



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA - UNIVERSITEIT VAN KAAPSTAD

SOCIAL RESPONSIVENESS

AT THE UNIVERSITY OF CAPE TOWN



The Imizamo Yethu Water Platforms project aims to improve communal spaces for water collection, while providing teaching and learning opportunities for students.



A photograph of Professor Mamokgethi Phakeng, a Black woman with short dark hair, smiling and speaking into a microphone. She is wearing a blue and yellow patterned top over a red long-sleeved shirt. The background is a blurred stage setting with a large screen displaying a grid of small images.

MAKING A LASTING, SUSTAINABLE IMPACT ON PEOPLE'S LIVES

How can the University of Cape Town continue to make a lasting, sustainable impact in both higher education and wider society? This question informs everything we do. It is why social responsiveness underlies the three pillars of UCT's academic project: excellence, transformation and sustainability. By encouraging a sense of social responsibility in our staff and students, we aim to build a more just, equitable and unified South Africa.

Bringing the university into the community and the community into the university is what we mean when we talk about social responsiveness. Whether we are engaging with policy development, focusing on research activities, organising social outreach programmes, improving the relevance of our curricula or providing opportunities for learning, our intention is to make an impact on individual lives that will last a lifetime, and an impact on society that will last for generations.

Our faculties' social responsiveness initiatives address the complex challenges facing our society while allowing academics to draw on their scholarship in community engagements. We believe that university engagement should be based on robust, evidence-based knowledge that lays a solid foundation for developing interventions that deliver real, positive change in our society.

Drawing largely from the 2017/2018 Social Responsiveness Report, this publication does not provide a comprehensive account of UCT's social responsiveness work, but we hope that it offers some insight into what social responsiveness means to us and shines a light on some of the work done by our many brilliant colleagues. It is a reflection of the extraordinary levels of humanity, excellence and commitment we realise at UCT, for which I am filled with gratitude and admiration.

PROFESSOR MAMOKGETHI PHAKENG

Vice-Chancellor



A cleansing ceremony
before UCT's inaugural
Khoekhoegowab language
short course.

A photograph of Professor Loretta Feris, a woman with short dark hair, smiling and wearing a vibrant purple patterned shawl over a black top. She is standing in a library, with her hand resting on a bookshelf filled with colorful books. The background is a light blue wall with a framed picture on the right.

INTRODUCTION

The University of Cape Town is a globally competitive institution that remains conscious of its position in South Africa and Africa, and it is this awareness of its context that drives the university towards developing knowledge with social impact.

Our social responsiveness portfolio has become a key site for transformation, and we encourage our students, academic staff and professional, administrative support and service (PASS) staff to play an active development role in our cultural, economic, political, scientific and social environments.

Whether through voluntary community service or as part of service learning, our students' civic engagement provides them with opportunities to grapple with real-life problems and issues, and their experiences help to nurture a lifelong commitment to critical and active citizenship.

Our academics practise engaged scholarship with an intentional public purpose or benefit in mind, and their

partnerships with local communities help to generate new knowledge and promote knowledge integration, complementing the academic project at our institution.

The professional engagement of our PASS staff in local communities and on campus allows them to apply their skills and meaningfully contribute to improving the lives of others.

The social responsiveness of the entire university community, based on solid disciplinary or professional expertise, further roots the institution in the community, the country and the continent, positioning it at the forefront of social change.

We still have a long way to go, but I am emboldened by the projects, progress and people featured in this report, and together we can all be proud of what we have achieved thus far.

PROFESSOR LORETTA FERIS

Deputy Vice-Chancellor: Transformation

SOCIAL RESPONSIVENESS AT UCT

More than making a lasting, sustainable impact on society, social responsiveness at UCT is about our strategic commitment to engaged scholarship, including interactions with stakeholders and partners both within and beyond the institution. It is inextricably linked to core UCT activities, underlining our main focus areas of research and internationalisation (overseen by Deputy Vice-Chancellor Professor Sue Harrison), teaching and learning (directed by Deputy Vice-Chancellor Associate Professor Lis Lange), and transformation (led by Deputy Vice-Chancellor Professor Loretta Feris).



