found that (see CSSR Working Paper No. 148) that the use of cell-phone technologies had eased the lives of peer counsellors, enabling them to spend more time with their patients and less time on administration. At the same time, the technology enabled the counsellors to key data directly into a database through a secure Internet connection. The article concluded that the cell phone technology had "helped integrate the local-level primary health service provision with the kind of centralised data capture and analysis necessary to monitor a national-level HAART (highly active antiretroviral therapy) roll-out. As such it is a rare example of good news in a sea of Cassandra-like academic writing on the infrastructural and administrative challenges/obstacles facing the national HAART roll-out".

Evaluations have also been carried out by the World Health Organisation, the HSRC, Healthnet.org, and the Medical Research Council (MRC) The collaboration between Cell-life and the MRC gave rise to a complete assessment of the technology, making use of questionnaires, interviews carried out among home-based carers, focus groups at experimental and control clinics, etc. Preliminary findings of the MRC assessment highlighted the potential of the technology to improve communication between clinic staff, home-based carers and district management in the context of a poor communication infrastructure.

Challenges

Rivett perceives that there are currently tensions within the UCT in relation to the relative importance of teaching ("which finances most of the work we do"), research ("which puts us in line with Oxford and Harvard") and social responsiveness ("which is what the country needs"). She recognises the difficulty inherent in trying to create an environment that equally supports and enables all three. Cell-Life's Section 21 company, plus research group status, poses particular problems in this regard, For example, there is a substantial monthly bill .

> *"I actually need to bring money in. And so how many papers do I publish? Not a lot"*.

In her opinion, Cell-Life's relatively low publication output counts against them in a context where research productivity is emphasised.

Rivett believes that academia is changing, that the university must respond to this and that it is critical that the university be seen to support people who are breaking with tradition and doing new things. Rivett believes that dealing with and adequately supporting and advising research groups that become Section 21 companies is a huge challenge facing UCT. She outlines some of the many significant HR and legal challenges that face her because of Cell-Life's Section 21 status.

UCT, she says, needs to make a decision with regard to the magnitude of its involvement in social responsiveness, primarily because of the implications for supporting such endeavours. In addition, if social responsiveness is to assessed in the way that research is assessed (against a range of criteria), she believes that it will be necessary to provide formalised support SR, probably in the form of a structure equivalent to the Research Office.

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Interview with Ulrike Rivett, 1 September 2005

Wessels, X., Natrass, N. and Rivett, U. 2006. Improving the Efficiency of Monitoring Adherence to Antiretroviral Therapy: A Case Study if the Introduction of Electronic Technologies in Gugulethu, South Africa. CSSR Working Paper no. 148.

Anand, S. and Rivett, U. ICT in HIV/AIDS Management and Care Delivery: Conference Journal, Cell-Life. www.cell-life.org

Blandy, F. 2006. SA's ARV Programme 'Could be Better'. http://www.iolhivaids.co.za

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Theron, H. 2002. Cell-life project set to revolutionise the management of anti-retroviral treatment. http://www. scienceinafrica.co.za/2002/September/cells.htm

Curriculum Vitae related to Social Responsiveness (2006)

Cell-life Project

During 2006 the following staff members were part of the Cell-Life research team at UCT as full time employees. Their contributions to the various items in this report were crucial and their names are therefore added in brackets after each item.

- **Dr Rivett** – Principal Investigator (It has to be noted that Dr Rivett was on maternity leave from the 20th of September 2006 until the 31st of January 2007)
- **Samir Anand** – Project Manager
- **Jalal Ghiassi-Razavi** – Support Manager
- **Nico de Wet, Dirk de Jager** – Technical Development Managers
- **Sarah Brown** – Business Analyst

System Engineers:

- Nico Gevers
- Simon Kelly
- Melissa Loudon
- Kieran Sharpey-Schafer
- Rashid Limbada

Postgraduate and Honours Students during 2006:

- Rory Fynn (Final Year Electrical Engineering)
- Xanthe Wessels (Honours Student Department of Economics)
- Melissa Loudon (Msc Student Department of Civil Engineering)
- Adam Ricketts (MSc Student Department of Civil Engineering)
- Tracy Timmins (MSc Student Department of Civil Engineering)
- Chiedza Dondo (PhD student Department of Civil Engineering)

Strategic or contract research

- iDART – Development in collaboration with the Desmond Tutu HIV Centre (Faculty of Health Science, UCT) financed by the Doris Duke Foundation.
- Open MRS integration: Integration of Open MRS with the Cell-Life tools in collaboration with the Medical Research Council, South Africa.
- PYSIS software development: PEPFAR funded development of software tools for Patient Information Reporting in collaboration with the Desmond Tutu HIV Centre.

Presentations at Conferences/Workshops/ Seminars etc

- 7th International Conference on Urban Drainage Modelling and 4th International Conference on Water Sensitive Urban Design, Melbourne, Australia, April 2006 "Developing a Model to assess management options for greywater in the informal settlements of South Africa (Carden K., Armitage N., Sichone O., Winter K., Rivett U.)
- Health Informatics Conference Mabatho, "The ICT challenges of supporting the Goverments Operational Plan for Comprehensive Treatment and Care" May 2006 (Jalal Ghiassi-Razavi, Ulrike Rivett)
- The Water Institute of Southern Africa Biennial Conference Durban 2006, "Management options for the safe use and disposal of greywater in the non-sewered areas of South Africa", May 2006, (Carden K., Armitage N., Sichone O., Winter K., Rivett U.)
- The 4th Institution of Engineering and Technology Seminar on Appropriate Healthcare Technologies for Developing Countries, 23-24 May 2006, Savoy Place, London, UK. "A Pharmacy Stock Control Management System to Effectively Monitor and Manage Patients on ART" (S.L. Brown, D. de Jager, R. Wood, U. Rivett)
- The 4th Institution of Engineering and Technology Seminar on Appropriate Healthcare Technologies for Developing Countries, 23-24 May 2006, Savoy Place, London, UK. "Remote HIVV/Aids Patient Monitoring Tool using 3G/GPRS Packet-Switched Mobile Technology" (R.W. Fynn, D. de Jager, H.A. Chan, S. Anand, U. Rivett)
- Open MRS Workshop "Mobile Open-MRS Exploring Opportunities, July 2006 (Nico de Wet)
- Community Informantics for Developing Countries Conference, CPUT "Open Source GIS and Mobile Devices for Water Demand Management", August 2006 (M. Loudon, U. Rivett, T. Richards)
- PEPFAR OVC Workshop hosted by USAID, "Introduction to Cell-Life", 12 September 2006 (Samir Anand)
- Frontiers of Knowledge for Africa, University Leaders Forum, 19-21 November 2006, Cell-Life Presentation "An ICT-Enabled Partnership" (Samir Anand)
- ISfTeh November 2006 Cape Town, "Evaluation of use of cell phones to aid compliance with drug therapy for HIV patients" (Skinner D, Rivett U, Bloomberg C)
- ISfTeh November 2006 Cape Town, "An assessment of the effect of the use of wireless communication technology for effective management of patient care in primary health care clinics in the North West province", (Hanmer LA, Dikweni L, Ghiassi-Razavi J, Loots, H, Minnaar JJ, Rivett U)

Student outputs

- Unpublished MBA Thesis entitled "The Role of Market and Technology Orientation in an ECM NPO Technology Startup: The Cell-Life Story." (Samir Anand)
- Unpublished MSc (Elec Eng) thesis entitled "Development of a cellphone based monitoring and management-support system for antiretroviral therapy." (Samir Anand)

Secondments

- Secondment to the Western Cape E-Innovation team to integrate the iKapa system with the iDART system developed by Cell-Life:
  - Management Level: Ulrike Rivett
  - Operations Level: Nico de Wet
  - Development Level: Nico Gevers

Keynote Speakers at Conferences/Workshops

- Web Enabled GIS Workshop Johannesburg "Giving Access to Spatial Information, Open Source GIS" May 2006 (Ulrike Rivett)
- EU Aquatest Project, "Contribution of Cellular Technology to Aquatest", July 2006 (Ulrike Rivett)
- ISfTeH Telemedicine Conference, Cape Town, "Mobile Technologies: How can they improve HIV/AIDS Management and Treatment Sites?" November 2006 (Jalal Ghiassi-Razavi, Ulrike Rivett)
- ISfTeh November 2006 Cape Town, eHealth for ART-management in South Africa Reporting from a pre-study, (Sorensen T., Rivett U., Fortuin J)

Workshop facilitation

- 6th IWA Conference, Beijing, EU Aquatest Project Workshop, September 2006 (Melissa Loudon, Jim Wright, Ulrike Rivett)
- E-health and HIV management workshop, hosted by WHO collaboration Centre Tromso, Cell-Life, eHealth initative of the Medical Research Council, Cape Town, 11 December 2006 (Tove Sorensen, Ulrike Rivett, Sarah Brown)

Providing Expert Advice/ constituencies

- Sun S.M.A.R.D. Meeting to discuss possibility of collaborative work in the area of mobile technology and health, Johannesburg 1 October 2006 (Simon Kelly)
- University of Witswatersrand, Meeting with Prof. R van Olst and B. Dowolatzky of Johannesburg Centre for Software Engineering, to stay in touch and keep abreast of developments at the Johannesburg Center for Software Engineering 5 October 2006. (Simon Kelly)
- Contribution to and participation with OpenMRS via email lists on the development and implementation of OpenMRS August 2006 to December 2006 (Simon Kelly).

Participation in task teams/reference groups/commissions/Assessments

- Site assessments for the implementation of iDART Pharmacy software solution at the Taung Treatment Centre, Taung District Hospital in North West Province 15-16 February 2006 (Dirk de Jager, Jalal Ghiassi-Razavi)
- Department of Health Gauteng: Site assessment at the Hillbrow Community Health Centre, Johannesburg May – June 2006 (Samir Anand, Sarah Brown, Jalal Ghiassi-Razavi, Ulrike Rivett)
- Department of Health Gauteng: Site assessment of ARV pharmacies Johannesburg General May – June 2006 (Samir Anand, Sarah Brown, Jalal Ghiassi-Razavi, Ulrike Rivett)
- Site Visit to discuss implementation of CDCT cellphone management tool for Taung District, Department of Health, October 2006 (Kieran Sharpey-Schafer)
- Department of Health in the Taung Sub-District, North West Province: Assessment of cellphone data capturing tool for Home Based Care NGO representatives 30 October 2006 (Sarah Brown, Kieran Sharpey-Schafer)
- Department of Health, Kimberley, Northern Cape: Site assessment at the ARV clinic in the Galeshene Day Hospital Kimberley 1 November 2006 (Sarah Brown, Kieran Sharpey-Schafer)

Presentations to external constituencies on research etc

- Absolute Return for Kids, ARK (Ulrike Rivett, Samir Anand)
- Vodafone R& D Spain (Ulrike Rivett, Samir Anand)
- Shisaka (Ulrike Rivett, Samir Anand)
- Vodacom (Ulrike Rivett, Samir Anand)
- OpenMRS (Samir Anand, Nico de Wet, Dirk de Jager, Ulrike Rivett)
- SMARD (SUN) (Simon Kelly)
- Docvia & PHRU (Nico de Wet, Ulrike Rivett)
- TAC (Samir Anand, Jalal Ghiassi-Razavi)
- Mozambique CDC, Maputo, "Data collection for ART management using technology – Lessons Learned" 24-27 April 2006 (Jalal Ghiassi-Razavi)
- Tshepang Trust, Presentation and Training in Mpumalanga, General Cell-Life presentation April 2006 (Jalal Ghiassi-Razavi)
- Northern Cape Government, Department of Health, Kimberley, Mr Thabo Molebatsi August 2006 (Jalal Ghiassi-Razavi)
- KZN Government, Department of Health, Pietermaritzburg, Muntu Ncgobo August 2006 (Jalal Ghiassi-Razavi)
- European Venture Market, Berlin, "Cell-Life" 3-5 November 2006 (Jalal Ghiassi-Razavi, Nico de Wet)
- North West Province Government, Department of Health (Jalal Ghiassi-Razavi)
- Accumen Fund (Ulrike Rivett, Samir Anand)
- UCT Graduate School of Business. "An overview: Technology (ICT) Innovation and Public Health Challenges" a presentation for International Marketing, Prof. Steve Burgess, October 2006 (Jon Tapson, Samir Anand, Jalal Ghiassi-Razavi)

Production of Reports, Submissions, Monographs, Discussion Papers, Learning Materials, Booklets

- CSSR Working Paper No. 148: Improving the efficiency of monitoring adherence to antiretroviral therapy: a case study of the introduction of electronic technologies in Gugulethu, South Africa (Xanthe Wessels, Nicoli Nattrass, Ulrike Rivett)
- GIM International: GIS for HIV/AIDS Management – Open source GIS development in South Africa, March 2006 (Bas Vanmeulebrouk, Ulrike Rivett)
- The Common Wealth Health Ministers Book: ICT in HIV/AIDS management and Care Delivery: Cell-Life, April 2006 (Samir Anand, Ulrike Rivett)
- African Youth HIV/AIDS Best Practices Hand Book "Cell-Life: ART support for South Africa's Youth", July 2006 (Samir Anand, Ulrike Rivett)

Promotion of Public Dialogue

Radio interview for Bush Radio giving brief overviews of Cell-Life's activities 1 September 2005 (Sarah Brown)

Radio interview for Bush Radio giving brief overviews of Cell-Life's activities early in 2006 (Rory Fynn)

Receipt of grants

- Aquatest Project, Funding through the European Union Framework Six (Ulrike Rivett)
- Doris Duke (Jalal Ghiassi-Razavi, Ulrike Rivett, Robin Wood (Desmond Tutu HIV/AIDS Foundation))

Receipt of Awards

- Nomination for Woman of the Year 2006 (Ulrike Rivett)
- Technology Top 100 Award "Most Noteworthy Achievers in Emerging Enterprises Category".
- Impumelelo Award Cell-Life Support for ART in Remote Rural Areas

Community Service

- Visit to a local site in Masiphumele, Ocean View to install updates for an existing system, 27 January 2006; 31 March 2006; 3 November 2006 (Sarah Brown and others Cell-Life staff members)
- Tshepang Trust, Johannesburg, Nelspruit and Pretoria - training carers on use of cellphone technology, management on use of PC admin system, February to May 2006 (Jalal Ghiassi-Razavi)
- Manthe, Taung, Northwest Province - training home-based carers on the use of cellphone technology, April 2006 (Jalal Ghiassi-Razavi)
- Koster, North West Province - training carers and management team on the use of cellphone system, May 2006 (Jalal Ghiassi-Razavi)
- Gugulethu, Cape Town – training carers on the use of cellphone system, managers on admin system, May 2006 (Jalal Ghiassi-Razavi)
- Training of counselors at Gugulethu on Aftercare menus, May 2006 (Simon Kelly)
- User training with pharmacists and pharmacy assistants at Taung Treatment Centre, the ARV pharmacy in the Taung District Hospital in North West Province, 2 May 2006; 30 June 2006; 31 October 2006 (Sarah Brown)
- User training with pharmacists and pharmacy assistants at the ARV pharmacy in the Hillbrow Community Health Centre, Johannesburg, September 2006 (Sarah Brown)
- Visit to the Taung Treatment Centre site to install updates for their existing iDART system, November 2006 (Sarah Brown, Kieran Sharpey-Schafer)
- User training with pharmacists and pharmacy assistants at the Hannan Crusaid Centre in Gugulethu, Western Cape, December 2006 (Sarah Brown)

Collaborative relationships

- Established strong research collaboration with the WHO collaboration centre of Telemedicine in Tromso, Norway, which resulted in Tove Sorensen joining the Cell-Life team for a 5 month research visit from July to December 2006.
- Established strong relationships with the Reproductive Health Research Unit of the University of Witwatersrand.
- Collaboration with the Desmond Tutu HIV Centre.
- New collaborations with the Open MRS community (open-source community of health care professionals and software developers) have been formed and it is hoped that funding will be attracted during 2007 to take this collaboration to the next level.
- Continuation of the Wireless Research Project with the Department of Health Informatics, Medical Research Council.
- Collaboration with the Human Sciences Research Council HIV-Unit, Dr Donald Skinner.

THE CHILD GUIDANCE CLINIC

The Child Guidance Clinic was established in 1935 as a postgraduate training centre. It is registered with the Department of Health as a Child Guidance Clinic and with the Health Professions Council of SA as an intern-training institution. It is a teaching unit of the Department of Psychology, located in the Faculty of Humanities. Its main objective is to train professional clinical psychologists while providing a service to the wider community. There are two full-time clinical psychologist lecturers on the staff. Part-time instructors and supervisors are drawn from the university, hospitals and private practice.

The clinic originally served local schools near the university. Currently, the service extends to schools in Langa and Khayelitsha. Teachers and family members refer children with scholastic difficulties, emotional and/or behavioural problems, to the clinic. Often the child's learning problems can be traced to family problems such as domestic violence, substance abuse or traumas. Sometimes the problems are at school - physical or emotional bullying or sexual violence. The master's students undergoing clinical psychology training manage these severe problems, under close clinical supervision from experienced clinical psychologists.

Where necessary the child and family may be referred to other public mental health agencies for more comprehensive management.

> *"I think the Child Guidance Clinic sets us apart from a lot of other universities as no other university offers a service to schools that deals with emotional and scholastic difficulties – and for almost no fee" (Shabalala, 2006).*

The clinic liaises very closely with the Education Management Development Centres (EMDCs), which they feel must take overall responsibility for the child. In cases where it is recommended that the child be transferred to a special needs school, the EMDC takes responsibility. All patients pay fees, which are kept to a minimum. Affordability is negotiated with the family. Sometimes the fee is as low as R5, because the staff take into account money spent on public transport if families are travelling from Khayelitsha or other townships. The clinic also works with groups and organisations such as parents of children in the Burns Unit at Red Cross War Memorial Children's Hospital, or mothers in the SOS Children's Village.

Transforming professional practices and profiles

A small proportion of qualified clinical psychologists is black. But talking to the majority of people in South Africa about various personal and social traumas requires a knowledge of African languages and the social contexts of the majority of people in South Africa. According to Dr Shabalala, Director of the clinic, training clinical psychologists has historically been geared towards equipping students to work in private practice. This determined the selection criteria used to accept students into the clinical master's programme. It also determined the way the curriculum was structured, particularly the skills developed and the range of problems students were exposed to during the students' clinical training.

> *"The criteria tended to privilege students who drew on their exposure to therapeutic situations to talk more articulately about therapy and demonstrate their understanding of the skills needed for clinical psychologists." (Shabalala, 2006).*

Outlining the clinic's strategy to promote change, Shabalala referred to the following: reviewing selection criteria for admission into a programme; changing the content of the curriculum to suit the South African context; ensuring equity of access and outcomes for all students; changing the equity profile of staff; challenging the power of those professional bodies that are resistant to transformation; and building new sets of relationships and networks that will expose black graduates to opportunities.

Changing the Selection Criteria

As part of their training, interns have been working with groups of mothers in the Burns Unit in the Red Cross where the majority of people speak Afrikaans or Xhosa. To cope with this, the clinic hired a student to work as a translator in exchange for paying part of their fees. Similarly, a staff member acts as both supervisor and translator.

However, translation in a therapeutic situation is very complex highlighting the need to produce more psychologists who speak African languages. The selection criteria were recently changed to reflect a "potential to relate to the culture of the majority, a social conscience and an interest in working

in communities" (Shabalala, 2006). In 2006 this resulted in a radical change in the student profile with five of the eight students being black. The process of changing the selection criteria has not been easy. The second year of training involves a full-time internship where students work in accredited psychiatric hospitals, supervised by hospital staff. Several hospitals have told the clinic that they don't want "weak" students and are reluctant to guarantee internships if they feel that the students are "weak". For Shabalala, this attitude reflects the obstacles they encounter as they seek to change the profile of the profession. In her view, hospitals should not be "rejecting people who may be weaker academically".

Rather, they need to find ways of building capacity to provide better supervision and more appropriate forms of support (Shabalala, 2006). Reinforcing this, the clinic works closely with the hospital that takes interns, both during the selection of students and throughout their first year of training.

Reviewing the curriculum

Shabalala believes that the clinic should be producing psychologists who will want to work in the community and not in private practice, as this excludes the majority of people from having access to therapy. Students could work in a number of contexts such as prisons, at policy level in government departments, non-governmental organisations and hospitals.

The rationale for reviewing the curriculum involves a stronger focus on the development of skills needed to work in community contexts. For example, the students work in the Burns Unit at Red Cross where they co-facilitate support groups with parents of burn survivors. They find that often the trauma is so deep that parents cannot care for the children. They have to be made aware of various needs: what to look out for to protect the child; how to identify when a skin graft is needed.

The interns often work in conjunction with a social worker as sometimes there is trauma that is linked to wider social issues, such as housing or sanitation or family conflict. Similarly, in addition to facilitating support groups for the house mothers who look after the children at the SOS Children's Village, students also participate in organisational development with the local management of the village. The children cared for at the village have complex histories of multiple traumas, which affect the dynamics within the organisation and the house mothers who see to the day-to-day caring.

This brief description indicates some of the knowledge and skills that students need to be able to understand the effect of various social contexts on the management of trauma - and how to work with different kinds of people.

A crucial focus of the curriculum review is on teaching the students how to use theories in more versatile ways - like working with the parents of trauma victims, where groups may change every week and where it is necessary to have an immediate impact.

This demands an innovative approach: students have to be able to work in "chaos". As Shabalala says, the students "need to be able to think on their feet". As part of the formal curriculum they now teach community psychology, which has a strong emphasis on working in the South African context.

They plan to introduce a course on diversity and race-related issues, equipping students deal these issues in therapy. They also teach students to interact and network with other agencies, such as the Family and Marriage Society of South Africa (FAMSA), Cape Mental Health and staff from the Education Management Development Centres of the Western Cape Education Department.

Students are also taught how to get clients to recognise community resources that can provide appropriate forms of support to clients. For example, this year students were asked to develop a referral resource book for families that have suffered from different kinds of trauma.

