

COMMUNITY ENGAGEMENT *Report*

2014

RETHINK.REINVENT

VISION

An international university of choice, anchored in Africa, dynamically shaping the future.

Mission

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

VALUES

IMAGINATION

- Shaping the future
- Thinking independently
- Developing a cosmopolitan identity
- Exhibiting ambition and drive
- Adopting entrepreneurial approaches

CONVERSATION

- Learning together from our diversity
- Making wise decisions collectively
- Engaging meaningfully with one another
- Displaying mutual respect
- Leading consultatively

REGENERATION

- Developing sustainably through creative contribution
- Introspecting for renewal
- Innovating for the common good
- Making positive change
- Taking advantage of overlooked opportunities

ETHICAL FOUNDATION

- Treasuring academic freedom
- Seeking balance in the pursuit of knowledge
- Facing challenges with courage and earning trust
- Acting responsibly by being fair, consistent and transparent
- Participating in and helping the community (ubuntu)*

ubuntu*

Twitter: @go2uj



Website: www.uj.ac.za



YouTube: YouTube/UniversityOfJohannesburgStrategicCommunication



Facebook: Facebook/UniversityOfJohannesburg



Instagram: Instagram/go2uj



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FROM THE MANAGER'S DESK



**An engaged, socially responsive
University focused on addressing
community-development needs.**

The University of Johannesburg (UJ) is still in the early stages of establishing Community Engagement (CE) as a third pillar, but has made significant strides in developing partnerships with various external stakeholders and positively impacting communities. Some faculties have exceeded their commitment and involvement in CE projects. Resources, time and buy-in to CE must be reviewed and strengthened in order for UJ to reach its set targets towards making the unit an integral part of higher education and as an equal third pillar.

Community Engagement is commonly known as the active interaction between the University and its communities. It encompasses initiatives and processes that employ the knowledge, capital and resources, as a higher education institution, in the creation and enduring continuance of partnerships between the institution, its communities and stakeholders that address the development needs of such interest groups.

UJ's commitment to community engagement is embedded in its mission to 'serve humanity'. The four key values that UJ highlights are imagination, conversation, regeneration and ethical foundation. Under the ethical foundation of participating in and helping the community (Ubuntu) is the direct emphasis on community engagement. As such, the University acknowledges its obligation to utilise its learning and teaching, research and community engagement capacities to make a significant contribution to the social, economic and educational development of Johannesburg, the Gauteng province, as well as that of the wider society.

Community Engagement, in the form of service learning and community-based research, is a core academic function of the University. As such, the University's teaching, learning and research competence is utilised to build mutually beneficial relationships with various communities in the areas of discipline strength and community needs.

The goal is needs-based service to the community. As well as student and staff experimental learning; the enhancement of existing knowledge; the creation of new knowledge; and the sharing of such knowledge.

Community Engagement is regarded as the driver or the conduit for making positive changes in the lives of our students and the communities. This perspective guides our Volunteers Programme and the focus is on achieving suitable, relevant graduate attributes in the context of lifelong learning. These attributes include work readiness, accountability, responsibility, critical thinking, problem-solving skills, empathy, diligence, leadership skills and being a well-rounded individual and responsible citizen.



MS ERNESTINE MEYER-ADAMS
CE MANAGER

The graduates produced will add value by making important contributions to the quality of life of our country's citizens, while enhancing their learning and skills development. This is a win-win situation as volunteers are being shaped into the true leaders of the future through their efforts in building communities, which promises a better tomorrow.

As an engaged University, one of UJ's strategic goals is to "add value to external constituencies through strategic initiatives and partnerships" by engaging in mutually beneficial community partnerships. Community Engagement is one of the key pillars embraced by UJ for 2025, as part of the broader principle objective of an engaged University. UJ's vision for 2025 aims to contribute to the developmental challenges in our region and country by producing "quality social economic innovations".



Service Learning is a form of community engagement that entails learning and teaching that is directed at specific community needs and is curriculated into (and therefore also addresses as part of) a credit-bearing academic programme and enables students to participate in, and subsequently reflect on, contextualized, structured and organized service activities that address identified service needs in a community, seeks to infuse students with a sense of civic responsibility and promotes social justice.

Community-based research is a form of community engagement that entails research projects that make a significant contribution to a community in the form of services, products and/or new knowledge transfer.

Organised outreach is a form of community engagement that entails institutionally organised activities by students and employees initiated either within faculties or in other divisions of the institution, and outside of academic programmes, that address the development needs of the community interest groups by providing them with services and resources as determined by such communities.

UJ COMMUNITY ENGAGEMENT TYPES

Type1:
Service Learning

Type2:
Community-based research

Type3:
Organised Outreach – Volunteerism

More awareness of CE is needed from internal stakeholders in order to have the capacity to connect with external partners and make a substantial impact on the lives of beneficiaries. UJ has made some significant strides in CE with many communities and individuals. It has shown, through many of its partnerships, that it is a caring institution. Its human intellectual capital is valued and, more importantly, it is an engaged University that addresses the needs of the external communities.

Ms Ernestine J Meyer-Adams

Community Engagement

The Team



MS MONKI SEBIGI

COMMUNITY ENGAGEMENT
LIAISON SPECIALIST (APK)

MR ANDY BALARAM

COMMUNITY ENGAGEMENT
SPECIALIST (DFC)

MS ERNESTINE MEYER-ADAMS

MANAGER: COMMUNITY
ENGAGEMENT

MS RUTH MNWANA

COMMUNITY ENGAGEMENT
SPECIALIST (APB)

MAJOR ACCOMPLISHMENTS

Student Volunteer Champion Programme (SVCP)

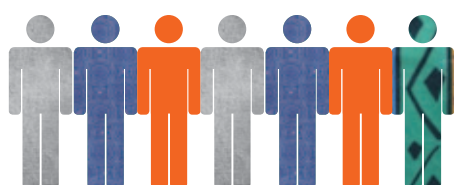
Through the Student Volunteer Champion Programme (SVCP), UJ takes its rightful place as a caring and engaged tertiary institution through its offerings to communities and advancement of intellectual capital.