116+ social responsiveness initiatives in eight major areas

Development (25%)
Education (22%)
Employment (6%)
Environment (6%)
Gender (2%)
Health (11%)
Inequality (14%)
Poverty (14%)

Faculty social responsiveness initiatives

Centre for Higher Education Development (CHED) **3**
Commerce (including Graduate School of Business) **27**
Engineering and the Built Environment **13**
Health Sciences **17**
Humanities **22**
Law **12**
Science **22**

100+ EXTERNAL PARTNERS Community-based organisations **22** Industry **16** NGOs **27** Public sector **36**

MILESTONES

2003 UCT produces the first Social Responsiveness Report.	2006 The definition of social responsiveness is endorsed, stipulating that it must have an intentional purpose or benefit.	2009 The Social Responsiveness Award is established.	2010 The Knowledge Co-op is founded.	2012 UCT adopts the engaged scholarship policy.	2014 The biennial Social Responsiveness Report recognises the contributions of students as well as academics.	2015 The Engaged Scholarship Programme is launched in the Research Office.	2016 More than 20 academics participate in the Engaged Scholarship Programme.
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WE ARE DEDICATED TO BUILDING, DEVELOPING AND FOSTERING AN ENVIRONMENT WHERE EVERYONE FEELS INCLUDED AND CHANGE IS RESPECTED, ENCOURAGED AND CELEBRATED.



11 INSTITUTION-WIDE PROGRAMMES

The African Climate and Development Initiative (ACDI) supports collaborative research and training in climate change and development.

The Engaged Scholarship Programme comprises a multidisciplinary group committed to enhancing the societal impact of academia through community engagement.

The Global Citizenship Programme is an initiative that engages students as thoughtful scholars and citizens to respond to key contemporary issues.

The Futures Think Tank tackles the question: "How should UCT (and the way we do our work) change to shape, lead and make the future in a rapidly changing world?"

Future Water is a transdisciplinary research association that addresses issues of South African water scarcity, largely through water-sensitive design.

The Knowledge Co-op makes it easier for community partners to access the university's skills, resources and professional expertise.

The Office for Inclusivity & Change (OIC) provides institutional responses to transformation, sexual and gender-based violence, disability and cultural change.

The Poverty and Inequality Initiative (PII) promotes cross-disciplinary collaboration to address challenges posed by poverty and inequality in South Africa.

The Safety and Violence Initiative (SaVI) facilitates debate, research and interventions to respond to violence and promote safety in South Africa.

The Schools Improvement Initiative (SII) responds to the education crisis in South Africa, which poses serious challenges for tertiary education.

Students' Health and Welfare Centres Organisation (SHAWCO) enrolls student volunteers in health, education and social entrepreneurship initiatives in under-served communities.



100 grade 12 learners from Khayelitsha schools enjoy a foretaste of university life at UCT's Summer School.

SUSTAINABLE IMPACT THROUGH TRANSFORMATION

Our vision for transformation centres on the conviction that becoming the best university in the world depends on embracing diversity and inclusivity. Rather than simply focusing on demographics, we address the need for cultural change on our campuses in order to become a community in which everyone – regardless of background, customs, sexual orientation and mother tongue – feels at home and can achieve their full potential.





This transformational approach is grounded in six key areas:

- students and staff access, support and success
- place and space
- institutional responses to discrimination and harassment
- owning our African identity
- curriculum support (including the development of inclusive classrooms)
- social responsiveness, by way of community engagement and partnership.

As we enable access from across society, we also strive to provide opportunities for students and staff to participate fully in the communities that surround us and to sustain a tangible impact on our province, country and world.



The following are just a few examples of social responsiveness initiatives that further transformation:

- The UCT 100UP programme prepares grade 10, 11 and 12 learners from township schools for higher education.
- The Office for Inclusivity & Change's course on South African Sign Language improves communication with deaf students and staff.
- A School of Economics project looks for ways of honing the targeting of the National Student Financial Aid Scheme (NSFAS) test system for improved inclusivity.
- The Values-Based Approach to Funding Higher Education project looks at alternative funding options to advance inclusivity.
- Designed to open up the world of chemistry to scholars, c*hemRoots provides physical science workshops and teaching aids to high school teachers.



Marwou de Kock,
Dr Michèle Tameris
and Kelvin Vollenhoven
from the South African
Tuberculosis Vaccine
Initiative (SATVI)
accept the 2018
Social Responsiveness
Award from VC Prof
Mamokgethi Phakeng,

SOCIAL RESPONSIVENESS AWARD

Introduced in 2009, UCT's Social Responsiveness Award recognises individuals and groups at the university whose scholarly work and initiatives make a real difference to the lives of others by playing an effective developmental role in a cultural, economic, political, environmental, scientific and/or social environment.

