



Report on the UCT Knowledge Co-op pilot for the Steering Committee

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This report is structured around the objectives of the original *Project Charter* for the “science shop/shopfront pilot”, listed in Section 1. After providing evidence from project records and from an evaluative study into the work of the Co-op, the report makes an assessment of the facility. It finds that the UCT Knowledge Co-op has met most deliverables and objectives set out at its start.

The facility is now at a critical juncture at the end of its pilot phase and the funding for this phase. The report considers actions towards and options for sustainability of the Co-op and raises issues to be considered for the way forward.

1. Objectives and deliverables for the Shopfront/Science Shop Pilot Initiative

The Project Charter states the following:

Purpose of the Pilot

To establish a sustainable, visible mechanism for external constituencies to approach the university for assistance with research and other scholarly support.

Objectives

1. To enable external constituencies to access the knowledge, skills, resources and professional expertise within the university around problems they experience.
2. To provide a mechanism for research and student training and learning that is grounded in an engagement with society.
3. To enable the university to be more responsive to the needs of external constituencies.
4. To provide students with opportunities to learn in new ways through working collaboratively with different kinds of communities across multiple knowledge frames.
5. To enhance the relevance of UCT's curricula by providing flexible modules of learning and project based learning.
6. To provide students with opportunities to acquire research skills or apply theories through working on/in real life projects.
7. To generate new knowledge through working in applied contexts.

See Appendix B for the complete *Charter*; the original *Project Proposal* is attached as Appendix D.

2. Promoting the pilot facility amongst external constituencies and in UCT

Marketing of the Co-op to potential partners

The launch event in August 2011 and the subsequent article about it in *The Monday Paper* helped make the Knowledge Co-op known within UCT and beyond.

On-going marketing is undertaken through:

- articles in *The Monday Paper* (two so far, and we keep trying to get a story in);
- the Knowledge Co-op website which provides information about the facility and has an online submission option for community partners and for students;
- distribution of posters and brochures;
- a stall has been booked for the upcoming NGO expo organised by UCT's Careers Centre.

Targeting NGOs

Initial community partners were sought from existing UCT partnerships to ensure they were already aware of the potential benefit of partnering with UCT. The project manager identified these leads in meetings with academics involved in engaged scholarship to whom she had been referred by Steering Committee. The academics then made their partners aware of the Co-op as an avenue to address issues not fitting the existing partnership; in other cases the project manager contacted the NGOs directly.

The Knowledge Co-op took advantage of events involving community organisations, in particular the annual SANGOCO NGO week. A presentation was given in 2010 and brochures are regularly distributed at this event. The Co-op has also been introduced to community partners of the Stanford BING overseas studies programme in Cape Town.

News about the Co-op has started spreading by word of mouth through existing networks.

Targeting the UCT community

- In the weeks leading up to the launch posters were placed across the university.
- The 2011 SRC organised a SR Expo at which the Co-op had a stall; this event was not well supported by students (but resulted in one project).
- The Co-op has twice placed a 'Splash ad' on the Vula home page; in both cases it was only shown for a limited period but did attract some students to the Co-op.
- Since 2012 the Co-op receives a promotion slot at all faculty and departmental post-graduate orientation events (e.g. Humanities, Law).
- The Co-op reports regularly to meetings of the Social Responsiveness Committee.
- Reports on the Co-op have appeared in the 2010 and 2011 Social Responsiveness Reports.
- Two seminars of the Research Office included relevant information: an introduction to the Co-op and the Code of Good Conduct for Academics it produced in 2012.
- The Research Committees of the Health Sciences and EBE faculties also granted it a slot in a meeting to explain its purpose to committee members and clarify routes to follow for topics relating to their expertise.
- The Knowledge Co-op concept and possibilities were presented at a Law Faculty Board meeting.
- In trying to find potential supervisors for specific topics, HODs that could fit the topic are approached for advice about the suitability of the topic for the discipline and for referrals to a potential supervisor. So far 145 individual academics across all faculties have been approached; 26 of these have become involved in projects as supervisors of students or are working directly with partners (or in some cases both). A further 11 academics have indicated that they are willing to become involved with suitable topics.

With other stakeholders

- Internationally

The Project Manager is a member of Living Knowledge (LK), the international Science Shop Network. This is a useful forum for sharing advice on issues related to setting up and running

science shops. The Co-op has tapped into the resources available and through participating in surveys raised awareness about this 'science shop' in Africa (as far as we know the only one).

She participated in the 2012 LK conference where she presented a joint paper on the evaluation of the UCT Knowledge Co-op. In 2011 she participated in the Canadian Community-University Expo, a conference that is closely linked to LK.

- Other universities

The Project Manager was invited to give a presentation at *Stellenbosch University's* Community Engagement Symposium in Sept 2012. The purpose was to describe the model according to which the Co-op was set up at UCT, its implementation, strategic location and some of the challenges and learnings related to that.

A request for a visit to get to know the working of the Co-op was recently received from the University of Namibia. We may host two of its academics in July.

- Monitoring & Evaluation

A three year NRF grant was obtained under the Knowledge Fields - Community Engagement Programme for 2011 to 2013. The funds were granted for an evaluation study of the UCT Knowledge Co-op, to establish pilot projects, map and evaluate the model of brokering and develop guidelines for good practice. The study team is led by Dr Janice MacMillan (HAESDU); other members are Dr Suki Goodman (Org Psychology), Dr Tanja Winkler (Urban Planning), Judy Favish, Sonwabo Ngcelwane and Barbara Schmid (IPD). A draft report on this research will be available shortly. The study will contribute to new knowledge in this field; and dissemination of its findings will raise awareness of this facility at UCT.

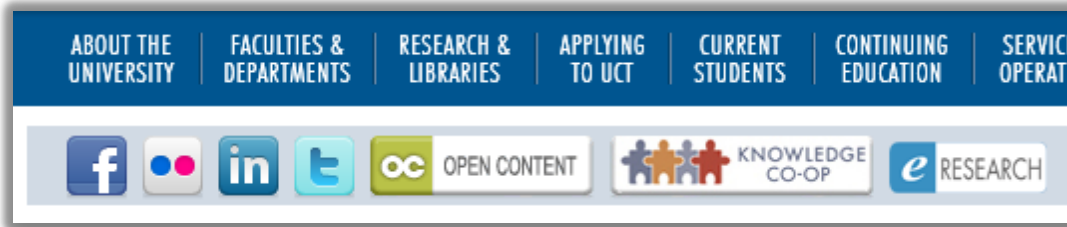
Posters & pamphlets

Marketing material was designed with advice from the Communication & Marketing department and support of a designer:

- Posters for display in UCT
- Brochures – a version for Community groups and one for UCT staff and students. The brochures were first developed in 2011 and updated in 2012. These are distributed at all events and contact meetings with potential partners in the community and in UCT.

3. Establishing an interactive website

The website design was a collaborative effort. Advice was obtained from Communications & Marketing, Online Communications section, the Centre for Educational Technology and a graphic designer, while the actual work was done by a web designer. The website went live in May 2011.



The total number of hits on the website between February 2012 and June 2013 was 502. The prominent position of the Co-op logo (and its intriguing design, see above) on UCT's home page has contributed to the visibility of the website (anecdotal support).



The website was designed with three key audiences in mind (staff, students and community groups, see above left) and aimed to be as inclusive as possible. A concerted effort was made to avoid academic jargon and to make the website easy to navigate.

Online submission forms

An online submission form is available for community groups (see above right) as a means of making initial contact with UCT in addition to emailing or calling. This form gives the broker an initial idea of the support that they seek and the proposed project or research. Fifteen organisations out of 57 made contact through an online submission.

The online submission of student interest was available from early 2012. During 2012 the Co-op website received 17 student submissions; 3 of these resulted in projects. In 2013 it has received 16 student submissions to date, resulting in 3 projects set up and another being negotiated currently. There are also students who find out about the Co-op through its website but then make contact via email.

Updates

The website is updated at least twice a year and the project pages kept as up to date as possible. A student volunteer has done much of this work. At the start of 2012 many of its pages were revised and student profiles (see example below) added to give perspective stakeholders an idea of the benefits of research with local community groups.



Whitney Barnett
2011-2012:
Public Health,
Masters


What I gained from working on a Co-op project


The Co-op facilitated my partnership with *Medicins sans Frontieres* to investigate challenges faced by HIV positive patients on second line antiretrovirals. I appreciate the opportunity to gain first hand research experience on a critical issue in health service delivery as well as valuable exposure to an international NGO. As a result, I have completed my thesis and facilitated dissemination of findings to clinic staff and managers to help improve care for this patient population.

During 2012, the website was evaluated and additional features were added, such as the 'Frequently Asked Questions' section for students, academics and community groups. These question and answer pages were in response to queries that had been raised in usability testing carried out with UCT students.

Dissemination of information

As projects were completed, the completed projects page was finished and products were made available for download via hyperlink. These documents vary from students' research theses to presentations and posters, depending on the individual project. The Resource page was added at the start of 2013 and is gradually being populated with outputs from projects. The website has hyperlinks to all products that are produced during the course of projects so that they can be easily accessed and downloaded. These include the full thesis as well as a 2 page project portrait (see below) which gives an overview of the research in simple language.




UCT KNOWLEDGE CO-OP **PROJECT PORTRAIT** 
Determining the Necessity of a Footbridge in Statice Heights

What is this project about?

