DYNAMICS OF BUILDING A BETTER SOCIETY

Reflections on ten years of development cooperation and capacity building

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Foreword

The modern world is an environment of rapid change. Per Dalin points out that we are experiencing an unprecedented ten revolutions occurring simultaneously. There are revolutions prompted by globalisation and the population explosion, revolutions in knowledge and information, in the economy, technology, ecology, culture, politics, aesthetics, and values. Dealing with change on this scale requires a paradigm shift of the kind last experienced when science began to deepen its challenge to other forms of knowing in the 17th century. We have to learn to know and see differently. That is not easy. With this in mind, the philosopher Manuel Castells points us to a combination of global knowledge, networks and communication as our fundamental means of dealing with the challenges of the 21st century. We need to work in partnerships. There can be no going it alone.

Learning to see and understand differently is still the primary challenge in South Africa's ongoing transition to democracy. 20 years ago, emerging from the apartheid past with a mission to engage with apartheid's terrible ongoing legacy, UWC knew that it needed partners to face Dalin's ten revolutions in their local incarnations. Transformation of the kind that enables people to move beyond apartheid's authoritarian certainties requires a profound paradigm shift from both oppressor and oppressed. This shift is inseparable from a global challenge. New perspectives and new knowledge are required to respond to the non-linear, persistent and ubiquitous changes, both social and natural, that are now beginning to impact on humans across the world. It is in partnerships across cultures and nationalities that we are most likely to gain these perspectives and find this knowledge. And it is in partnerships that we find the assurance and the social conviction necessary to make the new knowledge and perspectives available and ultimately unavoidable.

This understanding lay behind our response in 2002 to the panel interviewing us as shortlisted candidates for the VLIR-UOS institutional university cooperation programme. The panellists expressed profound

doubts about our choice of the Humanities and the Social Sciences above the Natural Sciences as the main thrust of the programme. We explained that our vision and mission led us to believe that we must try to create a sense of co-responsibility amongst all humans if we are to confront successfully the already threatening changes to our physical and social environment. We argued that our future as a species would depend essentially on the success of our collaborative relationships with other humans globally. This called for a caring and open perspective. Clearly, our vision was convincing. We were selected.

A decade of partnership with Flemish universities has been a major factor in the rapid advances that UWC has made in that period. The programme, co-created by UWC , VLIR-UOS and four Flemish universities, has focused on "The Dynamics of Building a Better Society". In caring about how change takes place and being open to its complexity, we strove together, with signal success, to build capacity, stimulate research, and on the strength of actual achievements to create Research Centres in 5 strategic areas:

> ▸ The African Centre for Citizenship and Democracy
> ▸ The Interdisciplinary Centre of Excellence for Sports Sciences and Development
> ▸ The Centre for Research in HIV and AIDS
> ▸ The Institute for Water Studies
> ▸ The Centre for Multilingualism and Diversities Research

This book tells the story of how we did so. It is a celebration of people from two cultures learning to work together in the interests of humankind, and doing so successfully.

Brian O'Connell
Vice-Chancellor
University of the Western Cape
4 January 2014

Acknowledgements

A ten-year development programme of this order, designed to support the growth of research and institutional capacity across a broad front, is bound to elicit a wide range of contributions. In what follows, we acknowledge with deep appreciation the contributions of the hundreds of people who made the DBBS programme a success.

IUC projects are country to country initiatives. The interest shown by Belgium's successive Ambassadors to South Africa and the active support of H E Jan Mutton have been very encouraging. The representative of Flanders in Southern Africa, Mr David Maenaut, has been an untiring supporter and has worked imaginatively to help expand the impact of the programme and build further ties with Flanders.

Bureau members and officials of VLIR-UOS have played a major role in mediating between the need for rigorous accountability and the unanticipated challenges which are a product of real development. Carl Michiels and Kristien Verbrugghen, successive Directors of VLIR-UOS, have been both doughty bureaucrats and real friends to the programme. And the South Coordinators and Programme Officers South, Frank Vermeulen, Peter De Lannoy, Luc Janssens de Bisthoven and Christophe Goossens, have given invaluable support. Unfailing also has been the guidance and interest of Marc Nyssen and Patrick Sorgeloos, successive Chairmen of the VLIR-UOS Bureau during DBBS's term, and of Oswald Van Cleemput, member of the Bureau.

Through VLIR-UOS the programme worked with the inspiring Close the Gap team in acquiring computers for UWC and for two of the schools where we were working. Our thanks to Close the Gap and its CEO, Olivier Vanden Eynde, for support at an important stage of the programme's development.

Leadership is critical. In maintaining relationships within and across universities with their diverse membership and tendency to let a thousand flowers bloom, programmes rapidly strike insuperable problems without the

dynamic commitment of the senior leadership. Archbishop Desmond Tutu, Chancellor of the University of the Western Cape (UWC) and an honorary doctor of Ghent University (UG), was an inspiration to all, making sure we did not lose sight of the challenge to build a better society. Ghent University was the Flemish coordinator, and successive rectors have taken an active personal interest in the programme and have visited UWC. The programme owes a great deal to Andreas De Leenheer, Paul Van Cauwenberge and Anne De Paepe. Two directors at UG have contributed to the programme in innovative ways: Ignace Lemahieu (research affairs) and Kristiaan Versluys (educational affairs), the latter also serving as a project leader. Rector André Oosterlinck at KU Leuven (KUL) and Piet Vanden Abeele, a Vice-Rector and head of the KUL Kortrijk campus, gave steady support, visiting UWC and actively exploring means of extending the partnership. And Marc Nyssen in his double capacity as Vice-Rector of VUB and chair of the VLIR-UOS Bureau, showed ongoing interest in the project. At the University of the Western Cape, Rector Brian O'Connell initiated the application for the programme, helped overcome difficulties, and has been unfailing in his interest and support. It is at his instance that the projects in the programme have been steered surely into the UWC mainstream, with the wholehearted support of Stanley Ridge, in several capacities, and of Vice-Rector (Academic), Ramesh Bharuthram, who has seen to the establishment of the five research centres.

The programme leaders are the front line in the shaping and running of an ambitious programme of this kind. Like good officers, they do not shy away from battles but are committed to building and protecting society. They need to be strategic, disciplined, generous, imaginative and willing to take risks. Jan Blommaert, followed by Stef Slembrouck, from UG and Larry Pokpas from UWC undertook a huge and sustained task of administration, people management and creative investment in the project. They were always ready to fight necessary battles, and they never failed to seek ways of building lasting partnerships and expanding the programme's impact. In St Paul's cathedral, London, a modest plaque for Sir Christopher Wren, its architect and builder, reads: *Si monumentum requiris, circumspice*. Translated, this is: *If you are looking for his monument, look around you*. With a nod to Wren, we

adopt these words for Jan Blommaert, Stef Slembrouck and Larry Pokpas. They have left a fine legacy which is there for all to admire.

The programme has had a rich variety of project leaders. At UWC, most have been deans or members of the executive. The Flemish leaders have all been senior scholars, with some occupying executive and senior political positions. One became a Senator in the course of the project. This seniority of project leaders has been a significant factor in the success of the programme. The UWC leaders have had an adequate overall grasp of the patterns of development in faculties, and, working together in the Executive Committee of Senate, they have been able to keep the needs of the institution as a whole in focus. They have generally been able to speak with collegial authority to their Flemish counterparts and to articulate important issues that needed to be resolved. The Flemish project leaders have had to think and imagine their way into the situation of UWC and work carefully with their colleagues to determine what they had to offer. As meetings of the Joint Steering Committee have repeatedly testified, the programme has been a learning environment for all concerned. It has also been an enliveningly creative environment.

Our respect and appreciation, then, to the project leaders, some of whom served for the duration of the programme, some for part. They are listed alphabetically below. It is an impressive list.

Jan Blommaert (UG), Marleen Bosmans (UG), Luc Brendonck (KUL), Duncan Brown (UWC), Erik De Corte (KUL), Jan De Vriendt (KUL), Michelle Esau (UWC), Louis Fourie (UWC), Derek Keats (UWC), Charles Malcolm (UWC), Stefaan Marysse (UA), Dirk Meerkotter (UWC), Ratie Mpofu (UWC), Noeleen Murray (UWC), Gordon Pirie (UWC), Lincoln Raitt (UWC), Stan Ridge (UWC), Peter Rosseel (KUL), David Sanders (UWC), Stef Slembrouck (UG), Chris Stroud (UWC), Chris Tapscott (UWC), Marleen Temmerman (UG), André Travill (UWC), Lullu Tshiwula (UWC), Pieter Uyttenhove (UG), Leo Van Audenhove (VUB), Yves Vanden Auweele (KUL), Bart Vanreusel (KUL) Jan Van Bever Donker (UWC), Kristiaan Versluys (UG), Christina Zarowsky (UWC), Yongxin Xu (UWC).

Reporting was difficult, and the programme would not have achieved its goals without the rigorousness and friendliness of the programme managers, Cheryl Pearce and Colette February, and of Andre Burness who prudently managed the finances. Their work has been matched in dedication

by Annick Verheylezoon, UG ICOS assigned to the programme. Early on, Joris Baeyens and Ann Peters gave administrative support, and Nathalie Muyllaert academic assistance. Annelies Verdoolaege, as a postdoctoral assistant, has proven a perfect ambassador for the African continent in the North and a most hospitable guide for any visitors coming from South Africa. At UWC, Shun Govender, Jim Lees and Geoff Louw have been wholeheartedly committed to making things work.

Finally, to the project members, whose contributions varied so much in kind and intensity that it is impossible to do justice to each individually, our warm thanks. Your collective intellectual and practical energy enabled Dynamics of Building a Better Society to become a flagship programme, helping to realise UWC's potential and to chart a new course in development cooperation. Your names are listed with all other participants in an appendix at the end.

① The dynamics of building a better society

Chris Tapscott (UWC), Stef Slembrouck (UG), and Larry Pokpas (UWC)

Introduction

The year 2014 marks the twentieth anniversary of South Africa's transition to democracy. In that context, it is appropriate to celebrate ten years of successful development partnership support to a South African university on issues which give substance to that democracy. The cooperation between the University of the Western Cape (UWC) and four Flemish universities was funded by the IUC programme of the Flemish Inter-university Council (VLIR-UOS). The northern team, led by Ghent University (UG), included senior scholars from KU Leuven (KUL), the University of Antwerp (UA) and the Free University of Brussels (VUB). The management of the southern team was based in the UWC Rector's office, with the deans of the faculties involved and two executive members leading the subsidiary projects. The programme was thus powerfully multilateral and strategically connected. It was also of sufficient length for real partnerships to develop, for the balance of relationships to mature, and for achievements to be placed on a sustainable basis. This book both tells the story of the project and reflects on the notion of development and the factors involved in success.

The programme of support to UWC began when South Africa was not yet ten years into democracy and was working its way through the meaning of transition from a racial oligarchy to a non-racial democracy. Formidable challenges faced the nation: how to overcome the legacy of more than three centuries of colonial and white minority rule and to address the needs of a divided and highly unequal society faced with high unemployment, extensive poverty, low general educational levels, troubling crime rates, and the scourge of an HIV/AIDS pandemic. "Dynamics of Building a Better

Society" (DBBS), the title of the programme and the overarching research theme, reflects a commitment to understanding what must inform responses to these challenges.

There is normally a tension between the necessarily changing demands of a development programme as it succeeds in specific situations and the generalised framework of management which must cover all partnerships in the series. An agreement between VLIR and the Belgian State Secretary for Development Cooperation secures the UOS funding. This has two implications. It involves complex systems of accountability which can make for rigidity; and it means that the programmes are unavoidably affected by ideas about development prevailing in the donor environment. The evolution of DBBS challenged both. In broad terms, the programme was intended to help build the teaching and research capacity of the University, to strengthen the institution, and to build partnerships with the Flemish universities. What this was to mean in practice involved an exciting exploration of the complex dynamics of shifting ownership, programme coherence, capacity development and partnership formation. The prevailing wisdom about development meant that the idea of developing a centre of academic excellence was not at the forefront of VLIR-UOS's vision for the programme, but this objective was always explicit in the thinking of UWC's leadership. The programme's success ultimately depended on it. The ways in which the unfolding success of DBBS put pressure on received ideas, and VLIR-UOS's willingness to adapt in the interests of achieving the objectives more fully are worth recording.

Independent evaluators presented their report in 2014, confirming that DBBS had fulfilled all its broad programmatic goals and that, measured in terms of the outcomes defined in the logical framework, it could be considered a resounding success. However, the story of the DBBS programme and its impact on UWC is a more extensive and ultimately more interesting one. It engages a range of critical issues relating to institutional development and transformation, leadership, capacity building, educational excellence, societal relevance and relationship building. The story also brings into focus issues relating to the efficacy of donor support and the complex dynamic of building North-South and South-South partnerships. As will be seen in the discussion which follows, an ensemble of factors, individually and

collectively, contributed to the wider success of the programme, and whilst some of these were context specific, others were generic and are of relevance to a wider community of donors and aid recipients.

Background

Development cannot be a fixed, technical concept. Its meaning is time-bound, relative to context, and the form it takes is shaped by the state of the society concerned and its internal and external engagements. To understand the complex interplay of forces involved in setting up the DBBS programme and in its evolution, it is important to see where VLIR-UOS and UWC were at the outset, and to have a critical sense of South African society and the challenges it faced.

When VLIR-UOS invited Mekelle University (Ethiopia), Universidad Central Marta Abreu de Las Villas (Cuba) and UWC (South Africa) to formulate a set of priorities for potential funding, it already had five years of Institutional University Cooperation (IUC) experience with approximately eleven universities worldwide. This experience was overwhelmingly with cooperation in the fields of Agriculture, Science and Engineering, giving developing societies the benefits of scientific and technical knowledge which might have a more or less measurable impact. The scientific and technical bias partly framed the nature of the engagement between the North and South which VLIR-UOS and the Flemish universities participating in IUCs were accustomed to. UWC's proposal was the first to favour the Humanities and Social Sciences, fields in which impact was less readily measurable. This presented a challenge to prevailing wisdom both as to the value of these fields in development and as to the ways in which success might be measured and accountability requirements satisfied.

What lay behind UWC's proposal? The complexity of the issues was, and continues to be, a function of the society's development ambitions. South Africa's peaceful transition to a democratic order was a beacon of hope, carrying the promise of social and economic transformation and the building of an equitable society. But despite some major advances in improving conditions, the gap between rich and poor was still growing. In 1998, then Deputy President Mbeki argued "that South Africa is not one nation but a country of two nations". One of these nations, mainly white

middle class is prosperous and globally integrated. The other, largely black and poor, lives in grossly underdeveloped conditions. What this suggests is that the challenges of the transition to democracy eclipsed more basic considerations of social justice, raising a real risk of popular rage and the breakdown of political stability. How the two nations could be held in balanced tension while a better society was being built was, and continues to be, a major concern, with possibilities discernible only when human and social perspectives are honoured.

UWC's internal state at the time the DBBS programme began is highly relevant if we are to understand how success was achieved. On the positive side the University had a new Vice Chancellor and a new executive and group of deans who were able to use the programme in achieving major institutional goals. On the other hand, the University was still hampered by a heritage of disadvantage, and was experiencing apparently insuperable crises, paradoxically as a result of its own success in transcending the terms of its foundation and of the vagaries of politics and the market. It is worth examining each of these points separately.

Formally established in 1960 in terms of the state policy of rigid, differentiated racial segregation, UWC was intended to serve as a training institution exclusively for students from the Coloured population. Reflecting the limited importance assigned to it, the institution was placed in an uninhabited and inhospitable part of greater Cape Town, far from important amenities and ill-served by public transport. It was seriously under-resourced, and the range of academic programmes on offer was predominantly oriented towards preparing students for lower level positions in the civil service, teaching and law. After 18 years, the University finally had both a black rector and a governing council with strong community representation. It then struggled vigorously to transcend the racial classification which had been imposed upon it. As soon as it attained its autonomy, it defied government policy and became the first South African university to officially open its doors to all races (Lalu and Murray, 2012). Its intellectual and political resistance to apartheid rule, particularly in the 1980s, became one of its defining characteristics. Following the unbanning of the South African anti-apartheid movements in 1990, UWC became the natural

choice for academics and other intellectuals returning from exile. There was an understandable expectation that a democratic order would bring new support to historically black institutions such as UWC, both because they accommodated the majority of disadvantaged students and because they were in urgent need of resources to redress the inequities of the past. This expectation was to be disappointed.

The period 1994-2000 was extremely difficult for the University. Because of its alignment with the liberation cause, it lost large numbers of its intellectual core to political and public leadership positions in the new democracy. Perhaps not surprisingly, a number of members of the first democratic cabinet were recruited from UWC and the then Vice Chancellor, Jakes Gerwel, was appointed as President Mandela's chief of staff. The country's gain was UWC's severe loss. Good academics are necessary to create good research and attract funding. The losses particularly affected UWC's capacity to maintain a growing postgraduate and research profile. The new era also brought a mounting financial crisis. Although UWC's tuition fees were among the lowest in the country, it naively heeded the Minister of Education's political call to suspended fee increases and allow indigent students to enrol without paying. This resulted in rising student debt with no relief from the state. Manipulation of the higher education market also played a role in destabilising historically black universities nationally. To take advantage of a new higher education funding system, and to demonstrate transformation quickly, several historically white Afrikaans universities both used their substantial resources and entered into partnerships with private higher education providers to lure away significant numbers of the best students from UWC and other historically black universities. This was intended to redeem their political reputations and to enable them to cash in on the subsidy system. Between 1994 and 2000 student enrolments at UWC declined by approximately one third to below 10 000. The problem was aggravated by a university leadership which vacillated between rejecting and acceding to student demands and which ultimately failed to stem the growing financial losses. It was then forced to retrench 41 academics along with nearly 300 non-academic staff. The acrimony and rancour to which this gave rise served to divide the University community in ways hitherto unknown.

Clearly, the challenges which Brian O'Connell, the new Vice-Chancellor, faced on entering office in November 2001 were formidable. First, UWC was financially bankrupt and he had to lead the way to financial recovery. Second, UWC had to grow student numbers and rebuild academic capacity in key disciplines and departments. Thirdly, UWC had to restore public confidence and produce an Institutional Operating Plan to convince Cabinet that it was a going concern. Finally, the challenge was to reunite a fractured university community and to build a common vision and a common purpose.

Within months, the Department of Education announced the recommendations of a National Working Group (NWG) to merge a number of universities which it considered either not financially viable or of inadequate academic standing. To its shock, UWC was initially one of them. However, the threat of losing its pioneering academic reputation and its identity as an institution committed to the struggle for democratic freedom in a merger with a technical institution was ultimately an important moment in institutional recovery for UWC. It became a rallying call for the University community, which worked together to respond to the NWG report in detail. In the end, its arguments were heeded and Cabinet decided that UWC should retain its autonomous status, and incorporate the Stellenbosch University dental school to create the biggest Oral Health faculty in Africa. A happy twist followed in Cabinet's announcement: beyond survival, the University was to be developed as a flagship institution. UWC was overjoyed. However, huge responsibilities accompanied the new mandate.

It is against that background that one has to understand the significant role that the DBBS programme was able to play.

The Role of Leadership

Fundamental to the success of a development programme is leadership. DBBS was significantly shaped by the visionary leadership of Brian O'Connell, the new UWC Vice Chancellor. But it would have struggled without the commitment and personal involvement of successive rectors at UG and the senior leadership of all the Flemish institutions. They captured the vision and spoke with conviction at meetings where decisions had to be taken. The project would have failed altogether without the deep commitment of the

programme and project leaders in Flanders and South Africa, who ultimately made sense of the opportunities and built on synergies. The Flemish leaders in particular went beyond their brief in expanding the research networks available to the projects far beyond Flanders and raising the visibility of UWC and its significance in the international academic community. Finally, the senior leaders of VLIR-UOS were accessible to arguments about changes to policies and practices which were conducive to success. This principled flexibility was the mark of creative leadership with an eye to the larger goal rather than to compliance for its own sake.

When Brian O'Connell was approached by Jos Odeurs (KUL) and Jan Persens (UWC) to endorse an application for VLIR-UOS-supported cooperation in Mathematical and Physical Sciences, he demurred. This was not because of the particular merits of the case, but because he had a bigger vision. He saw the potential of the UOS programmes across a broader intellectual front and as a vehicle to achieve considerably more in the light of the University's needs. Raising the quantity and quality of research produced and growth in post-graduate studies were always the paramount concerns, but he believed that the IUC programme could help achieve a number of less tangible goals, not least in forging a dynamic leadership team with a shared vision of what the University should become. The importance of this to a university facing the challenges discussed above is clear.

Accordingly, UWC applied for a programme of much wider reach. DBBS involved five of the University's seven faculties, and each research project had a dean as project leader in the South. This was a first at UWC. Never before had a number of faculties participated under the umbrella of a single research programme, certainly not with each project being led by a dean. Intellectually, DBBS presented an influential opportunity to begin the process of transcending disciplinary silos and developing inter-disciplinary approaches to complex problems facing the society. However, its impact on leadership was initially of even greater importance. The deans and members of the University's executive travelled together to Flanders with Larry Pokpas, Executive Assistant to the Rector, whom Brian O'Connell had appointed programme leader to keep leadership and management of the DBBS project at the UWC end in his office. The object of the visit was to explain the objectives of DBBS to VLIR-UOS and to identify prospective

partners at Flemish universities. This and subsequent DBBS management visits to Flanders under Larry Pokpas's energetic and visionary leadership played a vital role in building *esprit de corps* among UWC leaders at a time when a concerted effort was necessary to meet the daunting challenges the University faced.

The "match making" visit amounted to a form of academic speed dating, an improbable but remarkably successful way of selecting partners for a ten-year commitment to collaboration. Each UWC project leader met representatives from Flemish research units which had expressed interest in the programme to decide which would offer the best prospects for a successful partnership. The partnerships were ultimately determined by mutual consent as to what would work for the discipline and the institution concerned. Prospective participants have to take their own interests seriously, and some withdrew early on. Others found personal and intellectual points of engagement to be explored, and were engaged by the South African democratic project and by the research opportunities which a society in rapid transition afforded. Decisions were not made immediately. It was in the following weeks, after email correspondence and phone calls that partnerships were finally agreed. Perhaps it was because of the weight given to the human on top of the scholarly that the commitment of team members at both ends was a striking feature of the programme.

The programme was coordinated with imagination and verve by UG, first by Jan Blommaert and in phase II by Stef Slembrouck. Both regularly placed a larger vision on the agenda and sought to enable UWC staff and students to make the best use of opportunities and to alert Flemish colleagues to the benefits that cooperation might bring to them. Through their initiative, several international conferences came to UWC and a large number of Flemish students spent several months with a UWC base for research. The diverse project leadership team from four Flemish universities was able to provide ongoing intellectual stimulation and encouragement, raising the aspirations of UWC project members. The ten-year term of the funding, coupled with a shared understanding that the challenges of the society were complex and were not susceptible to short-term solutions, helped pace the projects. This also meant that, despite some changes in the teams, the initial partnerships endured. Investment in programme

managers and financial accounting officers in both South and North was an index of commitment. This made for continuity, good record keeping and far easier communication. Overall, generosity of spirit and concern for the programme's sustainability marked the partnerships, and active interest from key figures in senior positions in the Flemish universities helped keep the teams together and opened doors for expansion of possibilities.

The programme investment in the meetings of the joint steering committee (JSC), alternately in Belgium and South Africa, was an investment in collective leadership. The JSC, comprising members of the steering committees in the south and north, increased the voice and influence of each member regardless of rank and ensured coordinated decision-making at DBBS programme level. The importance of this over five institutions and seven projects should not be underestimated. Cross-project influence through these meetings was subtle, but important, leading at times to new synergies and new ideas. The local steering committees met at least once a month and the JSC at least once a year. These meetings were protected spaces where open-minded and engaging personalities could share their project experiences, dare question the status quo, and recommend corrective measures. Resolutions taken in these meetings often sat uncomfortably with mainstream decisions as they emphasised the need for changes in institutional practices, policies and behaviours. The leadership then had to navigate ways to negotiate and integrate the recommendations into the mainstream while the northern programme coordinator had the difficult task of challenging VLIR-UOS established practices. Throughout, however, the VLIR-UOS Secretariat showed a willingness to listen, discuss and mediate, and although the process was usually challenging and at times frustrating, the results were mainly positive and catalytic in nature.

Getting down to Business: Establishing the Research Themes

The UWC deans as project leaders played a significant role both in guiding colleagues in selecting distinctive research niches and in maintaining the thematic coherence of the programme as it developed. They were particularly influential in establishing that the niches proposed were supported by active

scholarship already under way and had a critical mass of senior students. The selection of a common cross-faculty theme for the research component of the programme proved to be more challenging than anticipated. Whilst there was a common interest in conducting research which would address issues of central importance to a region and society in transition, in most cases the identification of a theme which would attract diverse disciplines around it was not immediately obvious. No less of a challenge was establishing the finite objectives of the research and what might practically be achieved by UWC within the framework of the programme. Attributing social change directly to specific programmatic outputs (a typical requirement of logical frameworks) is appealing to the heroically minded, but ultimately inadequate. Accordingly, it was agreed that UWC could best serve the processes of national transformation by developing a better understanding of the dynamics involved in building a better society – understanding the inner workings and motivations of the society as a way of making change interventions both more strategic and more effective.

Research foci clearly had to fit the broad objectives of the DBBS programme, but the actual selection within individual projects was strongly influenced by existing research engagements. A complicating factor was that there were different prior assumptions about the nature of the cooperation. This was largely influenced by the differing experiences UWC academics had had of donor aid. Some understood the support, in the first phase at least, to be orientated to capacity building (improving research skills and the quantity and quality of research output, and increasing the number of academic staff with PhDs). Others viewed the programme as providing an opportunity to collaborate with like-minded Flemish researchers and to broaden their international networks. The two views were not mutually exclusive, of course, and from an early stage researchers from both South and North were seeking levels of cooperation with one another that augmented the capacity building and provided an incentive for deepening the partnership and moving it onto a more sustainable base. It is altogether to VLIR-UOS's credit that it based its decisions on the strategic analysis of needs done by the partner in the South. At no stage was there any attempt to impose a standardised model of cooperation on the part of either the UWC or the Flemish teams and such uniformity as there was stemmed from the

operational conditions set by VLIR-UOS. What was a hindrance at some stages proved to provide important scope for relationships and projects to grow. Phase II of the programme saw significant changes and sharpening of focus as all participants saw the issues more clearly and found ways of approaching them more as "equal" colleagues.

Whilst more will be said about the work of each of the projects in the chapters that follow, without exception they addressed issues of considerable societal import: HIV/AIDS, sustainable water resources, sport and society, citizenship and democracy, language and identity, ICTs and digital inclusion, and the holistic development of students.

The project on citizenship and democracy addressed concerns that the dividends of democracy were not translating into improved welfare for the majority of South African citizens. The role of the state was seen to be pivotal in addressing this challenge and research focused on the factors which were enabling or inhibiting the effective delivery of national development programmes at the local level. Inter alia, this state-centric approach examined the challenges of inter-governmental coordination and the manner in which the public sector engaged with the population in what was intended in policy to be a system of participatory development. Following the upsurge of nation-wide service delivery protests, the focus of research shifted to an examination of the ways in which ordinary citizens are able to exercise their democratic rights and the factors inhibiting their access to basic socio-economic services.

An interest in the theme of citizenship and nationhood was reflected in two further projects, namely those focusing on culture, language and identity, and on the role of sport in society. South Africa is a highly diverse society, not just racially, but ethnically, religiously and socio-economically. UWC's Chancellor at the time, Emeritus Archbishop Tutu, spoke of the "rainbow nation." In similar vein, the Culture, Language and Identity project recognised that a national identity is unlikely to be forged in the melting pot of one dominant culture, but rather in the way that the different identities and cultures are acknowledged and given space to express themselves. It examined the ways in which culture and linguistic identity serve to include or exclude different segments of society. The Sports project looked at the role of sport, both from the perspective of its contribution to social and physical

wellness (particularly within the UWC community) and of its contribution to nation building. In a context where societal divisions run deep, successful sports teams engender national pride and a sense of common identity albeit of an ephemeral nature. Subject to the appropriate support structures, sports also provide an opportunity for the talented and committed to advance socio-economically and to transcend racial stereotypes. However, it is also evident that, as a consequence of entrenched inequalities in South African society, attempts to build a national identity through sport (for example, by hosting such mega-sporting events as the FIFA World Cup) can serve to exclude as much as include.

Confronted with the scourge of an HIV/AIDS pandemic and its devastating impact on the fabric of South African society it was perhaps to be expected that a university with a strong commitment to social engagement should include this theme in the design of the DBBS programme. It was felt to be especially necessary in the light of AIDS denialism and the prevarication of government about the roll-out of anti-retroviral drugs and the rise in the incidence of HIV/AIDS amongst the University's own student body. In this context, the scale and complexity of HIV was seen to require a comprehensive response, which dealt not just with the clinical dimensions of the disease, but which also focused on health and education systems more broadly as well as on the structural drivers of HIV infection such as poverty, lack of empowerment, and gender-based violence. To that end the HIV/AIDS project focused on four key themes: health policies and systems; education and learning; gender and gender-based violence; and research and organisational capacity strengthening. Its orientation throughout has been both towards the UWC community and to the wider regional and national society.

Water resource scarcity is a challenge which confronts most countries on the African continent and this applies no less to South Africa and the Western Cape which is the region in which UWC is embedded. Faced with growing water shortages there is an urgent need to understand the current state, structure, and functioning of different kinds of aquatic ecosystems in order formulate sustainable exploitation schemes for both surface and ground water. This became a focus of the DBBS team. Of particular concern was the impact which over-abstraction of ground water might have on

the biota and hence on the functions and services these aquatic systems provide. Over and above the threat which it poses to human consumption, the unsustainable use of ground and surface water threatens biodiversity. In a province that is home to the Cape Floristic Kingdom with its unique terrestrial flora, high levels of endemism, and extremely restricted and often local distributions, this has to be a major concern.

Institutional Capacity Development

Whilst the DBBS programme, as its title suggests, had a strong orientation towards support for processes which could lead to the establishment of a more just and equitable society, it also played an important role in strengthening the University's institutional capacity to deliver on this mandate. As we have seen, UWC was substantially underperforming in terms of teaching and research output, it was not meeting enrolment targets, it was technically bankrupt and the energy of staff was dissipated in mistrust and disillusion. At the heart of this challenge was the need to develop a productive academic culture with committed people, passionate about UWC's mission, to use its academic role to help build a more equitable society.

At the most basic level, this entailed support to academics to complete doctoral degrees (where these were lacking), to hone their supervisory skills and to improve their research output. As the programme evolved, however, the focus of this institutional development broadened to embed the DBBS programme fully in the mainstream thinking and structures of the University and to create mutual agility and an appetite for change. Of particular concern was the need to create a more supportive learning environment for students and one which enabled them to overcome the adverse effects of weak primary and secondary education systems. In that respect one of the most insidious and lasting legacies of the apartheid era was the system of education for the black majority and for the African population in particular. This was characterised by under-resourced schools and inferior syllabi. In the intervening years much has been done to address deficiencies in the educational system but a series of misdirected policies and weak administration has meant that the provision of primary and secondary education across the country remains highly unequal and in many parts poor. In this context, many of the young people entering

university are academically ill-prepared for tertiary education. Whilst the University had introduced a number of programmes to address these academic challenges, it was felt that other forms of support and development were needed to make the students' learning experience a more holistic one. This necessitated a conceptual shift away from an approach which focused on students' deficiencies to one which recognises their strengths and agency. In this IUC support was pivotal not only in the funding it made available to support the newly established Centre for Student Support Services but also in raising awareness across the campus of the need to think creatively about the design of a more holistic learning experience. This led to the introduction of a series of co-curricular programmes (including peer mentorship and student leadership programmes) and the promotion of the idea of student "graduateness" which added preparedness for the workplace and development of responsible citizenship to the fundamental need for academic competence.

The focus of institutional development further extended to strengthening the University's capacity to grow the library stock in selected fields, in both hard copy and electronic form and to utilising information technologies in more accessible and effective ways. The ICT focus was to span the digital divide, so characteristic of diverse and unequal societies, and to assist post-apartheid South Africa's integration into the global knowledge economy. Here VLIR-IUC assistance, augmented by the Close the Gap programme, built on UWC's on-going efforts to extend ICT access to all its students. In the early phases of the project, several fully equipped computer common rooms were established for post-graduate students at various locations across the campus and were much used. This focus on enhancing access to ICTs was consistent with national policy in the first decade of democracy. However, with the passage of time, it became apparent that whilst improved access helped in overcoming the digital divide it was not, in and of itself, capable of overcoming what has come to be known as digital exclusion. Digital exclusion refers to the reality that despite the wider availability of ICTs in society, the poor and marginalised are generally unable to take advantage of these technologies for a variety of reasons, including affordability, a lack of exposure to the potential which they hold, and a lack of requisite skills. In this context, the ICT project shifted in the course of the

programme from providing infrastructure to focusing on the ways in which information technology could be made more usable to the majority of South African citizens. This approach brought together information systems and social science disciplines in examining the social, cultural and institutional factors which hamper the diffusion and successful adoption of ICTs. Using a Living Labs methodology which focuses on testing and validating ICTs in a real life environment, the research under way focuses on e-skills, social media and mobile devices and the ways in which these can enable citizens to participate more fully in the information society. To that extent the approach adopted by the UWC and Flemish ICT team embodies the ideal of a programme aimed at studying the dynamics necessary to build a better society.

Probably the most obvious legacy of the support received by UWC and the clearest sign that the development cooperation has been institutionalised are the five research centres. These are spread across the five original research programmes: the African Centre for Citizenship and Democracy, the Institute for Water Studies, the Interdisciplinary Centre of Excellence for Sport Sciences and Development, the Centre for Research in HIV and AIDS, and the Centre for Multilingualism and Diversities Research. Significantly, none of them is reliant primarily on donor support for its sustainability. This is a consequence of prioritising the development of the centres in faculty strategic plans and receiving institutional support to appoint a limited core staff. All the centres have, relatively quickly, established credible profiles of high quality research and have a growing number of PhD graduates. The establishment of institutes and centres was not initially an objective of the DBSS programme but is unquestionably a mark of its inventiveness and success. Research centres assumed greater importance as UWC strove to strengthen its reputation as a research-based university. The thinking was that a focus on the establishment of more centres, supported by central funds, and coordinating actively between lines and sources of funding of diverse origins, would not only raise UWC's research profile but would have a halo effect leading to greater research output throughout the University. Time alone will tell whether this will indeed be the case.

The Nature of VLIR-UOS Assistance

Whilst the achievements of the DBBS programme may be ascribed to the leadership and commitment in the academic partnerships, VLIR-UOS played a significant part in this process both in the funding which it made available and in its preparedness, ultimately, to be more flexible in its application of rules. This is not to suggest that the programme's interactions with VLIR-UOS were problem free and that there was always a common understanding of what was required and of what might be achieved within the ambit of DBBS. From the outset, concerns were expressed in some VLIR-UOS circles on whether support to a university in a country classified as lower middle-income could be justified in the light of programmes supported elsewhere in the world. There was even doubt on these grounds as to whether a second phase should be awarded. But the doubts were overcome in the light of a broader vision which saw the benefits of investing in a bold institution with an ongoing history of disadvantage, serving communities of similar socio-economic status to those found in other recipient countries, and with the potential to become a hub for development activities in the region. In a further departure, unlike many other VLIR-UOS programmes which focused on support for the sciences, and agriculture and health, the focus of the research projects chosen by UWC was predominantly on the humanities and the social sciences, and it entered the development debate with vigour as part of its core business in a country with a pressing need for transformation. The University was clearly atypical both in its level of institutional development and in its approach to donor funding programmes. VLIR-UOS accepted it on its own terms.

Although under-resourced in comparison to more advantaged universities in South Africa or indeed in comparison to universities in Europe, UWC already had in place the basic infrastructure and equipment necessary to carry out its activities. In addition, it already had a thin layer of experienced, well qualified academics, committed to the development cause. In both of these aspects it differed from institutions typically supported by development agencies and, as a consequence, so did the type of support which it needed from donors. This challenged VLIR-UOS, which had been accustomed to giving financial assistance in terms of a standardised format

which prescribed what was or was not permissible. A number of these prescripts were simply unsuited to UWC's needs and as a result, in the early stages of the programme, projects struggled to spend the funds which were allocated to them. Each development context is different and this has large implications for development practice. UWC's case made that plain. In each development context, support needs to be customised and there has to be a certain flexibility in regulations within the frame of accountability. In the case of DBBS, requests for regulations to be changed to meet the University's specific needs were unprecedented and presented administrative challenges to VLIR-UOS. From the DBBS perspective, teaching relief for hard-pressed academics finishing their PhDs was an obvious and very effective means to expedite capacity building, but from an administrative perspective it seemed to be precluded by the rule that prevented paying staff salaries in recipient institutions. Appointing post-doctoral fellows with the ability to energise the postgraduate environment was problematic for the same reason. But in both cases VLIR-UOS found ways of circumventing the rules with economical and highly effective outcomes. There were several other requests. While not all requests were acceded to, the fact that some were marked a noticeable shift from the one-size-fits all approach which had characterised VLIR-UOS's initial approach to programme rules. Dialogic activity not only involved the UG programme leaders and individual board members pleading on behalf of UWC, but also VLIR-UOS developing for itself a mediating role in raising UWC's programmatic choices with the federal funding agency to which it is accountable.