SOCIAL RESPONSIVENESS AND
INNOVATION ARE ACADEMIC,
TRANSDISCIPLINARY FIELDS
ROOTED IN SCHOLARSHIP
AND PRACTICE THAT MAKES
A REAL DIFFERENCE.

The following are our recent winners:

2018

The South African Tuberculosis Vaccine Initiative (SATVI) for its effective portfolio of strategies to curb the disease.

2017

The Schools Improvement Initiative (SII) for fostering partnerships, harnessing resources, improving schools and opening doors to higher learning.

2016

No award presented due to the Fees Must Fall student protests.

2015

- Associate Professor Roshan Galvaan and Liesl Peters of the Department of Health and Rehabilitation Sciences for providing occupational therapy that responds to the lived realities of individuals.
- The Bertha Centre for Social Innovation and Entrepreneurship at the Graduate School of Business (GSB) for its contributions to education, health and other social fields.



2014

- Stuart Hendry of the Development Unit for New Enterprise (DUNE) and the Southern Africa Sustainable Development Initiative (SASDI) for Starting Chance, which turned shack-based crèches into formal centres of excellence.
- Associate Professor Sophie Oldfield of the Department of Environmental and Geographical Science for establishing a research-teaching partnership with Gertrude Square and the Valhalla Park United Front Civic Organisation.

2013

- Professor Pierre de Vos for providing print and electronic media with analysis, insight and explanation on constitutional law questions and broader socio-political issues.

2012

- Associate Professor Mohamed Adhikari for his service to his alma mater, Harold Cressy High School, through a number of heritage projects.
- The Environmental Evaluation Unit for enhancing the governance of complex human-ecological systems.

2011

- Associate Professor Ralph Hamann of the GSB for his work on the Southern Africa Food Lab.
- Dr Sindiso Mnisi Weeks, Associate Professor Dee Smythe and Aninka Claassens of the Rural Women's Action Research Project, which empowers women in rural communities.

2010

- Dr Hanna-Andrea Röther of the Centre for Occupational and Environmental Health Research for her work on the use of illegal pesticides in poor communities.

2009

- Dr Lillian Artz, founder and director of the Gender, Health and Justice Research Unit, for the development of social justice projects in Africa.
- Dr Ailsa Holloway, director of the Disaster Mitigation for Sustainable Livelihoods Programme, for her work on the National Disaster Management Framework.
- Professor Diane McIntyre of the School of Public Health and Family Medicine for her decades of contributions to national policy on health finance.



STUDENT-LED SOCIAL RESPONSIVENESS

UCT student Sarina Mpharalala's non-profit company works to empower women to rise in leadership and entrepreneurship.



ENCOURAGING STUDENTS TO DEVELOP SOCIAL AWARENESS AND PROVIDE PRACTICAL SOLUTIONS TO CHALLENGES PREPARES THEM TO EXCEL AS GLOBAL CITIZENS AND FUTURE LEADERS.

Addressing healthcare challenges

Led by the UCT Surgical Society (SurgSoc), the Futures in Health Accelerator Project brings together students from across faculties to look for ways of improving healthcare, such as developing applications to reduce patient waiting times and consolidating patients' health records. SurgSoc also champions the Red Cross War Memorial Children's Hospital Weekend Waiting List Initiative, which aims to eradicate the backlog of children waiting for operations. In 2019 the society raised R200 370 for the Red Cross initiative during its 10 km Scrub Run – an offshoot of the Cape Town Marathon.

Cycling towards change

The UCT Cycling Club is involved in a number of social responsiveness projects, which allow student members to apply their knowledge, passion and skills to pursuing humanitarian goals. These include a scholarship programme for deserving learners, taking learners from high-risk communities and teaching them life skills through sport, and a Breast Cancer Awareness Club Ride. In lieu of entrance fees to its events, the club collected donations of feminine hygiene products, which were distributed to local schools.

Buddy-buddy

During their internships, medical students play an integral role in initiating and running community projects. Among these is the Buddy-Buddy system, which was launched at schools in Mitchells Plain to help children deal with peer pressure, which often contributes to substance abuse and teen pregnancy. Thanks to the success of the project, the Department of Education hopes to roll it out at other schools.