They also hope to encourage their students to get involved in SHAWCO's community projects "where there are no rooms and where they have to make an impact in one session". This is the kind of experience that students from the University of the Western Cape are very familiar with, as they have to go into the community for all their training. In future, students may be supervised in community service projects as one of the requirements for their qualification and registration as a clinical psychologist is a year of community service (Shabalala, 2006).

In the clinic they are trying to get a more diverse group of supervisors who may be more sensitive to the fact that different kinds of students may need different forms of support.

"Now it is difficult for black students in the clinic. The staff are mindful of this and have to watch carefully. Professional training needs to be done in a manner that all students have an equal chance of succeeding," says Shabalala.

Engaging with the profession

As is the case with many other professions, the role of professional bodies in supporting transformation is significant. While the professional board promotes transformation, different interest groups within the profession sometimes block

changes designed to improve accessibility of services or promoting a commitment to community service. For example, they may influence the fees charged and or the perceived utility of different therapeutic models.

Shabalala believes it is necessary to transform the leadership profile of the various professional groupings, creating a more conducive environment for: promoting theoretical developments grounded in local experiences; changing the way in which psychologists are trained ; and the nature of professional practice.

As part of their commitment to all these facets, the clinic's staff are involved in many activities organised by the professional board - and other professional bodies - to influence change. They also undertake many difficult and sensitive projects in their personal capacity. Shabalala described her own work with intellectually disabled survivors of sexual assault in the rape courts. She works closely with prosecutors and magistrates to help them understand issues that may arise during the trial as a result of the disability.

For example, they may not be able to identify the colour of clothing worn by the abuser, or may not know the day of the week the rape happened. Mentally challenged patients experience the same trauma as other rape victims but display different signs as they may not be able to express themselves in the same way as other survivors.

She is also hoping to build links with NGOs, especially in relation to HIV/AIDS work, which she feels focuses mainly on providing information about behavioural change. She insists that the programmes should be respectful but should examine deep personal issues to enable personal change, allowing for the development of self-confidence. Other staff in the unit are working on rape and trauma, gender and race issues as well as neuropsychology.

Links with research

The clinic encourages students to do research with community organisations. For example, the clinic was approached by a non-profit organisation, Community Action for Safer Environments, to evaluate the programme for training peer counsellors. Shabalala hopes that one of the students selected will choose to do this evaluation as a research topic for the dissertation.

While the clinic continues to reflect on an appropriate model for training professionals who will be responsive to their community and wider social issues, Shabalala is happy with the progress. She says that the clinic has international status and is rated highly as one of a few clinics that "offer a comprehensive, well-directed, well-researched, dynamic curriculum, with well- supervised training" (Shabalala, 2006).

References

Interviews with Dr Shabalala, 12 September and 8 December 2006

Curriculum Vitae Related to Social Responsiveness (2006)

Dr Nokuthula Shabalala of the Child Guidance Clinic

Peer-reviewed Publications

- From Boys to Men: men and masculinities in SA (in press): Edited by T. Shefer, K. Ratele, R. Buikema, N. Shabalala & A. Strebel.
- Dickman, B.J., Roux, A., Manson, S., Douglas, G. & Shabalala, N. (2006). 'How could she possibly manage in court?': an intervention programme assisting complainants with intellectual disabilities in sexual assault cases in the Western Cape. In L. Swartz, M. Schneider & B. Watermeyer (Eds), Disability and social change: a South African agenda. (2006)

Providing Expert Advice/Consultancies

- National Council of Provinces (NCOP):needs assessment conducted with different level employees and recommendations made for resolving the conflict in the unit and team building strategies. Report presented to Secretary of Parliament January 2006,
- African Medical and Research Foundation (AMREF): The study evaluated the Umkhanyakude Traditional Healers training project, a project that undertook to train traditional healers in the management of HIV/AIDS, mother and child health problems. Document analysis, individual interviews and focus group discussions were conducted with relevant stakeholders. The final report was submitted to AMREF in October 2006. A secondary analysis of the data is currently being undertaken, with a view to disseminating the findings more broadly.
- The study assessed the knowledge, attitudes and practices of the health professionals working in the Mtubatuba clinics and Hlabisa hospital's out-patients department in the KwaZulu-Natal province regarding the traditional healers and their practices. The final report was submitted in October 2006.
- Cape Mental Health Society: Part-time consultant for Capeon Sexual Abuse Victim Empowerment (SAVE) project: involves the assessment of mentally handicapped survivors of rape and other forms of sexual assault, as referred by Police and Justice authorities, and being expert witness in legal proceedings arising from such assessments;
- Training of prosecutors and members of the Family violence, Child Protection and Sexual offences Units, SAPS, from Khayelitsha and other areas, was undertaken. The aim was to train officers in understanding intellectual disability and how to work with this group of complainants in cases of sexual assault. Training happened in January 2006. The project has been nominated for an Impumelelo Innovations award
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Participation in Discussion Forums

- Participated in a discussion forum constituted by various NGOs that look at gender issues on the implications of the processes and outcome of the Jacob Zuma rape trial. The discussions focused on legal aspects of the case, the meaning of the discourse as it happened in the court-room and in the media, as well as the impact of the case on broader gender issues. Johannesburg, August 2006

Participation in External Structures

- Listed on HEQC database as evaluator of Psychology programs. The objective of the training was to establish a pool of evaluators that could be called on to undertake a rigorous evaluation of all new programmes in the psychology discipline developed and submitted by higher education institutions for accreditation by the CHE.

Awards

- The project on training of prosecutors and members of the Family violence, Child Protection and Sexual offences Units, SAPS, from Khayelitsha and other areas, was undertaken. has been nominated for an Impumelelo Innovations award (See above)

DISASTER MITIGATION FOR SUSTAINABLE LIVELIHOODS PROGRAMME (DIMP)

DiMP is a 'university-based capacity-building initiative' based in the Department of Environmental and Geographical Sciences (EGS) in the Faculty of Science. DiMP was initially established in 1996 with the Southern African Development Education and Policy Research unit (SADEP) at the University of the Western Cape. In July 1998 it relocated to the Department of EGS at UCT, with a staff of three. Today the unit employs around 10 staff and is involved in strategic research, policy development and legislative reform, capacity development (publications, non-formal training courses, and formal academic programmes) and multi-partner project management.

The motivation for the establishment of a university-based capacity-development initiative in disaster risk reduction can be traced to the repeated droughts in Southern Africa in the 1990s (DiMP 2006). It was then that it became clear that continuing development within the region would not be possible if expected risks were not reduced or factored into development planning. In addition, it was clear that there were large human resource shortfalls among skilled professionals, people who could:

> *" …integrate issues on disaster risks into their day-to-day practice – and that teaching and learning institutions in Southern Africa were somehow 'delinked' from efforts to reduce and respond to recurrent threats – including sudden onset events such as severe storms and fires, as well as slower-onset processes such as droughts" (DiMP 2006).*

Documents from the unit reflect that DiMP's establishment is partly a result of rapidly accelerating patterns of disaster risk and loss across Southern Africa during the past 10 to 15 years. This calls for skilled human resources; people that can address disaster risk in an interdisciplinary way. Since its inception nearly 10 years ago, DiMP has made it their main task to promote efforts that reduce disaster risk as an integral aspect of sustainable development. It has consistently applied this mission to its applied research agenda, training and education efforts, as well as commitment to disaster risk policy development (2006).

Since 1998, DiMP has strategically aimed at building the disaster risk field, generating a body of risk-specific knowledge, developing capacity to understand and reduce disaster risks and advocating for progressive legislation and policy change in risk reduction (documents 2006).

Disaster risk reduction should therefore be viewed as an interdisciplinary, applied field of practice that must be informed by science as well as by experience and application (Holloway and Jeggle 2006). Disaster risk science, the field of study that shapes and is shaped by the work of a unit like DiMP, can be defined as:

The systematic study of disaster risks, their determinants and consequences, in order to inform disaster risk management and promote sustainable development (Holloway 2006).

DiMP's focus is 'to strengthen risk-reduction practice with robust risk science'. It is this 'systematic study', this 'practice with robust risk science' that is important, distinguishing their work from that of, for example, NGOs in the field, as we have noted above. The rationale for the unit's development and the need for this kind of work is thus based on three main arguments:

- Africa has a complex risk profile, exacerbated by both natural and human factors, one that is poorly understood and expected to worsen
- Disaster risk science and disaster risk reduction are important fields of 'core scholarship' and 'development practice' that are critical for sustainable development in disaster-prone areas and communities
- There is a need for the sustainable generation of skilled professionals with interdisciplinary capabilities who can integrate and apply the relevant disaster risk-related sciences in Africa.

To achieve these outcomes and in support of these arguments, DiMP works in three related areas:

1. Promoting disaster risk science through applied research
2. Reducing disaster vulnerability through training and education (both formal with students and non-formal with outside constituencies)

3. Informing disaster risk-reduction policy through advocacy, technical support and publications.

All of this work builds on and draws from a range of departmental and university strengths.

Disaster risk research through systematic study builds capacity by generating detailed knowledge on local and provincial risks, useful for improving local risk management. It generates skilled young people with analytic capabilities who can apply these skills to relevant development problems. It generates information that informs laws, policy and resource/funding allocation by all spheres of government, and, in turn, this knowledge shapes regional and international agendas on risk reduction.

University-based education and training programmes build capacity by building and consolidating a body of relevant knowledge on disaster risks; providing a platform for professional short courses and workshops. For example, consultations and workshops are an integral part of the way DiMP structures their projects and are tailored for very specific audiences. Education and training programmes provide opportunity for developing accessible training materials, providing access to the field to a wide range of constituencies with varied educational backgrounds. University-based programmes support policy development and implementation by researching, identifying and recommending workable disaster risk management policy options; providing technical support in the implementation of new policies; and by advocating for changes in international support. This creates greater national/local responsibility for disaster risk management.

Having a specialist disaster risk science component within the geographical and environmental sciences postgraduate training programme provides an important extension of traditional skills in the study of human-environment interactions. In this regard, DiMP activities build on, enrich and complement the strengths of UCT's EGS Department, which has active interests in development, climate change, landscape studies and environmental management.

Reasons for basing DiMP's work at an academic institution

Initially, there were two reasons for the move to UCT: one was teaching and learning, and the other was the notion of 'scholarship'. The lack of serious teaching and learning was an important issue for Ailsa Holloway and the reason the field of disaster risk reduction was not developing in Africa. As she puts it:

"The core business of humanitarian agencies is to deliver services. Their core business is not around teaching and learning capacity development. And so I was looking at this issue and thinking that if the agencies that are responding to disasters don't have as their core business teaching and learning, and if the teaching and learning institutions are not engaging in disaster risk reduction, there's a very clear answer as to why there is not a systematic development of this field in Africa" (Interview August 2006).

However, their work has not always enjoyed supported. In the early days, many people in the field also wondered why DiMP wanted to be based at a university. First, there was no precedent anywhere, either in terms of academic institutions o0r their engagement. Second, even in the disaster field in Africa, universities don't usually tackle these fields. The university was also skeptical.

"They laughed at us as a disaster. Where is the science? Where's the scholarship? And I think what we aimed to do in a very non-confrontational way is demonstrate that there is a lot of scholarship, but it isn't necessarily highly silo-like, in-depth scholarship. It's more like being an integrated specialist. It is around integrating the disciplines and integrating in different ways, depending on the context" (Interview August 2006).

Being at UCT benefits both DiMP and the university

For DiMP:

"I believe that first of all UCT brings with it an enormous amount of goodwill and credibility. And in fact, we use the resource generated by this institution, the human resources particularly, and so it's proper for us to identify ourselves as … one part of the University of Cape Town … just as we say that we work in a department for environmental and geographical science, which is nested in a science faculty. And I do that because that defines our role very clearly. We're not going to do everything around emergency management because this is not necessarily science. We have to bind ourselves somewhere and this is where we bound ourselves. So it's always UCT DiMP, always, there's never any way around that. It allows for depth. you can't just scatter yourself across the institution" (Interview August 2006).

For UCT:

"We've actually modelled ourselves through a combination of training, teaching, learning, applied research. Having a university working in this field is actually a community resource, that is, it can actually reduce risk reduction … we're making the university accessible to constituencies that otherwise would have been scared to engage, or wouldn't have known how to engage, didn't feel confident to engage" (Interview August 2006).

For the department:

"DiMP is located in the EGS Department and is one of three major applied research entities that help the department maintain a grounded, 'real world' dimension to teaching and research. (The other two are the Climate Systems Analysis Unit and the Environmental Evaluation Unit). DiMP bring two direct benefits to the department. First, DiMP's extensive connections to the public sector, NGOs and institutions across Africa enrich and help diversify the community the department works with. Second, by the na-

ture of its work, DiMP provides an immediate example for students of the imperative of working across the natural and social sciences to meet the challenges of the 21st century." (Input from Acting Head of Department, 2006)

Teaching, learning and researching about disaster risk science

DiMP's teaching and research occurs at the postgraduate level. Essentially, DiMP came into UCT from a service platform and one of the conditions of obtaining facilities at UCT is that the unit contributes to teaching. As indicated, DiMP is involved in both non-formal training programmes and formal teaching programmes. In terms of the formal teaching, Holloway said that DiMP made a decision to work with postgraduate students:

"First, I don't think that an 18-year-old necessarily has the emotional maturity to engage in this field. There are elements of it that are very difficult to manage emotionally. It's life experience that can help you with this ... so, you take young people who are at a juncture in their lives, where they're not really sure where they're going but they have completed a bachelors, and you can assess, you can get sense of their marks … and second because of our resource constraints" (Interview August 2006).

DiMP runs structured courses in the EGS honours/master's programme, which if students exit after year one, is an honours degree and after two years they can graduate with an MPhil specialising in disaster risk science.

Their student numbers have increased every year and in 2007 they are set to graduate between 10 and 12 students at postgraduate level. Holloway argues that the disaster risk science courses emphasise two dimensions of the subject:

"There is academic learning but there is also professional competency – how to work with partners, how to negotiate" (Interview May 2004).

The notion of 'transversal' is also applied to their teaching and learning approach. Holloway argues that there is an attempt in their work to integrate different concepts. There is both a conceptual and practical synthesis. Teaching and learning approaches attempt to do this by helping students synthesise physical and human geography; theory and practice; and development and emergency situations. As she puts it:

"There's the transversal, which is like the classic, interdisciplinary thing, which is human geography, physical geography, sociology, all that stuff, which is like one cut if you like. I also see – whether it's transversal or integrative – integration between the institution and its broader social environment. So there's that cut as well. And then another cut – between what would be developmental and what is more of a humanitarian response" (Interview August 2006).

"What we are doing in this course, we synthesise across these three areas. It's an incredibly intense thing to do to people straight out of the undergraduate experience, but I think it's very useful" (Interview May 2004).

In their teaching, they also emphasise two other important issues: students need to show a level of accountability and ethical practice when dealing with 'real constituencies' and they need to learn about 'professional competencies', for example, mutuality and reciprocity. These need to be balanced with doing 'scientific research'.

Disaster Risk Reduction, Disciplines and Academic scholarship

As can be seen from the above, DiMP is involved in teaching and research, the core business of the university. According to Holloway, it is the 'systematic study of disaster risk reduction' that differentiates their work from other NGOs, for example, in the field, and this is where and how DiMP makes its claim to scholarship. For Holloway, this is critically important as it profiles the field and provides credibility to their work.

"One of the reasons it is so terribly important for this particular engagement to be located at the university is because of the transversal nature of the work … it's highly multidisciplinary; it's very, very multidisciplinary. It would be very difficult to craft a non-government organisation with capacity to do, for example, remote sensing at one end, and participatory risk assessment at the other ... and so depending on what the nature of the risk is, we look at this wonderful resource … I doubt any non-government organisation would have at its disposal the resources to draw on such diverse skills ... " (Interview August 2006)

In many contexts however, there has been limited academic value accorded to the disaster risk field as a legitimate discipline amenable to research and scholarship (Holloway and Jeggle). This has reflected powerful stereotypes of the field as being 'only a hands-on field of application', preoccupied with externally funded relief and the involvement of a host of international donor agencies.

However, in contexts such as South Africa, closer synergy between research and practice creates a range of important opportunities. These include positive values associated with defining disaster risk reduction as an adaptive field characterised by openness, innovation and diversity in many professional disciplines; and a much-needed legitimacy for actors in the field, particularly in vulnerable areas like countries in the South, to expand their production of 'locally meaningful and appropriate disaster risk research and adaptive practice'.

Such practices can be seen in the diversity of the work that DiMP is involved in: formal teaching programmes, short course training, producing practical or policy publications, and conducting applied research. Any combination of these abilities can contribute to developing capacities and to advancing policy reforms and can help teaching and learning institutions make a difference. This is because:

"Their links to and engagement with other supportive global information exchange processes can also advance the widespread dissemination and use of knowledge on effective risk reduction practice across a range of different localities and contexts." (Interview August 2006).

As mentioned, DiMP's work is essentially interdisciplinary.

Their staff draw widely on resources in the department and across the faculty and the university. What is interesting to note here is that their location in the science faculty has shaped the nature of the inter-disciplinary course - and the emergence of the field at UCT - in particular ways. Holloway argues that central to disaster risk reduction is:

> *" … really about reducing risk in whatever capacity – reducing risk and facilitating resilience. The underpinning values would be around reducing what we'd call disaster risk, or reducing vulnerability to external threats so that development potentials are not undermined." (Interview August 2006).*

Academic identity: links to teaching and research

DiMP's work is clearly linked to teaching and research. The basis of their work at UCT, as indicated above, is teaching, applied research and policy development and advocacy. This brings an element of scholarship to their work and the ability to work towards the development of knowledge in the field.

Enabling partnerships

DiMP plays a major role in partnerships in the field of disaster risk reduction and Holloway believes this is important in bringing the knowledge and resources 'from the south' to the north. Being at the university enables this, but it also allows UCT to be involved in a number of national and international strategic partnerships. Some of these key partnerships include:

- USAID Periperi U – a platform for university partnership to reduce disaster risks in Africa. It is a multi-disciplinary and trans-boundary approach that allows partners from different countries and organisations to work together to reduce risks. It includes the following universities: Bahir Dar University (Ethiopia), University College of Lands and Architectural Studies (Tanzania), Built Environment Research Laboratory (Algeria), University of Witwatersrand, and DiMP, UCT (2006-2011)
- Project managed, CIDA-funded community-based mitigation training project in Lesotho, Mozambique, South Africa, Zambia and Zimbabwe (1996-1999)
- Project managed DIFD-funded Southern Africa disaster mitigation project (1998-2001).

For Holloway, it is 'explicit modeling' that they can do through their base at the university that helps with their partnerships. Their many partnerships – at local and national government and community level – are a result of the applied research the do by being at the university:

> *"It's very difficult to engage in partnerships. And especially when there isn't a great deal of confidence or understanding about what universities can do, so doing something practical together is important. So what I would say, why we are here – the location of being here provides us with a platform to engage with a diversity of role players across the university" (Interview August 2006).*

Evaluation, outputs and publications

In terms of evaluating the unit's work and publications, it is important to consider what it is that needs to be evaluated. According to Holloway, there is a set of important indicators that one needs to consider in evaluation. In particular, it is important to consider the policy development field and how this has shifted. DiMP, mainly through Holloway, has been involved in drafting both the Green and White Papers on Disaster Management.

South Africa's Disaster Management Act, promulgated in January 2003, was applauded internationally as a 'path-breaking example of national legislation that promotes disaster risk reduction' (Holloway 2006). In addition, given that the Act's promulgation predated both the World Conference on Disaster Reduction and the Hyogo Framework for Action, it has generated particular interest as an example of international 'best practice' in the field, especially in profiling the role of legislation in driving the integration or mainstreaming of disaster risk reduction across multiple sectors and disciplines.

In terms of outputs, Holloway concedes that in the area of traditional academic outputs, they have 'underperformed'. Their outputs are largely in the form of reports, maps, and training materials. What is also significant is that they generated 20 honours and master's students by the end of 2006, and this without core university funding.

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Curriculum Vitae related to Social Responsiveness (2006):

Ailsa Holloway, Director, Disaster Mitigation for Sustainable Livelihoods Programme, Post-graduate Course Convenor -Disaster Risk Science

Conceptualisation, Design and Implementation of Community-based Education/ Service Learning

Short course development and implementation (co-facilitation by two graduates of 2005 DRS honours programme)

- 'Disasters and Development: Reducing risks – protecting livelihoods' and 'Community risk assessment: focus on informal settlements' (10 days) offered in September to 28 of World Vision International's southern African professional staff.
- 'Disasters and Development: Reducing risks – protecting livelihoods' (6 days) and 'Community risk assessment: focus on informal settlements' (8 days) offered in November to ten disaster and development practitioners (including four from Tanzania)

Materials development for community-based disaster risk facilitation

- Extensive and successful negotiation with City of Cape Town officials, including direct discussions with the Mayor to co-finance the development of community-based disaster risk facilitation materials for use by local officials and development professionals in fire- and flood-prone informal settlements

Community-based Project Oversight and Managerial Supervision

- 'Training, Education, Awareness and Marketing' (TEAM) Project co-funded by the Provincial Dept of Local Government and Housing and DBSA, reflected in overall supervision of UCT/DiMP's implementation of a community-based disaster risk reduction capacity development project in ten informal settlements in the Western Cape, including Masiphumelele, Phola Park, Doornbach, Khayelitsha, Witsands, Du Doorns, Khayamandi, and Grabouw (largely implemented by UCT's DRS 2005 honours graduates)

Professional advocacy, innovation and leadership

Africa-wide

- Conceptualisation and advocacy for strengthening applied teaching and learning capacities in disaster risk and vulnerability reduction in African universities, resulting in:
  - the project concept of 'Periperi U' -'Partners enhancing resilience to people exposed to risks – focus on building university-based capacity in Africa
  - the successful generation of a five-university collaboration involving institutions in South Africa, Tanzania, Ethiopia and Algeria,
  - successful securing of USAID funding of USD 200 000 for one year's collaboration
  - promotion of a 'different' concept or paradigm in relation to disaster risk-related capacity development in Africa to the international assistance community involving formal teaching and learning institutions within the continent and first such project to be conceptualized and implemented within Africa in the disaster-related field.
  - Successful securing of funds and identification of two Ethiopian students to study at UCT/DiMP in disaster risk science (beginning 2007) – so that they can establish a similar programme in Ethiopia.
- Assumption of responsibility for ensuring the sustainability of the African Urban Risk Analysis Network (AURAN), initiated by international assistance partners and facilitated by the International Institute for Environment and Development, specifically:
  - provision of an unfunded Africa-based secretariat to provide continuity between 'Phase I' and 'Phase II' project streams
  - consultation with AURAN partners and successful consolidation of a Phase II proposal from five countries (South Africa, Kenya, Tanzania, Ghana and Senegal) enabled by the identification and recruitment of a bilingual French and English project officer.

