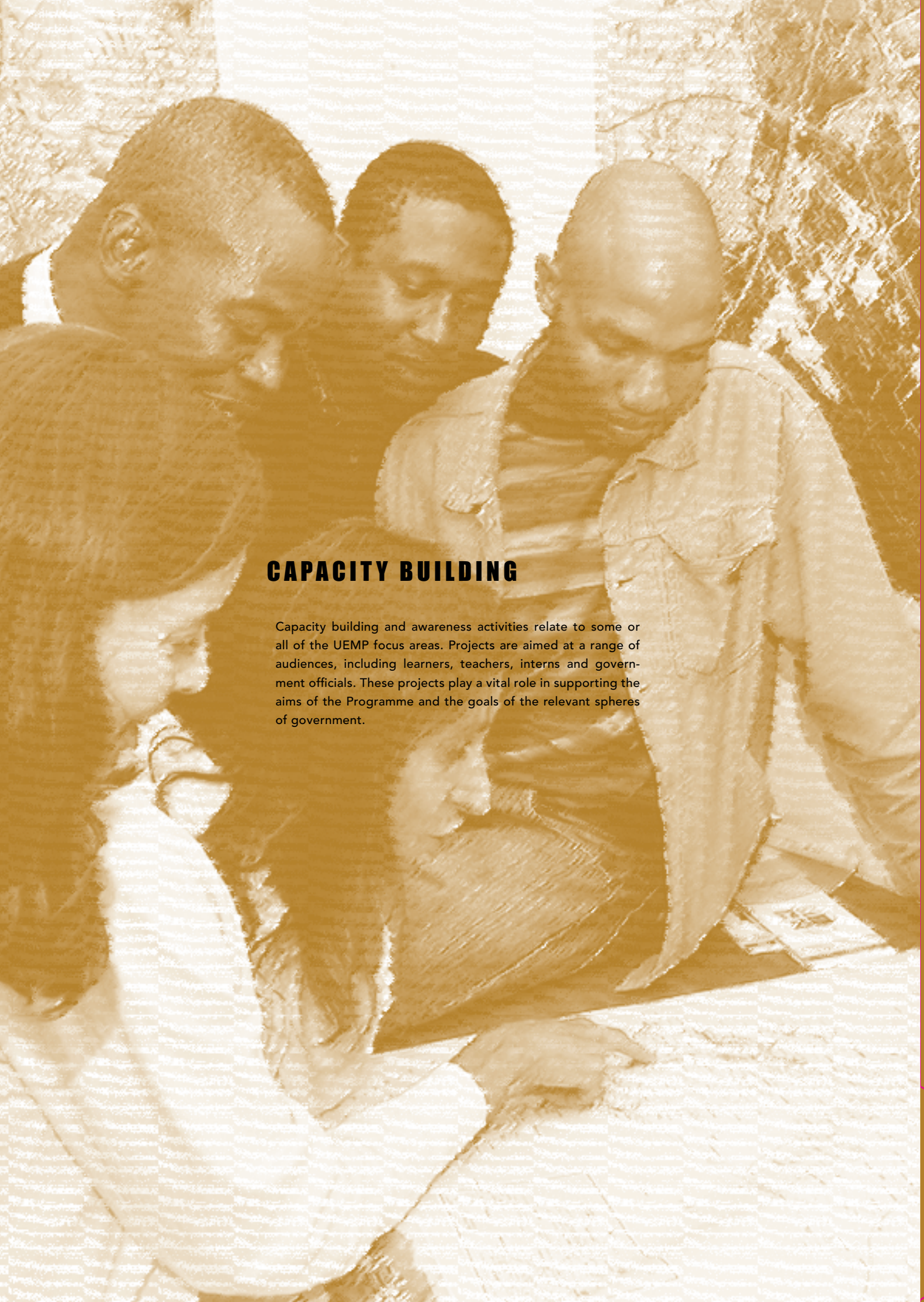

CAPACITY BUILDING

Capacity building and awareness activities relate to some or all of the UEMP focus areas. Projects are aimed at a range of audiences, including learners, teachers, interns and government officials. These projects play a vital role in supporting the aims of the Programme and the goals of the relevant spheres of government.

Capacity Building Cape Town

ENVIRONMENTAL RESOURCE MANAGEMENT DEPARTMENT INTERNSHIP PROGRAMME

Objectives

- To address local government's lack of skills in the field of environmental management.
- To provide recent graduates with the opportunity to gain work experience in the field.

Contact persons

Mohammed Faaiz Adams
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Jo-Anne O'Shea
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Timeframe

Three years and on-going

Funding

R4.7 million (over three years)

Background

Global trends over the past decade have shown an increasing emphasis on the environment and its management. As this trend took effect at local government level, the City of Cape Town (CoCT) recognised that it had a shortage of the skills necessary to implement the kinds of policy and interventions needed to sustain environmental resources. The internship programme was initiated to address the skills shortage and boost the CoCT's human resources in this field.

Process

Using press and poster campaigns, the capacity-building team targeted local and national universities, promoting the programme to recent graduates in the fields of environmental management, environmental sciences and geography. Managers from the Environmental Resource Management Department assisted the team in compiling a set of skill requirements against which the interns were reviewed. Shortlisted candidates were interviewed and about 25 interns per year were placed among the seven branches in the Department.

1. Left to right: Interns Ruth Richards, Isgaak Crombie (staff), Jafta Mofokeng and Simon von Witt assisting with a learning programme at Blaauwberg Conservation Area.

2. Left to right: Cllr Marian Niewoudt (Strategy and Planning), Jonathon Diedericks (DANIDA), Mr Mpendu (Recruitment) and Kobie Brand (Capacity Building, Environmental Education and Training) browse through an Environmental Resource Management publication at the 2007 internship launch.

3. Osman Asmal (Environmental Resource Management Director,) with Counsellor and Environmental Education Unit staff at the 2007 internship launch.

4. Interns on Robben Island during a visit to the prison and Nelson Mandela's cell. Interns spent time assessing the island as an environmental heritage and tourist site.

Capacity Building Cape Town

ENVIRONMENTAL RESOURCE MANAGEMENT DEPARTMENT INTERNSHIP PROGRAMME

WHAT THE INTERNS SAY...

"This internship is a stepping stone and when I leave, I will be equipped to handle major environmental programmes and projects"
Akhona Timakwe, assigned to Michelle Preen, Environmental Communication and Advocacy. Akhona completed her BA in Tourism and Communication Studies at University of the Western Cape (UWC).

