

A FLEMISH
SOUTH AFRICAN
PARTNERSHIP
PHASE II
2008-2013



Contents

UWC IN PROUD PARTNERSHIP	2-3
PROJECT 1: CITIZENSHIP AND DEMOCRACY	4-5
PROJECT 2: SPORTS SCIENCES FOR DEVELOPMENT	6-7
PROJECT 3: HIV PREVENTION AND CARE	8-9
PROJECT 4: WATER FOR ECOLOGICAL SUSTAINABILITY	10-11
PROJECT 5: MULTILINGUALISM & CITIES IN TRANSITION	12-13
PROJECT 6: STUDENT QUALITY OF LIFE	14-15
DBBS PROJECT LEADERS	16



University of the Western

A MESSAGE FROM UNIVERSITY OF
THE WESTERN CAPE VICE CHANCELLOR,
PROFESSOR BRIAN O'CONNELL

The launch of the second phase of the Dynamics of Building a Better Society (DBBS) Programme marks an exciting new step in research capacity development and high-end research collaboration in a context of social transition.

The Flemish Inter-University Council (VLIR) has walked with UWC for nearly five years to bring us to this point. It has been a partner rather than a donor, and has scrupulously focused on UWC's strategic plans even changing policies when it was evident that these were not conducive to helping most effectively. A deep respect has grown up between us in this time.

Over the past five years colleagues from UWC and four Flemish universities have worked together on five research and two on-campus projects. Consistent with UWC's intellectual role in the struggle for freedom in South Africa, these projects have sought to understand and overcome the barriers in a young democracy that prevent citizens from participating fully and achieving a better quality of life.

Some good results have been achieved; others are on the way. But the partnership goes beyond research projects. It aims at building capacity. It is important not to underestimate the challenge. Universities in developing countries are vulnerable. They are affected by problems of scale, an ageing research population, inadequate access to resources, relatively poor relationships with industry, and sometimes crippling misunderstandings of what universities are and can be. They are also out of the international mainstream, and

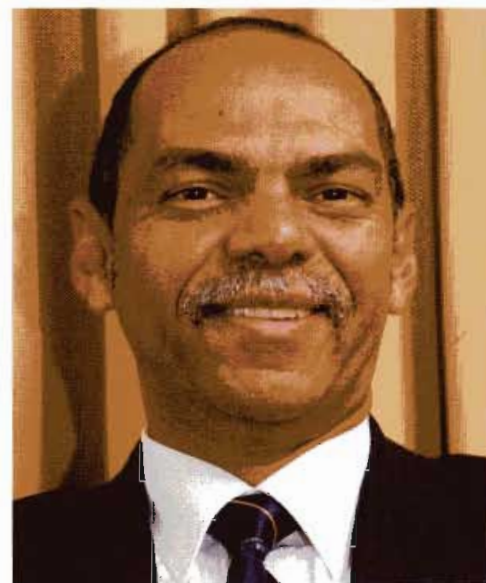


Professor Brian O'Connell – University of the Western Cape vice chancellor

are often not recognised at home and abroad for what they do achieve. Strong and loyal partners are vital in overcoming these difficulties.

UWC has been fortunate to have them. Significant progress has been made in building capacity, and the deep bonds of trust and friendship between the partners have enabled us to begin shifting from projects to sustainable centres. Other sources of funding have been found in some cases, and wider networks are being built, making for synergies and sustainable achievement at a high level. Flemish colleagues and VLIR have supported this process at every stage. The relationships are being built to last.

In short, the DBBS programme has been refined for Phase 2 to sharpen its research focus and build sustainability. The five research areas highlight the complex dynamics of the communities which an engaged university must re-



Professor Larry Pokpas – University of the Western Cape programme leader

late to. Each project is or will soon be located in a research centre of wider scope aiming at high-end excellence, effective capacity development and ongoing interdisciplinary cooperation internally and internationally. The interdisciplinary research centres are in i) citizenship and democracy; ii) HIV research; iii) sports science; iv) integrated water management; and v) multi-lingual citizenship and cities in transition.

The official launch of the second phase of DBBS is exciting. It marks hope based on real achievement and the attainability of high-end goals in a socially transforming context. It marks the significance of real partnership. It is important far beyond SA that we use our collective research experience to understand and build a knowledge base of factors that can threaten or build and sustain better societies. Our partnership with Flemish universities sets a benchmark in this regard.

Cape in Proud Partnership

A MESSAGE FROM UNIVERSITY OF
GHENT RECTOR, PROFESSOR PAUL
VAN CAUWENBERGE

From the outset, the IUC programme with the University of the Western Cape has been pretty unique and exceptional. Not only is the programme bigger in size and scale than most other development cooperation programmes in South Africa, unlike other IUC programmes it is also largely social-scientifically oriented.

Above all, the programme is located in what we still call 'the new South Africa', a society in the midst of complex processes of nation-building, facing challenges of housing, basic education and primary health care. The importance of research and higher education in such a context is often underestimated and yet it is crucial for the long term, for development policy to be successful, to make a wide impact and for it to be carried by a broad basis of an educated and critical citizenry.

The University of the Western Cape has always produced competent people, capable of addressing large-scale and urgent problems in often disadvantaged communities.

After 1994, this role became even more complex: the university had to meet the challenges and expectations brought about both by a society undergoing transformation, and by a globalized modern world at a time when the university leadership had to take up key positions at national level.



*Professor Stef Slembruck – Flemish
programme leader*

Through the IUC programme, Dynamics of Building a Better Society, the Flemish universities contribute to the process of training a new and dynamic generation of South Africans. The domains covered by DBBS, governance, development through sport, HIV-AIDS, water shortage and multilingualism and city-scaping in an urban context, are indeed some of the key domains in which academic excellence is much-needed.

It is needed in support of policy making and to help build a better society for all South Africans.