The Programme was launched in 2012 with the following key outcomes:

- To develop responsible citizenship and a spirit of Ubuntu in student volunteers;
- To share UJ student intellectual capital with over 50 community-based projects in need;
- To enhance leadership competencies in UJ students;
- To assist UJ students in translating their theoretical learning into practical experiences through community-based research and organised outreach projects;
- To further enhance the UJ brand within Gauteng communities by projecting the institution as caring and engaged;
- To meet the needs of communities and organisations.



The recruitment of **8 514** volunteers began in February 2014, which exceeded the target of 7 000 set by the MEC. The campus breakdown is as follows:



APK 2 823	+	APB 2 556	+	DFC 2 128	+	SWC 1 007	=	8 514
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- UJ students become responsible citizens and make lifelong contributions to their communities and the country. This volunteerism is largely conducted with non-governmental organisations (NGOs), non-profit organisations (NPOs) and community-based organisations (CBOs), whose projects are registered with the University. Projects involve all nine faculties, staff and students.

UJ student tutoring project makes a difference

A University of Johannesburg (UJ) student Thembi Ntsanwisi exemplifies a passion for making a difference. Through his community work he is doing his part for the Nelson Mandela Foundation's First Pillar - Education and Literacy.

In 2014 he spent a total of 376 hours giving back to the community in various projects, including the UJ Tutoring Project. This life changing project saw learners in several Soweto schools receiving tutoring in a variety of subjects from UJ Community Engagement volunteer students.

The grade 10 – 12 learners from seven schools received tutoring in mathematics; physical sciences; accounting; English; life sciences; and other high school subjects. In 2015 the project expanded to three tutoring centres in Soweto, Diepsloot and Orlando. The Department of Education has already showed interest in the project and is working with the Community Engagement students to see how it can expand.

In 2014, Ntsanwisi, a final year Biotechnology student was presented with the Best Student Volunteer Champion of 2014 award at the Community Engagement Student Structure Recognition Awards (CERA) for his role in educating youth.

Says Ntsanwisi: “I have always had a passion to give back to the community. When I found out about Community Engagement at UJ I was glad to find a place where I could be of help. In 2014, between classes I had more time which allowed me to help out more, I guess that's how I became the Volunteer of the Year.”



From left: CE Manager, Ms Ernestine Meyer-Adams, Best UJ Student Volunteer, Thembi Ntsanwisi, Executive Director: Institutional Advancement, Milcho Damianov and DFC Liaison Specialist, Andy Balaran



Visit our YouTube page for
the MACE awards clip

Nelson Mandela International Day

Through its Nelson Mandela International Day initiative, UJ CE continues to make a significant impact on its surrounding communities. The formal programme for Mandela Day, introduced for the first time, was well attended by over 1 000 staff and students and CE's external partners. More than 2 000 volunteers, alumni, academics and academic support staff, goodwill ambassadors, and partners of the University volunteered more than 67 minutes of their time to the three hospitals, Helen Joseph, Charlotte Maxeke and Chris Hani Baragwanath, as well as to projects at the Brixton Kingston Frost Park and Westdene Dam Park. A *Marketing, Advancement, and Communication in Education (MACE) Excellence Award* was achieved by UJ CE for its efforts on Institutional Mandela Day.

MAKE EVERY DAY
MANDELA DAY **A**



For the last four years, a positive relationship has been developed with the three partner hospitals. They utilise student volunteer champions to improve their service delivery in terms of man power, as well as other services. The UJ CE Manager and an MEC member represented UJ at the Talloires Network Conference in Cape Town in December 2014. The CE Manager serves as the UJ representative on the South African Higher Education Community Engagement Forum (SAHECEF) executive. She has also been the Chairperson of the Volunteer Working Group since 2009 and was elected Treasurer of this national body in 2014.

The electronic eNged Newsletter was launched in November 2014. For this first publication, both hard copies and electronic copies were made available.

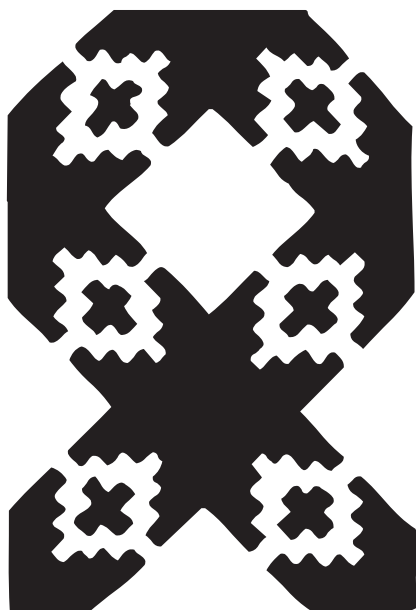


A CE volunteer on Mandela Day



Community Engagement





Art for Aids International

The Art for Aids International school programme took place in February 2014 where six secondary schools were visited and workshops took place. The standing MOU was reviewed and renewed with Mr Hendrikus Bervoets for the Art for Aids International partnership in August 2014. The Art for Aids International project, the "Train the Trainer" Programme was piloted and introduced to staff and students for the first time. The programme was well received, as just under 100 individuals attended; this programme definitely has the potential to grow going forward.