"I love it, I like the training and workshops. Even if it means I have to work on a Saturday I would, as I want to learn as much as I can within this year"
Alric Farmer, assisting Lindie Buirski with GIS projects. Alric studied Environmental Management and GIS at UWC.

"I'm really learning how local government works – I can say that I am learning each and every day!"
Busisiwe Ntshingila, assigned to Keith Wiseman, Environmental Management Systems. She completed her degree in Environmental Sciences in KwaZulu-Natal.

"I really consider myself very lucky and blessed for getting this opportunity to come and work here at the City of Cape Town"
Alicia Ndlovu , assigned to Dr Godfrey Mvuma, Environmental Strategy and Partnerships. She obtained a degree in Environmental Science and Water Sciences from UWC.

1. During the second enrichment programme, interns were taken to Golden's workshop in Khayelitsha where he demonstrated how to make ornamental flowers from waste cool drink and other tin cans.

2. Rishal Sooklal in the courtyard of the prison, posing with a portrait of Mandela in his younger days.

3. Interns on their third enrichment programme, at a waste water treatment plant where they witnessed the Drain to Ocean initiatives in the City Of Cape Town.

4. Interns on their first enrichment programme, visiting Koeberg Power Station and standing on top of Blaauwberg Hill to view the urban sprawl of Parklands housing developments and Big Bay.

ENVIRONMENTAL RESOURCE MANAGEMENT DEPARTMENT INTERNSHIP PROGRAMME

Interns are contracted to the Department for one year and assigned a manager with whom they work closely throughout the period. A month into their year, interns gather to attend a first workshop where they receive training in general professional skills such as report-writing, doing presentations and working office technology.

During the remainder of the year, they experience three 'enrichment outings' and another two workshops. The outings are much like field trips and designed to give interns a feel for what happens at ground level. Past examples include trips to the Sustainability Institute's Eco-village, Koeberg power station, Blouberg Conservation Area, and Rietvlei Reserve.

The two additional workshops are held between outings and act as a bridge between theory and practice, covering topics such as environmental impact assessments and environmental law. Interns also have the opportunity to attend external accredited courses such as the Rhodes University Environmental Impact Assessment course.

Outcomes

Feedback from managers indicates that the interns are hard-working and productive. According to the capacity-building team, managers are always keen to know when the next recruitment drives begins. Feedback from interns is also positive: they are grateful for the bridge between university and their first job, and the opportunity to learn what is expected from the working environment. For them, the exposure is invaluable.

The programme is not without it's challenges, however, and one of these is the Department's struggle to retain the interns and offer them formal employment. Slow administrative systems and limited resources mean that most of the interns leave after their year is up and join other tiers of government or the private sector. Yet this is not seen as altogether dire, as the Department still benefits from the programme and is happy to make a contribution to the field at large.

1

2

3

1. Ruth Richards giving a presentation to the 2007 interns on kelp and fish species found in West Coast waters.

2. Interns Libuwani Patricia Sikhiph (2007), Ruth Massey (2006) and Tamryn Manzori (2006) at the launch of 2007 internship.

3. Merle Sowman of the Environmental Education Unit during an orientation session with the interns and City Of Cape Town's recruitment official, Mr. Mpendu

ENVIRONMENTAL RESOURCE MANAGEMENT DEPARTMENT INTERNSHIP PROGRAMME

The benefits include alleviation of capacity pressure on the department, as there are many extra hands to handle fieldwork and administrative volumes. Valuable intern tasks have included photographing heritage buildings and plotting them onto geographic information system (GIS) maps; building a database for the Biodiversity Network; developing tools for teaching GIS at schools, and developing youth dramas for environmental education at schools.

The interns bring fresh energy and new ideas to the Department. They are creative, proactive and display innovative ways of solving problems. Although managers and interns are sometimes intially mismatched, the department is large enough to allow some shifting-around until complementary personalities are placed together. The biggest lesson, has been in managing the expectations of both interns and managers – a process that requires patience and grooming.

The Environmental Resource Management Department has grown from 12 to 250 staff over three years and this is testament to the growing importance of the environment at city level. With this kind of context and support, the internship programme will continue to enrich graduates and benefit the department as it goes forward.

BALANCED SCORECARD *

1 – inadequate, 2 – needs improvement, 3 – adequate, 4 – good, 5 – excellent

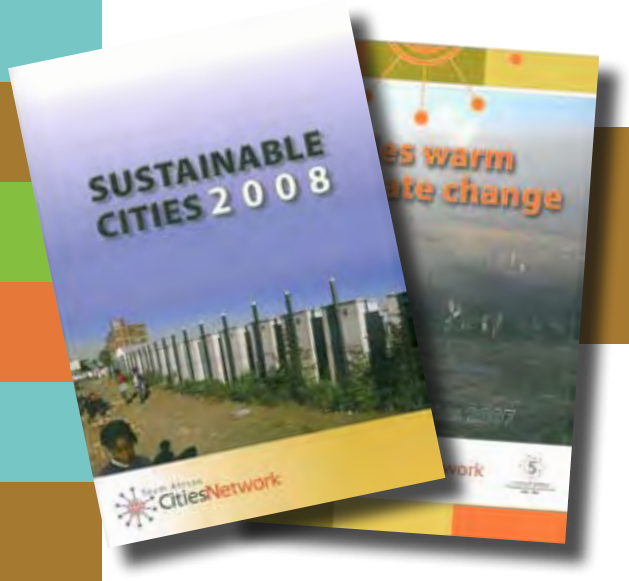
INPUT	1	2	3	4	5
1. Did you have adequate internal resources to implement your project?					●
2. Did you have adequate funding for your project?					●
3. Did you have adequate technical expertise to implement your project?					●
Total			**15**		

EXTERNAL	1	2	3	4	5
1. To what extent did the project impact on vertical national - provincial - municipal linkages?	●				
2. To what extent did this project improve linkages (horizontal) with similar UEMP partners?	●				
3. Did the project have a higher than expected impact on stakeholders?					●
Total			**7**		

UEMP VISION & GOALS	1	2	3	4	5
1. To what degree did your project have a focus on poverty reduction?		●			
2. To what extent was this project relevant to the targeted beneficiaries?					●
3. To what extent will this project be replicated sustainably in the future?					●
Total			**12**		

INTERNAL	1	2	3	4	5
1. Did you have adequate support from management to implement this project?			●		
2. To what extent did the project link with other priorities of the organisation?				●	
3. Did the project have higher a than expected impact in your organisation?		●			
Total			**9**		

OUTPUT	1	2	3	4	5
1. To what extent did your project have tangible benefits?					●
2. To what extent did you project fulfil its aims?					●
3. Was this project a cost effective response to the problem addressed?				●	
Total			**14**		



Capacity Building South African Cities Network

TOWARDS IMPLEMENTING THE NATIONAL FRAMEWORK FOR SUSTAINABLE DEVELOPMENT

Objectives

- To define the role that local government can play in implementing the national strategy for sustainable development.
- To promote sustainable development outcomes as a priority focus area in city development strategies.