The research stemmed from a request from The Women's Circle (TWC), an NGO that works in Statice Heights and other areas. TWC's aim is to encourage and assist people in finding solutions to the challenges they face in their context. In this particular case TWC requested assistance in motivating for the building of a footbridge, by the City of Cape Town, across the canal in a location currently used to access services in Bridgetown. TWC argue that the current infrastructure is inadequate.

The research

The research looks at the reasons for a footbridge, which mostly result from problems linked to a makeshift crossing point that poses health and safety risks. This temporary bridge is used out of the increased fear of being a victim of crime that exists on indirect journeys via existing crossing points. The types of questions were, who crosses the canal and why, why are present routes avoided, why is the temporary bridge inadequate, what benefits would the building of a footbridge bring, what action has been taken so far to motivate the City of Cape Town to build a footbridge?



4. The brokering of new partnerships

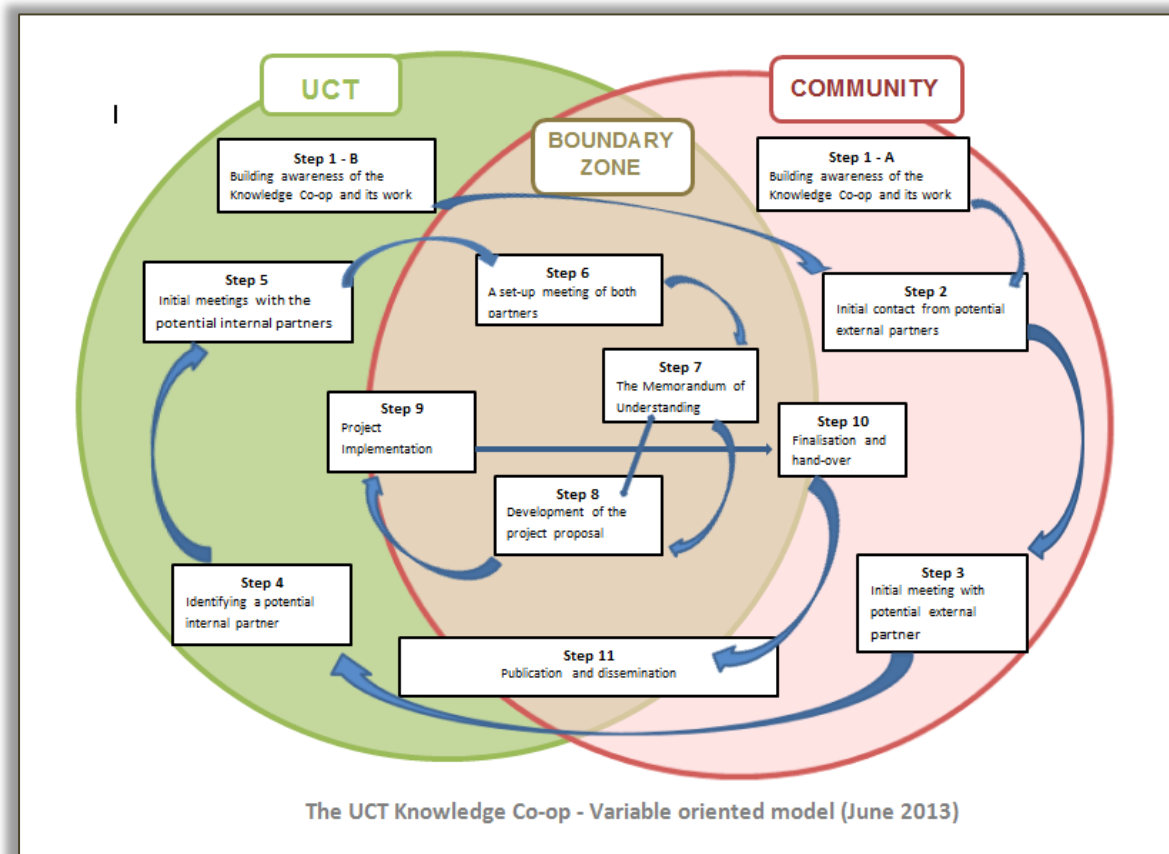
Introduction

This section addresses the initial objective of the Knowledge Co-op: to broker new partnerships where there is a fit between the needs of external constituencies and the interests of relevant academics. This is illustrated in section 4.1 which shows the Knowledge Co-op model in its current form. Section 4.2 gives some numerical data relating to the work achieved by the Co-op. Section 4.3 presents qualitative accounts, from the perspective of different stakeholders, and their reflections on aspects of the partnerships. This section concludes with a discussion of the potential ways forward.

4.1 The Knowledge Co-op Partnership model that has been developed over two years.

The model used by the Knowledge Co-op at UCT may be conceptualized as a number of chronological steps and activities as outlined by the Project Manager.

Figure 1. Variable-oriented model of the UCT Knowledge Co-op brokering process



For a description of the model and each of the steps shown here, see Appendix C.

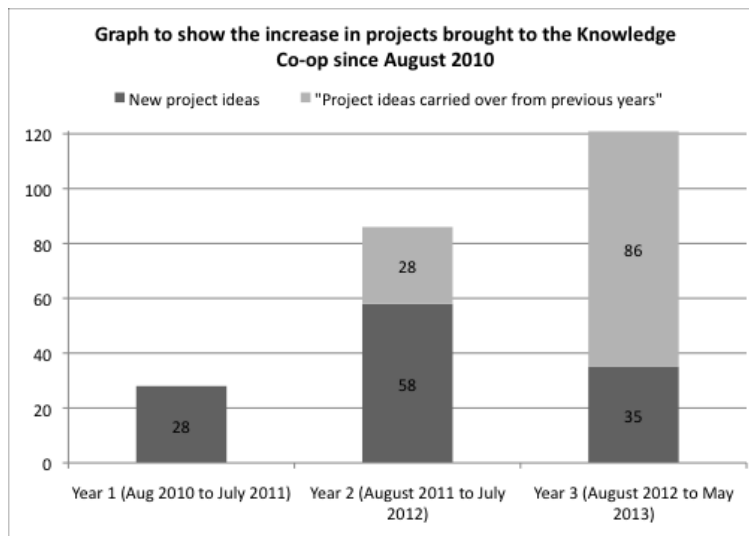
4.2 Summary of numerical data concerning partnerships built between August 2010 and May 2013.

We provide here some of the most pertinent numbers regarding the work of the Co-op. See Appendix A for more detailed figures and explanations about this section.

To date 57 different community entities have approached the UCT Knowledge Co-op with collaboration topics. Of these 57 entities the biggest slice is made up by NGOs (26) and CBOs (10), with local government second (City 7, Province 2). Other contacts were made by UCT student agencies or entities (8) and by private schools or businesses (2 each).

Between them these entities submitted a total of 121¹ possible project ideas to the Knowledge Co-op for consideration. The growth of numbers of topics submitted over time is illustrated in Figure 2 below.

Figure 2. Growth from August 2010 to May 2013



From the total of 121 ideas for projects, 50 have either been put on hold, withdrawn or rejected; in 8 cases there is not yet a specific research question. Thus the Co-op has received 63 viable projects. Of these 33 are still *Available* for take-up; 10 are *Currently* underway, having been successfully partnered with a student; and 20 have been *Completed* and research outputs are either available or in the process of being finalised.

The Charts below show the breakdown of projects. The most common Project type is Research for a thesis, followed by Practical tasks – these include work for degree requirements such as architectural design, internships or tasks by academics. Community service is potentially a growing area of work for the Co-op. “Other” faculty indicates involvement of volunteers, student agencies or retired academics.

¹ The figures for projects reflect numbers as they were on 22 May 2013.

Figure 3. Completed projects: Type and Faculty

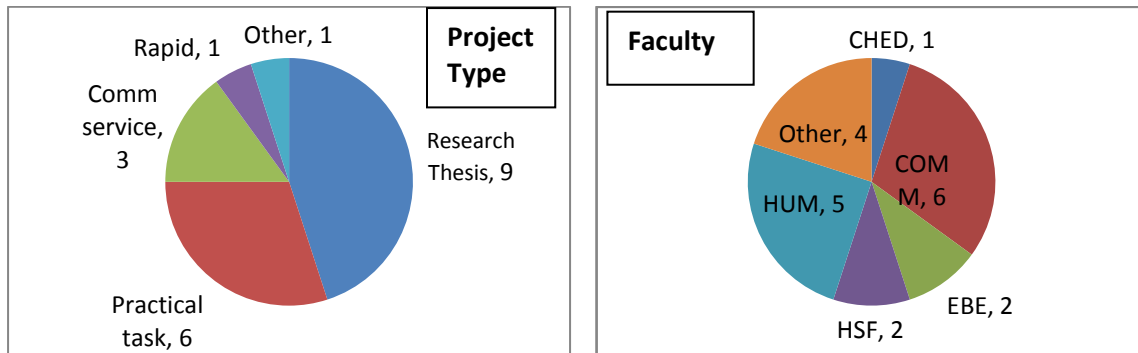
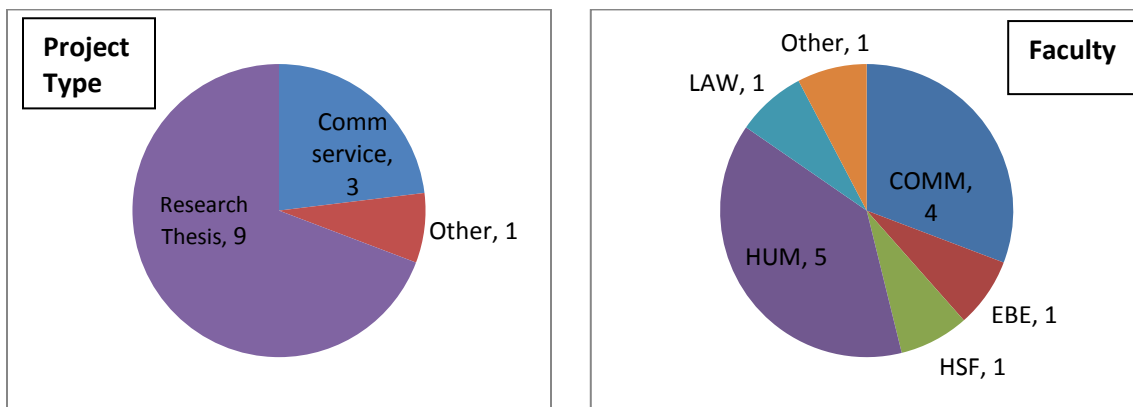