The campus numbers were as follows:

13 Aug: APK 15 students;

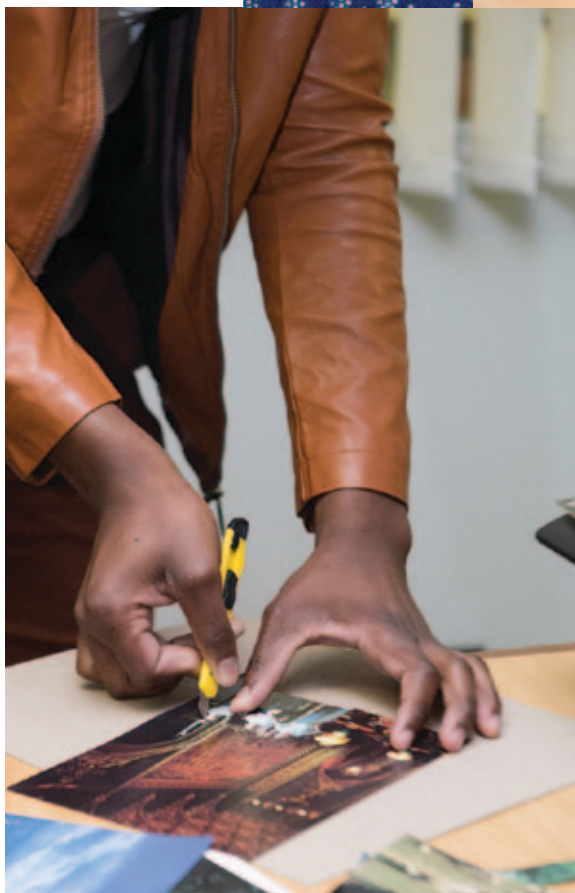
14 Aug: SWC 27 students alternating between classes;

15 Aug: DFC 14 staff;

18 Aug: APB 15 students;

19 Aug: DFC 14 students.

The programme will be continued in 2015.



Right: Hendrikus Bervoets, co-founder of Art for Aids International, and CE volunteer champions

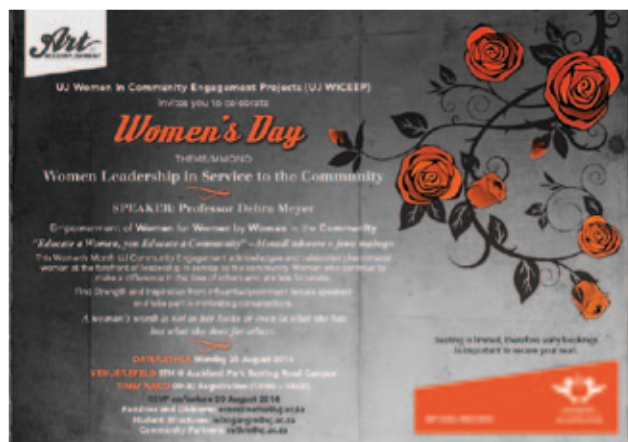




Unique ring designs created by 3rd year students from the UJ Department of Jewellery Design and Manufacture.

UJ Women in CE Empowerment Programme (UJWiCEEP)

This is an annual event which is aimed at women's empowerment organisations and has been held for the last six years. This event was successfully attended by 198 women from all nine faculties, along with individuals from community-based organisations. Female students were represented from all four campuses and women from the disability office were also included. Among the student representatives were student leaders from the SRC, RAG, residences, societies and day houses. The keynote speaker was Prof Debra Meyer, who spoke about "Women as every day leaders".



The ring recipients were:

Dr Erna Bruwer (Faculty of Science)

Mrs Lorraine Cockrell (CEAB member and NGO: Slovo Centre for Excellence)

Mrs Portia Thekiso (Student Affairs: House Warden Panorama Ladies Residence)

Ms Sanpat Coetzee (Faculty of Health Science: UJ Sport)

Ms Lungiswa Mvumvu (Charlotte Maxeke Hospital)

Ms Neo Motswagai (Advancement: Arts and Culture)

Mrs Lorna Fischer (NGO: PUSH)

Mrs Vivienne Abrahams-Aliveriotis (NGO: Art with Heart Africa)

Ms Roxanne Thompson (NGO: Own Your Destiny)

The programme continued with a paper prayer presentation done by a community partner from Art with Heart Africa, Mrs Vivienne Abrahams-Aliveriotis. The programme was concluded by CE Advisory Board Member, Ms Cathy Seefort.



RECIPIENTS OF THE 5TH ANNUAL COMMUNITY ENGAGEMENT RECOGNITION AWARDS:

Students Category

Best UJ CE Student Volunteer Champion
Thembi Ntsanwisi

Mr Thembi Ntsanwisi worked 376 hours (the highest number) in total on CE initiatives.

Best UJ CE Student Structure
UJ Chess Masters

The UJ Chess Masters project uses chess to teach primary school learners discipline and problem-solving skills and how to deal with sociological and psychological problems.



CE's Lebogang Mawelele, Ruth Mnwana, Ernestine Meyer-Adams, UJ graduate Chris Seoka and Executive Director: Advancement, Mr Milcho Damianov



CE Recognition Awards (CERA)

The annual Community Engagement Student Structure Recognition Awards (CERA) have been held for the last six years to recognise CE champions among academics, as well as residence/society projects. The event was very well attended (207 attendees) by all relevant stakeholders from all nine faculties and various divisions with their external partners. Key student bodies are invited to this event, as the bulk of the students attend the student VC Imbizo.

Faculty and Division Category



Best UJ CE Project
Schalk van Heerden

3rd prize

(for the multi departmental project Futeco Park – Group O Esportivo De Manica in Manica Mozambique).



Best UJ CE Project
Prof Natasha Erlank & Mr David Thelen

2nd prize

(Faculty of Humanities, for the Sophiatown Project)



Best UJ CE Project
Dr Pieter Els

1st prize

(Faculty of Health Sciences, for the Riverlea Project)

UJ GRADUATE HARNESSSES EDUCATIONAL CHESS-BASED PROGRAMME TO EMPOWER SOWETO YOUTH

Catalysing positive change which impacts Soweto youth's lives by using chess to teach science, maths and life skills, saw a graduate of the University of Johannesburg (UJ) being recognised for his Community Engagement (CE) endeavours.