Contact person
Sharon Lewis
011 407 6471
sharon@sacities.net

Time frame
6 months

Funding
- R40 000 for professional fees in 2006/07
- R10 000 for *ad hoc* professional fees in 2008/09

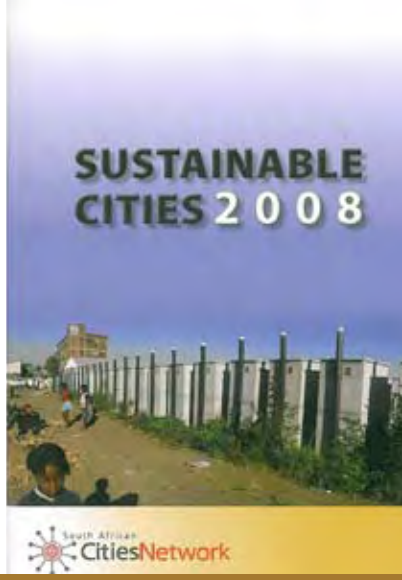
Background

The National Department of Environmental Affairs and Tourism (DEAT) is responsible for producing a National Framework for Sustainable Development (NFSD), towards implementing the Johannesburg Plan of Implementation (JPOI) signed at the World Summit on Sustainable Development (WSSD) in 2002 . While DEAT developed the national strategy with support from a team led by Professor Mark Swilling, from the Sustainability Institute at the University of Stellenbosch, South African Cities Network began to look at the implications for local government. The result is a target-setting local government action plan for implementing the NFSD.

Process

The action plan was developed by Annie Sugrue of EcoSASA, with the guidance of a Sustainable Cities reference group. The reference group met in Ekurhuleni in August 2006 and in May 2007 in Nelson Mandela Bay. It was composed of representatives from SACN member cities, and key energy and sustainable development practitioners, researchers and analysts; and between them the two meetings involved over 40 participants. Feedback shows that participants found the interactions relevant, constructive, useful and helpful.

SACN will monitor implementation progress made by member cities through the State of the Cities Reports



TOWARDS IMPLEMENTING THE NATIONAL FRAMEWORK FOR SUSTAINABLE DEVELOPMENT

Impacts

- Reference group member found the project constructive and benefited in the following ways:
- The opportunity to read the NFSD, discuss is with the Department of Environmental Affairs and Tourism, and develop a body knowledge around it.
- Interaction and discussion with one another about various targets and strategies.
- Clarification of functions and responsibilities related to implementing the action plan.

Importantly, the project provided an opportunity for member cities to set challenging targets in an non-threatening forum and without the pressure of a mandated commitment. City of Cape Town, for example, set a high benchmark with its climate change and energy efficiency targets.

Since publication of the action plan, the national Department of Provincial and Local Government (DPLG) has initiated its own action plan discussion document responding to DEAT's strategy embodied in the Framework. Consultants have been contracted to undertake the exercise, and SACN is represented in the reference group that is providing input. Disappointingly, however, the SACN work has not yet been incorporated into the DPLG document.

Overall, the project achieved its awareness-raising objectives, bringing the Framework to a wider audience and broadening its context. The action plan has allowed member cities to express their views and perspectives in a cohesive way, preparing them for implementation. All parties have benefited from the intergovernmental exchange between DEAT, DPLG and SACN member cities.

BALANCED SCORECARD *

1 – inadequate, 2 – needs improvement, 3 – adequate, 4 – good, 5 – excellent

INPUT	1	2	3	4	5
1. Did you have adequate internal resources to implement your project?					●
2. Did you have adequate funding for your project?					●
3. Did you have adequate technical expertise to implement your project?				●	
Total				14	

EXTERNAL	1	2	3	4	5
1. To what extent did the project impact on vertical national - provincial - municipal linkages?					●
2. To what extent did this project improve linkages (horizontal) with similar UEMP partners?					●
3. Did the project have a higher than expected impact on stakeholders?				●	
Total				14	

UEMP VISION & GOALS	1	2	3	4	5
1. To what degree did your project have a focus on poverty reduction?			●		
2. To what extent was this project relevant to the targeted beneficiaries?				●	
3. To what extent will this project be replicated sustainably in the future?				●	
Total				11	

INTERNAL	1	2	3	4	5
1. Did you have adequate support from management to implement this project?				●	
2. To what extent did the project link with other priorities of the organisation?				●	
3. Did the project have higher a than expected impact in your organisation?			●		
Total				11	

OUTPUT	1	2	3	4	5
1. To what extent did your project have tangible benefits?				●	
2. To what extent did you project fulfil its aims?				●	
3. Was this project a cost effective response to the problem addressed?					●
Total				13	

1

Capacity Building Cape Town

YOUTH ENVIRONMENTAL SCHOOLS (YES) PROGRAMME

Objectives

- To create a platform for environmental education organisations to introduce their programmes to schools
- To create a city-wide programme incorporating all line-functions and departments (and counteracting 'silo' situation)
- To facilitate working with the education department and linking with school curricula

Contact person
Lindie Buirski
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lindie.buirski@capetown.gov.za

Time frame
On-going

Funding
R350 000

Background

Environmental education is carried out by many organisations and groups, including community-based organisations, non-governmental organisations, government departments and municipal line functions. Programmes extend across social, cultural and environmental aspects, ranging from crime-stop campaigns and personal safety to nutrition, animal care, self-respect, time management, paraffin safety, museum visits, cultural outings, wetlands and water conservation. The Youth Environmental Schools (YES) Programme is aimed at providing various organisations with the opportunity to showcase their programmes to schools. This happens over a designated week during the year, after which schools will invite participants back to carry out their detailed activities. Since its inception 10 years ago, the YES programme has grown from 2 000 learners attending in 1999 to 65 000 in 2008, and from one venue to about 70 satellite venues across the City.