Figure 4. Current projects: Types and Faculty



4.3 Summary of qualitative data from the perspective of academics, students and community partners

When analysing what makes community partnerships brokered through the Knowledge Co-op different to any other at UCT, what becomes clear is the value that is added to aspects of the research process that would otherwise not exist. This section highlights the key features of the Knowledge Co-op with reference to supporting evidence from interviews carried out with academics, students and representatives from community groups. 24 interviews spanning 8 projects were carried out in 2011-2012 in the context of the NRF study (see page 4). These included the following community groups:

- New World Foundation – Low-cost fence for pre-school
- Epilepsy SA – Electronic database development
- Medecins Sans Frontieres (MSF or Doctors without Borders) – Adhering to anti-retroviral treatment)
- MSF - TB recovery journey
- Embrace Dignity – Exit strategies for prostituted women
- Extra-Mural Education Programme & Kannemeyer School – School hall design

- Cancer Association of South Africa – Patients awaiting treatment
- Children’s Resource Centre – Computer training

Role of the UCT Knowledge Co-op

In addition to enabling community groups access to get ‘a foot in the door’ in the process of ‘cooperative learning and teaching and sharing...’, the Co-op is central to all stakeholders, through its role as an ‘ongoing checking’ mechanism. Monitoring and quality assurance is supported by the Memorandum of Understanding, but getting to this stage in the partnership process and ensuring a match between the student and the vision of the NGO is predominantly the role of the broker. The importance of the broker’s role manifests in multiple ways and to varying degrees throughout the research journey, extending far beyond making connections between researchers and community partners.

Firstly, the Co-op is key in formally ascertaining roles and responsibilities of stakeholders to come to a structured engagement, as shown in this comment by a community partner;

‘helping to understand expectations was put up right in the front, which I think is so important because people can have very high expectations and then that can impact on the relationship you have with the university and the students regarding the outcome of the project. You actually have to take a step back and realise they’re students, they have the skills, they need to practice, they need to go through a process. At the beginning expectations need to be on the table in order for it to be a positive relationship. Barbara facilitated this.’

Managing expectations also encompasses facilitating the process of negotiations concerning what outputs will be produced, by whom and for whom. This allows for a simultaneous focus on the academic criteria and a product for the community partner.

Secondly the Co-op has a role in addressing ‘challenges and changes’ so that ‘if there are any issues or problems I know I can go to her [the broker] and she would assist.’ This was seen as pivotal to the extent that one community representative admitted ‘I think Barbara’s role has been useful otherwise I would have just said forget it.’ Thirdly, aside from functioning as a facilitator, other people thought it was ‘good to have someone independent like the Knowledge Co-op’ and one student found ‘to have that kind of [independent] perspective and sounding board has been really, really crucial for me.’ Another student appreciated the way the ‘Co-op had more of an overview.’

As such the role of the Knowledge Co-op is indispensable in tailoring a service to each project, to guarantee clear and regular communication between stakeholders to keep everyone on board. This role was especially important in managing the power relations, which while ever present in all research, seemed to take on a more complex dynamic, which necessitates a more impartial perspective housed in the Co-op. However, it should be noted that taking on difficult negotiations was also seen as a benefit to students because ‘it’s going to advance you as a scholar to have to deal with all this sort of conflict.’

Benefits to the academic enterprise

For academics the value was found in enhancing both their teaching and research capacity. Prompted by community groups, academics found themselves forging new relationships with NGOs which 'opened up a whole area for me and obviously I've met people and started to create partnerships, so that's been very, very useful.' The same academic noted that it had already informed her own teaching. In departments that are actively searching for community-based projects, the Knowledge Co-op acts as window into the potential opportunities that are available. One Honours convener said that 'it's on my list of things to do, let's look at what [topics] the Co-op's got and which ones could be useful for our students.' At the moment the Knowledge Co-op website pages are the only source of listings from which people at UCT can view potential community research opportunities.

In addition to the traditional academic outputs in the form of literature in journals and conference presentations, of equal value was the process of forging long-term relationships. These were seen as pivotal for community groups to get 'new knowledge in and new ideas.' A common theme across many interviews was the shared benefits that were gained by working through the Co-op. It could therefore be argued that partnerships brokered through the Knowledge Co-op are inherently reciprocal where research not only happens in communities but with them so 'it's not one sided basically and that's what I like about the process.'

This has been exemplified in instances where community expertise has enhanced the supervision of students' research and lead to some degree of transformation of attitudes towards the role of the community in knowledge production. To this end, one student concluded that 'I think we underestimate that the people you are actually researching have questions too, so to actually bring them in as kind of co-researchers, rather than just informants, it is a really important part of intellectual engagement.'

Benefits to students

Further to the co-production of knowledge, graduate attributes are enhanced from the challenges posed by working in less structured environments which not only allow partners from the university to apply, test and critically evaluate theoretical principles, but to find the gaps in them too. Students are more likely to find themselves in 'real world' situations where 'unexpected things happen...the textbooks don't really say how to deal with that.' Equally one academic found 'it was definitely a huge eye-opener for those individuals going out into these environments and thinking, ja, that [western conceptions of theory] doesn't really apply out here, it's very different. I think that's been fantastic.' Community projects also provide perspectives from outside the confines of one discipline (in this case Engineering), including how different social contexts influence their work. The interdisciplinarity that these projects bring is seen as particularly valuable in instances when students find they can combine their majors to address several areas of interest together in one research project.

Over and above the opportunity to compare theory and practice, the benefit to students is that research is not exclusively for the purpose of achieving an academic qualification; 'they're actually part of a bigger more important process, maybe not in their lives but certainly in the lives of others.' According to one academic this countered an attitude amongst students that their studies were solely to 'get a mark' and therefore felt 'quite meaningless and a bit hollow.' Instead students were able to situate their academic work and see its value where they 'actually

learned a lot on how to work on an actual project in real life.’ One student added that knowing their work would actually be used made their Honours year more satisfying.

The benefit of invaluable work experience in contexts to which students may otherwise not be exposed, is boosted by the role of the Co-op in enabling students to enter previously inaccessible research settings. One student felt ‘there’s absolutely no way that I would have been able to get my sample and my research participants if I hadn’t had the Knowledge Co-op.’ In this instance the only substitute would have been a theoretical paper. Another student commented that an alternative project at UCT with UCT students would have meant she ‘would have missed out on so much.’ She added that although it was a learning curve ‘the opportunity to collaborate with a community partner, it was great. I’m still so happy I did it.’ In some sites the relationship between students and the community have become long term where students agreed to continue working with the NGO beyond their research project.

The Co-op adds value in updating students about the NGO and the broker accompanies them to meetings with an insider at the NGO, who has been briefed by staff. Similarly from the NGOs’ point of view they are assured that students understand the community partner’s conditions and ways of working. This avoids any ‘cold calling’ where students and community groups begin as complete strangers. In addition, one student speculated that in the absence of the Knowledge Co-op ‘you run the risk of being bullied or absorbing a project that doesn’t translate into something that you actually want to do.’

This enrichment of the research process for students is achieved by the Co-op successfully acting ‘as a conduit for people who would not phone UCT’ without which, according to one community group, ‘I don’t think the actual interface would work.’ This is in part due to the size of UCT where ‘because you are so big at UCT, if you don’t have a person that you can actually deal with you can get lost in the system.’

Access for community partner

Over and above what has already been mentioned, the following quotes summarise the benefits experienced by different community stakeholders during the pilot phase and further illuminate the importance of the Knowledge Co-op.

- ‘Access to supervised research with a chance to discuss the research question and approach’
- ‘Tap into UCT’s ethics processes’
- To carry out ‘this type of research that doesn’t get supported by funders’ but that is very much needed by community groups
- ‘Access to a variety of students and disciplines’
- ‘I could see it could be a lot more difficult if you had to go find people [researchers] from scratch’

Outputs

Examples of the range of outputs produced across the sample of 8 project sites are listed below:

- Poster
- Presentation for the community

- Showcase of photos/designs
- Summary document for the community
- Summary of relevant data to develop a policy brief
- Abstract submitted to an international conference
- Article submitted for journal publication
- Dissertation
- Seminar

In many projects the processes involved were more significant than the tangible outputs. In one case despite the poor quality of a document that the student produced, the community partner still described the partnership as a 'wonderful experience.' This alludes to the importance that is attached to practice as well as the outcomes, particularly with regard to 'the relationship that developed' between the academic and community partner.

In one case the affiliation with UCT gives the process credibility and in another UCTs' 'reputation for developing knowledge' was cited as useful for producing 'research which is credible.' The value added by the Co-op is also significant in making outputs accessible and available to all stakeholders and the wider public. The dissemination of information happens not only through the website but also through other forums. For example, there was a seminar held where a group of students presented their research to an audience that included the community group they had worked with, other NGOs that had an interest in the topic area, representatives from government and academics.