Global

- Conceptualisation of the scope and development of the 'PHREEway' global inititiative (Partnership for Humanitarian and Risk Education Expansion), originally begun in the United States with 'Emergency Capacity Building' funding from the Gates Foundation – by US-based international humanitarian organizations. UCT's inclusion on the steering committee from 2006 has resulted in:
  - Significant expansion of the conceptual scope for the initiative to include developmental risk reduction – especially for southern partners
  - Successful advocacy to rename the nascent network 'PHREEway' instead of the proposed 'HELPNET' – to signal equity and empowerment among partners, rather than the distorted power relations implied by the latter name.
  - Organisation and convening by UCT/DiMP of a focused global consultation of prospective partner organizations in Cape Town, September 2006 to provide direction for the emergent network
  - Generation of a proposal for UCT/DiMP to be co-secretariat for the emerging network – in partnership with the Center for Humanitarian Cooperation in the United States (now in the process of being approved by ProVention)
  - Conceptualisation of focal work areas involv-

ing internships for Africa university graduates to work in international disaster-related ngos and for experienced ngo personnel to 'teach-in' to university programmes related to disaster risk reduction humanitarian action

- Contribution to ProVention's global Applied Grant Programme for young disaster risk researchers and professionals. For the first time globally, the Africa/Middle East aspects of the ProVention Applied Grants programme (provision of USD 5 000/recipient to 13 grantees) was administered by an Africa-based entity (UCT/DiMP), along with the University of Wisconsin and the Asian Disaster Preparedness Centre in Bangkok. UCT/DiMP's engagement in this process resulted in:
  - Significant streamlining of the implementation process – that generated significantly improved reporting, research outcomes and financial management globally
  - Conceptualisation and implementation of the first-ever regional consultation for any A-G recipient group (ie Africa and Middle-East grantees – from as far afield as Lebanon and Palestine), co-funded by USAID and the University of the Witwatersrand
- Significantly strengthened global affirmation of Africa-generated research and academic capacity, with five of the studies being published in a high-quality 155 page publication, 'Real Risk' by Tudor Rose

Promotion of Dialogue

Co authoring of 'Legislation for Mainstreaming Disaster Risk Reduction', with Mark Pelling, commissioned and distributed globally by TearFund (UK) 32 pages (2006) This publication drew heavily on South Africa's experience in mainstreaming disaster risk reduction and its legal reform process.

Conference Participation

Provention Consortium Forum, Bangkok (February 2006), which required:Co-authorship of discussion paper 'Knowledge and learning as incentives for reducing risk', with Terry Jeggle, UNISDR and chair of associated break-away session

Commissioned Research and Policy Development

Provincial Strategic Infrastructure Plan

- Team leader for 'Risk Reduction and Emergency Management' Sector, commissioned by the Provincial Department of Public Works and Transport
- Generation of 30 page chapter on 'Risk Reduction and Emergency Management' for the Provincial SIP document

South Coast Flood Research

- Initiator and overall manager for research on South Coast extreme weather event, August 2006, resulting in: Generation of proposals that successfully secured co-funding from the National Disaster Management Centre and Provincial Dept of Public Works and Transport to research the meteorological, hydrological, social vulnerability and infrastructural impacts associated with the event. Oversight and coordination of the applied research for this event and current drafting of the consolidated report

Peer-reviewed Publications

- Holloway, A. (2006) 'Disaster Mitigation', in The Elgar Companion to Development Studies, Clark, D.A. (ed), Edward Elgar Publishing. 130-135

RAYMOND ACKERMAN FOUNDATION ACADEMY FOR ENTREPRENEURIAL DEVELOPMENT

UCT's Centre for Innovation and Entrepreneurship (CIE) is part of the Graduate School of Business. It was started in 2001 under the directorship of retired businessman, Dr Mike Herrington, to assist people start businesses. Since 2001, the CIE's staff have been teaching entrepreneurship to postgraduate students such as MBAs and executive MBAs, as well as to final-year undergraduates in engineering, computer science, molecular and cell biology and socio-economic development.[1]

However, there were no GSB programmes specifically targeted at unemployed youth. Given the growing unemployment rate among the youth, this was regarded as a significant gap. When the Ackerman Foundation invited interested parties to submit proposals to establish a programme on entrepreneurship, targeted at unemployed school leavers, the CIE put in a proposal. This was successful and the Raymond Ackerman Academy (RAA) was founded early in 2005.

Run by director Jonathan Marks, the RAA is part of the CIE and as such operates under Herrington's overall leadership. Marks has an MBA from UCT and is committed to fostering small business development and training young entrepreneurs. Herrington, also a UCT alumnus, is a successful entrepreneur who, during the course of his life, has started four businesses of his own: one in New Zealand and three in South Africa.

He is keenly interested in entrepreneurship and business creation. In addition to teaching both graduate and undergraduate courses, he also teaches on the RAA programme. The CIE's Programme for the Development and Promotion of SMMEs in the Western Cape has helped about 75 township entrepreneurs start their own businesses[2] with access to monetary loans and mentorship. All are still operating and the entrepreneurs involved are repaying their loans.

The CIE recognises that educational expertise on its own will not stimulate successful entrepreneurship. Herrington has therefore done a lot of work advising the SA banking council on the best ways of lending money to micro enterprises. Additionally, the CIE has received funding from the World Bank to assist medium-size companies that are self-sustaining and making a profit, but whose primary motive is not profit but social upliftment.

Distributing knowledge as a public good

The RAA is primarily for youth from disadvantaged communities, particularly those whose school-leaving results would not give them access to conventional higher education programmes. Raymond Ackerman, founder and chair of the Pick 'n Pay group, wanted to establish the academy to enable people from disadvantaged families to access education and training, which would give them the skills needed for a better start in life. Alternative recruitment and selection processes are still being piloted, but Herrington says they are targeting "people who would under normal circumstances fall through the cracks and never had opportunities but who demonstrate high levels of motivation to succeed" (Interview 21/09/06).

As the programme is quite challenging, most people selected had matric certificates, though the results of the pilot study seem to suggest that personal motivation and dedication are bigger determiners of success. By providing opportunities for education and skills development based on talent, the programme is underlining higher education's potential redistributional role.

As part of its pilot study the RAA has had three classes graduate to date; 19 out of 25 graduated in the February 2005 programme, 28 out of 32 in the June 2005 programme and 33 out of 44 in the February 2006 programme. The majority of these students are from previously disadvantaged communities in greater Cape Town and their ages range from 17 to 34.

The programme is nine months long. During this time students cover life skills, numeracy skills, business planning, entrepreneurship, and marketing. The current curriculum will be ex-

1. The CIE and Dr. Herrington in particular do various reports for big businesses, but the most influential is the annual Global Entrepreneurship Monitor (GEM) South African Report. The GEM Report is used by most universities in SA to teach entrepreneurship and has also been used to consult to the SMME division of the Western Cape government and the provincial government of KwaZuluNatal.

2. The only criterion is that the entrepreneurial endeavour must have the capability to employ more people.

panded to include topics like law, taxation, economics, business statistics and information technology. There have been suggestions to set up an academic advisory board of academics from different departments at UCT and the GSB academic community. Such a board would provide expertise and support to the RAA curriculum development team.

As a result of what has been learned from the pilot, the academy is strengthening the support it offers students. A dedicated, qualified person was employed at the start of 2006 to provide the students with social, psychological and academic support. Many MBA students at the Business School mentor these young delegates. This 'buddy' relationship is a one-on-one relationship with clear schedules and regulated contact, interaction and intended outcomes[3]. This year the programme will run in three consecutive three-month blocks. At the end of each block only students that have passed - and who want to continue - will proceed to the next.

The information gained from the CIE's highly acclaimed annual Global Entrepreneurship Monitor (GEM) South African Report and the CIE's Programme for the Development and Promotion of SMMEs in the Western Cape have influenced the educational content of the programme as well as other forms of support needed to help people set up successful small businesses. The location of the CIE in the GSB ensures that entrepreneurial research by staff – and their reflections on successful pedagogies – feeds into RAA programme design. The experiences of running the RAA and the other SMME support programmes also enhances the teaching of entrepreneurship in the GSB.

According to Herrington:

"The RAA practically underwrites the two main aims of UCT, that is, education and social responsiveness, since, among other things, having a programme like the RAA located within an academic institution like UCT ensures that its pilot study is not only being done in an efficient and academically meticulous manner, but also that its findings will be useful to South African society at large".

As the ultimate aim is to expand the RAA to all nine provinces, various partnerships are being explored[4]. If the RAA proves to be successful at helping school leavers start their own businesses, the model could be adopted by the government and extended on a larger scale.

Assessing the Impact of the Programme

The success of the programme is very simply measured by whether the students go on to further education, find employment or start their own businesses.

Once the curriculum is set, which should be towards the end of 2007, the aim will be to seek accreditation and, in the longer term, obtain short-course accreditation through UCT's Centre for Open Learning. (This will be once UCT has the function of accrediting short courses delegated to it.) In this way the training would act as a bridging course to further tertiary education. Having a bridging course run by, and through an institution of tertiary institution and designed by GSB academics is the reason the Ackerman Foundation supported the CIE's proposal.

Herrington arranges internships and employment for the RAA students through GSB "students", many of whom are executive MBAs running large, successful businesses.

Herrington believes that the programme helps students start their own businesses because they are taught to recognise opportunities and good business ideas. His aim is to see every graduate start a successful business. The students are through equity funding provided by Raymond Ackerman, who, apart from the money provided through the Ackerman Foundation, has donated all the royalties of his two books to the RAA.

Examples of successes include Mpho Nkosi who completed an internship at Blue Planet Travel and has since been offered a permanent position as a travel consultant. Kurt Campher's clothing design business, Sneaky Tiger, has been selected as one of the preferred designers for inclusion in the Mix Clothing retail stores. Mncedi Nkosani is being trained by Arcus Gibb as a property assessor. Tammy Taylor has been accepted into UCT's psychology programme. Lwandile Ntokwana has been accepted to study a BBA degree at Cida City Campus. Sithembiso Ntombela has been accepted into the Sappi supplier development programme. The programme illustrates how "new forms of innovation that create value through effective entrepreneurship" (Hall, 2006) can help to reduce poverty and redress inequalities.

Running a programme like the RAA from an institution like UCT has the obvious advantages of having access to the university's academic community with regards to curriculum development and mentorship, the quality of learning and the credibility of the qualification attained, all of which make it particularly well-suited to acting as a bridging course.

However, the programme serves as a bridging qualification in more than one way. Within the context of South Africa, having access to a qualification from an institution that is traditionally seen as elitist and inaccessible, is invaluable, both in terms of the confidence it engenders and in bringing about a change in the way that UCT is perceived. The RAA thus also serves as a psychological bridging entity as it helps people who do not come from the privileged classes (the general alumni profile associated with UCT) to believe that they can succeed in studying further at UCT.

"It is amazing to see with the RAA, you get these students in and they are dead scared, and we get them to stand up and talk about themselves and their knees are shaking and they mumble, and by the time they finish they can get up in front of a crowd of 200 and talk" (Interview 21/09/06).

3. Dr. Herrington also ascribes the success of the SMME programme to the mentors that volunteer their time and look after these businesses. As such he believes that one of the ways in which UCT can successfully aid economic transformation in South Africa is by gathering its alumni to, for example, volunteer their time in mentorship programmes and provide internship positions.

4. The only definite arrangement so far is with the City of Cape Town who will underwrite the student fees for 2007.

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LABOUR AND ENTERPRISE PROJECT

The Labour and Enterprise Project (LEP) has been operating as a research project since 1999, when the Small Enterprise Project, based in the Institute of Development and Labour Law, merged with the Industrial Relations Project, based in the Department of Sociology.

LEP's primary objectives are to conduct research with a view to influencing government and trade union policies as well as to contribute to the academic endeavour of the university.[1] LEP's areas of focus are as follows:

- Labour market regulation and labour market trends
- Small enterprise development
- Strategies for employment creation
- Worker organisation
- Work organisation and decision-making structures
- Industrial relations structures and processes
- Enterprise participation and performance
- Industrial strategy, policy and restructuring
- Co-operatives.

When the Small Enterprise Project and the Industrial Relations Project were established in the early 1990s, the previous government was attempting to promote deregulation of the labour market, in line with trends in the United Kingdom and the United States. Initially, the focus of the Small Enterprise Project's research was on labour rights and industrial relations frameworks in small businesses to ensure that changes in the regulation of the labour market would not compromise hard-fought worker protections. The focus on small businesses was chosen because it served as a proxy for examining how employment was being restructured globally.

The focus of the Industrial Relations Project was on studying the shift to centralised bargaining by the new non-racial trade unions. It also looked at whether the centralised bargaining council system was accommodating (or not) the circumstances and problems of small firms. This saw the intersection of the two projects and provided the basis for their merger.

After the merger, LEP began to focus increasingly on how the nature of work and employment is changing, with a view to informing debates on the design of a regulatory framework and industrial relations system that would optimise employment creation, efficiency and protect workers' rights. They also started researching co-operatives because these potentially provide an alternative form of enterprise that can stimulate job creation.

Jan Theron became involved in this work because it provided a sense of continuity with his previous involvement in the trade union movement and out of his concern for the position of certain categories of marginalised workers, who are inadequately catered for within current labour legislation. Currently in South Africa there are many firms that have outsourced a range of operations to other firms. The result is that a factory might have a number of workforces nominally working for different employers but all beholden to the client firm. This has resulted in a significant downgrading of workers' conditions of service.

Shane Godfrey and Theron's work in this field is fairly unique in South Africa today. In the 1990s there was a large research community working on labour-related issues and many donors were keen to fund labour-oriented research. Now there is only a handful of research groups that continue to focus on labour: LEP, the Sociology of Work Unit (SWOP) at the University of the Witwatersrand, a unit in Durban, one in Port Elizabeth and Naledi, the research arm of COSATU. They are therefore part of a small community of scholars researching issues related to labour and they maintain a loose co-operative network with their colleagues. LEP is currently part of a consortium led by the HSRC to undertake research for the Department of Labour.

At one point LEP tried to raise money to build research capacity among students with an interest in labour-related issues. They obtained some seed funding from the University Research Committee to run methodology workshops. About 35 people from UCT, the University of the Western Cape and non-governmental organisations participated in these workshops. Their aim was to encourage people to go onto post-graduate work and possibly become interns at research units. But the project has been suspended, mainly because of capacity and resource constraints.

Approach to research

Godfrey and Theron believe that their location at a university

1. Proposal for the Establishment of a Research Grouping at UCT, 2006

is critical to their ability to provide credible and critical research because it affords them independence from the labour movement as well as from government. Their university location enables them to determine their own research questions, to focus on categories of workers who are not the primary focus of organised labour (such as marginal workers), and to examine government policy critically.

They tend to use a traditional research model as they are solely responsible for determining their research methodology and interpreting their findings. However, when they are commissioned to do work for other agencies, such as the Department of Labour, they do elicit feedback from the commissioning agency about their proposed research design and findings.

The form of social responsiveness that characterises LEP's work can best be described as providing a service to society through research and policy support, rather than engaged research which involves two-way communication.

Factors influencing LEP's research

LEP's ability to determine their own research questions is, however, increasingly affected by their need to do contract fund-generating research. The core funding they receive from the Federatie Nederlandse Vakbeweging (FNV), a Dutch trade union federation, covers only 40% of their costs. This core funding is critical because it affords LEP independence and enables them to produce critical, basic research.

Godfrey and Theron believe that if they were forced to become entirely reliant on contract work they wouldn't have the freedom to conduct original research. In other words, they would have to yield to the research agendas of external agencies, such as the Department of Labour. They fear that if they are forced to take on more contract research to survive, their capacity to undertake research on the marginalised sections of the labour force could be eroded. The quality of their research could also be undermined because of the time pressures associated with contract research.

Being entirely dependent on contract research would open them to the danger of working only in areas that attract contracts. Given the fact that there are few research units in South Africa that continue to do research on the more marginalised sections of the workforce, and on alternative forms of employment, further loss of capacity in this area would impact on the country's ability to generate strategies to reduce unemployment while protect workers' rights.

Value to UCT

Godfrey and Theron say government has often referred to LEP's work in relation to critical challenges facing the country, such as poverty alleviation and job creation. They suggest that UCT be credited for this, despite a minimum investment from the university's side. It should also be noted that the academic community benefits from their research, through their publications and frequent presentations at conferences.

Godfrey and Theron suggest that their work is inextricably bound up in the university's role of promoting public good and addressing the critical development challenges facing society. They maintain that the university would not be fulfilling its mandate, or would fall behind, if it did not promote research on how the workplace is changing. This raises questions about the role and responsibilities of public higher education institutions, donors and research agencies in ensuring that a focus on the public remains integral to the research agendas of African universities.

Impact on teaching

Godfrey and Theron have made a conscious effort to feed their research into teaching, particularly at the postgraduate level, because they are committed to a meaningful interaction between the university and LEP. For the past five years Godfrey has been teaching a course at honours and master's levels in the Department of Sociology, one that is part of a programme on workplace change and labour law. The course examines debates about flexibility within the labour market and draws heavily on LEP's empirical research on various aspects of the new regulatory framework. They have taught similar courses in the Faculty of Law in the past. They also supervise honours and master's students in both the law and humanities faculties.

Outputs

The value of LEP is closely related to the way it bridges the academic and policy environment. They try to ensure that academic research informs policies and policy formulation processes. Their aim is to infuse the policy advocacy processes with academic perspectives. They produce research reports and discussion papers, talk to trade unions, organisations in civil society and government about their research findings.

They also believe that it is important to publish in academic journals but they always try to "get out a popular article" based on their academic research to ensure wider dissemination of their work. They would like to promote public debate by publishing more articles in the press but simply don't have the time. They are constantly balancing the pressure to generate income with their own desire to do original research - and meet the pressure from the university to produce peer-reviewed journal articles.

Evaluation and impact

It is difficult to assess the impact of LEP's work because the outcomes of their activities are generally influenced by multiple factors and variables. But there have been instances where it has been easier to measure impact. For example, Theron suggests that LEP's research for the Department of Labour on the dispute resolution system almost certainly led to changes in the legislation. Another example is how their research influenced the debate about labour regulation and re-focused the attention of policy makers because their empirical research showed that bargaining councils were having a minimal impact on small businesses.

Their work has also influenced the terminology used to describe the changing nature of work. For example, their promotion of the terms 'casualisation' (in a narrower sense to that generally used), 'externalisation' and 'informalisation' has highlighted the relationship of these trends to the contract of employment and the legal framework that regulates it. Such an understanding is crucial to correctly identifying the causes of these phenomena and to developing appropriate policies for labour market regulation.

LEP's work also raises the profile of the university globally through its work for international bodies. For example, LEP has done a number of projects for the International Labour Organisation (ILO) and recently completed a project that examined the impact of trade liberalisation on labour law for the latter institution.

Recognition

While the Faculty of Law has recently introduced changes with respect to the amount of money that research units receive from subsidised outputs, Godfrey and Theron feel that more needs to be done. They propose that the university reviews its funding strategies to take account of the fact that it easier to get support for research in the natural sciences than the social sciences. They also suggest that the university should reflect on how their mission to be research-led and contribute to development challenges translates into concrete support for research related to the poorest sections of the society. The university also needs to consider the introduction of a range of incentives to ensure projects like LEP remain located at the university. For example, they suggest that the university could consider allowing contract researchers to apply for short sabbaticals to produce more substantial pieces of research.

In addition, the university should be encouraged to see the variety of forms of research that the project does as valid and measurable, even where the outputs are not translated into peer-reviewed journal articles. The notion of peers could be redefined to include people from outside the academy - like those from international labour agencies and non- governmental organisations - who could judge the quality of the monographs produced. Their views highlight the challenges faced by projects like LEP, working at the interface of the academy and policy.

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Joint Curriculum Vitae related to Social Responsiveness (2006)

Shane Godfrey and Jan Theron of the Labour and Enterprise Policy Research Group

Strategic or contract research

- Co-operatives Project: The aim of this project is to examine 'successful' co-operatives in the Western Cape and Eastern Cape using a case study method, as well as getting an overview of co-operatives policy nationally. A project was established using seed money from the URC, which was supplemented by the German co-operative federation, DGRV.
- Microfinance Project: A project started with URC funding that is seeking further funding to extend. The project has examined the National Credit Bill and the National Credit Act and the institutional framework for credit delivery. Empirical research is being done on micro-lenders and small and micro business borrowers.
- Decent Work/Expanded Public Works Programme Project: A project done for the Labour Research Service on behalf of Solidar in Europe. It examines the EPWP through the lens of the ILO's Decent Work concept. The main research method was in-depth interviews with a limited number of people working in EPWP projects.
- CASE Bargaining Council/Sectoral Determination Project: Assistance to CASE with the second phase of their project to establish a database of bargaining councils agreements and sectoral determinations.
- Bargaining Council Project: On-going project on bargaining councils that has had various funding sources over the years. The aim of the project is to produce a monograph on the bargaining council system. Data gathering was boosted significantly in 2005 by the project on bargaining councils on small business commissioned by the Presidency.
- The State of Collective Bargaining Project: A large project commissioned by the Department of Labour that will build on the base of the research on bargaining councils conducted for the Presidency in 2005. The aim is to examine further aspects of the bargaining council system as well as the broader system of collective bargaining in the country.
- The Impact of Trade Liberalisation: This is a project commissioned by the International Institute for Labour Studies, Geneva, examining the impact of trade liberalisation on labour standards and labour law. The object of the project was to undertake a number of country studies, of which South Africa was one.
- The Measurement and Comparison of Labour Market Regulation: A large project commissioned by the Department of Labour that involves the examination of studies that benchmark labour regulation regimes relative to the flexibility of labour markets and the level of protection of workers. The objective is to develop an appropriate approach for South Africa with regard to these issues.