Process

Every year, the YES team draw up the YES weeks programme list according to the environmental calendar. The team is currently running 15 theme based weeks covering themes like: Wetlands, Air Quality, Rivers, Water, Waste, Biodiversity, Energy & Climate Change, Tourism, Arbor, Heritage, Animal, Alien Invasive Species, Marine and Birds. The Environmental Resource Management Department's YES team of environmental educators also presents theme related lessons to the learners at different schools.

In 2007 and 2008, the DANIDA allocation was used to fund two weeks per year around the theme of energy and climate change. The department coordinated with the relevant organisations to organise field trips to Koeberg Nuclear Power Station, Darling Wind Farm and Eskom Resource Centre, where youths learned about alternative energy systems, grids and electricity, energy efficient stoves and appliances, cable theft, energy-saving, etc. They were also treated to youth drama about the consequences of stealing electricity and vandalising street lights. Both high schools and primary schools participated.

DANIDA funding was also used to organise a Youth Conference on Sustainable Development to which schools are invited to give theme-based presentations. Prior to the event, learners, teachers and relevant service providers workshop the projects they will be presenting around themes such as water, waste, energy, climate change and biodiversity based on the City's Smart Living Handbook. Presentation briefs are submitted and selected schools are invited to present at semi-final events called Mini Conferences. The top six presentations were selected to go

1. YES Wetlands Week 2008, Delft Primary

YOUTH ENVIRONMENTAL SCHOOLS (YES) PROGRAMME

YES Energy+Climate Change Week 2008 at SANBI.

through to the final conference which includes a debate as part of the format. The conference provides an excellent platform for young people to participate and practise their presentation skills, and for facilitators to generate discussion around problems and solutions amongst our youth.

Outcomes and lessons

The YES programme is a well-established brand, receiving the highest priority from the City of Cape Town (Local Government) and excellent support from its partners. YES provided an effective, structured platform for the climate change and energy projects, however it is clear that schools are not very informed about these issues and it will take time and sustained effort for this to change.

The Youth Conference also highlighted a lack of knowledge about global issues, indicated by the amount of preparation required before selected schools were ready to attend the final event. Project manager Lindie Buirski says that she would prefer to see the event happen twice instead of once a year, and that the emphasis

YOUTH ENVIRONMENTAL SCHOOLS (YES) PROGRAMME

YES Energy+Climate Change Week 2008 @ Cape Heart Theatre

could rather shift from quantity to quality.

A highlight of last year's event was a presentation by two boys from Bishop's who conducted a water audit on the boarding school. For instance, they calculated how much water was consumed using existing shower heads and how much could be saved by changing the shower heads. Finding external partners to help, the team also set-up a worm-farming operation to deal with the school's organic waste. As a result of their efforts, the school now operates one kitchen instead of four, and there are massive water and energy savings for both school and City Council.

With the support from Danida, the City (in partnership with African Centre for Climate and Earth System Science (ACCESS) with support from the Finish Government) is now running the Global Change and Green Audit project.

The main aim of this pilot project is to do school audits using the Green Audit Tool kit with grade 10 learners of eight high schools in Cape Town:

- Bishops Diocesan College - Rondebosch
- Hector Peterson - Gugulethu
- Somerset College – Somerset West
- South Peninsula High – Diepriver

- St Cyprians - Vredehoek
- LEAP – Pinelands
- Springfield College - Wynberg
- Hout Bay Secondary School – Hout Bay

The audit will focus on the themes of the City of Cape Town's 'SMART LIVING' Handbook namely: waste, water, energy and biodiversity, with a special section on carbon foot printing. This will enable schools to come up with a retrofit plan for their schools.

The participating schools should have active environmental clubs or existing initiatives that can assist with the roll out of the audit to the whole school.

Of the eight selected schools four are from a disadvantaged and four from an advantaged background. It is proposed that two schools twin in the project so that one advantaged and one disadvantaged school work together. The aim of the twinning program is to match under-resourced, with well-resourced schools. Furthermore, it will give learners an opportunity to transfer skills, knowledge and peer understanding. The advantaged schools will be tasked with supporting the disadvantaged schools with their audit and with the development of materials and presentations as a result of the audit (and as part of the project).

The project also aims to be curriculum linked and not to be just an "add on". It is aimed at Grade 10 learners which reflect the outcomes and assessment standards mostly associated with the Physical and Natural Science learning areas in the FET band.

BALANCED SCORECARD *

1 – inadequate, 2 – needs improvement, 3 – adequate, 4 – good, 5 – excellent

INPUT	1	2	3	4	5
1. Did you have adequate internal resources to implement your project?			●		
2. Did you have adequate funding for your project?			●		
3. Did you have adequate technical expertise to implement your project?				●	
Total			10		

EXTERNAL	1	2	3	4	5
1. To what extent did the project impact on vertical national - provincial - municipal linkages?		●			
2. To what extent did this project improve linkages (horizontal) with similar UEMP partners?	●				
3. Did the project have a higher than expected impact on stakeholders?				●	
Total			7		

UEMP VISION & GOALS	1	2	3	4	5
1. To what degree did your project have a focus on poverty reduction?		●			
2. To what extent was this project relevant to the targeted beneficiaries?					●
3. To what extent will this project be replicated sustainably in the future?					●
Total			12		

INTERNAL	1	2	3	4	5
1. Did you have adequate support from management to implement this project?					●
2. To what extent did the project link with other priorities of the organisation?					●
3. Did the project have higher a than expected impact in your organisation?				●	
Total			14		

OUTPUT	1	2	3	4	5
1. To what extent did your project have tangible benefits?			●		
2. To what extent did you project fulfil its aims?				●	
3. Was this project a cost effective response to the problem addressed?			●		
Total			10		

Capacity Building Cape Town

ENVIRONMENTAL EDUCATORS NETWORK

Objective

- To support teachers to become environmentally aware and knowledgable around environmental eduaction.

Contact person
Lindie Buirski
021 487 2134
lindie.buirski@capetown.gov.za

Timeframe
One year

Funding
R300 000

Background

The Environmental Educator's Network is a web-based resource providing background information, posters, lesson-plans, course-work, media-based materials for the classroom, as well as CDs and books aimed at helping teachers to educate themselves. Almost 350 teachers are registered with the network and they receive regular invites to events like conferences and training courses.

Process

In 2007, the Network organisers commissioned a training module specifically aimed at helping teachers incorporate environmental ethics and education into their daily lessons and the classroom in general. The University of Stellenbosch developed a two week training session and presented it twice during the year, to a total of 100 invited teachers.