Between 1 April 2003 and 31 March 2013 the DBBS Programme received VLIR-IUC support to the tune of €6,7 million equally divided over two successive five-year cycles. The average annual budget was €745 000. As a planned phase-out, over the last three years of the programme this amount was reduced successively to 85%, 75% and 50%. Although funding made available to the University was a substantial sum, the amount available for disbursal to individual projects amounted to an average of €62 500 p.a. each. These funds were used for such items as the direct costs of fieldwork and expenses incurred in developing research networks. What is remarkable in comparison with other VLIR-UOS programmes is how little was spent on infrastructure. At this point it is also worth mentioning a remarkable

feature of VLIR-UOS aid: it is not tied in any way to purchasing Belgian products or using Belgian services. Rather, it has its eye set on the best for the programme.

The restrictions placed on how funding could be used did create problems in the initial stages of the programme. But there were also advantages. Projects learned to leverage VLIR-UOS funding to support research projects funded by the University or other grant agencies. In this it was especially useful in building networks with Flemish partners and with scholars elsewhere in the global South. Furthermore, the relatively small amount of funding available to individual projects annually and the serious fluctuations in the exchange rate meant that security ultimately had to be found in mainstreaming. As a result, none developed a dependency on VLIR-UOS funding. In fact, the University actively sought to avoid dependency. In establishing the research centres, it simultaneously encouraged project energy in the direction of the centres and placed the centres firmly inside the faculties. In this way, apart from its contribution to the vitality of the research environment and to building UWC's international networks in specific disciplines, DBBS has left a lasting legacy through the fully integrated and operational research centres and the strong research partnerships they have with Flemish universities.

The long duration of VLIR-IUC programmes has many advantages. Internationally, most other programmes are for 3 to 5 years, which reduces them to projects which end when the funding stops. The basic ten year period allows for the researchers to find one another, for the projects to evolve, and for longer-term strategic planning of the kind that led to the establishment of centres in DBBS, progressively supported by the University's own funds. Significantly, the long duration of the programme permitted experimentation both in the direction of the research which was undertaken and in the University's own institutional development. This was assisted by the fact that VLIR-UOS was receptive to the idea that programmatic change would be necessary over time. Although not always going as far as UWC might have wished, in the context of a society undergoing rapid change, this flexibility proved to be invaluable in maintaining the relevance of research undertaken by DBBS researchers and in ensuring that the University was able to adapt to a dynamic environment.

A less positive side of the VLIR-UOS support was the extremely high transaction costs involved in reporting and in attending meetings. Researchers in all projects complained that the time spent on administration was disproportionate to the amount of funding which they received. On the other hand, the regular meetings served to reinforce the idea of the DBBS collective even if it did not lead, in most cases, to inter-disciplinary research. This shortcoming, despite repeated mutual commitment to interdisciplinarity by the project leaders, may be significantly due to UWC's own ways of allocating funds. Rather than assigning funds to specifically designed inter-disciplinary research programmes, they were disbursed to individual projects which were then exhorted to collaborate with each other. The net effect of this practice was that disciplinary research took precedence. However, one should not forget that in a development situation research teams may well need to consolidate their own discipline-based methodologies and to build discipline-specific skills before attempting an inter-disciplinary approach. This would suggest that, notwithstanding the potential advantages of an inter-disciplinary approach, research capacity progresses through different stages, and that as disciplinary confidence grows so does the prospect for bringing different disciplines to bear on a specific research problem.

The DBBS experience offers some striking challenges to received wisdom on how best to help with development. As VLIR-UOS's initial doubts about UWC show, there is a sense that universities in middle income countries should not be supported so that resources can be concentrated on helping the world's poor. However, Renard (2013) points out that 67% of the world's poor are in middle income countries. Secondly, the extension of support to universities which have already attained a certain level of institutional development is likely to lead to more rapid returns on investment and to greater prospects of sustainability. Thirdly, as VLIR-UOS was commendably quick to notice, relevant kinds of institutions from middle-income countries in the South may well be better placed to serve as hubs for multi-partner development programmes involving universities in low income countries, providing longer term support. Yet, as will be discussed in the next section of the chapter, these new forms of North-South-South development cooperation are not without challenges of their own.

Criteria to determine the success of development cooperation assistance also came under pressure through the DBBS experience. Formalistically, as intimated above, such programmes are typically evaluated according to the goals, objectives, outputs and verifiable indicators specified in a logical framework matrix. Whilst donors increasingly view log-frames as a management tool, rather than a set of promises made by the recipients of aid, and only the most unimaginative and pedantic programme evaluators use these instruments in tick-box fashion, they remain influential in the way in which the success of development cooperation interventions is measured (Bakewell and Garbutt, 2005). An inherent weakness of log-frames, as with most performance measurement systems, lies in the fact that they focus predominantly on outputs, and to a much lesser extent on outcomes, but seldom if ever consider longer term positive or negative impacts. They also, inevitably, rule out in advance taking account of unanticipated by-products of a development intervention. In the case of the DBBS programme both of these factors came into play.

Perhaps more seriously, log-frames limit vital experimentation. They do bring a kind of structure to support programmes and ensure a degree of accountability both in meeting specified targets and in keeping to budgets. However, they also impose constraints which limit the process of experimentation so vital to capacity building and to the development of institutional confidence – that is, the confidence which emerges from home grown solutions to complex problems. In doing so, the log frame model frequently steers the recipients of development cooperation towards low-risk outputs and towards what is believed to be the best practice of the time, rather than to best-fit solutions which are *sui generis* and likely to be more sustainable. It is to the credit of VLIR-UOS that some flexibility in both the funding and assessment frameworks was entertained for DBBS, although it is clear that the imperative of maintaining administrative symmetry across programmes globally was a constant source of tension. VLIR-UOS is not alone in this. For large funding agencies the world over it is an abiding challenge to design development cooperation support programmes which promote co-ownership, which are crafted to meet local conditions, which are sufficiently flexible to adapt to changing circumstances, and yet which manage to retain a common approach across different countries.

Measuring outcomes and impacts is difficult at the best of times because of problems of attribution. Assessing impacts is well-nigh impossible in the short term. VLIR-UOS support led to a series of measurable outputs which were listed in the final programme report. In addition to the formal institutional and infrastructural outputs described above, these included a number of master's and PhD graduates, books, peer refereed journal articles and book chapters, and a variety of other academic activities in the form of conferences, workshops and the development of new teaching programmes. Significant as these outputs are, they do not tell us anything about the changes in institutional culture and the growth in institutional confidence which are so vital to institutional transformation in societies undergoing rapid socio-political change. This kind of reporting also tells us nothing about how these research outputs and graduates will or may shape the future of South Africa and the African continent. In fact, in the interests of donor agencies and governments understanding the implications of their interventions, longitudinal post-programme studies are called for. These are seldom factored into budgets, and so are rare. However, they are likely to provide significant insights into what inhibits or contributes to the success of development cooperation interventions over time. They are also likely to influence how programme evaluators weight the importance of different outputs and given moments in the life-cycle of a development programme.

Concluding Reflections on North-South Partnerships

The full involvement of Flemish universities and scholars in these programmes is a key element of VLIR-UOS support to universities in the developing world. This has been seen as a means to extend technical and other support to emerging institutions and to build partnerships with Flemish universities. Notwithstanding the solidarity generated through this support, the relationships established have generally been asymmetrical in nature. In part this has been due to the fact that such institutions are often heavily reliant on donor aid, and their academic staff are generally less well qualified and experienced than their Flemish counterparts. Northern partners are committed, often out of a commendable sense of moral obligation to the

less fortunate, but the relatively low levels of collegial reciprocity possible often stand in the way of fuller and more enduring partnerships. UWC was in a different category as was reflected in the nature of the partnerships which its academics sought with Flemish partners. Perhaps because South Africa had just recently thrown off the shackles of apartheid rule, but more likely because of the stage UWC had reached in its own institutional and intellectual development, there was from the start an expressed desire to establish relationships with Flemish colleagues which were based on equality. In this ambition UWC found willing partners amongst Flemish academics. There was much to share both ways.

Academically UWC has progressed significantly since the launch of the DBBS programme in 2003. It has moved beyond the ambiguous honour of being rated the best historically black university and is currently ranked seventh out of 23 public universities in the country and in the top ten on the African continent. It is now considered a research-intensive university. This progress has inevitably changed the nature of its relationships with the Flemish universities. Over the course of the past decade the impact of globalisation has meant that universities in the North, in Flanders as much as elsewhere, have come to view their engagements with partners in the South in different ways. The need to establish sustainable international networks has in more than one respect become an imperative for universities wishing to retain global relevance. Where in the past North-South interaction was largely based on development cooperation, opportunities have opened up for greater reciprocity and mutually beneficial partnerships. In the North, the past decade has also witnessed an increase in institutional resources invested in internationalisation. This has raised the question whether the distinction between development cooperation and internationalisation, as often maintained in institutional structures, remains a valid one and whether new ways of configuring international relationships are necessary. The question is particularly pertinent in a context where universities in the North and, increasingly, in the South, are operating under the imperatives of output-determined funding regimes. The need to increase the quantity and quality of published research and to increase post-graduate throughput has meant that the solidarity model which typified development cooperation in the past has come under pressure. Where support for universities in the

developing world had been seen as inherently ethical and positive in and of itself, institutions in the North have increasingly found themselves asking the awkward question, though admittedly one indexing mutuality, "How will we both benefit from this collaboration, either financially or in terms of academic standing?"

In the case of DBBS the nature of partnerships was influenced by funding remaining orientated to the model of "development cooperation". Several examples can be considered.

▸ No VLIR-UOS funds were assigned to Flemish teams to support their own activities in South Africa, despite the fact that joint research is one of the best ways of building capacity.

▸ While funding was made available for UWC post-graduate students to visit Flemish universities, only limited reciprocal provision was made for Flemish students wishing to spend academic time in South Africa. This meant that the many Flemish students who did move south for research generally came with other support and so had limited impact on the projects at UWC. Secondly, although the DBBS programme made a limited amount of funding available for five Flemish master's students a year to undertake fieldwork in South Africa this facility was not available to PhD students.

▸ A rather more complex issue is that no funding and little academic recognition awaited Flemish academics who agreed to co-supervise UWC PhD students, a major contribution to capacity building. This meant high opportunity costs for Flemish scholars interested in deepening the partnership with UWC. Some academics even expressed the view that they would be jeopardising their careers in becoming co-supervisors. European portfolio doctorates and joint degrees have some potential as ways of alleviating this problem because they give official recognition to Belgian scholars for their work. One UWC staff member has graduated at UG on the basis of a portfolio of publications introduced by a substantial essay. Joint degrees are another matter. They are being explored by some projects, subject to the problems with South African regulations being resolved. For example, in future collaboration between UWC's Institute for Water Studies and KUL's Laboratory of

Aquatic Ecology, Evolution and Conservation it is proposed that all PhDs be registered as joint students of both institutions. However, the South African higher education system has yet to adopt the flexible delivery models common in the North and the problems of establishing course equivalence remain formidable.

Nevertheless, reflective of the intrinsic benefit which Flemish universities believed they could derive from such North-South partnerships, some (UG and KUL in particular) began to allocate their own funding in support of UWC-based projects. At a more general level, formal agreements outside the IUC frame are being developed. An interesting example of expanding possibilities is UG's entering into a bi-lateral agreement with UWC and in 2013 extending this to a tri-lateral agreement to include the University of Missouri (one of UWC's long-standing partners and a more recent partner of UG). This has meant that the establishment of North-South partnerships has entered the mainstream of university strategic planning and budgeting in ways which did not exist at the commencement of the DBBS programme.

The forging of a North-South partnership was complicated by the fact that there was an imbalance in the weighting of partners in Flanders and South Africa. Whilst UWC was the sole representative from the South, the North was represented by KUL, UA, UG and VUB. In the context of the IUC programme these universities were expected to suppress their own institutional ambitions and work together as a Flemish team towards the common goal of supporting UWC. Back in Flanders, however, they continued to operate in the inherently competitive environment which characterises the tertiary sector the world over. It is to the credit of the colleagues from these universities that this latent competition never surfaced as a problem and there was full commitment to a common project and cause. However, as they look to access funding from alternative sources in the post-VLIR-IUC era, such as from the Erasmus Mundus programme where awards are based on stiff competition, it is questionable whether it will be possible to sustain broad-based national collaboration in the long run. Having said that, it is evident that through the DBBS programme Flemish partners have themselves experienced the benefits of collaboration, both within (across faculties) and between national universities. This relates

both to the advancement of inter-disciplinary methods of research and to building a critical mass of researchers in a given field of investigation and how this could translate into new forms of more direct collaboration.

The achievements of UWC over the course of the past decade pose further questions for Flemish partners. Whether, in pursuing a partnership with UWC based on mutual interest beyond the DBBS-programme, they are moving away from the original goals of VLIR-UOS which envisage solidarity with and support for universities in developing states and whether, in so doing, they are further widening the North-South divide? However, a more complex understanding of development opens up other possibilities which break the North-South binarity. Hybrid models can be considered which leverage the growing capacity of UWC to establish new forms of inter-university capacity development in the South which could be mutually beneficial to all. Innovative thinking about such forms of partnership to extend the possibilities of existing N-S-S programmes has surfaced in South Africa as well as in other countries which have been recipients of VLIR-UOS assistance. The exact configuration of these partnerships has not been articulated beyond the idea of "regional hubs" and whilst they inevitably face challenges (not least in accessing funding) they do present a new way of thinking about development cooperation. The idea of triangular partnerships also opens up prospects for renewed, albeit channelled, support to middle-income countries recently removed from the registers of major funding agencies.

Successes far outweigh challenges in the case of DBBS. UWC sees the VLIR-UOS programme as having played a significant role in the ongoing struggle to overcome the legacy of its apartheid design. The funding was important, but the confidence and self-belief which was gained through engagement with Flemish partners and the ways in which they helped integrate UWC into the global networks of universities have a deeper value. These less tangible outcomes of the DBBS programme are likely to be lasting legacies of which VLIR-UOS and the Flemish partners can justifiably be proud.

The chapters which follow provide a detailed overview of the research undertaken by the different projects within the DBBS programme and reflect

on their contribution to an understanding of the dynamics of building a better society in South Africa.

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② Citizenship, Governance and Democracy

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The DBBS programme was launched a little less than a decade after the advent of democracy in South Africa and at a time when the euphoria over what had been portrayed as the near miraculous transition to a non-racial society had begun to fade and the harsh realities of transforming a highly divided and unequal social order were becoming ever more apparent. Following the end of apartheid rule in 1994 there had been high expectations that a democratic state would focus on redressing the injustices of the past and that this would lead to significant welfare gains for the vast majority of the population. However, in the intervening years, despite an extensive restructuring of the state, the appointment of a cadre of public officials broadly representative of the national population, and some gains in the delivery of basic services, the predicament of the poorer segments of society had not improved significantly and the gap between poor and rich generally remained constant and, in some contexts, had widened. Thus, although South Africa had in place the institutional infrastructure necessary for a democratic state it was becoming increasingly apparent that the new democracy was failing to provide an adequate voice to the poor and the government was generally unable to meet their need for employment, housing, education, health and a range of other basic services. This state of affairs raised questions about the relationship between democratic institutions and democratic politics, since it was evident that democratic institutions did not necessarily produce democratic politics or lead to the establishment of a more equitable society.

It was against this background that the DBBS project on *Policy Management, Governance and Poverty Alleviation* was launched in the Faculty of Economic and Management Sciences (EMS) in partnership with the University of Antwerp (UA). (In Phase II the title changed to *Citizenship,*

Governance and Democracy.) Since the state had played such a dominant role in enforcing apartheid rule, there was considerable interest on the part of legislators, policy makers and academics on the most effective ways in which the public sector could be reformed and transformed to meet the needs of all the country's citizens. This state-centric approach informed much of the thinking in the first phase of the project. It was also hoped that this project would provide an organising framework for other projects in the DBBS programme. Generating a broad understanding of the institutional factors inhibiting socio-economic advancement could enable them to focus on the challenges facing specific sectors of the social order such as education, and sport. However, as was the case in attempting to advance inter-disciplinary research within the EMS Faculty (to be discussed below), efforts to promote an inter-disciplinary approach to these issues between faculties proved to be challenging and relatively little headway was made.

Based on concerns that the state bureaucracy might itself be serving to undermine the development of democratic politics, and that this might in turn be inhibiting the redistribution of resources to the poor, the research included an examination of the appropriateness of the policies of the government at that time and the extent to which they were being effectively implemented. Since 1994 the government had shifted its policy focus from the social democratic orientation of its Reconstruction and Development Programme (RDP) towards a more neo-liberal stance enunciated in the 1996 Growth, Employment and Redistribution (GEAR) macro-economic framework. Concerns had been raised in a number of quarters (amongst academics, trade unionists and other political commentators) that this reorientation had been at the expense of the poor (Marais, 1998; Bond, 2000). Within the project, concerns were raised about the suitability of the state model being pursued and the fact that the rational Weberian bureaucracy was being jettisoned in favour of the free-market oriented system of New Public Management (Esau, 2006). Research also raised questions about the mismatch between ideals of national policy and the administrative capacities of lower echelons of government to deliver (Tapscott, 2004). Here, it was evident that those formulating national policy lacked an appreciation of the limitations of the skills base in the public sector in South Africa in general. It was further apparent that significant challenges were being confronted

in implementing what had been defined in the Constitution as a system of "cooperative government" between the three spheres of state: national, provincial and local. Weak inter-governmental coordination between these spheres led to role confusion, particularly in areas of concurrent responsibility, and this impacted negatively on the delivery of basic services (Thompson and Nleya, 2008).

As the project progressed, the focus of research increasingly shifted to local government which was perceived to be both the frontline of service delivery and the weakest component of the state (Tapscott, 2007, 2008). Of particular concern was the mismatch between citizen expectations and the capacity (or willingness) of the local state to deliver. In that regard, research on social capital and public trust in state institutions revealed that the poor had little faith that their requests for improved services were being heeded by the state (Esau, 2004, 2008; Tapscott, 2004; Bayat, 2007). These findings were underscored by an upsurge in service delivery protests as disaffected citizens took to the streets to demonstrate their anger at unfulfilled promises. A major rethink of the state-centric orientation of the project seemed called for, and this was brought to a head by the DBBS mid-term review. Here concerns were expressed that the focus of the research was too diffuse and that it was failing to build a coherent body of research (and by implication a cadre of post-graduate students) in a specific field of investigation. It was consequently resolved that the focus of the research should be sharpened in the second phase of the project to be more citizen-centred and that the research would be grounded in the community experiences of the urban poor. This reorientation was based on the conviction that whilst the process of democratic transition had led to political rights it had not created an inclusive citizenship for the majority of previously disenfranchised and economically marginalised communities (Williams, 2009). The research conducted by project members in Phase I (2003-2008) had revealed the disconnect between the institutional arrangements of the state, on the one hand, and the ability of the poor and marginalised voices to be heard, on the other hand (Thompson, 2008). The government had enacted a range of statutes and policies to promote citizen engagement in decision-making affecting their day-to-day lives, but participation through these state structures was marginal (Piper, 2011). From this it was also evident that an

enabling legislative and policy framework in and of itself was insufficient to ensure inclusive participation. The challenge, for many, was how to find voice in meaningful and effective ways, so as to be able to access resources and opportunities to enhance their livelihoods and thereby enable them to escape chronic poverty.

At the level of policy analysis, there was a need to move beyond formalistic understandings of citizenship to examine the ways in which rights are interpreted and used. Of particular concern in this respect, was the need to move beyond the notion of representative democracy (which typically invokes the widest national and international scrutiny and which is assessed according to the freeness and fairness of elections), to forms of participatory democracy, which have substantive meaning for the majority of citizens. How citizens' rights are understood, by both public officials and ordinary people themselves, profoundly affects understandings of their legitimate entitlements to social services, as well as their obligations as citizens. Linked to this, the perception, held by many of the poorest and most disadvantaged, that democracy has failed to yield significant welfare gains, has given rise to a socio-political climate where democratic values and principles are under threat from populist demagoguery.

The African Centre for Citizenship and Democracy

The establishment of the African Centre for Citizenship and Democracy (ACCEDE) became the principal means for the development of a focal point for research on citizenship, participation, development and democracy. Located within the EMS Faculty's School of Government, the Centre was intended to provide a dedicated research space for a constructive but critical examination of the factors and policy environments which support or inhibit the advancement of a more inclusive citizenship in democratic development processes in South Africa and the African continent. Distinctively, ACCEDE focuses on questions of governance and development from a citizen-centred viewpoint, prioritising the role of grassroots organisations and movements in their quest for more inclusive, democratic policies. The Centre's main aims are fourfold: i) to generate research that is grounded in the community experiences of the urban poor; ii) to generate comparative thematic research on state-society modes of interaction in the global South; iii) to generate

policy dialogue between government and non-governmental organisations (NGOs) and community-based organisations (CBOs) on citizen-orientated democratic development; and iv) to develop a new generation of researchers with expertise on citizenship-driven democratic development through a doctoral and post-doctoral programme.

Community-based research

ACCEDE's broad research programme focuses on service delivery as a mechanism for exploring the interface between government policy and strategy for uplifting the poor and the normalisation of current systems of resource distribution at the local level. Over the course of the past decade a considerable volume of research has emerged on what has become known as service delivery protests. However, much of this research is poorly grounded methodologically and it lacks sufficient depth and breadth to enable valid generalisations about the motivation for and causality of the forms of social mobilization that lead to public protest. Similarly, much of the research also lacks an analysis of the context in which citizens attempt to claim rights through individual and collective participation in both formal and informal spaces of governance. In addressing this lacuna ACCEDE has developed a multi-faceted qualitative and quantitative research methodology through which to analyse the ways in which individuals and communities in poor urban areas have been able to access rights through a variety of participatory strategies and mechanisms. The research distinguishes between participatory spaces set up by government, described as formal, invited spaces of engagement (these include participation in ward committees and sub-councils), and self-created forms of mobilisation and participation which included grassroots forms of self-organisation. The research has also examined community access to a range of services (including housing, local economic development, and health services, as well as intra-community dynamics such as the role of leaders (especially women), the dynamics of 'insiders and outsiders' (including aspects of xenophobia) and the ways in which these affect community cohesion and the capacity to mobilise effectively towards attainment of a common objective.

This detailed longitudinal research builds on earlier research on protest action (Nleya, 2011; Nleya et al., 2011) and the emergence of new

types of social movements in South Africa (Tapscott, 2010, 2011; Thompson, 2008; Thompson and Nleya, 2008; Thompson and Tapscott, 2010) and brings a more nuanced understanding of why and how communities mobilise. It has also pointed to the challenges which face policy makers who enter into dialogue with the representatives of community based organisations in invited participatory spaces, among other things because these leaders often serve their own interests or those of narrow interest groups whilst ostensibly speaking in the name of a specific geographic community. To that extent, ACCEDE's research explores what may be described as the 'hidden' layer of policy making and implementation, namely the extent to which municipal officials understand local contexts and the manner in which they interpret and implement broadly defined policies relating to such areas as infrastructural development, social housing, water and sanitation provision, and upgrading.

Comparative research

Since its inception ACCEDE has placed considerable importance on the need for comparative research. To that end, it has established a number networks with academic institutions nationally and internationally to generate comparative thematic research on state-society modes of interaction in the global South. Commencing with its participation in the DFID-funded Development Research Centre on Citizenship, Participation and Accountability coordinated by the Institute for Development Studies at the University of Sussex, ACCEDE has undertaken collaborative research with partners from Brazil, the United Kingdom, Nigeria, Kenya, Angola, India and Bangladesh, leading, among other research outputs, to the publication of an edited book entitled *Citizenship and Social Movements, Perspectives from the Global South* (Thompson and Tapscott, 2010). Flowing out of the Citizenship, Participation and Accountability programme a new governance and citizenship network has been established between partners in India, Brazil and South Africa leading to a number of comparative research outputs (Mohanty, 2010; Tapscott, 2011; Thompson and Conradie, 2011).

The broader international context throws the African situation into relief, emphasising the need to develop a coherent research programme on

the meaning of democracy, citizenship and rights in southern Africa and on the continent as whole. The inter-dependence of states on the continent is such that dysfunction in one has inevitable consequences for its neighbours. This is a reality all too painfully experienced by many states which have had to cope with an influx of refugees, the flight of capital from regions perceived to be politically unstable and the general reinforcement of what elsewhere has been termed "Afro-pessimism". Engagement with democratic processes in other African states is felt to be essential if social science research in South Africa is to move beyond the national exceptionalism which characterised scholarship during the anti-Apartheid era. The building of theory requires a broad comparative base so researchers in the Centre are building linkages with colleagues in other parts of the continent to identify which common factors impede the development of forms of democracy that have meaning for the majority of a country's citizens. There have been engagements with scholars from Nigeria, Kenya, Zambia, Malawi and Botswana and it is intended that these relationships will be further strengthened in future comparative research programmes.

The promotion of policy dialogue

In the context of mounting citizen disillusionment with the performance of the state and growing protest action, the need to promote dialogue between the state and civil society has been paramount in the work of ACCEDE. In that respect the Centre has sought to promote exchanges between CBOs, NGOs and representatives of different echelons of government by means of evidence-based discussion. Regular survey data is collected from poor urban areas to independently assess community perceptions of the effectiveness of government policies, especially those to do with basic service delivery and housing. The Community Score-Cards thus compiled have been presented at a series of workshops involving NGOS, CBOs and government officials in an effort to promote dialogue amongst the different stakeholders. The results of these engagements have been mixed. While some have been adversarial, in that frustrated community representatives have taken the opportunity to vent their frustration at the slow rate of service delivery, others have been constructive and have presented state officials with insights into why people mobilise and take to the streets.

ACCEDE has also joined other networks, such as LOGOLINK and the SA Good Governance Learning Network (GGLN), which are involved both in the generation of information on participation and in lobbying the state to ensure more effective citizen engagement. In addition, the Centre has conducted commissioned research on behalf of various state agencies including a report prepared for the Western Cape Provincial Department of Human Settlements on the challenges which face local authorities in their efforts to promote participatory housing projects, and several reports on participatory processes in Water Demand Management which were prepared for the Water Research Commission. The engagement of members of the research team, particularly the director of the Centre, in the media has also meant that concerns about citizens' rights and poor service delivery have reached a wider public audience alerting it to the many challenges faced by the urban poor.

The development of a PhD programme

As part of the University-wide drive to increase the output of PhD graduates across the campus, ACCEDE set out to establish a comprehensive PhD programme. In Phase I the progress of post-graduate students had been considerably slower than anticipated and only one IUC-funded student succeeded in graduating in the period. This was mainly because all students undertook their studies on a part-time basis and many were unable to devote sufficient time to their PhD research. It was also evident that the scholarships made available were insufficiently high to attract and retain South African students and they either failed to apply or dropped out as new work opportunities presented themselves.

ACCEDE sought to build the PhD programme in several ways. It began by widening the pool of applicants to include non-South Africans and by introducing a more structured approach. It also sought to augment the funding made available to students (either by involving them in a limited amount of teaching or by engaging them in paid project research) but, at same time, insisted that they work as full-time students. In this way it was able to produce five PhD graduates within the space of four years with a further two nearing completion. Apart from the additional funds which PhD students receive from teaching and research, the experience

which they gain in the process assists in preparing them for a professional career. All of those who have graduated thus far have established careers in academia, in applied research institutions or in the public sector. As part of an additional initiative to develop a feed into the PhD programme, a new Master of Philosophy (MPhil) degree in Citizenship and Governance was developed and is now a fully accredited post-graduate programme which will come on line in 2015.

Institutional Development

Over and above a desire to support a process which would lead to greater state effectiveness in the delivery of public services, the project had a number of goals intrinsic to the institutional development of the EMS Faculty. In a context where research output had historically been low across most departments in the Faculty, the project aimed explicitly to improve the quantity and quality of published research produced by academic staff. It also aimed to increase the proportion of academic staff with PhDs and, relatedly, to improve post-graduate throughput more generally. As a consequence of the fact that the EMS Faculty encompasses a broad range of disciplines including those conventionally associated with a commerce faculty (business management, accounting, and economics) as well as others in the broader field of humanities (including politics, development studies and public administration), the project was intentionally inter-disciplinary in approach. It was intended that the skills and insights of the different disciplines within the Faculty could be brought to bear on the broad problematic of how to enhance state performance. Thus, in the first phase of the project academics from the departments of Accounting, Economics, Politics, Management, and the School of Government were engaged in research on different aspects of public sector development in South Africa. It had also been hoped that by involving researchers from these different departments it would be possible to bring a more inter-disciplinary focus to bear on the complexity of the post-apartheid state. In a faculty of diverse disciplines it was the intention to forge an integrated project capable of focusing on different facets of state development and, in the process, to strengthen the culture of research in the faculty.

The results of this initiative in the first phase, as indicated, were mixed. Although significant research was undertaken in some quarters, overall research output was lower than aimed at. Many of the researchers involved lacked an established research profile in their own discipline, and most struggled to bring an inter-disciplinary approach into their work and, in particular, to focus on topics which had relevance for state reform and transformation. In the second phase of the programme, as discussed, the focus of research narrowed and a number of the researchers originally involved no longer found a place in the project. Whilst the reorientation of the project was entirely justified on academic grounds, it remains a moot point whether it might have been possible to have established a more inter-disciplinary approach had this been followed over the duration of the project. This was especially so in that the mid-term review was conducted in 2006, just four years after the commencement of the DBBS programme and at a time when a number of academics were just beginning to think more clearly about the ways in which their research might contribute towards a better understanding of the dynamics of building a better society. Whilst the project, in and of itself, did not lead to the intended growth in research output across departments, it did contribute to a broader, centrally driven process aimed at enhancing research across the University which saw the research output of the EMS Faculty increase threefold in the years from 2002 to 2012, albeit from a low base (EMS, 2013).

The creation of the African Centre for Citizenship and Democracy in the second phase of the project, as indicated, played a significant role in establishing the EMS Faculty's profile in the field of citizenship and democracy studies. As a consequence of funding constraints, ACCEDE was initially conceived as a "virtual centre" which would draw together researchers from both within and without the University. The majority of ACCEDE's researchers and research associates were thus permanent academic staff in the Faculty of Economic and Management Sciences – these included academics from the Department of Political Studies, the Institute for Social Development and the School of Government. However, as its activities expanded over time, it became evident that the Centre needed to progress beyond the role of co-ordinator and clearing house for research on citizenship and democracy and to develop its own physical identity. This

was achieved through the creation of a limited number of dedicated research positions, and the establishment of an ACCEDE office. Although the Centre needs to continue sourcing additional research grants, these permanent positions, together with input from a network of research fellows, have ensured that the sustainability of the Centre is contingent neither on further VLIR-UOS funding nor on any other specific grant making agency.

The establishment of ACCEDE has also demonstrated how, by bringing together scholars from other units in the University around a common research theme, it is possible to develop a critical mass of scholarship without having to create numerous new research posts. For a University facing financial constraints this has been an important exemplar. The development of a focal area has also assisted in generating funding and in building networks, since the latter is premised on group to group interaction. ACCEDE has now developed a recognised profile in the field and is positioned to become a centre of excellence. To that extent, the establishment the Centre has demonstrated how a credible research entity can be established provided there is a commitment to the idea from all levels of university management and alignment with the organisation's strategic goals. The identification of Citizenship and Democracy as a focal area of research within the EMS Faculty Operational Plan and the subsequent provision of additional financial support by the Office of the Deputy Vice-Chancellor has been a key factor in this process and in the sustainability of the Centre.

In addition to the factors outlined above, ACCEDE benefited significantly from VLIR-IUC financial support which was especially useful in building networks both in Flanders and elsewhere in the global South; in that respect research collaboration is always dependent on the hosting of meetings and workshops both as means to determine areas of common interest and establish common methodologies as well as to discuss research findings. However, notwithstanding the considerable importance of this assistance, the conditions of the funding provide by VLIR-IUC were such that it was not possible to build and sustain the activities of the Centre without alternative financial support. The support provided by the University has already been discussed above, but it is important to note the importance of the funding received from the British Social Sciences Research

Council (which was provided by the British Department for International Development and which was also of ten years duration) and the Ford Foundation (which is on-going) amongst others. By combining the funding of different agencies it was possible to extend their impact as a whole. Thus VLIR-IUC funding was useful in building some of the networks established through the SSRC grant, whilst the Ford grant has been of importance in sustaining partnerships built up in the DBBS programme. Funding of the Centre was also supplemented by commissioned work undertaken by ACCEDE on behalf of various state agencies.

The North-South Partnership

As with all of the initial DBBS projects, the selection of a Flemish project counterpart was undertaken through a match-making process which led to a ten year partnership with the Institute of Development Policy and Management (IOB) from the University of Antwerp. From the outset the dynamics of an unequal partnership where one partner was the recipient of donor aid and the other, at least from the perspective of VLIR-IUC, was assisting in a programme of development cooperation, had to be negotiated. However our partner, Professor Stefaan Marysse, was highly sensitive to the potential asymmetry of influence and at no stage attempted to dictate agendas or shape the direction or form of the project. Although the partnership with our Belgian colleagues began slowly as there had been no prior history of cooperation between the two institutions, this gained momentum as the project progressed. The support of the Flemish project leader (a respected international scholar on African affairs), in particular, proved to be of considerable value in raising the expected standard of research output by both researchers and post-graduate students. In addition to the co-supervision of doctoral students, he also played an instrumental role in the establishment of a formal PhD seminar which has become an integral component of the academic programme of the School of Government.

Notwithstanding, the interest which our Flemish counterparts displayed in the project throughout, the demand-driven nature of the VLIR-IUC funding, which was oriented to supporting the needs of the EMS Faculty, did not promote the development of a more extensive partnership. The funding made little provision for the involvement of Flemish PhD

students and post-doctoral fellows in the on-going project research and made too little provision for co-supervision of postgraduate theses unless South African students were enrolled in Flemish universities; this, however, would have consumed most of the budget and left little for local research initiatives. Where Flemish students and researchers were involved in the project, funding was sourced from elsewhere.

As the project developed, ACCEDE sought to broaden its Flemish network and in so doing entered into a series of engagements with the Department for Development and Conflict Studies at UG, including hosting workshops and exchange visits by academic staff and students. Both it and our DBBS partner, the Institute for Development Policy and Management, have indicated a strong interest in continued collaboration with ACCEDE post VLIR-IUC and various collaborative initiatives are under consideration.

Towards Understanding the Dynamics of Building a Better Society

Whilst it is difficult to attribute social change specifically to development cooperation and academic endeavour, at least in the short run, it is possible to state that the establishment of the African Centre for Citizenship and Development has contributed to development of a cadre of young researchers who have worked on IUC-sponsored research projects at various stages in the life cycle of the DBBS programme. It has also succeeded in producing a number of PhD graduates who are making their way as professionals in the field. At the level of indirect change it is more difficult to attribute causality. Nevertheless, it is felt that the dissemination of research findings and the stimulation of debate on issues of local democracy amongst poor communities have helped to provide these communities with more knowledge to assert their rights. It has also served to increase awareness amongst local government officials of the need to understand local context and to design participatory processes which include rather than exclude the poor majority.

The project has also revealed the need for future research to focus on both the "demand side" of local democracy, that is the way in which poor communities seek to actualise their basic socio-economic rights, as

well as the "supply side", that is on how the local state goes about fulfilling its obligation to ensure effective citizen participation prescribed in both legislation and policy (Tapscott and Thompson, 2013). Further work on this nexus, provided it is effectively communicated to both poor communities and local officials, has the potential to narrow the current gap between disaffected citizens and the state. In the final analysis, the work of the African Centre for Citizenship and Democracy is likely to be enduring, as the path to democracy, particularly in highly diverse and unequal societies, is an unending one and the need to understand and make public the interests and motives of different interest groups and the dynamics at play between them will remain of crucial importance to the development of a free and more egalitarian South Africa.

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③ Unlocking the Potential of Sport for Youth Wellness and Development

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The Context of International Thinking about Sport and Development

The DBBS programme began at an auspicious time in thinking about sport, social development and transformation. The elite, high performance sport model, established in the media as mainly a spectator practice, has increasingly come under pressure because of a growing awareness that participation in sport should be part of everyone's life experience, particularly of currently underserved groups, including children, youth women, the elderly, disabled persons, migrants and refugees, and people in low socio-economic environments. The two views are not necessarily mutually exclusive: they need to be brought together in a flexible view of sport as covering a wide variety of human physical activity practices with a playful or competitive character. UNICEF's definition of sport captures this notion well: sport is seen as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, including play, recreation, casual, organised or competitive sport, and indigenous sports or games (UNICEF, 2005:1) This broader, inclusive view of sport and the range of players which it introduces provide important points of engagement for exploring the relationship between sport and development.

Da Costa and Miragaya (2002) and more recently de Coning and Keim (2012) and Keim, Maralack and de Coning (2013) have shown how widely a flexible and inclusive concept of sport informs policy and practice in many countries. In a development context, sport has been linked specifically to the Millennium Development Goals (United Nations (UN), 2003). Accordingly,

playful physical activity for children is now recognised as a fundamental right by many international organisations and programmes such as the UN, UNICEF, the Council of Europe, and the European Parliament (Van Eekeren, 2006; Lemke, 2011). Two further indications of sport and development as a field of burgeoning importance warrant mention. An increasing number of corporations with a sport connection and more than 60% of international sports federations now have corporate social responsibility programmes (Gofrey, 2009; Van Daele, 2013). Even more striking is the growth in the number of NGOs with a focus on sport: from a few dozen to more than a thousand worldwide between 2000 and 2012 (Beyond Sport Foundation, 2011). As these debates and practices become more widespread, the dynamic relationship between sport and issues of development and cooperation is clearly an important area of research with extensive practical implications for the wellbeing of a large part of the world's population.