Peer-reviewed Publications

- Creating Knowledge Networks, with G Kruss, G Klerck, A Paterson and S Godfrey. HSRC Press: Pretoria.
- 'Regulating the Labour Market: The Role of Bargaining Councils', S Godfrey, J

- Maree and J Theron. Industrial Law Journal, Vol. 27.
- Labour Law Through the Cases (Service Issue 7), D du Toit (Ed.), T Cohen, W Everett, M Fouche, S Godfrey, G Giles, A Steenkamp, M Taylor, and P van Staden. Durban: LexisNexis Butterworths.
- 'Flexibility in Bargaining Councils: The role of exemptions', S Godfrey, J Maree and J Theron. Industrial Law Journal, Vol. 27.
- 'Labour Market Institutions: Emerging Trends', S Godfrey in Current Labour Law 2006, by H Cheadle, C Thompson, PAK Le Roux and A Van Niekerk. Durban: LexisNexis Butterworths.
- Labour Relations Law (5th edition), with D du Toit, D Bosch, D Woolfrey, S Godfrey, C Cooper, G Giles, C Bosch and J Rossouw. Durban: LexisNexis Butterworths.
- 'Can government facilitate participative workplace change? An examination of the Workplace Challenge Project in the Cape fish processing industry', S Godfrey and J Maree. Transformation.

Publications due out in 2006:

- Labour Law Through the Cases (Service Issue 8), D du Toit (Ed.), T Cohen, W Everett, M Fouche, S Godfrey, G Giles, A Steenkamp, M Taylor, and P van Staden. Durban: LexisNexis Butterworths.
- 'The 'casualization' debate: The challenge for organized labour', J Theron in
- 'COSATU and South Africa's triple transition: A reader.' Ed. Neil Coleman.
- 'Membership based organizations of the poor: The South African tradition', J Theron in 'Membership based organizations of the poor', eds. Martha Chan, Renana Jhabvala, Ravi Kanbur and Carol Thomas. Routledges.

Providing Expert Advice/Consultancies

- Jan Theron is a member of a panel of experts for Women on Farms regarding the establishment of co-operatives for women in Stellenbosch

Negotiator/Arbitrator

- Jan Theron was a Senior Part-time Commissioner of the CCMA until June 2006, when he resigned this office.

Conference and workshop presentations

- Shane Godfrey presented paper, 'Labour Market Regulation and Small Business: Re-defining the role of Bargaining Councils' at the 19th Annual Labour Law Conference in Johannesburg, 5 to 7 July.
- Shane Godfrey presented paper, 'Management's ambivalence to Worker Participation Schemes as a way of Improving Enterprise Performance: Case Studies of South Africa's Fish Processing Industry' at the International Sociological Association XVI World Congress of Sociology in Durban, 23 to 29 July.
- Shane Godfrey presented paper, 'Bargaining Councils and Small Business: Results of recent research and some recommendations' at the National Association of Bargaining Councils Annual General Meeting in Johannesburg on 31 August 2006.
- Jan Theron presented paper, 'Country study: Co-operatives in South Africa' at an ILO/ICA workshop in Addis Ababa on 15 March 2006.
- Jan Theron gave a presentation on trade unions and co-operatives at a workshop convened by COSATU's Western Cape Region in Salt River on 23 March 2006.
- Jan Theron gave a presentation on the informalisation of work at an Alternative Information Development Centre conference in Cape Town on 13 June 2006.
- Jan Theron gave a presentation on the feasibility of introducing workers' co-operatives in the port of Durban at a national workshop convened by the SA Ports Authority in Durban on 6 October 2006.
- Jan Theron presented a paper, 'Globalisation, the impact of trade liberalisation, and labour law: The case of South Africa', at a workshop convened by the International Institute for Labour Studies, held at the International Labour Organisation, Geneva, on 6 December 2006.

Chairs or Members of External Boards/Bodies

- Shane Godfrey is on the editorial panel of Law Democracy and Development.

Presentations to External Constituencies on Research

- Jan Theron and Shane Godfrey presented their research on bargaining councils and small business to a Ministerial Roundtable: The Impact of Labour Laws on Job Creation and Small Business Development in South Africa, convened by the Department of Labour in Johannesburg on 11 May 2006, and attended by organised business and labour as well as community organisations.
- Shane Godfrey presented paper, 'Bargaining Councils and Small Business: Results of recent research and some recommendations' at the National Association of Bargaining Councils Annual General Meeting in Johannesburg on 31 August 2006.

Reports/Submissions/Discussion Papers etc

- 'Decent Work for Development Project: South Africa – The Expanded Public Works Programme', S Godfrey and J Theron. Report for Solidar and the Labour Research Service.
- 'Globalisation, the impact of trade liberalisation, and labour law: The case of South Africa', J Theron, S Godfrey and M Visser. Report for the International Institute for Labour Studies.
- Conditions of Employment and Small Business: Coverage, Compliance and Exemptions, S Godfrey, J Maree and J Theron. DPRU Working Paper No. 06/106, Development Policy Research Unit, University of Cape Town.

Teaching

- Shane Godfrey lectured on the Scandinavian International Management Institute (SIMI) executive MBA course convened by the Graduate School of Business.

Receipt of Grants

- University Research Council grant for research project on co-operatives
- DGRV South Africa (German Co-operative Federation) grant for research project on co-operatives.

UCT LAW CLINIC

The UCT Law Clinic operates as a fully functioning law practice with a professional staff of five attorneys and two candidate attorneys. The clinic has two sections: a litigation practice, which offers students their first opportunity to deal directly with clients and to gain first-hand experience of legal procedures; and a refugee office, which gives students a chance to assist asylum seekers with legal problems.

i) Litigation Practice

The Law Clinic offers the credit-bearing Legal Practice Course as an elective in the LLB programme. The course provides students with practical legal training while rendering free legal assistance to disadvantaged communities who would otherwise not have access to professional legal services. The rationale for the establishment of the Clinic was thus both social and educational A means test is done to determine whether or not potential clients qualify for the free services.

The Clinic provides an example of a community based education project that combines the provision of a service to the community and experiential learning for the students. As one of the aims is to promote a better understanding of how different social contexts impact on the nature of legal problems experienced by the community, it could be argued that the project helps to promote citizenship and social responsibility.

Senior students registered for the Legal Practice course work in the Clinic as legal advisors, under the close supervision of the Clinic's attorneys. Each student advisor is in charge of his or her own set of client files and has the opportunity of handling a variety of cases during the course of the year. Student advisors are required to attend evening clinics once a fortnight in order to meet and consult with their clients.

Clients come to the clinics with a range of legal problems and the students become their legal advisors. The students assist their clients for the entire year, handing the matter over to the following year's students if it is not yet concluded by then.

Regular evening clinics are held in Athlone, Retreat and Hout Bay. The Athlone and Retreat clinics have been operating for several years. As a result "the communities now know us" says Bev Bird, the Director of the Law Clinic. "They are, you may say, established clinics. They don't require a lot of effort to set up each year because the communities are expecting us. They know that at the beginning of each year we are going to come back. So we put up one or two posters and the clients arrive".

The Hout Bay clinic was opened in 2006. According to Bird, it has been difficult to establish a clinic in a new area, even one "which so desperately needs legal services as this area clearly does".

She describes the process:

"Hout Bay was chosen because it is reasonably accessible to the university, so that the students don't have to travel excessive distances, and because there aren't a lot of services available in the area . With the help of a local women's group, the Clinic distributed pamphlets from house to house. Someone from the fishing community also helped distribute pamphlets and the headmaster at the school gave them out to each of his 1 000 students. The Clinic put up scores of posters, but, despite that, response from the community has been very slow. The evening clinics take place in the Hangberg community hall above the harbour. It's a slow process getting people to know about the clinics and then, just at the point when you're starting to build up an impetus from the first half of the year, you have to suspend the programme because the students are writing exams and are on vacation. And then you have to start the process again once they return".

ii) Refugee Clinic

Responding to demand, the Refugee Clinic was set up in partnership with the United Nations High Commission for Refugees (UNHCR). It has three attorneys who work as refugee counsellors, as well as a number of interns who assist. Many interns are visiting American students. Last year over 2 000 refugee families were assisted. The team gives legal assistance to refugees, which may mean helping them to return to their homeland.

In addition the Clinic offers a course on Refugee and Immigration Law which gives participating students the valuable opportunity of working amongst refugees in the Refugee Clinic as part of the course.

Academic identity

Bird started her working life as a teacher. After some time she returned to university and started her law degree. After qualifying and having worked for several years as an attorney, she decided it was time to implement her long-term plan of teaching young lawyers about the practice of law. She is passionate about teaching and the law. Her job in the Clinic requires someone who can do both. As the Law Clinic is a registered law office, one must be a practising attorney to work there. But as Bird says: "If all that you are is a good attorney with a hopeless perception of how to pass on that learning, then you will be marginally successful. So the joy is to be able to do both".

Learning through experience

The students learn how to consult with clients through working in the evening clinics. They have the added advantage of serving clients within their clients' community, which, Bird suggests, deepens the students' understanding of the difficulties faced by their clients in their daily lives. Their clients' socio-economic background can be forgotten if the advisors only ever see them within the context of a city practice.

Students are also exposed to a wider range of problems that affect people living in working-class communities, such as maintenance applications. This promotes the acquisition of skills for critical citizenship in South Africa. "For students who have not lived in poor communities, it helps to broaden their understanding of their society as it opens their eyes to needs of people in different kinds of communities".

The course thus teaches students the realities of law. And it teaches them how to run a competent law practice before they start their professional careers.

Bird describes the Clinic's annual Mock Trial programme, which is a further practical exercise offered within the Legal Practice course, as a "fantastic" experience. Several practising magistrates participate in the programme by presiding over a series of trials. All students must participate and they work in teams with a set of facts around which each trial revolves. They have to call witnesses and have to examine and re-examine them. At the end of each trial the magistrate pronounces judgement and also gives some helpful advice to the trainee attorneys.

Why students register for the Legal Practice Course

According to a survey conducted in 2006 the main reasons students choose to do the course include:

- wanting to give poor people access to free legal assistance;
- wanting to apply their knowledge of legal theory in practice; and
- wanting to prepare for articles.

According to Bird, those students who are particularly interested in human rights law and can see themselves working in the human rights area after they qualify, specifically choose to work in the Refugee Clinic.

Perceptions of the value of the course

Bird feels that amongst the staff in the Faculty of Law there are different views on the Clinic's value. Some believe that practical education for LLB students is valuable and necessary: they regard it as useful in rounding off the education process. Others believe that it is not the task of the university to teach practical skills: they see the university's task as being to teach the priciples of law and to conduct research; they contend that it is more appropriate for students to acquire practical skills once they take up employment.

The sample of comments below from students' annual evaluations of the course indicate that they find it extremely useful:

'I found it very satisfying because for the first time I felt empowered to assist people in great need'

'I've got more from this course than from any other course that I've ever done in my law degree.'

'I've learned more than I have in any other course. I learned a lot about myself.'

2

'I loved my work at the clinic. It was practical and a refreshing change from theoretical learning'

'I have learned so much in lectures and in one-on-one meetings and at the evening clinics. I was terrified at meeting and speaking to clients when I started. Now I'm a pro. All law students should do this course!'

Through their work at the Clinic, students say their understanding of the Civil Procedure course - and their ability to assimilate, enjoy, and understand it - greatly improves. In the Clinic they are able to put their knowledge of Civil Procedure into practice. Where previously it would have been learned

simply as academic theory, they become excited about the fact that in their work in the Clinic many theoretical priciples are directly applicable to the cases that they are dealing with.

The Dean of the Law Faculty describes the value of the course as follows:

> *" I have always believed that the practice of law should be as much about rendering a service to society as making a living for legal practitioners. With the rapidly growing 'corporatisation' of legal practice it is harder to maintain this view, especially as universities find themselves increasingly subjected to market forces. The founding of the UCT Law Clinic as a student initiative in 1974 was in part a response to the awful degradation of the law and legal practice under apartheid, and it has served the community faithfully and effectively since then. It has never been busier than as reflected in this report, partly because of the work of the Refugee Clinic, but partly, too, because of the recent revival of student interest in developing their skills as advisers. This upsurge in activities has coincided with the introduction of a requirement in 2005 that every LLB student performs 60 hours of unremunerated community service before graduation. But there appears to be no direct relationship between the two, as most student advisers do not wish their service to the clinic to be counted as their extra-curricular obligation. I have no doubt that the clinic opens a vital window into the reality of legal practice in our community to every student, and I commend all involved with it for their effort".*

Assessment of students

The Clinic has three supervising attorneys who monitor the students' files and provide continual feedback to them. All correspondence from the Clinic is checked by an attorney and all court pleadings sent out are overseen by an attorney.

At the end of each year every student has an oral exam conducted before the external examiner. The students each have to present all the files and the work they have attended to during the year. They answer questions concerning their clients, the issues, the outcome, the decisions, and their thinking about each case. The formal assessment methods are accordingly geared to evaluating the quality of the practical skills acquired by the students .

Impact of the experiences on students as citizens or on their future career choices

The students' learning related to citizenship is not explicitly assessed, or reflected on, as part of the course. However, the responses received to the survey as well as some of the comments quoted above indicate that the students value the opportunity to provide a service to the wider community.

As a result of their experiences in the Clinic, some students decide to pursue more socially oriented branches of the law, such as family law. Others offer to work voluntarily in the Clinic after they qualify because they want to contribute to the Clinic's goals.

Evaluation of the course

At the end of each year all students are requested to complete a questionnaire evaluating the success of the course.

In 2004 there were 13 students on the Legal Practice course. In 2005 the Clinic attracted 54 students to the course. In 2006 there were 107 applications of whom 87 were able to be accommodated. As Bird comments, "It's delightful to be in a position where our problem at the moment is how to turn students away next year. So that's been a very rewarding and pleasant turnaround".

To date the clients have not been asked for formal feedback on the services provided: Bird believes that it would be difficult to do this. Many clients come simply looking for once-off advice; they do not necessarily have ongoing legal problems that require prolonged litigation at court.

Impact on UCT

The willingness to help disadvantaged communities builds UCT's image in the community and engenders a positive attitude towards the institution. In addition, Bird hopes that when the legal community sees the well-formulated documents emerging from the Law Clinic they will be keen to employ UCT graduates.

References

Interview with Bev Bird, Director of the Law Clinic, held on 16 August 2006

Pamphlet on UCT Law Clinic

SAMPLE OF LAW CLINIC CASES

Recovery of son's body:

A Grahamstown woman, whose adult son had been killed in Cape Town a few weeks earlier, approached the UCT Law Clinic to plead for the release of her son's body from a Cape Town undertakers' firm. The undertakers were refusing to release the body because they claimed (incorrectly) that the mother had not yet paid them for their services. Weeks of pleading by the mother had had no effect and she was by then desperate to be able to bury her son with dignity. The UCT Law Clinic instituted an urgent court application for the immediate release of the body and also arranged for special transportation of the body back to the Eastern Cape. Within three days of sending the instructions to the UCT Law Clinic the woman gratefully received her son's body in Grahamstown.

Reimbursement of stolen money:

A woman who came to the UCT Law Clinic for help had worked for twenty years as a domestic worker for a Cape Town family. Some time after leaving her employment she discovered that her employer had stolen her savings of R35 000 (to be used as her pension upon retirement) out of her Building Society account. The employer had simply persuaded the teller at the Building Society (to whom she was well known) to pay over the money to her, on the pretext that she was acting on behalf of her domestic worker. Efforts to recover the money from the ex-employer were initially unsuccessful; however, when the employer died some months later, a claim was lodged with the executor of the estate and the full amount of the client's claim was eventually paid back to her, to her extreme relief and gratitude.

Damages for dog attack:

The Law Clinic was able to assist a young girl who, at the age of eight, had been attacked by her neighbour's rottweiler, leaving her severely scarred and disfigured. At the trial that ensued the court found the owner of the dog guilty of negligence and sentenced him to pay damages of R35 000 to the young girl.

Representing orphaned children:

The UCT Law Clinic was approached by the Children's Court Commissioner to represent two minor children whose parents had been killed in neighbourhood violence. After their parents' death one of their uncles, a very domineering man, had taken control of the children and of their parent's assets, as he considered was his right in terms of customary law. This caused a lot of animosity in the extended family and the matter was referred to the Children's Court. The family was concerned that the uncle's true interest lay in the parents' wealth. The Commissioner decided that the children as orphans were in need of care and approached the UCT Law Clinic to represent them. This matter involved the conflicting legal issues of 'the best interests of the child' and the rules of African customary law and took five years to complete. In that time the uncle wasted a large portion of the children's inheritance until the Clinic succeeded in obtaining an interdict preventing him from spending any further money. Eventually the children were placed in foster care. At the same time the Clinic also applied to Court to have a Tutor appointed to manage the children's inheritance. Ultimately, then, the matter was successfully concluded with the children's interests being well protected.

PERCY FITZPATRICK INSTITUTE OF AFRICAN ORNITHOLOGY

The Percy FitzPatrick Institute of African Ornithology was founded in 1959, when it was incorporated as a non-profit company affiliated to UCT. In 1973, with the advent of Roy Siegfried as director, the institute was integrated into the university as a postgraduate division within the Department of Zoology. This development set the tone for the institute's present objectives of building advanced-level capacity in conservation biology, primarily by using birds as models for biological research. Since its inception, the institute has developed into the largest ornithological research centre in the Southern Hemisphere.

The FitzPatrick Institute contributes to capacity development in a formal sense at many levels, including formal postgraduate programmes such as the Conservation Biology Master's, research master's and doctoral programmes, and wide array of research programmes. The institute's traditional academic work and expertise is, however, extended in ways that expose the institute to less traditional audiences, facilitating a transformation focus within the broader capacity development objective.

The FitzPatrick Institute fosters interest in careers in biology among South African university students and school pupils in general, particularly among black students. Institute Director, Prof du Plessis, believes that the combined effects of South Africa's colonial past, apartheid and the country's education system have resulted in the present difficulties of attracting black South Africans to conservation as a discipline.

For example, Du Plessis says that although there is strong applicant interest in the Conservation Biology Master's from the rest of Africa, very few black South Africans apply. Supported by the Department of Science and Technology (DST), the FitzPatrick Institute sought some solutions.

A second important facet to social responsiveness within the institute is its promotion of public dialogue with regard to conservation issues. This is routinely achieved through the publication of semi-popular articles. The recent revision of Roberts Birds of Southern Africa is a particular of example of social engagement in a Mode 2 society, where the university set up a "transactional space", enabling the public to become involved in with the revision process.

Promoting Redress:

1. Through formal programmes

The Conservation Biology Master's was developed primarily to service the needs of the conservation "industry". The programme draws its students from the conservation sector and, over a period of fourteen months, takes them to the a master's degree level at least.

Du Plessis says the programme, instituted in 1992, graduates between 12 and 14 students a year. Each year's incoming class is limited in size and is carefully crafted in order to accommodate an optimal number of South African students (about half), students from the rest of Africa (about 30%) with the balance made up of other international students. In this way, diversity contributes to the quality of graduates who are able to contribute to the conservation needs of Africa, and specifically South Africa.

2. Through the Biodiversity and Conservation Biology Academy

The establishment of a Biodiversity and Conservation Academy for biology students from across the country is one intervention that Du Plessis believes will help attract black South Africans to conservation careers. The academy is a joint venture between the FitzPatrick Institute and the Centre of Excellence in Invasion Biology at the University of Stellenbosch and invites applications from second- and third-year biology students from across the country. There are 20 places on the academy: 10 are reserved for the top applicants in terms of academic achievement, and 10 for black South African students. Staff of the two centres take these 20 students on a week-long field course, during which the participants run a field project, take part in discussions and benefit from informal vocational discussions with staff.

The purpose of the academy, says Du Plessis, is not to cherry-pick students from other universities.

"It is to, at the end of that period, send students back to their universities a lot more motivated and looking at biology as a future career path. And if some of those end up

with us eventually, that's a big bonus. But it's essentially just to send back 20 really fired up students back to their universities every year." up".

The first five-day academy was held in January 2006 at the Potberg Environmental Education Centre in the De Hoop Nature Reserve. It was attended by 15 students, seven from historically disadvantaged backgrounds. On the last day of the academy the 15 participants were asked to evaluate their experiences. Their responses were extremely positive. The students said they'd particularly enjoyed the course content and teaching approach, which blended theory with experimental design and fieldwork. They found their extensive interactions with the academy's scientists especially stimulating, and 11 of the group reported that they'd felt strongly motivated to pursue a career in science.

"Generally," says Du Plessis, "it's been exceptionally rewarding for us".

3. Through its Programme with LEAP Science and Maths School

LEAP is a privately funded maths, science and technology school that works to reverse the acute shortage of skills in this area, especially among the previously disadvantaged. The LEAP school campus is situated in the Mupine College Building in Pinelands, Cape Town, and the majority of its students are from nearby Langa township.

LEAP's aim is to enable its students to access tertiary study opportunities, and to do so by graduating from the school with a university exemption that includes higher grade physical science, mathematics and English.