Progress in South Africa since 1994 has been tremendous already – think of achievements in levels of democratic decision-making, the promotion of multilingualism, the provision



*Professor Paul van Cauwenberge – University of
Ghent rector*

of housing and health services – and the country has been taking up a role as an important player on the stage of global economics and politics. Many challenges remain, however, so let me express my hope that the University of the Western Cape will continue to grow as a centre of academic excellence, and strengthen its partnership with Flemish universities in ways which will be mutually beneficial and to the betterment of South Africa.



Project 1:

Citizenship and Democracy

The ending of apartheid rule in 1994 brought with it the hope that not only would civil rights be restored to the majority of the population, but that the advent of democracy would bring with it significant gains to the welfare of those people hitherto disadvantaged by racist policies.

This hope was underscored by the fact that the new Constitution, adopted in 1996, had all the hallmarks of a modern liberal democratic state and promised a free, open and more equitable society.

Over the past 12 years, however, despite some gains in the delivery of basic services, the predicament of the poorer segments of society has not improved significantly and the gap between poor and rich has generally remained constant and, in some contexts, has widened.

Thus, despite the fact that South Africa has a laudable democratic infrastructure, it is widely recognised that a culture of democratic governance has yet to fully take root in the country.

Equally problematic, is the fact that the new democracy does not appear to be providing an adequate voice to the poor, nor is the new

state adequately meeting their need for improved welfare.

This state of affairs has raised questions about the appropriateness of the model of governance in place in South Africa and the relationship between democratic institutions and democratic politics, since it is evident that democratic institutions do not necessarily produce democratic politics. At the same time, while conventional wisdom asserts that democracy is at least a pre-condition for economic growth, it is also recognised that it is by no means a guarantor of its occurrence.

It is in this context that the African Centre for Citizenship and Democracy has been established as Project 1 in Phase II of the VLIR-IUC programme.

It is anticipated that the centre, with research focus on both the form and practice of democracy, will shed light on factors that inhibit effective participation by the poor and marginalised in decision making processes.

A key objective of the centre will be to generate a better public understanding of the weaknesses inherent in the model of liberal democracy currently in place and to stimulate debate on the ways in which this model might

be adapted to better suit the needs of the majority of South African citizens.

It will play an important role in mobilising scholars and resources towards a constructive but critical examination of the factors and policy environments which support, or inhibit, the development of a more inclusive citizenship in the region and continent.

It will also be a key objective of the centre to disseminate its findings to important stakeholders in civil society and in the public sector and, in particular, to engage with policy makers on issues which are inhibiting meaningful citizen participation and service delivery.

Through visiting researcher and student programmes, the centre will provide a creative thinking space for scholars in southern Africa and elsewhere on the African continent. Engagement with democratic processes in other African states, moreover, is essential if social science research in South Africa is to move beyond the national exceptionalism that has characterised scholarship during the anti-apartheid era.

The building of theory requires a broad comparative base and it is important that researchers at UWC build linkages with colleagues in

other parts of the continent in order to identify common factors that impede the development of forms of democracy which have meaning for the majority of a country's citizens. The interdependence of states on the continent is such, that dysfunction in one has inevitable consequences for its neighbours.

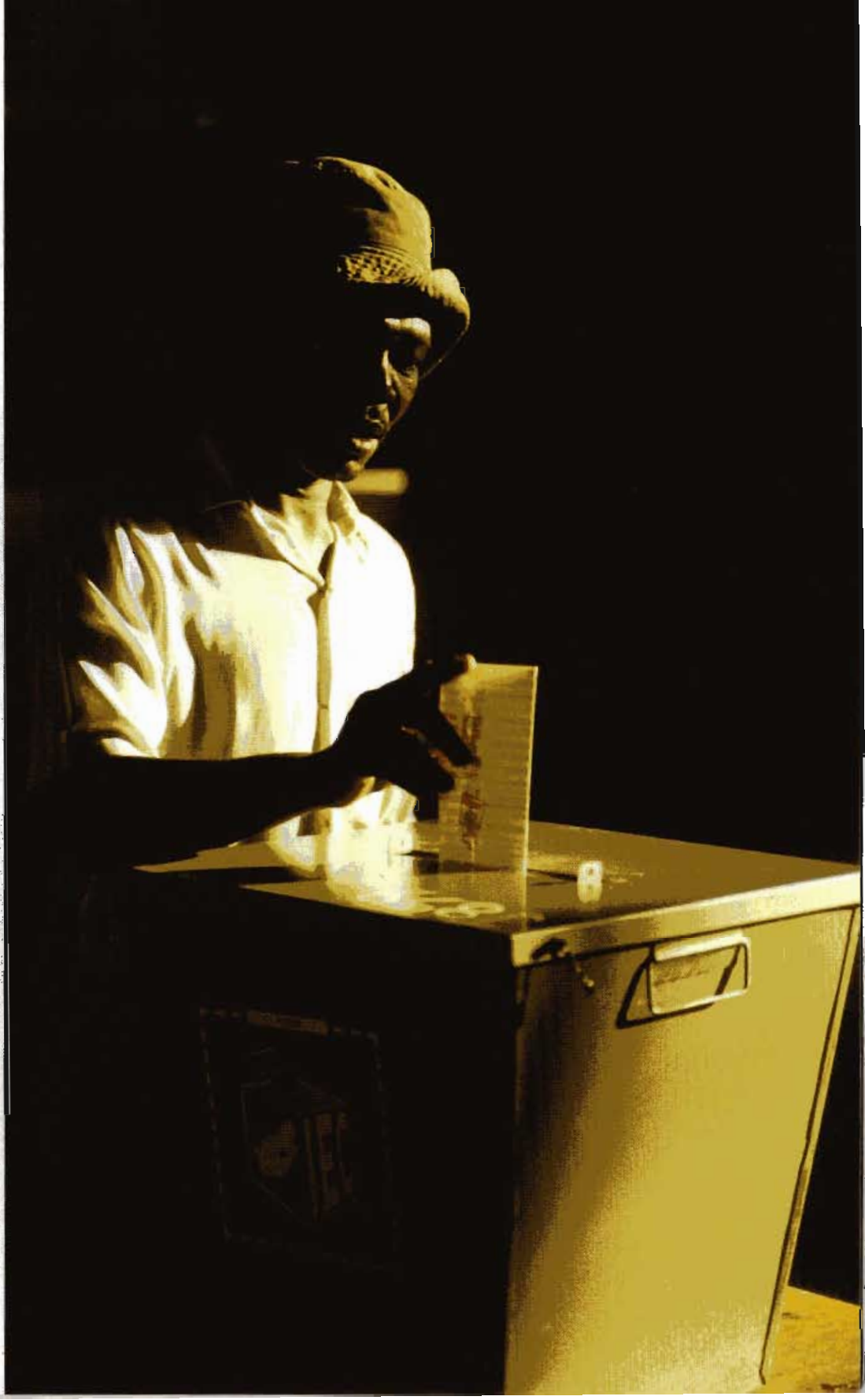
Through placing an emphasis on networks and linkages with the public sector and civil society organisations, the centre will accentuate the UWC objective of becoming an "engaged university".