The course covered evironmental policy, sustainable development and outcomes-based education, with fieldtrips to environmental centres, landfills, wastewater treatment plants and recycling centres. As part of the training, participants chose a topic, developed a lesson plan around it, and presented to their colleagues. Service providers were also invited to talk to educators about relevent themes.

The customised and accredited course successfully upskilled the teachers and provided them with useful tools to incorporate the environment into their lessons and daily teaching. About 15 educators (who were not teachers) attended the course and these included staff from the city's Resource Management Department. Their inclusion met with some resistance from the teachers and it is clear that a distinction between teachers and educators needs to be drawn. The intention is to run the course in subsequent years, but to add a third intake for educators from nature reserves and environmental education centres.

Outcomes and lessons

According to project manager Lindie Buirski, "if you can reach one teacher, you can reach many learners" and this is the most valuable aspect of the Network and the course. The training initiative has helped to educate teachers about the environment and many participants say that it has changed their lives completely. Feedback has been very positive, with one teacher remarking that she will never look at a piece of paper in the same way again!

BALANCED SCORECARD *

1 – inadequate, 2 – needs improvement, 3 – adequate, 4 – good, 5 – excellent

INPUT	1	2	3	4	5
1. Did you have adequate internal resources to implement your project?				●	
2. Did you have adequate funding for your project?				●	
3. Did you have adequate technical expertise to implement your project?					●
Total				13	

EXTERNAL	1	2	3	4	5
1. To what extent did the project impact on vertical national - provincial - municipal linkages?			●		
2. To what extent did this project improve linkages (horizontal) with similar UEMP partners?	●				
3. Did the project have a higher than expected impact on stakeholders?				●	
Total			8		

UEMP VISION & GOALS	1	2	3	4	5
1. To what degree did your project have a focus on poverty reduction?		●			
2. To what extent was this project relevant to the targeted beneficiaries?					●
3. To what extent will this project be replicated sustainably in the future?					●
Total			12		

INTERNAL	1	2	3	4	5
1. Did you have adequate support from management to implement this project?				●	
2. To what extent did the project link with other priorities of the organisation?				●	
3. Did the project have higher a than expected impact in your organisation?		●			
Total			8		

OUTPUT	1	2	3	4	5
1. To what extent did your project have tangible benefits?					●
2. To what extent did you project fulfil its aims?					●
3. Was this project a cost effective response to the problem addressed?				●	
Total				14	

Capacity Building Delta Environmental Centre

ALIGNING ENVIRONMENTAL EDUCATION WITH SCHOOL CURRICULA

Objective

- To build the relationship between schools and local government using the platform of environmental education, sustainable living and healthy lifestyles.

Contact person
Di Beeton
011 888 4831
di@deltaenviro.org.za

Time frame
2 years

Funding
R2 500 760

Background

Local government often interacts with schools on an ad hoc basis but without a larger, sustainable context. For example, art competitions and 'environment day' activities are not integrated or matched with school activities. Distribution of promotional cap and t-shirts occurs without a proper learning agenda and, in one case, young trees were given to schools without consideration that roaming goats would quickly graze them. To help avoid these once-off, add-on and knee-jerk interventions, Delta was contracted to undertake teacher training in environmental management issues and sustainability, simultaneously drawing local government and schools closer. The aim is to ensure educationally-sound and non-disruptive interventions.

Process

Delta engaged with the district offices of education departments in Ekhuruleni, Tswane and Secunda to identify two target schools within each of the metropolitan areas. A set of basic criteria was used to select schools in consultation with officials, although not all criteria were applied to each area. Three non-negotiable conditions were:

- Commit to making ALL staff (including principals) available for the training workshops, to maximise sustainability and buy-in.
- Commit to integrating practical projects into the curriculum.
- Be prepared to use the national curriculum framework statement in a non-textbook based manner, i.e. conduct learning outside of the classroom. This aligns with education department strategy.

The project staff also gathered letters of commitment from the municipal directors of environment to help support the initiative.

Workshop sessions included staff from all existing structures and were modified to satisfy the needs of the three groups, with training tailored to address different knowledge gaps. Monthly sessions were scheduled for teachers, municipal staff and the two groups combined, totalling 16 sessions over two years.
Teachers received training to undertake environmental audits of their schools and

create their own audit templates. One or two projects were prioritised for action and aligned with teaching curricula.

Municipalities reviewed their existing activities and compiled criteria for appraising programmes, before identifying their training needs. Most officials had limited understanding of the curriculum so training focused on this need. They also received instruction on working with groups, facilitating workshops and writing fund-raising proposals.

Workshops with both teachers and municipal staff were focused around understanding school constraints, joint problem-solving and building contacts between schools and government departments. It was important for municipal staff to appreciate that teachers have a pre-determined schedule for the year and that environmental campaigns need to be aligned with the teaching curriculum. Meaningful campaigns require forward-planning and co-ordination with teachers. To help achieve this, municipal staff were empowered with the knowledge of how schools function.

An independent evaluator carried out the monitoring and evaluation function, tracking the Tswane group, attending sessions and providing feedback in the advisory group meetings

Problems

Different municipalities have different structures, which complicated co-ordination efforts. Project staff worked with Ekhuruleni's single environmental education department but needed to work with both the environmental management and health departments of Tswane. In Tswane, the two departments had not co-ordinated with each other in the past, with each handling separate but related functions. In Secunda, environmental management is located in the horticulture department and, here, project staff needed to work with the provincial departments of agriculture and land affairs, the local and provincial education departments, as well as Sasol.

