



The Centre for Development Support (CDS) is a progressive research and development unit within the Faculty of Economic and Management Sciences at the University of the Free State (UFS) with the broad aim of promoting sustainable human development in the broader South African society. In addition to this, the CDS also presents a two-year multi-disciplinary Master's Programme in Development Studies (MDS) with lecturers from sixteen departments at the UFS, using resource-based learning. This degree is designed for people who are currently working in a development-related context, or who intend to do so.

### Vision

To be a leading research, training, and knowledge centre promoting sustainable human development

### Mission

Promoting sustainable development through:

- Conducting applied and policy-orientated research to inform, steer, and facilitate development initiatives, development programmes, and academic excellence
- Building capacity through training and development programmes
- Being a knowledge centre focused on four niche areas, namely
  - poverty and social development,
  - human settlements/housing
  - local economic development/enterprise development,
  - and rendering a consultative service on socio-economic development issues and initiatives to clients in the private and public sector, as well as the NGOs and CBOs
- Being part of a broad network of national and international development expertise.
- The CDS strives to achieve this mission with passion, a spirit of entrepreneurship, and through partnerships
- socio-economic characteristics of arid areas

### Books and edited books

Chamberlain, L., Buckler, A. and Mkwanzani, F., 2021. Building a case for inclusive ways of knowing through a case study of a cross-cultural research project of out-of-school girls' aspirations in Zimbabwe: Practitioners' perspectives. In *Thinking critically and ethically about research for education* (pp. 27-39). Routledge.

### Book chapters

Chikozho, J., Muntanga, W., Marovah, T. and Mkwanzani, F., 2021. Collaboration in research: Insights from a participatory art project in Zimbabwe. In *Post-Conflict Participatory Arts* (pp.137-152). Routledge.

Chikozho, J., Muntanga, W., Marovah, T. and Mkwanzani, F., 2021. Collaboration in research: Insights from a participatory art project in Zimbabwe. In *Post-Conflict Participatory Arts* (pp. 137-152). Routledge.

Cin, F.M. and Mkwanzani, F., 2021. Participatory arts for social and epistemic justice. In *Post-Conflict Participatory Arts* (pp. 15-29). Routledge.

Cin, F.M., Doğan, N., Süleymanoğlu-Kürüm, R. and Cin, M.M., 2021. Capturing epistemic responsibility and resistance: Challenging intercommunal conflict through photovoice. In *Post-Conflict Participatory Arts* (pp. 117-134). Routledge.

DeJaeghere, J. and Walker, M., 2021. The capabilities approach in comparative and international education: A justice-enhancing framework. *The Bloomsbury handbook of theory in comparative and international education*.

Marais, L., 2021. Bloemfontein: Three Decades of Urban Change. In *South African Urban Change Three Decades After Apartheid: Homes Still Apart?* (pp. 117-127). Cham: Springer International Publishing.

Marais, L., Campbell, M., Denoon-Stevens, S. and van Rooyen, D., *Rustenburg: The Challenges Of A Normalised Mining Town*. South African Platinum Belt, p.1.

Marais, L., Ntema, J., Cloete, J. and Lenka, M., *Mine Housing, Assets And Informality In Rustenburg: Implications Of Mine Closure*. South African Platinum Belt, p.141.

Marais, L., Rani, K. and Lenka, M., 2021. Considerations for Implementing MISC as Part of Asset-Based Community Development. In *Growing Up Resilient* (pp. 197-208). Routledge.

Marovah, T. and Ndofirepi, A.P., 2021. Capital and Capability: Assessing Recruitment Practices in Zimbabwean Teachers' Colleges. In *Mediating Learning in Higher Education in Africa* (pp. 193-212). Brill.

Marovah, T., 2020. Using the capability approach to assess the value of Ubuntu: Comprehensive citizenship in Zimbabwean higher education. In *Teaching and Learning for Comprehensive Citizenship* (pp. 95-113). Routledge.

Martínez Vargas, C., 2021. Educación universitaria en valores desde el enfoque de capacidades: una mirada teórica y metodológica incompleta. *Educación universitaria en valores desde el enfoque de capacidades: una mirada teórica y metodológica incompleta*, pp.29-37.

Mathebula, M. and Martínez-Vargas, C., 2021. Broadening the normative and evaluative space for assessing the impact of photo diary research in higher education: A capabilities approach. In *Exploring Diary Methods in Higher Education Research* (pp. 58-70). Routledge.