The FitzPatrick Institute's Dr Penn Lloyd (who is also the COE manager) co-ordinates a schools' programme with LEAP. As part of this programme, members of the institute take LEAP students on field excursions, and some of the institute's postgraduate students have given talks at the school.

Du Plessis reports that the responses to this initiative have been remarkably good. There is now a group of students at the school who are broadly interested in plants, and particularly n birds. He believes that this programme plays a valuable role in exposing LEAP students to biology as a potential career path.

"You wouldn't normally expect that from kids who were selected by the school on the basis of their science and mathematics marks. But the fact that there are interesting applications of what they learn in science and maths excites them".

4. Through building capacity among biology teachers

During the past decade, Du Plessis has encouraged doctoral students carrying out fieldwork to invite biology teachers from poorer schools close to their field sites to visit these research sites. The teachers participate in fieldwork under the supervision of the students while discussing biological issues. The interaction at the research sites takes place on a very personalised, small-group basis, and the objective is to provide skills and inspire the teachers, who will in turn interest their pupils in biology as a subject. Du Plessis believes that the combination of fieldwork involvement and theoretical discussion, as it relates to the particular project, is pivotal. "Within a week, you can get people really fired up," he says. "If I had more time and resources, I would say this is where I would focus".

Promotion of public dialogue with regard to conservation issues:

1. Through semi-popular publications

Staff and students of the Percy FitzPatrick Institute are encouraged to publish at least one semi-popular publication, based on each research article published. The research publication must be published first, followed by the semi-popular one. Du Plessis estimates that the institute publishes between 16 and 100 semi-popular articles each year. In addition, staff write various books. These include ornithological field guides and a variety of other books, ranging from basic biology books to technical ones, such as a recently published volume on veld management for Karoo farmers.

2. Through the Roberts VII Project

Roberts Birds of Southern Africa was first published in 1940 and is recognised as the authoritative book on Southern Africa's birds. Five revisions have been published, the most recent of these in 1993. The Percy FitzPatrick Institute was contracted by the John Voelcker Bird Book Fund to rewrite Roberts and work towards the seventh edition was begun early in 1998.

"We didn't just revise Roberts, we re-wrote it completely," says Du Plessis.

The institute's website points out that: "Perhaps the most pressing reason for a new edition of Roberts was to accommodate the enormous amount of knowledge that amateur and professional ornithologists continue to gather about Southern African birds".

The novel approach adopted in producing Roberts VII was, in a sense, predicated in the institute's recognition of the great importance of incorporating the birding community's knowledge.

The revision exercise began by establishing the validity of every statement made about each particular bird by going to the primary source documents. A bibliographic, electronic database of all "afrotopical" bird literature was prepared in order to serve as a literature source for the authors and to aid them in re-writing the species texts.

"Every statement in Roberts VII is referenced to source, which makes it completely different. It's a handbook now," says Du Plessis.

Prof Phil Hockey, Dr Richard Dean and Assoc Prof Peter Ryan were responsible for the editorial management of the project, which involved a team of 55 ornithologists preparing up-to-date identification and biological accounts for each of the 951 Southern African bird species. A novel approach was used to produce the handbook, providing amateur birders with an opportunity to review the text on every species by placing each of these on the Internet and inviting public contributions. In this way, the project drew on the expertise of as many amateur and professional ornithologists as possible.

Although this public review process was time- and labour-intensive, Du Plessis believes that it worked extremely well, largely due to the strong sense of ownership of the volume among the South African birding public. The public review approach also gave rise to heightened public awareness of the Percy FitzPatrick Institute, and of UCT as a whole.

The Roberts project was an enormous task – far larger than anticipated – simply because of the huge volume of literature in-

volved. The project yielded a comprehensive database of specific missing information on Southern African birds. This database has been placed on the Internet, and once again the public has been invited to submit information that will hopefully "plug" some of the gaps before the next edition. Du Plessis believes that encouraging contributions of this kind is in the broader interests of our understanding of South African birds.

The public participation approach to the Roberts VII project provided information to the public and acknowledged the existence of expertise outside the institution; information that would contribute to ongoing development in the ornithology field.

Volunteerism and Internships

The FitzPatrick Institute offers biology students the opportunity to gain work experience through volunteer work on its various research programmes. Volunteer opportunities are usually unpaid positions, although travel costs are sometimes covered.

In addition, the Centre of Excellence offers up to five student internships each year. These are available to students in their second, third and honours years and aim to give students hands-on experience of working with birds, as well as an insight into research approaches using birds as keys to biodiversity conservation. Interns work with one or more staff members and postgraduate students on their own research projects, usually in the field at one of many sites across the country. Internships vary in duration and depend on students' time constraints. Interns are remunerated for their efforts and travel expenses are refunded where necessary.

Opportunities for volunteer work and internships are available across the institute's diverse research programmes, which include seabird conservation (with a particular focus on the impact of long line fishing on seabird populations), life-history, rarity and conservation of South African birds (including the high-profile Oystercatcher Conservation Programme), co-operative breeding and sociability in birds, the ecology of migration, island conservation, land-use and biodiversity, resource economics and estuarine conservation, raptors, systematics and biogeography, game birds, spatial parasitology and epidemiology (focusing on studying the spatial distribution of existing benign strains of avian influenza in order to better understand the transmission of more virulent strains).

Recognition and Evaluation

In June 2004, the Department of Science and Technology (DST) and the National Research Foundation (NRF) announced that the institute would host the Centre of Excellence (COE) in Birds as Key to Biodiversity Conservation, recognising its achievements in research and teaching and supporting its new research programme. The Centre of Excellence team comprises a national network of researchers from the institute and collaborating partners from other departments (UCT's Department of Botany) and institutions (the University of Pretoria, the University of Stellenbosch, the University of the Witwatersrand).

The FitzPatrick Institute has an institute board, as well as a COE board.

"Any Centre of Excellence is probably evaluated constantly," says Du Plessis. He explains that a culture of review exists at the Percy FitzPatrick Institute, largely due to the initial influence of Prof Roy Siegfried, which he has continued.

The impact of publications is examined at five-yearly intervals. In addition, external reviews are commissioned on a regular basis. In 2005, a general review of the Master's in Conservation Biology was commissioned. In 2006 concerns about the continuing currency of the Master's in Conservation Biology curriculum gave rise to the commissioning of a detailed curriculum review, which was carried out by a leader in the African conservation field. The review report will feed into a workshop, which will reassess the Master's in Conservation Biology curriculum.

A recent (2004) survey of graduates in the Master's in Conservation Biology showed that just over 90% of these graduates find conservation-linked work within six months of completing their degrees. The graduates found employment in academia, in NGOs, in conservation agencies and in the private sector (mainly tourism and consulting).

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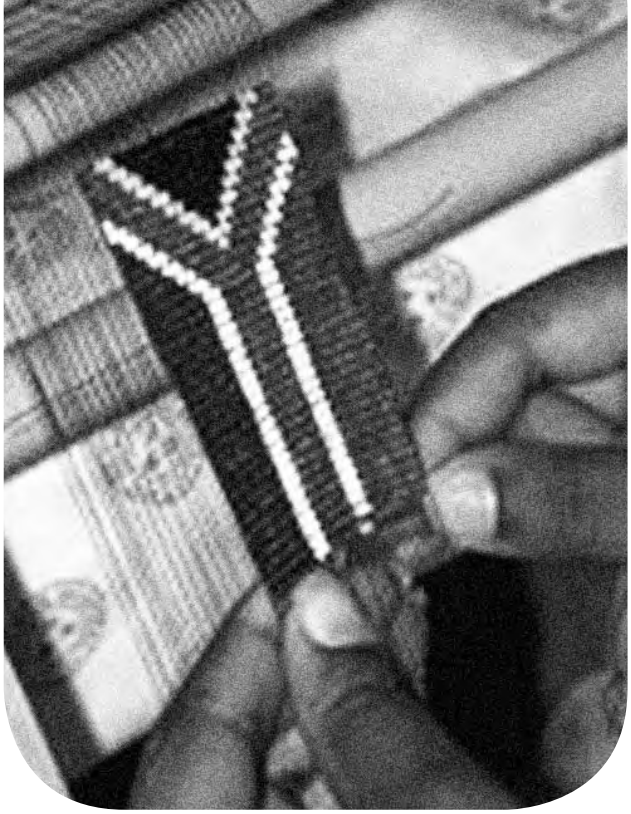
POSITIVE BEADWORK PROJECT



Poverty, unemployment and HIV/AIDS conspire to create an unbearable burden for mothers and other caregivers of HIV-positive children. Food is as essential as antiretroviral therapy to families affected by HIV/AIDS, but adequate nutrition is often inaccessible because of unemployment and crushing poverty.

Mothers and other caregivers frequently cannot find money to pay for transport to antiretroviral (ARV) treatment sites which, when the ARV roll-out in the Western Cape Province began, were situated at tertiary hospitals, far from dormitory townships. Lack of money threatens adherence to ARVs, because caregivers risk missing appointments to collect medication or to attend follow-up clinics.

This is the problem outlined in the description of the Positive Beadwork Project, one of the initiatives of a non-profit organisation called Kidzpositive Family Fund[1].

Dr Paul Roux, a paediatrician, started the Positive Beadwork Project in June 2002, at Groote Schuur Hospital using R4 000 provided by St Cyprian School. Its fundamental goal is to help raise financial support for the daily needs of families affected by HIV/AIDS. The funds came from a joint effort between Nqobani Mkhwanazi, then head girl of St Cyprian's and the playwright Pieter-Dirk Uys, who had sold beadwork produced by an NGO called Wola Nani during 2001. Roux used half of it to pay one of the mothers who knew how to do beadwork to show the other mothers how to do things, and the other half to buy raw material. This work was sold through contacts once again made by Roux and so started the Positive Beadwork Project.

1. Kidzpositive Family Fund was founded in 2001 by Dr. Paul Roux and other health care professionals working in the paediatric HIV/AIDS clinic at Groote Schuur Hospital. It was founded because they needed a bank account into which people could contribute. Kidzpositive undertakes 'to support the daily needs of families affected by HIV/AIDS' and the company's activities began with the One to One ARV project in May 2002, which provided anti-retroviral therapy to children and their mothers (at that time not yet part of government policy), in partnership with the One-to-One Children's Fund, a UK-based charity, and the Department of Health of the Western Cape Province - and the Positive Beadwork Project in June 2002.

Promoting partnerships

The Positive Beadwork Project is a tripartite partnership between the Public Health Service (Groote Schuur Hospital), the Kidzpositive Family Fund and caregivers of children with HIV/AIDS.

The project runs and is headquartered at Groote Schuur Hospital. It was initiated with the permission of a deputy director of health in the Provincial Government of the Western Cape Province and the hospital administration. The project uses space and utilities within the hospital, and time and energy of public service employees, but it receives no direct financial support from the hospital.

The Kidzpositive Family Fund has received corporate financial support from a number of corporate donors, service organisations, faith-based organisations and individual donors. However, the Positive Beadwork Project functions independently of all but minimal donations. Kate Gray, who used to work in the mathematics department at UCT, raised her own funding, which enables her to work as the co-ordinator of the Positive Beadwork Project. She is responsible for the design of the beadwork products and finding between R12 000 and R15 000 worth of orders per week. Gray is a pillar of strength and provides much of the energy that has made the Positive Beadwork Project sustainable and successful over the past five years.

The community of caregivers living with AIDS produces the articles and they and their families are the sole beneficiaries of the Positive Beadwork Project. There are currently 99 women registered and their aggregate income, over four-years, is over R2-million. In 2005, they bought just under R25 000 worth of glass beads alone, sold R750 000 worth of beadwork products and of that the women received just under R680 000. The Positive Beadwork Project is open to all caregivers attending the Groote Schuur Hospital service.

Quarters from July 2002

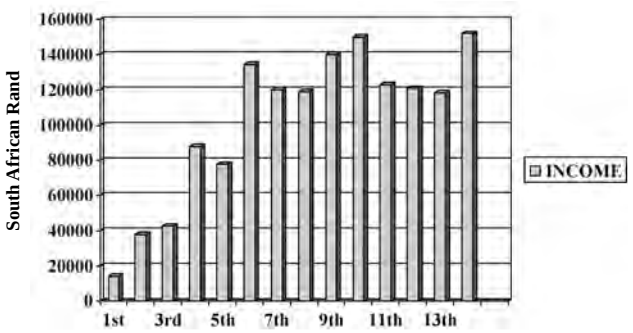


Figure 1: Income in South African Rands paid to mothers per quarter between 1 July 2002 and 31 December 2005

Figure 1 shows a rapid increase in income for the cohort of bead working caregivers over the first six quarters, with an annual peak of income preceding AIDS Day and Christmas. An analysis of the bead workers' income for 2005 showed that on an average weekly income of R130, an individual woman earns R520 per month (ie R 6 240 per year) through the project.

One of the major supporters of the Positive Beadwork Project is the Round Square Conference of Schools[2], which met in Cape Town in 2004. Thirty-three schools in 10 countries distribute products for the Positive Beadwork Project.

The project is an excellent example of how public service can be enriched through partnering with different sectors of society. It does not merely provide economic and medicinal support for bead working caregivers and their families. It also presents a way in which to cultivate social responsiveness among children and the students in the hospital who are exposed to the project.

Aims and values underpinning the work

Roux's encouragement and enthusiasm, both in the establishment, and maintenance of the Positive Beadwork Project, has been vital to its success. Apart from his duties as senior specialist and senior lecturer, he adopts a hands-on approach in finding funding, seeking publicity, bringing in orders, fetching cash in the years before they used Internet payment[3], and even making the bead looms.

Roux's motivation for this stems from his belief that during his training years, all his experience came from the community of the Western Cape.

> *"So I had a very strong sense after I qualified that they had a stake in me and that henceforth, in my life as a doctor, I would focus on delivering health care to them in return" (Interview 24/09/06).*

Roux sees the Positive Beadwork Project as an integral part of the Kidzpositive Family Fund initiative at Groote Schuur Hospital, designed to improve quality of life among those in his care affected and infected by AIDS. Primary health care has as its two main pillars: comprehensive care, which is trying to do as much for the patient as that patient needs; and continuity of care, where doctors try to make it possible for the patient to see the same team of health care workers every time they visit.

Roux firmly believes that income generation is part of a comprehensive health care package for HIV and that public/private partnership is one way of doing this. The project serves as an example to students of how these kinds of partnerships can be established and sustained.

The Positive Beadwork Project is sustainable as a donor- and volunteer-assisted project, or a 'facilitated self-help project', a hybrid between a charity and a business. Further donations will be used to assist other initiatives to establish similar income-generation projects, with the possibility of increasing the number of affiliated sites. The project is in the early stages of developing a business plan for replicating itself in the rural Southern Cape at regional hospitals in Beaufort West, George, Knysna, Mossel Bay and Oudtshoorn.

Links to academic identity and teaching

The other Kidzpositive initiative, the One-to-One ARV project, started giving anti-retroviral therapy (ART) to children and adults in paediatric ward G25 at Groote Schuur Hospital in 2002. At that time, ART treatment was contrary to government policy for public service hospitals. But Roux and his team managed to obtain permission for treatment by designing an operational research project.

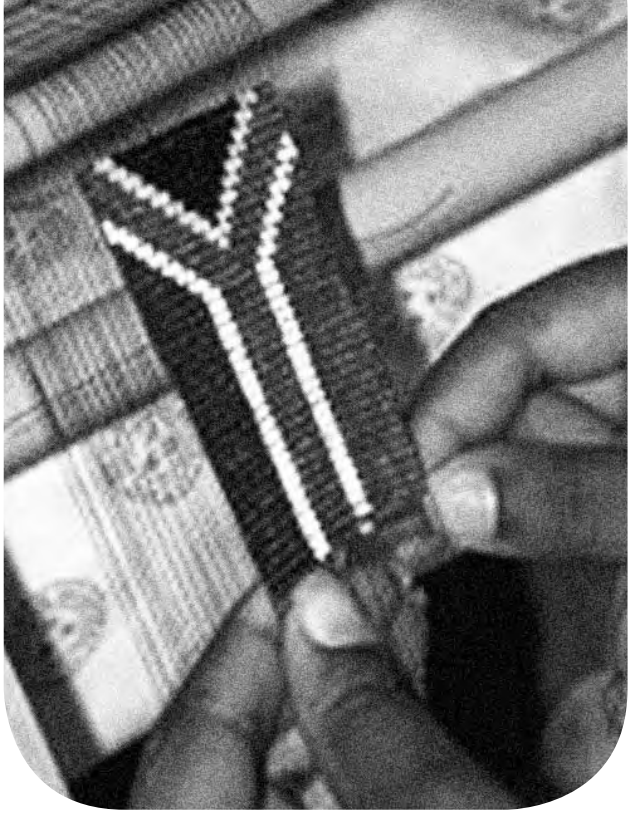
By the time the government gave the go ahead for ART, they already had 250 children on ARV treatment. This provided the G25 staff with a platform to train other healthcare workers in the region. They also trained registrars in the Department of Paediatrics in ART use and showed colleagues from neighbouring countries that ordinary people in a public service institution could use ART to good effect.

Roux, once again through donor funding, started flying in paediatric HIV 'treatment teams' (each consisting of a pharmacist, a counsellor, a nurse and a physician) from neighbouring countries. The treatment teams worked in Groote Schuur Hospital for one week, each professional with their counterpart. At the end of the week they flew home to present their experience as a team to their hospital.[4]

2. St Cyprian's School also belongs to the Round Square Conference of schools, which are schools for privileged children all over the world. The Positive Beadwork Project is used as a community awareness activity in all these schools. One of these, Ballarat Grammar, a school near Melbourne in Australia, bought $25 000 Australian worth of beadwork in 2005 alone. School orders vary from beaded ribbons in the various sports club or school houses' colours, very popular in Australia, to Christmas stars.

3. For the first two years, mothers were paid in cash each week - with Roux physically collecting the money from the bank - and volunteers paying out up to 40 mothers each week. In 2004 the participants were trained in the use of bank accounts and payments are now done electronically each week.

4. The One-to-One Children's Fund, a UK based charity, took an interest in the project and suggested a conference to which all the teams that had been before and additional teams were invited to discuss the practicalities of giving ARV therapy to children. In November 2005, 23 treatment teams from across the continent had a three-day conference in Cape Town. It was such a successful conference that the delegates



Apart from teaching regional healthcare workers and treatment teams from all over Africa about the practicalities of ARV administration, Roux also believes ward G25 is an excellent platform for teaching medical students about the functions of a primary health-care clinic. In the second year of their training, medical students do a semester course titled Becoming a Doctor. G25 is used for this course because much of the work there is based on the primary health-care approach.

Roux says that the experience gained in developing a comprehensive HIV/AIDS service has enabled him to talk to students not only as a specialist, but also as a primary health care practitioner.

Practising primary health care has given him a much better understanding of the need for doctors and patients to work in an equal partnership - and of the importance of motivational interviewing. This is about persuading people to make their own decisions about lifestyle; as well as the importance of equality and mutual respect within healthcare teams, that is, among doctors, nurses, therapists, counsellors and pharmacists, and how to bring these important issues across to students.

Roux approaches health care as a comprehensive package; it's much more than merely treating patients' illnesses. But how does he explain to future doctors that income generation is part of a comprehensive health care package for HIV/AIDS?

As expected, he often gets the reaction: "That is not my job", and, in turn, his response is that doctors just make more work for themselves if they don't do their job thoroughly the first time. If 'thoroughly' means to do 'as much for the patient as that patient needs' then income generation is almost a logical deduction in a country like South Africa, where a large proportion of those critically in need of health care are the rural and the urban poor.

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The Positive Beadwork Project Update May 2006

asked for future conferences and so the Paediatric AIDS Treatment for Africa (PATA) was born.

Roux believes that the design of the conference was the key to its success. It is set up as a series of workshops during which the voices of the nurses, counsellors, pharmacists and physicians were given equal weighting, showing that a health care team isn't just the doctor, and it needn't necessarily be led by the doctor. It is a team, and as a team each member is an equal partner. The next PATA conference took place in Nairobi in November 2006.