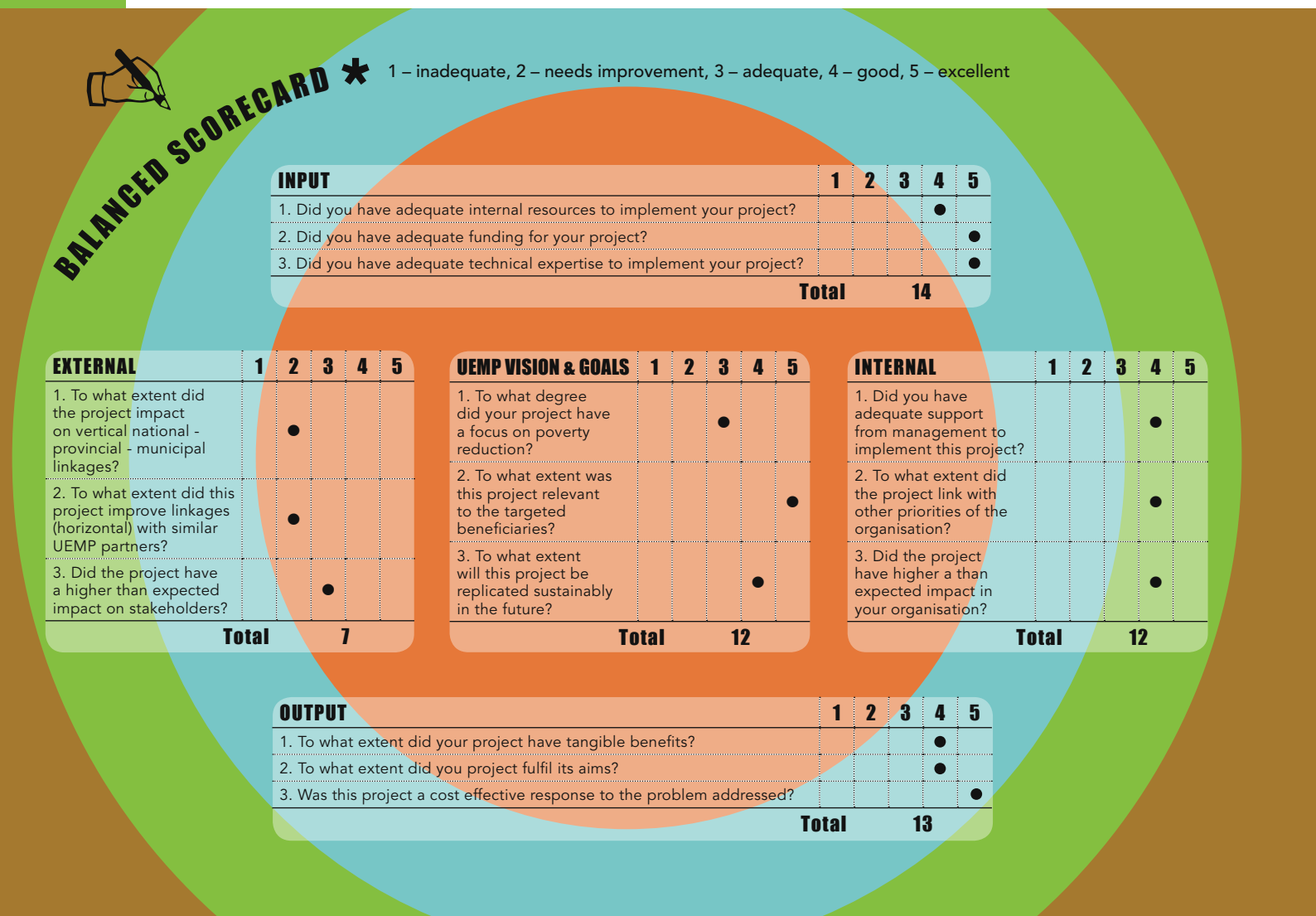
A teachers' strike lasting three months delayed project efforts, as did staff changes and slow replacement processes in both schools and municipalities. There were also unavoidable clashes in schedules, making it difficult to co-ordinate workshops and get people together. The Secunda group experienced the least interruptions in progress, having more role players and stronger reasons to cohere.

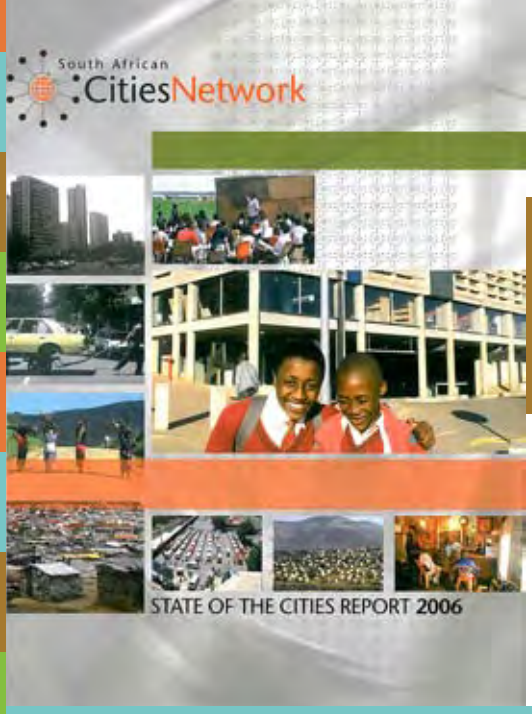
Successes

A major success is the growth in confidence of municipal staff, who are now actively involved in developing training programmes, instead of following predetermined plans. Teachers and officials developed training together, empowered both groups. Municipal departments also benefited from unprecedented opportunities to work together.

Teachers learned a great deal about the practical implementation of curricula and how to enable lessons to 'come alive' outside of the textbook and complement their formal, theoretical training.

Relationships between the groups were successfully established and interactions broadened, with municipal departments benefiting from unprecedented opportunities to work together. Schools will benefit from on-going engagement with a wider group of stakeholders.





Capacity Building South African Cities Network

SUSTAINABLE CITIES KNOWLEDGE GENERATION

Objectives

- To promote learning in the fields of urban development and urban management amongst the largest cities in SA.
- To create a body of knowledge related to urban environmental management, with an emphasis on poverty alleviation and to ensure that this knowledge is disseminated amongst the UEMP partner organisations and other local governments.

Contact person
Sharon Lewis
011 407 6471
sharon@sacities.net

Time frame
3 years and on-going

Funding
R250 000

Background

The sustainable cities knowledge generation project encompasses two main bodies of information: on-going State of the Cities reporting and the assembly of topical and relevant knowledge and news into an annual publication and regular briefing notes.

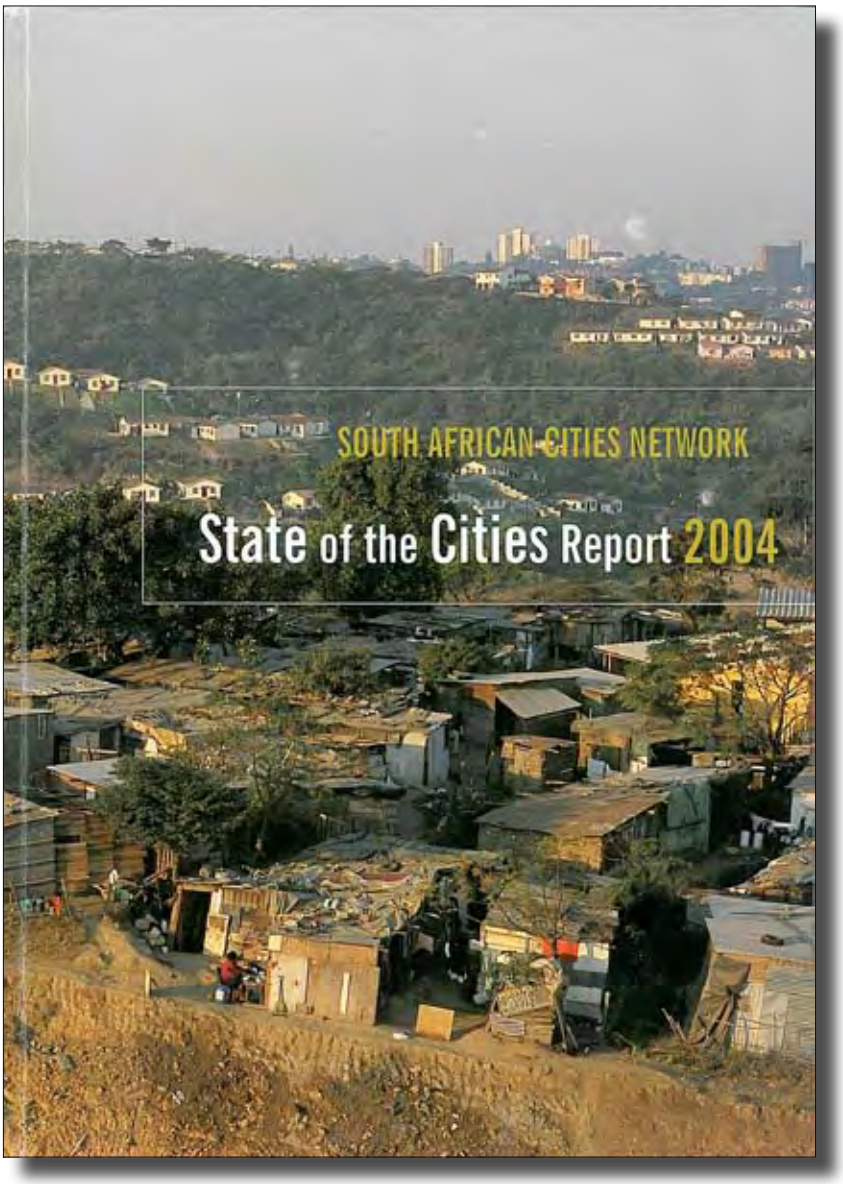
State of the Cities reporting is considered a key piece of knowledge generation as it provides comprehensive and detailed analysis of urban development performance in South Africa's major urban settlements. An almanac of indicators has been developed and refined through the first two editions of the State of the Cities Report (published in 2004 and 2006). More recently, two consulting projects have been undertaken to review and reefing the sustainable city indicators. South African Cities Network (SACN) has built up a solid track record of data analysis, creating a prized knowledge resource in the context of sustainability and urban development.

Strategically important themes are selected from the State of the Cities reporting and explored in more detail for publication in the annual Sustainable Cities reports. Two reports have been published through the UEMP (in 2007 and 2008). Research themes have included climate change (2007), urban biodiversity and conservation and renewable energy (2008). The primary audience for these reports includes municipal officials and provincial partners of the SACN member cities, as well as national departments and UEM programme partners.

Rationale

State of the Cities reporting is promoted internationally by Cities Alliance and the UN Centre for Human Settlements (UN-Habitat). Although not yet widely implemented, State of the Cities reporting is considered to be a leading practice in monitoring the performance of local governments. SoCRs also measure the relative effectiveness of urban settlements to achieve objectives such as economic growth, poverty alleviation, equitable access to services and amenities, and the sustainable and efficient use of natural resources. Local SoCRs provide the input for an international State of the Cities report published by UN-Habitat every two years which includes high-level comparisons of world cities.

In South Africa, Sate of the Cities reporting enables member cities to compare their performance with one another; supports informed decision-making; and strengthens the case for a national policy focus on urban development. Since 2004, SACN's State of the Cities reporting has developed a significant profile and reputation for high quality analysis. This critical analysis of SACN's nine mem-



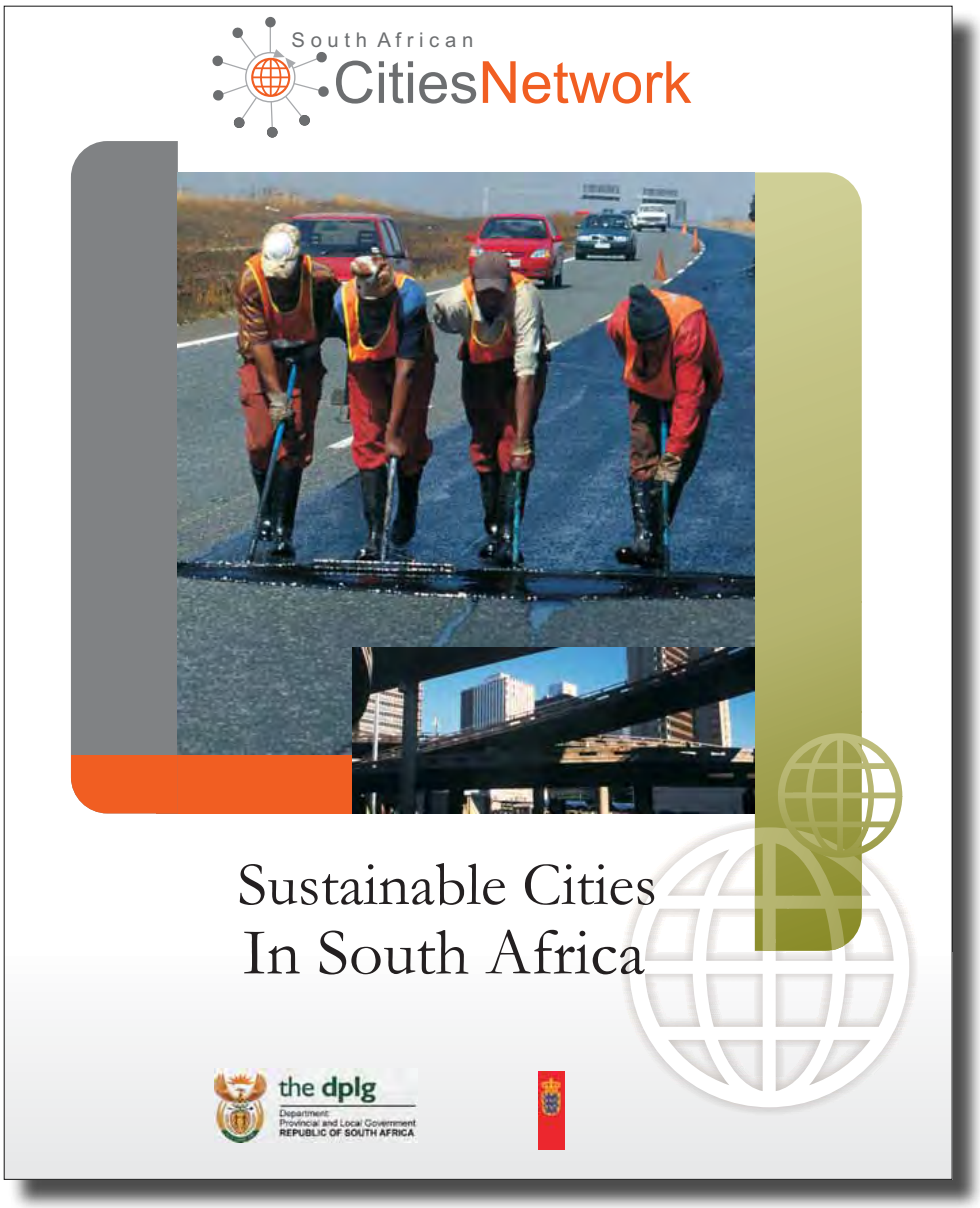
ber cities reflects both positive and negative findings in a constructive way.