UCT KNOWLEDGE CO-OP

Established in 2010, the Knowledge Co-op acts as a gateway for local communities to access knowledge, skills, resources and professional expertise within UCT. It facilitates partnerships with community partners to address development challenges *they* define. In addition, participating students and academics gain work experience, advance the quality of their research and contribute to local communities. Prospective partners include community groups, non-government organisations and local government in the Cape Town area. To date, almost 590 projects have been submitted to the Knowledge Co-op, with more than a quarter of them completed, including:

- an argument for incremental support structures for housing and urbanisation, emphasising 'green building' methods for informal settlements, from an architecture student for People's Environmental Planning
- the provision of computer literacy training for the children of Gugulethu, submitted by Teenagers Not Curses and undertaken by UCT's Information Systems Department
- a study of successful food gardeners in Mitchells Plain to inform further training, submitted by SEED and undertaken by the School of Economics at UCT
- research into how sustainable farming and its socio-legal requirements impact conditions for farm labourers, submitted by South African Breweries and undertaken by the UCT Department of Social Anthropology
- a study of the eating habits of pensioners in Khayelitsha to establish the impact of poverty and culture on nutrition in the elderly, submitted by Neighbourhood Old Age Homes (NOAH) and undertaken by Health Innovation, a division of Biomedical Engineering.

THE KNOWLEDGE CO-OP
MATCHES COMMUNITY GROUPS
WITH ACADEMIC PARTNERS TO
MEET PRACTICAL AND RESEARCH
NEEDS AS IDENTIFIED BY THE
COMMUNITIES THEMSELVES.



Community gardens at Rocklands Primary, Mitchells Plain





THE CENTRE FOR HIGHER EDUCATION DEVELOPMENT

The Writing Centre team moves to a new home in the Vincent Kolbe Knowledge Commons.

CHED BELIEVES THAT UCT'S RICHLY DIVERSE STUDENTS ARE ONE OF ITS GREATEST ASSETS.



Championing and advancing social justice and transformation, the Centre for Higher Education Development (CHED) is a cross-faculty centre that aims to:

- continually improve the quality of higher education
- promote excellence through equity
- develop the curriculum in partnership with faculties
- enhance the competence of graduates by providing key skills and abilities
- enable systemic improvement through the research-led development of informed policies.

The dominant activity in CHED's social responsiveness projects is teaching as it relates to curriculum design and delivery.

Projects include:

- Poetry for Life is an annual poetry recitation competition for high school learners, which is undertaken by the Centre for Extra-Mural Studies (EMS).

- UCT's massive open online courses (MOOCs) are free courses designed for mass participation, centred on self-study in a global online classroom. Among the courses is "Becoming a Change-maker: Introduction to Social Innovation", which is used as a tool to drive social change. It is offered in partnership with the Bertha Centre for Social Innovation and the community enterprise, RLabs.
- The UCT Global Citizenship Programme includes a course titled, "Social Infrastructures: Engaging with Communities for Change". Led by a facilitator, students engage off-campus non-governmental and community-based organisations for community engaged learning. Key issues involve social action and change, which relate to the broad category of development as students think about their work as future professionals in contexts of inequality.



FACULTY OF COMMERCE



Addressing the source of many of the country's challenges, almost half of the Faculty of Commerce's social responsiveness initiatives come from the Development Policy Research Unit. Corruption, employment and labour, funding of education, inequality and poverty, the economy and transformation emerge as themes in the unit's ongoing research. Projects from other units and departments examine business practices and apply knowledge and expertise to make these more sustainable and profitable.

Projects include:

- Investigation into the economic complexity and degree of structural transformation of Ghana, Kenya, Senegal and South Africa with a focus on generating employment for women and youths
- Research to investigate the transition of youths in the Western Cape from institutions of higher education to the labour market
- The Global Entrepreneurship Monitor reports on the state of entrepreneurship in South Africa and collaborates with other sub-Saharan African countries.
- The National Income Dynamics Study (NIDS) evaluates issues including income, lifestyle, health, vulnerability, education, migration and mortality, and engaged in capacity building initiatives.

Social responsiveness at the Graduate School of Business:

- The Khayelitsha Community Lab: Eyethu Centre provides a sustainable computer laboratory and offers training for the community.
- Fourth-year students undertake the organisational psychology project for poverty alleviation to bring about sustainable transformation to communities.
- The Embedding Project helps companies embed social and environmental factors across their operations and decision-making.