Chris Seoka, an Information Technology graduate and qualified programmer, harnessed an educational chess-based programme for young children to develop the fundamental cognitive aspects of a child's capacity to understand basic maths, science and life skill concepts. Mr Seoka, the University's recipient of the 2014 Best Community Engagement Student Structure Recognition Awards (CERA), partnered with Leratong Primary School in Soweto to aid the overall development of learners. "The programme impacts all learners in the class, not just the talented players," explains Mr Seoka, one of the founding members of UJ Chess Masters. "The learning process of the chess playing initiative is not only in line with the skills level of the young child at that specific age but it also builds confidence while keeping it fun. The programme also aids with discipline; problem solving skills; sociological and psychological problems," said Mr Seoka, who also works with the Slovo Centre of Excellence's aftercare programme teaching chess.

Ms Ernestine Meyer-Adams, Manager of the University's CE Unit pointed out that through UJ's Community Engagement (CE) Student Volunteer Champion programme, students are equipped with tools, skills and access to resources that will enable them to understand the role they play as change agents.

Mr Seoka explains how he became a CE student volunteer.

Did you play chess while growing up?

I didn't even know about chess until I enrolled at UJ in 2013. I'd see people playing chess, but I was only familiar with the basic moves.

How did the Chess Masters project start?

With the support of the University's Sports Administrator, the Chess Masters, a UJ Chess Society project, was started in 2013. UJ's Community Engagement introduced us to the concept of community engagement. I was intrigued by the idea of using a leisure activity to improve the lives of my community. We registered with CE and presented our project to them only to find out that we were to be crowned the CE project Champion of the Year. We launched the project to teach how to play chess, because we wanted to do something new that would also add value. We also wanted to address stereotypes. I wanted to highlight that the game of chess appeals to all race groups, ages and intellectual capacities.

How did it work?

We visited communities twice a week between. We had to balance effectively. We met learners immediately after school on Tuesday and Friday afternoon. Some learners were not even aware of chess. However, there were a few learners that were familiar with the game of chess, played by a character in Generations (Kenneth Mashaba), a popular South African television soapie.

Any future prospects?

I'm passionate about giving back to society. As a CE Student Volunteer I was inspired to do more. To this end, I would like to embark on an NPO that answers to the call of the United Nations (Millennium Development Goals) MDGs. The eight MDGs range from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education. I want this project to have longevity. I believe our generation can make a difference and add value and a smile every day. Chess is a sport that can provide exposure for the kids by them going overseas to play tournaments and learn about other cultures and what other people are doing out there.



OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

COMMUNITY ENGAGEMENT ADVISORY BOARD SUB-COMMITTEE: PARTNERSHIP PROJECT PLACEMENTS

A total of six projects were successfully placed within appropriate faculties in 2014. There were 11 projects that requested placement but five had unforeseen emergencies or logistical and administrative matters. Two Partnership Project Placement meetings took place in the first half of the year and the other in the latter part of the year.

Community Engagement Advisory Board (CEAB)

A fully functional CEAB is in place and advises on all matters pertaining to university community engagement. The two annually scheduled meetings in May 2014 and October 2014 were concluded successfully.

CHARTER FOR THE COMMUNITY ENGAGEMENT ADVISORY BOARD

NAME

The name of the Advisory Board is the Community Engagement Advisory Board, hereafter referred to as the CEAB.

STATUS

The CEAB's functions and composition are determined by the Management Executive Committee, hereafter referred to as the MEC.

MISSION AND GOALS

- In accordance with the vision, mission, strategic goals, the core values and the legal and management framework of the University, the CEAB strives to develop a shared institutional understanding of Community Engagement and to increase an awareness of the importance of Community Engagement for the University in its interaction with its stakeholder communities.
- The CEAB provides advice and coordinates reports to the MEC on all institutional Community Engagement activities and projects.

COMPOSITION

The CEAB is appointed by the MEC, and is composed as follows:

- A member of the MEC who serves as Chairperson;
- The Executive Director; institutional Advancement;
- The Senior Manager Strategic Partnerships;

- Manager: Unit for Community Engagement;
- Two Executive Deans with significant service learning, community-based research and/or organised outreach expertise, nominated by the Executive Deans;
- Two Executive Directors nominated by MEC;
- Head of the Quality Office or a duly appointed nominee;
- Four representatives of stakeholder communities, with service learning, community-based research and/or organised outreach expertise, designated by the Executive Director: Advancement;
- Community Engagement Faculty Coordinators designated by the Executive Deans, serve as observers/co-opted members.
- A representative of the UJSRC, designated by the UJSRC, shall serve as observer/co-opted member.

FUNCTIONS

(The specific functions that the board could advise on will be determined after the Community Engagement Strategy has been discussed.)

- Advises the University on the development and implementation of the Community Engagement Strategy;
- Coordinates inter-faculty and institutional-wide Community Engagement initiatives;
- Monitors and supports Community Engagement projects in faculties;
- Monitors and supports the University's external stakeholder initiatives;
- Monitors and gathers data and information of all Community Engagement initiatives at the University.

SCOPE OF AUTHORITY

- Provides advice on institutional Community Engagement activities and projects;
- Liaises with the Senate Teaching and Learning Committee and the University Research Committee on Community Engagement initiatives;
- Receives and considers reports on all institutional Community Engagement activities and projects.

FINANCIAL MANAGEMENT

The CEAB has no financial resources at its disposal. Should a project of the CEAB require financial support a request will be made to the MEC.

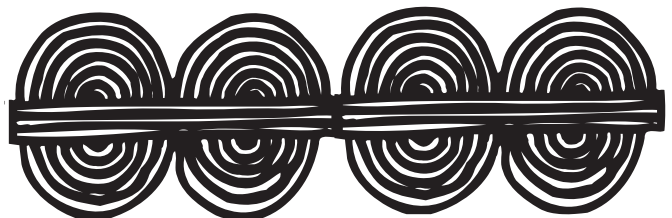
MEETING PROCEDURE

- The CEAB has at least two meetings per academic year and meeting dates are set in advance and reflected in the University's year calendar;
- Meetings are conducted in accordance with the University's Guide for Effective Meetings;
- A quorum is fifty percent plus one of the CEAB membership;
- Minutes of the CEAB are circulated to members of the CEAB and approved at the next meeting;
- A report of each meeting is submitted to the MEC and the Senate Teaching and Learning Committee;
- Community Engagement must be included in the Annual Report of the University;
- Where applicable recommendations by the CEAB regarding Community Engagement activities and projects must be referred to the Senate Teaching and Learning Committee and/or the University Research Committee for further consideration.