Curriculum Vitae related to Social Responsiveness (2006):

Dr Paul Roux of the Positive Beadwork Project

Engagement with external constituencies

- Twenty-two treatment teams from 8 countries attended Paediatric AIDS treatment for Africa (PATA) 2005 in Cape Town. Thirty-three from 18 countries – including 5 from francophone Central and West Africa attended PATA 2006 in Nairobi.
- UNICEF, the Clinton Foundation, ANECCA, the One to One Children's Fund and Streetworldfootball are now PATA partners in the initiative to expand and improve HIV/AIDS care for children in Sub-Saharan Africa

Peer-reviewed Publications

- The proceedings of the first PATA conference have been published.
- Papers presented at clinical conferences on operational research topics

Participation in Conferences/Workshops

- Chair, organising committee First PATA conference Cape Town 2005
- Chair and chief executive Second PATA conference Nairobi 2006

Both PATA meetings have been workshop-based participative conferences between teams (nurse, pharmacist, counsellor, doctor) form Sub-Saharan countries

Strategic or Contract Research

- One-to-One ART programme, initiated 2002 (www.one2onekids.org)
- Introduction of anti-retroviral therapy into public service hospital – Groote Schuur as operational research

Production of Reports, Submissions, Monographs, Discussion Papers, Learning Materials, Booklets, Popular Journal Articles

- Co-authorship of a paper in South African Child Gauge – Children's Institute, University of Cape Town
- Compilation of conference proceedings
  - PATA 2005 proceedings (www.temapata.org)
  - BMS Secure the Future 2006 (www.securethefuture.com)
  - PATA 2006 proceedings (in process)

Participation in Task Teams/Reference Groups/Commissions

- Member, provincial and national paediatric HIV/AIDS working groups

Promotion of public dialogue

- Establishment of Kidzpositive Website www.kidzpositive.org
- PATA Web sites www.teampata.org, www.patafrica.org

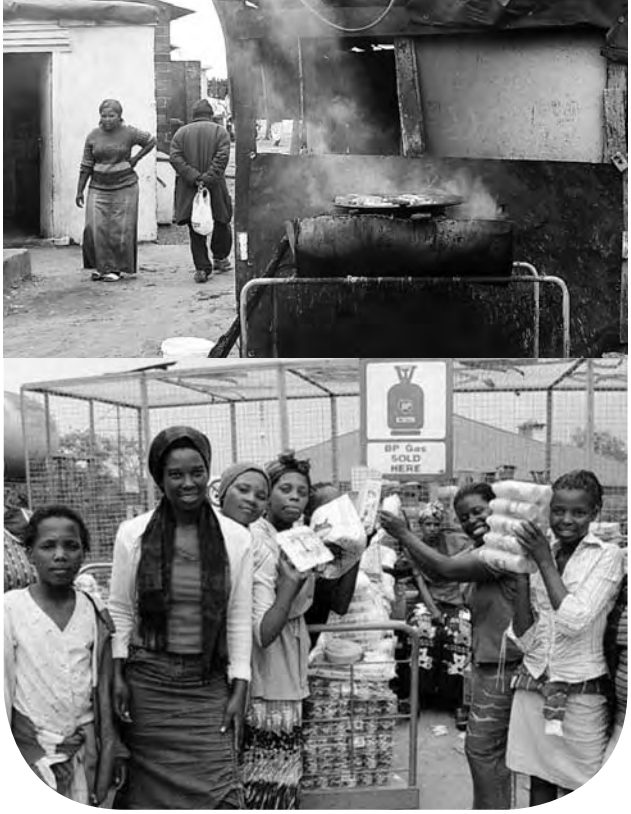
Receipt of Grants

- R 3.5 million per annum in recent years
- [Grants for the development and improvement of clinical services from the One to One Children's Fund The Dell Foundation, Microsoft and Sidaction (approximately R1.8 million per annum for the last 5 years); for the extension of an income generation project from AREVA the De Beers Fund and Old Mutual Heath Care (income generation project – approximately R 1.2 million over 3 years); for annual PATA conferences from Sidaction, One to One, the Provincial Administration of the Western Cape and various private donors (approximatelyR1 million per annum for the last 2 years).]

Designing and Organising Community Based Education/Service Learning Initiatives

- Founder member and Chair : The Kidzpositive Family Fund
- Chair, The Kidzpositive Family Fund (www.kidzpositive.org)
- Founder and co-executive officer of the Positive Beadwork Project
- Impumelo Award winner 2006
- Director of the One to One ART project (anti-retroviral therapy for indigent children) Children's HIV/AIDS outreach clinics Nolungile Kyaelitsha (in partnership with Medecins Sans Frontieres) Crossroads Community Health Centre (in partnership with Beautiful Gate, Rotary Claremont and ARK) Mitchell's Plain (in partnership with PAWC and ARK)
- Director of the One to One Outreach programme (Southern Cape)
- Co-Founder: Paediatric AIDS treatment for Africa (PATA) (www.teampata.org)
- Conference Convenor and Chair of Scientific Committee, PATA 2006 conference Nairobi Kenya

SOUTHERN AFRICA LABOUR AND DEVELOPMENT RESEARCH UNIT (SALDRU)



SALDRU is a research-based social responsiveness initiative housed in the School of Economics. The unit contributes to both research and teaching in the field of economics, particularly in the area of poverty and poverty alleviation. With over 30 years of research and experience in the field of poverty alleviation, SALDRU also plays a broader capacity building role, contributing to building capacity among black researchers through internships on research projects and socio-economic surveys.

This case study shows that the notions of scholarship and relevance – key issues in the debate about higher education's role in knowledge production – are not necessarily contradictory.

This case study will also provide some background to the unit, present an overview of the key issues that have shaped its work in poverty alleviation research. In addition, it will outline links with teaching and other forms of social responsiveness. The work on developing capacity among black economics researchers is an important contribution to building capacity in this sector more broadly, a crucial component of strengthening our democracy.

Background and history

Historically, SALDRU has been largely dependent on external funding to support its work. SALDRU was founded in 1975 through a grant from the Anglo American Chairman's Fund. The unit subsequently received generous funding from the Kellogg, Carnegie, Ford and Mellon Foundations as well as from other donors. This external support has been particularly important in allowing SALDRU to pursue an independent research agenda of describing and explaining the prevailing poverty situation - no matter how uncomfortable this research might be for the government of the day. External funding also made it possible for SALDRU to nurture black South African researchers, even when this was actively discouraged by the apartheid government.

From the outset, it was a basic premise of the unit's existence that research should be "policy oriented and written up in such away that their work contributed to public debate and the improvement of a situation" (SALDRU, 2005:3). Over the 30 years of its existence, research activity has put different emphases on these thrusts as it has responded to the different political and socio–economic changes in the country.

1980s

In the first years, SALDRU's research was devoted to labour issues, specifically farm and migrant labour and a living wage campaign. This early work was grounded in gathering and interpreting social and economic statistics and this has endured as SALDRU's bedrock methodology. In those early years the broad mission was a work programme describing life under apartheid.

SALDRU's research in the 1980s was dominated by the well-known Carnegie Studies on Poverty and Development in Southern Africa. This study collected data on the extent of poverty under apartheid in two phases (1980 to 1985 and 1985 to 1989) and led to two conferences on poverty and development. In terms of the first conference, some 297 papers were presented to 450 participants and 58 black interns produced 60 of these papers. The conference was accompanied by a film festival and photographic exhibition.

At the second conference 19 papers were issued and five books were published. These include Francis Wilson and Mamphela Ramphele's influential *Uprooting Poverty: The South African Challenge*. It had involved South African academics and students from all over the country and resulted in substantial mentoring and building of research skills.

1990s

In the stressful times of the 1980s, SALDRU's commitment to the hard slog of producing evidence-based analysis did not always fit comfortably with the immediate needs of activism. This balance was debated openly and often within SALDRU at the time. However, an evidence base is clearly a good fit with the demands of policy making and the African National Congress (ANC) began talking to SALDRU in the early 1990s about providing baseline information for post-apartheid policy formulation.

This culminated in South Africa's first nationally sampled

living standards survey, undertaken in 1993 by SALDRU and the World Bank. This study informed the Reconstruction and Development Programme and the ANC's overall policy with regards to poverty alleviation and development.

SALDRU built a data archive around this survey, one that became a repository of South African data sets. It also raised funds to start teaching extension courses on the analysis of survey data; with a focus on those from historically disadvantaged universities, NGOs, trade unions and government officials. These courses continue to run and each year they attract between 60 and 70 participants, drawn from universities in South Africa and Southern Africa, government departments, research institutions and non-governmental organisations (SALDRU; 2005:25). Well over 500 participants have been trained. Building the capacity of people to work with and use data has helped improve the process of policy formulation.

Current studies

Since 2000, SALDRU has undertaken a number of detailed surveys and research projects to generate knowledge about aspects of the lives of people affected by poverty. Among these are:

- The Khayelitsha/Mitchell's Plain survey was undertaken in 2000 with a focus on the labour market, especially on how the unemployed survive and go about looking for jobs.
- The Financial Diaries project interviewed a sample of households in urban Western Cape, peri-urban Gauteng and rural Eastern Cape every two weeks for a year during 2004/2005. The purpose was to examine their expenditure patterns and income flows in detail. Among other things, this study has proved to be very useful in assessing the impact of illness and death on households as well as in looking at the impact of social grants on poverty alleviation.
- In 2006 the Hout Bay Migration Survey interviewed all households residing in Hout Bay's less formal settlements. This is an area that has a substantial number of migrants from South Africa and beyond. There were two major themes. First, to detail and understand the migration processes that brought these residents to live in Hout Bay. Second, to explore the livelihoods of these residents.
- The Cape Area Panel Study has been tracking 5 000 of Cape Town's 14-22 year-old young adults since a base questionnaire was undertaken in 2002. In 2005 and 2006, SALDRU researchers were centrally involved in interviewing this group for the third and fourth times. As these young adults progress through school and into the labour market they provide invaluable information on who succeeds in school and why, who drops out and why, who gets a job when they leave school and how. We are also learning about other important transitions associated with youth: when do young adults become sexually active, who uses condoms, who falls pregnant and what are the consequences of this for school performance and work?
- In recognition of SALDRU's capacity to undertake survey work and panel surveys in particular, the Presidency awarded SALDRU a three-year project, starting in 2006, to launch South Africa's National Panel Study of Income Dynamics. This study will track about 30 000 South Africans over at least a decade to provide detailed analysis of who is getting ahead and who is falling behind in our post-apartheid society. In the rest of the world such national panel surveys have been invaluable in understanding how poverty perpetuates itself and which government interventions are most successful in helping the poor to improve their situations.

> *"In a longitudinal survey the researchers visit the families over a long period of time and get to know the community and the different families, their names, details about their lives and lifestyle, and the community gets to know you. The benefits to the community are tangible because the researchers can act as resources or referral systems (for the community). Qualitative surveys that supplement empirical studies help to ensure that the right issues are addressed in policies and that the wider context of a person or community's situation is taken into account." (Leibbrandt, 2006)*

SALDRU has expertise in programme evaluation. A project evaluating public works programmes has been running for a number of years. Researchers have designed and led evaluations of the national school-feeding scheme and a land-restitution programme of the Department of Land Affairs. SALDRU is now being asked to work with the Department of Social Development to evaluate the impact of some of their grants.

Links with scholarship: socially robust social research

The common theme across all SALDRU's projects is to improve the evidence base for poverty alleviation through robust and socially relevant research. At times this has been characterised as SALDRU's "hard heads but soft hearts" approach, says SALDRU's director, Professor Murray Leibbrandt:

> *"This ethos goes back to SALDRU's founder, Francis Wilson. In the apartheid era he was a very brave critic of the apartheid regime but also a careful, hard-nosed researcher. Today our researchers have amazing technical skills, which they apply to socially relevant research. In addition, they remain very socially engaged individuals."*

Staff have contributed to a number of significant publications in the area of economics and poverty alleviation. These publications are often of a more applied and policy-oriented nature. However, the academic responsibility to the policy community - and especially to the poor - is to undertake research of the highest standard. This sits comfortably with the processes of academic review and publication in strong academic journals.

Links with teaching and other units at UCT

As SALDRU is a unit within the School of Economics, its staff teach within the school. Historically, SALDRU's staff has been integral to designing and teaching courses on development and labour. Through SALDRU's research work and

others in the school, such as the Development Policy Research Unit, there is an extensive body of South African research for these courses to draw on. This provides a particularly effective link between teaching and research and special possibilities to motivate the usefulness and relevance of these courses to students.

SALDRU also contributes to postgraduate teaching and supervision. In the past few years SALDRU's researchers have taken responsibility for a number of advanced graduate courses on the analysis of survey data. Students in these classes have unique opportunities to combine this coursework with practical internships on social surveys that are underway during their studies. This definitely adds something special to the package.

Many postgraduate students do their graduate research work using these data. Each year about three graduate students are given the opportunity to spend two months at the University of Michigan, participating in their famous Summer Programme in Survey Methodology. These students are encouraged to complete the full academic process by writing working papers and publishing articles based on their research. Leibbrandt says:

> *"These skills are in short supply in our country. We are fortunate to have talented graduate students in the School of Economics and they are interested in such work. They deserve to be given the opportunity to get top-rate training as well as to be shown how they can make a difference with their skills. Hopefully, they leave with some sense of responsibility to do just that."*

Developing capacity of black researchers

During the 1980s and 1990s, SALDRU ran a funded internship programme that trained a number of black staff as researchers, librarians and administrators. The unit continues to train previously disadvantaged students through short courses such as the summer extension courses in the analysis of surveys described earlier. Also, SALDRU runs an ambitious initiative to build research capacity among academics and students in historically disadvantaged institutions.

Between 2002 and 2007, the Mellon Foundation awarded SALDRU a total of US$600 000 in grants to fund the researchers' work on poverty and inequality. An international steering committee provides feedback on the research as it progresses and mentorships and training are available to these researchers if needed. An attempt is made to support researchers all the way through to submission and publication in refereed journals.

Measuring impact of research

Asked about the impact on policy for poverty alleviation, Leibbrandt suggested that SALDRU's work had created awareness of the everyday realities of poverty. However, it is harder to assess the impacts of more micro-level evaluation work because, at the end of the day, this research contributes to a policy process and it is up to the line ministries to turn this work into policy. That said, one should not understate the impact of working with ministries on evaluation projects.

It is the government officials who have to provide the information for these evaluations. The process begins by working with these officials to agree on the programme's specific objectives, intended beneficiaries and mechanisms for reaching the beneficiaries. The officials then see how hard the evaluation team works to separate out the direct impacts of the programme from everything else going on in the lives of the target communities. This evaluation process itself tightens up the way that officials think about and manage their programmes.

For more detail on publications, visit the website at http://www.saldru.uct.ac.za.

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UCT UNILEVER INSTITUTE OF STRATEGIC MARKETING

The UCT Unilever Institute of Strategic Marketing was established in1999. The Unilever Foundation felt that there was a need for an institute to review how marketing is taught in South Africa, as too much of the teaching was based on North American or European models.

The Unilever Institute's mission statement is: To develop and share cutting-edge, strategic South African marketing insights and understanding.

Their objectives are to:

- bring together academics, marketing practitioners and researchers to pursue innovative and meaningful research;
- develop leading-edge marketing theories specific to the marketplace;
- provide marketers and marketing students with a deeper understanding of the dynamics of the South African marketplace;
- make research available for publication and teaching purposes, or as a basis for inspiring further research; and
- generate funds for further research.

As the director of the institute Prof John Simpson reports indirectly to the Unilever Foundation and formally to the Dean of the Faculty of Commerce. The institute does not have a board. Instead, staff meet with a group of senior people involved in marketing. Two or three times a year they also call on the institute's corporate members, academic and other strategic positions in the private sector to reflect on institute's activities and provide ideas for future projects.

The institute's work is project-based and organised around unique South African issues. Their choice of projects is influenced by rapid changes affecting South African society.

The institute's contributions to social responsiveness take the form of deepening transformation through:

- promoting awareness of dominant marketing practices and taking into account different and changing cultural practices within South Africa;
- changes in the curriculum, equipping marketing graduates with the knowledge and skills they need for the changing South African and African contexts;
- conveying understanding and information about the South African consumer climate to the business community; and
- providing a framework for evaluating the private sector's social responsibility programmes.

Reflecting on marketing practices

One of the institute's first projects investigated the role of stokvels at Christmas. This project was chosen because about 40% of retail sales in this country take place over Christmas and companies were asking for research on factors influencing the purchasing patterns of black South Africans.

The research on stokvels revealed that most white marketers had very little understanding of 75% of the consumers in this country. And so the institute undertook another study on celebrations and ceremonies, because a huge amount of money is spent by black South Africans on events such as funerals, tombstone unveilings and weddings. Through this project we started to see the way in which Western and African traditions, especially among black South Africans, were starting to impact on the marketplace and on consumer behaviour.

The institute's initial projects highlighted changes in consumption patterns as a result of the increasing purchasing power of an emerging black middle class in South Africa. This led to a decision to initiate a study on 'the black diamond', the new black middle class and the role that 'igniters' play in promoting particular kinds of brands and products. The study on 'black diamonds' revealed that the predominantly white marketers understand very little about this market, which now makes up nearly a quarter of all consumer spending in South Africa. According to Simpson:

Their starting point is that "South Africa has a black market", but that can't be useful segmentation because nearly 40% of black adults in South Africa are unemployed. And when we identified "Black Diamonds" as a distinct group within the black community, we estimated that they make up about two million adults out of a total of 22 million, and that these10% or so are responsible for nearly 45% of all black consumption and that we believe that this will grow rapidly in the future. So marketers, in their attempt to simplify things, then referred to "Black Diamonds" as a viable and homoge-

neous market. Which they are not, because our studies show exactly the opposite. It is actually a very fragmented market indeed. Our research went on to describe this group's buying power and character and, yes, there are some commonalities across the board. For instance, at this stage, much consumption is aimed at products which are highly conspicuous; it's part of the catch-up or "rocketing" as we call it. These products show very quickly who they are and the fact that they are truly members of the middle class. Now they own houses, cars, branded clothes, DSTV with the dish on the roof, etc. And although there is an appreciation of the need for products and services like funeral policies, life insurance, medical aid and so on, these tend to find themselves low down on the priority list. But what is also very important is to realise that while they own the kind of products which you'd expect of any middle class, the impact of culture and tradition is still very evident in their lives and our follow-up study which we titled "Connecting with Black Diamonds" showed that they are incredibly sensitive about this and yet marketers, for the most part, have let this escape them.

Simpson believes that the research has been hugely successful in promoting a deeper understanding among many white marketers of the dynamics of South Africa and the role of different cultures in influencing consumption patterns. The Celebrations and Ceremonies project demonstrated that very few white South Africans really appreciate the significance of initiation, funerals or weddings. The dissemination of the research findings to private companies, in their view, helps to promote social reconstruction in South Africa by building an awareness of the new identities and cultural practices being constructed. The research is also bridging gaps in knowledge of different sections of South African society as a result of the apartheid legacy.

Simpson says that black participants have positive comments about the research, precisely because it has helped to change perceptions and misunderstandings that stem from ignorance, often displayed by many of their white colleagues.

Thank goodness you've told these guys about us - more significant, what's important to us in life; like culture, our tradition, and so on. Because now, when we say we want to go to a funeral because my brother has died, the comment is: "But you had three dying brothers last year." But now people understand – so the projects play a very significant educational role in our country.

Contextualising the marketing curriculum

The Unilever research has enabled the School of Management Studies to change the marketing curriculum and learning materials to reflect the South Africa context. The department has produced a book of concepts and case studies, based on a synthesis of the institute's research projects. This is going into its third edition in three-and-a-half years. Importantly, UCT students can access the book on the intranet so they don't have to pay for it. Many of the cases and the concepts have supporting video materials available.

"So when the lecturers talk about 'black diamonds', they can actually see the people who have been interviewed and listen to how they describe themselves and their lives".

The students are able to interact with the materials, which contributes to a more effective learning experience.

Simpson describes how the institute's research informs his teaching:

"I lecture to 1 200 students a year and I would say that every single project that we've done in some way comes into my lectures. What I typically do is teach the marketing concepts and then I apply these to South Africa, using the findings from the Unilever research projects. They are finding that as a result of the exposure to the projects, several postgraduate students are choosing to do their research on similar topics".

By integrating their research findings into the curriculum, the department believes that their graduates are "much better equipped to handle marketing from a South African perspective rather than simply using the standard textbook approach to marketing".

2

Evaluating social responsibility programmes

South African businesses invest about R2 billion rands per annum in so-called social responsibility initiatives. But research has demonstrated there is no close link between this kind of investment and the performance of companies. Most of these initiatives are not regarded as part of the core of the business and are therefore not aligned with marketing strategies for sustaining the company's brand - or the company itself. Nor are they seen as an espousal of corporate citizenship. According to Simpson, their preliminary research has shown that carefully constructed social investment can have benefits for the wider community and companies. For example, Investec has invested a large amount of money in a non-profit, private,

higher-education institution, CIDA, founded in 1999, which offers students a three-year business and technology degree, while equipping them to teach communities about things like financial literacy, HIV/AIDS and entrepreneurship.

Simpson says Investec has won government contracts as a result of this investment. CIDA has given Investec high visibility in the country because students, who come from all over South Africa, get involved in projects that improve the quality of people's lives while the students are studying. As the institution will be graduating new entrepreneurs, Investec clearly hopes to attract business from these graduates.

For Simpson, the lesson that can be learned from the Investec example is: "that if you do good, you will do well". This is line with new business models that make doing good the main purpose of profitable organisations rather than a spin off.

It's not just because we want people to feel good about their contribution to society; there does need to be a payback. The important point is that in the process of getting the payback the company would be contributing something to society. This kind of approach embodies a recognition that the company is part of society and that if the company is supportive of its stakeholders they'll be supportive of the shareholders.

The institute is planning more research on the links between investment and financial performance, hoping to explore the possibility of generating guidelines on how companies can invest in ways that benefit the shareholders and stakeholders. As the research outcomes would also inform the curriculum for training marketers, it is hoped that the students will exit from higher education with better skills to build the South African economy and society.

Using a participative research methodology

Most of their research projects use a cascade model and involve members of different communities, depending on the focus of the study, in shaping the focused research questions. For example, in the case of the Black Diamonds project, 25 focus group discussions around the country were organised with 'black diamonds'. The purpose of the focus group discussions was to identify the issues or questions that needed to be explored in the empirical research.

On the basis of the focus groups a questionnaire was designed by Research Surveys and used to interview about 750 'black diamonds' around the country. Secondary research was conducted using existing local and global information and extensive Web research was undertaken. The data was then moderated by the research team, most of whom are 'black diamonds' themselves. Then the institute organised interpretative strategic workshops with strategic experts (from academic and commercial spheres) to comment on the preliminary analysis of the data.

After the completion of projects, the staff and members of the community related to the research conduct presentations on the research findings of all their projects in the three major centres - and other places if they can. In the case of the Black Diamonds project, for example, over 1 000 people attended their presentations in Johannesburg, Cape Town and Durban. Delegates included marketers from a wide range of companies, government, and representatives from quangos. The presentation on the Black Diamond study was even attended by representatives from the Presidency. The institute also gets many requests from companies to do presentations on various topics. Altogether they probably do about 100 presentations a year. They see these as important because their work has a strong educational component in that they feel they are simply educating people

The description illustrates how the institute tries to involve communities in the construction of the research and in the processes of data analysis and dissemination.

Impact on research

While Simpson tries to publish the outcomes of the research in peer-reviewed articles, the consultants have no desire to publish. They feel that they get sufficient recognition for their work from the presentations. However, master's and honours students are building or reflecting on the research in their dissertations.