Increasingly, sport is seen as a global culture or common language, marked by flexible practices throughout all nations, societies and ideologies. However, it is also a locally connected and grounded social phenomenon. It exists because of the initiative and support of local people in participating and organising roles. The success of sport as a lever for development depends on local resources in the public, private and civil sectors. It also depends on practical and financial support from the major international sporting bodies, government, NGOs, businesses, communities and individuals in the countries concerned. Recognising the global and local ("glocal") character of sport and its high level of global and local organisation has revealed its potential as a site of synergy for the efforts of the public, private and civil sectors (Scheerder and Vos, 2010), and as a particularly accessible cultural expression for people of all ages: a cultural expression which is able to change perspectives and foster cooperation conducive to development (Coalter, 2007; 2013; Lemke, 2011).

Research on the 2010 Football World Cup in South Africa covers both the global and the local character of sport (Keim, 2011). On the one hand, this global sport event has been studied in its international and transnational context (Cornelissen, 2010; Burnett, 2012; Meulders et al., 2012). On the other, the local impact of the World Cup 2010 on local host cities, local communities, local socio-economic issues and people has received focused

attention (e.g. Pillay, Tomlinson and Bass, 2009; Keim 2011). This research has introduced new perspectives on the relationship between sport culture and issues of development. Bruyninckx (2012) and Segaert et al. (2012), for example, have explored the ways in which innovative approaches to sport culture emerge from new interactions between the public, private and civil sectors, and the latest research done by the project on the case for sport in South Africa shows the wide-ranging socio-economic impact of sport and recreation on the country and its people (de Coning and Keim, 2012; Keim et al., 2013).

Together, the global and local impact of sport, its various forms of informal and formal social organisation and its links with the public, private and civil sectors create huge potential for sport as an agent for youth wellness and development and for north-south cooperation. Developments in this field demand research and monitoring to direct policy and heighten impact. It is in this context that the DBBS project "Unlocking the potential of sport for youth wellness and development" was shaped.

Overview of the History and Achievements of the Project

UG and KUL have been partners with UWC in this project since 2003. Phase 1 (from 2003 to 2008) focused on risk, resilience and health promotion in schools under the banner of "Youth Wellness in Community Development". In the course of Phase 1, it became clear that a tighter research focus was necessary. This led to the co-hosting of a successful international conference, *Unlocking the Potential of Sport for Youth Development*. The conference identified the pressing need in southern Africa for evidence-based sports interventions, programming, management, and evaluation of programmes geared towards development goals. It also crystallised the need to have a Sports Sciences for Development project at UWC that could research the potential of sport as a (millennium) developmental tool and an instrument for leveraging community, cultural and social capital. Establishing a sustainable institutional project in this area involved *reducing* the field of focus, *widening* of strategies and instruments, and developing a *specific, engaging and motivating goal*. That goal is captured in the title of the

second phase, "Sport Sciences for Development", reflecting an alignment with the universities' key performance areas of research, education and community service.

There were five main reasons for sharpening the focus. While all the sub-projects had considerable virtue, the wide-ranging topics, interests, strategies and social contexts hindered the creation of an expertise niche. Second, there was a need to avoid overlap with the DBBS project which focused on HIV prevention in schools. Thirdly, the match between the academic expertise in Sport Sciences of partners in the South and North provided opportunities for lasting cooperation in specific areas. Fourthly, the University's aspiration to improve student sporting participation and achievement through piloting development of five codes gave the project an internal significance. The final reason was the cross-cutting interest of sport and the burgeoning interest in sport and development.

Improving *wellness* or *wellbeing* lies at the heart of building a better society. This has a particular relevance in a country like South Africa recovering from a divided apartheid past where sport was a site of bitter contestation. As Biddle (2006) has pointed out, wellness can be defined and measured in terms of both social (social support, social climate, group cohesion, group efficacy, moral behaviour) and psychological indicators (reductions in anxiety, depression, risk behaviour and learned helplessness, increased hardiness and resilience, and improved perceptions of control, competence and self-esteem). Personal wellbeing is influenced to a great extent by its social context (society/community/family/school/sport) (Biddle, 2006).

The sport and wellness focus was also a response to international and local developments. As was mentioned earlier, the UN recognised the power of sport in promoting achievement of the Millennium Development Goals (UN, 2003). At the same time, the new focus was a response to needs expressed by NGOs already engaged in sports programmes with University support. These included the Western Cape Network for Community Peace and Development with its 35 NGOs and its Kicking for Peace initiative, as well as organisations like SCORE and Dreamfields. Further impetus was provided by the planning for the FIFA World Cup in South Africa in 2010. The project's response to both the international and the local, down to

community level, has had important consequences. It has given new edge to the definition of research projects, enabled participants to enter the international debate from a sophisticated base of observation, influenced international policy development, fostered relationships with international bodies, and secured support to sustain the research. The most obvious results are the establishment in 2009 of the Interdisciplinary Centre of Excellence for Sport Sciences and Development (ICESSD), the planning and negotiation for two new qualifications (a postgraduate Diploma in Sport for Development and Peace and an international master's degree in Sport and Development), four international conferences, and two special editions of national and international journals.

An international conference, "Unlocking the potential of sport for youth wellness and development", was presented in 2006, both to launch the concept and to communicate UWC's ambitions within South Africa and internationally. It followed a proposal made by DBBS partners attending the UNICEF Workshop on Monitoring and Evaluation in New York in 2005 (UNICEF, 2005). The conference had four sources of support: DBBS directly, VLIR-UOS through its international conference budget, the Netherlands Ministry of Cooperation (NCDO) and the International Council of Sport Science and Physical Education (ICSSPE).

A second international conference on "The Impact of Mega Sports Events" was organised two years later to address issues related to the 2010 FIFA World Cup and the Developmental Goals. A major theme was assessing the potential impact of that event on South Africa. Once again, the NCDO and the ICSSPE were partners with DBBS in presenting the conference and publishing the results. There were two other major outcomes. A letter containing a set of developmental recommendations emanating from the conference proceedings was presented to the FIFA executive committee. FIFA reacted defensively. However, the IOC selected the recommendations, from 1 000 submissions, as one of the 20 papers to be presented at the IOC congress in Copenhagen in 2010. A UWC member of the project team was specifically invited to the IOC congress as a speaker to voice the concerns raised.

There have been two more successful international conferences, organised by the ICESSD. The 1st International Conference on "Sport and

Development – Beyond 2010" was held shortly after the FIFA World Cup. Supported by the United Nations Office for Sport, Development and Peace (UNOSDP) and with the patronage of ICSSPE, It drew 300 participants from 19 countries. The 2nd International Conference on Sport and Development focused on "Networking and Strategic Planning for Sport, Development and Peace". Supported by UNOSDP and with the patronage of ICSSPE, this conference held in December 2012 attracted 200 participants from 33 countries. The Centre has also had invitations to present at the IOC/UNESCO 7th World Conference on Sport, Education and Culture in Durban in 2010, the UN's Sport for Development and Peace conference in Geneva in 2011, and the International Convention on Science, Education and Medicine in Sport (ICSEMIS) Convention in Glasgow in 2012. The Centre was also represented in the delegation to Munich of the Minister of Cultural Affairs and Sport, Western Cape, in 2011 and has since then been represented at 18 major local and international sport and development events, including those organised by the IOC, the International Olympic Academy (IOA), the UN, and Sports for All.

Reflection at Midpoint: the Potential of Sport for Development as Understood in 2008

I accept that a significant role has been carved out for sport to play in promoting peace and enhancing human dignity. This does not, however, entail that we must subscribe to the more naive or evangelical arguments regarding sport's innate goodness. Rather we must bear in mind the historical relationship of sport to forms of colonialism and neo-colonialism ... Sport can have significant benefits within especially difficult contexts, but only where the "development" projects are rooted in meaningful dialogue with recipient groups, and when such programmes are accompanied by more direct policies to alleviate disease, hunger, war, and forced migration. The governing bodies of the most popular sports can make significant headway by recognising the rising "culture of rights" and by seeking to ensure that their own procedures accord closely with human rights standards.

(Giulianotti 2006, p. 75)

In a paper written in 2008, midway through the VLIR-UOS-sponsored cooperation, Vanden Auweele, Van Reusel, Mpofu and Travill (2008) presented a rationale for a Sport and Development study programme. It was based on available knowledge, especially on the requirement of ethical rootedness outlined by the sociologist, Giulianotti (2006) and the philosopher Morgan (2006) and the experience of five years of work in this field. This critical rationale discussed the development potential of sport for the South and the North, and the importance of a developmental perspective to provoke reflection on the implications of certain practices in major sporting bodies. Insights from this paper informed the plans for the second phase of cooperation and for the establishment of the ICESSD.

Sport and development: The potential for the South

The argument for the use of sport as a tool for development in the South was beginning to attract considerable international attention by 2008. Healthy and well-adjusted citizens are perceived as likely to be more productive, better equipped to work with others, and ready to build a peaceful society.

Both sport for recreation and competitive sport constitute a value in themselves. They are commonly appreciated as promoting the development of fine motor and social skills, and as building a sense of competence, health, fitness and self-esteem – in short, as being conducive to *personal wellbeing*. But the value of sport goes far beyond the personal. It is also seen as leading to *communal wellbeing*. It is credited with the direct and indirect potential to improve public health, alleviate poverty, develop community and to promote social integration and peace (Coalter, 2013). At a more therapeutic level, it has the potential to help victims deal with trauma and to provide a safe, structured context to restore a sense of normalcy in the lives of children affected by conflict, disaster and displacement.

Sport provides a social meeting place. Players, parents and families, managers, coaches, trainers, officials, spectators and fans are brought together by sporting activities. This makes sport an accessible arena for awareness raising, education and developing healthy habits. In countries where HIV/AIDS prevalence rates are high and mainly affect poor young people, sport provides a valuable vehicle for including stigmatised youth and presenting HIV/AIDS information and education activities. Sport

programmes are seen worldwide as a flexible, accessible and cheap field-tools for achieving the desired outcomes in these areas.

Respondents in research conducted in the South indicate that organising championships (e.g. the 2010 FIFA World Cup) can have a tremendous impact on the mood and image of the country, boosting the morale of the population at large. The whole country celebrates at the time of championships, and there is worldwide interest in a country which is accustomed to being overlooked or even seen in a negative light (NCDO, 2008; Vanden Auweele, Malcolm and Meulders, 2006; Preuss, 2007). However, these views were modified and put into perspective by impact studies done before, during, and after the 2010 FIFA World Cup (Hiller, 2000; Horne and Manzenreiter, 2004, Keim, 2011). See also Jennings (1996), Forster and Pope (2004), Kesenne (2005), Giulianotti (2006), Lenskyj (2006), and Maguire (2006) for excellent analyses of the ways in which global sporting organisations and the so-called sports-industrial complex can be seen as enriching themselves at the expense of the organising countries. They also refer to the temporary character of the "feel good effect" and the inevitable disillusionment when it becomes clear that the infrastructure created for the sporting event (e.g. iconic stadia; public transport) cannot be sustained, and that money for essential services and social upliftment has been diverted towards the development of infrastructure for the hosting of the event (Segaert et al., 2012). This was the case when South Africa hosted the FIFA World Cup too.

Sport and development: The potential for the North

The Sport and Development project has increasingly made participants aware of significant local implications for the North. The initiatives in the South have social implications for western European countries which are becoming increasingly multicultural through the influx of Africans and East Europeans and refugees from conflict areas all over the world. Uncertainty and defensiveness tend to make these immigrants withdraw into certain sectors of cities (Netherlands Ministry of Health, Welfare and Sport, 1998; Theeboom, 2008). The resultant challenges are similar to those faced in the South. Sport can make for easier social integration. It is second only to

school as a social institution which offers an accessible and cost-effective tool to draw immigrants into community.

Sport and development: A stimulus to critical self-analysis for international sport

The notion of Sport for Development challenges international sport organisations to reflect on their practice and ask: Which values are both explicitly and implicitly propagated by current (competitive) sport practices? What kind of human behaviour and type of sport is promoted? Which views are entertained and which are not?

Sport does not "automatically" elicit or produce socially desirable behaviour. There are major forces working against that. Participants in competitive sport are confronted with massive financial offers from sponsors and the media. These offers put pressure on the moral and social values of managers, parents, trainers and others involved. Differences in values lead to differences in thinking and acting, either promoting social cohesion and development or working against it (Vanden Auweele, 2004; 2010; Guilianotti, 2006; Morgan, 2006; Maesschalk and Vanden Auweele, 2010, 2012).

Reflection on Four Project Environment Considerations

Those planning and administering development cooperation in donor agencies and universities need to understand the complexity of the project environment they are involved in. The Sport and Development project has to negotiate the three key performance areas (KPAs) of universities (research, teaching and community service) as they are interpreted, emphasised and rewarded differently by the three partner universities. It has to depend on several donors in a largely unarticulated donor environment, and it has to work with a range of sporting bodies and with community leaders, NGOs and government departments, all with their own views on and attitudes to the monitoring and evaluation which is essential to the project's success. Finally, in South Africa, it has to live up to expectations arising from the country's remarkable transition to democracy and its commitment to

building a multicultural, non-racial society with high moral standards. This is an extremely complex task.

The project environment: Key performance areas of universities

The key performance areas (KPAs) of universities are research, teaching and service to the public. The weight given to each of these and the interpretation of what they cover varies from institution to institution. In inter-university cooperation, win-win arrangements which enable institutions to justify their participation in terms of these KPAs are essential for sustainability. Hence the importance of joint publication, shared teaching, research and supervision in both North and South, joint degrees (for which the arrangements are still inadequate in South Africa), and recognition of involvement in development as substantial service to the public. This project faced a further challenge. As the concept of sport for development is a relatively new one, its significance and implications often had to be explained to leadership and colleagues in participating institutions before they were able to give it their full support.

Within a development context, capacity building must be a fundamental concern. The Faculty of Community and Health Sciences (CHS), the home base of this project, is a faculty concerned primarily with training community and health professionals. At the start of the project, some health professions, such as physiotherapy, had moved relatively recently from requiring a diploma rather than a degree for entry to the profession. Postgraduate studies were not well-developed, and most staff in the faculty did not have the PhD.

For capacity development to be successful, efforts have to be aligned with the strategic objectives of the institution. UWC was committed to increasing the proportion of its staff with PhDs and to growing its postgraduate enrolment. CHS saw the challenge as particularly pressing, so the moment was right for the VLIR-UOS partnership. Among the instruments for capacity development which it made available were postgraduate scholarships, postdoctoral fellowships and the involvement of Flemish colleagues in co-supervision. (The latter demanding and exceedingly valuable development contribution is generally not recognised by their universities, affecting the status of the people concerned and their

prospects of promotion.) From the University's side, a personnel policy was developed including post-doctoral positions and the appointment of doctoral graduates of the programme as academic staff members and supervisors of new master's and doctoral theses. Other staff capacity-building initiatives included seminars and short courses introducing UWC staff to international networks; finding publishing and joint publication opportunities for them; and organising conferences at UWC, which brought in a range of scholars of high standing from other countries. Clearly, a commitment to capacity development requires generosity and vision. The second phase coincided with a move by UWC to establish research centres as a means of nurturing high-level capacity. The proposal to found the ICESSD was thus in alignment with the University's strategic thinking.

The project environment: Different donors

North-South developmental initiatives are carried out with the best of intentions but are extremely *fragmented*. This is true in both the Northern (donor) as well in the Southern (recipient) countries (Develtere, 2009). Numerous Northern sport organisations, universities and NGOs are engaged in sport and development projects, as are the Southern countries, yet there seems to be little communication between them on their development policy and programmes, and few attempts at coordination. The implication is that, at the grass-roots level, a recipient country/university has to deal with overlapping programmes with sometimes conflicting requirements (Develtere, 2009; Personal communication with Prof. Sorgeloos, chair of the VLIR-UOS Bureau, Belgium, September, 2011).

The project environment: A range of external players with different attitudes to evaluation

The project has to work with a range of sporting bodies and with community leaders, NGOs and government departments all with their own views on and attitudes to the monitoring and evaluation which is essential to the project's success. Power is a key issue, with these functional partners all concerned to protect their interests and authority. The difficulties often play out in terms of reflection, monitoring and evaluation. Process and product

evaluation of "subjective" results is very difficult and requires levels of expertise and support that are frequently lacking in partnerships. As a result some feel threatened or controlled and patronised by donors and sponsors whose main interest seems to be accountability in terms which the range of partners do not understand. Relating financial support to proof of efficiency and sustainable effects is very difficult in a sector where quantifiable evidence is very difficult to isolate.

However, all parties benefit from a sound theoretical underpinning of development projects and from empirical evidence of effects. In this case it is important to be able to respond with some authority to sceptical questions like: Is sport always such a useful instrument or goal? Does sport actually make a difference to those people with whose help and for whose benefit such projects are set up? How much do we really know about the effects of sporting activities on preventing risk behaviour, social inclusion, conflict prevention and peace-building? Do the organisations involved have sufficient evidence and know-how, and do they make adequate use of the information available?

The project environment: International expectations

South Africa has been admired and presented as an example to the world for its record of dealing with the traumas from its oppressive past, and for its efforts to build a multicultural, non-racial society with high standards of public morality. This raises the bar for any development project in the country. It has to continue that tradition. For the Sport and Development project it means that, following the example of President Mandela at the Rugby World Cup in 1995, South Africa can and must set the pace in making full use of an initiative which exemplifies big-heartedness, creativity, optimism, realism, voluntarism and dynamic adaptability to changing or better understood circumstances. In this regard, the potential of the joint educational programmes (postgraduate diploma and proposed master's degree) in partnership with other southern African and European universities has to be understood. It is a sustainable element of the regional education and sports systems.

A Critical Review of Achievements

Building personal capacity

At the start of the programme, the average staff member in the Faculty of Community and Health Sciences had an M degree and the research productivity and capacity for postgraduate supervision was low. The new dean, as the project leader in the South, was committed to changing this. Accordingly, the project has had a significant impact in synergy with faculty strategic planning.

Sixty eight publications have emanated from the research cooperation in the project including books, conference reports, and co-authored peer-reviewed articles published or under review. Some of these items are contained in two special editions of journals, one in-house and the second, an international journal, the *African Journal for Physical, Health Education, Recreation and Dance (Supplement*) (AJPHERD). The special edition of the CHS faculty journal (*Journal of Community and Health Science)* published in October 2008 reflects the broad scope of the first phase of the project and covers topics such as HIV/AIDS, alcohol abuse, single parenthood and sport. AJPHERD, published in June 2011, contains 14 articles which cover various populations including youth, adults, disabled and elite athletes as well as athletes at grassroots levels from the perspectives of sport science, sport management, sport psychology and health education. Twenty PhDs, partly or fully funded by the project, were embarked on over the 10 year period. Thirteen CHS staff members obtained their PhDs either through VLIR-UOS prestige scholarships or through the staff relief system supported by DBBS during the first phase. Although progress has been slower than anticipated for some, only one out of the four full scholarship holders in the second phase failed to complete his thesis. In addition, seven master's theses have been completed with project support. The delays in completion have revealed three recurrent impediments: the personal and domestic challenges candidates face, difficulties in procedures, and sometimes unclear communication between partners. The latter two impediments can be and have been addressed in some measure, but the personal and domestic challenges of candidates are beyond the control of universities. It has to be understood that these are likely to be more prevalent in developing

societies than in more established ones. The bottom line is that the overall capacity building achieved through the project is substantial.

Building institutional capacity

As we have seen, personal capacity building brings substantial institutional benefits. However, the second stage of the project has also included two significant ventures in institutional capacity building aligned with the University's strategic plan. First, the project supported the founding of a Biokinetics Laboratory. Secondly, the consolidation of the project around Sports Sciences for Development, and the opportunities offered by the FIFA World Cup's being held in South Africa in 2010, led to the establishment of the Interdisciplinary Centre of Excellence for Sport Sciences and Development (ICESSD) at UWC in 2009.

ICESSD is Africa's first centre to use multidisciplinary research, teaching, community engagement and new technologies to promote sport as a tool for social change and development, particularly in disadvantaged communities. Its aim is to train the next generation of sport leaders through continuing education and participatory research opportunities.

Since its launch by the UN Adviser on Sport for Development and Peace, the Centre has developed a large number of local, national, continental and international partnerships. Locally, ICESSD has been involved in research projects with the Cape Higher Education Consortium (CHEC), the City of Cape Town's 2010 Leadership project, the 2010 Soccer Impact Study, the South African Wine Industry Trust (SAWIT) and the provincial Department for Sport and Culture, to name a few. It is also an executive committee member of the Western Cape Network for Community, Peace and Development, an umbrella organisation of some 35 NGOs. ICESSD has also begun to make its mark on the continent. At the invitation of UNESCO's Sport and Peace Research, it took the lead in an Africa Sport Index Research Project, involving 15 researchers from 10 African partners. The findings of this project, to be published in a book in 2014, are an important first step in establishing information on the standing of African policies on sport and development. Since 2009, ICESSD has produced more than 35 publications and reports. Internationally, ICESSD has agreements with a number of

African and European universities and is supported by the United Nations' Office of Sport for Development and Peace.

Building international university cooperation capacity

From January 2014, ICESSD will offer a pioneering Postgraduate Diploma for Sport, Development and Peace. Lecturers will be drawn from six departments at UWC, and there will be guest lecturers from seven countries: the UK, Brazil, Germany, Cyprus, USA, Ethiopia, South Africa, as well as from the United Nations Office on Sport for Development and Peace, Geneva and New York. The course offers participants the opportunity to broaden their professional vision and leadership ability, to get to know networks and key decision makers and personalities from various backgrounds, and to acquire in-depth knowledge about the use and management of sport and recreation as a tool for development and peace.

The development of post-graduate studies has been further boosted by the development of a master's degree in Sport for Development to be taught by an international team of scholars. It will be based in the Sport, Recreation and Exercise Science department at UWC. This international degree was inspired by the European Erasmus and related educational programmes which promote collaboration between students and professors from various institutions in several countries. The development of the curriculum was a major achievement. It was prepared in three working sessions of several days during 18 months, and brought together colleagues from four South African universities (Stellenbosch, Pretoria, Johannesburg, Fort Hare), three universities from countries in the region (Mozambique, Namibia, Uganda), and five European universities (Leuven/Belgium, Utrecht/The Netherlands, Loughborough and Stirling/U.K., Berlin/Germany). The programme has four aims:

1. To professionalise educators, trainers, sport managers and NGO collaborators in youth sport training, and to develop their theoretical and practical understanding of how sport is related to and can be used in development.
2. To develop insight into and respect for differences and diversity.

3. To build cooperation among the experts from various universities involved in the programme so that it goes beyond teaching a joint curriculum to undertaking joint research and practical projects.

4. To encourage alumni from various national and cultural backgrounds to continue the conversations begun in the programme and create their own network, facilitating future collaboration on scientific, professional and ethical issues as well as top-level sport training.

The programme for the master's degree will be submitted to the South African Higher Education Quality Committee in 2014 for accreditation and implementation as soon as possible.

The Road Ahead

In conclusion, the wisdom of allowing ten years for a programme of development cooperation is clear. In this project, it allowed time for significant development of personal and institutional capacity and for the emergence of a very promising research niche. The faculty profile can now sustain a growing research programme. The new qualifications strengthen important research networks. The ICESSD gives institutional form to an approach to sport which has significant development implications. And the partnerships forged in working together fruitfully for ten years have a resilience which augurs well for the future.

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④ The University, HIV, and Dynamics of Building a Better Society

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HIV, Society and the University

The struggle first to recognise the threats posed by HIV and then to control it has been a defining characteristic of the health, social, economic and political reality of South Africa since the 1990s. As such, it provides unusually cross-cutting insights into the dynamics, setbacks and successes of building a better society. In this chapter we reflect on some of these. We do so from the vantage point of a South African university without a medical school, but with a history of working on the front lines of public health, education and social services. This involves shaping, evaluating, and contesting policy, and building the research, institutional and systems capacities that are crucial to the transformation of the societies in which health problems are embedded.

In South Africa, HIV has affected every sector of society. As one of those sectors, universities can play a key role in a transformative response to HIV: they are privileged loci of reflection, analysis, and critical thought; of reproducing or re-inventing professions such as teaching and healthcare; of innovation and research on both the technical and socio-political dimensions of HIV; and they are themselves microcosms of a society's assumptions about workplaces, hierarchies, gender relations, and the possibility or impossibility of change. Yet the higher education sector in South Africa has generally fallen short of meeting its responsibility to ask the tough questions about HIV and about its own role in the era of HIV (Volks, 2012).

A crucial recognition is that the HIV epidemic is as much a societal as it is a medical condition. It exposes and exacerbates the fault lines in

society while also producing new frailties and resiliences, vulnerabilities and resourcefulness. Biomedical breakthroughs continue to be needed, but equally necessary are breakthroughs in thinking, policy and practice on the social and systems dynamics that continue to drive both HIV disease and the diverse and often contradictory human responses to it. HIV infection is increasingly a chronic disease like any other. However, unlike other chronic diseases, it is inextricably bound up with sexuality, intimacy, vulnerability, power, stigma and shame. It is bound up with chronic violence within and beyond households, high rates of drug and alcohol abuse, multiple inequalities and unhealed histories of violence and oppression. The connection cannot easily be measured, however, and is far from straightforward to fix. It is a commitment to grappling with this "HIV in context" perspective that has characterised the HIV-focused contributions of UWC to the ten year partnership with Flemish universities and that anchors the ongoing work of the HIV and AIDS Programme and the Centre for Research in HIV and AIDS (CRHA) at UWC.

The CRHA is a virtual centre which catalyses and co-ordinates engaged, multidisciplinary HIV-related research across the university and beyond. Its base in UWC's School of Public Health (SoPH) allows it to draw on and extend the work done there. For nearly two decades SoPH has focused on developing the human, systems, and research capacities necessary to address three concerns: social determinants of health and health equity; priority problems such as malnutrition, maternal and child health, tuberculosis (TB) and HIV, or chronic disease; and the design and management of effective, equitable, and efficient public health systems in Africa. Rather than seeing public health as a subspecialty of medicine, SoPH approaches it as an inherently multi- and interdisciplinary, cross-sectoral, and socio-political endeavour. This perspective permeates the CHRA's approach. It is also in synergy with the institutional context where on-campus peer education and research as well as HIV teacher- and community education initiatives approach HIV challenges as demanding much more than bio-medical interventions and (often moralistically exhorted) behaviour change. The value of biomedicine or the importance of values is not in question, but values themselves go to the heart of a socially engaged

approach: values of inclusion, compassion, social and gender justice, and respect for human rights.

This fundamentally strong institutional context and the more than 200 HIV/AIDS research activities across nearly all departments and faculties of the University revealed in a 2008 audit (Vergnani and Jonas, 2009) provided the impetus for moving beyond the initial five-year project and transferring it to another faculty to establish an ambitious virtual centre. This would "join up" and "scale up" the University's extensive research-based efforts and partnerships around HIV. The scale and complexity of HIV in South Africa required a comprehensive response. Individual studies and interventions were needed on everything from the law to molecular markers of viral resistance. In addition, a more macro-level focus on health and education *systems* as well as structural drivers of HIV infection such as poverty, lack of empowerment, and gender-based violence at both interpersonal and population levels called for more attention (Hunter, 2007). For this, new African researchers who could tackle complex problems in innovative and systemic ways were urgently needed. The establishment of the Centre reflected the realisation that there was no quick answer – that the dynamics of building a better society must be taken seriously, engaged in over the long haul and be at the core of a systemic response to South Africa's HIV and AIDS epidemics.

Rather than recruiting researchers into a single, physical centre, we instead opted for a virtual centre that could draw on existing expertise and build new capacity. The Centre would support HIV-related, multidisciplinary and systems-oriented thinking, research and practice across departments and faculties, and be a catalyst for truly multi-sectoral and coordinated responses to HIV. A virtual centre would need to realise this vision through hosting and developing research projects, convening symposia and seminars, supporting post-graduate students and post-doctoral fellows, and developing publication series. The projects and people who worked in association with it would develop, conduct, and apply research and teaching which broadly related to HIV and AIDS and, increasingly, to the social determinants of this and other chronic diseases. They would engage communities, schools, gender and social equity advocates as well as the health system. This vision and approach reflected our reading of local and global realities and research

and policy gaps in 2008-2009. At that stage it was only a few years since the first antiretroviral (ARV) drugs had been dispensed in the public sector, half way to the 2015 target date for the Millennium Development Goals, and still in the strange period of activist and donor optimism about the chances of getting millions of Africans on to treatment, despite persistent official denials of the relevance of HIV and the beginning of global HIV/AIDS fatigue.

HIV in South Africa: Looking Back from 2014

South Africa continues to hold the dubious honour of being the country with the largest numbers of people living with HIV – approximately 6.4 million (Shisana, 2013) out of the global total of approximately 35.3 million (UNAIDS, 2013). The sheer scale of the epidemic in this country affects everything from interpersonal relations to health and human resources to the national fiscus. South Africa consumes 25% of all the antiretroviral drugs used in the world, has the world's largest public sector antiretroviral programme with over 2 million people initiated on treatment (WHO, 2013), and has seen an unprecedented increase in life expectancy since 2009, largely because of the success of this massive public sector treatment rollout (Mayosi et al., 2012). Indeed, the continued high population HIV prevalence in South Africa is a paradoxical marker of success: instead of dying, hundreds of thousands of people are living with HIV. This success is a product of sustained civil society pressure eliciting individual and collective leadership from the courts, government, science, public health, educators, and health care providers at all levels committed to ending the devastation of this pandemic.

As the numbers tell us, though, the battle is far from won. Crucial to further progress is applying to policy and practice the recognition that South Africa's uneven HIV prevalence reflects uneven patterns of deprivation, gender and social relations, labour migration, public services, politics, culture, and behaviour (Campbell, 2003). Blueprints for prevention or treatment cannot simply be "scaled up" across very different contexts.

HIV in South Africa is a highly uneven epidemic. Women continue to be infected more than men, and at younger ages: 5% of 15 to 19 year old girls are HIV+, compared to only 1% of their male age-mates, and the

gender gap is shockingly worse in the next bracket: 18% of 20 to 24 year old women in South Africa are infected with HIV, compared to 5.6% of 20 to 24 year old men (Shisana, 2013). These statistics are the bland numerical face of human and social realities: large age differences between heterosexual partners (Pettifor et al., 2011), unequal and often violent gender relations reflecting entrenched and unhealthy norms of masculinity and femininity, patterns of concurrent partnerships that were strongly shaped by mass – and overwhelmingly male – labour migration to mines and plantations, a phenomenon fundamental to the regional economy for well over a century and consolidated by the pass laws and Bantustans of apartheid (Jochelsen et al., 1991; Marks, 2002).

While the catastrophic rates in the largely rural province of KwaZulu Natal have led to calls for all women to be considered a "key population" that is vulnerable, HIV infection in South Africa is an increasingly urban phenomenon: if greater Johannesburg, Durban and Cape Town were countries, they would be in 4th, 14th and 20th place among the *countries* with the largest numbers of people living with HIV (Henk van Renterghem, 2008 data, in Thomas et al., 2012). Durban has to manage an HIV response larger than that of Brazil, and Cape Town comes just after Ukraine and Cote d'Ivoire.

Today South Africa and other countries have taken charge of HIV testing and treatment as a chronic disease to the point that, in October 2013, an article in the prestigious journal *The Lancet* could speak of the "end of HIV" (Deeks, Lewin and Havlir, 2013). Elimination of mother-to-child transmission of HIV is increasingly considered a goal that can be realised in the coming decade (Barron et al., 2013; UNAIDS, 2011). Yet less than 12 years ago, the director of USAID wondered whether it would be even possible to consider rolling out anti-retroviral therapy in Africa (Herbert, 2001). More thoughtful and progressive public health scholars cautioned that single-minded attention to treatment access without equal attention to the health systems needed to deliver drugs risked catastrophe at worst and yet another misguided quest for a biomedical silver bullet at best (Loewenson and McCoy, 2004; McCoy et al., 2005; Haddad et al., 2007). Health systems in Africa were weak and had in many cases been savaged by the donor exigencies of structural adjustment and health sector "reform" of

the 1990s. On the other hand, in the drive to make lifesaving ARVs available to the millions of Africans dying of AIDS in the late 1990s and early 2000s, attention to the subtleties and complexities of systems – health, education and community systems – seemed to other activists almost an affront, an impediment to urgent action needed NOW to lower the prices and increase the production and availability of drugs. Clearly, attention and funding for health systems was grossly inadequate, yet a way needed to be found for public health and HIV activists to be allies rather than opponents in a struggle against a virus that threatened to devastate African economies and societies (Whiteside, 2001; PHM, 2004), and against a political and economic system that perpetuated (and often still perpetuates) social silence, maintaining the status quo.

South Africa is now lauded as the world leader in making testing and treatment accessible, affordable, and actually used by millions of people living with HIV or pregnant women at risk of mother-to-child transmission (MTCT) of HIV. Yet just over a decade ago, the government of South Africa officially denied that HIV caused AIDS and had to be forced by the South African Constitutional Court to begin implementing programmes to prevent MTCT of HIV (Barron et al., 2013). Only in 2004 did anti-retroviral drugs begin to be available in public clinics across the country. The recognition by the ANC in exile and by Mandela early in his presidency of the threat posed by HIV had been eclipsed, deliberately in some measure, but also by the multiple concurrent transformation challenges facing the new government in the economy, housing, health, education, inequality, by the crises of violence and governance, and by the desperate shortage of human and institutional capacity to implement enlightened policies. Among these was a comprehensive and progressive policy developed through a widely consultative process in 1997 to address HIV as a medical, public health, social and human rights challenge (Schneider and Stein, 2001; Cameron, 2005). The failure to implement this ambitious policy formed part of a recurrent pattern in South Africa: excellent policies, but weak or no implementation. But in this case there was an additional factor: AIDS denialism and policy obfuscation by the national government (Chigwedere and Essex, 2010; Johnson, 2004; Marais, 2000; Palitza et al., 2010). The tragically persistent

dimension of HIV stigma and the mass disrespect of human rights which it evoked had government denialism as its most egregious expression.

Universities were not and are not exempt from social silence. It is true – and important to recognise – that there are severe limitations on their ability to respond. The absolute human capacity for public health and other research in Africa is deeply insufficient. The AfriHealth study of public health research capacity conducted between 2001 and 2003 and updated in 2006 (IJsselmuiden et al., 2007) reported that in total there were 854 professional staff members in public health in all of Africa, only 493 of them full time. A visit to the websites of three of the world's best-known schools of public health in June 2010 found that each of them reported having on staff nearly as many or more public health academics than in all of Africa. Harvard alone employed 405 public health academic staff, Johns Hopkins University claimed 529 full-time and 623 part time staff, and the London School of Hygiene and Tropical Medicine reported 928 full-time staff equivalents. MacFarlane et al. (2008) reported that 87% of authors in one search of published papers from institutes or units with "global health" in the title were from North American universities. By any standard, Africa is on an extremely uneven and inequitable playing field, and training and graduating many more PhDs for African institutions on African terms – and not donor terms – must remain a priority for many years to come. Yet capacity levels in no way absolve those working in public health and HIV in African institutions from responding to the charges laid and compellingly argued by the contributors to the 2012 AIDS Review, "Third Degree" (Volks, 2012). They contend that we are generally settling for the comfortable, non-threatening questions and making conventional research, teaching and policy efforts that will simply reproduce and not threaten academic, socio-political and economic hierarchies.

UWC's Response to HIV in South Africa: Ten years of Flemish-South African Collaboration

This, then, is the social, epidemiological, and political context within which the University of the Western Cape sought to make a difference – a difference that would alleviate suffering, while contributing to the transformation of

South African systems and society. Its approach was driven by commitment to human rights and health equity, and to working in the textured, unspectacular, yet crucial laboratories of ordinary communities, schools, health departments, and postgraduate training programmes. Four thematic foci would weave through the ten year DBBS collaboration:

▸ Health policies and systems
▸ Education and learning
▸ Gender and gender-based violence; and
▸ Research and organisational capacity strengthening.

The first five-year phase of the HIV-focused project of the Dynamics of Building a Better Society partnership focused on schools and the higher education sector. The intent was to build new capacity within the provincial education sector and the university by creating a group of new activist-scholars to think about what HIV meant in educational contexts. The then Dean of Education, Professor Dirk Meerkotter, directed the bulk of resources of the project's first five years to supporting new master's and PhD students. The project enrolled officials of the Western Cape Education Department, teachers and principals and succeeded in building new capacity to understand HIV within the province's education system. It was not an easy path. Then as now, UWC included both conservative and progressive perspectives. Nor was it as obvious then as it is now that, while President Mbeki was absolutely right to emphasise poverty, injustice, and colonialism as critical drivers of HIV, he was absolutely wrong to argue that this excluded the possibility of a viral etiology of the disease devastating the country. So when the Students' Representative Council admonished the HIV and AIDS Programme director for saying that HIV caused AIDS, it surely thought it was taking a pro-poor, pro-transformation stance and not multiplying the stigma that put students' lives at risk. The project did innovative work against this and other conservative resistance within the faculty and education sector, at the same time playing an active and central role in the very earliest national discussions about HIV and the education sector. With the important collaboration of Prof Erik de Corte of Leuven University, the first phase of the partnership understood the necessity of developing learning environments that would sustain real HIV prevention in schools.