FACULTY OF ENGINEERING & THE BUILT ENVIRONMENT

Focusing largely on issues of infrastructure, security and public safety, the initiatives in the Faculty of Engineering & the Built Environment (EBE) involve engagement across departments and faculties, as well as with a range of public sector, civil society and community-based organisations.

From waste to bricks

The world's first bio-brick grown from human urine was unveiled by civil engineering master's student Suzanne Lambert in 2018, signalling an innovative paradigm shift in waste recovery. The development is also good news for the environment and global warming as bio-bricks are made in moulds at room temperature.

Using microorganisms to clean mine water

Dr Rob Huddy of the Centre for Bioprocess Engineering Research (CeBER) is looking at ways of using microorganisms to treat wastewater produced by mining. The project aims not only to protect surrounding environments, people and animals, but also to provide valuable sources of clean water.

Other EBE initiatives:

- The African Centre for Cities Urban Food Research project focuses on food security and poverty.
- The Bellagio Accord on public spaces in African cities looks at improving the lives of poor and vulnerable people.



The world's first bio-brick made using human urine, created by the Department of Civil Engineering's Dr Dyllon Randall and students Vukheta Mukhari and Suzanne Lambert.

MODERN ENGINEERING INCLUDES
AWARENESS OF ITS SOCIAL PURPOSE
AND ITS POTENTIAL TO OVERCOME
21ST-CENTURY CHALLENGES.

- The Centre for Transport Studies programme for paratransit operators supports and empowers members of the taxi industry.
- The Engineer in Society course provides third-year students with socio-technical insight into engineering through community partnerships.
- Minerals to Metals is a UCT-AngloGold Ashanti partnership that addresses the complex challenges facing the mining sector in a sustainable way.
- The Imizamo Yethu Water Platforms project aims at improved service delivery and provides teaching and learning opportunities for students.
- The Water Sensitive Design Community of Practice programme includes a suite of water management projects that involve various faculties and partners.

Students from the School of Architecture, Planning and Geomatics working to improve communal spaces for water collection and washing in Imizamo Yethu, led by senior lecturer Michael Louw (above).



FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences' primary activities are teaching, clinical services and research. The faculty responds to South African problems in the context of African and global health challenges via a multitude of social responsiveness initiatives. Outcomes include improved health and awareness, monitoring nutritional

status, understanding of and involvement with senior citizens, and education and engagement with hearing impaired patients.

Social Responsiveness Award

Located in the Institute of Infectious Disease and Molecular Medicine (IDM), the South African Tuberculosis Vaccine Initiative (SATVI) received the 2018 Social Responsiveness Award. SATVI's work ensures that communities are aware of tuberculosis and related health issues, and that they are empowered to take ownership of the problems and the solutions.



Youth Open Day
at the Faculty of
Health Sciences

Desmond Tutu Award

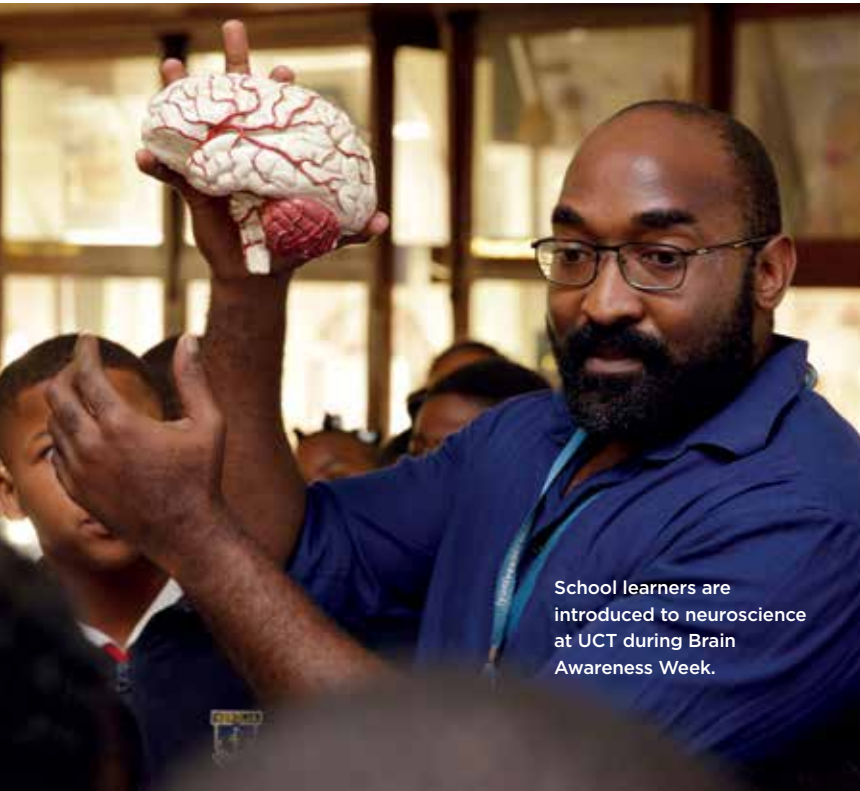
In recognition of her outstanding work to advance both HIV-prevention research and the human rights of people affected by HIV, Professor Linda-Gail Bekker was awarded the 2018 Desmond Tutu Award for HIV Prevention Research and Human Rights.