Additional outputs that had not been part of the original Memorandum of understanding, included instances of students using their networks to get resources for the NGO, such as computers.

Challenges for going forward

Difficulties arise in projects where there are multiple community partners that students are working with at various times. Within one project there may be NGO leaders, community workers and clients who use the service provided by the NGO. Therefore in initial meetings, while NGO leaders may give their consent to research and sign the Memorandum of Understanding, the actual research may involve a completely different set of people. As such the consultation process can throw up a maze of conflicts of interest and questions about who the beneficiaries of the project actually are and who they should be. There is also an issue of how much a student can be realistically asked to do over and above fulfilling academic requirements.

In addition tensions may arise over differences in theories of knowledge production and what constitutes useful research. While interdisciplinary research can be a positive feature, it can lead to opposing views as to the value of quantitative and qualitative outputs. This can leave students torn between advice from the community and recommendations from their academic supervisors.

Communities have varying degrees of experience with research and what can be achieved. At times this may lead to community groups feeling disappointed with the project outcomes either because they were not exactly sure what they wanted, or because they expected the research to go some way to delivering concrete solutions.

A key theme in many interviews was the issue of how best to prepare students for the challenges of being in unfamiliar social circumstances and the challenges of working in such contexts. Thus the issue arises of how best to orientate students to better deal with the emotional work of conducting research with adults and children who are living in poverty, who are terminally ill, who have suffered abuse and who do not have access to human rights such as food and permanent housing.

The lack of awareness about the Knowledge Co-op project has remained a constraint in allowing more people to benefit from the services that it provides. Interviewees were unable to shed light on the lack of awareness among the UCT community, as one student put it 'I don't know why so few people know about the Knowledge Co-op, I don't know why it's not a bigger thing at UCT because it's just such a amazing project.'

Finally, the logistics remain a challenge in getting projects off the ground. Changes within NGOs, staff turnover, funding being withdrawn are all realities for community groups that make it more difficult for them to make timeous commitments that fit with students' academic deadlines. Unforeseen delays in feedback to students can hinder their ability to give feedback on students' proposals and other research outputs. This is compounded by time constraints associated with having only one staff member employed by the Knowledge Co-op to manage all the brokering tasks as well as all other functions.

5. To establish quality assurance and ethical procedures that guide internal and external project stakeholders, and protect academic standards based on experience of setting up new projects

The following actions have been taken to ensure that there is some level of quality control regarding the engagement with community partners and the outputs produced by students:

- Discussion with Quality Assurance section in IPD – drafting of a memorandum.
- After the first 'failed' project (2011) an informal survey of 7 other science shops in the LK network was conducted regarding their procedure to ensure the quality of student work. Some of the suggestions have been adopted: screening of students, re-submission of the idea for further work, ongoing liaison with students.
- NRF-funded study team is collecting data from community partners regarding the quality of outputs.
- A document to guide academics, the [*Code of Good Practice for Engaged Scholarship*](#), was compiled by J Favish, commented on by USRC members and other academics with experience of engaged work. It was finalised in 2012 and has been introduced to UCT academics at seminars. All academics involved in Co-op projects are made aware of issues to consider through this booklet.
- A similar guide is needed for students. During 2012 a workshop was held with a Master's Urban Planning class to identify issues and suggestions for the type of document they would find useful. The document has not yet been compiled.

- A Seminar series for academics is being run in 2013 (funded through Skills levy) to raise issues, share experiences and offer a space for discussion of issues that arise when conducting research in collaboration with community partners.

6. To launch a database of good practice associated with socially engaged research and service learning

This objective has not yet been addressed substantially. It is one of the final tasks of the NRF-funded study team currently evaluating the UCT Knowledge Co-op. Data has been collected at 8 project sites during 2011 -2012.

What has been put in the public domain so far:

- A literature review: Penfold & Goodman. [*Literature Review: Evaluating Knowledge Partnerships*](#), 2011.
- A conference paper at the 2012 Living Knowledge co-authored by members of the NRF-funded team.
- A poster at the 2013 GUNI conference co-authored by some members of the NRF-funded team.

7. Establishing an Advisory Structure with external representation and an internal committee

The Steering Committee was established early in 2010 to set up a Science-shop type facility. Its functions and composition are detailed in Appendix B. The current members are:

- Prof Danie Visser: Co-chair
- Prof Crain Soudien: Co- chair
- Ms Judy Favish: Line Manager of the Project Manager
- Dr Charles Masango: Representative from the Research Office
- Mr Piet Barnard: Representative from the Intellectual Property and Contract Office
- Dr Janice McMillan: advisor on service learning dimensions based in CHED
- Mr Sonwabo Ngcelwane: SR planning officer to assist with various aspects of the project
- A/Prof Laura Czerniewicz: Project Manager of OpenUCT

At the first meeting of the Steering Committee it was agreed to co-opt an external person from the NGO sector to facilitate building partnerships with this sector. Ms Jacky Thomas of the South African Non-Governmental Coalition agreed to serve on the committee. However, after attending one meeting she withdrew as she felt that UCT first needed to clarify a number of internal questions before co-opting an external member. Subsequently the Steering Committee invited Ms Alison Goldstuck from the Economic Affairs Department in the City of Cape Town to become a member of the Steering Committee. She served on the Committee until her resignation from the City of Cape Town. She has not yet been replaced.

Originally it was envisaged that the Steering Committee would co-opt at least 2 faculty based staff with experience in the kind of activities that UCT Knowledge Co-op organizes. However, this was not done as it was decided that report should be provided to the University Social Responsiveness Committee which has representatives from all faculties. The Steering Committee may wish to review this decision in order to facilitate the expansion of the work of the Co-op.

8. Sustainability of the Co-op

In order to move towards a more sustainable way of operating the facility the following has been implemented:

- The NRF grant did not directly fund the Co-op, but made it possible to conduct an ongoing evaluation of the facility from early 2011; it also paid the field work costs for projects selected as research sites for the NRF study.
- A proposal has been drawn up on using graduate interns to extend the reach of the Co-op. These interns from different faculties can help source suitable partners for projects within their faculties and offer support to the projects. They can also take over some administrative functions. This model has been tested with 2 students who are working with the Co-op on a voluntary basis.
- A generic funding proposal was drafted in 2012 and given to DAD for fundraising purposes. This was updated in April 2013. It covers the period 2014-2016. (See Appendix E for a *Concept Note* sent to potential funders.
- The possibility of financial support was raised with:
 - Provincial Government WC – after various discussions we were advised to direct this request through CHC where it has been approved for joint submission to PGWC. This will potentially fund individual projects linked to Provincial developmental priorities.
 - Saville Foundation – but they fund projects that can become sustainable.
 - D G Murray Trust requested a Concept note
 - DAD is approaching 10 more potential funders
- Some community partners are in a position to pay for the services of the Co-op. To date one project with the City of Cape Town was charged for the brokering services of the Co-op. The payment received barely covered the additional time needed to comply with the administration of financial procedures.

9. Assessment against the objectives set out in the Project Charter

This section assesses the performance of the UCT Knowledge Co-op against the Objectives set out for it in the Project Charter.

1. **To enable external constituencies to access the knowledge, skills, resources and professional expertise within the university around problems they experience**

While many community-university partnerships exist at UCT, what is unique to the UCT Knowledge Co-op is that it allows access for groups that may not have traditionally had, or considered having, a relationship with UCT. This is particularly relevant with regard to community-based organisations. Although during the Pilot phase partnerships have largely been forged with more established NGOs, steps are being taken to enhance the access and appeal of the Co-op to grassroots groups (discussed further in the next section). The challenge here is that research may understandably not be the primary concern for these smaller groups, taking a back seat to pressing issues such as funding. In some ways this underlines the importance of the bridge provided by the Co-op, and the exposure to research partnerships as a demonstration of what can potentially be achieved.

Most of the partnerships during the pilot phase have been research based rather than service learning projects, although some have offered practical support (Information Systems, Engineering).

2. To provide a mechanism for research and student training and learning that is grounded in an engagement with society

This has been achieved, particularly through mechanisms such as the Memorandum of Understanding, which makes it clear to UCT constituents that research is done *with* rather than *on* the community. Thus from the outset emphasis is placed on engagement, where more meaningful relationships are likely to be fostered, that go beyond merely providing students with a research site where knowledge is extracted.

3. To enable the university to be more responsive to the needs of external constituencies

Where relationships were already in existence between an academic and a community group, the Knowledge Co-op has served to facilitate a more comprehensive response to the needs of external constituencies. Some existing relationships have become more entrenched and networks have been broadened. For example, community representatives no longer have to rely on only one academic in one faculty; instead they can widen the scope of research requests through the Co-op to include other disciplines and approaches.

In being more responsive to the needs of external constituencies, the Co-op has placed emphasis on how engagement happens, rather than focusing on pure numbers. In this regard the Co-op has invested itself more in a smaller number of connections with a view to building long-term relationships. This is exemplified in the *Code of Good Conduct*.

Another emphasis in Co-op projects is that beside the academic output there is a product for the community partner. It is difficult to assess the extent to which partnerships have resulted in meeting the needs of external groups, due to the ambiguity around some of these products. Besides the complexities of how to deem a product 'useful,' there is always a possibility when working with students that the quality of what is produced is wanting. This has been exacerbated at times when community partners have not known precisely what they expect to receive or what can be realistically achieved through research. Despite the lack of clarity and potential underperformance of students what remains of value, regardless of how useful the end product was, is the process of association and resultant affiliation with the University.