Developing such environments is a far more difficult task than integrating information about a virus into lesson plans. In a South African context, it meant creating healing environments within teacher education engaging with the particular history of oppression that continued to play itself out in classrooms and impaired good pedagogy. It also meant surmounting other barriers. Transformative HIV education faced a triple burden: official denialism made even "teaching the basic facts" a subversive act; contested moralities and an overall social conservatism made talking about sexuality, let alone offering condoms or testing, extremely difficult; and increasing anxiety about the failure to achieve results in basic literacy and numeracy supported the argument that there was simply too much to do: teachers and schools had to "stay on task", and there was little curriculum time to address "extras" such as HIV, sexuality, gender and violence. The innovative work championed and supported through the DBBS partnership faced steep resistance and competing priorities, both at home, and in the wider education sector. The work continued, supported by other funding leveraged with the VLIR-UOS investments. In 2013 it is bearing significant fruit. But in 2007-2008 concurrent leadership changes at UWC and among the Flemish collaborators led to a decision to re-think and reposition the partnership. The health sector was showing dramatic increases in commitment of leadership, effort, and resources to the fight against both AIDS the disease, and HIV the virus, and offered new opportunities which it was important to take.

The key lesson from Phase I was that creating learning, working and practice environments that sustain HIV prevention and enable disclosure and care is much more important, and much more challenging, than simply putting "the facts" into a curriculum or a clinical guideline. This resonated with UWC's approach to public health. So when Dean Ratie Mpofu invited SoPH to host the second phase of the DBBS partnership, and to explore developing and housing a university-wide centre for multidisciplinary, engaged research on HIV, the invitation was welcomed by SoPH and the Flemish partners. The second phase of the partnership thus focused on laying the foundation for an ongoing, dynamic research centre at UWC, building on the critical mass of research, teaching, and externally funded grants held by the School of Public Health. The Faculty of Medicine and Health Sciences

at UG jointly developed the next five years of the programme with UWC's School of Public Health.

While it was promising that the 2008 AIDS Audit found nearly all faculties involved in some way with HIV research, both then and in the follow up audit (CRHA, 2011) it was clear that most of UWC's HIV-related research was being undertaken within SoPH. Between 2009 and 2012, over half of all the master of public health (MPH) theses completed through SoPH addressed HIV; in 2012 alone, 25 of the 54 completed MPH theses were on topics related to HIV and TB. As most MPH graduates of UWC are public health managers and practitioners in district health systems and other public institutions in Africa, this offered an unparalleled opportunity to bring research evidence into policy and practice across the continent (see http://www.hivaids-uwc.org.za/images/MPH_theses_-_FINAL_14Jun13. pdf). SoPH researchers were at the forefront of evaluative research and new policy development in key areas such as: (i) prevention of mother to child transmission of HIV, (ii) health human resources including a complete rethinking and major scale-up of community health worker programmes, (iii) integration of TB, HIV and antenatal care services, and (iv) the impact of global policy and the major new global health funding initiatives on national health systems. The Health Promoting Schools work was now integrated with the broader health promotion portfolio at SOPH, and the overall approach of SoPH to public health as an inherently multidisciplinary field where social science perspectives were crucial aligned well with the vision of the partnership: research and capacity development on the dynamics of building a better society.

In 2008, SoPH was awarded a major grant by the US Centers for Disease Control and Prevention and PEPFAR on "Human Capacity Development to Address HIV and AIDS in South Africa" (http://www.hivaids-uwc.org. za/index.php/cdc-projects1). This built on research already completed or underway at UWC. Rather than "scaling up" one intervention, UWC sought to support a broad-spectrum approach reflecting the range of interventions, contexts, and approaches that must somehow be strengthened if the complex and uneven South African pandemic is to be stopped. This human capacity development programme comprises ten individual projects and a "core" coordinating project, located across three faculties and seven departments

as well as two other organisations now home to former UWC researchers: the TB/HIV Care Association (a health NGO) and Africa Centre (linked to the University of KwaZulu-Natal). This major human capacity development project and the DBBS HIV project would be the two foundational elements for the new Centre for Research in HIV and AIDS (CRHA).

Dynamics of Building a Multidisciplinary HIV Research Centre at UWC

The CRHA's constitution was approved by the UWC Council in November 2009. Four years later, the DBBS programme has formally ended, the CDC/PEPFAR grant is closing, and the Centre prepares for an academic review. What has been achieved, and how? To what extent have the partnership and the Centre realised the ambitious vision articulated in 2008 and 2009? What was the contribution of the VLIR-UOS programme?

The CRHA sought to catalyse and consolidate new multidisciplinary research efforts across UWC in four focus areas. Under the DBBS partnership, one PhD student would be recruited for each of the three substantive areas – health systems, education and learning, and gender and gender-based violence – and the fourth area, capacity strengthening, would be a cross-cutting theme. All three PhD scholars completed their theses in less than the 5 years which is the standard provision in South Africa. One of them, Simukai Shamu, working in Zimbabwe on intimate partner violence during pregnancy and links with HIV, submitted his thesis in under four years, and was awarded the first ever dual degree (UWC/UG) in the 10 year DBBS partnership in November 2013.

All of the DBBS PhDs will contribute to African development. As a school doctor employed by the Western Cape Department of Health, Dr Lawrence's work will ensure that school-based services become both excellent and youth-friendly; Dr Shamu is now coordinating a major intervention study on sexual violence in schools in Gauteng; Dr Lerebo has already taken up an academic post teaching statistics in Ethiopia, having qualified for his PhD in December 2013.

Beyond the contributions to meeting the huge need discussed above for more African PhDs, the co-supervision by UWC and Flemish

scholars and the involvement of the PhDs and post-docs in the intellectual life of SoPH and UWC have fostered new, ongoing, cross-disciplinary conversations. These have been both across "old" and "new" generations of researchers and among the established researchers. Indeed, co-supervision provided perhaps the most sustained, and substantial, cross-disciplinary engagement of the CRHA. It has led to new research collaborations which have resulted in joint research proposal development and, increasingly, new research in the thematic areas of the Centre.

Through these collaborations, and an established portfolio of research and shared experience, we hope that the N-S-S, or S-N-S, vision can be more fully realised. The focus over the past several years has been on graduating PhDs and establishing a centre at UWC, owned by UWC. This has come at times at the expense of meeting the individual research goals of several of the partners, particularly the Flemish partners. Perhaps this is inevitable in the process of moving from "business as usual" to genuine, reciprocal partnerships (Zarowsky, 2011). Indeed, several of the partners have continued to work together, for example in a Dutch (WOTRO)-funded study of mainstreaming health systems approaches to improve maternal health outcomes, in ongoing analysis of work on health promoting schools, through the Interagency Task Team on AIDS and Education, and in new proposals under review by VLIR-UOS on migration, TB, HIV and reproductive health in South Africa, the Democratic Republic of Congo, Lesotho and Mozambique. They are also committed to working together in proposals being reviewed by the Flemish government to support continued collaboration between UG, the International Centre for Reproductive Health (ICRH) based at UG, the CRHA and the HIV and AIDS programme on adolescents, gender roles and sexual violence. While not formally part of the VLIR-UOS network, the Institute of Tropical Medicine (ITM) at Antwerp has also collaborated over many years with SoPH researchers. This partnership has now been consolidated through the award to UWC of a prestigious National Research Foundation SARChI Chair in Health Systems, Complexity and Social Change, and the appointment to it of ITM's Prof Wim Van Damme. There is now a formal inter-institutional partnership between ITM and SoPH. The first fruits of this collaboration in relation to the CRHA was the co-leadership by ITM and CRHA of the 2013

Emerging Voices training programme, focusing on HIV in Africa, linked to the important ICASA conference, and featuring the 6th Annual HIV In Context Research Symposium on "HIV in Africa Beyond the MDGs: Emerging Voices, Emerging Agendas".

Research collaboration has made slower progress than the three DBBS PhD scholars, but is more sustainably anchored within the CRHA and the partnership. As noted above, ongoing research partnerships have now been established, but an important lesson learned is that existing *senior* capacity is limited and overstretched both by substantive work and by the administrative and transaction costs of research collaboration, whether international or inter-departmental.

The two founding grants of the CRHA – from CDC and DBBS – were initially complemented by two additional grants from the International Development Research Centre (IDRC) on research capacity strengthening held by the CRHA Director. Further grants have been added to the portfolio: on accelerated TB case finding and linkage to care; health systems and maternal health; migration, social support and HIV. The major CDC grant for "Human Capacity Development to Address HIV and AIDS in South Africa" in fact comprises a portfolio of 11 separate projects – and this portfolio provided the first opportunity to "join up" complementary but distinct projects led by researchers in different disciplines, departments, institutions, and settings, and working in different sectors – health, education, local government, communities, traditional medicine. These projects provide an excellent example of how South African – and especially UWC – researchers should and could join forces for a truly multidisciplinary and intersectoral approach to HIV.

But while each of the projects was successful in its own area – often with direct and sustained influence on national and provincial policy and practice – and the researchers interacted effectively when they were brought together, the bold vision of "joining up" was not achieved. The reasons are apparent in hindsight: a joined-up response to HIV in South Africa is a 1 000 piece puzzle – and we had 11 pieces. The project had been designed by 11 teams that shared a common purpose – but not as 11 teams committed to learning together and with mechanisms to support this joint learning. Some of the researchers were committed to and experienced in multidisciplinary

research and multisectoral collaboration, but were seriously overextended precisely because their skills and experience are scarce and urgently needed. The complexity of the administrative and political systems and relationships in South Africa meant that knowing one sector – education, or health – well enough to be able to navigate it effectively for maximum impact of research on practice (and vice versa) almost precluded having the time, energy and indeed legitimacy to broker as effectively across different and often competing sectors and jurisdictions. And finally, the mundane realities of university work and bureaucracy meant that the incentives for the lengthy, often difficult and often unsuccessful effort required to work across disciplines and departments seldom overcame the disincentives. Universities preserve disciplinary boundaries (usually under the banner of "rigour" and through the mechanism of peer review) and induct new recruits into the guild. In hindsight, it is remarkable that UWC attempted and partially succeeded in bringing together such a disparate set of people and perspectives. And the importance of the DBBS PhD and post-doctoral scholars, coming as they did from different disciplinary backgrounds and having both to navigate and enable conversations among supervisors from different disciplines, countries, and institutional cultures, becomes even more evident.

The value of opportunities to bring people together for deep cross-disciplinary exchange, with an openness to but no ex-ante requirement to continue working together, has also become increasingly evident. The flagship annual event of the CRHA, the UWC HIV in Context Research Symposium, provides such opportunities. They would not have been possible without core support from VLIR-UOS, the substantive contributions of both the Flemish partners, and the African colleagues they introduced to the CRHA family. The social, public health and political pressures and imperatives within South Africa are intense enough to dominate the intellectual and policy engagement of a research centre, particularly one focused on coal-face issues around HIV. The N-S-S dimension of the DBBS partnership provided an important counterweight, leveraging other resources and relationships and protecting the CRHA from becoming too insulated, and insular. Participants came to our Symposia from across South Africa, Zimbabwe, Mozambique, Kenya, Malawi, DRC, Botswana,

Swaziland, Lesotho, Uganda, Tanzania, Cameroon, Burkina Faso, Belgium, Canada, Switzerland, the USA, the United Kingdom. The participants in the Emerging Voices programme and symposium came from 20 countries – 18 in Africa, plus Canada and Australia.

Bridging disciplines, sectors and perspectives: The annual UWC HIV-in-context research symposium

A highly interactive two to three day meeting, the symposium is attended by about a hundred scholars, practitioners, activists, policy makers and students with a view to engaging across disciplines and sectors on "HIV in context". High-level discussion and debate seek to engage students and new partners and to re-energise those who have been at the coalface for years. Students and emerging scholars also strengthen research, writing and communication skills through participating in linked workshops or writing retreats.

1st Symposium 2009: **Sharing UWC and Flemish Research across Faculties**

2nd Symposium 2010: **Public Health in the Age of HIV: Reflections and (re?)Directions**

3rd Symposium 2011: **New Research in Gender, Violence and HIV**

4th Symposium 2012: **Building an AIDS-Free South Africa – The Classroom and Beyond**

5th Symposium 2013 (March): **Urbanisation, Inequality and HIV**

6th Symposium 2013 (December, with EV4GH): **HIV in Africa beyond the MDGs: Emerging Voices, Emerging Agendas**

For more information about the HIV in Context Symposia, visit
http://www.hivaids-uwc.org.za/index.php/hiv-aids-symposia1

Thinking about Ways Forward

The CRHA was created out of two externally funded projects, each with their own specific objectives and administrative requirements and constraints. Neither project included "develop a new virtual research centre on multidisciplinary approaches to HIV in social and systems context" among its named objectives, and nor was UWC in a position to fund professional or administrative time or any operating costs of the Centre. The work therefore had to be framed in terms of what the projects allowed, how flexibly the terms of reference could be interpreted, how creatively the director and other key

stakeholders could approach the work, and how successful the core team would be in seeking and obtaining other grants to fill in the gaps between the objectives of the Centre and the allowable expenses of the projects. As the two foundational grants wind up and in light of the changing landscape of HIV itself as well as its funding, we continue a process of reflection and repositioning.

The CRHA remains well positioned to catalyse and support dialogue and exchange across disciplines and sectors. It does so while developing and implementing research activities that increasingly engage HIV as a chronic disease but which confront both the social determinants of health and the lived experience of fundamental aspects of the human condition: sex, power, vulnerability, resilience.

Recognising both the deeply cross-disciplinary efforts needed to address HIV, and the impossibility of "doing it all", the Centre has begun a shift away from its founding "pillars" – which comprised everything that might somehow be relevant to HIV in the very broad thematic areas of health systems, education, gender and gender–based violence, and capacity strengthening. In this next phase, our work will be framed by a more modest, grounded, and strategic approach that builds programmes of research and communities of practice organically, through collaborating on specific projects and engaging in policy dialogue as specific opportunities arise. Our home base in SoPH is ideal for such an approach, given that public health is itself multidisciplinary and multi-sectoral and also offers excellent opportunities to reach further afield.

We continue to engage the initial thematic areas, but increasingly as determinants of health, and at the interfaces between policy, service delivery, and the lived experience of people and communities. This shift – and the recognition of both the resource/capacity realities and the comparative advantages of UWC – means that the work of the CRHA *per se* remains modest, with fluid boundaries between "Centre" work and the work of the teams, departments, faculties and institutions who are doing the diverse and extensive research, teaching and engagement needed to address "HIV in context". We want to see HIV and the determinants of health mainstreamed in all disciplines and sectors, but also recognise that without a space and mechanisms for focused critical attention and inquiry,

mainstreaming comes with risk of dilution to the point of invisibility. As the ongoing PhD studies and new collaborations described above demonstrate, this partnership is not only a story of the past. The modalities and activities developed over the past ten years, and the new and ongoing relationships among established and new researchers across Africa and with Europe and other Northern partners, will sustain this dynamic space for focused critical attention and inquiry on the changing but not yet vanishing face of HIV in Africa – asking tough questions to make a difference.

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⑤ Water for Ecological Sustainability

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Water security is a crucial factor in social stability, economic development and sustaining ecosystems. A reasonable supply of clean water is necessary for social well-being and health. A reliable supply is necessary for industry and agriculture and so for food security. And interventions to secure these desirable ends always have environmental implications which have to be weighed up seriously in the interests of the conservation of biodiversity and so of sustainability. Capacity building in the water sector to manage water resources for sustainability has been the major objective of this project.

In what follows, we reflect on the relevance of the research undertaken, the choice of project partners and the effectiveness and sustainability of our efforts to address the critical need for effective management of water resources. We also give some attention to the prospects for the post-VLIR-IUC phase.

The SA Context in 2002: Key Considerations

Two key considerations for the DBBS water research team were an understanding of the importance of water in the South African context and the need to conserve the unique and vulnerable biodiversity of the Cape Floristic Kingdom. To provide a wider perspective and build regional networks, some work was done outside South Africa, but the core work related to South Africa and particularly to the Western Cape.

The importance of water – a South African perspective

With an average rainfall of 497 mm/y, the precipitation in South Africa is well below the world average of 860 mm/y. In addition, the mean annual evaporative demand exceeds the mean annual precipitation in all the major

catchments in the country (Basson et al., 1997; Basson and Van Rooyen, 1998). Demand also affects water supply. For example, the Western Cape System Analysis Study of 1989-1995 indicated that water demand in the greater Cape Metropolitan Area and surroundings would keep increasing because of the growth in the population and in the economy. Hydrological studies done by the Department of Water Affairs and Forestry (DWAF) a few years later indicated that not even a successful water conservation and demand management programme could prevent the greater City of Cape Town from facing an unacceptably high risk of shortfalls in water supply from 2000 onwards if no additional water supply were provided. Despite the various water conservation and demand management initiatives implemented nationally to reduce water use and increase the supply (e.g. restriction of irrigation, building of dams and extraction of ground water), the demand for water has continued to rise in South Africa. This has serious implications. Populations are not evenly distributed over the country; often related to water availability. Kwazulu-Natal has the largest share of population in the coastal areas. Approximately 9 million people live in the province. Eastern Cape Province has the second largest population with 5.8 million people. The dry Northern Cape remains the province with the smallest population, with approximately 1.1 million people. Shortfalls in water supply are not only inconvenient; they have a negative impact on both food production and economic development.

Sustainability requires that the demands of agriculture and the economy be managed in relation to the need to conserve water resources and indigenous biodiversity. The main legislative measure that attempts to balance the demands of economic growth and development with the protection and conservation of water resources in an ecological perspective is the National Water Act (Act 36 of 1998) (Water Act).

The Water Act recognises that water is a scarce and unevenly distributed national natural resource that belongs to all South Africans. It acknowledges the government's responsibility for and authority over the nation's water resources and their use, and prescribes means to achieve a sustainable use of water. In doing so, it makes provision for the protection of aquatic and associated ecosystems and their biological diversity. The main objectives of the Chief Directorate: Resource Directed Measures

(RDM) set up by DWAF are both to ensure protection of water resources as prescribed in the Water Act and in related water management legislation and policies and to manage the sustainable use of water resources to meet ecological, social and economic requirements. By determining the class, reserve and resource quality objectives for water resources, the RDM has to establish and maintain the quality and quantity of water required to protect ecosystems and their biological diversity. The "reserve" or the water needed to maintain basic human and ecological needs is divided into the "reserve for basic human use" (25 litre water per person per day) and the "ecological reserve" required to protect the functioning of aquatic ecosystems.

(Source: Manyaka Greyling Meiring ©DWAF)
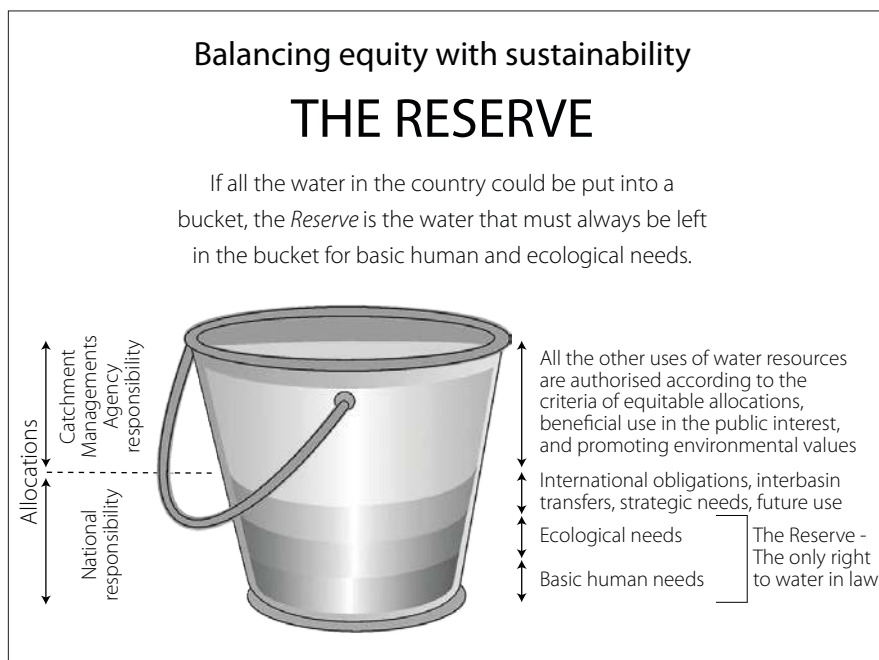
Figure 5.1   Bucket diagram illustrating the RDM concept for the sustainable use of water resources

Good legislation is not enough. Although the Water Act emphasises the importance of preserving the ecological integrity of aquatic ecosystems in water management schemes, a major constraint on doing so is the serious shortage of aquatic ecologists (and indeed all types of aquatic scientists). Without their input on fundamental ecological processes in rivers and dam

lakes, appropriate conservation measures are not possible. In 2002 when the water project began, there was an urgent need to understand the current state, structure, and functioning of all kinds of aquatic ecosystems in order to implement the Water Act through the RDM and to formulate sustainable exploitation schemes for both surface water and ground water.

Surface water depends on groundwater. When surface waters are filled partly by abstraction of ground water, over-abstraction may result in changing patterns of base flow in rivers, water level fluctuations in permanent standing waters (ponds and lakes) and reduction in the time that temporary wetlands (seasonally recurring ponds, pools, pans, vleis) hold water. In all cases these phenomena may have a significant impact on the biota and hence on the functions and services these aquatic systems provide. A project concerned with taking a holistic view of these critical processes clearly requires aquatic ecologists and hydrologists working as a team. It also highlights the need for capacity building to produce more such specialists.

Water and biodiversity

Unsustainable use of ground and surface water threatens biodiversity. This is a particular concern in the case of the Cape Floristic Kingdom (CFK), a uniquely rich terrestrial flora with high levels of endemism, extremely restricted and often local distributions. There are 8 574 species of plants of which 68.2% are found nowhere else in the world. (Balmford, 2003). There is a similar reason to be concerned about the aquatic systems in South Africa as a whole. These have a remarkably high degree of endemism in their fauna and flora, perhaps as a result of the varied chemical and physical conditions among wetlands, as well as their oligotrophic and often seasonal or ephemeral state (Wishart and Day, 2002). Temporary wetlands, rich ecosystems characterised by a relatively high degree of faunal and floral biodiversity and endemism (Williams, 2006), are threatened worldwide, mainly by habitat destruction as a result of land use changes (King, 1998; Brendonck and Williams, 2000; Williams, 2006). Beyond their inherent environmental value, temporary wetlands may function as early warning systems of unsustainable practices in the neighbourhood. In 2003 when the DBBS water project was started, little research had been done on the ecology

of South African aquatic systems and the interaction between aquatic systems and groundwater. There was thus a strong intellectual challenge of significant practical implications requiring interdisciplinary cooperation.

Interdisciplinarity: Moving from Potential to Realisation

At the start of the project, researchers at the University of the Western Cape were in one way well positioned to take up the challenge. For some time, highly competent individual researchers from a number of departments and faculties had been moving towards cooperation in studying aspects of water. However, with the exception of the cluster of people around the UNESCO Chair in Geohydrology the researchers concerned generally found themselves working in isolation in their departments, without substantial collegial and postgraduate support. The DBBS programme provided a structural justification for moving out of silos and finding "legitimate" ways of pursuing research together and building the postgraduate community in the field. Even more significant, it brought the catalytic energy and new insights of an excellent group of Flemish researchers into the mix.

The South African team had expertise in groundwater (Prof. Yongxin Xu), sample analysis (Prof. Leslie Petrik), toxicology (Prof. Edmund Pool), logistics (Prof. Eberhard Braune, Prof. Edmund Pool and Theo Scheepers), integrated research (Prof. Lincoln Raitt), geomorphology (Theo Scheepers), and environmental law (Prof. Tobias van Reenen). The Flemish team complemented the UWC team: Prof. Luc Brendonck (KUL), the Project Leader, is a world specialist in aquatic ecology, with extensive experience in southern Africa, specialising in temporary wetlands; Prof. Dr Okke Batelaan (then at VUB and KUL and now at Flinders University in Australia) is an expert in hydrogeology, especially in groundwater and recharge modelling, GIS applications, and the interaction between ground water and surface water with applications in ecohydrology. He also has substantial experience with (Hyperspectral) remote sensing of wetness gradients. Prof. Roeland Samson (UA) is a specialist in plant terrestrial ecology and the development of indicators of habitat quality based on plant anatomical and physiological characters. Prof. Niko Verhoest (UG) is a specialist in groundwater

hydrology, Geographic Information Systems used for water management, applications of remote sensing in hydrology, and in hydrological modelling and data assimilation. Prof. Patrick Meire (U A) is a specialist in integrated water resources management, especially in relation to river systems. And Prof. Kristine Walraevens (UG) is an expert in deep groundwater hydrology and pollution. Taken together, the research team constituted a formidable body of expertise.

University Development

The DBBS programme was an exercise in university development. Two developments were highlighted as particular goals: building the research and postgraduate profile of the university, and moving to interdisciplinarity in the search for solutions to complex problems facing the country. The water project promoted these in strategic ways.

In 2003 UWC was a developing university, with ambitions to achieve research-intensive status and a strong commitment to access and success in undergraduate study. A key ingredient in becoming a research-intensive university is a rich and challenging intellectual environment. In this regard, doctoral and master's students in the water project were offered the double advantage of being part of a large, inter-university team working on matters of real significance, and of having both UWC and Flemish supervisors to challenge them. Two other ingredients are building human and technical capacity. In the water project, there was a keen awareness right from the start that capacity building was essential. It required setting up a strong research team across the relevant departments, able to play a seminal role in sustainable use of water in South Africa and beyond. And it called for equipping the team with state-of-the-art equipment.

One of the factors constraining interdisciplinary work in both South and North is universities' strong orientation to disciplines. This is reflected in their organisation into discipline-based departments. UWC is no exception. The imperatives of the water project, the team's range and depth of expertise and the Flemish partners' experience of cooperation meant that a holistic approach was increasingly taken. Interdisciplinary cooperation was a particularly strong feature of the second phase.
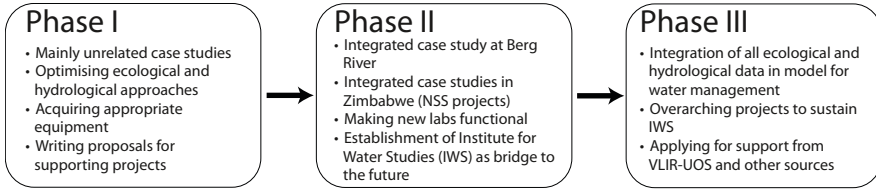
The Project

Phase I	Phase II	Phase III
• Mainly unrelated case studies • Optimising ecological and hydrological approaches • Acquiring appropriate equipment • Writing proposals for supporting projects	• Integrated case study at Berg River • Integrated case studies in Zimbabwe (NSS projects) • Making new labs functional • Establishment of Institute for Water Studies (IWS) as bridge to the future	• Integration of all ecological and hydrological data in model for water management • Overarching projects to sustain IWS • Applying for support from VLIR-UOS and other sources

Figure 5.2   Diagram illustrating the overall approach for the two regular phases and towards the future (Phase III).

The first phase

The first phase saw some substantial work done. However, despite the potential for holistic research, ecological and hydrological processes were often studied independently in unrelated case studies. This had its advantages. It made it possible to optimise the use of ecological and hydrological approaches and to build up a collection of equipment for the analysis of the individual cases and processes.

Student's research projects focused mainly on groundwater. For his master's degree, Riyaz Nakhwa studied the structural controls on groundwater flow, focusing on the Clanwilliam area. His research investigated three types of structures namely, geological contacts between lithologies, the primary characteristics of the sediments comprising the main geological units and the secondary structures caused by tectonic events. A significant contribution made by this study is the importance of understanding these types of structures in data interpretation. Jaco Nel (doctorate) focused on the implementation and benefit of groundwater source protection in fractured rock aquifers, opening the door to groundwater protection in South Africa, crucial in a country that is increasingly dependent on it. Maryke Meerkotter (doctorate) and Annamarie Martin (master's) studied the potential impact of ground water polluted by heavy metals on the quality of crops in the Cape Flats agricultural area. They found the use of certain agricultural treatments may lead to cadmium, copper, lead and zinc levels that exceed legal limits in vegetables grown in the Cape Town area. It seems, however, that farmers are willing to apply measures to reduce this problem. Another significant contribution was made by Wietsche Roets (doctorate). His multidisciplinary

study of groundwater dependency and biodiversity patterns in some of the largest endorheic coastal wetlands in South Africa (Groenvlei/Ruigtevlei) not only provided valuable information on the impact of hydrology on ecology, but also served as a model for the first VLIR-UOS N-S-S project involving UWC, Zimbabweans and Flemish specialists.

Anthony Duah's PhD on the sustainable utilisation of the Table Mountain Group aquifers demonstrates the value of systematic consideration to the role of geological, hydrological, and ecological factors in planning, development and operation in order to obtain a comprehensive understanding of the aquifer system. Duah's thesis also gives close attention to the African governments' Millenium Development Goals on Water Supply. Paul Seward's master's project on the regional groundwater monitoring in the Olifants/DoornWater Management Area (WMA) provided a framework or strategy for prioritising and implementing regional groundwater monitoring. The current regional monitoring system was evaluated and a generic monitoring strategy was developed that is applicable to other WMAs as well.

In the course of the first phase a substantial collection of essential laboratory and field equipment was built up, funded from various sources, including the project.

The second phase

The second phase opened up opportunities to optimise procedures and share ecological and hydrological insights in the course of human capacity building around a common research area. It also provided an opportunity to acquire more essential laboratory and field equipment.

The site chosen for the major case study was the Berg River System (including the Berg River Dam and Supplement Scheme). This new scheme is designed to provide some of the additional water needed by the Cape Town metropole during the dry summer months by capturing and storing winter rainfall. Not only was this new development in water supply near to UWC, but it offered an unusual opportunity to study the impact of river damming on both ecology and hydrology. Our research activities coincided with the completion of dam construction and filling of the dam lake, making us the first researchers to study the impact on the Berg River ecosystem, to

monitor the newly formed dam lake and to assess the ecosystem protecting measures such as the controlled flood pulse release.

An extensive monitoring project, the Berg River Baseline Monitoring Programme (BRBMP) had been conducted prior to the construction of the Berg River Dam to describe the state of the river at that point, including the natural variability of the chemical, physical and biological characteristics of the river and those of its hydraulically linked systems that would be most likely to be affected by the construction of the Berg River Dam (DWAF, 2007). We were able to make use of this dataset and these observed patterns as a baseline for evaluating the impact of dam construction on hydrology, water quality and biota. In spite of the precautions that were taken in the construction of the dam, deleterious effects on the hydro-ecology of the ecosystem were expected (de Villiers, 2007). For the development of suitable conservation measures, knowledge of the fundamental ecological processes in both river and dam lake were and are therefore needed.

Our main aim was to study the abiotic and biological water quality of the Upper Berg River and the newly formed lake after the dam became functional. More specifically, we aimed to compare limnological characteristics, SASS scores, and diversity of invertebrate and fish species above and below the dam wall, and to compare post-dam data with patterns observed before dam construction (baseline monitoring). Among other things this enabled us to examine the river for evidence of rehabilitation and adaptation of biota. To gain information on long term patterns and to consider the effect of yearly differences in climate conditions, we monitored the changes for three years and during two different seasons.

The research done by DBBS students contributed significant information for the Berg River project, helping nuance it and define the substantial work which still needs to be done. An outline of their work suggests the range of data collected and interpreted. Studying the ecohydrology of the Franschoek Trust Wetland in the catchment of the Berg River, Ilze Kotzee classified the wetland as a palustrine valley bottom wetland, predominantly groundwater fed (phreatrotropic), but receiving seasonal surface water inputs. A permanently flooded zone, an intermittently flooded zone and a seldom inundated zone were distinguished. Ground water abstraction and surface water pollution by agricultural activities are potential threats to this

and other wetland systems in the region. Melissa Ruiters and Kim Adams took water, soil and plant samples at different places along the upper Berg River and the Franschoek River, a major tributary, in order to study water quality and plant quality, up and downstream of the dam, and along some of its (often polluted) tributaries. This was done together with researchers and students from KUL and UA who investigated diversity patterns in plants, invertebrates and fish along the same gradients of dam impact and pollution. In this river system, the pollution was concentrated downstream of the Franschoek Waste Water Treatment Works, so upgrading these is key to reducing the pollution. It is interesting that the invasive trees, *Acacia mearnsii* & *Salix babylonica* accumulated more metals than the endemic *Brabejum stellatifolium*. Josue Bahati Chishugi studied the interaction between stream characteristics and shallow aquifer in the Berg river catchment by monitoring chemical and physical properties of rain, stream flow and groundwater as well as river stage and groundwater in this area. Candice Lasher optimised the application of Fluid Electrical Conductivity (FEC) logging for fractured rock aquifer characterisation in Franschoek. FEC logging is a cost effective methodology providing both quantitative and qualitative data on the role of individual fractures contributing to flow to boreholes in fractured rock aquifers. It was introduced to South Africa through this project. Darian Pearce's study aimed to develop and apply a valuation model to determine the total socio-economic value of groundwater in Franschoek as part of the Berg River Catchment area. This type of study is essential in evaluating the true economic value of water.

The research in Phase 2 highlighted a particular problem. Ecologists' knowledge of hydrology is frequently limited to an understanding of the importance of rainfall and evapo-transpiration for small bodies of water and the potential importance of recharge and discharge phenomena for the limnology of the system. Similarly, hydrologists knowledge of ecology is often limited to a recognition that changes in flow patterns of rivers change the geomorphology which impacts on the aquatic biota. Specialist expertise or detailed knowledge of both disciplines, each of which is already complex in its own right, is rare. Within the project, frequent discussions, especially as a result of the many field trips where ecologists, geo- and surface hydrologists were involved, led to growing mutual knowledge

and understanding of the disciplines and an increasing realisation of the importance of an interdisciplinary approach such as ecohydrology. In that light it was clear that there was insufficient overall integration of the results produced by hydrologists and ecologists even within the project. An eco-hydrological model, much needed for sustainable management of aquatic resources, has yet to be established. Such a model could lead to a major breakthrough for the water sector in South Africa and beyond.

Achievements of the Project

The achievements of the project fall under two heads: contributions to building a better society and the development of research at UWC.

Contributions to building a better society

A major factor in societal change is building the necessary capacity in young people to enable them to play a full part in academia, industry, governmental organisations, consultancies, and so on. Our project was successful in the development of much-needed capacity in various disciplines to manage ground and surface water in a scientific way. In all, 13 students have graduated and a further 4 are likely to do so under the auspices of the project.

The involvement of many Flemish students and researchers raised awareness of the reality of water scarcity in southern Africa in relation to the increasing demands for development. This has resulted in considerable interest and their active and ongoing cooperation with UWC outside the DBBS frame.

The actual scientific results generated by the project and the new approaches pioneered are also a substantial contribution to building a better society in South Africa and further afield. As has been described in some detail, we examined the different parts of the water cycle and threats to quantity and quality of surface and groundwater. First steps were also taken in developing innovative methods to study the interaction between ground and surface water, especially in a region where few data are readily available. The team has made significant progress in developing models that are able to link hydrological and ecological processes for simple temporary pool systems. These are needed to assess the impact of any water abstraction

schemes in rivers and wetlands on the integrity of the ecosystems involved. Perhaps most important from a sustainability point of view, the work done has brought together researchers who wish to continue working together on matters vital to building a better society and has opened a clear agenda for future cooperation and research.

Development of research at UWC

The most readily quantifiable indices of research development at UWC are graduates, publications, and equipment. During the course of the project, five students (with two to come) completed PhD theses and eight (with two to come) completed MSc theses. In addition, considerable interest was generated in what is one of the major international challenges of our century and more postgraduate students are registering in the field. The publications that have resulted from the water project to date are listed in the appendix: 31 articles in A1 publications, 15 chapters in books, and 13 theses. In addition there has been a considerable growth in state-of-the-art equipment acquired for the advanced analysis necessary. Multiparameter YSI instruments for taking water quality readings in the field, augars, and dip meters have speeded up field work. One piece of equipment stands out: the Liquid Water Isotype Analyser exploits the cavity enhanced absorption spectroscopy method and measures isotopic compositions of water with unmatched sensitivity. This instrument is now being used for postgraduate research projects.

Less quantifiable, but no less important are the developments in networks and human relations. The networks have expanded considerably. Directly through VLIR-UOS, the N-S-S link with the IUC project at the University of Zimbabwe has enabled us to evaluate the South African situation in a broader southern African perspective and compare the approaches and policy towards integrated water resources management in two neighbouring countries. The importance of strengthened personal relationships and trust between researchers should not be overlooked. It is in fact a key aspect of successful ongoing knowledge exchange and collaboration. The global emphasis on social interaction in planning for knowledge economy institutions attests to this. Personal relationships between Flemish and UWC academics and students were built and

strengthened on a significant scale by the project, and will be an important factor in ongoing cooperation.

Finally, the project's impact on research development at UWC is reflected in the foundation of the Institute for Water Studies (IWS) in 2009. The IWS is charged with developing and implementing water-related interdisciplinary postgraduate programmes and training courses. The stature of the IWS is suggested by its being awarded a prestigious national research chair, and by representatives of the national Department of Water Affairs, and the South Africa UNESCO Commission being willing to serve on its board. The work done is clearly rated very highly.