Alan Pifer Award

Professor Sebastian van As, head of the Red Cross Children's Hospital Trauma Unit, received the 2018 Alan Pifer Research Award in recognition of the research he has conducted into child safety in South Africa over the past 20 years. His life's work is to treat and prevent childhood injury.

Other Health Sciences projects include:

- basic and cardiac magnetic resonance imaging training to advance skills
- exposing high school learners to research and potential careers
- forensic anthropology to provide better biological profile for identification
- a sign language interpreter service for improved healthcare
- living Heart Project to advance research and translation in cardiovascular diseases and therapies
- national Science Week school outreach and the Science Expo Programme
- an assessment of senior citizens in Khayelitsha to improve lifestyle and health.



School learners are introduced to neuroscience at UCT during Brain Awareness Week.



OUR INITIATIVES ADDRESS SOUTH AFRICA'S COLLECTIVE HERITAGE, ENVIRONMENT AND DEVELOPMENTAL NEEDS.

FACULTY OF HUMANITIES

Higher education is not just about producing graduates who are ready for the job market. Recognising the importance of the context in which graduates will operate, the Faculty of Humanities has more than 20 social responsiveness initiatives, undertaken by 11 departments and four units. Education, whether through training programmes or learner outreach, is a theme that emerges in a variety of ways.

Faculty initiatives include:

- Africa South Art Initiative to advance discourse among Africa's artists
- African Music Outreach project to develop African musicians and dancers
- Brass Music Outreach programme to expedite music experience at schools
- Music education at the iThemba Labantu – Lutheran Community Centre
- Newly-qualified teachers' project to address attrition and build resilience
- REALISTIC Youth Diversion Programmes for social justice
- A Second Chance Theatre Project, a health and well-being project at Pollsmoor Prison
- Social polarisation and inequality of South African cities study
- Stepping Stone community engagement video training programme for creative collaboration with communities
- An Early Childhood Development project centres on multilingualism and storytelling at preschool and looks at how the way teachers learn impacts how they teach
- Won Life: Working with disadvantaged youth in Fisantekraal.

Spotlight on gender-based violence

The Michaelis School of Fine Art hosted the 2019 collaborative public art project to raise awareness of the invisibility of gender-based violence. The project is an annual collaboration between the art school and UCT's Office for Inclusivity & Change (OIC), giving students a platform to experiment with the intersection of art, public space and social justice issues.

Strengthening participation, inclusion and capabilities at schools

The Schools Improvement Initiative (SII), launched as a key strategic initiative in 2012, addresses some of the challenges facing basic education. Through collaborating with a range of UCT departments and faculties, the Faculty of Humanities has established strong partnerships with a cluster of five schools in Khayelitsha.

ENGAGING WITH THE SOCIAL CHALLENGES THAT FACE SOUTH AFRICA AND THE CONTINENT IS KEY TO OUR MISSION.



A collaborative teaching project developed by the Michaelis School of Fine Art and the Office for Inclusivity & Change has proved the efficacy of artworks in raising awareness of gender-based violence.

1997

FACULTY OF LAW

Conscious of the fact that they are part of a broader society characterised by inequality, three departments and five units within the Faculty of Law have undertaken social responsiveness initiatives, falling within three broad categories: access to legal information and services, research, and teaching and service.