That said, in cases such as the Embrace Dignity project, the student theses directly impacted on their programme design. This serves as a more concrete example of how student products have been useful. Evidence beyond this would need to form part of future plans to track exactly what difference was made to people outside UCT.

4. To provide students with opportunities to learn in new ways through working collaboratively with different kinds of communities across multiple knowledge frames

This objective has been achieved; evidence was provided under the heading *Benefits to students* in section 4. The scale, however, has so far been limited.

5. To enhance the relevance of UCT's curricula by providing flexible modules of learning and project based learning

It has become clear that this objective was not appropriate to the model developed for the UCT Knowledge Co-op.

6. To provide students with opportunities to acquire research skills or apply theories through working on/in real life projects

This objective has been achieved; evidence was provided under the heading *Benefits to students* in section 4. The scale, however, has so far been limited.

7. To generate new knowledge through working in applied context

This has been achieved and is evidenced through dissertations produced and through new relationships for academics and their on-going research with community partners, which may yield publications. The NRF research project will generate new knowledge about this field of practice.

10. Future

This section lists issues to consider for the future of the Knowledge Co-op and the need, highlighted in the previous evaluation, to extend its reach.

- A '**rapid response**' process is being established in order to better meet the needs of community groups who request research that is too small in scope to form the basis for post graduate theses. Rather than reject these requests as not viable, a team of voluntary student interns have been appointed to respond to such research needs under the supervision of a PhD student. It is hoped that this will better meet the needs of smaller organisations, particularly if the information they require is time sensitive or concerns useful information rather than reflection and analysis.

- Extending the use of faculty-based **post-graduate interns** to extend the reach of the Co-op. They would help identify academics to supervise topics and support students involved in projects in addition to some administrative support to the facility as such.
- Offering support to departments for compulsory community service could provide possible additional link to departments and a means to raise income from them. The Co-op can support such programmes by establishing / supporting the relationships with NGOs and monitoring the students' commitment to their role.
- Developing more opportunities for community partners and also students to interact and network in forums facilitated through the Knowledge Co-op.
- Growing the scale of community based research projects as course requirement.
- Developing mechanisms to follow up with community groups to find out how the products created for them by students have been used. This is in order to better judge the worth of outputs, and what if any difference to people has come about as a result.
- Refine/review criteria for screening students to determine their suitability for working on specific Co-op projects.
- Make involvement in a Co-op project conditional for recipients of UCT bursaries.
- Ongoing fundraising for the Knowledge Co-op. At the moment there is seed funding available to academics wanting to explore community based research but this may not fit with student and community time scales.
- The possibility of core costs (salary) for the Co-op to be GOB funded.
- Growing the project management to a full-time position.
- The Co-op needs to look at more effective ways of raising awareness of the project as many people within UCT still do not know about the availability of research through community partnerships.

Remaining questions around the future of the Knowledge Co-op

- Strengthening links to faculties through the USRC faculty representatives.
- Would it be better for the Co-op to be located somewhere else in the University? The Research office, post-graduate studies, Upper campus have been mentioned. What are the benefits and challenges of different locations?
- The future of the steering committee and its composition – inclusion of more academics, more Research office staff, of external representatives?
- Whether to continue pursuing partnerships that result in paid for projects.

Appendices

Appendix A

Summary of numerical data concerning partnerships

Since 2010 there have been a total of 121 possible project ideas submitted to the Knowledge Co-op for consideration by 57 different community entities. Figure 1 below shows the growth of the initiative over the pilot phase.

Figure 1. Growth from August 2010 to May 2013

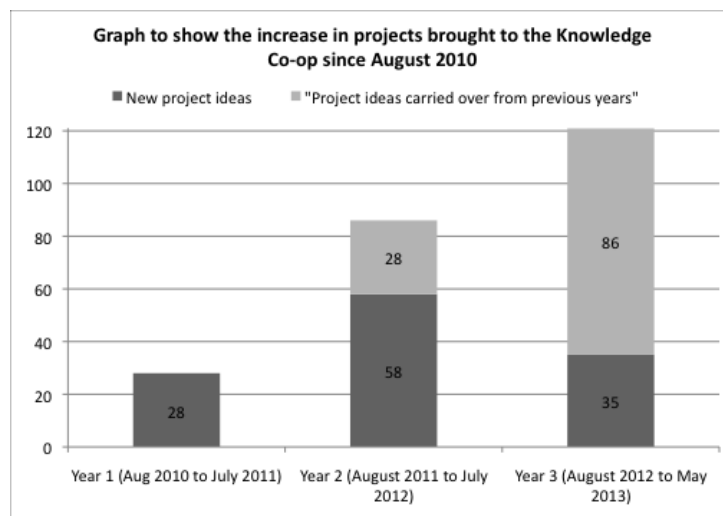


Figure 1 Discussion

The largest increase in projects was in the second year of the Knowledge Co-op, which coincides with the initiative's official launch in September 2011. By July 2012, there was just over three times the number of projects as during the same month in the previous year. In the third year of the project there were just over twice as many new project proposals as in the second year. The Knowledge Co-op has grown from 28 project topics after operating for 12 months, to 121 project topics in the space of just under two years.

Conceptualising the brokering of new partnerships where there is a fit between the needs of external constituencies and the interests of relevant academics

Contact has been recorded and tracked; the data for this report reflects numbers as on May 22nd 2013. Before summarising the numerical data relating to the brokering of new partnerships, it is first necessary to define what has been judged a 'new partnership' and how this judgement has been arrived at.

When contact is first made with the Knowledge Co-op, information is entered into a database and categorised. A summary of the different labels that are applied to projects at different times is provided in the Table, Figure 2.

Figure 2. Table to show what each of the categories, what they mean and the numbers and percentage of projects in each category.

Category	Definition	Number	% of all projects*
Submitted project	The Knowledge Co-op has been contacted with a request or idea for a project but details have not yet been finalised.	8	7
Available project	The request or idea has been judged as viable and formulated into a request for research. This is summarised and posted on the Knowledge Co-op website for researchers within the university to choose from.	24	20
Interest shown but still available	One or more researchers have contacted the Co-op to potentially fulfil the request, but as yet nothing has been finalised.	9	7
Current project	Researcher and community group have been partnered, and collaborative research is underway.	11	9
Completed project	Research has been completed and the products are in the process of being examined/ made available on the website.	19	16
Project on hold	A request has been made but the community group is not able to proceed with it at the moment, but may become available at some point in the future.	4	3
Project withdrawn	The project has been cancelled by the community group and is no longer available for students to choose from on the website	28	23
Project rejected	The project was not deemed feasible by the Co-op and therefore not made available to the UCT research community	18	15
Total		121	100

* rounded up/down to the nearest whole number

From the total of 121 ideas for projects, 50 have either been put on hold, withdrawn or rejected. There are an additional 8 projects that had been submitted but not yet reached the stage where they have been formulated into a viable project that can be advertised to students as an available project. Just over half of the ideas submitted over the pilot phase have been advertised to UCT partners as research topics. These 63 viable projects have been categorised as 'new partnerships'² on the basis of the fact that the research ideas have been formulated in partnership with the Knowledge Co-op. As such they have all reached or surpassed the stage of being ready to be partnered with a UCT stakeholder (a student and/ or an academic). These 63 viable projects move through stages that are categorised below and represented in figure 3:

² Although not all of these have resulted in a project yet, it could be argued that all the partnerships created are new partnerships in that they have involved a connection between the community and the university via a broker that previously did not exist.

- being **available** to students
- **currently** in the process of being researched
- completed projects

Figure 3. Available, current and completed new partnerships

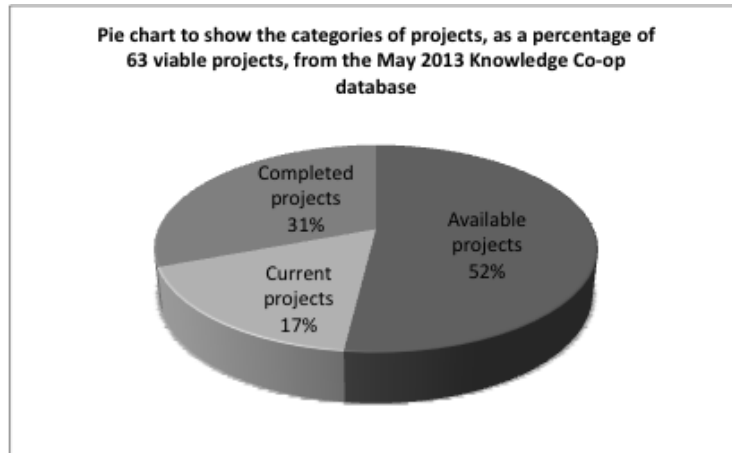


Figure 3 Discussion

Just under one fifth of viable projects are underway, having been successfully partnered with a student (current). Just under 1/3rd of viable projects have been completed and research outputs are either available or in the process of being finalised (completed). Assuming that all of the current projects are seen through to completion, the Knowledge Co-op will have successfully brokered new partnerships in over half of the projects that have been advertised on the website since the Knowledge Co-op was set up.

At the moment, current and completed partnerships have involved 31 organisations which means that 57% of all organisations to have contacted the Knowledge Co-op have resulted in successfully having their research needs addressed by UCT.