- Mathebula, M. and Masutha, M., 2021. Supporting pathways into higher education for low-income youth: Lessons from a youth-led non-profit organisation. *Youth In South Africa:(in) visibility and national development*, p.233.
- Mkwananzi, F. and Cin, F.M., 2021. Conclusion: Where to next? The potentials and liminality of participatory arts in conflict. In *Post-Conflict Participatory Arts* (pp. 227-238). Routledge.
- Mkwananzi, F. and Cin, F.M., 2021. Introduction: Participatory arts in building socially just societies in the Global South. In *Post-Conflict Participatory Arts* (pp. 1-14). Routledge.
- Ntema, J., Anderson, I. and Marais, L., 2021. Housing and Possible Health Implications in Upgraded Informal Settlements: Evidence from Mangaung Township, South Africa. *Housing and SDGs in Urban Africa*, pp.71-85.
- Sharp, C. and Marais, L., 2021. The Mediation Intervention for Sensitizing Caregivers: A Pathway to Resilience. In *Growing Up Resilient* (pp.1-12). Routledge.
- Sharp, C., Allman, M., Cloete, J. and Marais, L., 2021. The Mediation Intervention for Sensitizing Caregivers for Community-Based Organizations to Address the Needs of Orphans and Vulnerable Children (OVC) in South Africa. In *Growing Up Resilient* (pp. 102-121). Routledge.
- Turok, I., Scheba, A. and Visagie, J., 2021. Questioning urban pessimism: A decade of HSRC research on cities.
- Turok, I., Visagie, J. and Scheba, A., 2021. Social inequality and spatial segregation in Cape Town. *Urban Socio-Economic Segregation and Income Inequality: A Global Perspective*, pp.71-90.
- Van Rooyen, D. and Ellis, W.F. 2021. Partnerships that flourish or fail: A case study of social entrepreneurship in the Eastern Free State, South Africa. In *We cannot continue like this: Facing modernity in Africa and Europe* (pp.92-118). Aosis Books.
- Van Rooyen, D. and Venter, K., 2021. Facilitating Local Social Innovation by Appreciating Glocal Community–Higher Education Partnerships. *Challenging the Apartheids of Knowledge in Higher Education through Social Innovation*, p.317.
- Venta, A., Brabeck, K., Cardoso, J.B., Bjugstad, A., Ortiz, J.H., Prospero, N. and Sharp, C., 2021. MISC Applied to Families Reunited After Migration-Related Separation. In *Growing Up Resilient* (pp. 167-180). Routledge.
- Wall, K., Kerr, S. and Sharp, C., 2021. Caregivers With Borderline Personality Disorder: The Promise of MISC. In *Growing Up Resilient* (pp. 136-152). Routledge.
- Westoby, P., 2020. A radical tradition of community development responses to right-wing populism. In *The Challenge of Right-wing Nationalist Populism for Social Work* (pp. 42-54). Routledge.
- satisfaction indicators and the drivers: From student perspectives to policy re-awakening in governance. *Journal of Human Behavior in the Social Environment*, 31(7), pp.889-915.
- Gbadegesin, J.T., Ojekalu, S., Gbadegesin, T.F. and Komolafe, M.O., 2021. Sustaining community infrastructure through community-based governance (the social practice of collective design policy). *Smart and Sustainable Built Environment*, 10(4), pp.711-739.
- Lathouras, A., Westoby, P. and Shevellar, L., 2021. Reimagining and radicalizing community development practice in south-east Queensland through popular education action research. *Community Development Journal*, 56(2), pp.283-299.
- Manase, N., 2021. Disguised blessings amid Covid-19: Opportunities and challenges for South African university students with learning disabilities. *Journal of Student Affairs in Africa*, 9(1), pp.107-118.
- Marais, L. and de Lange, A., 2021. Anticipating and planning for mine closure in South Africa. *Futures*, 125, p.102669.
- Marais, L. and Lenka, M., 2021. Urban housing for rural peasants: Farmworker housing in South Africa. *Development Southern Africa*, 38(3), pp.391-403.
- Marais, L. and Twala, C., 2021. Bloemfontein: The rise and fall of South Africa's judicial capital. *African Geographical Review*, 40(1), pp.49-62.
- Marais, L., Nel, V., Rani, K., Van Rooyen, D., Sesele, K., Van der Watt, P. and Du Plessis, L., 2021. Economic transitions in South Africa's secondary cities: Governing mine closures. *Politics and Governance*, 9(2), pp.381-392.
- Marais, L., Owen, J.R., Kotzè, T., Nel, P., Cloete, J. and Lenka, M., 2021. Determinants of place attachment among mineworkers: Evidence from South Africa. *The Extractive Industries and Society*, 8(3), p.100943.
- Marais, L., Toefy, Y., Thompsen, S., Diwan, V., Skinner, D., Mofolo, N., Lenka, M. and Cloete, J., 2021. Targeting for male medical circumcision: profiles from two South African cities. *AIDS care*, 33(4), pp.448-452.
- Mkwananzi, W.F., Cin, F.M. and Marovah, T., 2021. Participatory art for navigating political capabilities and aspirations among rural youth in Zimbabwe. *Third World Quarterly*, 42(12), pp.2863-2882.
- Mtawa, N., Fongwa, S. and Wilson-Strydom, M., 2021. Enhancing graduate employability attributes and capabilities formation: a service-learning approach. *Teaching in Higher Education*, 26(5), pp.679-695.
- Mtawa, N.N. and Wangenge-Ouma, G., 2021. Questioning private good driven university-community engagement: A Tanzanian case study. *Higher Education*, pp.1-15.
- Mukwambo, P., 2021. Human development and perceptions of secondary education in rural Africa: a Zimbabwean case study. *Compare: A Journal of Comparative and International Education*, 51(6), pp.806-823.
- Ndaguba, E.A. and Hlotywa, A., 2021. Public health expenditure and economic development: The case of South Africa between 1996 and 2016. *Cogent Economics & Finance*, 9(1), p.1905932.
- Ndaguba, E.A., 2021. Economic impediment of COVID-19 lockdown on Airbnb performance in Cape Town neighbourhood. *Academy of Strategic Management Journal*, 20(1), pp.1-16.
- Nkhoma, A., 2021. Youth Aspirations and Experiences: A Case Study of Alternative Higher Education Programmes in Malawi. *Journal of Comparative & International Higher Education*, 13(5S).
- Owen, J.R., Kemp, D. and Marais, L., 2021. The cost of mining benefits: Localising the resource curse hypothesis. *Resources Policy*, 74, p.102289.
- Scheba, A., Turok, I. and Visagie, J., 2021. Inequality and urban density: Socio-economic drivers of uneven densification in Cape Town. *Environment and Urbanization ASIA*, 12(1\_suppl), pp.S107-S126.