IWS has eight research groups involving scholars from various disciplinary departments in Natural Sciences, Economic and Management Sciences and Arts (see Table 5.1).

Research Group	Main Research Issues	Leader
Environmental and Nano Sciences	Disposal of mining and industrial wastewater, neutralization of acid mine drainage.	Prof. L. Petrik
Biodiversity and Conservation Biology	Plant-water relationships	Prof. L. Raitt
Medical Biosciences	Endocrine disruptors in water, carcinogens, genotoxins, immuno-toxins, neurotoxins, biomarkers.	Prof. E. Pool
Surface water	Ecological reserve, hydrological effects of land cover changes, climate variability.	Prof. D. Mazvimavi
Groundwater	Fractured aquifers, movement of groundwater contaminants, surface water-groundwater inter-actions, groundwater protection.	Prof. Y. Xu
Economics	Willingness to pay for water supply and sanitation.	Dr E. Makaudze
Anthropology of water	Assessing the adequacy of water management institutions, transfer and adoption of water resources management knowledge.	Prof. J. Goldin
Integrated water resources management	Feasibility of implementing integrated water resources management.	Mr L. Jonker

Table 5.1   Water-related Research Groups at UWC

The intellectual capacity of the IWS has been further enhanced by the appointment of three extraordinary professors who join in research projects and supervise postgraduate students: Jacqueline King, an expert on environmental flows requirements (the reserve) who received the 2003 National Women in Water Award for her work developing methods for reserve determination; Catherine Brown, an expert on ecological flow requirements; and Nebojsa Jovanovic, an expert in the hydrology of the unsaturated zone.

Other indices of the standing of the IWS, nationally and internationally are the training courses it has been asked to offer, the grants it has obtained, and its research partnerships. Some examples must suffice. In 2010, the IWS organised a one week international training course funded by UNDP through CapNet, and Waternet on "Water Resources Assessment in Ungauged Basins in Sub-Saharan Africa" in 2010 with 33 participants from all over Africa and three international trainers from the Netherlands and Botswana alongside local staff. Other courses have followed. The IWS has obtained substantial funding to strengthen programmes, not least the support from the Netherlands Initiative for Capacity development in Higher Education (NICHE), which has enabled it to establish a functional remote sensing laboratory with a facility for real-time reception of satellite images. IWS is a strong partner in water matters with the Council for Scientific and Industrial Research (CSIR) and the National Research Foundation, particularly in the national Applied Centre for Climate and Earth Systems Science (ACCESS) and the South African Environmental Observation Network (SAEON). And, in addition to Flemish and Dutch partners, IWS has active relationships with the University of Waterloo in Canada, the University of Missouri, the University of Minnesota, and the Australian National University, not to mention its African partners.

Looking Ahead

The success of a development project of this kind must be measured by its sustainability: by the extent to which the work it started continues and the partnerships which gave it strength are further developed. Work in the Berg River Water Management Area is continuing. Considering the further landscape changes in the region, increasing water stress due

to population growth and climate change, urges continued monitoring of both the dam lake and downstream river system. More information is also needed to unravel the groundwater–surface water interactions to make an integrated assessment of the catchment water balance and dynamics. This offers opportunities to apply for further projects related to integrated water resources management in the future. A major feature of the water project has been its establishing itself as a functional part of the ongoing life of the university through the IWR, and its use of other sources of funding to expand its reach and impact. A second major feature is its acknowledged significance beyond South Africa's borders. Water is a major transfrontier issue in most parts of the world, requiring international cooperation and expertise. Broader capacity building creates an ever-increasing international extension of the network established by our project that in the future may play a significant role in international water resources management, opening up new research opportunities internationally.

This is already beginning to happen. The project has a firm relationship with UNESCO internationally (one UWC partner holds a UNESCO chair), and the WRC, the NRF and the CSIR in South Africa, with access to their international networks. Alternative Flemish sources have already been drawn on to involve more Flemish academics and students and build joint North-South-South projects with the University of Zimbabwe. Much more is in prospect. There are many avenues within the VLIR-UOS consortium that can be used to finalise the ongoing projects, publish important data, and even to start up new networks or research projects. The partners in Flanders and at UWC are committed to working together on the ecohydrological project, pioneering a model of major international importance, and jointly exploring all the major avenues of support. Given the acknowledged significance of what they are doing, there is little doubt that they will succeed.

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The Multilingual African City in Transition: Semiotics of Negotiating Change

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Rapid urbanisation, a long tradition of migrant labour, and a great deal of economic migration from other countries means that modern South African cities are highly multilingual, generating a large variety of strategies for communication and negotiating identity. They are also changing rapidly, in part as a response to the end of apartheid. What marks them off from European superdiverse cities is the very high proportion of newcomers. This inchoate diversity sometimes issues in group conflict (e.g. tribal strife on the Witwatersrand), and fierce xenophobia (e.g. against Somalis in many parts of the country). Clearly understanding the dynamics of culture, language and identity is germane to building a better society under such conditions. The DBBS project based in the Arts Faculty began with nine sub-projects under that broad umbrella. In the second phase, it has concentrated its attention on two intersecting themes, Multilingual Citizenship and Cities in Transition. Both themes speak to deep needs in modern South Africa and the continent more generally.

Phase I: Culture, Language and Identity (CLIDE)

The first phase of the project, under the heading Culture, Language and Identity (CLIDE), provides fascinating insights into the dynamics of a traumatised society which has gained some breathing space to recover. The antinomian, suspicious and atomistic aspect of Freedom Struggle culture, necessary for defiance and for keeping secrets in times of conflict, showed internally in a dynamic resentment of regulation from some and a tendency to pursue sectional interests rather than cooperation. Some Arts departments were deeply suspicious of the programme and held (wrongly) that priorities

were being dictated by the donors. Learning to work together accountably, openly and without undue suspicion has in itself been a major step towards a better society. Outside the University, too, the hand of the past was evident. Work at one external site could not continue for a while because of wildcat civil unrest of a kind which had been most effective at keeping the apartheid security authorities on the run, but was not conducive to solving problems in a democratic society. This remains a social problem. Work at the other external site was hindered and in the end significantly damaged by the lack of coherent community leadership, and by authoritarian figures with no respect for what was underway. This too was a result both of late apartheid's destruction of community leadership as a way of containing revolt, and of its authoritarian ethos. In perhaps too literal a sense for comfort, we were participant observers.

The CLIDE theme attempted to bring together intersecting research topics across departments in the Arts Faculty, all dealing with matters related to the national challenge of building a better society. These topics were prominent in discussion at a Faculty research retreat late in 2002 where the need for an interdisciplinary approach to developing research capacity in the Faculty had been agreed on. The invitation to submit a project for inclusion in the university's cooperation proposal to VLIR-UOS came late in that year. As there was no possibility of discussing it at a full Faculty meeting, the Dean consulted members of the Faculty Executive and based the proposal on what had been discussed in the research retreat. The disjunction between the northern and the South African academic years to which this awkwardness attests is a factor to be managed in all N-S development programmes. The resultant pressure was a factor in the suspicion that donor priorities were being imposed. Another factor was a defensiveness about the Faculty's research record. Although there were some strong researchers in the Faculty at that stage (it had the strongest research record in the University) there were no research teams, and the two departments which later figured prominently in Phase II of the project, Linguistics and Geography, were without senior leadership. It is no coincidence that their development has gone along with the implementation of the DBBS programme.

The research retreat also led ultimately to the establishment of the Centre for Humanities Research (CHR). The need had been expressed for a

space for research promotion, cross-disciplinary discussions and seminars. At the time, this seemed unrealisable. However, an opportunity presented itself. The Institute for Historical Research was in decline, and when the Director resigned there was only one professional staff member left. As this was a time of extreme pressure on the staffing budget, the IHR was no longer viable. The Faculty presented the request for the closure of the IHR to the University Council, along with the proposal to establish the CHR on the same premises. The intention, articulated in a discussion document at the time, was that the Centre should "stimulate research and publication in the humanities, make humanities research resources on campus available – where necessary through liaison with other bodies – give prominence to research seminars and public lectures and conferences, and assist with project proposals and NRF and other research-related applications. In short, it should be abuzz with research and research promotion activity". As one of the large projects with a stake in the CHR, the CLIDE project made substantial funds available for the equipping of the seminar room.

The CLIDE theme was very successful at mobilising researchers and structurally reminding them of one another's presence and activities and of the larger context in which they were working. At the start, there were nine sub-projects. Four related to language, literacy and creativity. Five were on topics relating to locality and identity, the visual record and change, constructions of masculinity, Africanism and identity, and identity as a factor in conflict management among young people. From this it will be plain that the research also crossed faculty boundaries, and researchers and scholars from Community and Health Sciences were also involved.

The projects were conducted at three sites: the UWC campus, Nyanga High School in an old, established township, and Wesbank, the first of the post-apartheid townships, about 6 kms from the university. The Wesbank site proved to be the most challenging and immediately plunged researchers into negotiations with community leaders to explain the programme and its spin-offs for the community, and to secure cooperation. Although this was the first racially open township after apartheid, the logic of the township's plan had not changed from apartheid days: the settlement for 25 000 people was long and narrow, about 250 metres wide and 3 kms long. It had no communal centre or developed communal spaces. At the time the project

started, the primary school in Wesbank was so overcrowded that it worked on a double shift system fitting two school days into one.

At the first meetings with the community in Wesbank, two issues came across very strongly: the high illiteracy rate and the need for a local library. The ethics of establishing a research platform there dictated the need to address these. Through Charlyn Dyers the Director of the University's Iilwimi Sentrum for Multilingualism, a programme to train unemployed people from the community to become literacy teachers was offered with support from a major bank. This programme was of great benefit to the community and opened many doors to the project. The library was a more complex matter. The newly-built high school had a room with shelves earmarked for a library but not a single book on the shelves. Sally Witbooi, a Library Science lecturer and PhD student, spearheaded a drive to collect books for the library. This initiative resulted in the shelves being stocked with books that were properly catalogued and repaired by volunteers from the school and community working with UWC staff and students.

As the research was accompanied by projects of direct benefit to the community (library resources, literacy classes, computer laboratory etc.), we had good cooperation from overstretched religious and school leaders, but there was no stable central authority. In the end the major projects were based at the new high school. A visionary principal had ensured that the buildings could be used for community purposes and there was a buzz of activity after hours, with little sign of any risk for the school. He had the support of the professional official in charge of the school region. However, when both the principal and his superior were transferred, their successors summarily closed the school premises to outsiders. This meant that the community lost much-needed resources and the researchers involved lost research sites in mid-project. Some researchers moved to the primary school and others to Nyanga.

CLIDE contributed substantially to the Faculty's plans to build research capacity. Several Flemish project members served as co-supervisors of doctoral theses. Many benefited from the writing workshops and seminars led at various times by the Flemish CLIDE leader, Stef Slembrouck, and the programme leader, Jan Blommaert, as well as from the mini-conferences and occasional lectures organised by the project. One particularly striking

exhibition was held, curated by Patricia Hayes. It involved photographs of campus life taken for one of the CLIDE projects. And when Antjie Krog, the eminent poet and researcher on the Truth and Reconciliation Commission, joined the project, this introduced a very productive energy. In the course of the first phase, five UWC academics were granted teaching relief to concentrate on their PhD research, and four have graduated. CLIDE provided scholarships for five MA and three PhD students and secured travel support for three of them to spend some time in Flanders and attend international conferences. Four of the MAs and one PhD have graduated. Two won important scholarships to study or work for a while outside South Africa after they had completed. And a number of articles have been published by academics and students.

There have also been disappointments. Understanding these is important. A very promising PhD candidate who had made three presentations at international conferences and contributed a chapter to a scholarly work had to withdraw for health reasons. And two very promising part-timers (an MA and a PhD scholar) had to give up after advancing quite far in their research because of the senior responsibilities they had been given by their employer, the provincial Education Department.

Finally, with the active help of the programme and project leaders in Flanders, CLIDE was successful in expanding international networks and building relationships with Flemish partners outside the strict frame of the programme. Discussions were initiated with King's College, London, the Institute of Education at London University, and the University of Jväskylä in Finland, and through the network, the International Association of Translation and Intercultural Studies held its third conference at UWC. On the Flemish front, there were several developments. The celebrated Flemish Director, Tone Brulin, generated considerable excitement on two visits to UWC, helping train aspirant directors and actors in the Centre for the Performing Arts. Discussions were initiated with the Royal Museum for Central Africa at Tervuren, coinciding with discussions between the Museum and the Department of History, which have now issued in a partnership. A UWC Music student was enabled to pursue her MMus degree at the Lemmens Institute. One UWC academic took his PhD at Ghent University, where he could present a number of his publications and an introductory

essay for the degree: a potential model to be pursued in South Africa. And finally, 16 Flemish students from UG and KUL came to Cape Town to work on projects related to the CLIDE theme for their graduation theses at the research sites. Their access to Wesbank was considerably eased by the work already done through DBBS. One of them reported that the people "had a remarkably open attitude to new researchers coming in" as a result of being exposed to the DBBS researchers (Depypere and Velghe, 2006).

Phase II: Multilingual Citizenship and Cities in Transition

Phase II required a substantial sharpening of focus in the light of reflection on Phase I. In the first five years, the Faculty had moved significantly in developing research capacity. In particular, the CHR had brought together a strong research group on the Humanities in Africa which highlighted the need for research groups with clearly defined profiles, both to secure funding and to use staff capacity more effectively. The achievements of Phase I were significant in building postgraduate work by supporting staff and students in their higher degree studies, running academic writing workshops, and arranging guest lectures, conferences and seminars. However, the breadth of CLIDE's scope was not conducive to developing more coherent research groups. It was also necessary to rethink in the light of the Faculty's recently developed Strategic Research Plan, based on a careful survey and analysis of research undertaken and published by members of the Faculty. Members of the Faculty were invited to present proposals, based on the Plan, for the development of strong research groups for Phase II of DBBS. Four proposals were received. Two overlapped with strong projects based in other faculties; the other two, Multilingual Citizenship (MC) and Cities in Transition (CiT) arose directly from parts of CLIDE and had the coherence and strategic base to develop into excellent and sustainable research groups.

Multilingual Citizenship

Projects on multilingualism in the second phase were more cohesive, focusing on the issue of people's "voice" and "participation" in everyday contexts. The studies took as their point of departure the question of how

to live with dignity, care and empathy (Sennett, 2003; Coste and Simon, 2009: 175), in a turbulent and ever-shifting post-apartheid landscape, and in particular the role of language (multilingual) practices in "bridging divides, repairing inequalities and redistribution of power" (Shohamy, 2007: 133). This question is particularly relevant for the encounters at the level of the local that people experience on an everyday basis; the "local" is where groups and individuals meet, engage around mutual concerns of consensus or contention, and move towards solutions to possibly intractable conditions of co-existence and "harmony". Although local places comprise and support multiple publics, these publics may not occupy the same "sense of place", and thus local places are increasingly fraught and contested constructions, complex and multilayered, as any physical space will host many different micropublics living together in "proximities of difference" (Mac Giolla Chríost, 2007). From the perspective of national development, the localness of place and its situational dynamics is central to a variety of processes at the level of the nation and its politics, as it is at the level of the local that abstract rights and obligations are realised in "the everyday lived experiences and local negotiations of difference on microcultures of place" (Amin, 2002: 967).

Considerations such as these suggested a thoroughly interdisciplinary approach to the research questions, one that would wed the urban semiotics of cities in transition to emerging forms of multilingual citizenship. The theme of multilingual citizenship comprised in turn three sub-projects, each with a PhD student as the main researcher, with some outliers in the form of MA theses on related topics. The sub-projects are described immediately below. Their significance is then explored under the heading Linguistic Citizenship.

Popular Spaces of Multilingualism in Late-Modern Cape Town

In a highly mobile new South Africa, characterised by historical displacements and contemporary mobilities, both social and demographic, a large part of people's daily life involves getting to grips with diversity, dislocation, relocation and anomie, while at the same time attempting to pursue aspirations of mobility in a context of postracial inequity. The question this sub-project sought to explore was to what extent forms of talk,

born out of displacement, anomie and contact in the transforming contexts of South Africa, allow for the articulation of lifestyles and aspirations that cross historical faultlines of ethnicity, class, religion, political affiliation, sexuality and gender (Fanshawe and Sriskandarajah, 2010).

A useful notion when seeking to understand how displaced identities in flux find productive points of contact and exchange is conviviality, which is the stuff of Amin's (2002) "sites of habitual engagement" (cf. Wessendorf, 2010). Although convivial relationships are typically everyday mundane encounters, contexts of rapid change and upheaval, diversity and mobility, afford particularly rich insights into how complex affiliations and attachments are negotiated, mediated and contested. Gilroy (2004: xi) defines conviviality as "processes of cohabitation and interaction that have made multiculturalism an ordinary feature of social life" and Blommaert (2013: 102) characterises it as "the attitude that enables people to accept different trajectories of life and different ways of going about things within the same space". Similar thoughts are captured in what Noble (2009: 49) calls "corner-shop cosmopolitanism" or "banal cosmopolitanism" or "pragmatic-being-together", notions that all seek to understand the interpersonal mechanics behind what he terms "unpanicked multiculturalism". Conviviality in these senses is key to a politics of the everyday, or what Yuval-Davis (1999) has called a "transversal politics" where speakers, conscious of their own identity (rootedness) nevertheless attempt to position themselves in the life-world of the Other (shifting). To a large extent, these processes take place outside of the institutional forms and against the grain of, conventional political forums.

Two sites were chosen to study this complex question, Mzoli's Meat Market and Hip Hop scenes at Club Stones, as these sites were judged to be spaces where people from a variety of backgrounds would meet convivially and engage with each other, thus providing a potentially fertile ground for quotidian acts of citizenship. Mzoli's (as it is popularly known) is a meat market on the margins of Gugulethu, a predominantly black township established in 1958 by the apartheid government to house black people moved from the city proper. Club Stones is located in Kuils River, a suburb with a very diverse population, and is a popular venue among young South Africans of a range of backgrounds.

In these two sites, attention was focused primarily on performance genres. Bauman and Briggs (1990: 73) define a performance as a contextually situated activity where discourse practices are decontextualised and recontextualised into "text". Performances are akin to media in that the voices or stereotypes and stances conveyed, although scripted and not necessarily a true depiction of the facts, nevertheless "provide frameworks of interpretation which people orient to in their everyday lives" (Loh and Kim, 2012: 258). They are thus ideal contexts for the study of voice and agency, and key sites for local enactments and depictions of "citizenship" in that they involve "audiences" and thus serve to bridge the private and parochial to the "public" (cf. Wessendorf, 2010).

Reimagining Diversity in Post-Apartheid Observatory, Cape Town: A Discourse Analysis

The second study sought to explore another aspect of living together in diversity, namely "contested co-existence" a co-existence that "troubled", and where "getting on" on an everyday basis is subject to negotiation and contestation. Places are potentially sites of explosive difference, disagreement and contention, where distinct positions of interest will confront and collide, and where consensus may be an "accident of engagement" (Nayak, 2010) rather than a predetermined outcome of deliberation. Feeling out of place is one of the key obstacles to any sense of belonging, agency and participation (Nayak, 2010: 2372). Karner and Parker (2011), for example, take issue with the tendency in sociological thought to see communities exclusively in terms of a politics of exclusions and alliances and as exhibiting "community cohesion" or its absence. They point instead to the politics of ambivalence. In the face of "complex social realities defined by a series of ambivalences" (2011: 355), people "can act together without the compulsion to be the same" (Sennett, 1974: 255).

This study explored points of tension and unity in everyday encounters in a transforming urban space. It was interested in how the composition of the local (urban) area (that is, how the space is populated, imagined, discursively constructed, materially framed and institutionally provided for) reflects transformation and the convivial or contested co-existence of those who live there or move through the space. In particular, it explored how the

tensions, contradictions and ambiguities of transformation are layered into (reflected, refracted and made visible) in how "place" is figured semiotically, through narrative, graffiti, signage and through virtual channels such as blogs.

The site chosen to explore these questions was Observatory, a southern suburb of Cape Town. From having been a predominantly whites-only neighbourhood, Observatory is now "home" to a diverse group of people. This diversity is visible in the linguistic and material landscape of the neighbourhood, which comprises an urban mix of colonial architecture with new and creative stores, hosting signage in a variety of African languages as well as English, Afrikaans and Chinese. In many respects, Observatory presents itself as a laboratory of everyday transformation, and therefore a site worth exploring in detail with respect to the semiotics of social transformation.

The analysis focused on how the contradictions and tensions of transformation – the alignments and entanglements, dis-alignments and ruptures that customarily accompany moments of upheaval – were structured and relayed across a variety of semiotic practices, e.g. local linguistic landscapes, interviews, narratives, blogs.

Semiotic landscapes and mobile narrations of place: performing the local

The third study dealt directly with the complex dynamics of place-making itself, particularly in terms of the role played by semiotic landscapes in promoting forms of urban civility. Hall (2009) has suggestively argued that rather than a setting to be navigated, local place is that through which, and with which, lives take shape, and that biographies of place and life are intimately interwoven (581); local life "takes place, not just in place but with it" (579). With global mobility, flow and flux, place, emplacement and locality are important in many different ways, and in fact, mobility is a crucial factor defining place and locality (575).

This study focused on the township of Manenberg, located approximately fifteen kilometres east of the Cape Town central business district. It was originally Afrikaans-speaking, with the Kaaps dialect predominant. Like many South African townships, Manenberg is now increasingly multilingual due to movements of local populations and

an influx of migrants with distinct languages from beyond the country's borders (especially Nigeria and Somalia). English is now a predominant feature of the landscape, and so, increasingly, is isiXhosa, spoken in Tambo village, the new, expanding "suburb" of Manenberg. Like any urban space, Manenberg can be characterised in terms of different, at times competing, macro-discourses of spatialisation (Osborne and Rose, 2004). In standard authoritative narratives, it is (re)presented as a geographically marginal space, historically created out of the forced removals of black and coloured families during apartheid, characterised still as plagued by poor urban planning, lack of municipal services, and as crime ridden. Both informally and in formal, expert discourses, Manenberg has the reputation of being a gang-saturated area, one of the worst such areas in Cape Town.

The question for this study was how people conduct place-making or home-making. A central aspect of place-making is the way affect and movement through space is organised, narrated and interactively accomplished by means of – direct or indirect – engagement with situated material semiotic artefacts. Hence, what is the role of the narratives of everyday minutiae in the production of place? What are some of the practices and mechanisms behind the multiple constructions of place and its meanings? How does the material semiotic landscape contribute to organising place, and how does place in turn determine the reading of signage? What role does the semiotic composition of place itself play in informing, accentuating and contextualising such narratives? Semiotic or (linguistic) landscapes are seen here as part of transmodal repertoires of practices and "technologies" of perceiving, living and narrating everyday "place", as a socially accomplished and embodied and temporary practice.

Linguistic citizenship

The key concept underlying all research undertaken in this project is linguistic citizenship. Questions around the semiotic mediation of conflict, contest and cooperation pose a host of challenges for contemporary studies of language and language policy (Agnihotri, 2007; Shohamy, 2007). The conceptual apparatus within which studies of multilingualism are framed, as well as how policy making and implementation are conventionally understood (Kennett, 2008) can only with difficulty translate values such as

care, empathy, and respect for diversity into a language policy for democracy. In revealing some of the dynamics of the exercise of citizenship as registered in language, the studies outlined above help define some of the challenges to policy-makers.

Firstly, the studies have pointed to how ambiguity, multivocality and reinterpretation are the stuff of everyday encounters and interactions, where what is convivial emerges out of relations of (potential) antagonism and contest. Such practices allow the articulation of a form of citizenship where interlocutors themselves are in control of the flow and framing of the discourse, and where the agency of these speakers resides in constructing a space of unconstrained interpretation and production. These are the semiotic instantiations of a citizenship that rests on the idea that important aspects of voice and participation are constituted through non-institutional means, where language negotiations are transgressive and central to the creation of a normative order around local engagement with meaning.

Secondly, the studies have suggested that the category of language *tout court* is not an appropriately scaled category around which to build language policy. The category of "language" often appears to be a justification for – through language ideological discourses – a categorical inscription of identities that there is little evidence for in the everyday interactions we have studied in this project. In our data, we found that the fluidity, transmutation and entanglement of social categories in contact, and the production of social categories as malleable, permeable and unstable constructs, were best captured through the small-scale, local, and rather minimal linguistic elements, often non-referential, connotational, and off-the-cuff remarks that carry significance in the exercise of everyday and ordinary conviviality – or contest. This scale level of analysis revealed how categories were navigated on an everyday basis, and subject to multiple gradients of authenticity, crossing, and mixture, which could not be described in terms of notions of nativeness, ownership, and authenticity that typically frame discussions of linguistic diversity.

At a more general level, a politics of language needs to encompass the whole gamut of communicative production, and attend to the dynamics in the emergence of messages – resemiotisations – across different modalities. Such resemiotisations may ultimately result in linguistic forms of "final

deliberation" presented in formal public arenas, couched in standard and normative forms of language, or find expression in some other semiotic, such as art or performance. We need to be cognisant that "legitimate, formal speech and public arenas" are not the only level where "democracy gets done". Rather, they are where democracy "gets displayed" – in the performance of registers of public deliberation.

The work in this phase of the project laid the ground for a successful international conference organised jointly with the Universities of Cape Town and the University of the Witwatersrand called "Mobilities, Language and Literacies". The conference attracted 250 participants from across the globe, and has resulted in two edited collections on international presses. The research also provided the impetus to establish a new journal, *Multilingual Margins*. The journal, which has an international editorial board, will soon produce its first issue.

Future and ongoing work: problematising multilingualism, rethinking language and citizenship

The work in the project has generated the critical mass enabling us to pursue in more depth some of the more theoretically vexing issues arising in a transforming, multilingual society. Work along the lines detailed above is continuing, focusing on a critical interrogation of the notions of monolingualism and multilingualism. These notions are far from transparent and although they are often set in contrast or competition with each other, both terms in fact reinforce a monoglot and hierarchical stance on voice and heteroglossia.

An important institutional recognition of the quality and volume of work being done in this project is the establishment of a new research unit at UWC, the Centre for Multilingualism and Diversities Research (CMDR). As a cross-faculty forum for the problematisation of multilingualism and diversity across disciplines, the CMDR will work in close synergy with the CHR.

The CMDR is an excellent base for significant international cooperative research.

With our partners at the Linguistics Department at UG, we have launched a programme of research around two questions directly arising from the work already done. These are, (i) how space continues to be construed and enacted as racialised place, and what the semiotic means for this are, and (ii) the issue of interdiscursivity and the publics in relation to the phenomenon of so-called "hate speech." This research will contribute to understanding how "accidents of engagement" (Nayak, 2006) between diverse groups of speakers may result in constructive moments of provocation, where orders of significance and established forms of interdiscursivity and interpretation may be shaken, modified or upset in the immediate moment of the encounter and its aftermath. The CMDR organised an international workshop around these themes in July 2013 entitled "Cities on the move: mobilities and sensibilities". It also hosted an international workshop entitled "The sociolinguistics of superdiversity" in Cape Town in October 2013.

In conjunction with the Max Planck Institute for Religious and Ethnic Diversity in Gottingen, we have been exploring the usefulness of the notion of "superdiversity" and its methodological implications for rethinking some of the issues emanating from the project. "Superdiversity" captures well the extent of social (re)organisation in contemporary globalisation and translocal sites, that is, a "diversification of diversity", not just in terms of ethnicities and countries of origin, but also with respect to a variety of significant variables that affect where, how and with whom people live (Vertovec, 2006:1).

The work is also being pursued in a wider range of consortia. For example, UWC is a member of the InCoLaS (International Consortium for Language and Superdiversity). A new consortium of universities, the Southern Multilingualism and Diversities Consortium is also underway, comprising universities both in the North and South that work with multilingualism in the geopolitical South.

Cities in Transition

The CiT theme was conceived as covering a range of topics with some overlap with MC. The overlap is plain in the PhD thesis of DBBS scholar Kudzayi Ngara, who investigated the semiotic means by which Johannesburg, as a version of the postcolonial metropolis, continues to be construed and

enacted as racialised place. A major topic within the CiT framework, this time with significant implications for the University's spatial development, is the University and the City. It has scrutinised the possibilities for UWC in seeking to transform the apartheid-engineered space around it. With the support of Johan Lagae and Pieter Uyttenhove, students from UG's Urban Studies Unit have been able to conduct master's research on this theme, and have provided important data which can be used by UWC and the City of Cape Town in planning the transformation of the area. Another topic related to transport and the city, built on the strengths of Gordon Pirie, a geographer with a particular interest in transport. The Transport Museum project drew on scholars from several disciplines to explore the possibilities of a transport museum in Cape Town. This project has taken university research into high level planning discussions. *UniverCity Dialogues: The role of universities as placemakers*, a workshop organised by the four Cape universities through the Cape Higher Education Consortium, was held at UWC in 2013, drawing in a national cabinet minister and senior figures from the provincial and city administrations and the universities. Among other speakers was Uma Mesthrie of UWC who spoke of the complicated histories of apartheid urban planning, removals and dispossession that have an ongoing effect. And Michiel Dehaene of UG cautioned against project-led urban development which often thwarts planning, urging that universities be long term planning partners of cities in the interests of sustainable development. A recent and very significant contribution to the project is *Becoming UWC*, a reflective, multivocal history of the University. It was edited by Premesh Lalu, CHR Director, and Noeleen Murray.

In 2011, with the departure of Gordon Pirie, the project leader, it was time to review. Although certain aspects of the project had been fruitful, it became evident that the theme Cities in Transition could be developed on a broader basis in the Faculty, opening up new intellectual opportunities. Noeleen Murray, an architect and urban geographer was appointed as project leader. CiT is at an exciting stage of transition, being reshaped to address some neglected areas of research in Urban Studies in Africa. Central to the reframing of the project has been expanding the interdisciplinary approach. This has resulted in closer links with new and existing initiatives in the Faculty of Arts and, for geoinformatics, with the DBBS Digital Inclusion

project. With the participation of these other initiatives, CiT is now framing enquiries into the nature and form of the processes involved in the making and unmaking of cities in Africa, specifically in southern Africa.

The project provides the space for careful, theoretically informed scholarship in rethinking some of the foundational aspects of knowledge production in spatial disciplines such as geography, environmental science, urban planning and architecture. Typically scholarship within these disciplines is constrained by the discourses of development and the disciplinary demands of practice. As a result, inadequate attention has been paid to the histories of spatial disciplines, the nature of practice and questions of affect and intellectual location. Rethinking the disciplines is a standing challenge.

In 2012 CiT was registered on a new basis as a research project in the Arts Faculty, creating a faculty-wide research platform for a growing number of academics who have been investigating and publishing independently on various facets of urban studies, including race and residence, security and community, work, tourism, consumption, circulation, conservation, identities and policy. The appointment of new major scholars in the field, in particular urban planner Rezaak Karriem and geographer Daniel Tevera, presented opportunities for exciting new research directions from 2013.

CiT's mandate to develop postgraduate research continues. The platform offers considerable opportunities for international cooperation in this regard. Discussions have progressed with local academics and international colleagues and a collaborative agreement has recently been reached with the University of Pretoria's Capital Cities Project led by renowned South African urban scholar Alan Mabin. This wider cooperation is aimed at enriching the postgraduate environment through seminars, exchanges, guest lectures, joint proposal-writing workshops and regular contact with others working in the field outside UWC.

As a humanities-based project, CIT has been able to move beyond technicist approaches to the city and there is increasingly exciting deployment of analytical perspectives from across the humanities to seek to understand the (re)making and meanings of the city. Senior scholars from the Arts Faculty and from Political Studies and Development Studies are committed to building an excellent, sustainable research group with a distinctive niche.

As a start, members of the group will regularly try out their ideas and papers on one another and seek to enlarge their reading scope.

Understanding the city from multiple perspectives instead of from entrenched and hegemonic positions of constituted authority and control, the project has been open to multiple voices, revealing the range of subjectivities. This is both an analytical approach and a liberating political one, taking one to the multiple dynamics involved in actually imagining and shaping the city. For this reason, it is an approach ideally suited to examination of cities of the south in transitional moments, such as in contemporary South Africa. A base of intellectual vitality and support in this work is the Departmental Seminar Series in Geography and Environmental Studies. The Technics and Politics' reading group facilitated by the CHR fellow Ruchi Chaturvedi contributes substantially to exploring affinities and establishing cooperation across disciplines.

As part of DBBS, the project has had a base in the Department of Geography and Environmental Studies. Planning for the future has opened up significant wider partnerships through the CHR. Work already started by old and new participants in the project forms a substantial part of the on-going work of CiT. *Modernisms* focuses on modern architecture and apartheid, in particular exploring notions of the continuity of "apartheid modernities" in South African architecture and planning. Most recently the case of modernist architecture under threat in Claremont, Cape Town, was explored by a small CiT team with interests in heritage, architecture and social geography. The commitment to multiple voices led to participation in the public consultations. There have been a number of other interesting developments. The most productive and high impact work grows out of earlier *University and the City* research. The mapping of housing in Belhar, the suburb next to UWC was extended in 2012/13. Substantial archival work in this regard took place with master's student assistance in 2012. In collaboration with Johan Lagae of GUST and Gordon Pirie at UCT, the work will be published in a special edition of *Planning Perspectives* in 2014. It has very significant implications for the development of the region.

The second phase of the project has seen the two related lines of research develop substantially in alignment with the Faculty research plan and have helped to shape the implementation of that plan. Both Cities in

Transition and Multilingual Citizenship now have research and postgraduate development on a sound footing and have considerably expanded their international networks. Of particular interest is the staff and student exchange programme organised between King's College London and the Department of Linguistics within the framework of the UK's Economic and Social Science Research Council (ESRC) programme for Research Centres of Excellence. The second phase has also seen an acceleration in the movement both ways between Flanders and UWC. A regular stream of master's and doctoral students has come to the Cape for part of their research, several UWC students have been enabled to spend time in Flanders and attend conferences, and there have been a number of visits by academic staff, with one, Anne-Marie Simon-Vandenbergen from UG, paying two fruitful visits to Linguistics, one for a full semester. The second phase has also seen major new initiatives in coordinating local and international partnerships and funding sources, to multiply benefit to all concerned, to fund projects and scholarships and to support conferences and workshops. The work around multilingualism continues to attract significant international research attention, with an up-coming Fulbright visit (Professor Jim Collins from Albany University), and numerous enquiries from Hong Kong, Australia, UK and countries in the region. One PhD scholar has taken up a postdoc position at the newly formed Center for Multilingualism across the Life Span at the University of Oslo. Finally, it would be wrong to conclude without mentioning the significance of the presence of three postdoctoral fellows, Noeleen Murray, Emmanuel Bylund and Jade Gibson. Their engaging with postgraduates, prompting discussion and reading, contributing to seminars, workshops and conferences, and witnessing to the excitement and hard work involved in good research, has contributed significantly to building a postgraduate community in the Faculty. Postdoctoral fellowships give a major boost to development and capacity building projects.

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⑦ Student Leadership Development

Lullu Tshiwula (UWC), Jan De Vriendt (KUL), and Khaya Magopeni (UWC)

Underlying success in building research capacity is the quality of education of undergraduates, not only in their academic specialisations, but as concerned citizens and as intellectuals contributing their skills, talents and experiences to make sense of the world. It is very much to the credit of VLIR-UOS that it was prepared to venture outside the frame of postgraduate development and research cooperation to support the University of the Western Cape (UWC) in developing a Student Leadership Development Project (SLDP), largely involving undergraduates, as part of the University's holistic development of students and alignment of purpose across interdependent departments.

Cooperation could not occur on the same basis as in research projects, and there were difficulties in fitting into a structure premised on research. However, the project leaders were able to have substantial discussions at joint steering committee meetings and consultations over the telephone, and by email. Circumstances in Belgium and South Africa are very different, but it was most useful to be able to compare what was being done in the two countries, find similarities, and enlarge the repertoire of possibilities for meeting changing situations. It was also useful to be able have students travelling in both directions between Flanders and South Africa. All in all, it is clear that this kind of project as part of a larger programme is a real asset, and an important contributor to achieving VLIR-UOS's development cooperation goals.

The history of the project will be described later, but its scope is suggested by the goals of

i)   optimising student participation in student governance, voluntary associations and organisations to enrich the campus culture;

ii) elevating the discourse on issues of rights and responsibilities;

iii) holding students accountable for their behaviour;

iv) nurturing emerging student leadership;

v) mentoring students who are "at risk" for various reasons so they are able to meet academic and personal challenges; and

vi) constructing opportunities that enable students to develop the resilience and self knowledge needed to deal with societal challenges.

The participatory experiences implicit here enable students to become well-rounded, educated people. In one sense, this is as it should be everywhere, and the informing goals are common to universal good practice. But the South African socio-economic context and the pressing need for its transformation give a distinctive edge to the ways the goals are interpreted and applied.

The South African Context and the Challenge to Universities

South Africa is country of contrasts, not least in social conditions. Some areas are highly developed with all the benefits of affluence. Others are underdeveloped and marked by widespread, often abject poverty. Some areas are well served with public amenities; others, particularly with a pattern of rapid urbanisation and informal settlements, have almost none. There is some excellent schooling, but the overall picture is of a school system which is not working at anything like the desired level. This deprives many learners from townships and rural areas of the opportunity to use education to improve their socio-economic position and contribute significantly to national development. The role of universities in influencing improvement in this situation is vital. It is effected partly through good training of teachers, partly through research, and overwhelmingly through the social and intellectual competence of their graduates. Research is a powerful means of changing perceptions and enabling people to come to terms with realities. It can also be a source or facilitator of social and technical innovation. But the primary agents of change are people. Socially and intellectually competent people set the meaningful change agenda and in themselves embody the change. Such socially and intellectually competent people have to come from a full cross-section of the country. Hence the importance of UWC's

pioneering commitment to enabling as many promising young South Africans as possible to attend university and gain an excellent education.