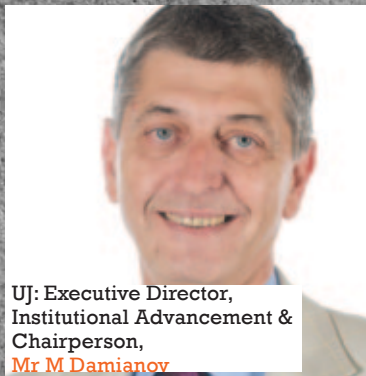
LIFESPAN AND DISSOLUTION

The CEAB can be dissolved by the MEC.

- Members of the Executive Leadership Group serve by virtue of their office;
- The SRC representative serves by virtue of office;
- Stakeholders serve for at least three years and are re-appointed by the CEAB.



Composition of the Community
Engagement Advisory Board
(CEAB)



UJ: Executive Director,
Institutional Advancement &
Chairperson,
Mr M Damianov



NGO: Slovo Centre of
Excellence, **Ms L Cockrell**



UJ: Unit of Quality Promotions,
Prof H Geyser



UJ: Dean of Education,
Prof S Gravett



UJ: Executive Director, Student
Affairs, **Dr R Laka-Mathebula**



UJ: SRC



UJ: Community Engagement,
Ms F Meyer-Adams



Coj: Director: Innovation &
Knowledge Management,
Mr H Phalatse



Coj: Corporate & Shared Services,
Ms C Seefort



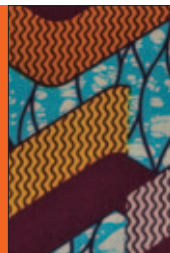
UJ: Dean of the Faculty of Health
Sciences, **Prof A Swart**



Observer: UJ CE Volunteer
Ambassador, **Mr R Tshivhula**

Nine Faculty CE Coordinators (FCEC)

All nine FCEC are active and cooperate fully on all CE matters pertaining to their respective faculties. They provide full reports on faculty CE progress to the CEAB during all meetings. Division CE Coordinators will be included going forward.



CE Faculty Coordinators (co-opted members)



Faculty of Art, Design and Architecture (FADA): Prof K Berman



Faculty of Management: Dr S Dhlwayo



Faculty of Law: Mr E Hanekom



Faculty of Education: Ms M Mohamed



Faculty of Health Sciences: Ms S Seyama

Faculty of Economics and Financial Science (FEFS): Mr C Ackerman

Faculty of Engineering and the Built Environment (FEBE): Dr H Quainoo

Faculty of Humanities: Mr L Snyman

Faculty of Science: Dr P Nair



CE PROJECT DATA

The following divisions have active community engagement projects:

- Faculties;
- Student Affairs;
- Academic Staff Development;
- UJ Sport;
- UJ Community Engagement.

FACULTY OF:

Art, Design and Architecture
Economic and Financial Sciences
Education
Engineering and the Built Environment
Health Sciences
Humanities
Law
Management
Science

CE PROJECTS

10
7
4
3
10
13
1
37
10

TOTAL: FACULTY PROJECTS

95

STUDENT STRUCTURES

SRC
RAG
Residences
Day Houses
Societies

29
-
1
10
4
14

DIVISIONS ACTIVE IN CE

UJ CE
UJ Sport
ASD

3
1
2

TOTAL

159

Mandela Day

Women's Day

Resources provided by UJ at CE Project events

- Found sponsors for materials and food
- Organised transport and provided branded UJ T-shirts for all volunteers
- Organised catering and provided volunteers
- Provided venue

Expected outcomes

- Instill civic engagement of UJ stakeholders
- Participate in global initiative
- Strengthen external partnerships
- Strengthen UJ brand as a caring and engaged university
- Provide platform for women dialogue
- Empowerment of women

Achievements

- External partners want further relationship with UJ
- Lead to additional engagements
- Diverse women brought together, were empowered and expanded their social capital

Benefit to Community

- Added value to hospitals (e.g. cleaned, landscaped, fed patients, read to children, etc.)
- Enabling environment to be empowered and expand one's social capital

Benefit to UJ

- Strengthened relationships with external partners
- Increased branding as a caring and engaged university
- Increased branding as a caring and engaged university

Measure of sustainability

- Increased demand for more volunteers by hospitals where their intellectual capital can be applied
- Evaluations collected by participants indicated that they wanted more of these events more often

2014

CE initiatives

NO	CE INITIATIVE	DATE	VENUE
1	Art for Aids International: Schools Workshops	Feb 2014	6 schools in the Soweto area
2	CBO Campus Forum Meetings	Feb 2014	All 4 campuses
3	CE Tutoring Programme	Feb – Oct 2014	5 schools in Soweto
4	CBO Capacity Building: Humanities Visiting Professor	Mar 2014	APB – STH
5	Leadership Seminar: Dr David Molapo	Mar 2014	APB – STH
6	CBO Forum Meeting	Apr 2014	APB - STH
7	CEAB: Sub Committee Partnership Project Placement	14 May 2014	APB - STH
8	CEAB	22 May 2014	APK Madibeng, VC Boardroom
9	SRC & VC Leaders Workshop	June 2014	APK Library
10	Mandela Day	18 July 2014	All four campuses
11	CBO Stakeholder Forum	13 Aug 2014	APB - STH
12	Art for Aids International: Train the Trainer programme	13 – 19 Aug 2014	All four campuses
13	UJ Women in CE Empowerment Programme (UJWiCEEP)	25 Aug 2014	APB - STH
14	CE Roadshow	22 – 26 Sept 2014	All four Campuses
15	CEAB: Sub Committee Partnership Project Placement	26 Sept 2014	APK Madibeng
16	CE Show Case	10 Oct 2014	APB Auditorium
17	VC Leadership Seminar	17 Oct 2014	APK Library
18	CEAB	22 Oct 2014	APK VC Boardroom
19	IMBIZO	31 Oct 2014	APK Plantation Road
20	CE Recognition Awards Launch: CE Newsletter	05 Nov 2014	APK Lapa