Evaluation and Impact

Unilever South Africa has a search engine that is designed to pick up any time the word Unilever is mentioned in any communication. Over 80% of the hits come from the institute. Simpson suggests that the impact of the institute should also be measured by the extent to which the discourse used in their research reports becomes a 'lingua franca'. However, given that each project has a strong educational component, it is hard to measure the impact of their research. To date the institute has not conducted a formal assessment of the impact of their research on changes in marketing behaviours. However, membership of the institute is growing rapidly, doubling every year, and attendance at project presentation shows the same trend. Hits on the unileverinstitute.co.za site is currently averaging 30 000 hits and over 1 000 pages per month.

References

Interview held with Professor John Simpson on 8 September, 2006

Website information: Unilever Institute http://www.unileverinstitute.co.za

Curriculum Vitae Related to Social Responsiveness (2006)

Synopsis of Unilever institute's Projects

1) Black Diamond:

Outputs

- Qualitative ethnographic video research

Seminars

- Around 1,000 individuals attended our Black Diamond seminars in JHB, CT and DBN. Delegates included marketers from a wide range of companies, government officials and representatives from quangos. Indeed, the Black Diamond study was even attended by representatives from the Presidency.
- Black Diamond research was also submitted to the Speaker of Parliament - on request

Public dialogue

- Widespread media coverage
    - South Africa: The Star, The Argus, Financial Mail, Rapport, Beeld, Cape Talk, 702, SAFM, Highveld
    - Overseas: BBC World Service, Globe and Mail (Canada), Reuters and national newspapers in France, Holland and Belgium

2) Wildfire: People who ignite brands

Outputs

- Quantitative: 3500 face to face interviews: adults – 2000 metropolitan and 1500 non-metropolitan of all races and both genders
- Qualitative ethnographic video research

Seminars/Conferences

- Over 700 individuals attended seminars in Johannesburg, Cape Town and Durban.
- Wildfire was presented at the Marketing Week Word of Mouth Conference by Professor Simpson in London

3) Connecting with Black Diamonds

Seminars/Conferences

- Nearly 1,000 people attended seminars in Johannesburg, Cape Town and Durban
- Black Diamond was also presented to the Cape Town Press Club and at a recent conference for Independent Schools in Stellenbosch

Public Dialogue

- The project also received widespread media coverage

4) Brand Sustainability - Doing Well by Doing Good?

Outputs

- 90 slide presentation was produced using a combination of methodologies:
- A quantitative study of South African consumers LSM 5 to 10, metro
- Case studies with:
    - Pick n Pay
    - Investec
    - Spier
    - Nedbank

Conferences/Presentations

- Around 300 people attended seminars in Cape Town, JHB and Durban.

5) Other outputs

- The Institute has run over 100 workshops with different organisations as part of our effort to improve understanding amongst the marketing community.
- Our Stokvels research was presented as part of the Potter Institute's work at UCT
- Landscape – a regulary updated marketing data source and analysis. Currently over 400 pages in length, available to member via the Institute's website.

WOMEN'S HEALTH RESEARCH UNIT

The Women's Health Research Unit (WHRU) was established in the Faculty of Health Sciences at the University of Cape Town in 1996 and is located in the School of Public Health and Family Medicine. The unit is involved in research, teaching, technical health-service support, and advocacy in the area of women's health and gender and health.

The team is a multidisciplinary group of researchers with expertise in public health, epidemiology, psychology, sociology and anthropology. Their work model is consultative, socially responsive and scientifically rigorous. They enjoy strong links with international universities and networks, other South African universities, government departments and non-governmental organisations (NGOs); a diverse group of communities that allows various voices to be heard in describing problems and shaping solutions to these. Their focus on women's health is aligned with national and international concerns in addressing the health needs of women.

The WHRU collaborates with a number of departments and organisations within UCT as well as at other universities and research organisations, both nationally and internationally. With these strong collaborative links the unit can make a specific and unique contribution to the field of women's health and gender and health. The links with the national, provincial and local departments of health ensure that their research is relevant and that it contributes to health policy development and programme implementation.

Aim

The unit's overall aim is to improve the health of women through research that informs policy and practice.

Objectives

- To act as a centre for women's health research in South Africa
- To conduct multidisciplinary research in high-priority women's health and gender and health issues
- To conduct health systems research aimed at influencing public policy
- To work closely with the health service sector in undertaking relevant research, and in translating research into practice
- To develop capacity in the field of women's health and gender and health through teaching, research supervision and developing training materials
- To be involved in advocacy efforts to promote improvement in women's health status, and
- To network and collaborate with others in the field of women's health and gender relations, nationally and internationally, to achieve the above objectives.

The unit's focus on women's health and gender and health is in line with international sexual and reproductive rights frameworks, notably the International Conference on Population and Development (ICPD) in Cairo, the United National Fourth Conference on Women, held in Beijing, the Millennium Development goals), and the South African Constitution (1996). The Bill of Rights provides a framework to promote gender equality and women's health in South Africa. This includes the promotion of gender equality in the health and social development sectors, including reproductive and sexual rights - the right to "bodily and psychological integrity" and the right "to security and control over one's body".

The unit has successfully obtained funding from a variety of sources. As it is almost entirely self-funded, it is dependent on external funding for almost all its activities. This makes it vulnerable to shifts in funding priorities.

Unit Activities

Research

Research has been structured according to high-priority areas identified by the government and in keeping with international trends and subscribing to the Essential National Health Research philosophy. Current and past research activities can be categorised according to these main themes:

- HIV/AIDS
- Health systems research: reproductive health
- Termination of pregnancy (TOP)
- Female cancers
- Contraception.

Over the past two years the WHRU has established a rural research site in the area around Mthatha, Eastern Cape Province. In collaboration with the Department of Obstetrics and Gynaecology at Walter Sisulu University and the local health services of the King Sabata Dalindyebo and Mhlonto Districts, we have conducted seven research projects and are planning future projects. In addition to our research activities, we are also participating in health services capacity building efforts in the area.

Health service support

The unit has longstanding relationships with a number of governmental health departments: the National Department of Health, Provincial Administration of the Western Cape, Western Cape Regional Departments of Health and City of Cape Town. They collaborate with these structures on reproductive health policy issues, health systems research, programme implementation and training health personnel. The research process includes setting up advisory committees.

Staff from the relevant health departments serve on these committees. The Provincial and Metropolitan Departments of Health have also commissioned the WHRU to undertake research (pregnancy testing services, reproductive health knowledge) and conduct in-service training (screening for cervical cancer).

Strong links with the health services ensures that the unit's work is anchored in current health and health care realities, and helps translate research into policy and practice. For example, training manuals developed as part of the Cervical Health Implementation Project are being used in the roll out of the national cervical screening programme. Research findings from the medical abortion studies, undertaken by the unit, are being used by the National Department of Health to develop a strategy for the introduction of medical abortion services in the public sector.

The unit continues to be involved in technical support, training, policy development, programme development, implementation and evaluation. The Western Cape provincial government has appointed the current director as a senior public health specialist, an appointment that will further strengthen collaboration with the health service sector.

Advisory Role

Unit members serve as advisors to the National Department of Health on implementation guidelines for medical abortion, the Western Cape Department of Health HIV/AIDS Directorate and the Institute of Security Studies and Sex Workers Education and Advocacy Taskforce Programme. Members also serve as trustees on an extensive number of committees, including the Western Cape Reproductive Health Services Advisory Committee, Ipas, the Management Committee of Reproductive Rights Alliance, the Mediteam Trust, the Western Cape Youth Emergency Contraceptive Services Planning Committee, the South African Contraceptive Network, and the Association of Reproductive Health Professionals.

Teaching

Research underpins their teaching activities. Research projects serve as teaching case studies and also as teaching sites for undergraduate and postgraduate students. As the emphasis of their teaching activities is on women's health and gender issues, the unit plays an important role in ensuring that these previously neglected areas are addressed.

The team contributes to formal and non-formal teaching on gender- and women's health-related issues at undergraduate and postgraduate levels. Community-based health projects at Zibonele and Mamre in the Western Cape serve as sites for community based teaching and research for students in the Faculty of Health Sciences at UCT, Supervised by members of the WHRU, fourth-year medical students conduct research at various sites in the community. The community identifies topics for and research interventions are planned and introduced accordingly. An annual short course in international community health (with a focus on women's health) is offered to students from New York University.

In addition, the WHRU organises occasional seminars in response to needs identified by our researchers and other service providers. These often lead to new research projects.


2

Community involvement

Working within a women's health and gender and health framework, underpinned by the unit's multidisciplinary expertise, they have organised a wide range of socially responsive activities. For instance, members of the unit initiated community health projects at Zibonele (Khayelitsha) and Mamre, under the auspices of the School of Public Health and Family Medicine (1989-2002).

These projects provide community based health services through community health workers. Their members have played an important supportive, consultative and resource role for women's wellness and primary health care activities within these projects. Zibonele has been incorporated into the Zanempilo community health project, a non-governmental community based health organisation and a joint venture with the Western Cape Department of Health. The unit's members are trustees of the Zanempilo Board.

They also have collaborative links with the Planned Parenthood Association of South Africa (PPASA) and their

members serve on the PPASA's provincial committee and their community-based contraceptive distribution task team.

Where research is concerned, the unit endeavours to involve non-governmental and community based organisations in problem definition, research implementation, analysis and the utilisation of their findings. Advisory committees, which include representatives from community based organisations, ensure a collaborative approach to the research projects.

The unit has been actively researching and advocating for the development and implementation of policies and programmes to improve women's health (e.g. cervical cancer screening, termination of pregnancy, and contraceptive guidelines). The dissemination of research reports and policy briefs is key to the process.

They also contribute to community awareness of public health issues by participating with other members of the School at the Obs Festival, an annual event in Observatory that attracts a diverse group of people of all ages. The unit also works with the People's Health Movement (PHM), a large, global civil society network of health activists that support the WHO policy of Health for All, designed to combat the economic and political causes of health inequalities worldwide and calling for a return to the principles of Alma Ata.

The unit promotes public dialogue through articles and letters in local and national newspapers and local radio talks. These include live talks focusing on reproductive rights, the health of HIV-positive individuals and on cervical cancer on Bush Radio.

Transformation and Capacity Development

The unit is committed to developing the capacity of researchers, particularly black women. The objective is to develop them for senior leadership roles in the unit, and more broadly in the School of Public Health and Family Medicine, the university and in wider society.

Junior researchers also play their part and several have presented research results at national and international conferences. Senior staff are encouraged - and expected - to write grant applications, publish research results in peer-reviewed journals and to attend and present research results at international and national conferences.

The unit also contributes to faculty transformation through its work with the UCT Transformation and Equity Workgroup and by serving on university selection committees. Through this experience, staff capacity is simultaneously developed.

Recognition

Unit members have been recognised nationally and internationally. Honours and awards include the Soros Reproductive Health and Rights Fellowship for 2005/2006; the Hubert H Humphrey Fellowship, 2005; the Gary Stewart Scholar for Research in Reproductive Health and Public Welfare, 2003; the Sidney Kark Award in Epidemiology for commitment to improving health in developing countries, 2003; and an award for contribution to reproductive health in South Africa, received at the Reproductive Priorities Conference in 2001.

Assessment of Impact

One of the measures of quality in output is the publication of articles in peer-reviewed journals. Over the past six years the unit has published 109 articles in peer-reviewed journals: 81 in international journals and 28 in African or South African journals.

While the inclusion of citation indices in evaluating the quality of research output is accepted, this is regarded as only one measure of the usefulness, quality and the impact of the research undertaken. The unit believes that an important measure of quality in its research outputs relates to the extent that the research is relevant, both to the South African health and social system and to the African continent and other developing country contexts. Thus publishing in South African journals and the publication of more accessible reports and policy briefs are also regarded as important measures of quality. Over the past six years the unit has compiled 24 research reports and policy briefs.

In 2005 the WHRU was formally reviewed by UCT as part of the University Research Committee accreditation process. The review was positive and validated both the unit's work and its status at UCT.

Curriculum Vitae related to Social Responsiveness:

Women's Health Research Unit

Contract & Strategic Research

HIV/AIDS

- Study examining the fertility intentions, contraceptive service needs and reproductive decision-making among HIV-infected women and men in Cape Town with a view to evaluating the appropriateness of current reproductive health service provision in meeting their reproductive health service needs of HIV positive people.
- Sexual behaviour, condom and contraceptive use among HIV-infected individuals in an HIV treatment programme in Cape Town.
- Dual protection against STI and pregnancy & fertility among HIV-infected women and men in South Africa
- Assessing and Improving the Management of Late DMPA/NET-EN Clients in South Africa (funded by Family Health International).
- Serving the contraceptive needs of PMTCT clients in SA
- Cervical intraepithelial lesion in HIV positive women initiating HAART
- A study evaluating strategies for care and support of women who test positive for HIV during screening for the Phase 3 study of the efficacy and safety of the microbicide Carraguard® in preventing HIV seroconversion in women

Contraception

- Study examining the effects of hormonal contraceptives on bone mineral
- A simple provider training tool to improve continuation rates for injectable contraceptives in South Africa: a clinic based randomized trial
- Knowledge, attitudes and practices regarding the intrauterine contraceptive device (IUCD) among South African women and healthcare providers.

Cervical cancer

- Randomised controlled trial to determine the effect of Carraguard on HPV prevention
- A study to determine the prevalence and transmission of HPV in the community

Termination of Pregnancy

- Study determining the operational needs for public health services in introducing medical abortion into public sector health services
- Study looking at women's access to termination of pregnancy services in the second trimester
- Study exploring health care providers attitudes towards termination of pregnancy services in South Africa
- Study exploring the barriers to termination of pregnancy access in the Eastern Cape Province of South Africa
- Attitudes and intentions of future health care providers in South Africa toward abortion provision.

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Participation in External Boards/Structures

- Ipas South Africa Board
- Mediteam Trust
- Zanempilo Board of Trustees
- Advisory panel member for Institute of Security Studies and Sex Workers Education and Advocacy Taskforce Programme of research on human trafficking, sexual exploitation and commercial sex work in Cape Town, South Africa
- Western Cape Youth Emergency Contraceptive Services Planning Committee, Cape Town, member
- South African Contraceptive Network
- Public Health Association of South Africa
- Association of Reproductive Health Professionals
- South African Reproductive Rights Alliance

Providing Expert Advice/Consultancies

- Advisor to National Department of Health on Implementation Guidelines for Medical Abortion
- Western Cape Reproductive Health Services Advisory Committee
- Technical Advisor to WHO: Technical Consultation on Sexual and Reproductive Health Programmes and HPV Vaccines
- Technical support to the Provincial Health Programme Directorate
- National Cervical Screening Task Group
- Western Cape Department of Health HIV/AIDS Directorate

Designing and Organising Community Based Education/Service Learning Initiatives

Undergraduate

- Supervision of Physiotherapy students for a 4-week Special Studies Module in which they were based at the NGO Mosaic and on which they conducted a project assessing the reasons why women who seek protection orders do

not return for final orders.
- Supervision of fourth year medical student community-based research projects.

Post graduate
- New York University Masters in Public Health student attachments to NGO's as part of New York University funded course entitled: Primary Health Care and Reproductive Health in a Transitional Society

In-service training (Department of Health, Provincial Government of the Western Cape)
- Professional nurses
- Programme managers

Awards

- 2005/06: Soros Reproductive Health, and Rights Fellowship Award through the Heilbrunn Department of Population and Family Health at the Mailman School of Public Health, Columbia University in the U.S.A (to cover a third of salary). The fellowship entails writing a series of articles for peer reviewed journals. The series of articles are intended to serve as an intellectual resource for policy makers, activists, academics and students.

Keynote Speakers at Conferences/Workshops

- March 2006: Conference linking Research to Action to Reduce Unsafe Abortion in Sub-Saharan Africa. Addis Ababa, Ethiopia
- October 2006: Second Priorities in AIDS Care and Treatment Conference, Cape Town. Key note speaker. Addressing the reproductive choices of HIV-positive women in South Africa.
- November 2006: Invited speaker at Federation of International Gynaecologists and Obstetricians Kuala Lumpur Malaysia. Integrating medical abortion into safe abortion services in South Africa

Promotion of public dialogue

Radio
- Talk on live show on Bush radio on reproductive rights and health of HIV positive individuals
- Talk on live show on Bush radio on preventing cervical cancer

Newspaper articles
- Mail and Guardian, Cape Times and Cape Argus. "Clarification of the Choice on Termination of Pregnancy Act and its amendments and South African women's continued right to safe and legal abortion care services."
- Cape Times:"Doctors should care"

Production of Reports, Submissions,

Monographs, Discussion Papers, Learning Materials, Booklets

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3 SECTION THREE

ANALYSIS OF THE PORTRAITS OF PRACTICE

ANALYSIS OF THE PORTRAITS OF PRACTICE

The descriptive cases in this report cannot be taken as representative of social responsiveness across the university; but they do provide important indications of the issues confronting UCT in its efforts to strengthen and expand its engagement with society. The cases cover activities that address wide-ranging needs such as poverty alleviation, unemployment, HIV/AIDS, disaster management, housing and infrastructure, social reconstruction and conservation. This analysis summarises responses to the questions explored in the interviews and discusses several issues that surfaced through the descriptive cases researched for this report.

Summary of themes explored in the interviews

In 2006 the Senate approved a revised definition of social responsiveness.

> *"Social responsiveness is defined as the production and dissemination of knowledge for public benefit (which)*
> - *Demonstrates engagement with external constituencies (and)*
> - *Shows evidence of externally applied scholarly activities"* ***(Senate, November, 2006)***

In analysing the cases it was decided to use the various dimensions of the definition as an analytical framework, namely:

- the production and dissemination of knowledge
- engagement with external constituencies
- the notion of public benefit
- links with teaching and research
- externally applied scholarly activities.

1. Interconnectedness between research, teaching and social responsiveness or clinical service

UCT's revised criteria for assessing the performance of academics reflect a systemic embedding of the notion of social responsiveness in its core activities. They offer academics the possibility of using outputs associated with social responsiveness for the purposes of ad hominem promotions and performance reviews.

All the cases show the interconnections between scholarship at the university and engagement in the wider society in response to development needs. The academics concerned act as bridges between the world of the academy and society through appropriate forms of knowledge transfer or knowledge management.

This strengthens the notion that the university is part of broader society, and that it has a particular role to play in that context. Several people have argued that activities based at the university should be informed by scholarship to distinguish them from activities provided by non-governmental organisations, and that links with scholarship are vital in strengthening the socially responsive activities themselves.

Ailsa Holloway from the Disaster Mitigation for Sustainable Livelihoods Programme (DiMP) describes their work as involving "The systematic study of disaster risks, their determinants and consequences, in order to inform disaster risk management and promote sustainable development … strengthen(s) risk reduction with robust risk science, which distinguishes their work from that of NGOs in the field. (To achieve this outcome) DiMP promotes risk science through applied research, reduces disaster vulnerability through training and education (both formal with registered UCT students and non-formal with external constituencies) and informs policy through advocacy, technical support and publications" (Holloway from the DiMP case study).

The location at a university is regarded as essential because of the transversal nature of the work, which involves synthesising different disciplines such as physical and human geography, linking theory and practice and working at the interface between the university and the wider society. The staff draw widely on resources across both the faculty and the university as a whole.

Most of the cases also illustrate how academic reputations, developed through social interaction, have attracted postgraduate students to the university and enriched the curriculum.

The Unilever Institute's research activities have contributed to changing the undergraduate marketing curriculum, equipping marketing graduates more effectively with the knowledge and skills they need for the changing South African context.

John Simpson says: "What I typically do is I teach the concepts and then I apply these to South Africa using the findings from the Unilever research projects" (Simpson from the Unilever Institute case study).

In a similar vein, Ulrika Rivett describes how the Cell-life Project has made her aware of the need to ensure that civil engineering graduates, who will have to manage construction worker groups in the face of HIV/AIDS, learn how to manage such situations. For her this is crucial because, in a society that is so fundamentally impacted by HIV/AIDS, every person is affected. All students need to learn how to make a difference in the HIV/AIDS area (Rivett from the Cell-life case study).

In teaching in the honours and master's sociology course, Shane Godfrey of the Labour Enterprise Project (LEP) uses their empirical research to examine debates on flexibility within the labour market.

The case study of the Raymond Ackerman Academy illustrates how the Centre for Innovation and Entrepreneurship's (CIE) research for the Global Entrepreneurship Monitor has helped influence the content of, and support for, the programme run by the academy. The link between the project and the university is seen as crucial because it "ensures that its pilot study is not only being done in an efficient and academically meticulous manner, but also that its findings will be useful to South Africa at large". (Mike Herrington from the

Raymond Ackerman Academy.)

The Percy FitzPatrick Institute of African Ornithology offers biology students the opportunity to gain work experience through volunteer work on its various research programmes. These internships include seabird conservation, resource economics and estuarine conservation.

Paul Roux of the Positive Beadwork Project describes how this endeavour is integral to the vision of primary health care espoused by the faculty.

"Primary health care has as its two main pillars, continuity of care and comprehensive care, which is trying to do as much for the patient as that patient needs. For Roux income generation is (therefore) part of a comprehensive health care package for HIV because mothers and caregivers frequently cannot find money to pay for transport to antiretroviral treatment sites. The project demonstrates to students that they can't separate teaching and service in an environment where a large proportion of those critically in need of health care are the rural and urban poor." (Roux from the Positive Beadwork Project case study.)

Despite the evidence of the inter-connectedness, many of the interviewees express the view that academics need to report on their social responsiveness in ways that make it more visible. In addition, it would be important for the university to evaluate whether the criteria used in performance reviews allow for sufficient recognition of different ways of describing academic work.

2. Enhancing knowledge production through socially engaged research

There is a considerable body of literature that characterises socially engaged research on the basis of particular methodologies used to generate knowledge (Nyden, 2005; Gibbons, 2006).