South Africa is still a new democracy. When UWC's Dynamics of Building a Better Society programme was established in partnership with the Flemish universities, South Africa had had only nine years experience of democracy after 45 years of intensely enforced apartheid, and a much longer history of racism and underdevelopment. The implications of this history were clear in the huge disparity between the financial situation of universities advantaged and disadvantaged by racialised state spending on education. The implications were more obviously evident in the facilities and broader opportunities that universities were able to offer. UWC was established as part of a system in which universities for people other than white were deliberately placed in rural areas or on the margins of the South African economy. This kind of out-in-the-bush location impeded the access of these universities to financial and other networks to support institutional development. It also isolated (and continues to isolate) their students from regular experience of the areas of the economy where higher-level skilledness is in demand, and so from being able to prepare realistically to enter them. Mentioning this should not be seen as a sign of a victim mentality. Rather, it highlights the challenges in the way of the deep transformation that is at the heart of the democratic project. Commenting 13 years into the democratic era, Soudien (2007) points out that the legacy of apartheid is particularly visible in the financial situation at Historically Disadvantaged Institutions and the impact that this has on students.

Building a better society thus has to be a shared, complex, fluid and dynamic process that is created in interpersonal space, involving members of the university and the communities in a reciprocal and interconnected system. In short, a "better society" is co-created in a dynamic dialogue with communities and the wider society. It is an exploration and celebration of democracy. This has implications for meeting the challenges that students bring with them and for keeping UWC in a dynamic relationship with the wider society. It means that we see ourselves as connected people, creating community, and places individual success within the context of social embeddedness.

UWC's Students and their Development

Over more than 30 years, UWC has gone out of its way to open the doors of learning, both for reasons of social justice and to realise much more of the national talent pool. In consequence, UWC has an unusually large proportion of talented undergraduates from backgrounds of poverty and social and educational disadvantage, many of whom face the added impediment of home circumstances made dire through the impact and prevalence of disease. That they come to university at all is remarkable, with a high level of natural selection involved. The astonishing fact is that with appropriate attention most succeed. A significant number who entered the university as doubtful candidates by conventional standards are now leading figures in their fields of knowledge and enterprise. The motto, *From hope to action through knowledge*, is keyed to the transformation agenda: to become agents of the desired transformation of society both steadfast hope and intelligent use of knowledge are required. Enabling students from backgrounds of poverty and disadvantage to equip themselves as transforming citizens has interrelated financial, social and educational implications for the University.

Financially, such students can come to university only if they can secure financial aid. Finding aid for high-performing students is rarely difficult, but most students from poor and disadvantaged backgrounds are not yet high performers. They do qualify for help from the National Student Financial Aid Scheme (NSFAS), but not all obtain it. In any case, NSFAS support rarely covers all expenses. Over the years, UWC has ensured that no successful student is denied the chance to continue by lack of funding. In addition, UWC has deliberately kept its tuition fees low (at approximately 50% of the highest fees charged in Cape Town) to enable such students to manage. However, this seriously reduces the University's annual income. Unlike the universities advantaged under apartheid, it does not have a substantial endowment which can be used to build, maintain and upgrade academic and cultural facilities, fund research, keep the ratio between students and staff low and pay competitive salaries. This means that UWC has to do more with less. This has been a hallmark of its success over the years.

Socially, such students have generally been locked into a rural peasant or urban working class environment which has allowed them little opportunity to widen their horizons, deepen their general knowledge, develop a broader social competence and find affirmation for their academic work. Some students come from illiterate homes. Most are first generation university students whose parents are unable to support them financially or personally for a variety of reasons, the most obvious being that they have had little education. Still on the lowest rung of Maslow's hierarchy, they are more inclined to encourage their children to get a job after completing their schooling and start contributing to the household income. It is thus of the highest importance that students should have an academic environment hospitable to wider activities that open windows on the world. Creating such an environment in a cash-strapped institution calls for a nimble, astute, innovative approach.

Educationally, most such students have had seriously inadequate schooling. Some attempts have been made over 20 years to level the playing fields in terms of the quality of schooling and school conditions: all state schools now follow the same curriculum, some schools have been classified as "no fee schools" to give better access to the poor, and school nutrition programmes have been introduced in some areas so that learning is not impeded by hunger. However, a large proportion of the schools, euphemistically described as "previously disadvantaged", still underperform: they have unmotivated staff, lack necessary facilities, and are situated in areas which make it difficult to create safe learning spaces. Most of the students who enrol at UWC have attended schools of this kind. Despite being twenty years into democracy, the playing fields are far from level, so the University has to respond with innovative methods of teaching and academic development initiatives.

From Student Affairs to Student Development and Support

Up to the early 2000s, the executive portfolio dealing with student matters was termed "Student Affairs". Different divisions within the portfolio worked in silos. In effect, there was a complete separation between students'

academic, accommodation, counselling needs and the overall socio-cultural environment on campus. For example, residence administration focused on the physical infrastructure needed to house and provide catering for students, making very limited provision for recreational and social activities. Students were viewed as mere beneficiaries of services. Many were thus denied the opportunity to contribute their life experiences to the way student development programmes and interventions were understood and applied.

The academic programme had a different history. In the 1980s, the University had taken the bold step of recognising that academic support for a minority was inappropriate where the large and talented majority enter university inadequately prepared. Catch-up academic support for a minority was replaced with forward looking academic development, which starts with intellectual goal-setting to suggest what has to be learned in order to succeed.

With the national shift in focus on higher education to a concern with producing well-rounded, educated citizens, and following the logic of its academic development initiatives, the University of the Western Cape took a strategic decision to reconceptualise Student Affairs as Student Development and Support and to draw the different divisions in the portfolio together to support a common, strengths-based philosophy. Within this frame, students are seen as co-constructors of knowledge and active contributors to the development programmes: people with an inherent capacity to make a difference. The challenge then is to build an enabling, critical and intellectually stimulating learning environment in synergy with the academic programme. The objective is to support students to be ready to meet academic and social challenges and succeed in the required timeframe; to be critical, well-rounded graduates with initiative and leadership skills whose entry into employment and citizenship benefits society. This vision is deeply embedded in the thinking of the University's leadership, and underlies the Institutional Operating Plan.

Pioneering Student Development in a Research Development Programme

The start of the DBBS programme coincided happily with these developments. In the open and constructive exchanges with VLIR-UOS and the northern leadership, the notion of a student development and quality of campus life initiative was mooted as underlying UWC's strategy for developing a steady flow into its postgraduate programmes. Postgraduate success, it was argued, has its roots in the adequacy of undergraduate preparation. After extensive and helpful discussion, VLIR-UOS approved an unprecedented project to help address this need as part of the overall DBBS programme, in full alignment with UWC's strategic plans.

One of the reasons for the Student Leadership Development Project (SLDP) being unprecedented was that the majority of students at universities in the North have a sound general education and substantial social capital of the kind necessary to make good use of the opportunities the institutions offer. The prevailing assumptions about student preparedness which inform education and donor policy in the North and often in the South as well are based on such a situation. To say this is not to underestimate either the value of the work done in student development in institutions in the North, or the challenges many now face with increasing participation from the working class and immigrants. Student development professionals in the North, like their colleagues in the more advantaged universities in South Africa, often have to contest those assumptions with their colleagues who have idealistic notions of student preparedness to secure attention to real needs. The difference between the Flemish universities and UWC is not in kind but in scale. At UWC, underpreparedness is not a minority phenomenon; it affects the large majority of students. In a study of South African universities, UWC was shown to have one of the highest proportion of graduates (75%) coming from low socio-economic backgrounds (Breier 2009:55). The commitment of the Flemish programme leader, Professor Jan Blommaert, who doubled as project leader in the first phase, and the willingness of the VLIR-UOS leadership to take a holistic view of what was necessary to achieve the overall development goals of the programme saw to the project's being approved.

For the reshaped and integrated Student Development and Support portfolio, focused on the development of students in a comprehensive sense, the SLDP opened space to address contextual gaps in schooling and develop strongly citizenship-oriented leadership. This was (and is) no easy task. Through various means, opportunities are created for students to develop personal, academic and social skills, emotional intelligence, the resilience to cope with academic and personal pressure, capacity to resolve conflict, and the ability to communicate well. In addition, creating a sustainable learning environment true to the national constitution and the university's values means taking account of the plural realities and multiple subjective experiences of students. This requires the provision of platforms for students to engage critically on current issues and use their academic learning to face the developmental challenges within their chosen professional domains and beyond. Leadership requires sensitivity to diversity and a sense of its functional value. Accordingly, the University aims to integrate a diverse group of students into the institutional culture in ways that explore and embrace diversity and at the same time promote inclusivity. In this way, student communities can develop in sustainable ways. Students are accountable for monitoring their own behaviour. Although there are rules, regulations and policies in place, SDS places a great amount of faith in students to think and act in ways that reflect responsibility and accountability. It in turn has adopted a Services Charter for Students which is a statement of commitment by the University reinforcing this culture.

Seven specific SLDP initiatives contributing to this large project of enriching the overall learning environment should be mentioned: (i) securing Students' Representative Council (SRC) commitment to an annual strategic planning session; (ii) persuading students to revitalise the debating society; (iii) a mobility project to enable students to discover something of the broader Cape Town environment; (iv) enabling students to institute an annual fundraising festival, RAG, in aid of community projects; (v) the establishment of a Leadership Academy; (vi) the establishment of a ResLife Centre to promote leadership and academic excellence in residences; and the flagship, (vii) a highly successful peer monitoring project. Each of these is explored below.

Building democratic procedure: Students Representative Council strategic planning

Student leadership is critical, both to running the university successfully, and to developing skilledness across a broad leadership front. In the apartheid era, students came to UWC "under protest" and even "to protest". Confronting the enemy took precedence over all non-academic activities, with the result that 1994 saw a university in a relatively isolated position with mediocre and limited sporting activities, and almost no cultural and social activities. Student leadership, too, resorted far too readily to the hit and run tactics necessary for survival and effectiveness in the days of oppression. Loose patterns of accountability, also necessary in the struggle, became a liability in developing democracy. The DBBS programme engaged student leadership from the start, and the SLDP sought to help the SRC orientate itself to a new environment. Stable democracy makes planning possible. One of the initiatives was to place the need for coherent and responsible planning before the SRC and enable it to have a strategic planning retreat to prioritise challenges and work out how they could be met and what institutional help was necessary. This has become one of the budgeted annual activities for the SRC, and has generated new modes of accountability. Enabling student leaders to broaden their perspectives is another challenge. An annual SRC study tour to another African country, initiated by SLDP, gives student leaders a chance to encounter different worldviews and perspectives and to build important networks.

Renewing public discourse: The debating society

Renewing public discourse is a key requirement for discovering democratic modes of procedure. Public debate is an area conducive to discovering the terms of current discourse and subjecting them to scrutiny. Hence the importance of the debating society, with the playful title, Bush Banter. With initial SLDP financial and logistical support, the society attracted a great deal of interest, and has become a force to be reckoned with. It won the Western Cape regional debating championship in 2013. And in the same year it hosted the National Debating Championship for universities, an event to which universities in other South African Development Community

(SADC) were invited. Beyond renewing discourse and enabling students to build their strength in the art of persuasion, this has developed their organisational and planning skills, making them far more sophisticated candidates for high-level skilled positions.

Widening perspectives: The Mobility Project

Surprisingly many students in residence come to UWC and do not explore much beyond the immediate environs of the campus. The University's isolation and poor public transport are partly responsible for that. But the inward orientation of people who are threatened by an unfamiliar environment or have to make do with minimal resources is also a factor. The Mobility Project organises tours of historical spaces in the city for new first-years and fosters an outward-looking attitude. It is another SLDP supported initiative which has been mainstreamed, now falling under the SRC.

Building and serving community: RAG

Many universities have a carnivalesque festival raising funds for charity, often under the title, RAG, with its connotation of teasing. This tends to bring together students across a broad front in a fun project with wider community benefits. Marking the move out of the austere struggle mode and a move into a new, more inclusive relationship with the diverse community of Cape Town, RAG was started at UWC in 2005, with setup support from SLDP. Along with the fun meaning, RAG is reinterpreted as "Remember And Give". The intention is to raise awareness of broader community needs and to encourage engagement in addressing them. RAG funding often goes along with personal commitment to service. Community engagement by students with RAG support has included work at the Abaphumeleli Place of Safety in Khayelitsha, the Tygerberg Hospital Children's Ward, Athlone Children's Home, The Ark City of Refuge for the homeless and unemployed, Brandvlei Correctional Centre, and the Sizakuyenza Safe Home for women and children survivors of abuse.

From small beginnings, RAG has developed into Given 2 Give, a registered Not for Profit Company (NPC) run by students. This overarching body directs student community engagement in the university as its priority,

but also directs engagement in surrounding communities. Reaching out to others is implicit in the idea of students as agents of change. The name Given 2 Give signals that those who are fortunate have large responsibilities. Accordingly, the projects are mainly student-driven, with minimal demands on UWC's central resources. To cite an example, one of the projects under Given 2 Give is run by a partner student organisation, Achievers' Elevation Foundation. This involves mathematics and science tutoring in high schools, and includes helping learners to apply for admission to universities.

The Leadership Academy

The Leadership Academy is another major achievement with SLDP help. It gives students the opportunity to engage in emerging and advanced leadership programmes which are run throughout the year. The Academy has a firm institutional base in the Division of Student Development and Support. Some of the students who have done courses in this programme have taken high-level leadership roles on the campus.

Residence quality of life: The ResLife Centre

Residences offer particular challenges and opportunities in the development of leadership and academic excellence. To mark the recognition that the quality of life there as essential to improving the quality of education available to students, a ResLife Centre of Residential Services was set up. It has three main focuses: (i) Support of academic work, (ii) Leadership development for all interested students in residence, and (iii) Special projects and activities for students to demonstrate or gain skills which enhance their profile as educated people. Under the supervision of the Academic Support Coordinator, a qualified social worker who heads this section in ResLife, postgraduate students from the range of faculties have been appointed in each residence to engage with students on their academic performance. They are supported in dealing with life challenges affecting performance by social work interns. A Student Leadership Coordinator is charged with capacity building among student leaders from governance structures and student organisations, and any others interested. ResLife Ambassadors (RLAs) arrange a series of activities related to personal development,

communication and interpersonal skills, and academic and leadership skills. The activities are constantly monitored and evaluated for effectiveness in contributing to a healthy living-learning environment in residences, conducive to students confronting their academic and personal challenges, tapping into the strengths available to them, and becoming active, responsive and responsible members of the residence community. A most important function relates to the Standards for Community Living adopted in 2011. This makes students aware of their rights and responsibilities, and has a restorative justice approach to problematic behaviour. In restorative justice, conflict management restores broken relationships between two people: the perpetrator makes amends to the violated person, and both learn from the process.

The Peer Mentoring Programme

The Peer Mentoring Programme (PMP) is a flagship project which has excited a great deal of interest elsewhere. From necessarily restricted beginnings with SLDP support at the start it has proved itself so thoroughly that it now accommodates the majority of first year students. The objective is not only to enable first years to meet academic and personal challenges, but also to give them opportunities to develop the resilience and self-knowledge necessary to deal in a mature and constructive way with societal challenges. In addition, students can access academic tutoring and counselling throughout the day via two e-mentoring initiatives.

The PMP has a range of protocols in place to assist with the management of students in the programme. It offers mentor training, consultations and additional support and referral networks for both mentors and mentees. All students in the PMP are closely monitored so that adequate support is in place to maintain a balance between accountability towards the programme and the individual's responsibility towards their own academic achievement. Head mentors monitor mentor progress and at the end of the first semester mentors are required to arrange a consultation with an academic support staff member to look at the first semester results of both mentor and mentee and decide on the best steps to take. If mentor results indicate that their own academic performance may be compromised in any way, they are offered support and released from the programme until they are able to prove

that their academic performance has improved. The programme is thus a developmental process for all students involved. Agency is the key factor: opportunities are created for students to develop a sense of agency so they are able to develop the resilience and coping mechanisms to deal with future challenges.

In 2012 the PMP introduced Living Learning Communities to promote critical, meaningful engagement between academics and students on different issues of rights and responsibilities. Two themed weeks were organised early in the academic year. "Building Healthy Relationships" saw academics engage with students on the lecturer-student relationship, the impact of family on student success, and HIV and love relationships. These sessions were well attended and engagement was very good. The second was "Mandela Week" where the focus shifted to citizenship and social responsibility both on and off campus. During this week mentors and mentees reflected on their role in society and engaged in a range of activities. Students were encouraged to donate an item of clothing and non-perishables. These were donated to a community charity, or were used for the student food security programme, or for the Skills and Resources Exchange programme which provides support for students with financial difficulties, enabling them at the same time to use their skills for the benefit of others. Students found this week to be "motivational, inspiring and fun".

Mentors clearly play a vital role in raising the quality of campus life, both in the help they give to individuals and in building a supportive, and challenging democratic community. To mark this, a valedictory ceremony is held at the end of each year where committed mentors are honoured for their role and contribution.

Research and Evaluation

Moving into genuinely transformational territory involves many unknowns. Hence the vital importance for projects of this kind to research the areas they are entering, and to monitor and evaluate progress. It was important early on to try and establish what students felt they needed and which interventions were appropriate and practicable. It was arranged that three postgraduates receiving scholarships from other projects would undertake some of the necessary research for their own master's degrees. The results were used to

inform and monitor the approach and process of implementation. The use of semi-structured questions was particularly useful in this regard because it to allowed students to explain or elaborate on their feedback on the programme. But the projects own monitoring and evaluation continue to direct desirable change. All head mentors and senior student coordinators submit evaluation reports which are collated and presented to the manager. They are also presented to students to create a feedback loop which forms a critical component of the growth and improvement of the programme. Term reports are also used in this way. The evaluations and reports are archived for future research.

The focus is not all internal. Laetitia Permall, Academic Manager of the Mentoring Programme, has drawn on these evaluations and reports in papers or poster presentations at a number of conferences and colloquia, both to share the UWC experience and to gain from interaction with others and from their critique.

Conference Presentations

Permall, L. 2008. *How does role modelling impact the development of self concept in first-year university students*. Paper presented at the First Year Experience Conference, Stellenbosch.

Permall, L. 2009a. *Peer mentoring: Mediating the first year experience*. Paper presented at the 30th SAACDHE Conference, Botswana.

Permall, L. 2009b. *Understanding mentoring within the first year*. Paper presented at the ACUHO-I-SAC National Conference, Bloemfontein.

Permall, L. 2011a. *Uses and challenges of monitoring and evaluation tools for quality assurance in peer mentoring at the University of Western Cape*. Paper presented at Mentoring Colloquium, University of the Western Cape, South Africa.

Permall, L. 2011b. *Peer mentoring: Facilitating student adjustment, retention, throughput and holistic development, "for students, by students"*. Paper presented at the 32nd Annual Southern African Association for Counselling and Development in Higher Education Conference (SAACDHE), Sun City, South Africa.

Permall, L. 2012a. *Living and learning communities in residences: Enhancing holistic student development and success*. Poster presented at the 33rd Annual SAACDHE Conference, Sun City, South Africa.

Permall, L. 2012b. *Living and learning communities in residences: Enhancing holistic student development and success.* Paper presented at the Annual SAASSAP Conference, Bloemfontein, South Africa.

Permall, L. 2013. *Leading from where we are: Innovative practices in a university-wide peer mentoring programme.* Paper presented at the 34th SAACDHE Conference, Port Elizabeth, South Africa.

More comprehensive critical interaction across a broad front was achieved through four significant conferences or symposia organised at UWC involving partners from other South African and international institutions.

Conferences Organised	Partners	Date
National Symposium on Building Diversity and Inclusiveness in Higher Education	Student Development and Support, UWC VLIR-UOS	15-16 February 2007
Contesting with the Past: Citizenship in the New South Africa	Student Development and Support, UWC VLIR-UOS	7-8 February 2008
Courageous Engagement in Transformation	Student Development and Support, UWC Johnetta B Cole Institute for Global Diversity & Inclusion, US	28-29 October 2009
11th International Conference on Diversity in Organisations, Communities & Nations	Common Ground Publishing, US	22-22 June 2011

Significantly, research into the area of the portfolio has become a key performance area for the Vice-Rector: Student Development and Support.

Reflections on the Project

DBBS came at a critical stage in UWC's development. As part of the high-priority student development and support initiative, the student leadership development project has had considerable impact. It has assisted UWC to develop a sustainable, large-scale, peer mentoring programme, a debating initiative which has gained some stature, and a leadership academy to engage and integrate students from a diverse range of backgrounds participating in diverse programmes. It has also contributed to the

transformation of residence life through the ResLife programme and to enabling student leadership to develop a new idiom and set of protocols for the democratic era. Through all of this it has helped create transformative communities of practice where students from diverse backgrounds are able to engage critically with each other and develop social responsibility and citizenship. DBBS provided crucial seed funding over a significant period of time, allowing Student Development and Support to initiate and then consolidate the programmes as part of the University's normal life, thereby ensuring sustainability.

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⑧ From Digital Divide to Digital Inclusion

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Ten years is not a long time. But it is approximately twice as long as is customarily given for international development projects. No project within DBBS better illustrates the wisdom of a ten year establishment span than the one described in this chapter. At the start, the project focused on absolutely necessary provision of ICTs at a university which was without the means to equip itself adequately in the wake of apartheid. Over the first seven years, UWC developed rapidly, the South African environment changed, technology advanced and there was a growth in international understanding of the need to move beyond the technical to the social in beneficial expansion of the use of ICTs. In response, the project became an academic one with significant influence, not only on the University environment but on national development. This depth and rapidity of change reveal the wisdom of allowing development projects to respond accountably to developing needs, and, by implication, the impediments which straight line development thinking can place in the way of important change.

From Digital Divide to Digital Inclusion

Information and Communication Technologies (ICTs) and new media, in particular the Internet, have been drivers of social change for more than twenty years. They have revolutionised the storage and exchange of information and access to it with large social consequences. The term "digital divide" refers to the divide between those with access and those without access to these digital technologies. But the term must be unpacked and replaced.

At first, it referred to groups within the same country. However, the concept was quickly broadened to refer to the huge imbalances between

different countries in access to ICTs, so that it came particularly to refer to the imbalances between North and South (Nulens et al., 2001). As such, it had major implications for economic development in the era of the global knowledge economy. Many academics and policy makers still view digital exclusion in this way (Mariën and Van Audenhove, 2012). However, some scholars take a more complex view. Among them, Van Dijk (2005) defines the digital divide as marked by differences in the level of access, motivation, use and skills. Livingstone and Helsper (2007) and Pena-Lopez (2009) join him in seeing the digital divide as a continuum of possible positions between inclusion and exclusion.

With the same concerns in mind, Hargittai (2003:2) suggests replacing "digital divide" with "digital inequality", a concept which emphasises the "spectrum of inequality across segments of the population depending on differences along several dimensions of technology access and use". Although his view is widely accepted, there are varying interpretations of it. Van Dijk (2006), for instance, considers digital inequality to be a broad concept related to technological, material and immaterial, social and educational aspects of inequality. The key feature of digital inequality is thus not so much access to technology, as what people are actually able to do with the technology given their overall circumstances. DiMaggio et al. (2004) show how digital exclusion results from the inability of the individuals and groups concerned to use new media to create value, and Witte and Mannion (2010) emphasise that without the skills and capabilities in using the media, people are unable to reap the benefits in everyday life, formal and informal learning and the job market. Whereas the concept of the digital divide relates predominantly to access to technology, the concept of digital exclusion sees the digital as interrelated to other forms of exclusion. It is concerned with social inequality, often arising from deeply-rooted problems in society such as "unemployment, low income, poor housing, crime, poor health and disability and family breakdown" (Notley and Foth, 2008:11-12).

This distinction has large implications for a country like South Africa. Providing individuals or specific groups with access online will not in itself end their exclusion. In this project, therefore, digital exclusion tends to refer to the mechanisms that contribute to people's inability to take advantage of ICTs. Accordingly, we encourage the conscious use of strategies and

policies either to overcome mechanisms of exclusion or, better still, actively to include and to empower people to realise their capabilities (Mariën and Van Audenhove, 2012).

Digital Inclusion and ICT4D

Towards the end of the 1990s, a new field known as ICTD or ICT4D (ICT for Development) emerged. It is based on the premise that "ICT can contribute to the improvement of socio-economic conditions in developing countries" (Avgerou, 2010:1). The whole field of what Avgerou (2010) refers to as Information Systems Innovation is systemised into a framework comprising four discourses identified along axes of innovation and transformation. These axes concern the nature of the ICT innovation process and the kind of transformation to which ICTs contribute.
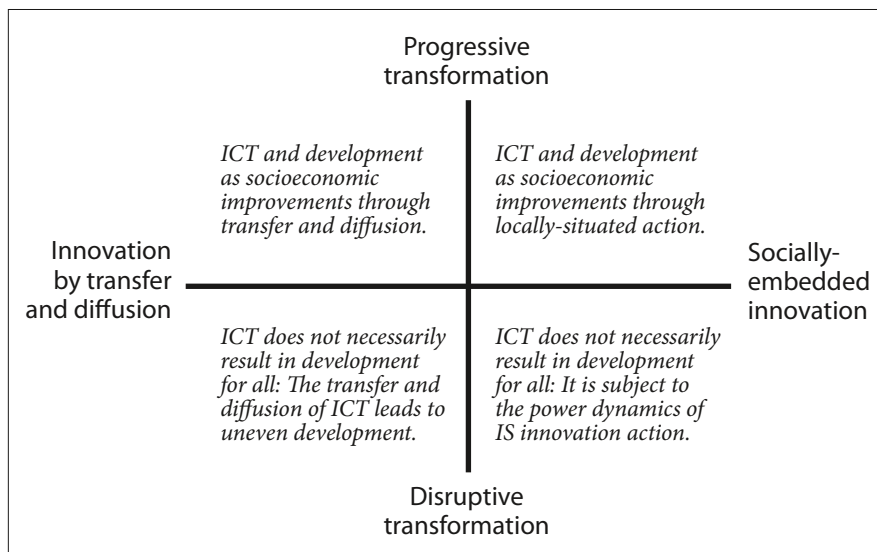

Figure 8.1   Four discourses on ICTD (Avgerou, 2010:9)

The horizontal axis conceptualises development as the transfer and diffusion of knowledge from advanced economies into developing economies, either directly as a technical process with due adaptation to the technical circumstances in the country at one end of the axis, or in ways which embed the knowledge within the social behaviour of the culture at the other end. The technical view assumes that, if the adaptation is appropriate, a

desirable developmental impact can or will be made. This view is closely related to the modernisation paradigm of the 1950/1960s and the digital divide debate of the 1990s and early 2000s (Nulens and Van Audenhove, 1999; Sparks, 2007). It assumes that ICT technologies operate in societies independent of social circumstances (Avgerou, 2010). This was (and often still is) the predominant view, both in donor organisations (Nulens and Van Audenhove, 1999) and in government thinking in developing countries like South Africa (Van Audenhove, 2003). In the early 2000s, providing access to telecommunications and to the Internet was considered sufficient to foster development, with little or no attention to the context of deployment or the appropriateness of these technologies (Nulens and Van Audenhove, 1999). The other end of the axis sees successful assimilation of ICT knowledge (ICT innovation) as necessarily embedded in the social context and organisational settings. This means that the use and purpose of ICTs is found in addressing local problems, and local actors and users are able to make sense of the technology and embed it into their daily lives (Avgerou, 2010).

On the vertical axis Avgerou (2010:6) distinguishes between progressive and disruptive kinds of transformation. The progressive view of transformation "considers ICT as an enabler of transformations in multiple domains of human activities. ICT-enabled developmental transformations are assumed to be achieved within the existing international and local social order" (6). By contrast, the disruptive view of transformation is "premised on the highly political and controversial nature of development, both as a concept and as an area of policy for international and local action. It reveals conflicts of interest and struggles for power as a necessary part of ICT innovation in developing countries" (ibid). Failure to recognise the "disruptive" possibilities through concentration on what seem self-evidently progressive advantages has led to failure because of strong opposition from existing traditional local power structures (Conradie et al., 2003; Tlabela and Conradie, 2003).

In general, since the nineties, research and theory has largely moved from the left upper quadrant (Avgerou, 2010), *Innovation by transfer and diffusion/Progressive transformation,* to the right lower quadrant, *Socially embedded innovation/disruptive transformation.* This paradigm shift came about because initiatives like the rollout of Telecentres in South Africa

were hugely unsuccessful and did not lead to the expected take up and use of technology. In consequence, social science and user research have focused attention on the social, cultural and institutional factors hampering diffusion and successful adoption. Living Labs are key institutions arising from the paradigm shift.

Living Labs for Socially Embedded Innovation

Living Labs are widely used in innovation systems in Europe and beyond. In general terms, Living Labs are complex research and development institutions that focus on testing and validating ICTs in a real life environment. They involve multiple stakeholders and foster a user-centred, bottom-up approach to promote the adoptability and viability of innovation (Erikson et al., 2005). The definition introduced by Ballon, one of the Flemish team members of this DBBS project, and his fellow researchers sums this up well: "an experimentation environment in which technology is given shape in real life contexts and in which (end) users are considered 'co-producers'" (Ballon et al. 2005:3). The virtue of the Living Lab approach lies not so much in the use of innovative methods, but in its moving research out of the laboratory and combining qualitative and quantitative user data with automated registration of behavioural data in innovative ways (Laboranova, 2007; Følstad, 2008). The aim of the approach remains to provide "insights into solution validity and product usefulness, while at the same time, surfacing new and unexpected patterns of use and user groups" (Laboranova, 2007:5).

The Living Lab approach is situated in the *Socially embedded diffusion/ Disruptive transformation* quadrant in Avgerou's scheme (Avgerou, 2010). It works on the premise that research into innovation and technology cannot be divorced from the cultural and institutional environment in which it will be used. The effects of technology have thus to be gauged in specific contexts. In the South African context, the Living Lab approach can make a significant contribution to the successful introduction of technology and innovation (Weiss, 2012).

Recent ICT Policy in South Africa: From Access to Skills

South Africa is one of the leading developing countries when it comes to embracing – at least formally – the concept of the information society (Van Audenhove, 2003). Since 1995 the theme of the information society has surfaced regularly in political discourse and policy documents. However, in the first decade of democracy the actual emphasis was predominantly on access to ICTs by the broader South African community.

The first tangible sign of a change in thinking was the publication of the Medium Term Strategic Framework for 2009-2014 (RSA, 2009). This document established the following priorities: (a) creating an e-skilled and capable workforce to support inclusive growth through ICT; (b) creating decent work and sustainable livelihoods through digital innovation and ICTs; (c) improving education through innovative development and use of ICTs; (d) promoting e-health to ensure a long and healthy life for all South Africans; and (e) creating equitable and sustainable rural communities through the use of ICT to support their livelihoods (RSA, 2009).

These priorities were refined in the National eSkills Plan of Action (NeSPA) of 2010, which provides a framework for the coordination of existing and new projects in e-skilling South Africa for more equitable prosperity and global competitiveness (Department of Communication and e-Skills Institute, 2010). In August 2012 the South African National Development Plan 2030 (NDP) offered a long-term perspective on development in which it argues that it is possible to eliminate poverty and reduce inequality by 2030 by drawing on the energies of the people, growing an inclusive economy, and building capabilities to solve complex problems. Unfortunately, however, the National Planning Commission (NPC) focuses on ICT access rather than e-skills for citizens as is evident in its emphasis on making "high-speed broadband internet universally available at competitive prices" (RSA, 2012).

The second and more refined NeSPA document published in 2012 takes the NDP and Vision 2030 into account. It recognises that any sustainable approach to addressing poverty, including building self-reliance, self-respect and a more cohesive society with a future for generations to

come, cannot be achieved without the social appropriation of ICT for local and personal benefit. This requires ICT-related astuteness – also referred to as "e-social astuteness" – across the full spectrum of South African society (Department of Communication and e-Skills Institute, 2012). Of particular significance is the establishment of the e-Skills Institute (e-SI) through the Department of Communications (DoC) as part of a multi-faceted approach to harnessing ICT to address South Africa's major challenges. The e-SI's mandate is thus firmly aligned with South Africa's commitment to the Medium Term Strategic Framework, the World Summit on the Information Society's Plan of Action, as well as the Millennium Development Goals. It is also consistent with South Africa's endorsement of the strategic intent of NEPAD. While it is clear that specific organisational e-Skills must be developed to promote effective service delivery, the e-SI places a strong emphasis on the need to increase the level of e-skills at the community level. This is an important priority in the multi-faceted national effort to strengthen the human resource base, reduce poverty, create sustainable livelihoods, intensify the fight against crime, build socially cohesive communities, and promote international cooperation.

To assist the e-SI in the roll-out of its programmes and to better coordinate and lead all e-skills related activities in particular provinces, the e-SI has established five Provincial e-Skills Co-Labs at partnering universities.

The University of the Western Cape and the e-Skills Initiative

Universities have an obligation to transfer knowledge for the improvement of society. The University of the Western Cape (UWC) has a particular reputation for research for socio-economic development. This record and the research already undertaken at UWC lay behind the decision of the Department of Communication (DoC) and the e-SI to select the University as the site for the first of the provincial e-Skills Co-Labs in 2010. Within the Co-Lab framework the Department of Information Systems at UWC has created research groups to focus on e-skills, digital and social inclusion, equitable access for all citizens, social entrepreneurship and the creation of

employment through ICTs. In particular the research focuses on e-skills, social media and mobile devices and the ways they can enable citizens to participate more fully in the information society. It is expected to have significant impact on social and economic development by enabling citizens to use ICTs, particularly mobile technology, to enhance their livelihood, contribute to the economy, and make their voices heard in the South African democracy. It should lead to connecting those who have historically been excluded and disintermediating (removing) obstructive gatekeepers and processes. There are likely to be at least three significant consequences. First, digital production, a means of ensuring that the right messages are delivered through the right medium at the right time to the right users, e.g. information about suitable vacancies to those seeking work. Secondly, crowdsourcing, a means of enabling an online community to contribute to a service or need, anything from dealing with a local community problem to a rich information source like Wikipedia. Thirdly, crowd voicing or crowdvoicing, as a means of capturing group knowledge and opinions within a community and disseminating them to a broader audience, among other things popular support or resistance to be heard, and so leading to expansion of citizenship possibilities and the development of a more responsive democracy.

Phase I (2003-2007): Providing access to ICT

In 2003 South Africa still had a long way to go in cultivating a more just and equitable society. It was also the year in which the government announced the start of a major transformation of higher education (VLIR-UOS and UWC, 2003). In this time of national social change, with the sophisticated demands of globalisation accelerated by technological advances, the DBBS programme aimed to help establish UWC as a centre of postgraduate research excellence, generating multi-disciplinary knowledge that would contribute towards building a better South African society. This went along with a need to provide opportunities for student development and support that would improve the quality of learning and therefore increase the rate of academic success (VLIR-UOS and UWC, 2003, 2004).

As an institutional development programme DBBS was designed to build institutional capacity, foster ownership, develop postgraduate education, support UWC in achieving its strategic objectives and to create

research centres of excellence (VLIR-UOS and UWC, 2003; Penny and Africa, 2006). In that context, the main objective of the ICT project was to give all UWC postgraduates adequate access to ICTs and to enable them to use them in critical ways appropriate to their research. During Phase I the project was led by Prof. Derek Keats and Prof. Jan Blommaert, who was also the Flemish Programme Coordinator.

The emphasis in this phase was on dedicated facilities for master's and doctoral students so that they did not need to compete with thousands of undergraduate students for limited ICT resources. This objective was to be achieved through the implementation of several fully equipped post-graduate common rooms, in different places on the UWC campus, laser and fibre optic connections between facilities, and network infrastructure (VLIR-UOS and UWC, 2003). Implementation was fast-tracked in the first three years of the project, and the postgraduate ICT facilities at the residences, Economic and Management Sciences (EMS) Building, Main Library, and the Postgraduate Enrolment and Throughput (PET) project were opened in November 2005 (VLIR-UOS and UWC, 2007). More were to follow. The accelerating factors were the huge demand for reliable ICT access among UWC postgraduate students; the opportunity to partner with the UWC 1000 computer project; and the under-expenditure by some of the other projects which meant the ICT project was used to prevent "loss" of VLIR funds in the first two years (VLIR-UOS and UWC, 2005). Finally, the scale of what was achieved would not have been possible without the partnership of the Belgian NGO, Close the Gap, which supplied the refurbished computers used.

The mid-term evaluators commended the progress and achievements of the project in 2006:

> The (library) facility itself, usage levels and the support provided is impressive. In 2003 the availability ratio of computer to student was 1:16. By 2006 this had improved to 1:7 ... The added value of this project is immense in terms of access to facilities and to academic benefits that flow from such. (Penny and Africa, 2006).

Improved postgraduate capacity was clear. And its effectiveness was enhanced by its alignment with the University's strategic endeavours to improve the quantity and quality of postgraduate work. However, as no

specific evaluative research had been undertaken, these academic benefits, while likely, were not demonstrated. In the words of the project leaders a year earlier:

> At this point we do not know what the impact of the establishment of 6 dedicated postgraduate ICT facilities is…The DBBS programme will, over the next months, collect qualitative and quantitative data on the use and impact of these facilities. (VLIR-UOS and UWC, 2005).