INSTITUTIONAL COMMUNITY ENGAGEMENT PROGRAMMES

UJ CE VOLUNTEER CHAMPIONS (VCs)

Organised outreach is the third identified type of community engagement at UJ. Volunteerism must become and form part of all student courses/modules and students should be tasked with a minimum of 20 hours per year as part of their coursework in order to ensure that all students have the UJ student experience. This will allow all students the opportunity to experience being out of their comfort zones and it is therefore guaranteed to bring about a life-changing reward. It involves organised volunteer projects that address community development needs, which normally link back to the Millennium Development Goals (MDGs). The UJ VCs programme is growing rapidly, and with that the needs and the expectations of communities, which have to be managed very closely, therefore project management plays a big role. **The number of VCs grew to 8 514 in 2014 from the total of 7 151 in 2013**, due to the energy and eagerness of students because they want to be of service to others. 'Care, Share and Involve' is the slogan of the Volunteer Programme and more students are challenged by the three CSI questions to sign-up.



HOSPITAL PROJECT

The hospital project includes all three partnership hospitals surrounding the four campuses, namely Charlotte Maxeke Hospital, Helen Joseph Hospital and the Chris Hani Baragwanath Hospital. These three hospitals have student volunteers right through the year depending on the need of the hospital. Other hospitals like Raheema Moosa and Netcare 911 also receive assistance upon request. Special attention is given to the partner hospitals on Mandela Day as then there are more requests and more hands needed to fulfil the required services.

SCHOOLS LIBRARY PROJECT

VCs were very active in 2014 with revamping or starting libraries at schools or community halls. Book donations were collected from Rotary, various publishers and closing book stores and taken to where the need was indicated. In some instances students collected books from their own communities, family and friends. The University community was also called upon to assist in this regard. At the hospitals books were handed out to patients, who could either leave the book with the hospital or take it home. The two Diepsloot high schools' libraries were reinstated and cleaned-up, damages were repaired and books were replaced.

TSHWARANANG FRIDAYS

On 80% of the Fridays in 2014, on all four campuses, VCs have information sessions on UJ Community Engagement and the volunteer programme as a whole to keep their fellow students informed. Dialogues, debates and debriefing sessions are open to all students and peer-to-peer engagements are quite instrumental in gaining continuous sign-ups/ongoing recruitment. VC leaders orientate other students and encourage them to join the various teams, as this ensures growth and relationship building. Twice a month two campuses combine to encourage comradery and the breaking of silos. When other groups have booked the well-known student hangout spots, then UJ CE piggybacks on these activities, as the CE message needs to be communicated.

UJ VCs AT STELLENBOSCH UNIVERSITY VOLUNTEER CONFERENCE

Four committed VCs accompanied by one CE staff member were afforded the opportunity to fly down to Cape Town and attend a Volunteer Conference at the University of Stellenbosch.

CE TUTORING PROGRAMME

Mr Andy Balaram, CE Specialist for the DFC Campus, is the custodian of the CE Tutoring programme that he initiated in 2013. Under his supervision for the past two years, hundreds of matriculants have passed with flying colours as they receive extra tutoring from the UJ VCs on Saturdays and during school holidays. VCs from all four campuses sign up for this initiative. Their commitment and passion sparks the learners' enthusiasm and together they achieve great results. The Klipspruit High School in Eldorado Park was the first recipient of this learning assistance programme in 2013. In 2014 it was rolled out in Soweto at Fidelities High School. The partnership with the Gauteng Department of Education and UJ CE grew stronger with the increase in the pass rate. More schools with low pass rates are going to be included in 2015.

COMMUNITY-BASED ORGANISATION (CBO) FORUM

Two to four forums are held every year for the external community partners, depending on the need as indicated by them. The first meeting is to introduce external partners to the programmes and initiatives of UJ CE for the year and to gain their input and buy-in. Their direct liaison is through the CE specialists per campus or through their CEAB representatives. In February 2014 there were two forums held, one at the Soweto Campus and one at the Auckland Park Bunting Road Campus. In total over 300 CBOs were represented. The VCs were the main attraction as they did all sorts of voluntary tasks (from find parking space, distributing CE info packs, manning registration tables, escorting people to their seats, etc.) to ensure the comfort of the visitors.

Smaller cluster/campus-based CBO gatherings also take place depending on the need/challenge expressed by the various groups.

CE SHOWCASE

The Showcase competition, where students are able to showcase their community engagement contributions, had a very significant turn out in May 2014. Over the past four years, the winners of the showcase have been residence and day house CE projects, with a student society being the runner up or taking third place. But in 2014 the winners and runners-up of the UJ CE Showcase were UJ student societies:

UJ CE project winners for the Student Structure Category

1st prize went to The Chess Master Society

2nd prize went to The Rand a Shoe Society

3rd prize went to The Believers are Achievers Society

These projects showed leadership, sound project management and suitability.

VC IMBIZO

The Volunteer Appreciation Day, in commemoration of International Volunteer Day, is held to validate all participating volunteers for all their contributions big or small, many hours or few. Over 2 000 acknowledgement letters, certificates, medals and gifts were handed to the deserving parties on 31 October 2014.

A day out at the VC Imbizo





VC LEADERSHIP SEMINARS

Although the main emphasis of the VC training programme is based on leadership, we realise that leadership cannot be examined in isolation. Four VC training sessions take place annually; two training sessions are in-house, either per campus, or two campuses can combine their VC leaders and group/team members. Together with the CE staff, they share their expertise in terms of their related coursework, as well as their experiences. The other two training sessions are where external community leaders are being given the platform to share their successes with students. Dr David Malapo (I Can Foundation) was the speaker/motivator for the March 2014 session and Mr Mbali Mkhonto (UJ Convocation President) and Mr Bongani Zwane (ABZ Foundation) were some of the speakers at the September 2014 session.