The rationale behind the Sustainable Cities annual is to provide complementary 'softer' knowledge that is more readable and opinion-based in comparison with the hard-nosed data of the SoCR. Case studies, papers and articles are structured around themes and presented in a magazine format.

Challenges

According to project staff, SACN's member cities have a healthy sense of ownership of State of the Cities reporting. This is important, as the practice depends on their participation and supply of good quality data. Data availability and credibility remains a concern, but consistent efforts are made to improve data collection, including the creation of an Indicators Reference Group to ensure that indicators are defined and applied consistently.

A major challenge is to cover everything in enough detail without losing coherence. For the second State of the Cities report, the work of 32 writers and analysts was compiled by an editor into one report. As a result, the report covers a wide range of content but can feel fragmented in places, and many topics are covered only superficially. The solution is to focus on key indicators, however political and policy changes can result in focus being pulled in many directions. The sustainability theme was particularly challenging, with much initial



confusion on the definition of sustainable urban development. Sustainability can be defined in broad developmental terms, or in narrow sense to include only the 'green' environmental issues. Sustainability has become more clearly and rationally defined in the context of the SACN's analytical framework to include both environmental and urban services.. SACN recently commissioned The Green House to complete a review of the sustainability indicators used in the SoCR and make recommendations on relevance and definitions. A team consisting of Yvonne Hansen, Brett Cohen and Philippa Notten, Chemical Engineers, with their PhD degrees conducted in the broad area of environmental management and sustainability, has developed a clear set of analysis indicators ready for the 3rd edition of the SoCR, to be published in 2010.

The annual publications pose fewer challenges. With a wealth of material available, project staff can be selective about content. One disappointment has been a lack of effort by UEMP partners to contribute their lessons learned, and the missed the opportunity to share this information with a wider audience. Achieving value-for-money can be an issue, as printing costs are substantial, but the combination of 500 hard copies and a free electronic download is considered optimal for the time-being

Impacts and outcomes

The State of the Cities report receives very positive feedback and is extensively quoted in media, reports and academic papers. Some 2000 copies of the 2006 edition have been distributed to stakeholders and 3000 electronic copies downloaded from the SACN website. The report provides a valuable understanding of urban development in South Africa and plays a role in informing policy. The national Department of Provincial and Local Government has quoted the SoCR in policy processes such as the National Urban Development Framework and the provincial and local government policy reviews. The Demarcation Board has recommended that the three secondary cities that are members of the SACN should be reclassified as metropolitan municipalities based on analysis in the SoCR, which is further evidence of its influence. The SoCR feeds into the global work of UN-Habitat, the World Bank Institute and the Cities Alliance and this is disseminated internationally.

A short version of the Sustainable Cities elements of the SoCR was also published in pamphlet format to reach a more targeted audience. 500 copies of this pamphlet were distributed during 2007/08.

State of the Cities reporting has become a recognised knowledge generation franchise providing, regular, on-going and reliable information.

Sustainable Cities annuals have been published in 2007 and 2008, with another due in 2009. Themes are informed by the UEMP partners and SACN focus areas or learning events, and have included: climate change, renewable energy and urban biodiversity. All editions are branded under a UEMP Sustainable Cities banner, and 500 copies of each of the first two publications have been distributed. The benefit of this formula is that the reports enjoy an extended shelf life, with information and lessons remaining relevant for longer. General feedback has been very positive and the reports have developed a healthy profile among a wide audience.

BALANCED SCORECARD *

1 – inadequate, 2 – needs improvement, 3 – adequate, 4 – good, 5 – excellent

INPUT	1	2	3	4	5
1. Did you have adequate internal resources to implement your project?				●	
2. Did you have adequate funding for your project?				●	
3. Did you have adequate technical expertise to implement your project?					●
Total			13		

EXTERNAL	1	2	3	4	5
1. To what extent did the project impact on vertical national - provincial - municipal linkages?				●	
2. To what extent did this project improve linkages (horizontal) with similar UEMP partners?			●		
3. Did the project have a higher than expected impact on stakeholders?				●	
Total			11		

UEMP VISION & GOALS	1	2	3	4	5
1. To what degree did your project have a focus on poverty reduction?		●			
2. To what extent was this project relevant to the targeted beneficiaries?					●
3. To what extent will this project be replicated sustainably in the future?					●
Total			12		

INTERNAL	1	2	3	4	5
1. Did you have adequate support from management to implement this project?				●	
2. To what extent did the project link with other priorities of the organisation?					●
3. Did the project have higher a than expected impact in your organisation?				●	
Total			13		

OUTPUT	1	2	3	4	5
1. To what extent did your project have tangible benefits?			●		
2. To what extent did you project fulfil its aims?				●	
3. Was this project a cost effective response to the problem addressed?				●	
Total			11		