It is intended that research findings will be used to assist government and civil society organisations to address problems of inclusive citizenship through pragmatic training and workshop interventions.

The centre will be inter-disciplinary in nature and will be located in the Economic and Management Sciences Faculty. It will facilitate and coordinate research across departments such as Political Studies, the School of Government, PLAAS and others, which are currently engaged in related fields of investigation.

In addition, the centre will act as a research hub where scholars from both regional and international institutions are mobilised.

Graeme Williams / South Photographs / africanpictures.net



Project 2:

Sports Sciences for Development

There is a growing need for evidence-based and science-driven sports delivery within the developing context of South Africa. The impending Soccer World Cup and other events such as the Cricket World Cup and the African Cup of Nations have catapulted the need for sports performance high onto the national agenda.

The 2010 Soccer World Cup, to be hosted by South Africa, presents a unique opportunity to harness that international, regional and national interest and articulate it into evidence-based sports programming in both the competitive and developmental domains.

There is already considerable expertise (in research, education, service to the public) in top level sport as well as in sport and development in Southern Africa but this expertise is scattered and can be organised more effectively. There is a need to initiate joint projects, to spread the research themes according to local expertise (involving other universities) in order to avoid overlap, and to direct and consolidate the expertise of UWC's emerging academic capacity.

The Sports Sciences for Development team(s) will aspire to tackling these needs

with realistic projects and initiatives within a structured context ensure the sustainability. A Sports Centre with these objectives will fulfil needs that are empathetically formulated by many stakeholders but which are not tackled by anyone else.

Phase I of the VLIR-UWC collaboration highlighted the need for a research focus on Sports and Development. Through the UWC co-hosted international conference titled *Unlocking the Potential of Sport for Youth Development* in 2006, a research, academic and service agenda within this field was articulated.

The project, through the conference, identified the pressing need in south and Southern Africa for evidence-based sports interventions, programming, management, and evaluation of programmes geared towards development goals.

The conference crystallised the need and opportunity for the development of a Sports Sciences for Development Project at UWC that would serve as a foundational step towards a fully-fledged Sports Sciences for Centre.

This project will draw together the various sports-related research and service activities on campus and will coordinate these so that

UWC can develop a reputation as a centre of excellence as and an innovator in research, programme design and service foci in sports within a developing context.

The impending Soccer World Cup in South Africa in 2010 has set a priority agenda on sports and sports development in South Africa and in sports becoming a critical lever for social and economic development.

In the context of 2010 there will be great interest and investments in the SA sport sector by FIFA, the SA public authorities and the South African soccer associations. Developmental objectives must be included in their plans (suggested and negotiated) in order to benefit the general public and specifically SA youth from these occasional investments meant in the first place for top level sport. It is expected there will be multiplier effects accruing from the staging of the Soccer World Cup.

It will be a point of leverage that sets a potential for sustained emphasis on sports as a crucial element of social capital that is essential for pursuing the attainment of longer-term development goals pertaining to youth.

Phase II of Project 2 was launched in 2008 with the international conference titled Mea-

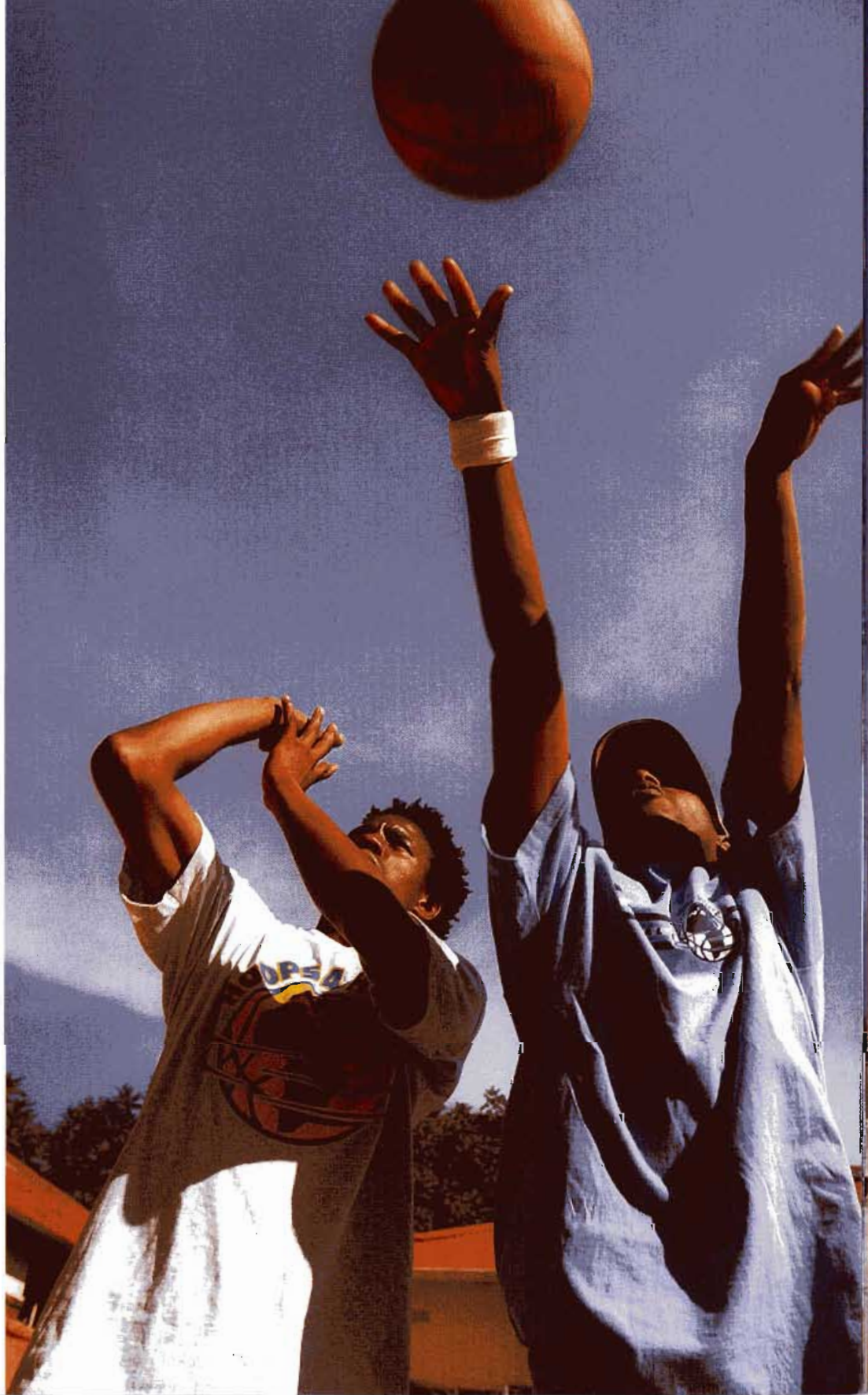
asuring the Impacts of Mega Events: The World Cup 2010 in South Africa.

The Sports Sciences for Development project and centre will be located within the Community and Health Sciences Faculty (CHS). Its research, curricular and extension activities will be organised within the School of Rehabilitation Sciences and the School of Human Development but will not be restricted to these schools.

A strong partner in the centre will be the university's Sports Administration which co-ordinates facilities and student sporting codes and activities within the campus community.

It is anticipated that the Sports Centre will draw considerable third stream funding from international and national sources to ensure sustainability beyond the five year VLIR period.

Lori Waseichuk / South Photographs / africanpictures.net



Project 3:

HIV Prevention and Care

HIV is the most dire public health problem of our time. In South Africa, the National Department of Health estimates that 5.54 million South Africans were living with HIV in 2005 – an estimated prevalence of 10.8%. As a result of HIV, SA is one of 22 high burden TB countries and has the fifth highest number of notified TB cases in the world.

The number of TB cases reported annually has quadrupled from 61 486 in 1988 to 279 260 in 2004. TB is the most common opportunistic infection and is the most significant cause of mortality in people living with HIV in developing countries where access to ART is limited. Obtaining good TB treatment outcomes is critical to decreasing HIV-related morbidity and mortality.

Sexually transmitted infections (STIs) increase the risk of transmitting HIV, as well as the risk of being infected with HIV. The diagnosis and treatment of STIs decreases the risk of HIV transmission.

Important contributing factors to the spread of HIV are gender power imbalances and gender-based violence. HIV has become a cause of maternal morbidity and mortality in Africa. HIV affects pregnant women in many

ways: HIV infection increases the risk of obstetric complications; HIV-related illness such as anaemia or TB may be aggravated in pregnancy; and biological changes in pregnancy might increase the risk of HIV infection.

It is increasingly recognised that to decrease the burden of HIV/AIDS and other diseases in developing countries, the health systems (including human resources, health information systems and support services) must be strengthened.

Recognising this importance, senior management at UWC has decided that the university should establish a Centre for Community-based HIV Research that will help strengthen systems to prevent HIV transmission and improve care and support for people living with HIV and their families.

The centre will be housed in the School of Public Health in the Faculty of Community and Health Sciences but will encourage and support the involvement of interested faculty and students from all faculties to pursue multidisciplinary HIV-related research and capacity building. It will also build on existing international collaborations to develop proposals and conduct research.

Phase II of the DBBS programme will sup-

port activities that are key to the success of the centre. A focus of the centre will be strengthening linkages between communities and government health and education systems. A national conference on *Health Promoting Schools* held in 2006 as part of Phase I, confirmed that the Health Promoting Schools concept, of which UWC is recognised as the leading academic proponent, is currently positioned to have significant influence on South African education policy in the area of HIV and AIDS and should form a part of the centre for in Phase II of the DBBS programme.

Project 3 aims to develop and facilitate an integrated response to the epidemic that incorporates teaching, research, care and support, community outreach, advocacy, prevention and management. The HIV and AIDS programme is also involved in a number of collaborative research, teaching and service delivery projects in sub-Saharan Africa. These include a blended learning programme for teacher educators, developing best practice HIV and AIDS peer education programmes at tertiary institutions and researching the use of computers for AIDS messaging.

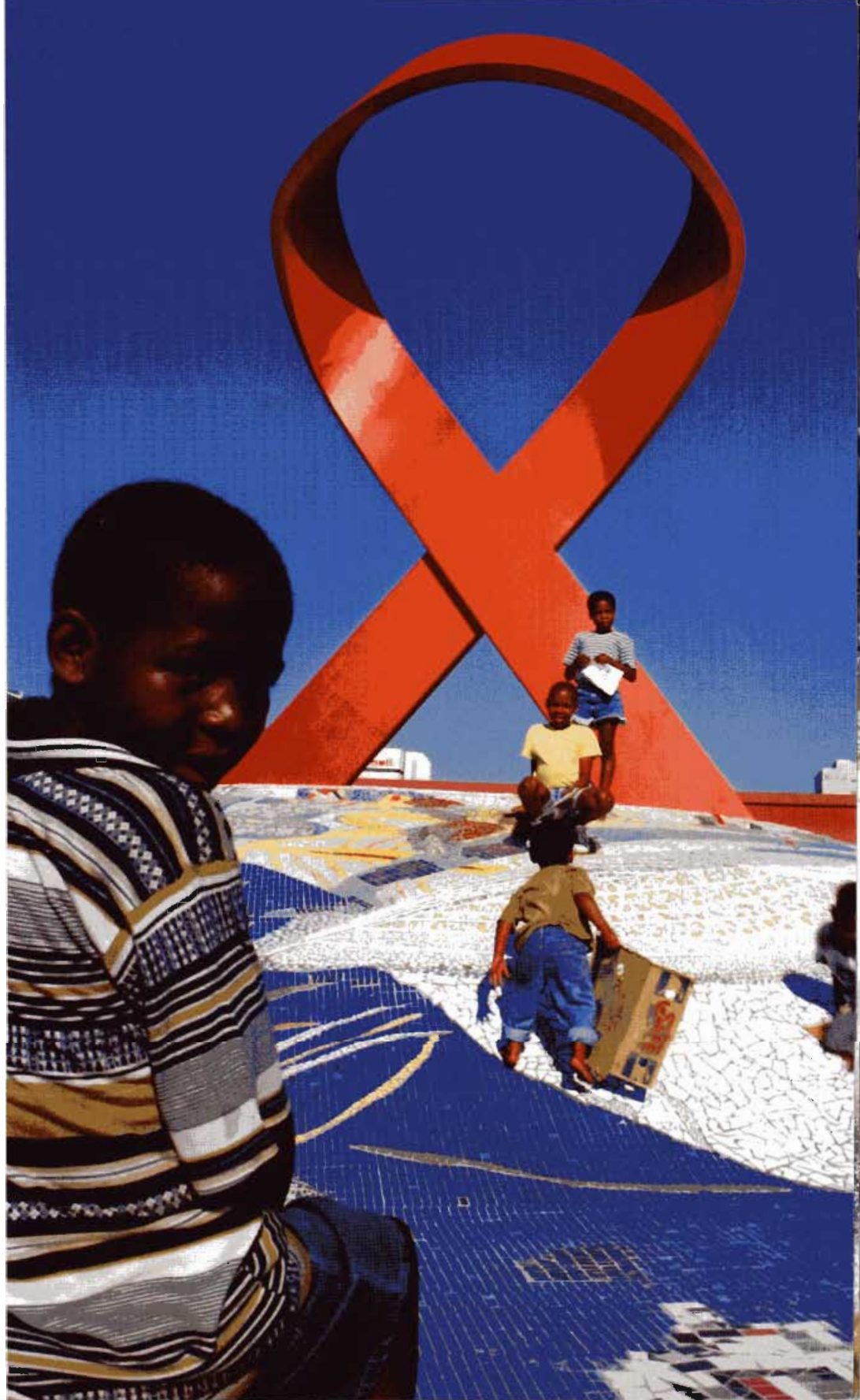
The long-term development plan of the unit is to establish a centre of excellence in HIV/AIDS research with a focus on policies and systems in Health and Education.

Although levels of knowledge regarding HIV prevention are relatively high, many South Africans continue to believe that they are not vulnerable to HIV and do not practice safe sex. There are structural issues that increase vulnerability to HIV. For example, poverty may lead women to exchange sex for favours. Poor reproductive health services and gender-based violence lead to increased HIV transmission. Substance abuse is linked with decreased condom use and increased non-consensual sex. Migrant labour separates families and often leads to increased interactions with commercial sex workers. Youth are particularly vulnerable to HIV infection and there is a need for more effective school-based HIV prevention programmes.

Research shows that education in school, at home and in the workplace plays a pivotal role in the prevention of HIV/AIDS. Although South Africa has the highest number of people on antiretroviral treatment (ART) of any country in the world, it is estimated that less than half of those people who are eligible for treatment are accessing it.

In the face of the dual HIV and TB epidemics, the health services are overburdened with the number of patients and limited human resources. It is therefore critical to conduct health systems research that will develop and evaluate new approaches.

David Larsen / The Media Bank / africanpictures.net



Project 4:

Water for Ecological Sustainability

The needs of the African water sector were determined through an extensive consultation process through the UNESCO Chair network over the past four years.

This included consultation and collaboration with UNESCO and UNEP, as well as outcomes from the World Water Forum (WWF4) and international workshops on water management and protection in Africa.

Also included in this consultation process were collaborators in scientific research projects throughout Africa and southern Africa.

This consultation process highlighted the need to establish a centre that can serve African scientists in general and, more particularly, South African scientists with research, knowledge dissemination and training. The new Institute for Water Studies is being established at UWC to fulfill this role as part of Phase II of the VLIR-IUC partnership.

The Phase II focus will be on one of the pillars of the Water Institute, namely reserve determination, a concept integrating ecology, hydrology and socio-economics within the set political framework.

There is a fundamental need for such an approach in southern Africa (SADC).

The project will build on the foundation laid with the Phase I project that focused on promoting research capacity, mainly in subterranean water and the link with surface water.

The Phase II project will consolidate the research capacity and apply the scientific information in the real world through an integrated case study, drawing together the expertise from South Africa, other countries in Africa and our northern links. This case study will involve both scientists and communities directly.

Water is not only a scientific and technical issue, but also a major social and political one, and of regional and global importance.

The water project aims to identify and facilitate the inclusion of participants that can contribute to the knowledge for sustainable management of water in Africa. This management approach is clearly multidisciplinary in nature, including social, human health, economic and political scientists.

The project will enhance research capability, capacity building and provide an extension service in South Africa and will be accom-

plished via a case study integrating the skills developed in the first phase in an important project from scientific, social and political view points.

In South Africa sustainability and equity are identified as central guiding principles in the protection, use, development, conservation, management and control of water resources. These guiding principles recognise the basic human needs of present and future generations: the need to protect water resources, the need to share some water resources with other countries, the need to promote social and economic development through the use of water and the need to establish suitable institutions in order to achieve the purpose of the Water Act of 1998. This requires that sufficient water be reserved to maintain the ecological integrity of the ecosystem.

This information is essential to enable licensing of sustainable water use. Water management bodies have been established for this function, and this project will help empower them.

Currently poor understanding and mismanagement are the norms rather than the exception. Besides the serious socio-economic consequences of the loss of a life-giving resource,

particularly for vulnerable rural communities, there are clear signs of irreversible impacts on the environment through the drying up of whole landscapes, eg destruction of wetland and terrestrial ecosystems as well as migration of poor quality water.

The Institute is expected to have a major impact, both nationally and regionally, given its inter-disciplinary approach and international networking platform. One of South Africa's most important Water Management Areas, the Berg River will be used to demonstrate the use of good science – government – society links to strengthen the science. It will be the project to build the institute team as quickly as possible and demonstrate the "water for development" approach to a variety of stakeholders.

Scientific research and assessment are vitally important to inform the formulation and implementation of policies and the development of technologies for integrated water management.

There is a relatively poor knowledge base of and scanty information on the Berg River WMA's water resources and related ecosystems. Building scientific information is crucial for improving their development and sustainable management.

Jaco Nel



Project 5: Multilingualism and Cities in Transition

Cities are dynamic places marked by rapid change. In South Africa, this is particularly so. The pressures of drought on the areas characterised by a subsistence economy accelerated a move to the cities from the mid-1980s.

Since 1994 the social organisation of the society has come under new pressures in the quest for democratic transformation. To this has been added the related search for prosperity or for change in social status.

These have become marked elements in urbanisation and in the changing shape and operations of cities. The stream of immigrants and refugees from countries to the north has introduced a further significant element. Whereas only the Gauteng and Durban regions were marked by contact between a large range of indigenous and exotic languages and cultures, this has come to be a feature of most cities, sometimes sparking xenophobia, sometimes leading to adaptation and accommodation.

Project 5, which had the title "Culture, Language and Identity" in the first phase, set out to explore such dynamics of change. The project

is now organised around two related topics that express Arts Faculty research clusters – Cities in Transition and Multilingual Citizenship.

Cities in Transition examines patterns of transformation, with a particular focus on Cape Town. It describes and analyses these patterns, and explores the implications of current practice in urban planning and management and the effectiveness of innovations with regard to urban organisation and development. The research group is interested in changes in housing, commercial development and transport in the area around the university. It is building alliances with the City of Cape Town and research teams in neighbouring universities and internationally. Clearly, that promotes comparative studies and a division of labour. However, the research group is also hospitable to other approaches, including studies of the imaging and imagining of cities in the public mind and in literature and the contribution this might make to understanding what drives and is conducive to beneficial urban change.

Considerable research into cities – and consequently of policymaking – is based on an unreconstructed paradigm of empiricist urban research that treats urban places as more or

less fixed, technical objects. Urban planners and policymakers work with the formally built and managed environment. By contrast, the humanities and 'new' social sciences treat cities as highly differentiated and unstable organisms whose nature and significance is constantly produced and consumed by citizens in their routine of accommodation, adjustment, negotiation and challenge. The city is a multifaceted social and cultural construction whose purpose and sustainability is in the hands of its residents.

The second topic is Multilingual Citizenship. South Africa's constitution gives official status to 11 languages. Urban development brings together the speakers of these languages in unprecedented ways and raises important questions of linguistic citizenship and access to public life, language practice in schools, language and conflict, informal adaptations, language mixing and language change. The growing immigrant population, particularly from other parts of Africa, offers opportunities for understanding challenges of access and integration from another vantage point. The research group is developing strong partnerships with researchers from the neighbouring universities and nationally. It is also a member

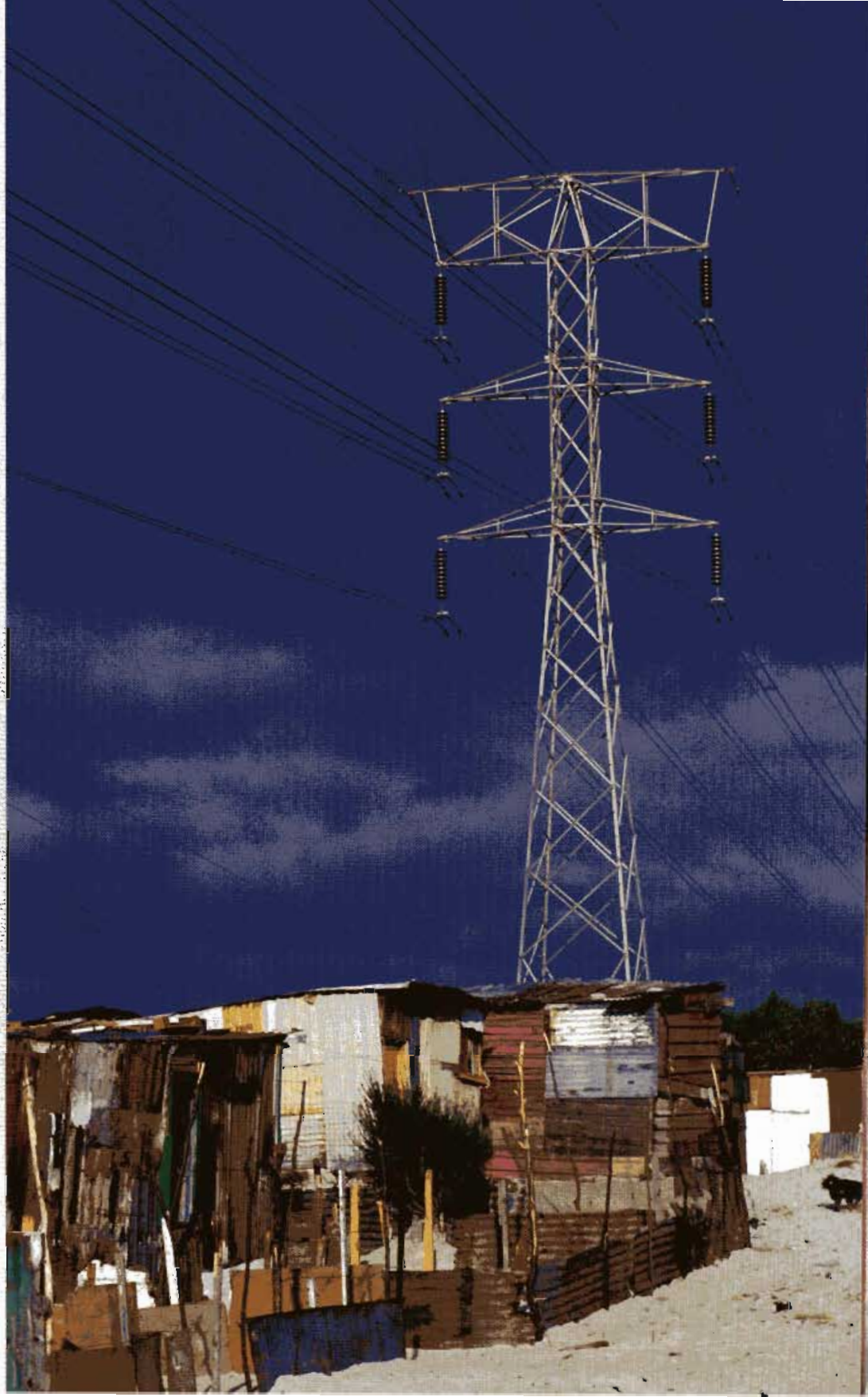
of significant international networks.

For much of the past 50 years the study of multilingualism has been dominated by an approach in which languages are seen as whole, autonomous, bounded systems which can be associated with whole, bounded communities. The dominant paradigm of multilingualism dwells on issues such as language contact, the shift, maintenance and revitalisation of languages, bilingualism, and code-switching. This positioning steers and allows intervention in language policy and education, but treats language as an autonomous and conventionalised system.

In the context of the Centre for Humanities Research, the two research groups will interact with members of the Programme for the Study of the Humanities In Africa, and other projects in Social Transformation, such as Citizenship and Democracy (also a DBBS programme).

While the programme cannot be an elixir for urbanity and citizenship and hope to change millions of lives miraculously in a five-year period, the research does aim to provide ways of making citizens feel more engaged.

Eric Miller / Independent Contributors / africanpictures.net



Project 6:

Student Quality of Life

The transformation of South African higher education institutions requires not only a focus on the obvious academic aspects, but also a concerted effort on the environment outside the lecture rooms to ensure that it is not alienating but contributes to students' development. Every country has the responsibility to develop human resources that are well prepared to deal with the challenges of development with a view to making discernible improvements in the life of a nation.

The reality is more telling in developing countries where resources must be geared towards social upliftment targeting vulnerable groups, including the rural poor. These considerations, to a greater extent, influence the functioning of universities as centres of knowledge generation, research and innovation.

Objectives for Phase II of the project had to look at this reality and at how universities responded to this demand or enquiry. This also means considering the immediate needs on campus and how these are influenced and in turn influence the external environment.

The establishment of the Leadership Academy within the project is a positive response to building a future focused leadership programme that benefits young people across the

divide. There is an inextricable connection between what happens in a campus environment and in communities from where students come. It is one of the central values that is integral to Student Development Support interventions.

People want to know that higher education prepares students to lead productive lives after university, including the ability to deal effectively with such major societal challenges as poverty, illiteracy, crime and environmental management. UWC has a student population (15 000+) drawn from different backgrounds with different value systems. Issues of diversity are but one of the considerations to building a tolerant environment on campus and beyond to help entrench a culture based on human dignity and respect for each other. The South African Constitution enjoins every citizen to contribute in building a democratic society. This democracy can never be sustained if young people are not part of building the future.

The students annually elect their student representatives to represent them in various committees and statutory bodies within the university and student leaders regularly interact with members of the university community and have unfettered access to the office of the Rector and other executive committee members. Some of the students who get involved, however, do not have all the requisite skills to

deal with multifaceted challenges as part of student leadership. This necessitates that regular workshops aimed at capacity and capability building are organised to provide support in the execution of their responsibilities.

Young people are the forward thinking regiment of our society. Higher education is in throes of major transformation. Forcing the transformation are economic conditions, eroding public confidence, access and accountability demands and demographic shifts resulting in increased numbers of people from historically underrepresented groups going into tertiary institutions. Both students and institutional environments contribute to what students gain from campuses.

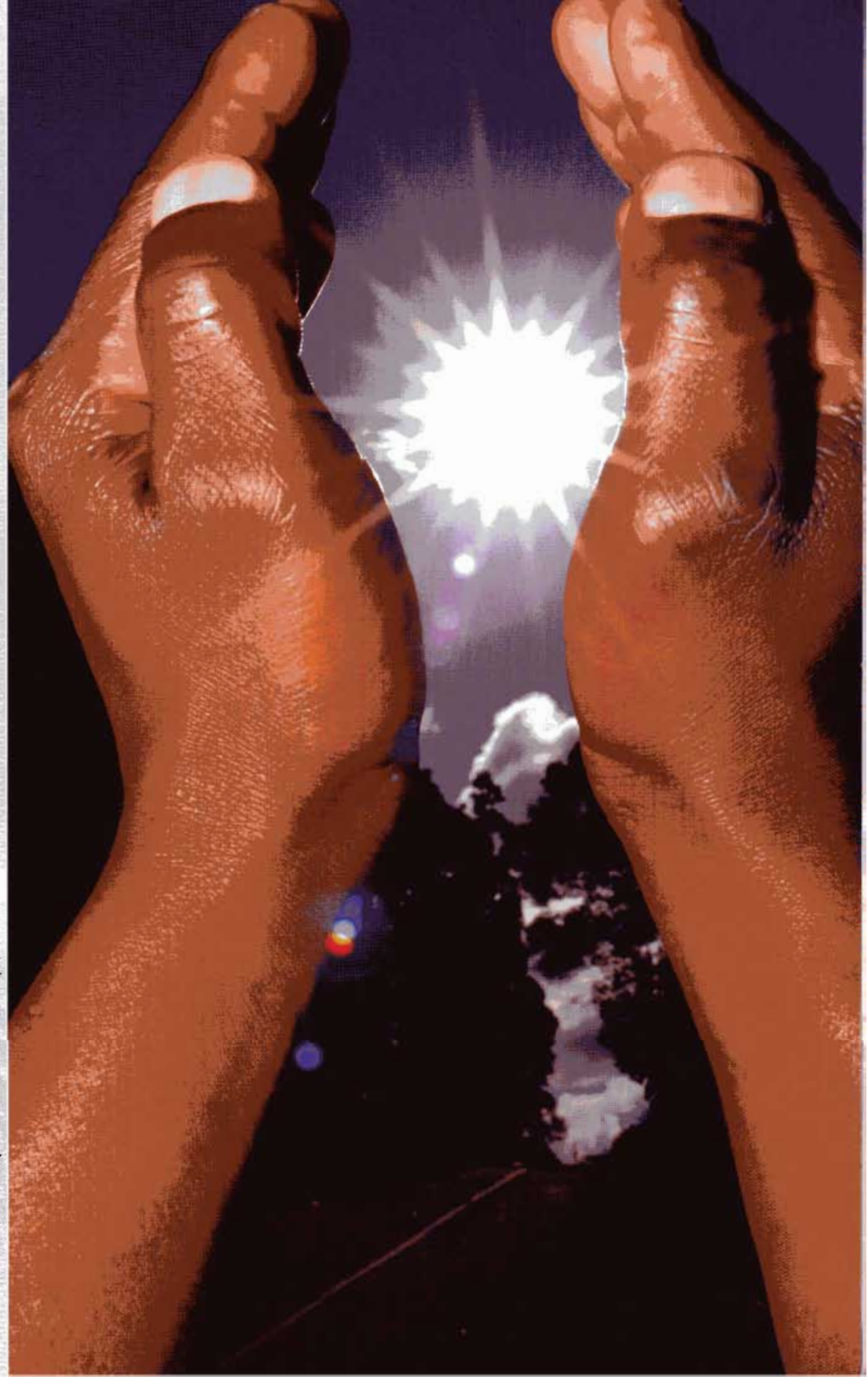
Thus, the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally purposeful activities, both in and outside the classroom. The focus on institutional productivity and effectiveness is a clarion call to re-examine the philosophical tenets that guide the professional practice of student affairs and to form partnerships with students, faculties, academic administrators, and others to help all students attain high levels of learning and personal development.

SDS units providing a supporting and enabling environment for students include the Centre for Student Support Services that emphasises the development of a safe, secure and supportive campus through clinical, counselling and intern psychologists providing free and confidential counselling and psychological services for students with personal, academic, study related and career problems and concerns; Residential and Catering that deals with students' accommodation and catering; and Sports Administration to promote health and fitness and thereby contribute positively to the quality of life at the University.

SDS has also entered into a partnership with Life College to meet certain of our students' leadership development needs.

Life College is a social business that offers educational and mentoring services to individuals and families to achieve higher levels of success in life. While academic systems often have to focus on the academic and competencies first (IQ domains), Life College partners serves as a catalyst to speed up the collective communal output and develops attitudes first, behaviours second (EQ domains) and only then competencies (Intrapreneurship and Entrepreneurship). Life College is a full collaborating partner and will fund their own contribution in this exercise.

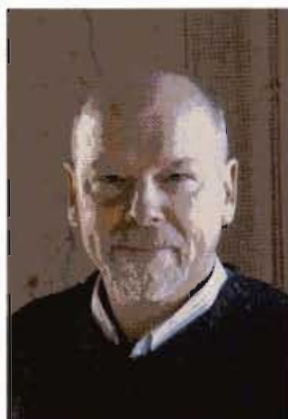
Kim Thunder / Independent Contributors / africanpictures.net



Project 1: Citizenship and Democracy



Professor Christopher Tapscott
UWC



Professor Stefaan Marysse
University of Antwerp

Project 2: Sports Sciences for Development



Professor Ratie Mpofo
UWC



Professor Bart Vanreusel
KULEUVEN

Project 3 HIV Prevention and Care



Professor David Sanders
UWC



Professor Marlene Temmerman
University of Ghent

Project 4: Water for Ecological Sustainability



Professor Yongxin Xu
UWC



Professor Luc Brendonck
KULEUVEN

Project 5: Multilingualism and Cities in Transition



Professor Stan Ridge
UWC



Professor Stef Slembrouck
University of Ghent

Project 6: Student Quality of Life



Professor Lullu Tshiwula
UWC



Jan de Vriendt
KULEUVEN