SRC CE AND VC LEADERS WORKSHOP

This workshop on UJ CE was an information-sharing session and dialogue between the SRC and VCs, which took place in June 2014. As UJ students, these groups were brought together to jointly discuss the socio-economic issues that are being faced by students and the communities they represent and to find solutions in collaborative efforts.

STUDENT RESIDENCES AND DAY HOUSE LEADERS TRAINING

THE UJ CE Manager, accompanied by four VCs representing the four campuses, attends the Student Affairs House Committees camp annually. At this camp, all residences and day houses are engaged.

CE ROAD SHOW

The Road Show was a student-driven project for 2014, under the guidance of Mr Kefiloe Mokoena. VC leaders actively participated at campus stalls and exhibitions, explaining to interest groups what CE and volunteerism was. CE promotional items, which included pamphlets, bookmarks, UJ CE business cards and pens, were distributed on every campus.



CBO CAPACITY BUILDING



Capacity building for CBOs is requested every year and although other NGO/NPO leaders are also afforded the opportunity to share knowledge with their fellow NGOs/NPOs, specialists are brought in to workshop with them. In March 2014 CE was very fortunate, as the Faculty of Humanities, through the leadership of Prof Hanna Nel, availed the services of Prof Ian Bruce, a visiting Professor from Britain/England. Prof Bruce is an expert in NGO/NPO work and he was happy to share his expertise with the over 200 CBOs that attended the workshop. Prof Bruce shared on all aspects of NGOs/NPOs, focusing on the CBOs' pre-submitted requests. He also provided them with materials that they could use along their journey.

Five individuals from partner CBOs were identified by the NGO/NPO themselves to do the one-year Certificate Course in Community Development at no cost. This opportunity was also made available by Prof. Nel to further enhance the collaboration with UJ CE.

CBO NETWORKING BREAKFAST AND/OR LUNCH INITIATIVES

All CBOs are invited to breakfast and lunch networking sessions that are led by the Community Engagement Advisory Board's (CEAB's) external representatives in May/June and October/November, directly after the CEAB meeting, in order for the Board to give feedback to the CBOs. The discussions from this platform are then taken back to the next CEAB. All external partners get the opportunity to exhibit and share on the NGO/NPO activities during these networking sessions.

18 JULY

NELSON MANDELA INTERNATIONAL DAY

Every year UJ participates in Nelson Mandela International Day. The programmes for Mandela Day are mostly the projects and partnerships of the faculties and the UJ CE. The focus is on communities and assisting them in their requests and all staff and students who participate understand the Mandela Day agenda. More than 2 000 staff and students participated in the Mandela Day activities, which means that bigger tasks are being accomplished on the day.



CE champions lending a hand



External stakeholders, including alumni, partners and various community leaders, come out in their hundreds to join the UJ community, especially in the cleaning campaigns. The UJ Mandela Day is done in partnership with the Nelson Mandela Foundation so UJ adheres to the theme for the day, implementing the pillars as outlined below, along with various other services. The pillars of the Mandela Foundation were implemented as follows:

Pillar 1

Food security – distribution of food parcels, as well as a lunch packs to learners of identified schools in close proximity to the four campuses. To ensure project sustainability, the UJ CE facilitates the implementation of food gardens through the student volunteer programme in collaboration with leading faculties and community partners. Food parcels were distributed to the Helen Joseph Hospital, along with freshly-baked rolls and soup. Grocery parcels were also distributed to various old age homes, primary schools and community centres. The Faculty of Economic and Financial Sciences distributed toiletries to patients and also to their partner orphanages/children homes.



Pillar 2

Education and literacy – following the Mandela Day Libraries Initiative, books will be distributed to identify schools in the surrounding areas of the four campuses, mobile libraries will be established and school libraries will be revamped. To ensure the project's sustainability, UJ CE facilitates the implementation of reading programmes through the student volunteer programme. Staff and students distributed books to all three hospitals, including Raheema Moosa Hospital, especially to the children and the youth. The Faculty of Education distributed books and continued with their reading programme at their partnership schools, including Funda Ujabule Primary School.



Pillar 3

Shelter – building of houses lead by expert building partners in the identified RDP Housing planned areas. Students in the Building Department in the Faculty of Engineering were called on to assist in the building of houses in Orange Farm. Over 70 UJ CE volunteer champions were transported to assist in this project. The Faculty were also engaged in their partnership projects.



Pillar 4

Trading live – UJFM will provide staff, students, alumni and community partners with the opportunity to make offers and requests to trade their skills, talents, interests or hobbies with other interested parties and participants from wide-ranging networks of connections based on community solidarity.

VCs rendered services to surrounding NGOs/ NPOs, ranging from painting to drafting business plans to accompanying children to the zoo, putting on a concert for the elderly and removing rubble at no cost. The Faculty of Law heeded the call from the I Care Engagement NGO, where they assisted with a fixing and cleaning campaign. The Faculty of Health Sciences did clean-up campaigns in the DFC campus area.

Pillar 5

Participation and volunteerism – in terms of the global call for 67 minutes or general contributions and special Mandela Day events, divisions and/or student groups, e.g. SRC, residences, day houses, RAG and societies, work in collaboration with the UJ CE. Hospital walls were painted and gardens revamped. Queue marshalls were utilised to assist sick people to get their medication quicker and service delivery for the day was well-managed.

Clean-up campaigns at the four parks (Westdene Dam, Kingston Frost Park, Brixton Park and Parkhurst) surrounding the APK and APB campuses had hundreds of staff and students ensuring that the work was done in under two hours. These events helped the community to perceive UJ students in a positive light. The Faculty of Science, the Faculty of Humanities and the Transformation Office planted trees on campus with students and staff. The Faculty of Art, Design and Architecture students created art with their partner organisations and some of the students were also involved in the hospital artwork. Other FADA staff and students participated in their partner project in Slovo Park. The Faculty of Management participated in a variety of projects with their partners in Kiptown and in the Westdene/ Greymount area.