Figure 4. Pie chart to show the proportion of projects that were either withdrawn or rejected

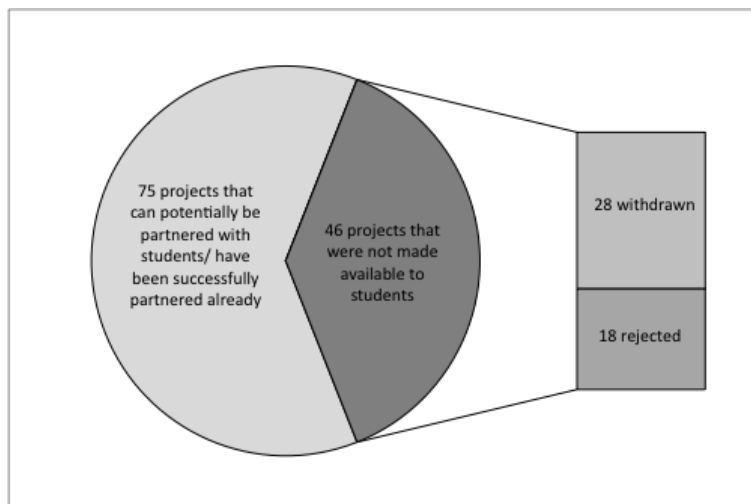


Figure 4 Discussion

The largest proportion of the pie chart represents 75 projects that comprise 63 viable projects (see figure 3) plus 4 projects that are on hold and 8 that have been submitted but are yet to be categorised as available or declined. This leaves 46 projects that have been either been withdrawn or rejected, the division of which is presented on the right of figure 4. These projects that were deemed in some way unsuitable make up 38% of the total 121 projects. Some of the most frequently occurring reasons for withdrawal or rejection are:

Projects may be withdrawn

- if organisations have made alternative arrangements for their research needs to be met;
- because they have not been taken up yet and are no longer relevant; the Knowledge Co-op at present is unable to respond to requests that require a quick turnaround.

Projects may be rejected

- if the request does not fit academic requirements;
- if the scope of the research request is too great.

A more detailed breakdown of reasons why projects did not proceed to the stage of being made available to students is summarised in figure 5 below:

Figure 5. Reasons for withdrawn and rejected projects

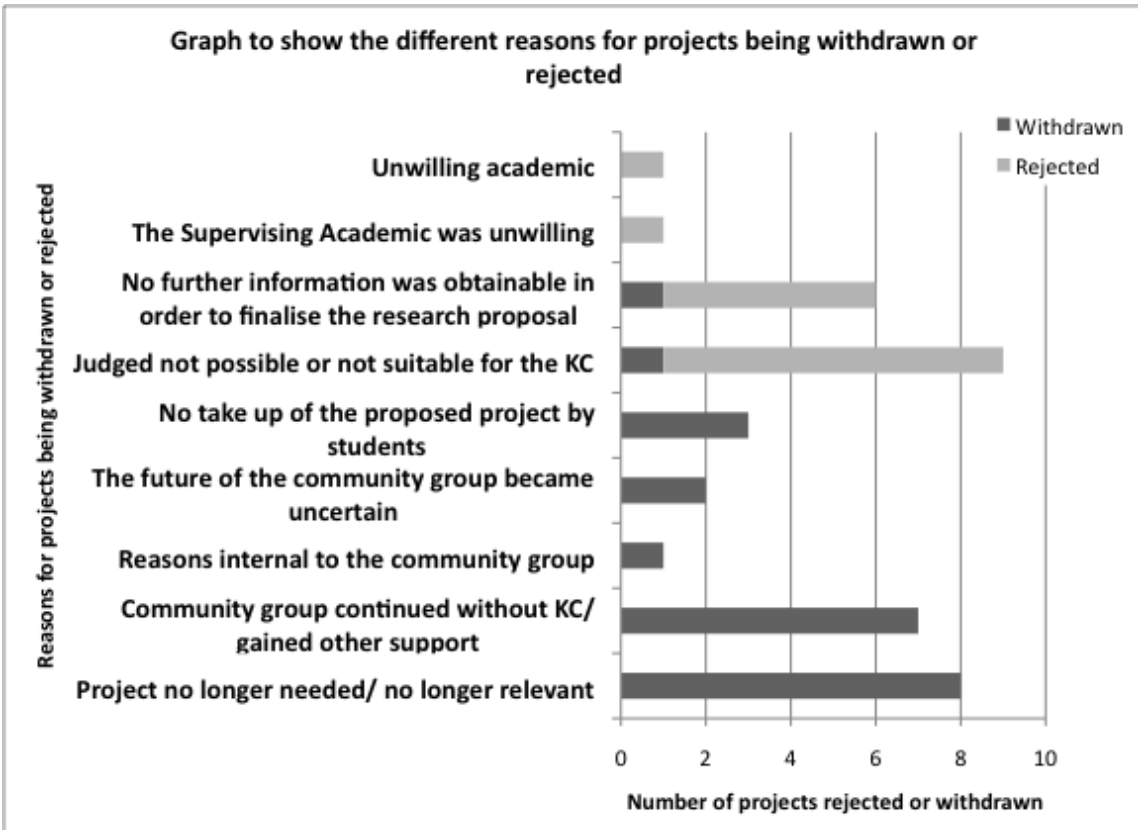


Figure 5 Discussion

The graph shows that the reasons for projects being withdrawn compared to those for projects being rejected tend to be different. The most frequent reason for projects being rejected or withdrawn is that they were not found to be possible for students to research or not suitable for the Knowledge Co-op. Some examples of proposals that were categorised in this way are requests for the Knowledge Co-op to assist in providing:

- tutoring for Maths and Science students in grade 10-12
- research into the extent, value and nature of the illegal economy
- collaboration on opportunities for exchanges /internships
- visits to township schools to motivate the children to enjoy school
- start-up funds for soap making, beading, jewellery and sewing

The following graph summarises the different kinds of groups that have approached the Co-op since the initiative began.

Figure 6. Summary of community groups

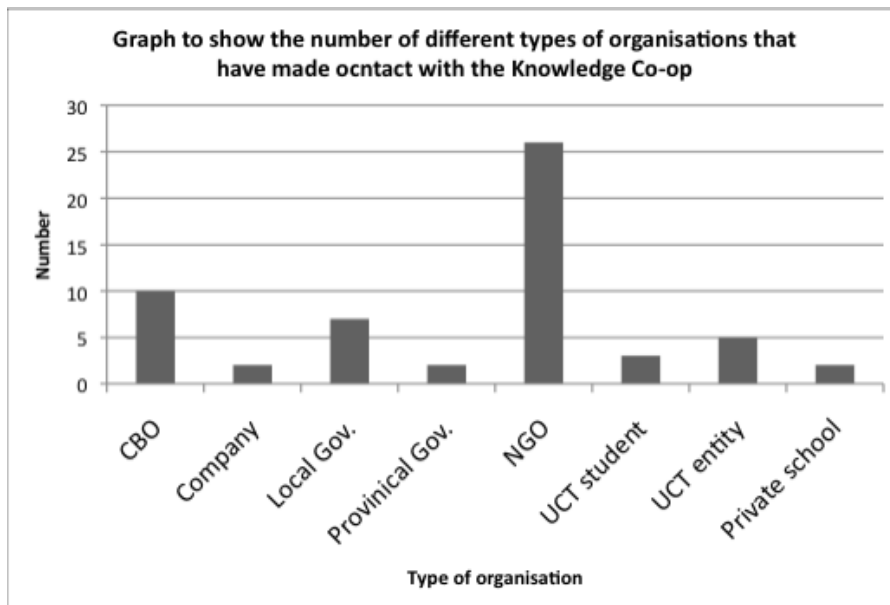


Figure 6 Discussion

A total of 57 entities have contacted the Knowledge Co-op, most of which are not for profit groups such as NGOs and CBOs. CBOs and NGOs make up 63% of organisations that have contacted the Knowledge Co-op since the initiative began. The government category refers to any governmental entity, though most in the database are representatives from local government departments at the City of Cape Town, with two from the Western Cape Provincial government. After NGOs and CBOs, governmental groups are the third largest entity to contact the knowledge Co-op, accounting for 16% of contact. UCT entities and students combined make up 14% of requests to the Knowledge Co-op. The remainder are two companies and two private schools that have made research requests.

Appendix B

Project Charter for Launching the Shopfront/Science Shop Pilot Initiative

(This is the original 2010 document setting out the intentions for the Pilot.)

Purpose:

To establish a sustainable, visible mechanism for external constituencies to approach the university for assistance with research and other scholarly support

Objectives:

1. To enable external constituencies to access the knowledge, skills, resources and professional expertise within the university around problems they experience
2. To provide a mechanism for research and student training and learning that is grounded in an engagement with society
3. To enable the university to be more responsive to the needs of external constituencies
4. To provide students with opportunities to learn in new ways through working collaboratively with different kinds of communities across multiple knowledge frames
5. To enhance the relevance of UCT's curricula by providing flexible modules of learning and project based learning
6. To provide students with opportunities to acquire research skills or apply theories through working on/in real life projects
7. To generate new knowledge through working in applied contexts

Deliverables at the end of the 3 year pilot programme

1. Organization of pilot projects – hopefully at least 2 from each faculty
2. Development of a website with procedures for requesting support from UCT and the outputs of the pilot projects
3. Quality Assurance and ethical procedures for forming and implementing partnerships between the university and external constituencies
4. The design of appropriate governance and funding models for the sustaining the shopfront/science shop after the completion of the pilot project
5. An evaluation of the pilot project
6. Products such as research reports, brochures, websites, CD-ROMS, maps, databases for external constituencies.
7. Development of a knowledge repository through accumulating knowledge on particular topics and making the outputs of projects accessible to the wider public
8. Establishment of a network of UCT staff who have an interest in contributing to the activities of the shopfront/science shop

Role and composition of the Project Steering Committee

The Project Steering Committee is comprised of representatives of units which have a key role to play in helping to establish the shopfront and supporting various aspects of the work of the

project. The project committee will co-opt at least 2 faculty based staff with experience in the kind of activities that the Shopfront/Science Shop will be involved in and may co-opt other members as and when deemed necessary. The core members are:

- Prof Danie Visser: Co-chair
- Prof Jo Beall: Co- chair
- Ms Judy Favish: Line Manager of the Project Manager
- Ms Wilma Venter: Representative from the Research Office
- Mr Piet Barnard: Representative from the Intellectual Property and Contract Office
- Dr Janice McMillan: advisor on service learning dimensions
- Mr Sonwabo Ngcelwane: SR planning officer to assist with various aspects of the project
- Representative from the Centre for Education Technology (still to be determined)

The Project Steering Committee will carry out the following functions:

- Oversee the appointment of the Project Manager and the web designer
- Guide the roll out of the pilot project
- Oversee the design of the evaluation of the pilot project
- Oversee the design of the website

Key responsibilities of the Project Manager

The primary role of the Project Manager is to engage with the UCT community and external constituencies around the organisation of pilot projects, which will lay the basis for the establishment of a sustainable visible mechanism for external constituencies to approach the university for assistance with research and other scholarly support. Working under the guidance of a Project Steering Committee, the Project Manager will be responsible for:

- Promoting awareness of the shopfront/science shop within UCT and appropriate external constituencies
- Identifying opportunities for pilot research projects and/or sites for service learning or work place experiential training
- Helping negotiate partnerships with appropriate supervisors, course conveners or researchers in the university and the external organization
- Ensuring that an appropriate website is established and maintained
- Maintaining communication with participants in the projects until the completion of projects
- Generating proposals for a sustainable funding model
- Facilitating the evaluation of the pilot projects
- Contributing to the development of quality assurance and ethical procedures

Requirements for the Project Manager

- Master's degree
- Research experience

- Strong communicative, social, and project management skills
- An ability to work in a multidisciplinary setting
- Ability to network

Experience of working in a higher education environment and/or with NGOs will be an advantage

Timeline

- Advertise for Project Manager by mid April
- Project Manager to commence work by beginning July the latest
- Web designer to be appointed by end July to work with the project manager
- UCT staff (see below) to start identifying possible sites for the pilot from April onwards
- Finalisation of pilot projects by end August

Appendix C:

Explanation of the Knowledge Co-op Model

1. Building awareness of the Knowledge Co-op and its work

The first step in the model may be understood as related to its marketing function, i.e. to ensure that a wide range of potential community partners and partners within UCT are aware of the Knowledge Co-op and its work.

Initial community partners were sought from existing UCT partnerships to ensure they were already aware of the potential benefit of partnering with UCT. The project manager identified these in meetings with academics involved in engaged scholarship and requested the academics to make their partners aware of the Co-op as an avenue to address issues not fitting the existing partnership.

Since that initial effort marketing is undertaken in a number of ways: through the Knowledge Co-op website that provides an overview of its purpose and outlines work available and undertaken; at events held within UCT and in community organisations; through the provision of posters and brochures; through reporting in *The Monday Paper* (a university newspaper).

2. Initial contact from potential external partners

The model makes provision for potential partners to contact the Knowledge Co-op through an online submission facility or by phone or email inquiries.

3. Initial meeting with potential external partner

An initial meeting between the project manager and the potential partner is held to discuss the request in order to collect more detailed information. The meeting is also intended to identify specific and viable questions for research projects. The meeting provides the opportunity for the project manager to explain the role of the university in potential partnerships and, in some cases, to steer the ideas suggested by the organisations in certain directions. In some cases, potential partners may have identified possible academic partners.

The agenda for the initial meeting also includes funding with the project manager outlining the costs external partners are expected to cover (e.g. travel).

This initial meeting is held at the organisation concerned and provision can be made for several staff members to attend the meeting.

After the meeting, the project manager provides a summary of the key points of the developing brief to which the organisation has the opportunity to respond. While these key points may be refined, in most instances, the brief remains quite general.

4. Identifying a potential internal partner

Once the first draft of the brief has been developed, the next step is to identify a potential internal partner. Once again, provision is made to do this in various ways the first being to post

the topic / brief on the Knowledge Co-op website. Students and academics can visit this site to search for topics for research and / or community service. Graduate students are made aware of this facility at faculty / departmental postgraduate introduction sessions.

The project manager can also approach the University Social Responsiveness Committee for assistance in identifying possible internal partners. This Committee includes faculty representatives who are able to refer the Knowledge Co-op to suitable academics for specific topics. If this avenue does not lead to assist, the project manager can approach HODs directly for referrals. Other members of the IPD with good knowledge of the expertise in the university, may also make suggestions about potential internal partners.

5. An initial meeting with the potential internal partner

The project manager's initial meeting with the potential academic partner is intended to focus on the topic / brief as well as to discuss the procedure for informing students about the project.

Another possibility is that a student approaches the Co-op regarding a specific topic. In this case the project manager meets with the student to clarify whether their interest seems to fit the needs of the external partner and explains next steps. The student then has to identify a suitable supervisor and approach him/her

6. A set-up meeting

Once the internal partner(s) has been identified and indicated interest in taking forward a project, a set-up meeting for all partners is arranged by the project manager. There are a number of standard agenda items for discussion in the first meeting of all partners.

The student is expected to provide some suggestions on how the project will be approached and the anticipated timeframe for it. Questions and a discussion follow to clarify a research question and timeline suitable to the needs of both partners. Each partner's desired outcomes and outputs are a key item on the agenda. Finally, the discussion focuses on the roles and responsibilities of each partner (e.g. who will assist in the preparation of the student).

The meeting aims to ensure clarity around the project and alignment of partners' expectations. This is seen to be important in encouraging the students' commitment and ultimately their delivery of useful outputs (e.g. a poster or short report) for the external partner. The Knowledge Co-op model makes provision of some funding for the delivery of these outputs.

7. Development of the project proposal

Based on the discussions in the meeting outlined above along with additional preparation required, the student writes a project proposal for submission to the supervisor. The external partner is also given the opportunity to comment on the proposal before it is finalised. The project manager of the Knowledge Co-op's role during this step is to check on progress and keep the external partner informed about progress (this often takes longer than anticipated at the set-up meeting) and make sure they get a chance to comment.

8. The Memorandum of Understanding

(Step 8 usually is initiated before Step 7 but can only be signed off after the Proposal has been submitted and been given ethics clearance.)

Once agreement has been reached in the initial meeting of all partners, the project manager drafts a Memorandum of Understanding (MOU) that reflects the key issues, including responsibilities, as discussed by the partners.

The MOU is cleared through the UCT Contracts Office after all partners have had the opportunity to comment. A key aspect of this is getting clearance from the relevant Ethics Committee.

9. Project implementation

Once the implementation stage begins, the Knowledge Co-op model makes provision for the project manager to monitor progress. This is usually done informally and telephonically with the different partners. All communication is tracked.

10. Finalisation and hand-over meeting

On the finalization of the project, the student's thesis is submitted for examination and the agreed outputs for the external partner are completed. These are handed over at the final meeting of the partners or, where necessary, between the project manager and the external partner.

This final meeting also includes discussion on possible follow-up projects.

11. Publication / dissemination

The final step in the model involves uploading 2-page "project portraits" as well as other products (dissertations, posters etc) onto website. Students' photographs as well as their own written experiences are also published on the website.

Appendix D

Institutional Planning Department (IPD), Contracts and IP Services (CIPS) and Research Office (RO) Strategic Funding Bid

Science Shop Pilot Project

Project description outlining the aim or purpose of the proposal

Since 2005, 'portraits of practice' in the annual Social Responsiveness (SR) Reports have demonstrated the multiple ways in which members of the UCT community are contributing to addressing development challenges facing South Africa through teaching, research and community service. The issues addressed through these activities include HIV/AIDS, unemployment, housing, land reform, disaster management, economic growth, sustainable development, the poor quality of public schooling and health care, abuses of human rights, and social reconstruction. A policy framework for social responsiveness was adopted by Senate and Council in 2008, which stipulates that social responsiveness must have an **intentional public purpose or benefit** and involve **engagement with external constituencies**. It further stipulates that SR embraces research and teaching oriented forms of responsiveness as well as direct civic engagement. The annual Research Report and Impact magazine have similarly raised awareness of the many projects by researchers and students that impact on the social good.

While UCT has a long history of student volunteering and academic involvement in socially responsive forms of research and service work, there has not been a visible mechanism for external constituencies to approach the university. After consultation with the University Social Responsiveness Committee (USRC), the University Research Committee (URC) and each of the Deans, we wish to propose a two year pilot for a 'science shop' or 'shop front' at UCT, based on models used successfully elsewhere in the world³. As a virtual facility that acts as bridge between society and the University, the 'shop front' mediates between the two constituencies by reformulating questions from civil society organisations or communities into manageable research projects. These are allocated to students as projects that are conducted under the supervision of a senior academic or academics, who in turn may use it as case material for future research. Projects may also involve service learning or experiential training initiatives. Either way, a report (or another type of product) is produced which is of direct use to the client. This mediation model enables external constituencies to access the knowledge, skills, resources and professional expertise within the university around problems they experience. Importantly, it also provides a framework for research and student training and learning that is grounded in an engagement with society.

Link with Strategic Concept Papers

As described above, the purpose of the Shop Front project is directly aligned with UCT's strategic goals 4, 5 and 6 as it will achieve greater engagement of research and teaching with

³ For more information on this model, please see <http://www.scienceshops.org/new%20web-content/framesets/fs-about-faq.html>

society. Whilst contributing to a range of South African and regional development challenges, it will also enhance the quality and profile of UCT's graduates by producing lifelong learners capable of critical, creative and flexible thinking, committed to social justice and with experience of research and analysing real world problems. Students will learn in new ways through working collaboratively with different kinds of communities across multiple knowledge frames.

We also believe that the more visible our research is, the greater its impact will be. Not only will a 'shop front' bolster the democratic project by helping to popularise new ideas generated by academics, it will also – through collaboration with external communities - generate solutions or resources that enhance the capacity of these constituencies to address the problems they confront.

Staff involvement

The staff involved report to two Deputy Vice Chancellors and the Shop Front project represents a good model of matrix management in the Office of the Vice Chancellor.

It is proposed that one half time person be employed to help establish the facility and help determine the necessary governance structures and quality assurance mechanisms. In doing so this person would function as part of a team comprising staff drawn from various offices, namely the Social Responsiveness Unit in the Institutional Planning Department, Contracts and IP Services, the Centre for Higher Education Development (CHED) and the Research Office. The contributions of these staff members would be as follows:

- Head of Social Responsiveness Unit (one third time): to help promote the existence of the shop front amongst internal and external stakeholders, identify opportunities for new collaborative projects, help broker new partnerships and promote reflection on different forms of engagement
- Director of Institutional Planning (one sixth time): to help with the design of appropriate quality assurance mechanisms, identification of possible academics or professional staff to assist with project, identify opportunities for new collaborative projects and reflection on different forms of engagement
- One staff member in the Higher and Adult Education Studies and Development Unit in CHED (one tenth time): to assist with capacity building for staff and reflection on different forms of engagement, with a particular focus on teaching-oriented forms such as service learning
- Director of Contracts and IP Services (one sixth time): to assist with agreements and memoranda of understanding between stakeholders and to advise on intellectual property management.
- Director of the Research Office (one tenth time): to assist with staff development, identification of possible academics or professional staff to assist with projects and reflection on different forms of engagement and to contribute to the design of appropriate quality assurance mechanisms.

The two DVCs would be consulted on the appropriate governance structures for taking the Science Shop forward and on articulating it with UCT's web renewal and Open UCT which is

likely to include in addition to the shop front with communities, a research portal and open educational resources.

Business Plan

Item	Budget 2010	Budget 2011 = Budget 2010 + XX %
Staff costs for one half time post	R 300 000	
Establishment of a website	R 50 000	
Marketing and Promotion including publication of outputs to be used as marketing material	R 35 000	
Office operational costs	R50 000	
TOTAL	R 435 000	

Key milestones, intended outcomes and ways proposed to measure the impact

The aim of the two year pilot is to lay the foundations for a sustainable facility in the longer term that is appropriate for our context. We therefore plan to use the two year period to achieve the following objectives:

- To promote the pilot facility amongst external constituencies within the city and the province To establish an interactive website
- To broker new partnerships where there is a fit between the needs of external constituencies and the interests of relevant academics
- To establish quality assurance and ethical procedures that guide internal and external project stakeholders, and protect academic standards based on experience of setting up new projects To launch a database of good practice associated with socially engaged research and service learning as per the pilot initiative
- To establish an Advisory Structure with external representation and an internal committee to facilitate the contributions of the pilot departments.

We would measure the results of the project on the basis of the objectives listed above, using a logic model which would detail the objectives, action steps, outputs, outcomes and performance measures.

Appendix E

UCT Knowledge Co-op Project

Concept Note

June 2013

The UCT Knowledge Co-op was initiated in August 2010, with the purpose of enabling communities to have access to university resources in addressing problems confronting them. To this end, the Knowledge Co-op builds capacity of community-based organisations through research and skills development. The project is therefore a bridge between the university and communities, which brokers new partnerships. It works by matching community groups with academic partners in order to identify suitable partners who will help meet their needs for research or practical support.

The 'science shop' model adopted by the Co-op is well established in developed countries but has not been introduced in under-resourced contexts such as ours. Part of its mission is to find a way of supporting struggling CBOs confronted with many challenges while maintaining academic standards.

The project targets community groups such as NGOs, CBOs, Labour Unions, Local Government, SMMEs wanting to inform their work by research with a special focus on groups that cannot afford to pay for research. Within the university the project benefits postgraduate students in their dissertations and academics looking for community partnerships. As a pilot project, the UCT Knowledge Co-Op is being funded for a pilot three-year period (2010-2013) through the Vice-Chancellor's Strategic Fund. Resources in terms of managing and supervising the assistance given to community projects, is provided through shared staffing at the university. Other resources such as office space and administration facilities are also granted within the university. As the Co-op now reaches maturity, we have set a funding target of R 1,928,000 for the next three years, through various donor funders. The primary costs of the project relate to staff needs that provide the brokering function required by community-university partnerships around research and practical support.

A monitoring and evaluation process assesses the development of the project, along with a Steering Committee responsible for its governance. The three-year pilot project is part of the [INTERNATIONAL SCIENCE SHOP NETWORK](#), and supports UCT's mission to address [SOUTH AFRICA'S DEVELOPMENT CHALLENGES](#) through [SOCIALY RESPONSIVE engaged](#) research.

Problem Statement and Background

UCT is located in a context in which community groups seldom interact with higher education institutes and hence high level skills are in short supply. The university's strategic goals emphasise the need to constantly adjust its core activities, where necessary, to better address the pressing social, economic and developmental problems facing South Africa. These goals also address the need to enhance the impact of UCT's research through making the research outputs more visible and accessible to external communities, with particular attention to those who are most left out and marginalised

Project Goals and Objectives

The UCT Knowledge Co-op was set up:

1. to broker new partnerships between communities and the university to address issues identified by community groups
2. to maintain contact with the parties and support the process from start to finish
3. to facilitate the publication of the results of collaborative projects both in a form that is useful to the external partner (popular report, brochure, website, press release, an audit report, or portfolio) and in a version that satisfies academic requirements (thesis or peer-reviewed publication)
4. to establish and maintain a website to facilitate access for external organisations to the university and to store information on completed projects which would be accessible to other organisations
5. to facilitate the provision of appropriate forms of support or training for staff and students undertaking projects; this includes support for project-based learning and service learning as forms of pedagogy enabling new kinds of learning and knowledge development

Project Impact

In developing a more socially responsive university, the UCT Knowledge Co-op creates value in five areas:

1. It acts as an easy **entry point** into the university for groups that have difficulty navigating the academic realm in their search for support. It provides access to research to those unable to pay for it and in so doing, pays attention to disadvantaged contexts in a way that benefits both the community and the university.
2. It acts as a **broker** for the partnership between community groups and the university, offering support to both partners, mediating across the differences between these very different worlds, their diverse needs, making it possible to draw on the resources and strengths of both. Building and maintaining such partnerships is challenging for community members and for academics alike. In the absence of a broker they often lead to frustrating misunderstandings or become dominated by the needs of the one or the other, mostly the university.
3. Both community and academic partners contribute their expertise towards evidence-based research which results in **useful products** for the community partners.
 - a. The immediate value is for the community partners, who are able to plan developments based on sound evidence. Their staff gain skills and communities benefit from new designs.
 - b. While specific and local, these products may also be generic and useful to a broader constituency and make a wider contribution to others in similar situations.
4. In the process students gain valuable experience applying their theoretical knowledge in practical situations, while benefitting from the local expertise of the community partners. Spending time with community organisations gives them valuable insights and connections for their professional life as much as for their responsibility as citizens in an unequal and divided society. In this way the Knowledge Co-op contributes to the university commitment to enhance **graduateness**.

5. The **university** profits from its growing presence in marginalised communities; and from the fact that this presence is premised on mutual respect and benefit.

In the close to three years of operation some 115 topics for research or practical support have been submitted by 53 groups, ranging from local government to small community based entities, from international NGOs to student-run projects. Some of these entities already had a relationship to departments within UCT, but many did not and even for those who did, the Co-op offered them the opportunity to link to other disciplines. 20 projects have been completed, twelve are currently underway, and some more are close to starting with academics or students interested in them. 75 students and 28 academics have to date participated in these projects.

Budget for UCT Knowledge Co-op 2014 – 2016

Funding is being sought from various potential donors in order to meet the following budget:

Item	Budget 2014	Budget 2015	Budget 2016	Details
1. Staff costs	370,000	400,000	440,000	One half time post – project manager
2. Student interns	100,000	140,000	180,000	Student interns, 10 hours/week: 2 in 2014, 3 in 2015 and 4 in 2016. R20,000 office set-up costs included for 2014.
3. Capacity building	40,000	15,000	17,000	Training for interns, students & academics; local conferences (staff & interns); 1 international conference in 2014.
4. Marketing & Web-site maintenance	14,000	16,000	18,000	Marketing material, maintenance of website, hospitality costs.
5. Office operational costs	13,000	16,000	18,000	Telephone, equipment, stationery, filing system.
6. Pilot projects:				20 projects during 2014 growing to 35 for 2016.
6.1 Research costs	15,000	22,000	30,000	Travel to project sites (Co-op staff, students, supervision).
6.2 Materials	4,000	6,000	7,000	Project-related materials, copies.
6.3 Dissemination	12,000	15,000	20,000	Editing & dissemination (hard & soft copy) of project reports.
TOTAL	R 568,000	R 630,000	R730,000	
3-YEAR TOTAL	R 1,928,000			