Perhaps because there is no reference to this data in subsequent reports, the project leaders' comment is echoed two years later in an evaluation of ICT-related projects in different African countries funded by the VLIR-UOS programme (Carpenter et al., 2007). However, the evaluators acknowledge the significant contribution of the project to UWC's "capacity to undertake and expand quality education and research activities, thus indirectly contributing to the developmental goals of both institution and national government" (Carpenter et al., 2007:7).

The incontestable impact of Phase I is that it went a long way towards meeting postgraduate needs through the specialist ICT common rooms using the technology of the time and through the large strides taken in creating a Wi-Fi enabled campus open to emerging technology. It also provided some ICT training. These interventions improved access to teaching-and-learning and research resources, and made for a better quality of student experience and academic life. In doing so, they engaged with another UWC strategic priority: the consideration of "quality of student life" as a broad institutional concern.

Phase I of this project was characteristic of its time. Like earlier VLIR-UOS projects from 1997-1999 in Africa (Zambia, Tanzania, Kenya and Zimbabwe), it had "a heavy focus on setting up networking infrastructure… and establishing internet connectivity" (Carpenter et al., 2007:4). In this sense it largely fits the upper-left quadrant in Avgerou's (2010) model of *Progressive transformation* through *Innovation by transfer and diffusion*. ICT in education thinking was changing, but only later did it become "relatively common across the international higher education sector for managers to think in terms of 'information' and 'knowledge', not information technology or ICT, which suggests quite strongly that the (information) resources, processes and products – rather than the technology and systems" need to

be the object of collaboration programmes and projects (Carpenter et al., 2007:63).

Belgian Science Policy Department (BELSPO): ICT for HIV/AIDS Campaigns at UWC

Although the DBBS Phase I largely focused on infrastructure, it was recognised early on, albeit by partners not directly involved in Phase I, that ICTs could be used to support social change. After the infrastructure had been put in place in 2005, *Close the Gap*, together with Tania Vergnani from the HIV/AIDS Programme at UWC, and Leo Van Audenhove from SMIT-VUB, used funding opportunities in Belgium to add a digital information layer to the infrastructural component and combine this with user research in the interests of matching the digital layer with actual use. The research was predicated on the assumption that as HIV prevention interventions should be context and culture-sensitive and involve interpersonal communication, and as e-media took people out of their traditional world and enabled confidentiality, it would be valuable to understand how best these media might be used. Leo van Audenhove was to become project leader in Phase II.

In mid-2006 Dorien Baelden began the research project, which entailed exploratory qualitative (in-depth and focus group interviews) and quantitative (self-administered surveys) research. These explored the computer and internet skills of students at UWC; the social and cultural environments in which students would be using the technologies to access information on HIV; and reasons for and implications of AIDS-fatigue. The results informed the development of two computer-mediated HIV prevention campaigns, eight computer wallpapers on approximately 300 computers in public computer rooms on campus and an online discussion forum (Baelden et al., 2008, 2012).

A four-year doctoral research project followed, on the effectiveness of using new technologies to stimulate dialogical learning about the changing sexual universe in online discussion forums (Baelden, 2013). The Living Lab approach was used to examine the use of technology in the real life context of actual use and identify the challenges and opportunities related to the uptake of new services in specific contexts. The results of this research

point to the social and cultural realities of the UWC student community as making mobile internet platforms (e.g. chatting programmes such as Mxit and WhatsApp on mobile phones) and social media services more effective than desktop or laptop computers and formal learning programmes. This study resonates with the view that innovation should be socially embedded and can lead to disruptive transformation (Avgerou, 2010).

Phase IIa (2008-2010): ICT tools, processes and skills for building a better society

Phase II, which started on 1 April 2008, was divided into two subphases. Because of a recognition that ICT had a vital role to play in building a better society, the project lost the shackles of being largely limited to building infrastructure and was now designed to focus on interdisciplinary research to explore how ICT could be of benefit to and drive innovation within the goals of five of the other projects. The plan was to award five bursaries to master's students, one in each research project, to undertake the necessary interdisciplinary research. Each of these students was to be supported by an intern based at the UWC Free Software Innovation Unit (FSIU) which would allow for innovation at the software application level (VLIR and UWC, 2007b). Bursaries would also be awarded to students to undertake research on freedom in the digital age as an important aspect of building a better society. This would include researching legal frameworks that support or impede digital freedom and digital innovation in South Africa; technologies and processes that support and encourage societies to introduce innovations; free and open source software in e-learning; free and open resources for education in the context of building a better society; and strengthening the postgraduate community at UWC through building an online community (VLIR-UOS and UWC, 2007b).

A number of factors resulted in the project's not running to plan, not least that the UWC project leader left the University's employ shortly after the second phase began. This affected the project strongly. For obvious reasons, Phase I had not encouraged staff or student involvement beyond the two project leaders in either the North or the South. Consequently, there was a hiatus in leadership. This meant that the plans for new functionality in software and improved existing functionality, several master's and doctoral

students, experienced interns, and research publications were therefore not realised. The only project that took up the offer of ICT support for research centre development was DBBS Project 4, the HIV project, which was given an ICT PhD scholarship.

Phase 2b (2010 to 2013): Reformulation – towards innovation and Living Lab approaches

2010 transformed the project. In that year, as was noted earlier, an e-Skills Co-Lab for the Western Cape was established at UWC as a result of the close collaboration of the Department of Information Systems and the e-SI in the e-skills initiative of the South African Government. After a visit to SMIT-VUB later that year, Prof. Louis Fourie (Department of Information Systems) and Prof. Leo Van Audenhove (SMIT-VUB) became the new leaders of a transformed ICT project which was closely aligned to NeSPA and the goals of the new e-Skills Co-Lab, and had a particular focus on e-skills as a contribution both to building a better society and to the digital inclusion of disadvantaged communities. In response to the need to build research capacity within the e-Skills Hub, the DBBS Steering Committee decided to offer three scholarships for full-time study towards an MCom (Information Management). One of the scholars, N Katunga, has completed his study; the work of the other two is ongoing. They are studying ICT implementation in the context of the Information Society, with a focus on directed user-oriented research on e-skills.

By 2011 the focus had shifted firmly to digital inclusion and the importance of empowering citizens to participate in the digital economy. Joint supervision of post-graduate students and capacity building amongst key academic staff had also led to considerable success in building ICT research and establishing information systems as a niche area at UWC. By 2012 the groundwork had been done for a Living Lab where innovative ICTs can be used to enhance digital inclusion and promote the understanding of the behaviour of end-users through in-depth research.

Conclusion

As the global economy becomes increasingly reliant on ICT, the competitiveness of local economies, the self-reliance of associated societies and the digital inclusion of the broader South African community require "e-skilled" citizens and workers who have achieved a measureable level of competence and are empowered to participate fully in the Information Society.

The ICT project reflects the progression from building infrastructure to building an innovative society that makes this kind of "disruptive" change possible. It was not until the second half of Phase II that the ICT project was able to begin exploring the vital role digital inclusion plays in building a better society, partly at least because the South African context was more receptive. Several project members and three master's students have been able to undertake research in that area. The foundations were also laid for the establishment of a Living Lab at the University of the Western Cape.

By focusing on (i) digital inclusion, (ii) the development of the South African society (and the rest of the developing world) through e-skills, and (iii) ICT innovation to promote equitable access and economic growth in South Africa, the ICT project shifted to the lower right quadrant of Avgerou's (2010) model: *Socially-embedded innovation/Disruptive transformation*. In doing so it has not only confirmed the need for innovation to be context specific, but has sought to ensure that the university community enjoys the benefits of the empowering aspects of ICTs.

At an institutional level, the ICT project in the DBBS programme has made a significant contribution to capacity building and the institutional focus on the development of the student as a "whole person". ICTs are recognised as an integral part of innovation space and improving the "quality of life" in key portfolios across the University and thus helping to create a nurturing and dynamic learning-living environment at UWC. The project has also highlighted the need for research in the social sciences as a means of understanding and supporting ICT innovation.

The most positive outcome of the project is the establishment of a firm foundation for long-term collaboration between UWC (in particular the IS department) and VUB/SMIT/iMinds and for international networking.

Joint research has moved beyond individual contributions to genuine interaction and collaboration, with outputs at supervision, conference and publication level. There has been a concomitant significant contribution to the academic development and research capacity of the team members, particularly the younger team members and the master's degree students who received DBBS grants. Research collaboration will continue as will staff and student exchange programmes. There are also plans to set up a joint master's in International Communication Policy, as well as a joint PhD programme.

The partnership with SMIT-VUB, particularly in relation to the Living Labs methodology, has demonstrated how a more applied research methodology versus a classical research model creates opportunities for universities to be involved in ongoing innovation processes involving industry and communities. The Department of Information Systems now has a firmly established status as a research leader. Along with Bioinformatics and Computer Science it was responsible for UWC's being ranked second in South Africa in the broad category Computer Science in the National Research Foundation's international research impact survey for 2007-2011.

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⑨ Dynamics of Building a Better Society: Looking Back to Look Forward

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The "Dynamics of Building a Better Society" set out to foster an intellectual vibrancy of the kind needed in an excellent research university. With that in mind it was strategically concerned with enhancing human and physical and organisational capacity at UWC. An intellectually vigorous university with strong capacity would be able to navigate its way through the challenging and complex realities of a post-apartheid environment and to stand its ground in the modern world. It would also be a good partner in its own right and a valuable ally in efforts to assist development elsewhere. At the end of this rewarding project, following the injunction of UWC's motto, *Respice Prospice*, we look back and then look forward, facing the future with the wisdom learned on the way.

The conceptual base of the DBBS programme was developed in the context of UWC's need to recover and fulfil its potential after a series of severe and unanticipated blows in the first few years of democracy. It represented an endeavour to build on its historic strengths in the creation of innovative opportunities. Over a period of nearly twelve years, DBBS has been affected, both by the interplay of powerful discourses of development and growth, and by the pressures at play in an institution trying to maintain its identity in adverse circumstances while engaging with the changes necessary for equity and social vitality in a highly competitive national and global university system environment, dominated by neo-liberal discourses. Keeping these factors in balance has been a complex exercise, contentious, exciting and at times frustrating. This chapter reflects on the DBBS experience under the following headings: institutional recovery; dynamic research teams; managing institutions; relationships; the student environment; North-South-South dynamics; and new transitions.

The Dynamics of Institutional Recovery

DBBS is a feature of UWC's fifth period of major change. When the University was founded in 1960 under the ironically-named Extension of Universities Education Act, its students were there under duress, all other doors to contact higher education closed to them on the grounds of race. In the seventies, vigorous student resistance emerged as UWC was radicalised under the ideals of the Black Consciousness movement and embraced the spirit of the Soweto uprising. In the eighties, its Council having formally repudiated the ideological grounds on which it was founded, the UWC community of staff and students increasingly aligned themselves with the notion of their university as an "intellectual home of the left," and enabled it to take up a position in the vanguard of the struggle against apartheid. The fourth transition marked the eagerly anticipated move to democracy in the nineties and a period of extreme difficulty for the University as it faced completely unanticipated and crippling difficulties in the democratic era. The fifth and much happier period of major change marks UWC's move from a position of troubling instability and weakness to one confidently embracing a future in which the realities of national social transformation and global intellectual and technological challenges are held in balanced tension. By 2002 when the DBBS programme was conceived the University was moving from the brink of disaster towards a recovered vision and vitality.

The remarkable achievements since then cannot be attributed to any single programme, but DBBS was a strong, direct and catalytic force in UWC's move from crisis to a respected position as one of South Africa's best universities. The ten-year funding cycle and the prospect of inter-university partnerships with scholars who shared a similar passion and academic interest offered a special opportunity to UWC's new Rector to give substance to a fresh vision for UWC. The DBBS programme logic was thus firmly grounded in strategic thinking. Its unconventional thematic choices involving fields in the humanities and social sciences were made to rebuild university-wide capacity and enhance UWC's ability to play a meaningful role in building a better society. The Rector issued a rallying call to his leadership team to build on areas where UWC already had some capacity and relative strength – areas of potential research and teaching excellence.

The vision was of a set of projects stretching the span of influence as widely as possible across the university and through their coherence in a single programme, helping to consolidate a leadership team and build networks willing to facilitate the desired change.

The DBBS programme's effort at capacity development was a resounding success with a multiplier effect in many unexpected areas. Early on, urgent attention had to be paid to rebuilding trust and internal cohesion, establishing teams of researchers where people had tended to act in isolation, and improving performance on all fronts. In most cases, this meant that projects cast their net wide, achieving greater focus only when the people involved could see the possibilities. For example, the move from a broad but productive Youth Wellness theme to a concentration on Sport and Development could not have been prescribed from the start. It was the product of recovery of confidence, the enthusiasm of DBBS partners, and the general strategic pressure from the University to seek areas of real excellence. Strong leadership is needed in development, but the process itself is unavoidably organic. We could not anticipate from the start that the Education Faculty's newly developed strategic vision, excellent in itself, would end DBBS support for the pioneering research led by Dirk Meerkotter and Eric de Corte on learning environments in health promoting schools. That support would be redirected to the vitally important new HIV research centre. The ICT infrastructure project transmuted in even more surprising ways into a research project on digital inclusion and innovation in the closest alignment with national developments. These changes were not marks of indecisiveness or wrong sight-setting at the start. They were the products of a process of well-directed organic development which makes for sustainability.

Over a ten year period of rapid change, the social and built environment is a major factor in development. We could not anticipate how the emerging patterns of migration to cities would lead to informal communication practices of the kind the Multilingual Citizenship project revealed, with large implications for policy. Informal communication practices as sites of negotiation and struggle impacted significantly on researchers' ways of understanding the dynamics of change. Major public shifts such as those precipitated by the 2010 FIFA World Cup Football or Cape Town's selection

as the 2014 World Design Capital illustrate emerging tensions between the need for social improvement and the demands of first world developments. These changing circumstances required flexibility at DBBS level, revealing the limits of linear models of planning. Agility is called for in development programmes in emergent or rapidly changing societies if the full benefits of investment are to be found.

The benefits of specific research projects, planned from the start, are not questioned. But it is their spin-off implications in promoting a culture of research and network-building that are the source of the major sustainable development benefits. DBBS funding set aside annually for the purpose enabled projects to draw on their peers in the international arena in mounting major international and national conferences, building networks and placing UWC on the world academic map. Through Flemish and European networks master's and doctoral students and academics have been exposed to mobility schemes such as the Erasmus Mundus which increase the university's visibility as a potential international partner for collaboration. Other networks in turn are opened up by strategic appointments. Chris Stroud's appointment as Professor of Linguistics (and later as Director of the new Centre for Multilingualism and Diversities Research) opened up a range of international networks for the study of multilingualism. The trajectory of one of his students, Quentin Williams (PhD at UWC with DBBS-funding; and a postdoctoral fellowship in Oslo) illustrates some of the snowball effects as UWC has become an important route to confident participation in global academe for promising scholars from black communities. These combined factors have contributed to a virtuous cycle of research: outstanding researchers attract other international scholars who attract donor funding within their networks to do more research and to publish these reports and papers, which in turn attracts more academics, students, postdoctoral fellows and funding, etc. As the programme progressed, it also helped coordinate funding from multiple donors to achieve economies of scale and to increase the visibility of the work of the respective centres. While this makes it harder to disaggregate the benefits per donor, the multiplier effect is most notable in the university's overall research profile.

Between 2000 and 2012 UWC's overall research output increased by more than 390%. Its 2012 per capita research output of 1.51 on the national scale per permanent academic staff member is above the national norm of 1.25 and well above the national average. Increased publications, research master's and doctoral degrees and improved time-to-degree constitute an important element of the DBBS programme's contribution to the university's knowledge project and to its profile. During Phase II DBBS piloted postdoctoral fellowships for a two year period, 50% VLIR-IUC-funded and 50% co-funded by the Deputy Vice-Chancellor's office. The third year was fully funded by the university. The DBBS post-doctoral fellows contributed significantly to building a research culture in each of the Centres. Postdoctoral fellowships were new in the humanities but are now a firm feature of the UWC environment across all disciplines. There were 99 postdoctoral fellows at UWC in 2013. On another measure, between 2008 and 2013 UWC increased its number of National Research Foundation (NRF) rated researchers – researchers with substantial recognition from their peers – from 66 to a total of 99. In fact, UWC is the only Historically Black Institution in South Africa that has developed a strong research profile. On the basis of its achievements it is now considered one of the seven research-intensive universities out of a total of 25 institutions in South Africa.

What are the indices? In the field covered by DBBS, UWC is regarded by the NRF as a leader in multidisciplinary research in the humanities and social sciences with a strong culture of collaboration. The NRF's assessment of the global impact of UWC's research in several other subject areas over a cumulative period of 5 years (2007-2011) positions it first in South Africa in Physics; Molecular Biology and Genetics; and Biology and Biochemistry, and second in the country in Computer Science and in Space Science. Although it does not have a medical faculty UWC's research impact in Clinical Medicine places it in fourth position in a field where there are eight medical schools. In another index of recognition, UWC has increased its number of South African Research Chairs (SARChI Chairs) from four in 2008 to eleven in 2012, now occupying joint fourth position in the country and being awarded more Chairs than any other institution in 2012. Two of the Chairs relate directly to DBBS projects. One will work closely with the

Institute for Water Studies, while the other, Wim Van Damme, has been appointed in a joint post with the Institute of Tropical Medicine in Antwerp and will work closely with the School of Public Health and the Centre for Research in HIV and AIDS.

The standing of a university is largely dependent on the research that it produces, the achievements of its alumni, and the local and international partnerships that it is able to sustain. Such features take time to nurture. At the start of Phase l a number of projects were selected for their development potential. During the evolution of DBBS the focus has sharpened. There is now consensus across faculties about their niche research areas and emerging focus areas and, under the leadership of the Deputy Vice-Chancellor (Academic), strategic funds have been ring-fenced to support these initiatives and to provide opportunities for international networking and partnership for emerging researchers. All five DBBS research areas have passed the rigorous requirements of the University to become research Centres, and two "late bloomers" retain their project status.

In hard financial terms, UWC has progressed from the brink of bankruptcy in 2000 to a sound financial position and has had a succession of unqualified audits. The path to recovery has not been easy. But it has brought a remarkable growth in public confidence. UWC's student numbers have doubled, and with applications over 10 times more than places available, it is plain that it has become an institution of first choice for many. In the wake of all of this there has been considerable expansion in the university's infrastructure. With the support of philanthropist Chuck Feeney, founder of the Atlantic Philanthropies, Sebastian Spering Kresge and the Ministry of Higher Education, UWC was able to build the most modern Life Sciences complex in Africa as well as a fine new building for the School of Public Health. Two centres originating in DBBS, the Institute for Water Studies and the Centre for Research on HIV and AIDS, are located in them. Further recent buildings are the new Chemical Science and Nanoscience facilities and a student residential complex of 1 100 beds through a private-public partnership on campus. New facilities for the Centre for Multilingualism will be constructed in 2014. All of these pave the way for more challenging things to come.

Dynamic research teams

The title of the IUC-programme, Dynamics of Building a Better Society, captures the spirit of UWC's mission as a lively place committed to making a difference. This mission prompted DBBS to select difficult and sometimes contentious areas of societal concern for research, and to give them coherent and systematic attention. These concerns include citizenship and democracy with a focus on the marginalised, health systems and HIV, sport for development, etc. DBBS was the first in a series of systematic attempts to identify and establish niche areas of distinction and nurture an inspiring intellectual environment with a view to qualitative institutional change. The more challenging part of DBBS was to define the foci in ways that would transcend individual academic passions and departmental preferences and translate these into faculty-wide areas able to strengthen institutional capacity and help the university rebuild its distinctive transformative character. The thematic choices proved to be challenging, internally and externally. Internally, deans had to gain the support of their colleagues for the newly selected areas at a time when the trauma of retrenchments was still fresh and competition for resources was intense. There were also external challenges. Donor funding for the humanities and social science was scarce. The thematic choices all resisted the temptation of short-term gains and so faced difficulties in attracting short-term funding. Unlike most universities which focused on elite sport with a view to generate sponsorship, DBBS looked at sport as a tool of development. Whereas the discourses around language rights too easily favoured the interests of economically powerful or emerging groups, DBBS explored multilingualism and the multi-vocality of migrants and marginal groups. Despite the monolithic views and denialism of politicians about HIV/AIDS the DBBS team persisted in challenging prevailing ideas. At another level, undoing the spatial contours of apartheid town planning which pushed the poor to the geographical margins raises too many challenges to established positions to sit comfortably with policymakers and property owners. Similarly, local authorities were more inclined to attend to immediate issues of sanitation and delivering clean water than to attend to the more difficult issues of sustainable water resources and ecological issues outside the immediate region. Finally ICT

experts resisted the panacea of connectivity per se, arguing instead that the primary challenge is not so much access to technology as competence in its use. Increasingly, people are excluded digitally because they lack fundamental skills.

The following comments, based on earlier chapters of this book, highlight the kinds of transformative roles of universities often implicit in them. They are a reminder that university development cooperation takes place in a wider development context where partners will often have to negotiate significant tensions and contradictions.

▸ "An important part of transforming society is to attend to its multivocality; to be able to hear and amplify to those previously marginalised voices that have historically remained on the fringes of public debate from having been excluded from conventional spaces of deliberation." The challenge for a sociolinguistics of transformation meant developing the methodologies to capture these voices, to represent them ethically and to theorise the research in ways that reached beyond the politics of the everyday into more public and institutionalised spaces. This entailed working at the interface of different sub-disciplines of language study, and over time generating a significantly reshaped understanding of the notion of multilingualism. The research thus simultaneously contributes to the discipline of Linguistics and articulates a challenge to public policy on language.

▸ Integrated water resources management is concerned with the ways in which surface and subsurface water flows interact in space and time and how this process affects the dynamics and interactions of above ground animal and plant communities and resulting ecosystem services. Developing sustainable water management strategies in the face of an ongoing biodiversity crisis, climate change and increasing human needs is a challenge with huge implications for public welfare. It can only be taken up effectively in a community-sensitive, multidisciplinary way. The challenge involves global knowledge, an understanding of national and community politics, and preferably collaboration with southern partners facing similar challenges and politics.

> ‣ In the chapter on HIV the authors argue that "HIV infection is increasingly a chronic disease like any other" which should be treated as such. However, the country is a long way from such a mature view. The key issues are not primarily medical, but political and social. In the words of the authors: "Biomedical breakthroughs continue to be needed, but equally necessary are breakthroughs in thinking, policy and practice on the social and systems dynamics that continue to drive both HIV disease and the diverse and often contradictory human responses to it". In other words, the problem cannot be addressed without a complex engagement with social behaviour and public understanding. It is precisely that kind of engagement which makes the work of the CRHA so challenging.

Social transformation goes hand in hand with academic excellence. DBBS is proud of the efforts of researchers to use their distinctive academic roles to help bridge the gap between the social, economic and sustainable. The effects are both social and academic. The range and depth of the combined insights of Flemish and local scholars are helping shape the disciplines with the result that team members find their work is exciting interest globally. UWC's commitment is to create and nurture a climate for sustained development of new insights that enables us to address the complex challenges of our time. Institutionalising these research efforts has to be accompanied by strategic planning and sustained staff development to deal with declining capacities country-wide because of the ageing profile of productive researchers.

The Dynamics of Managing Institutions

The ability of institutions to operate effectively and strategically is closely related to the strength of their institutional capacity to achieve their goals. One of the important strengths of DBBS was the seniority of its leaders within their institutions, with the result that they were able to see the bigger picture and to help others make sense of the complexities. This is of considerable import for organisational learning. At UWC, the strategic thinker behind each of the projects was also leading the faculty or business unit's part of the university strategic plan. The local programme coordinator was also the Institutional Planner in the office of the Vice-Chancellor so it

is not surprising that the goals formulated in the DBBS programme neatly fit faculty plans or align perfectly with the university's strategy documents. At the time of the formulation of the second IOP in 2004 there was already general agreement about priorities to be implemented in DBBS. These are reflected in the IOP 2005-2009. Similarly, the significantly revised goals and activity plans for DBBS Phase II (April 2008–March 2013) informed the next IOP (2010–2014) at university-wide level. With the project cycles slightly ahead of university-wide and faculty planning and with a good monitoring regime in place, the likelihood of successful implementation was enhanced, debunking the popular notion that change does not occur according to rational plans, but rather in spite of them. The existence of a coherent set of interventions in each of the DBBS projects, guided by the university's IOP, assisted UWC to accelerate implementation and contributed to greater institutional stability and planned change in a turbulent environment.

Secondly, investment in the development of UWC staff was probably one of the best contributions to institutional capacity development the IUC programme could make. The idea of staff relief was met with initial resistance from VLIR-UOS, because employment matters fell outside the mandated remit of the IUC programme. UWC's rationale was that it was unable to fully optimise its staffing complement because a number of employees did not hold a requisite doctoral qualification or lacked supervisory skills. It seemed desirable to have a larger part of the academic staff with doctoral qualifications on the permanent establishment, particularly if they could add value by publishing and supervising senior master's and doctoral students. Through an agreed process of staff relief a number of staff members were able to expedite their completion of theses and dissertations. In the Faculty of Community and Health Sciences, for example, a number of staff members graduated with doctorates during Phase I. Several of these members now hold senior positions in the faculty. Earmarked funding for staff relief in the DBBS budget ceased at the end of Phase l. However, staff development is an ongoing process. Since the appointment of the DVC (Academic) in 2009, he and the deans have embarked on a structured programme to support permanent academic staff to complete doctoral studies or to commence with their studies. Members of staff in the last two years of their studies have been supported through staff relief, whilst those starting off have been

attached to supervisors to prepare proposals and have then been given staff relief to get their research off the ground. Since 2009, 36 staff members have graduated with doctorates. The result of this initiative is that, in 2013, 56% of permanent academic staff at UWC held doctorates. This places UWC among the four universities in the country with this level of staff qualifications. DBBS's pilot of staff relief signalled the strategic long-term benefits to build the next generation of academics.

A third strategy of institutional capacity development was establishing research structures to sustain project activities beyond the end of the DBBS programme. Five centres or institutes were created, one for each of the research projects. These centres vary in scale, maturity and institutional location. Unlike teaching departments their activities are geared to building research capacity and helping shift the undergraduate-postgraduate enrolment mix from an 80:20 to a 70:30 ratio. They are typically organised as niche research areas in faculties with a view to using collaborative partnerships and cross-faculty initiatives to bring different perspectives to bear on long-term research challenges.

Finally, it is worth examining the financial issues which arose during the programme. At the start UWC was in dire financial circumstances. Financial prudence was absolutely necessary. And, as is the case with most institutions in the IUC programme, the capacity of the University to deal with any hitches in project funding was severely limited. The DBBS experience may provide a more general set of lessons about financial management. It highlights at least three areas of concern: a volatile exchange rate; predictability of grant instalments; and the importance of full-time financial administrators.

The average annual DBBS-budget was €745 000 with planned declines over the last 3 years. The budget was split on a 20:80 basis between the North and South and then spread across the projects. That much seems simple enough. However, the first challenge is a fluctuating exchange rate. The recipient institution in the South understands that budget is allocated in Euros and sub-divides it accordingly into project budgets. However, it has no real sense of the allocation's actual local value, which depends on the exchange rate on the date of transfer. Disbursements typically happen two or three times per annum, with the last tranche usually close to the

end of the financial year or soon thereafter. Because of the relative and shifting weakness of the South African Rand, the DBBS programme, being risk-averse, annually made a conservative guestimate of the Rand value. Unfortunately, this often resulted in surpluses that became known either too late to spend or that had to be spent on equipment and complementary material such as books and electronic journals rather than on the research itself. Under-expenditure creates perceptions in the North (and sometimes within projects) of inefficient management of resources and wastage. If this dilemma could be resolved, it would enhance the confidence of – and in – programme managers in resource-constrained environments.

A second challenge relates to delays in fund transfers which are not counter-balanced with flexible spending arrangements such as an extension to the financial year. Programmes as sophisticated as those run by VLIR-UOS, with 5-10 year planning cycles, need medium term expenditure frameworks to give them some security. On at least one occasion a political impasse at federal level in Belgium led to delays in the release of funds, either to the coordinating universities in the North or transfers to the South. Any institution in the developing world with limited reserves would face a crisis in these circumstances which would disrupt planned IUC activities, slow the momentum and erode confidence in the programme and the donor. Fortunately, there was enough trust between UG and UWC to respectively pre-finance projects in anticipation of the grants coming through.

Finally, DBBS had the benefit of very professional and competent full-time financial administrators at both ends. This gave the programme coordinators appropriate support, and was conducive to efficient use of resources.

The Importance of Relationships

Relationships are dynamic and build momentums of their own. The establishment of sustainable research centres is premised on the understanding that each centre will optimise current networks and build new relationships, donor relationships and strategic alliances. The inevitable effect is that each centre will pursue a set of one-to-one relationships, each with its own coordination dynamics. Such a proliferation of collaborative relations may lead to increased levels of complexity in relationship

dynamics. One-to-one relationships between research centres with similar or complementary missions may have huge benefits, but the challenge is not to lose distinctive levels of focus and coordination beyond the funding cycle and making sure that the wider development dimension of engagement with social issues is retained. It is an effort we must make.

As DBBS has team members and activities across Flemish universities there has been increased awareness of the programme and growing confidence in it among members of the VLIR-UOS Bureau and VLIR more generally, which directly involves the leadership at UG, KUL, UA and VUB. Successive Bureau members and Flemish rectors have shown a personal interest in DBBS, visited project activities and community sites and strengthened the relationships at leadership levels. This has opened up unforeseen opportunities. UWC and Flemish universities signed and renewed bilateral agreements to explore mutual interests in the fields of Bioinformatics, Oral Health, and Afrikaans, as well as introducing new partners such as Conflict and Development Studies at UG. UWC has the largest Faculty of Dentistry in Africa and its advanced facilities offer a unique opportunity for European students to gain experience of a very wide range of oral health conditions. The Western Cape has a very heavy burden of disease, and the region is the caries capital of South Africa due to lack of fluoride in the water. The Dentistry Faculty also gives students experience of high-level maxillofacial and oral surgery at all three tertiary hospitals in Cape Town and hones students' skills in implants and dentures because of the high edentulous rates in the region. In return, UWC's dental faculty is looking to strengthen its research capacity in materials dentistry, an area that universities such as KUL are known for. Bioinformatics researchers at UWC and UG share a common interest in using computational tools to analyse genomes. While UG focuses on plant materials, UWC has an interest in plants' drought tolerance. In turn UWC offers access to biological material and data analyses on a range of matters, including infectious diseases with global impact such as malaria, sleeping sickness, TB and HIV. In an associated area, Flanders has research expertise in Leishmaniasis, a disease caused by the bite of a sand fly. Donors such as the National Institutes of Health (NIH) and Welcome Trust Fund have identified the need for large scale projects through consortia in Africa which offer ways to join up and

build biological banks by careful cataloguing of material for future use. These hold out considerable promise for collaborative ventures.

With the assistance of David Maenaut, Flemish Representative in Southern Africa, a number of UWC people, including the Directors of the South African National Bioinformatics Institute and the Technology Transfer Office, have visited Belgium as part of the Flanders Cares programme. UWC's twenty-five year old relationship with the University of Missouri (UM) also gained further momentum through the association with Flanders when UM, UG and UWC signed a multilateral transatlantic agreement, committing the three universities to collaboration. Such expansion has an organic quality to it once trust is established. It must be encouraged. However, the risk, on both sides, is settling too easily on areas of mutual expertise which make for straightforward academic successes. This may limit the development impact of newer fields more responsive to global needs.

The leadership relationship across the two systems has been particularly beneficial, measured by the growth in Erasmus Mundus partnerships, renewal of bilateral agreements and an increase in staff and student mobility. Further spin-offs of these relationships are new fields of exchange. These have allowed UWC to give its staff and students international exposure, cultivate a stimulating environment and contribute to the development of human capacity. UWC has been fortunate in joining several consortia which have been awarded the Erasmus Mundus Action 2 grants. It currently participates in seven successful bids: the KU Leuven-led EMA2SA I, II and III; EUROSA I, II, and II led by the University of Antwerp and EU-SATURN I led by Groningen University in the Netherlands. For the 2013/2014 call, UWC has been invited to participate in five applications: EUROSA IV + (Antwerp), HELIX (Uppsala – UWC has been nominated as co-coordinator in the South), AESOP (Toulouse, France – UWC has been nominated as co-coordinator in the South), EU-SATURN II (Groningen) and EMA2SA IV (KU Leuven). Participation in these programmes has boosted UWC's confidence to participate in other EU programmes and has exposed it to the quality assurance, benchmarking and administrative practices of European programmes.

Political leaders have also found innovative ways to facilitate global networks. In 2009 DBBS team members participated in the international conference, museum exhibition and festival Roots, with the sub-title "new routes to new worlds". Under the chairpersonship of the CEO of the Iziko Museum the programme was able to draw financial support from the national Department of Arts and Culture and the Dutch and Belgian embassies. Flemish and Dutch academics and artists were able to engage their South African counterparts in a dynamic exchange of ideas to promote expertise networks and language and culture as instruments of empowerment. There have been other significant events. A number of Belgian political and trade missions to South Africa visited UWC. The most recent, in 2013, headed by HRH Princess Astrid of Belgium, included university leaders from Flanders and Wallonia.

Importance of Student Relationships

Student life and the holistic development of students are at the heart of a concern with quality of education in a university drawing most of its students from the poor and marginalised parts of the population. Such students usually come to university with very different cultural capital from those of more affluent background. And they have had little to equip them for applying their knowledge with confidence. Enabling such students to succeed and move effectively into postgraduate studies or the workplace requires special efforts in the campus environment. However, the value of a project dealing with student development, has proved to be hard to grasp for funders used to relatively well-prepared students coming to university. Such funders tend to view the out-of-class experience of students as unrelated to the mandate of universities. After hard bargaining to secure support and difficulties in finding a Flemish partner, KUL agreed to work with UWC in meeting the challenge. The project sought to challenge dominant deficit models and argued that a holistic strength-based approach was required.

The proof of the pudding has been in the eating. A recent Graduate Destination Survey, commissioned by the Cape Higher Education Consortium (CHEC), compared data from the 2010 cohort of graduates from the four universities in the region. The report outlined some outstanding initiatives at UWC such as the Living and Learning, Tutoring and Peer

Mentoring Programmes which were piloted in the DBBS programme. The DBBS project sought to ease first-time entrants' transition to university and make sure that all students experience a stimulating living and learning environment. The regional survey reported that "UWC offers the highest proportion of places for learners to participate in university life as teaching and laboratory assistants – with 36% of all UWC graduates participating in these activities in 2010 – a figure far higher than what was achieved at the three other campuses". As DBBS came to an end, the responsibility for funding this project was taken over by the university.

While approximately 80% of the 2010 graduates studied in the Graduate Destination Survey grew up in urban suburbs, towns and cities, and 35% of enrolments at the University of Cape Town were from private schooling, the neighbouring Cape Peninsula University of Technology and UWC "carried the highest number of graduates who came from townships and rural areas prior to studying". Townships are areas set aside by apartheid for people not white. They generally have cheap housing or informal housing and are marked by poverty and lack of urban amenities. The rural areas are also largely impoverished. The survey confirmed three strong predictors of student employment success: (i) socio-economic background such as students' racial status and the school they attended; (ii) schooling and family background, e.g. their matriculation mathematics and physics symbols and whether they attended private or public schools; and (iii) university variables, e.g. UWC graduates' often having a lower level of relevant social capital when they search for jobs. The survey confirmed that the burden of students' educational under-preparedness on admission tilted towards UWC and that the educational level of their parents as a proxy for socio-economic status showed that 69% of parents of UWC's 2010 first degree graduates do not have any post school qualifications, and 45% do not have a secondary school certificate.

Despite these constraints the university consistently ranks among South Africa's research-led universities and maintains academic excellence. Combining attention to equity with an insistence on academic excellence is clearly possible and practicable. Against this backdrop the student development project has been shown to assist students hugely in gaining

both the confidence and the requisite skill-sets to find employment and succeed in the face of serious odds.

Maintaining a strategic balance between undergraduate access programmes and a nurturing postgraduate environment remains challenging and absolutely necessary. Like many South African universities, UWC is under tremendous pressure to provide equitable access to school leavers. After a period of dwindling enrolments, UWC's student headcount doubled from 10 000 to over 20 000 over the past decade, and it is planned that it should grow to 25 000 by 2019. This growth path places huge demands on staff to maintain a productive research culture while accommodating increased numbers at undergraduate level. UWC's position as a successful role model for historically disadvantaged universities is characterised by attention being paid to both the access and research dimensions. The strategic challenge is to shift the ratio of undergraduates and postgraduates in favour of the latter and to build a critical mass of master's, doctoral and postdoctoral students in areas where UWC has developed distinctive strengths. The Centres which have grown out of DBBS will assist with this. UWC has to compete for excellent students, and draw them into a dynamic research environment which is open to emerging research areas for future distinctiveness.

Practices of North-South and North-South-South Cooperation

Staying connected and maintaining productive North-South-South (N-S-S) relations is an important aspect of preparing for a global future. VLIR is not alone in pursuing N-S-S partnerships, but it has been particularly open to them, recognising the need to build a wider and more diversified development network. This has important implications for UWC.