Access to legal information and services

Empowering citizens by providing explanations of, and commentary on, constitutional and other legal questions is fundamental to several social responsiveness initiatives in the faculty, including:

- The African Legal Information Institute gives African citizens open and free access to legal materials.
- Constitutionally Speaking empowers citizens by providing accessible explanations of constitutional and other laws.
- Rental Housing: Know Your Rights works against discrimination by providing access to legal information about residential rentals.

Research

Whether based in research units or undertaken by academics, several of the faculty's research projects involve a social responsiveness approach to the evaluation and monitoring of legislative and judicial systems, such as:

- Facilitating the Administration of Justice in South Africa contributes to drafting effective court rules.
- Key Legislation and Acceleration of Fundamental Change assesses legislation and change to monitor the effectiveness thereof.

- The Land and Accountability Research Centre supports legal struggles and rights of people living in the former homeland areas of South Africa.
- Mineral Law in Africa assesses the underlying conditions that led to mining being described as "the resource curse".
- Monitoring Progress of Traditional Governances Laws Before Parliament provides records of debates and proceedings to inform civil society responses to laws.

Teaching and service

The Constitutionally Speaking and Rental Housing: Know Your Rights initiatives also fall into the category of teaching and service.



WE ARE A COMMUNITY OF
SCHOLARS STRIVING FOR
EXCELLENCE THAT REDRESSES
INEQUALITY AND DISPARITY.

Learners from Ocean View watch enthralled as a 3D print design becomes reality during their visit to UCT.



FACULTY OF SCIENCE

With the aim of building and sharing knowledge that will benefit society, the emphasis of much of the research undertaken by the Faculty of Science is on the co-production of knowledge and interaction with a diverse group of partners. These include local communities, NGOs, government, the private sector, professional bodies and other universities.

Initiatives include:

- The iNethi Project: provides resources (Wi-Fi) and training in Ocean View
- Mistra Urban Futures: informs recommendations about local environment.
- Scoping the accessibility of local environment: the *International Journal of Justice and Sustainability* for practitioners
- Socio-ecological vulnerability assessments for adaptation planning for communities in the Benguela Current large marine ecosystem region
- The Water Hub: treatment of water for small-scale urban farming

- WINROCK: assessing sustainability and effectiveness of climate information services in Africa.

Water crisis

UCT researchers came to the fore during the recent water crisis in Cape Town and continue to analyse the causes of the drought and look for ways to harvest and save water. This includes:

- Future Water, an interdisciplinary research institute that brings together researchers from six faculties and 11 departments to mitigate complex problems such as water scarcity and equity by focusing on water-sensitive design
- research into the harvesting of storm water from the Liesbeek River by biological sciences students
- work by UCT's Climate System Analysis Group, which provides data-based analyses on the effect of unusual climate and water use on water availability in Cape Town.



The Eskom Expo for Young Scientists showcases the work, ideas and abilities of future science leaders from across the Western Cape.

FOSTERING CIVIC LITERACY IN STAFF AND STUDENTS HELPS US WORK TOWARDS A BETTER WORLD FOR EVERYONE.



Dr Edina Amponsah-Dacosta, from the Vaccines for Africa Initiative, explains the work of vaccinologists during a Soapbox Science event at the V&A Waterfront.





WHERE TO FROM HERE?

By nurturing and recognising civic literacy and encouraging meaningful and relevant action in students and staff, UCT is helping to build a more just, equitable and unified society. This is in line with its strategic goal to contribute to South Africa's developmental challenges via its scholarly outputs. However, while much is already being done, the journey to a better world has just begun.

Staff and students are encouraged to continue to establish innovative partnerships with communities, government, social movements and other organisations and to tackle social, economic, cultural, environmental and political challenges.

Not only is this fundamental to the transformation of UCT and to advancing its excellence in research, and teaching and learning, but social responsiveness is also essential to create a prosperous environment for the university and the country it serves.

By working together more compassionately, we will make a lasting, sustainable impact in higher education and wider society.





“TOGETHER WE CAN ALL
BE PROUD OF WHAT WE HAVE
ACHIEVED THUS FAR.”

PROFESSOR LORETTA FERIS,
DEPUTY VICE-CHANCELLOR: TRANSFORMATION



“OUR INTENTION IS TO MAKE AN IMPACT ON INDIVIDUAL LIVES THAT WILL LAST A LIFETIME, AND AN IMPACT ON SOCIETY THAT WILL LAST FOR GENERATIONS.”



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD