

Title: Diversity, education and social cohesion

Acronym: DESC

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Major trends in society and their implications

Type of project: Thematic network on specific research questions

Summary: Social diversity in contemporary societies has grown at a phenomenal rate. The increased pace of racial, ethnic, social, cultural and religious heterogeneity dates back to the Industrial Revolution which first drew individuals of varied backgrounds to work in the emerging industrial centres and to find dwellings in the urban habitats of the times. The following hundred years or so after the Industrial Revolution other major transformations occurred: economies shifted from being mainly agricultural; to being industrial; to being service, information- and knowledge-based. Rapid information, communications, technology and transport systems have become the defining characteristics of modern societies. These phenomenal changes triggered unprecedented human mobility, rendering societies more complex than ever before. Pull and push factors have led to migrations that have defied national boundaries if not rendering them irrelevant. These developments engender a number of questions. How can reconciliation and social cohesion be achieved? What mechanisms or agencies exist to manage social diversity in a durable, confidence-inspiring and constructive manner? South Africa is a relatively young democracy that is grappling with the daunting challenge of welding together a society that had been characterized by racial and other social divisions and suffered experiences such as colonialism accompanied by pseudo-scientific ideologies of racial superiority and patriarchy. These have left a deep legacy of mistrust and conflict. The differences are geographic in origin and psychological in reality. Are these immutable? Can they be reconciled? Or, if they are social constructs, can they be deconstructed and reconstructed? What role can schools play in such a project? Schools, by and large, mirror society with all its contradictory accoutrements. But they are in a unique position to also serve as cradles of innovative and creative ways to address these tensions and contribute to greater social cohesion.

Expertise offered: Knowledge of legal framework governing integration, reconciliation and cohesion. Supervision of PhD students, delivering papers at international conferences and published in international volumes. Co-organiser of two international colloquiums.

Previous FP involvement: No

Consortium status: Partners sought

Expertise sought: Partners working in the fields of racism, integration, social cohesion, xenophobia, societies emerging from conflict, diversity

Related projects: International bilateral cooperation South African national R&D programmes

Title: Increasing the participation of women in ICTs

Acronym: WICT

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Growth, employment and competitiveness in a knowledge society

Type of project: R&D project, including technology demonstration (large scale)

Summary: The intention of the project will be to test and expand the models developed under FP6 in the WomenIT programme (<http://www.womenit.info>), and a recently completed study on the participation of women in ICTs in South Africa (<http://women-in-ict.meraka.csir.co.za>). This will be done through the inclusion of partners in European and developing countries, and the expansion of the project to include more emphasis on ICTs.

Expertise offered: The existing partners - WomenIT programme at the University of Oulu (Kajaani Consortium)- more than 20 years experience in women in the information society Meraka Institute (CSIR, South Africa) - the national research institute responsible for implementation of South Africa's advanced ICT programme. Special focus on ICTs in education, community access and consulting (SMME, South Africa) - ICT policy and strategy development, including focus on gender and ICTs.

Previous FP involvement: Yes

Details of Previous FP involvement: The WomenIT programme, under leadership of the University of Oulu (Kajaani Consortium) in Finland was carried out with European partners under the EQUAL programme. The five-year programme was completed in March 2006.

Consortium status: Under discussion - collaboration already underway with Finnish and British partners

Expertise sought: Partners with experience in addressing aspects of women in Information and Communications Technologies (ICTs) and increasing participation of girls and women in technology careers through interventions in the workplace and the education system including early childhood development.

Related projects: FP6 South African national R&D programmes

Title: Growing with Others: Rhetorics of Global Inclusively and Alternative Sovereignty

Acronym: GORGIAS

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Europe in the world

Type of project: Thematic network on specific research questions

Summary: A comparative analysis of the rhetorical modes and deliberative systems by which main persuasive agencies (elected representatives, medias, civil society organs, community-based groupings, intellectual networks) intervene in enhancing or obfuscating grass-roots perceptions concerning "the other" (mainly: ethnic, gender, generational, political culture, belief, classism) either in the enlargement process or in terms of the relations of the EU with emerging democracies elsewhere. How this rhetorical ecology creates alienation and disempowerment or alternative deliberative, forms of popular sovereignty, forms of dissent and resistance to inclusivity arguments put forward by these rhetorical agencies.

Expertise offered: The Centre for Rhetoric Studies is unique in Africa and has already been successful in a number of bilateral projects with EU countries on deliberative democracy.

Previous FP involvement: No

Consortium status: no contact yet from EU universities - looking for partners

Expertise sought:

Related projects: International bilateral cooperation

Title: Harmonization of Private International Law for the African Union**Acronym:** HPILAU**Submitted by:**

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Theme: Socio-economic sciences and the humanities**Focus Area:** Growth, employment and competitiveness in a knowledge society**Type of project:** R&D project (small scale)

Summary: The proposed project involves the harmonization of private international law rules for purposes of the African Union through the drafting of regulations, conventions, model laws and other legislative instruments, especially in the commercial field. Private international law is a field that is particularly suitable to harmonization on a regional or international level as it deals with jurisdiction and the conflict of laws in international civil and commercial disputes and with the recognition and enforcement of foreign judgements and arbitral awards. The harmonization of laws is indeed one of the priorities of the African Union as such synchronization is believed to be a prerequisite for economic growth and therefore the alleviation of poverty in the continent. The drafting of these legislative instruments will also be of utmost importance for European businesses trading with countries in the African continent. Although the Pan African Parliament does not currently have effective legislative powers, it is envisaged that it will do so within four to nine years. The proposed project was personally discussed with Ms Julia D Joiner, the Commissioner for Political Affairs of the African Union, and she is of the opinion that "the African Union could make use of the Institute's research capabilities and outputs, especially for the harmonization of the commercial laws of Member States as part of the process of socio-economic integration of the Continent". The Hague Conference of Private International Law has commended the project to the African Union and currently investigating the possibility of basing one of their regional information centres at the University of Johannesburg. It is envisaged that the project would need a staff of at least two academics and a secretary.

Expertise offered: The Institute for Private International Law in Africa at the University of Johannesburg, which will be responsible for the project, has some expertise at its disposal that may not be prevalent in Africa. Even in South Africa only five people publish in the field of private international law. The publication on private international law of succession by the director of the institute in the 2005 Yearbook of Private International Law 183 was the first contribution ever received from Africa. The director of the institute has done research in the field of private international law for a period of sixteen years. He has published 35 accredited articles in local and foreign journals. The views in three of these were quoted and accepted by the Cape High Court and two by the Supreme Court of Appeal, most recently in *Society of Lloyd's v Price*; *Society of Lloyd's v Lee* 2006 SCA 87, which brought the legal position in South Africa in respect of liberative prescription in line with European practice. He delivered sixteen papers at national and international conferences. Some of his proposed changes (in respect of private international law issues) to the South African Islamic Marriage Draft Bill (2002) were incorporated in the Muslim Marriages Bill (2003) and he contributed to the revision of the Rome Convention on the Law Applicable to Contractual Obligations (1980), which applies in the European Union, by sending his commentaries in this regard to the European Commission (published in 2004 1 European Banking and Financial Law Journal 173). The institute is well-networked with contacts at the Hague Conference on Private International Law, the United Nations Commission for International Trade Law and universities in Europe, North America, Africa, the Middle East and the Far East.

Previous FP involvement: No

Consortium status: The Institute for European Law at the University of Saarland (Germany) (per Prof M Martinek, professor of private law, mercantile law and private international law) will be involved in the project.

Expertise sought: Academics in Europe in the field of private international law. I have contact with the following persons in Europe: Prof M Martinek (Saarland University; Germany); Prof M Polak (Leiden University; the Netherlands); Prof B Reinhartz (Amsterdam University; the Netherlands); Prof B Rudisch (Innsbruck University; Austria); Prof J Meeusen and Prof M Pertegas (Antwerp University; Belgium); Prof C F Forsyth (Cambridge University; UK).

Related projects: None

Title: Diversity, Stress and Wellness of Employees in a Multi-Cultural Society**Acronym:** DSWEMCS**Submitted by:**

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Theme: Socio-economic sciences and the humanities**Focus Area:** Major trends in society and their implications**Type of project:** Networking between organisations in same area

Summary: The first research problem is that limited information exists regarding causal models of multi-cultural societies' work-related well-being, in which job demands, job resources and individual states and traits have been linked to employee health, wellness and work-family interaction outcomes, in longitudinal designs. Neither has individual-level moderators and mediators of these outcomes been investigated systematically. The second research problem is that more information is needed regarding the differential effects of: attitudes toward multiculturalism, job demands and resources, stress outcomes, work-family interactions and individual-level mediators and moderators in South African organisations, as the meaning attached to all of the above may vary across different cultural groups. The primary objectives of the collaboration would be: i. to investigate issues relating to, and characteristics of, the new working life in participating countries, and investigate factors that abet the individual in dealing with the stress of working life and multi-culturalism; ii. to determine acculturation orientations and effects of prolonged exposure to a second culture on the well-being of employees; iii. to provide insight into the prevalence and possible sources of work-family interaction and organizational policies and practices that are (in)effective in enabling work and family lives; iv. to investigate the effects of multi-culturalism, job demands and resources, individual-level mediators and moderators and experiences of work-family interaction in explaining employee health and wellness. These objectives will be responded to by bringing together research traditions from South Africa and Europe, to facilitate the exchange of knowledge and experience, the combining of data collected in both South Africa and Europe, and the planning of future collaborations. The research output of this research project supports three major initiatives on the national agenda: i. The Accelerated and Shared Growth Initiative for South Africa (ASGISA), launched in February 2006. In ASGISA it is stressed that human resource development and skills development are prerequisites for South Africa to reduce unemployment and poverty. ii. The South African National Research and Development Strategy Framework of 2002, that stresses that human resource development is critical to ensure wealth creation in South Africa. iii. The Batho Pele belief set for service delivery. Human potential management, and specifically employee health, wellness and safety are poorly understood in developing countries. Furthermore, information is lacking regarding cross-cultural differences in employee health, wellness and safety. Approximately 80% of the workers in the world live in developing countries, while 20% of workers live in industrialised countries. However, developing countries produce only 20% of the Gross Domestic Product in the world (compared to 80% of the industrialised countries). Furthermore, 80% of the research regarding employee health, wellness and safety is carried out in industrialised countries (especially Europe and the USA). The proposed project aims to contribute partially to rectifying the above imbalances. We want to do research on a portion of the 80% of employees not covered in current research projects and we want to contribute to raising productivity in the developing world and we want to contribute to the wellness of employees in developing and cross-cultural conditions. The specific focus will be on employee health and wellness.

Expertise offered: The South African group of researchers consist of 3 Doctorates and one Professor interested in issues of diversity, occupational stress, work-life interaction and individual wellness. All are published authors, both nationally and internationally. The University encourages research, and support is readily available to assist in enablement of any project. The group members have energy, an active interest in research, and approaches every opportunity as one in which we seek collaboration, learning, mutual benefit for collaborators, and benefit for our society and country. We specialise in the above issues, as well as issues of psychometrics, cross-cultural adaptation, validation, bias and equivalence.

Previous FP involvement: No

Consortium status: Dr. K. Naswall, Stockholm University, Stockholm, Sweden. Dr. S. Geurts, Radboud University, Nijmegen, The Netherlands. Prof. H. De Witte, University of Leuven, Belgium. Prof. F. Van de Vijver, Tilburg University, The Netherlands.

Expertise sought: A thorough understanding of issues of organisational stress, individual well-being, multi-culturalism and ethnic diversity, good psychometric and statistical background.

Related projects: International bilateral cooperation

Title: Literacy practices development**Acronym:** LPD**Submitted by:**

Cecilia Du Toit (cecilia@gk.up.ac.za)

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Theme: Socio-economic sciences and the humanities**Focus Area:** Foresight activities**Type of project:** Networking between organisations in same area

Summary: The Department of Arts and Languages of the Faculty of Education of the University of Pretoria intends to establish a literacy practices unit in which innovative yet academically rigorous research can be conducted. This framework will help create a body of knowledge to help redress the inadequacies of past and present literacy practices. Designing and maintaining the infrastructure for such a framework requires unstinting local and international support. Although many South African universities explore literacy issues, none have as yet investigated on a sufficiently wide scale the problems of inadequate literacy levels that afflict South Africa. This is despite the fact that a vast number of our citizens are functionally illiterate, or insufficiently literate and can therefore not read up to the level required of basic literacy standards. As great a percentage are alliterate and disinterested in self-directed literacy practices to the point of losing the acuity to read and understand discriminatory texts. Hitherto the dearth of uniquely South African literacy research has prevented the finding of practicable solutions to this dilemma. Three fields of discourse that acutely suffer from inadequate literacy practices in South Africa are science, technology and mathematics. As functional literacy is the key to all academic and most professional endeavours, it is inevitable that inadequate literacy levels exacerbate the identified shortage of practicing scientists and mathematicians, especially in black communities. In addition, South Africa's poverty-related problems are aggravated by the loss of revenue due to an illiterate work force. It is common knowledge that an ineffective work force is a costly one, and a government dearly for inadequate literacy-related academic and professional activities. The institution of the proposed framework in the Faculty of Education will serve as a platform for proactive literacy practices discourse to help meet the challenges of a dynamically developing country.

Expertise offered: Five lecturers currently employed by the University of Pretoria are conducting research on the envisaged structuring of the unit. They are: Dr Cecilia du Toit (Project manager) Lecturer; Department ALHMS Prof Johannes Cronje (Project adviser) ITC; School for Educational Research Dr Hanlie Dippenaar: Lecturer; Department ALHMS Ms Dina Cloete: Lecturer; Department ALHMS MS Laurel Becker: Head of Department ALHMS

Previous FP involvement: No**Consortium status:** The Department of Arts and Languages resides in the Faculty of Education of the University of Pretoria.**Expertise sought:** International academic input is required to aid the design, funding, implementation and maintenance of the research unit.**Related projects:** None

Title: Enhancing Quality Learning and Instruction in Disadvantaged and Rural Community Primary School Environments: A mathematics and science intervention project in South Africa and Zimbabwe

Acronym: EQUALI Project

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Major trends in society and their implications

Type of project: Thematic network on specific research questions

Summary: To develop a model of intervention for enhancing the quality of teaching and learning in seriously disadvantaged rural school communities. It is expected that the model will act as a springboard for further education and life opportunities. Project Description Action research will be carried out in order to understand the educational needs of typical disadvantaged rural school contexts in order to design an instructional intervention that addresses issues of quality teaching and learning, relevant and meaningful to such school communities. The subjects Mathematics and General Sciences will be used as vehicles to develop implementation models. In addition, the grant will be used to train classroom practitioners, securing the services of consultants and other services. This includes prototype instructional modules development and production. The instructional model will be documented and disseminated as well as advocacies to Governments for sustainability. The purpose of the project is to develop a model of intervention (Instructional Model) for enhancing the quality of teaching and learning in seriously disadvantaged school communities. The projects will intervene through the design and use of an instructional approach that · draws heavily from and exploits the natural and real life circumstances of the children as springboards for learning scientific, mathematical, and civic concepts · establishes a close linkage between their learning/schooling experience with the children's career aspirations (real and imagined), as long as the aspirations are realizable to them in one form or another · is driven by and values the learners' interests, imagination, and activity · emphasizes development of higher order cognitive processing skills · empowers the teachers of those children to design and use innovative instructional strategies that support the above characteristics in situ.

Expertise offered: The two project leaders in both African countries (Dr Annemarie Hattingh from the University of Pretoria and Dr David Mtetwa from the University of Zimbabwe) have collaborated for the past five years on an African-Norwegian project called "Productive Learning Cultures: 2002 - 2005". A strong academic and cooperation network already exists between these two academics and their institutions as well as an African network that can be used to upscale the proposed Intervention Model further into poverty stricken areas in Africa. The other African partners in the "Productive Learning Cultures" project of which Dr Hattingh is the project manager with her counterpart in Norway (Prof Solvi Lillejord) are the universities of: Namibia, Botswana, Pedagogica (Mozambique) and Zululand. For more details and outputs on the African-Norwegian project "Productive Learning Cultures" see the website: www.siu.no. South Africa The Centre for Science, Mathematics and Technology Education will drive the project. The Centre is a joint venture of the Faculty of Education and the Faculty of Natural and Agricultural Sciences. The mission of the Centre is the development of world class quality research opportunities and the facilitation of multi-disciplinary teaching and learning programmes at both under and post-graduate (Masters and Doctoral) level.

Previous FP involvement: No

Consortium status: Partners in the field of teacher and teaching effectiveness in developing world contexts.

Expertise sought:

Related projects: None

Title: Poetics of boundaries, liminality and hybridity: The representation and configuration of boundary, liminal and hybrid processes of identity-formation in literature and their social implications

Acronym: Boundlim

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Major trends in society and their implications

Type of project: Networking between organisations in same area

Summary: Problem Identification How are boundary, liminal and hybrid processes of identity formation represented and configured in selected Dutch and South African texts in the context of comparable international literatures and traditions? Rationale and Motivation Briefly, in this project we want to investigate the reflection and enactment of boundaries in Dutch and South African literary texts and the possible hybrid identities that are created through crossing such boundaries. Much writing since 1994 is centrally concerned with boundaries and the crossing of boundaries. The crossing of such boundaries often means that authors and characters alike find themselves in new landscapes for which they have to forge new identities - often by means of narratives. This, of course, is a reflection of the transformation of all societies during the past two decades. Literature (that is, texts that have an aesthetic function in our society and that are structured in an aesthetic way) is a sensitive barometer of changes and trends in society that would also register these disjunctures and their effects on people's identity and view of the world. The diffusion of temporal and spatial boundaries has expanded the reader's awareness of possible worlds and stretched the limits of the imagination. Literature therefore has to keep pace with social and economic development and enter into the spirit of a globalised society. What is more, literature interrogates the ultimate significance of these disjunctures and develops insights and guidelines for daily life. As a particular kind of mediascape, the images and stories literature communicates thus both contribute to the building-up and to a critique of such imagined worlds. It is the concept of accommodating both local and global that has become an important theme in identity formation as Stuart Hall (2000:33) points out. Space and place have become important concepts because human perception of space is primarily firstly determined by our perception of place (Casey, 1996:17). As people all over the world tend to exchange countries more readily than before, but also due to colonisation, exile, and the diaspora (Feld & Basso, 1996:4), they tend to find themselves in a interim space between different cultures and consequently assume hybrid - or postcolonial - identities within a global context. Casey, Edward S. 1996. How to get from space to place in a fairly short stretch of time: Phenomenological prolegomena. In: Feld, Steven & Keith H. Basso (eds.). Senses of place. Santa Fe: School of American Research Press. pp.13-52. Feld, Steven & Keith H. Basso (eds.). Introduction. In: Feld, Steven & Keith H. Basso (eds.). Senses of place. Santa Fe: School of American Research Press. pp.3-11. Hall, Stuart. 2000. The local and the global: Globalization and ethnicity. In: King, Anthony D. (ed.). Culture, globalization and the world-system: Contemporary conditions for the representation of identity. Minneapolis: University of Minnesota Press. pp. 19-39.

Expertise offered: Expertise in postcolonial literature (particularly South African), in literary theory and especially in Afrikaans literature and issues of space, identity and hybridity

Previous FP involvement: No

Consortium status: In formation stage

Expertise sought: Expertise in post-colonial literature and interest in questions of cultural interaction (esp creolisation)

Related projects: South African national R&D programmes

Title: Creative Writing in South African Languages with special reference to Sepedi

Acronym: CWSAL

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Growth, employment and competitiveness in a knowledge society

Type of project: R&D project (small scale)

Summary: Creative writing has been the major hurdle for the development of the marginalised and underdeveloped languages since inception. The nation with no reading materials will perish. Most South African black authors wrote their literary works (poetry, drama, novel/novelette, short story, essay, folklore, etc) with no direction at all. Some tertiary institutions have just started to put such programmes in place, but unfortunately the focus is still rather on conceptualisation (theory) than on practice. It is high time that the black author is exposed to international creative writing for fair global competition.

Expertise offered: The candidate is an author and also presenting creative writing courses at honours and master's degrees. He has visited countries such as Germany and France with the purpose of exchanging ideas with regard to creative writing and related matters. The candidate had been the chair for Sepedi Author's Guide for more than ten years. He is currently assisting in the evaluation and reviewing of books for the different publishers in South Africa.

Previous FP involvement: No

Consortium status: National consortium by Sepedi authors. Although they are not well trained but they are experienced in writing, what they need is a polished expertise in creative writing.

Expertise sought: LEBADI for Lekgotla la Bangwadi ba dipuku (Sepedi Author's Guild) has already indicated that it will be joining the planned the consortium. There is no international consortium so far.

Related projects: None

Title: Sharing European Open Educational Resources throughout the Developing World

Acronym: SE-OER

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Growth, employment and competitiveness in a knowledge society

Type of project: Thematic network on specific research questions

Summary: This proposal is submitted by the Open University (United Kingdom) in partnership with Mindset Network (South Africa), the European Federation for Quality in e-Learning, i-Commons (headquartered in Germany), and the Namibian College of Open Learning, through the European Union 7th Framework Cooperation Programme. The project will support achievement of the objectives of the Socio-Economic Sciences and the Humanities research theme by focusing on growth, employment, and competitiveness in a knowledge society. The research focus will explore emerging global interest in Open Educational Resources (OERs), assessing the extent to which OERs can be successfully transferred from one educational context to another and retain their educational value. Specific research questions include: 1. Can educational programmes and resources designed for European educational contexts be successfully adapted for use in developing country context? Can educational resources designed for these programmes be successfully used in the same developing country context? 2. What investments are required to ensure that programmes and resources designed for developed country contexts can successfully be transferred to developing country context? 3. What licensing issues need to be resolved? 4. Can the adaptation of programmes and OERs lead to meaningful and equal partnerships between developed and developing country educational institutions? An applied/action research project is proposed to find answers to these questions. Through this project high quality Technical and Vocational Education (TVET) programmes that have been designed and implemented in European countries and have demonstrated success in producing skilled learners in one or more of the areas identified as priority skills development needs in Southern Africa will be identified. These programmes will be adapted and implemented through NAMCOL, the South African Higher and Further Education and Training (FET) College Sectors, via partnership that Mindset Network has established with the national Department of Education, FET Colleges, and selected universities.

Expertise offered: Mindset Network is a non-profit South African organization which aims at the personal, social and economic upliftment of all Africans through the delivery of quality education on a mass scale. It develops, packages, and distributes effective video, multimedia and print educational content via a dedicated educational satellite datacast network. Mindset offers various kinds of expertise to the project consortium: 1. Proven capability and capacity to mobilize and manage large-scale educational content development and adaptation projects in the developing world; 2. A wide network of educational partners in South Africa to ensure the success of the project's action research component and to guarantee use and sustainability of the products of the project; 3. Understanding of the key instructional design requirements needed to ensure that skills development content leads to economic growth in a developing country context; 4. South Africa's most innovative technical platforms for cost-effective distribution of digital educational content.

Previous FP involvement: Yes

Details of Previous FP involvement: The Open University has extensive experience of research projects within the framework programmes. We have listed the most recent projects in the Framework VI programme: Luisa, Super, LHP, NeOn, XMEDIA, Openknowledge, Semantic Mining, CRIMPREV, Promemoria, ONCE, Dime.

Consortium status: All consortium partners listed (European and African) have indicated an in-principle commitment to joining the Consortium.

Expertise sought: No specific additional expertise or partners are being sought at this time.

Related projects: FP4 FP5 FP6

Title: Sustainable development planning within the resilience limits of social-ecological systems

Acronym: SEResilim

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Socio-economic and scientific indicators

Type of project: R&D project, including technology demonstration (large scale)

Summary: Although environmental decision making tools such as Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA) have a long history of application worldwide, their developed world origin has led to a focus on biophysical environmental aspects. There is currently widespread concern regarding the effectiveness of these traditional approaches in Southern Africa (Mbeki, 2006). This is because of the urgency to address basic human needs whilst acknowledging the source and sink capacity of the natural resource base. Sustainability issues are highly complex and their resolution lies beyond the contribution of any single scientific discipline or suite of independent disciplines (Clarke et al., 2005). The response to this challenge has seen the emergence of sustainability science, an "interface science", aimed at bridging the perceived social-ecological system divides, including divisions between scientific disciplines, science and other knowledge sources, and knowledge generation and political decision making. The theory of sustainability science is reasonably well established in the developed country context (Clark and Dixon, 2003); however, it is poorly established in developing countries and countries in transition (such as those in Africa and Eastern Europe), where the needs for development and poverty alleviation, supported by science, are critical (IUCN, 2006). The research envisaged in this proposal will build on CSIR's current investment in sustainability science as well as its well established track record in development planning, specifically in Integrated Development Planning, SEA and EIA as well as that of its partner institutions in Eastern Europe, where similar development challenges occur. The envisaged outcome of the research is a new approach to development decision making that marries the emerging theory of sustainability science with the experience and lessons from existing development planning approaches. References Clark W.C., Crutzen P.J. and Schellnhuber H.J., 2005. Science for Global Sustainability: toward a new paradigm. Centre for International Development Working [http://www.cid.harvard.edu/cidwp/120.htm]. Clark, W.C. and Dixon, N., 2003. Sustainability science: the emerging research paradigm. Proc. Natl Acad. Sci. USA 100 (14): 8059-8061. IUCN, 2006. The future of sustainability: Re-thinking environment and development in the twenty-first century. www.iucn.org. Mbeki, T., 2006: Cabinet lekgotla media briefing. www.info.gov.za/speeches/2006/06073111151003.

Expertise offered: The project will draw on CSIR's broad multidisciplinary competency base, which traditionally has been able to serve a wide variety of sectors and markets in Africa. CSIR has also gained valuable expertise and experience in facilitating large complex projects which have required the integration of knowledge from various disciplines (e.g. Integrated Environmental Management (particularly in the form of complex EIAs), Water Resources Management, the Cape Action Plan for People and the Environment and Conservation Planning (e.g. Addo and the Wild Coast) and CSIR's contribution to the Millennium Ecosystems Assessment).

Previous FP involvement: No

Consortium status: Stockholm Environmental Institute and Czechs (Jiri Dusik).

Expertise sought:

Related projects: South African national R&D programmes

Title: Subject matter knowledge of mathematics teachers

Acronym: SMK

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Growth, employment and competitiveness in a knowledge society

Type of project: R&D project (small scale)

Summary: This project examines the subject matter knowledge of mathematics teachers in the Further Education and training phase (FET phase). The project aims to study the subject matter knowledge and classroom practice of mathematics in-service and pre-service teachers over a period of time in order to establish how their subject matter knowledge manifests itself in their classroom practice. This is being done with a view to improve both pre-service and in-service programs in mathematics education to enable improved and more sustainable mathematics education.

Expertise offered: Researcher currently busy with PHD and training pre-service mathematics teachers

Previous FP involvement: No

Consortium status: South African interest has been noted

Expertise sought: Centre for Mathematics, Science and Technology Education at the University of Pretoria

Related projects: None

Title: University-industry linkages in the developing world: a comparison of Asia, Sub-Saharan Africa, and Latin America

Acronym: link.com

Submitted by:

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Theme: Socio-economic sciences and the humanities

Focus Area: Growth, employment and competitiveness in a knowledge society

Type of project: Thematic network on specific research questions

Summary: The promise that technology and the knowledge economy hold for growth and development in developing countries hinges centrally on university-industry linkages (UILs). The pursuit of these relationships poses challenges for universities in the catch-up economies of the South, especially in Africa. This is because of a widening knowledge and learning divide, specific problems that need original effort because their solutions are undersupplied in the global economy, and the demands of transforming resource-intensive activities into knowledge-intensive assets. How these differences manifest themselves within and across countries and sectors, and what this implies for harnessing the productive role of universities in economic development, is the central concern of this study. It investigates the incentives for, and constraints on, and the extent, intensity and performance of UILs within each of three discreet but comparable historical and socio-economic contexts. The focus is on nine economies at different levels of development across three continents - South Korea, India, Thailand, South Africa, Nigeria, Uganda, Brazil, Mexico, and Costa Rica. The research investigates how and why UILs differ, focusing on incentives and constraints, as well as on their extent, intensity and performance. This provides a basis to consider the contribution universities make to local and national development goals. Each country study focuses on a specific sector. The research design includes an analysis of policy mechanisms, current research and technology activity, case studies of university practice, and a firm survey. The survey is an adaptation of the Yale and Carnegie Mellon Surveys undertaken for advanced countries in the past decades. It considerably extends the analytical depth of the available innovation surveys and allows for comparisons within the developing world as well as between latecomer and advanced economies.

Expertise offered: The team behind this proposal consists of education specialists, sociologists, and economists from a dozen countries that have been collaborating on the study of UILs for some time. They each have access to excellent data sources that allow pursuing the analysis of UILs in a combination of in-depth case studies and representative surveys. They also have excellent relationships both with universities and different industrial sectors. In addition, they have published widely on UILs in their respective countries and begun to engage in cross-country comparisons. The team is an ideal partner for teams interested in the quantitative and qualitative comparison of UILs in developed and developing countries. It is particularly well geared to contributing to analyses of the relative overlap of the learning and knowledge space, including international technology transfer and R&D collaboration, with geographical determinants of economic activity.

Previous FP involvement: No

Consortium status: The team behind this proposal has been working together since mid-2005 and has met several times at international conferences. It has discussed the conceptual framework and research design, developed instruments, and produced some background papers.

Expertise sought: The team would benefit from working with specialists on UILs in Europe where they have been researched for a much longer time. In particular it would welcome the opportunity to design large cross-country comparisons.

Related projects: None

Title: Farm Dwellers, the Forgotten People? Consequences of Conversions to Private Wildlife Production in South Africa

Acronym: GAME

Submitted by:

Shirley Brooks (brookss2@ukzn.ac.za)

Tel: +27-31-2601027

Postal Address: School of Environmental Sciences (Geography), University of KwaZulu-Natal, Howard College Campus, 4041, Durban, South Africa

Theme: Socio-economic sciences and the humanities

Focus Area: Combining economic, social & environmental objectives in a European perspective

Type of project: Thematic network on specific research questions

Summary: This project addresses the role of the private sector in conservation and development. In South Africa, especially in the provinces of KwaZulu-Natal and the Eastern Cape, a growing trend to convert commercial farms to wildlife-based forms of land-use is having significant but largely unexplored impacts on farm dwellers. This trend is closely linked to the development of wildlife-based tourism, including hunting, and the development of luxury game lodges with a client base from Europe and North America. Research will be conducted to determine the driving forces behind the conversions, the scale and extent of the trend in KwaZulu-Natal and the Eastern Cape, and the economics of wildlife production. Researchers will engage with affected farm-based communities in case study areas in each of the provinces, to explore the social and livelihood implications for affected farm dwellers. Farm workers' responses are a key focus and the researchers will work closely with AFRA and CALUSA, two rural advocacy NGOs, to identify conflict resolution processes and initiatives through which the interests of different stakeholders could be reconciled and negative effects mitigated. In probing contemporary land issues and social relationships in South African in the context of recent shifts in land-use on commercial (privately-owned) farmland, this project asks the following questions: What are the reasons behind the decision by a growing number of farmers in South Africa to shift from traditional forms of agricultural production to wildlife-based forms, and what are the impacts of this decision on farm dwellers? How are these changes working themselves out in relation to existing power relationships in the countryside, and what role can outside actors (including researchers) play in helping to mitigate any negative effects for poor communities?

Expertise offered: The interdisciplinary research team assembled for this project includes academics from the disciplines of anthropology, human geography, and resource economics. The team has expertise in qualitative and quantitative research methodologies including PRA (Participatory Rural Appraisal), as well as in the field of community-based resource management. Additional expertise in GIS and remote sensing is also available at the School of Environmental Sciences, University of KwaZulu-Natal. The partner NGOs (AFRA and CALUSA) have long-established track records in rural advocacy work and are closely involved with farm dweller communities in South Africa.

Previous FP involvement: No

Consortium status: An indication whether any other organisations, from South Africa, Europe or elsewhere, have already indicated that they will be joining the planned consortium.

Expertise sought:

Related projects: None

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Expertise offered: The interdisciplinary research team assembled for this project includes academics from the disciplines of anthropology, human geography, and resource economics. The team has expertise in qualitative and quantitative research methodologies including PRA (Participatory Rural Appraisal), as well as in the field of community-based resource management. Additional expertise in GIS and remote sensing is also available at the School of Environmental Sciences, University of KwaZulu-Natal. The partner NGOs (AFRA and CALUSA) have long-established track records in rural advocacy work and are closely involved with farm dweller communities in South Africa.

Previous FP involvement: No

Consortium status: The consortium consists of academics from the Universities of KwaZulu-Natal, Cape Town and the Vrije Universiteit in Amsterdam. Other partners are NGOs AFRA and CALUSA. One of the principal researchers is based at the Institute for Natural Resources.