## Journal articles

- Arku, G. and Marais, L., 2021. Global south urbanisms and urban sustainability—challenges and the way forward. *Frontiers in Sustainable Cities*, 3, p.692799.
- Cloete, J. and Marais, L., 2021. Mine housing in the South African coalfields: The unforeseen consequences of post-apartheid policy. *Housing Studies*, 36(9), pp.1388-1406.
- Gbadegesin, J., Marais, L., Denoon-Stevens, S., Cloete, J., Venter, A., Rani, K., Lenka, M., Campbell, M. and Koetaan, Q., 2021. Studentification and governance in South Africa: Dependencies and conflicts. *Land Use Policy*, 109, p.105639.
- Gbadegesin, J.T., Komolafe, M.O., Gbadegesin, T.F. and Omotoso, K.O., 2021. Off-campus student housing

- Sesele, K., Marais, L. and van Rooyen, D., 2021. Women and mine closure: A case study of policy in South Africa. Resources Policy, 72, p.102059.
- Sesele, K., Marais, L., van Rooyen, D. and Cloete, J., 2021. Mine decline and women: Reflections from the Free State Goldfields. The Extractive Industries and Society, 8(1), pp.211-219.
- Turok, I., Seeliger, L. and Visagie, J., 2021. Restoring the core? Central city decline and transformation in the South. Progress in Planning, 144, p.100434.
- van der Watt, P. and Marais, L., 2021. Implementing social and labour plans in South Africa: Reflections on collaborative planning in the mining industry. Resources Policy, 71, p.101984.