Gibbons has posited the notion of the "agora" which comprises a "problem-generating and problem-solving environments" (Gibbons, 2006:11), populated by academics and other 'publics' designed to generate 'socially robust knowledge', i.e. knowledge that will be demonstrably reliable in a broader range of contexts and not just in specific laboratory conditions (Gibbons, 2006). This process usually involves a process of 'interaction between experts and others, each of whom may inhabit different worlds to interact effectively in transforming an issue or problem into a set of research activities' (Gibbons, 2006:14). Gibbons describes the issue around which they engage as a 'boundary object' and the space where engagement happens as a 'transactional' space involving two-way interaction or communication. Often, because the discussions are around problems, the solution involves interdisciplinary or transdisciplinary work (Gibbons, 2006). Writers like Nyden and Gibbons argue that socially engaged research necessitates some form of community involvement in determining the research questions and interpreting the data.

Nyden suggests that collaborative university-community research typically involves partnerships in all stages of the research and dissemination of results, including conceptualisation of the issues to be studied, design of the methodology, collection of data, data analysis, report written, and dissemination of research results (Nyden, 2005).

The case studies of the African Religious Health Assets Programme (ARHAP) and the DiMP display strong commitments to interdisciplinary and collaborative work as well as "recognising that new knowledge can build on the strengths of academic research and indigenous knowledge" (Bawa & Favish, 2006: 3).

Jim Cochrane says: "It is the collaboration between researchers, practitioners and local communities that generates the necessary set of new and different perspectives to create new knowledge." (Cochrane from the ARHAP case study.)

ARHAP's collaborative model, combining university-based disciplinary and transdisciplinary research and work with different kinds of communities, such as faith organisations and local communities, illustrates how transactional spaces can be used to generate and reflect on research data and hence contribute to knowledge generation.

The ARHAP approach also has a strong focus on assets, which recognises the need "to take seriously the assets that people on the ground have and build on these rather than working from a deficit model, which is the usual approach of traditional research" (Cochrane from the ARHAP case study).

DiMP plays a major role in partnerships in the field of disaster risk reduction, which Holloway argues is important "in terms of bringing the knowledge and resources 'from the south and the north' and in terms of working with government and other agencies to develop policy" (Holloway from the DiMP case study).

The cases of the Unilever Institute and the Women's Health Research Unit (WHRU) illustrate how communities defined as "specific, collective interest groups, constituted by their search for sustainable solutions to particular challenges" (Fourie, p9, 2006) become involved in generating the research questions, interpreting the data and disseminating the findings. The Unilever Institute uses a 'cascade model' for this purpose and the WHRU uses advisory committees with representation from non-governmental and community based organisations. The involvement of people from the communities has considerably strengthened the research design.

The Percy FitzPatrick Institute of African Ornithology demonstrates how even the production of scientific books can be strengthened by drawing on the knowledge that amateur and professional ornithologists continue to gather on Southern African birds. In preparing the 7th edition of Roberts, descriptions of species were placed on the Internet and public contribution was invited. This also added to a strong sense of ownership of the volume among the South African birding public.

The case study of the South African Labour Development Research Unit (SALDRU) highlights how interaction with communities through ethnographic research contributes to knowledge of a particular set of problems defined by the research project. It also empowers local communities to become involved in various issues.

"In a longitudinal survey the researchers visit the families over a long period of time and get to know the community and the different families, their names, details about their lives and lifestyle and the community gets to know you. The benefits to the community are tangible because the researchers can act as resources or referral systems (for the community)" (Leib-

brandt from the SALDRU case study).

However, analysis of all the cases suggests that the element of "partnerships", while essential to the notion of social engagement (with engagement being defined as "a two-way, mutually beneficial and proactive process of fundamental 'inter-penetration' between a university and the broader society") (Mthembu, p9, 2006), may not be essential for social responsiveness.

Several of the projects illustrate how research topics have been chosen by academics, in response to a particular development need, and traditional research approaches have been used in doing the research. For example, the Cell-Life Project was initiated to address the infrastructural and physical limitations that affected compliance with HIV/AIDS treatment regimes.

In the five years since its inception, Cell-Life has researched and developed a range of systems to support the management of HIV/AIDS treatment. These have been found to improve communication between clinic staff, home-based carers and district management in a manner that enhances treatment adherence. The project is therefore an example of how academic knowledge can be used in a responsive way to improve the quality of people's lives without having communities involved or engaged in the research design.

As noted above, multi- or transdisciplinary collaboration frequently characterises socially responsive scholarship because of the complexity of developmental problems or challenges. Several cases affirm the importance of an interdisciplinary approach to social responsiveness. As Jim Cochrane says: "Understanding the complexity of the AIDS epidemic in Africa requires a transdisciplinary and participatory approach to the research in order to fully grasp its character and generate knowledge that contributes to solutions" (Cochrane from the ARHAP case study).

However, the case study of the Cell-life Project suggests that inter-disciplinarity is not necessarily an essential component of all scholarly, socially responsive activities.

In summary, the case studies indicate how socially engaged research can strengthen the knowledge generation process.

3. Constructing engagement

At the core of social responsiveness is the question: "Who benefits?" The cases of the Law Clinic and the Simulated Architectural Practice are examples of students "learning through service" as the initiatives combine the service provision to the community and experiential/practical experiences for the students. However, they raise questions about the role of the communities in shaping the nature of the services and providing feedback on the quality of the services provided.

The community Law Clinics were established at the university's instigation. The Athlone and Retreat clinics are well utilised but they are still battling to establish the new clinic in Hout Bay, which could be attributed to insufficient community consultation regarding its establishment.

On the other hand, the Simulated Architectural Practice community projects are set up in response to community requests and involve ongoing negotiations between the students and these communities about the project details. In other words, a "space" is created for the community and the students to jointly frame and define a problem and negotiate a solution. Conditions of mutuality are integrated into the projects themselves as people start working outside their previous domains to negotiate solutions. This illustrates Gibbon's notion of the agora, discussed above.

Occasionally, communities have been included as part of the examinations of students in the Simulated Architectural Practice. However, Lucien le Grange says "this didn't work very well (perhaps because) the community was intimidated by (the) context" (Le Grange from the Simulated Architectural Practice case study).

Both the above cases demonstrate the value of learning experiences afforded by an involvement in community projects. However, also they illustrate the enormous challenge of constructing community engagement under conditions of strict mutuality, i.e. creating an agora.

While the architectural projects are set up at the request of communities and involve the establishment of 'transactional spaces' in shaping the project details, the power differences that manifested in attempts to involved communities in the assessment suggest that it is difficult to change the power relations that continue, even in an 'agora'. This is because of "hegemony of the universities in the knowledge production process" (Bawa & Favish, 2006).

Addressing these challenges may require a redefinition of what is generally referred to as "peers" within the academy as well as a systematic effort to get communities more involved in all levels of a project.

4. Re-orientating the curriculum to support social responsiveness

The case study of the training of clinical psychologists at the Child Guidance Clinic illustrates how the goal of producing professionals with a commitment to serving the needs of the wider society, hinges on the development and implementation of a multi-pronged strategy.

For the Child Guidance Clinic, the elements of the strategy include: reviewing selection criteria for admission into the Clinical Master's Programme; changing the curriculum content to enhance its relevance to the South African context; strengthening student support systems so that all students have an equal opportunity to pass; changing the staff equity profile, challenging the power of existing professional bodies that are resistance to transformation; and building new sets of relationships and networks to open up opportunities for black graduates to gain experience.

The importance of curriculum transformation in equipping students with the knowledge and skills needed in the South African context is also highlighted in the cases of the Unilever Institute, the Simulated Architectural Practice, and the Cell-Life Project.

Le Grange talks about how "it would be good to do formal research on the community projects because of their potential value for thinking about professional education" (Le Grange from the Simulated Architectural Practice case study).

Rivett says her involvement in Cell-Life "has changed her attitude towards students because she has become aware of

how many of them will have to deal with HIV/AIDS (particularly civil engineering graduates) as they will be managing construction worker groups. These groups will be affected by HIV … Graduates will need to know how to manage such situations" (Rivett from the Cell-Life case study).

Holloway describes how the "closer synergy between research and practice "has helped them identify and develop the kinds of values, skills and knowledge needed by professional UCT graduates in the field – particularly in vulnerable areas like countries in the South where there is a strong need for adaptive practice" (Holloway from the DiMP case study).

5. Promoting active citizenship through the curriculum

Most of the cases illustrate the different ways academics are using the curriculum to promote students' awareness of the development challenges facing our society and nurturing a commitment among students, as citizens, to addressing these.

The approaches used include:

- the involvement of students in community based projects in disadvantaged communities as part of their formal academic programme (eg Law Clinic, Simulated Architectural Practice, Cell Life);
- setting assignments or problems for students that entail thinking about development issues in the South African context (eg Simulated Architectural Practice, DiMP, Child Guidance Clinic);
- conscientising students about different cultural practices among sections of the South African society (eg Unilever Institute);
- modifying the curriculum to include the skills and knowledge needed to address developmental challenges in South Africa and the continent, or for the public good (eg Cell Life, Child Guidance Clinic, DiMP, ARHAP, Unilever Institute);_
- promoting social responsibility by encouraging students to become mentors to disadvantaged students and encouraging them to get involved in extra- curricular, community based initiatives (eg Raymond Ackerman Academy);
- providing inspirational examples of the benefits of putting something back into the community (eg Positive Beadwork Project).

The example of the Positive Beadwork project illustrates how important it is for universities to think about how they nurture a commitment to active citizenship among students. Roux says his commitment to service stemmed from his belief that during the years of his training, all his experience came from the people in the community in the Western Cape. He therefore wanted to focus on delivering health care to them in return.

Now he teaches students who argue that "service" is not part of their jobs that "doctors just make more work for themselves if they don't' do their job thoroughly the first time". Doctors should look carefully at what patients need. In a context of extreme poverty, this inevitably involves combining health care with service.

Bird and Le Grange describe how the Law Clinic and the Simulated Architectural Practice, respectively, expose students to different social contexts and enable them to learn how these impact on the nature of problems and needs experienced by different communities.

"The projects provide a form of socialisation for the students. They enable the students to see townships for the first time and to learn about the stark realities of living conditions in urban townships" (Le Grange from the Simulated Architectural Practice case study).

"Because the students are consulting with clients in the clients' community, they develop a deeper understanding of the difficulties that the clients encounter in their everyday lives" (Bird from the Law Clinic case study).

Yet it is not clear from the description of the cases how this component of educating students for citizenship is made explicit in reflections of the students' learning. Student assessment does not include reflection by the students of the civic lessons learned as a result of their involvement in the projects.

This raises questions about what constitutes authentic assessment in different contexts and how the attainment of the wider social purposes of community based projects can be nurtured. The analysis of both cases suggests that it is perhaps not accurate to simply equate learning through service with education for citizenship.

Using involvement in community based projects for that purpose would require conscious reflection about different social contexts - and the implications of these for thinking about roles as citizens.

The overall aim in the reflection component would be "to assist the students to recognise and articulate their learning so that they can apply it critically towards:

- continuous learning and personal growth, beyond the service-learning experience;
- improved learning; and
- improved service and citizenship (social responsiveness)" (Council for Higher Education, 2006:59).

Le Grange suggests that the university should consider whether there is a need to explore more explicit and formal interventions to educate students for active citizenship. For example, he suggests that it may be useful to investigate the feasibility of re-introducing an interdisciplinary development studies course, like the ones run in the 1980s, which drew on inputs from people in departments like economics and sociology" (Le Grange from the Simulated Architectural Practice case study).

Such an approach would take account of a belief that "Renewing our democracy through the strengthening of institutions and public participation increases our collective capacity to tackle the major problems facing our society – with a corresponding achievement of individual contentment even as we pursue the common good" (Fayemi, 2006: 53).

6. Promoting the public good through fostering redistribution

One of the dimensions of the definition of social responsiveness adopted by the Senate Executive Committee refers to

the notion of public benefit. The interviews did not explicitly interrogate people's understanding of this notion. However, several case studies provide evidence of contributions to addressing inequality in South African society. Hall suggests this is critical to thinking about the mission of a public university in contemporary South African society, because it can be regarded as the biggest challenge facing the new democracy. "A necessary condition for the continued reproduction of the defining aspects of the public university is addressing inequality and its consequence" (Hall, 2006: 2).

An analysis of the role played by the university in promoting redistribution is therefore regarded as a critical indicator of the public benefit derived from the university.

Analysis of the case studies illustrates different ways in which people in the university are playing a redistributional role.

The cases of the Raymond Ackerman Academy and the Percy FitzPatrick Institute of African Ornithology illustrate attempts being made to redress historical imbalances in South Africa through consciously trying to recruit students from disadvantaged communities to particular educational programmes.

The Percy FitzPatrick Institute is doing this through partnering with LEAP College (an access college), and organising field excursions for black students from disadvantaged townships, thus exposing them to potential careers in science.

They also recruit black students to annual week-long academies, designed to attract black South Africans to careers in conservation. The Raymond Ackerman Academy only targets youth from disadvantaged communities who "never had opportunities but who demonstrate high levels of motivation to succeed" (Herrington from the Raymond Ackerman Academy case study).

By providing opportunities for education and skills development to people, based on talent, the programme illustrates the potential public benefit of the 'redistributional role of education' in improving the quality of their lives through access to knowledge, which they use to set up sustainable businesses. The SALDRU case illustrates how the unit has built research and policy development capacity since its inception, through recruiting and training black interns.

The case of the Child Guidance Clinic illustrates how the clinic has consciously adjusted its selection procedures and criteria to admit more black interns to the master's programme.

Several units profiled in this report also run short courses for external constituencies from disadvantaged communities, building their capacity and improving their work. Examples of these include DiMP, SALDRU, ARHAP, and the Law Clinic.

7. Promoting the public good through policy engagement

Hall says that thinking about a university's role in promoting public good would mean examining the manner in which universities tackle major challenges in society. He argues that the "foundational issue in South Africa is poverty" Hall, 2005:4).

Universities, he says, should be assessing the extent to which the "institutional structures of the university system align with the areas of priority identified as critical for breaking poverty traps" (Hall, 2005:6). It can thus be argued that the question of how the university uses its intellectual expertise to alleviate poverty is critical to any report on social responsiveness - and discussions about the role of public universities at this point in South Africa's history.

In pursuing public good, several cases illustrate how academics are using their choice of research topics to do this - and using their research to influence policy. For example, SALDRU and LEP focus exclusively on issues related to inequality, poverty, and employment creation, with a view to improving these areas, which many argue are the biggest challenges facing South Africa. Both projects also illustrate how a goal of influencing policy and wanting to improve the lot of the poor impacts on the nature of the outputs these units produce.

Units involved in policy research need to take account of the purposes of their activities, the origins of the activities, the audiences being targeted, and the most effective forms of disseminating the outcomes of each assignment.

In work designed to promote the public good, the scholarly outputs often include things like reports and policy briefings for decision-makers and other external constituencies, media and 'popular' writings, monographs, advocacy materials, discussion documents and conference presentations. LEP and the WHRU describe how they endeavour to present their findings in popular journals to increase the accessibility of their research.

In this way, their research enables the labour movement to strengthen their responses to policies or proposals from employers and government to strengthen policies.

Staff and students of the Percy FitzPatrick Institute of African Ornithology are encouraged to publish at least one semi-popular publication, based on each research article published. In fact, the Institute annually publishes between 16 and 100 semi-popular articles.

However, the case of LEP also illustrates the tensions that people involved in policy research have to manage, largely because of the need to generate their own funding. Being located at universities means that staff are placed under pressure to produce particular kinds of scholarly outputs. Yet, the absence of core funding means that staff have to generate their own income to ensure the survival of the units, largely by undertaking commissions or tenders.

These commissions influence the nature of outputs produced. Given the time and resources available for work, it is often difficult for staff in these units to convert their commissioned work into academic journal articles. However, the analysis of the case studies suggests that a lot of commissioned work, or critical policy engagement, is required to meet the same standards related to academic rigour as peer-reviewed academic articles for it to have the intended impact and therefore should be regarded as evidence of scholarship.

By implication, it is suggested that scholarly outputs need to go beyond responsiveness to particular needs of contracting parties. They should be systematic, analytical and reflective and should be based on careful study of the facts and good empirical evidence without being empiricist. In the case of policy critique, for example, it could also suggest reform alternatives

and point to other useful and instructive research.[1]

Having to depend on commissioned work or other income-generating activities for sustainability can affect the extent to which researchers are able to produce critical research. This point is fundamental because the capacity to provide critical commentary on policies is critical to the role of public intellectuals.

The LEP case illustrates these tensions and challenges. LEP argues that it is important for them to be independent of the labour movement so that they can determine their own research questions rather than having to respond to labour federations' politically determined questions.

Yet their "ability to determine their own research questions and sustain their basic research is increasingly being affected by their need to do contract research to generate funding" (Theron and Godfrey from the LEP case study).

There are certain tensions academics face when trying to balance the demands of social responsiveness with teaching, research and development. Rivett's Cell-Life experience is a case in point. Cell-Life is both a Section 21 company and a university research group with total monthly expenses of around R200 000.

"I actually need to bring money in. And so how many papers do I publish? Not a lot" (Rivett from the Cell-life case study).

The analysis of the LEP, SALDRU and Cell-Life cases raises questions about the university's definition of scholarly work. Is it wide enough to accommodate a variety of forms of knowledge dissemination and scholarly engagement? Is there adequate, national and institutional support for work related to the promotion of the public good?

As Rivett says: "UCT will need to make a decision with regard to the magnitude of its involvement in social responsiveness, primarily because of the implications for supporting such endeavours" (Rivett from the Cell-life case study).

Assessing the impact and quality of SR activities

All the interviewees acknowledged the importance of encouraging academics to publish on social responsiveness in academic journals. However, many interviewees felt that there is a need to review whether conventional ways of evaluating the quality of academic outputs are appropriate for evaluating the quality of the wider range of scholarly outputs associated with externally applied or oriented scholarly activities.

ARHAP's Cochrane, proposes that the university should consider establishing alternative mechanisms to review the quality of socially responsive scholarly outputs. For example, he suggests that faculty research committees could be used to evaluate the quality of scholarly outputs that have not been published in academic journals or books. The practice of peer-review could be extended even further to include practitioners and communities, who could comment on the quality of outputs. Such an approach would be in line with Nyden's proposal of adding chairs to the research table (Nyden, 2005).

1. These ideas have been influenced by conversations with Enver Motala, 2007

Analysis of the cases suggests that it would not be possible to adopt a uniform approach to the evaluation of the quality or impact of socially responsive activities. The objectives and contexts of the initiatives differ enormously and methods of evaluation would have to take account of these differences. Some projects receive donor funding and there are requirements for formal evaluations of their quality. Indeed, formal evaluations have been done of two initiatives profiled in the report: the Percy FitzPatrick Institute of African Ornithology's Academy and the Cell-Life project. Such formal evaluations can be important mechanisms for evaluating the quality of outputs.

Most of the interviewees said it would be extremely difficult to conduct impact assessments of their activities because outcomes and changes are governed by multiple factors and variables. In fact, several interviewees argued that it would be inappropriate to measure the impact of research by looking at improvements in services or changes in people's material circumstances. The reason is that they believe the work of academics is rooted in research and policy processes and not in direct interventions. In addition, it was theoretically possible for an output to have a big impact without necessarily being of good quality and vice versa.

Most of the interviewees believe that the quality of their work should be assessed and that it is important to develop appropriate ways of doing this, using quantitative and qualitative methods.

Examples of quantitative indicators could include:

- Number and size of grants obtained
- Number of contracts awarded
- Number of awards won
- Number and range of partnerships
- Number and range of visitors to research units
- Number of citations
- Nature and volume of invitations from social movements, industry and government to give talks, facilitate workshops or seminars, chair panels or commissions or task teams
- Involvement in continuing education programmes.

Examples of qualitative methods could include:

- Feedback from external constituencies
- Evidence of research changing discourse or attitudes
- Changes in legislation or policies as a result of policy advocacy or policy research
- Evidence of public dialogue around research findings
- Extending peers to include "end users" of information, or community partners
- Evidence of the use of research instruments developed by the units
- Formal evaluations
- Information obtained from departmental reviews
- Impact assessments (where appropriate).

Conclusion

The portraits contain valuable information about the practice of social responsiveness. It is apparent that across the univer-

sity many innovative practices are happening around social responsiveness. The curricula vitae (CVs) testify that interviewees are involved in a huge range of scholarly activities around social responsiveness. Discussion is needed on the models used for constructing the CVs - and their value in constructing reports for performance reviews and ad hominem promotions.

The analysis of the case studies presented in this report seems to confirm the validity of an embedded approach to understanding the role and nature of social responsiveness at a public university. In this approach, social responsiveness is not seen as separate from the university's core activities "but as a particular orientation and focus regarding (the) core function" (Fourie, 2006: 7).

However, it also indicates a need for ongoing evaluation of the extent to which this approach enables academics to report on, and gain recognition for, the social responsiveness dimension of their role as scholars.

Given the complexity of many activities associated with social responsiveness and the wider nature of scholarly outputs, the analysis suggests that there is a need for more work on effective mechanisms for evaluating the quality and impact of socially responsive activities. In this regard, it may be useful to examine the proposed Australian Research Quality Framework, which defines impact as the "the social, economic, environmental, and/or cultural benefit of research to end-users in the wider community regionally, nationally, and/or internationally" with evidence-based support of claims of impact.[2]

This report has highlighted several issues emerging from the cases. There is a need to reflect on ways of educating students for active citizenship, on the ethics of engagement (particularly with respect to the notion of mutuality), and on the role and status of different epistemologies. There is also a need to reflect on challenges facing units involved in promoting the public good through policy research and advocacy, and on the strategies for promoting the transformation of professional practices to address the particular challenges facing South Africa.

Finally the analysis has highlighted a challenge for UCT to examine its role as a public university in addressing the critical challenge of poverty in our country.

It is hoped the case studies and the analysis will stimulate debate on ways of enhancing and expanding social responsiveness at the university.

2 This is drawn from the notes of a presentation on the RQF by Professor Andrew Cheetham PVC – Research & Information Management, University of Canberra, during a visit of Ms Judith Favish et al to the University of Canberra, November, 2006)

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