Expertise sought: The core of the consortium is already in place, as described above. The Europe-based partners are Dr Harry Wels and Dr. Marja Spierenburg (Vrije Universiteit, Amsterdam). Additional expertise in the area of resource economics is still sought.

Related projects: International bilateral cooperation

Title: Urban Dynamics Networking

Acronym: UDN

Submitted by:

Andries Naude (hnaude@mweb.co.za)

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Postal Address: P.O. Box 320 Stellenbosch, 7599 South Africa

Theme: Socio-economic sciences and the humanities

Focus Area: Major trends in society and their implications

Type of project: Networking between organisations in same area

Summary: The aim of the project will be to network with European organisations involved in the modelling prediction and management of emerging and future urban dynamics - focusing particularly on key change drivers such as deepening poverty and crime, loss of ecosystem services, globalisation and increasing ambient intelligence. Building on the learning obtained through past and recent work on: 1) urban growth modelling (in Cape Town and Johannesburg) 2) Cities of the Future; and 3) the establishment of a collaborative platform for spatial analysis and modelling (an initiative supported by the SA Presidency); the CSIR is embarking on a range of R&D projects that will directly and indirectly support the creation of this capability. For the next two years, an annual amount of approximately €350 000 Euro is to be invested in further work on the above, as well as on: 4) the establishment of an urban dynamic laboratory; 5) the harnessing of location intelligence for urban transport planning, LBS, and other "Geo-ICT" applications. The level of funding for this set of R&D focus areas might increase or decrease in the following 6 years, but it is unlikely to be less than €120 000 per annum.

Expertise offered: Past and recent work on: 1) urban growth modelling (in Cape Town and Johannesburg) 2) Cities of the Future; and 3) the establishment of a collaborative platform for spatial analysis and modelling (an initiative supported by the SA Presidency)

Previous FP involvement: No

Consortium status: Links have been established with IRD (France); TNO (Netherlands) and Geographie Cites (France).

Expertise sought:

Related projects: None

Title: Global Mesoscale Analysis Grid**Acronym:** G-MAG**Submitted by:**

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Postal Address: P.O. Box 320 Stellenbosch, 7599 South Africa

Theme: Socio-economic sciences and the humanities**Focus Area:** Socio-economic and scientific indicators**Type of project:** Networking between organisations in same area

Summary: Despite rapid advances in earth observation and geospatial analysis technologies, as well with the formulation of open, standard protocols for the exchange and combination of heterogeneous spatial data, there is a surprising and serious lack of globally comprehensive and comparable territorial indicators. A core problem is the widely differing analysis units and scales used in different countries, and for different sectors or scientific disciplines. This problem has been a core focus of the 2002-2006 programme of the European Spatial Planning Observation Network (ESPON). A partial solution - the Multiscalar Territorial Analysis methodology and mapping tool (the "Hyperatlas") was developed by Dr Grasland of the University of Paris. The Hyperatlas territorial indicators are however only restricted to Europe and are still subject to inter-country differences in the average size and configuration of analysis units. The use of regular grids and remote sensing information - such as in the case of the 1km resolution global Landscan population database developed by the USA's Oak Ridge National Laboratory - is another alternative. But such fine resolution grids impose high data transfer and computation requirements - especially if accessibility and other spatial interaction indicators have to be computed. A variation on the Landscan approach is to use an irregular meso-scale (5 to 10km resolution) grid- defined in such a way that each analysis zone nests within important administrative and physiographic boundaries. This approach - developed by the CSIR - formed the basis of the South African Geospatial Analysis Platform (GAP). Against this background, the proposed project aims to explore the possibilities of establishing a global grid of meso-scale analysis units and associated territorial indicators, based on the methodologies developed as part of GAP, ESPON, and Lanscan. The work will initially involve considerable liaison and networking, and the research, development and testing will be focussed on Europe and Sub-Saharan Africa.

Expertise offered: CSIR is an important supplier of a range of geo-information products and solutions. These include the National Land-cover Database for South Africa and the SA Geospatial Analysis Platform (GAP) - produced as joint initiative with the Department of Trade and Industry and the Presidency. The Meraka Institute of the CSIR is in the process of establishing an African geometrics and geospatial research facility which will deal, inter-alia, with the following: o Earth observation science and techniques o Geospatial knowledge engineering and management o Modelling and simulation o GI (Geospatial Information) Systems science (sensor web enablement; interoperability and the use of next generation IT techniques and paradigms for GI, such as Service Oriented Architectures, High-Performance Computing and ubiquitous computing). o GI standards development processes o Development and prototyping of tools for use by other geospatial researchers

Previous FP involvement: No

Consortium status: Dr Claude Grasland of the University of Paris 7. Through him, linkages will be established with the European Spatial Planning Observation Network. Dr. Tom de Jong of Utrecht University has also been approached.

Expertise sought:**Related projects:** None