## Doctoral studies

- Bertha Aliko Kibona: Higher Education and Human Development: Students' and Graduates' perspectives from two Tanzanian universities. Supervisor: Prof Melanie Walker; Co-supervisor: Dr P Mukwambo.
- Ndakaitei Manase: Narratives of capability formation for students with learning disabilities at a South African university. Supervisor: Dr P Del Monte; Co-supervisor: Dr P Mukwambo and Prof Melanie Walker.
- Martino Kamwano Mazinga: The role of public universities in fostering graduates' capabilities for rural development in Malawi. Supervisor: Dr M Höppener; Co-supervisor: Dr NN Mtawa and Prof Melanie Walker.
- Monique Eleanor Kwachou Tangah: Cameroonian women's empowerment through Higher Education: an African-feminist and capability approach analysis. Supervisor: Prof Melanie Walker; Co-supervisor: Dr Carmen Martinez-Vargas.
- Ernest Peresu: Community-based mdr-tb management: task-shifting to community treatment supporters in Eswatini. Supervisor: Prof JC Heunis; Co-supervisor: Prof D De Graeve and Dr Gladys Kigozi.
- Fenella Alison Somerville: Capabilities for media graduate employability: The case of private Higher Education. Supervisor: Prof Melanie Walker; Co-supervisor: Dr Faith Mkwanzani.

## Master's studies (mini-dissertation)

Bernard Mabele  
 Bonakele Phuzi  
 Christopher Ndlovu  
 Emily Kaukumangera  
 France Shimafo  
 Gift Gondwe  
 Jonas Chipa  
 Julia Kakwambi  
 Kenneth Chatiandara  
 Lieketseng Taole-Kolisang  
 Linda Ndoko  
 Mailetse Masemola  
 Mary Masiloane  
 Mbulelo Qumntu  
 Memory Mwale  
 Molikeng Lebofa  
 Mosebatho Sekhesa  
 Thandekile Janet Ntetha  
 Tsholofelo Shounyane

## International collaborative projects

- Impact of renewable energy on Uppington with Cranfield University, UK  
 Common Good First, Glasgow University

- Supporting Youth in Social Entrepreneurship, Glasgow University  
 Miratho project: Inclusive higher education learning outcomes for rural youth: developing a multi-dimensional capabilities-based higher education Index, ESRC  
 Mobility exchanges of staff and students, Valencia University of Technology  
 African Higher Education in a COVID-19 and post COVID-19 world  
 Youth agency, civic engagement, and sustainable development: Ideas for Southern Africa.  
 In preparation of ARUA Collaborative PhD Programs in the Natural Sciences and the Humanities and Social Science Disciplines  
 Iballi: Storying new discourses of educational inclusion/exclusion in the UK, Nigeria, and South Africa.  
 Transforming Education for Sustainable Futures (TESF) network, funded by the Global Challenges Research Fund through the Economic and Social Research Council Network Plus scheme

## Contract research projects

- Impact of a wind farm on a local community, Funded by the DG Murray Trust  
 State of the Cities Report, SACN  
 Impact of Lesotho migrants on social services in the Free State, Free State Department of Social Development  
 Enhancing University Community Engagement at Sol Plaatje University: Matching Institutional Outlook

## Other research projects

- Life after varsity: Rural youth narratives on their post-university trajectories, NRF  
 Enhancing University Community Engagement at Sol Plaatje University: Matching Institutional Outlook, NRF  
 Technological and epidemiological changes: Opportunities for New frontiers of Engaged Scholarship  
 Student housing and studentification in Bloemfontein  
 Endurance of spatial inequality in the Mangaung

## SARChi chairs

- Ivan Turok – City-Region Economies  
 Melanie Walker – Higher Education and Human Development

## Staff

Angelo Arendse  
 Firdevs Cin  
 Jan Cloete  
 YKJ Jiba  
 Molefi Lenka  
 Nomvula Makhubu  
 Lochner Marais (Acting Director)  
 Mikateko Mathebula  
 Monica McLean  
 Faith Mkwanzani  
 Elelwani Mmbadi  
 Mohlopheli Mngomezulu  
 Tendayi Morovah  
 Patience Mukwambo  
 Andreas Scheba  
 Kolisa Rani  
 Lucretia Smith  
 Sophia Van Der Watt

Deidré Van Rooyen  
Anita Venter  
Melanie Walker  
Peter Westoby  
Holle Wlokas

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Fenella Somerville  
Frances Gbadegesin  
Job Gbadegesin  
Ntimi Mtawa  
Phia van der Watt

## **Associates and visiting professors**

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