Over the years UWC academic departments have developed strong relationships with a number of universities in Africa. And a large proportion of postgraduate students, including a number of those in the DBBS programmes, come from neighbouring countries. This is an institutional strength that remains untapped and uncoordinated as we explore new ways of building relationships. In this regard, the sustained effort of VLIR-UOS to build institutional capacity in the South, and in the Southern African

Development Community in particular, is likely to be of particular value. Two examples are mentioned below:

▸ In December 2013 we learned with appreciation that two new IUC N-S-S proposals had been approved with UWC as co-applicant. The first forges formal partnerships with team members at the University of Limpopo (UL) in South Africa. The project focuses on an integrated river catchment approach promoting sustainable development in African river ecosystems in collaboration with KUL. Over the past number of years, water and ecology projects within the VLIR-UOS family have developed critical research expertise in the North and South on the ecological functioning of rivers in Africa. Between 2005 and 2010 UWC partnered in three consecutive N-S-S projects with KUL and the University of Zimbabwe to standardise methodologies in hydrology/hydrogeology and eco-hydology approaches to freshwater systems respectively. The experience in these projects provides a firm basis to join forces with expertise at UL, UA and KUL to tackle this challenge. The project also extends the expertise to one of the latest members in the VLIR-UOS family, the Nelson Mandela African Institute of Science and Technology in Tanzania.

▸ The second IUC N-S-S project involves a partnership between UG, UWC and the University of Mzumbe (UMz) in Tanzania to implement Zone-it as a community app at UMz and UWC. Although the two universities in the South are located in very different contexts, in rural and urban settings respectively, both are geographically isolated, service students from relatively poor backgrounds and share common ICT interests in terms of their VLIR-IUC project focuses. The proposed N-S-S partnership with UG allows for the transferring of technical skills and academic expertise as well as the co-creation of an app that is beneficial to the broader campuses and citizens in the campus environments. Noting that the implementation of Zone-it can make a huge difference in the lives of local students and neighbouring communities, the partnership holds the promise that the project will strengthen local capacity at UMz at an early phase of its Gre@t IUC programme implementation. Both cases draw on existing strength at the universities in the North and the

South and seek to build an extended partnership with people who have an understanding of the respective local contexts.

Such relationships do not escape challenge. Over the past decade Development Cooperation has come under persistent public scrutiny and has been in a constant state of change. University Development Cooperation, as a subset, faced rigorous debates and was affected by several policy shifts, so that it remains responsive to the global and local higher education contexts. These criticisms include issues of impact, reach, effectiveness, aid dependency, and the painful realities of "aid orphans" and "donor darling countries". Since the inception of the DBBS programme VLIR-UOS has maintained its interest in Southern Africa and significantly increased its footprint in South Africa. It deserves special credit for advancing the idea of regional capacity in a proactive manner. According to the VLIR-UOS 2012 annual report South Africa occupies second position in terms of its 2012 budget allocation, with the Democratic Republic of Congo in first position. A second full IUC programme has begun in South Africa with the UL, already a N-S-S partner with UWC. VLIR-UOS has further developed a country strategy to collaborate with South Africa as a middle income country. The country strategy for South Africa covers four thematic areas: Food security (including biotechnology, aquaculture, food production and value chain, animal science and production); Environment (water resources management, and climate change); Health (primary health care, public health, and HIV/AIDS); Social Sciences (good governance, urban development, communication, local community development, language development), with ICT and Institutional Strengthening as transversal areas. The purpose of the new country strategy for South Africa is to consolidate existing expertise into potential research and teaching platforms with a view to establishing a regional expertise network with the support of VLIR-UOS, Flemish experts and local institutions. Some of the modalities for partnerships may include large scale national initiatives coordinated country-wide, transversal activities with inter-sectoral support, strengthening of institutions which may require support, e.g. in rural settings, and which may include other players in the post-school sector. This approach lends itself to N-S-S projects with neighbouring SADC institutions. N-S-S relationships and offerings provide a more cost effective

way to advance development and build regional institutional capacity. This is an area that holds significant promise provided that it is handled with the necessary sensitivity.

Successful N-S-S cooperation requires a sustained commitment from all parties to collaborate at the level of fundamental research. Hence the importance of cooperative PhD supervision and accreditation. This, however, is surprisingly problematic. The issue is not the willingness of partners to co-supervise. Rather it is a question of whether prevailing systems make it possible to do so without damage to careers. Given the ways in which output is measured and universities are ranked, Flemish colleagues cannot generally afford to spend the amount of time which supervision requires without recognition of the value of what they are doing by their institutions in Flanders. For this reason the issue of joint degrees or double degrees has frequently been raised. These are well-established in the North, but require serious attention by the South African government. The regulatory challenges of the liberalization of education through the World Trade Organisation's General Agreement on Trade in Services (GATS) and other devices are beyond the scope of the DBBS and any of the partnering universities to resolve. While Northern partners look to the leadership in South Africa to seek resolution, the matter requires further probing at a systems level. At the heart of this challenge lie powerful arguments for education to deliver economic and efficiency benefits, fuelled by "individual choice versus normative public good" – arguments such as equality, social cohesion and citizenship. Critics of the use of higher education for trade essentially argue that education is used as a cost recovery and income-generating measure that will disproportionately benefit developed countries and erode the research sustainability of weaker systems.

Whatever the outcome of this debate, academics across a broad front have invested significant time and energy to build trustworthy relationships. They have a wealth of experience to share, and leaders who cherish global partnerships and networks for development will have to devise win-win ways to encourage sustainable development collaboration. All of these depend on good inter-institutional relationships and equal partnerships, despite unequal resourcing. Future university development cooperation, as well as N-S partnerships more generally, will have to be inspired by a new

vision and reconfigured relationships based on principles of solidarity and mutuality. Without the motivation and insights of transformative leaders who are able to make sense, complacency will creep in and institutions and individuals will revert to ineffective past practices such as each going it on his or her own. It therefore calls for relationships and partnerships of a different kind: a kind that is more appreciative of network formations, strategic dialogues, sense-making and trustworthy collaboration. It also means moving to a much bigger scale that is more cost-effective.

The Next Transition: Jointly Addressing Global Challenges

DBBS is an important milestone in the life of UWC. It rightly evokes positive energy and confidence at what can be achieved through collaborative efforts. This book has explored the role of the DBBS programme in what Brian O'Connell calls UWC's fifth transformation in its fifty years of existence: getting the balance right between the need to contribute to the transformation of the country and the pursuit of global intellectual and technological challenges. It was the tension between these local and global challenges which brought a new vitality of intellectual engagement internally and between the Flemish and local partners. That was a vision expressed ten years ago. And it holds. But there are now new challenges redefining our common landscape. Technology is changing fast with unprecedented use of mobile devices. The global economy is changing with shifting relationships between the established western economies and BRICS. The global balance of political influence is changing, with rising levels of uncertainty and complexity as a result. And environmental and sustainability issues are becoming more insistent. These new developments place the concept of development under particular pressure.

Development has been predicated on the model of lifting others to the levels of the "developed" world. We now know that that cannot be. Jared Diamond's *Collapse: How societies choose to fail or survive* has soberly revealed the crises that arise from our incorrectly reading our physical and social environment. There are simply not the resources in the world to enable all or even most of the world's inhabitants to attain to a "developed" world

lifestyle. This is a particular challenge in a society like South Africa which has one of the highest Gini coefficients in the world. The poor majority of the population cannot conceivably attain to the current standards of the more affluent. And those standards in turn have to be rigorously critiqued. Both sets of expectations have to be modified. In this, South Africa is a microcosm of the world. So where does that leave us as DBBS partners?

It leaves us with the recognition that we have a challenging and potentially very exciting period of discovery ahead in which our partnership is going to be even more necessary than ever. The issues we face will increasingly be issues we have in common: issues that we neglect at our peril. We need to build the necessary knowledge, initiate the sharing that can transform relationships, and show in our own practice that we have accepted the challenge to change.

VLIR-UOS has been bold to initiate and hold onto this space of institutional university collaboration and long-term funding despite the global economic crisis and a number of other challenges. It deserves our thanks and respect. But it cannot achieve enough alone. Reorientation to the intensifying global challenges calls for transformative leadership across our universities, countries and development agencies to think innovatively about ways to consolidate what we have and to lead the next transition. In Jared Diamond's words, what is at issue is how we "choose to fail or survive".

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Appendix

Publications and Formal Achievements

The publications and other achievements listed here all arise from the DBBS programme, some in partnership with people who were not part of the programme.

<table>
<tr><td>PROJECT 1</td><td>CITIZENSHIP, GOVERNANCE AND DEMOCRACY

22 articles in peer-reviewed journals, 23 working/occasional papers to make the results of the research available in public life, 19 chapters in books, 1 edited book, 5 doctoral dissertations, 9 policy advice/papers, 2 business plans, a major international conference, 24 conference papers, and one new master's degree programme.</td></tr>
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Andipatin, M. 2013. Understanding HELLP syndrome in the South African context: A feminist study. PhD, UWC. Promoter: T Shefer (UWC).

Awotidebe, A. 2012. The effect of a sports-based HIV prevention programme on HIV-risk related behaviours among high school learners. PhD, UWC. Promoters: J Phillips (UWC) and W Lens (VUB).

Cornelissen, Judith. 2006. Professional socialisation of family ecology and consumer science students of South African universities. PhD, Stellenbosch University.

Daniels, Felicity. 2011. Monitoring and evaluating the regional collaboration for the integrated nursing programme in the Western Cape. PhD, UWC. Promoter: T Khanyile (UWC).

Frantz, Jose. 2005. Physical inactivity among youth in the Western Cape: A public health concern. PhD Physiotherapy, UWC. Promoters: SL Amuson (UCT) and A Travill (UWC).

Hess, Lucia. PhD. An examination of the social module "Disability and identity" in occupational therapy training. PhD, UWC. Promoters: J Smith (UWC) and J-C de Jongh (UWC). Submitted for examination in 2013.

Johnson, Bridget. 2005. Health risk behaviours within a health promoting schools context. PhD, UWC. Promoter: S Lazarus (UWC).

Julie, Hester. Developing a service-learning model for nursing. PhD, UWC. Promoter: O Adejumo (UWC). Submission early in 2014.

Kader, Kashiefa. 2006. The impact of children's exposure to screen violence on their well-being. MPsych, UWC. Promoters: S Savahl (UWC) and C Malcolm (UWC).

Kekana, Queen. 2007. Factors impacting on pregnant women's compliance/non-compliance with HIV/AIDS testing in public MOUs. PhD, UWC. Promoter: C Malcolm (UWC).

Moodley, Colleen. 2010. Sexual health promotion in the Further Education and Training (FET) sector. PhD, UWC. Promoters: J Phillips (UWC) and S Terblanche (UWC).

Njoki, Emmah. 2004. Health promotion needs of youth with physical disabilities with reference to spinal cord injury in the Western Cape. MSc (Physiotherapy), UWC. Supervisors: J Frantz (UWC) and R Mpofu (UWC).

Pedro, Athena. 2012. Experiences of infertility treatment and care of South African women attending state hospitals. PhD, UWC. Promoter: K Mwaba (UWC).

Peters, Fatima. 2009. Juvenile offenders' experiences and perceptions of male rape. MPsych, UWC. Promoter: U Bawa (UWC).

Phillips, Julie. 2006. Health Risk behaviours among young women in the Strand. PhD Physiotherapy. UWC. Promoters: C Malcolm (UWC) and SL Amosun (UCT).

Pillay, T. A feasibility study for the design of an injury prevention protocol for netball. PhD, UWC. Promoters J Frantz and D De Clercq (UG). Submitted for examination in 2014.

Rhoda, Anthea. Rehabilitation of stroke patients at community health centres in the metropole region of the Western Cape. PhD Physiotherapy, UWC. Promoters: R Mpofu (UWC) and S Lazarus (UWC).

Rich, Edna. 2004. HIV/AIDS risk behaviours in juvenile offenders in the Western Cape. MSW, UWC. Supervisor: A Martin (UWC).

Roman, Nicolene. 2008. The impact of maternal and parental style on child self-esteem in Western Cape communities. PhD, UWC. Promoters: K Mwaba (UWC), C Malcolm (UWC) and W Lens (VUB).

Sali, L. 2008. Adherence to anti-retroviral treatment: Perceptions of challenges and experiences among people living with AIDS. MAPsych, UWC. Supervisor: K Mwaba (UWC).

Sanders. B. 2010. Towards a level playing field – A case study of the challenges facing NGOs using sport for development within the educational system in South Africa. MSRES, UWC. Supervisors: J Phillips (UWC) and B Vanreusel (KUL).

Savahl, Shazly. 2010. Children's accounts of their well-being. PhD, UWC. Promoters: C Malcolm (UWC), S Slembrouck (UG) and R September (UWC).

Somtsewu, Noma. 2010. The experiences of adolescents who have lost their parents through HIV/AIDS. MSW, UWC. Supervisor: N Roman (UWC).

Struthers, Patricia. 2005. The role of occupational therapy, physiotherapy and speech and language therapy therapy in educational support services in South Africa. PhD, UWC. Promoters: D Sanders (UWC) and S Lazarus (UWC).

Waggie, Firdouza. 2011. Evaluating the impact of a community health promotion teaching programme at a higher education institution. PhD, UWC. Promoters: R Mpofu (UWC) and S Lazarus (UWC).

Wazikili, Margaret. 2007. A paradox of risk: Sexuality and HIV/AIDS among disabled youth in Nyanga. PhD, UWC. Promoters R Mpofu (UWC) and P Devlieger (KUL).

PROJECT 3	HIV PREVENTION AND CARE
	19 articles in peer-reviewed journals, 19 papers or posters presented at conferences of symposia. 6 conferences organised, 3 short courses. 8 PhD dissertations and 2 master's theses.

Articles in peer-reviewed journals

Achia, TNO, Manene, MM, Ottieno JAM. 2010. The restricted Dorfman-Sterrett group screening designs without error in decision. *ICASTOR Journal of Mathematical Sciences*, Vol. 4(2).

Achia, TNO, Wangombe A, and Khadioli, N. 2010. Logistic regression modeling of poverty using demographic and health survey data. *European Journal of Social Science*. 13(1). p. 38-45.

Akinyemi, AI, Aransiola JO, Ikuteyijo, L, Omoluabi E, and Fatusi AO. Forthcoming. Sexual health challenges in selected urban slums in Nigeria: A qualitative exploration. *The African Anthropologist* (CODESRIA Journal).

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Bennett, S, Adam, T, Zarowsky, C, Tangcharoensathien, V, Ranson, K, Evans, T, Mills, A. 2008. From Mexico to Mali: progress in health policy and systems research. *The Lancet*. 372(9649). p. 1571-1578.

Chanda-Kapata, P, Campbell, S, and Zarowsky, C. 2012. Developing a national health research system: Participatory approaches to legislative, institutional and networking dimensions in Zambia. *Health Research Policy and Systems*. [Online: doi: 10.1186/1478-4505-10-1]

De Oliveira, Tulio, Shafer, RW, Seebregts, C, et al. 2010. Public Database for HIV drug resistance in Southern Africa. *Nature*. 464. p. 673. (Full author list at go.nature.com/9VaZsP).

Niragire, F, Wangombe, A, Achia, TNO. 2011. Use of the shared frailty model to identify the determinants of child mortality in Rwanda. *Rwanda Journal*. 20. 98-118.

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Omenka, C, and Zarowsky, C. Forthcoming. No one knows what will happen after these five years: Narratives of ART, access and agency in Nigeria. *Global Health Promotion* (*Special Supplement on Vulnerabilities and Equity in Health in Africa*). 1757-9759. 462422 Permissions. [Online: doi: 10.1177/1757975912462422 http://ghp.sagepub.com]

Shamu, S, Abrahams, N, Temmerman, M, Musekiwa, A, and Zarowsky, C. 2011. A systematic review of African studies on intimate partner violence against pregnant women: prevalence and risk factors. *PLoS ONE*. 6(3) e17591 21408120.

Shamu, S, Abrahams, N, Temmerman, M, Shefer, T, and Zarowsky C. 2012 That pregnancy can bring noise into the family: Exploring intimate partner sexual violence during pregnancy in the context of HIV in Zimbabwe. *PLoS ONE*. 7(8)e43148. [Online: doi: 10.1371/journal.pone.0043148] ePub 24 August 2012.

Shamu, S, Abrahams, M, Zarowsky, C, Shefer, T, and Temmerman, M. 2013. Intimate partner violence during pregnancy in Zimbabwe: A cross-sectional study of prevalence, predictors, and associations with HIV. *Tropical Medicine & International Health*. [Online: doi: 10.1111/tmi.12078] ePub 17 February 2013.

Shamu, S, Abrahams, N, Temmerman, M, and Zarowsky, C. 2013. Opportunities and obstacles to screening pregnant women for intimate partner violence during antenatal care in Zimbabwe. *Culture, Health and Sexuality: An International Journal for Research, Intervention and Care*. [Online: doi: 10.1080/13691058.2012.759393]

Uwimana, J, Jackson D, Hausler H, and Zarowsky, C. 2012. Health system barriers to implementation of collaborative TB and HIV activities including prevention of mother to child transmission in South Africa. *Tropical Medicine and International Health*. 17(5).658-65. [Online: doi: 10.1111/j.1365-3156.2012.02956.x]

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Uwimana, J, Zarowsky, C, Hausler, H, and Jackson, D. 2012. Training community care workers to provide comprehensive TB/HIV/PMTCT integrated care in KwaZulu-Natal: lessons learnt. *Tropical Medicine and International Health*. 17(4). 488-96. [Online: doi: 10.1111/j.1365-3156.2011.02951.x] ePub 1 Feb 2012.

Zarowsky, C. 2011. Global health research, partnership, and equity: No more business-as-usual. *BMC International Health and Human Rights*. 11(Suppl 2). S1.

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Bhika, RAHB. 2004. African renaissance in health education: Developing an integrative programme of Unani-Tibb training for health care professionals in southern Africa. PhD, UWC. Promoters: S Lazarus (UWC) and D Meerkotter (UWC).

Davids, N. 2010. An analysis of discourses and practices of sexuality/AIDS education in Muslim schools. PhD, UWC. Promoters: D Meerkotter (UWC) and A Fataar (UWC).

Joseph, V. 2008. Care, caring and coping: Attitudes of children orphaned by AIDS and their caregivers towards schooling in a South African township. MEd, UWC. Supervisor: J Lees (UWC).

Lawrence, E. 2013. Evaluation of the youth-friendliness of a mobile school-based HIV voluntary counselling and testing programme. PhD, UWC. Promoter: P Struthers (UWC). Co-Promoter: G Vanhove (VUB).

Lerebo, Wondwossen. 2013. A hierarchical modelling approach to identify factors associated with the uptake of HIV counselling and testing and prevention of mother to child HIV transmission programme among post-partum in Ethiopia. PhD, UWC. Promoter: D Jackson (UWC). Co-Promoters: C Zarowsky (UWC), S Callens (UG).

Lesko, Igor. 2006. HIV and AIDS stigma among students at UWC. MA Cum Laude. Supervisor: D Merkotter (UWC).

Rajagopaul, V. 2006. The leadership role of primary school principals in economically disadvantaged areas affected by HIV and AIDS. PhD, UWC. Promoters: J Smith.

Rayners, S. 2006. The leadership role of principals in managing HIV and AIDS at schools in the Western Cape Education Department. PhD, UWC. Promoters: H Herman (UWC) and D Meerkotter (UWC).

Shamu, S. 2013. The dynamics of intimate partner violence and HIV risk in pregnancy in Zimbabwe. PhD, UWC and UG. Promoter: C Zarowsky (UWC). Co-Promoters: M Temmerman (UG), N Abrahams (MRC) and T Shefer (UWC).

Wentzel, A. 2011. Preparing teachers in the roles required to deal meaningfully with children affected by HIV and AIDS. PhD, UWC. Promoter: J Smith (UWC).

PROJECT 4

WATER FOR ECOLOGICAL SUSTAINABILITY

24 articles in ISI journals, 12 chapters in books, 3 edited books, 5 papers in refereed conference proceedings, 29 master's theses and 6 PhD dissertations (both UWC and Flemish), 4 software programmes, 19 conference papers, 4 seminars, and 16 international short courses held in South Africa, Kenya and Benin.

Articles in peer-reviewed journals included in the ISI Web of Science

Anibas, C, Buis, K, Verhoeven, R, Meire, P, and Batelaan, O. 2011. A simple thermal mapping method for seasonal spatial patterns of groundwater-surface water interaction. *Journal of Hydrology* 397(1-2). p. 93-104.

Anibas, C, Fleckenstein, J, Volze, N, Buis, K, Verhoeven, R, Meire, P, and Batelaan, O. 2009. Transient or steady-state? Using vertical temperature profiles to quantify groundwater-surface water exchange. *Hydrological Processes*. 23(15). p. 2165–2177. [doi: 10.1002/hyp.7289]

Aza-Gnandji, RCD, Xu, Y, Raitt (UWC), L, and Levy, J. 2013. Salinity of irrigation water in the Philippi farming area of the Cape Flats, Cape Town, South Africa. *Water SA*. 39(2). p.199-209. [Online: http://www.wrc.org.za]

Bradbury, KR, and Xu, Y. 2009. Foreword to Special Section: Groundwater in Africa. *Ground Water*. [Online: doi: 10.1111/j.1745-6584.2009.00658.x, USA National Ground Water Association]

Braune, E, and Xu, Y. 2008. Groundwater management issues in southern Africa – an IWRM perspective, *Water SA*. 34(6) (IWRM Special Edition). [Online: http://www.wrc.org.za]

Braune, E and Xu, Y. 2009. The role of ground water in sub-Saharan Africa, *Ground Water*. [Online : doi: 11111/j.1745-6584.2009.00557.x, USA National Ground Water Association]

De Roeck, E, Vanschoenwinkel, BJ, Day, JA, Xu, Y, Raitt, L and Brendonck, L. 2007. Conservation status of large branchiopods in the Western Cape, South Africa. *Wetlands*. 27. p.162-173.

De Roeck, ER, Verhoest, N, Miya, MH, Lievens, H, Batelaan, O, Thomas, A and Brendonck, L. 2008. Remote sensing and wetland ecology: A case study in South Africa. *Sensors*. 8. p.3542-3556. (IF publication year: 1.87) (IF most recent: 1.82).[Online: http://www. mdpi.org/sensors]

De Roeck E, Waterkeyn, A, and Brendonck, L. 2010. Life history traits of *Streptocephalus purcelli* (Branchiopoda: Anostraca) from temporary waters with different phenology. [Online] *Water SA*. 36(3). p. 323-328. (IF most recent: 0.91). [Online: http://www.wrc. org.za]

Lin, L, Jia, H, and Xu, Y. 2007. Fracture network characteristics of a deep borehole in the Table Mountain Group (TMG), South Africa, *Hydrogeology Journal*. 15(7). p. 1419-1432.

Lin, L, and Xu, Y. 2006. A tensor approach to the estimation of hydraulic conductivities in Table Mountain Group aquifers of South Africa. *Water SA*. 32(3). p. 371-378. [Online: http://www.wrc.org.za]

Nel, J, Xu, Y, Batelaan, O, and Brendonck, L. 2009. Benefit and implementation of groundwater protection zoning in South Africa. *Water Resources Management*. 23(14). p. 2895-2911.

Nhiwatiwa, T, Brendonck, L, Waterkeyn, A, and Vanschoenwinkel, B. Forthcoming. The importance of landscape and habitat properties in explaining momentary and long-term distributions of large branchiopods in subtropical temporary pans. *Freshwater Biology*.

Nhiwatiwa, T, De Bie, T, Vervaeke, B, Barson, M, Stevens, M, Vanhove M and Brendonck, L. 2009. Invertebrate communities in dry-season pools of a large subtropical river: patterns and processes. *Hydrobiologia*. 630(1). p.169-186.

Rajkumar, Y and Xu, Y. 2011.Protection of borehole water quality in sub-Saharan Africa using minimum safe distances and zonal protection. *Water Resources Management*. 25(13). p. 3413-344.

Roets, W, Xu, Y, Raitt, L, and Brendonck, L. 2008. Groundwater discharges to aquatic ecosystems associated with the Table Mountain Group (TMG) aquifer: A conceptual model. *Water SA*. 34(1). p.77-88. [Online: http://www.wrc.org.za]

Roets, W, Xu, Y, Raitt, L, El-Kahloun, M, Calitz, F, Batelaan, O, Anibas, C, Paridaens, K, Vandenbroucke, T, Verhoest, NEC, and Brendonck, L. 2008. Determining discharges from the Table Mountain Group (TMG) Aquifer to wetlands in the Southern Cape – South Africa. *Hydrobiologia*. 607. p. 175-186.

Seward, P, Xu,Y and Brendonck, L. 2006. Sustainable groundwater use, the capture principle, and adaptive management. *Water SA*. 32(4). p. 473-482. [Online: http://www. wrc.org.za]

Struyf, E, Bal, K D, Backx, H, Vrebos, D, Casteleyn, A, Dededecker, E, Schoelynck, J, Brendonck, L, Raitt, LM, and Meire, P. 2012. Nitrogen, phosphorus and silicon in riparian ecosystems along the Berg River (South-Africa): The effect of increasing human land use. *Water SA*. 38(4). p. 597-606. [Online: http://www.wrc.org.za]

Vanschoenwinkel, B, Hulsmans, A, De Roeck, E R, De Vries, C, Seaman M T, and Brendonck, L. 2009. Community structure in temporary freshwater pools: Disentangling effects of habitat size and hydroregime and the impact of dispersal mode. *Freshwater Biology*. 54. p.1487-1500. [Online: doi: 10.1111/j.1365-2427.2010.02402.x]

Vanschoenwinkel, B, Seaman, MT and Brendonck, L. 2010. Hatching phenology, life history and egg bank size of fairy shrimp *Branchipodopsis spp.* (Branchiopoda, Crustacea) in relation to the ephemerality of their rock pool habitat. *Aquatic Ecology.* 44(4). p. 771-780.

Vanschoenwinkel B, Waterkeyn, A, Jocqué, M, Boven, L, De Vries, C, Seaman M and Brendonck, L. 2010. Species sorting in space and time: Community assembly in an invertebrate metacommunity and the impact of disturbance regime. *Journal of the North American Benthological Society.* 29(4). p. 1267-1278.

Wu, Y and Xu, Y. 2005. Snow impact on groundwater recharge in Table Mountain group aquifer systems with a case study of the Kommissiekraal River catchment South Africa. *Water SA.* 31(3). p. 275-282. [Online: http://www.wrc.org.za]

Xu, Y. 2008. Editor's message: Building capacity and partnerships towards sustainable utilization of groundwater in Africa, *Hydrogeology Journal.* 16(3).

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Adelana, SMA, and Xu, Y. 2006. Contamination and protection in the Cape Flats Aquifer, South Africa. In Y Xu and B Usher (eds). *Groundwater pollution in Africa.* Leiden: Taylor and Francis/Balkema. p. 265-278.

Beekman, EH, and Xu,Y. 2003. Review of groundwater recharge estimation in arid and semi-arid Southern Africa. In Y Xu and E H Beekman (eds). *Groundwater recharge estimation in Southern Africa.* UNESCO IHP Series No. 64. Paris: UNESCO. p. 3-18.

Bredenkamp DB, and Xu, Y. 2003. Perspectives on recharge estimation in dolomitic aquifers in South Africa. In Y Xu and EH Beekman (eds). Groundwater recharge estimation in Southern Africa. UNESCO IHP Series No. 64. Paris: UNESCO. p. 64-79.

Braune, E, and Xu, Y. 2006. A South African perspective on the protection of groundwater resources. In Y Xu and B Usher (eds). *Groundwater pollution in Africa.* Leiden: Taylor and Francis/Balkema. p. 341-350.

Chishugi, JB, and Xu, Y. 2010. Water supply and sanitation in the Democratic Republic of the Congo. In Y Xu and E Braune (eds). *Sustainable groundwater resources in Africa: water supply and sanitation environment.* London: Taylor and Francis/Amsterdam: Balkema.

Jovanovic, NZ, Maharaj, S, Xu, Y, Jia, H, Titus, R, Usher, B, Dennis, I, Pretorius, J, and Cave, L. 2004. Prioritization and risk assessment of groundwater contaminants in South African urban catchments. In V Popov, H Itoh, CA Brebbia and S Kungolos (eds). *Waste management and the environment II.* Southampton:Wit Press. p. 605-614.

Rajkumar, Y, and Xu, Y. 2009. Preserving groundwater quality against microbiological contamination through differentiated aquifer management in Africa. In Y Xu and E Braune (eds). *Sustainable groundwater resources in Africa: Water supply and sanitation environment.* London: CRC Press.

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Xu, Y, Kanyerere, T, Braune, E, Nel, J, Hobbs, PH, Bradbury, K and Robins, N. 2009. Best practice for groundwater quality protection. In Y Xu and E Braune (eds). *Sustainable groundwater resources in Africa: Water supply and sanitation environment.* London: CRC Press. p. 49-85.

Xu, Y, and Maclear, LGA. 2003. Recharge estimation in fractured rock aquifer from rainfall – spring flow comparisons: the Uitenhage Spring case. In Y Xu and EH Beekman (eds). *Groundwater recharge estimation in Southern Africa*. UNESCO IHP Series No. 64. Paris: UNESCO. p. 125-134.

Xu, Y, and Usher, BH. 2006. Issues of groundwater pollution in Africa. In Y Xu and B Usher (eds). *Groundwater pollution in Africa*. Leiden: Taylor and Francis/Balkema. p. 3-11.

Xu, Y, Wu, Y and Beekman, EH. 2003. The role of interflow in estimating recharge in mountainous catchments. In Y Xu and EH Beekman (eds). *Groundwater recharge estimation in Southern Africa*. UNESCO IHP Series No. 64. Paris: UNESCO. p. 135-145.

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Xu, Y and Beekman, EH (eds). 2003. *Groundwater recharge estimation in Southern Africa*. UNESCO IHP Series No. 64. Paris: UNESCO.

Xu, Y and Usher, B (eds). 2006. *Groundwater pollution in Africa*. Leiden: Taylor and Francis/Balkema.

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Waterkeyn, A. 2005. Levensgeschiedeniskenmerken van grote branchiopoden in relatie tot de hydrologie van tijdelijke wetlands in de Kaapstreek. MSc, KUL. Supervisor: L Brendonck (KUL).

Software developed and distributed

Rainfall Generator. This program is used to generate random rainfall events based on existing time series recorded for a period of time. The newly generated time series would be characterised by the same statistics as the existing one.

Borehole Logging. This it used to capture information on geology and water strikes by presenting a user friendly logging profile.

Baseflow Separation. The program is based on a geomorphological approach (Xu et al., 2002).

Box Models (Jia and Xu). This program is designed to interpret the natural tracer breakthrough curves like Chloride (Cl), Tritium (3H) and Carbon-14 (14C) etc.

PROJECT 5

MULTILINGUAL CITIZENSHIP AND CITIES IN TRANSITION

77 articles in peer-reviewed journals, 29 chapters in books, 12 books, 4 master's theses and 9 PhD dissertations as well as 45 papers presented at conferences and symposia.

Articles published in peer-reviewed journals

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Banda, F. 2008. Orthography design and harmonization in development in Southern Africa. *OpenSpace* 2.3. p. 39-48.

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Newton, C. 2008. *Social housing, urban policy and social capital: Spatial interrelations in a third world context (Cape Town)*. PhD, KUL. Promoters: C Kesteloot (KUL) and P De Decker (KUL).

Ngara, K. 2011. Reimagining and representing Johannesburg: Vladislavich and the Post-Colonial Metropolis. PhD, UWC. Promoters: L Nas (UWC) and W Woodward (UWC).

Ntete, S. 2008. Transcending disadvantage: Life histories of learners at a township school. PhD, UWC. Promoter: C Dyers.

Peck, A. 2007. Narratives of integration at UWC: A critical discourse analysis. MA, UWC. Supervisor: Felix Banda.

Peck, A. 2011. Reimagining diversity in post-apartheid Observatory, Cape Town: A discourse analysis. PhD, UWC. Promoters: Felix Banda (UWC) and Stef Slembrouck (UG).

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Project 7

Digital Inclusion

Since 2010 when the project took on an academic character, it has produced 8 articles in peer-reviewed journals, 3 chapters in books, 8 papers in peer-reviewed conference proceedings, 3 journals as guest editor, and two master's theses and 1 PhD dissertation. In addition, thirty four papers or posters have been presented at conferences, three new postgraduate diplomas have been developed and a joint MCom and a joint PhD (UWC–VUB) are in the process of being developed.

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Katunga, N. 2013. Understanding the role of e-skills in the utilization of electronic small business development support services. MCom (Information Management), UWC. Supervisors: L van Audenhove (VUB) and Z Mitrovic (UWC).

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II Appendix

DBBS Team Members

Programme Coordinators
Jan Blommaert (UG) (Phase I)
Stef Slembrouck (UG) (Phase II)
Larry Pokpas (UWC)

PROJECT 1	**CITIZENSHIP AND DEMOCRACY** Leaders *(Phase I & II) Stefaan Marysse (UA), Chris Tapscott (UWC)*

Adams, Guy (Harry Truman School of Public Affairs)
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Askvik, Steinar (UB)
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Boeckaert (KUL)
Brans, Marleen (KUL)
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Dierckx, Danielle (UA)
Esau, Michelle (UWC)
Friederich, Christiann (UWC)
Gottschalk, Keith (UWC)
Hohls, Orlando (UWC)
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Isaacs, Esslyn (UWC)
Le Roux, Pieter (UWC)
Mbabazi, Pamela (Mbarara University of Uganda)
Meheus, Filip (UA)
Mohanty, Ranjita (UWC)
Moolha, Zunaid (UWC)
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Nleya, Ndodana (UWC)
Piper, Laurence (UWC)
Pretorius, Leon (UWC)
Rajesh, Tandon (PRIA, India)
Sampson, Charles (Harry Truman School of Public Affairs)

Schatten Coelho, Vera (University of Saõ Paulo)
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Tsolekile, Pamela (UWC)
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Van Lieres, Bettina (UWC)
Van Vuuren, Willem (UWC)
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PROJECT 2	**YOUTH WELLNESS (PHASE I)** **SPORTS SCIENCES FOR DEVELOPMENT (PHASE II)** Leaders *(Phase I) Ratie Mpofu (UWC), Marleen Temmerman (UG)* *(Phase II) Ratie Mpofu (UWC), Bart Van Reusel (KUL)*

Bassett, Susan (UWC)
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De Boeck, Filip (KUL)
De Knop, Paul (VUB)
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Groll, Michael (German Sport University Cologne)
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	(Phase II) David Sanders (UWC), Christina Zarowsky (UWC), Marleen Temmerman (UG)

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Collett, Karen (UWC)
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De Corte, Erik (VUB)
De Graeve, Diana (UA)
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Francois, Guido (UA)
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Johnson, Bridget (UWC)
Johnson, Quinton (UWC)
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Lees, James (UWC)
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PROJECT 4	**WATER FOR ECOLOGICAL SUSTAINABILITY** Leaders *(Phase I & II) Luc Brendonck (KUL), Yongxin Xu (UWC)*

Adams, S (UWC)
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Brown, Zayed (UWC)
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De Smedt, Florimond (VUB)
Domoney, R (UWC)
Duah, Anthony (UWC)
Dustay, Shuaib (UWC)
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Van Camp, Marc (UG)
Van Reenen, Tobias (UWC)
Verhoest, Niko (UG)
Walraevens, Kristine (UG)
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PROJECT 5	**CULTURE, LANGUAGE AND IDENTITY (PHASE I)** **MULTILINGUAL CITIZENSHIP AND CITIES IN** **TRANSITION (PHASE II)** Leaders *(Phase I) Stan Ridge (UWC), Stef Slembrouck (UG)* *(Phase II) Duncan Brown (UWC), Stef Slembrouck (UG),* *Kristiaan Versluys (UG), Chris Stroud (UWC)*

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Flockemann, Marika (UWC)
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Neethling, Siebert (UWC)
Newton, Caroline (UG)
Ntete, Susan (UWC)
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PROJECT 6	**STUDENT DEVELOPMENT** Leaders *(Phase I) Jan Blommaert (UG), Lullu Tshiwula (UWC)* *(Phase II) Jan De Vriendt (KUL), Lullu Tshiwula (UWC)*

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Magopeni, Ncedikaya (UWC)
Mdepa, Anele (UWC)
Middleton, Winston (UWC)
Muyllaert, Nathalie (UG)
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Schreiber, Birgit (UWC)

Seale, Mark (UWC)
Seyns, Claude (KUL)
Smith, Mario (UWC)
Suffla, Shanaaz (UWC)
Van den Brande, Joeri (VUB)
Vergnani, Tania (UWC)
Windvogel, Melody (UWC)

PROJECT 7	**INFORMATION AND COMMUNICATION TECHNOLOGY (PHASE I) AND DIGITAL INCLUSION (PHASE II)** Leaders *(Phase I) Jan Blommaert (UG), Derek Keats (UWC)* *(Phase II) Louis Fourie (UWC), Leo Van Audenhove (VUB)*

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Ballon, Peter (VUB)
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Julies, Graham (UWC)
Katunga, Natasha (UWC)

Kwatsha, Mike (UWC)
Langenhoven, Shirleen (UWC)
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Pohle, Julia (VUB)
Pokpas, Carlynn (UWC)

Ratshaa, Tebogo (UWC)
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Seale, Mark (UWC)
Stevens, Kurt (UWC)
Stoltenkamp, Juliet (UWC)
Thampi, Jacob (UWC)
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