MACE ACHIEVEMENT AWARD

The UJ Mandela Day Initiative facilitated and coordinated by the UJ CE was entered into the MACE Awards competition by Ms Monki Motsepe, CE Specialist for the Soweto Campus. This event is not just a highlight on the UJ calendar of events, but also a flagship project of the institution. This initiative won a MACE Achievement Award, proving that the event is of a very high standard and is a National Bench Mark.

UJ WOMEN IN CE EMPOWERMENT PROJECT (UJWICEEP)

Annually the UJ women who have CE projects, run their own NGOs/NPOs, or are involved in volunteer work, are invited with their NGO/NPO and community partners to come and celebrate the achievements of women. The keynote address by Prof Debra Meyer on "Women as everyday leaders" challenged all women, young and old, housewives and working women, to realise their own successes and the women who have gone before. The entertainment by Lebone Ladies Residence and the Dromedaris Male Residence was very inspiring. The young women dancers and the display of artwork by women, as well as the ring display, contributed to an eventful morning.

No	Project Name	Faculty	Placement date
1.	Khanyisa Psychoactive Plant Project	Science	14 May 2014
2.	Adopt a Child	Education	14 May 2014
3.	PUSH – Preserver Until Something Happens	Humanities	14 May 2014
4.	Doornkop Communal Property Association	Engineering	26 September 2014
5.	Can Live Well	Health Sciences	26 September 2014
6.	Tsela Ya Tshepo: HIV Aids Education Program	Health Sciences	26 September 2014

STUDENT RESIDENCE

NAME OF PROJECT

APK

Lebone Ladies Residence
 Skoonveld Residence
 Bastion Men's Residence
 Bastion Men's Residence
 Benjemijn Ladies' Residence
 Benjemijn Ladies' Residence
 Student Town
 Student Town
 Amper Daar Ladies' Residence
 Amper Daar Ladies' Residence

Lambano Sanctuary
 Revamping of Westdene Primary
 Paint Outreach (Westbury)
 Paint Outreach (Berea)
 Sophiatown Homework Ministry Programme
 Driving Towards a Better Tomorrow Programme
 Community Outreach Programme at Othandweni
 Revamping of Pre-school
 Long-term Service Learning
 Organised Outreach to Homeless

APB

Ikhayaletu Day House
 Panorama Residence
 Horizon Residence
 Goudstad Residence
 Broadcast Court

Yes We Can Project
 Computer Centre - Vrededorp
 Reaching Out To Less Fortunate Project
 Thandabantu Project
 Abangani Enkosini Visit

DFC

Dale Lace Residence
 Robin Crest Residence
 Habitat Residence
 Jeunesse Ladies' Residence
 Student Residence - Housing
 Robin Crest Residence
 Aurum Ladies' Residence
 Abeilles Day House

Social Development Project
 SOS Children's Village Project
 KIZITO HIV/AIDS Orphanage
 KIZITO HIV/AIDS Orphanage
 Sivebeek Community Outreach
 BOSASA Youth Development Centre
 Luyanda Children's Home
 Community Outreach – Underprivileged Schools Visit

SWC

Hector Pietersen Residence
 YWCA Ladies' Residence
 YWCA Ladies' Residence
 YWCA Ladies' Residence

Thaba Jabula Secondary School Library and Painting Project
 YWCA Community Outreach Project
 Pottery Train the Trainer Project
 Orphan Day

Total: 27

STUDENT RESIDENCE COMMUNITY ENGAGEMENT PROJECTS



STUDENT UNIT

Student Affairs – UJ Model UN Project
 Student Life – Seventh Day Adventist Student Movement
 Irresistible Revolution Society
 Community Development Society
 Women in Engineering & Technology Society
 Cobra Security Education Youth Initiative Society
 Society - Graduate Empowerment Project
 Society - Kingdom Ways Intervention Platform
 Student Society – 3C@UJ
 ZCCSF - SWC
 ZCCSF - SWC
 Society – Remember & Give (SWC)
 RAG - DFC
 RAG – SWC CS Internal
 RAG – SWC CS Internal
 SRC – SDASM - DFC
 SRC – Mining Forum - DFC
 SRC- ZCC-DFC
 SRC – SCO - DFC
 SRC – UJ BUCS - DFC
 SRC – SWIET - DFC
 SRC-MESO-DFC
 SRC – JD Society

NAME OF PROJECT

Youth at South African Institute of International Affairs
 Salvation Army Project
 Winter Donation
 Career Expo for two high schools
 The Limps Drive
 Small Library Establishment
 A Solution to Education Challenges Project
 Tembisa Mission and Outreach
 Blanket Drive
 Career Exhibition
 Community Outreach – Moroka Soweto
 Clothing Distribution
 Change for Change
 Ethembeni Day Care Assistance
 Old Age Home Tea Party
 Annual Community Outreach
 Lend A Hand
 Thembisa (Rabosotho) Prison Visit and Tembisa Hospital
 Social & Welfare
 Luyanda Children's Home
 Aspiring Excellence Project
 Organised Outreached
 Deejaing

Total: 23**DIVISION****NAME OF PROJECT****Academic Support Division****Community Engagement Department**

- UJ Mandela Day Initiative
- UJ Women in CE Empowerment Programme
- Arts for AIDS and CE

ADC Division

- Principals and Teachers Project
- School Learners project

Sports Division

- Golden Girls – Biokinetics Clinic
- Johannesburg Prison Soccer
- Manica (GDM) Futeco (FADA is also involved)
- Hockey Club - Diepsloot

Total: 9

FACULTY-BASED COMMUNITY ENGAGEMENT PROJECTS



FACULTY-BASED COMMUNITY ENGAGEMENT PROJECTS

FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

NAME OF CE PROJECT

Archival Paper Mill
Artist Proof Studio
Arts-based Methods for Community Development
Design & Developments of House Holding
Farming Kit
Eco-fuel Briquettes
Green week 2014
Informal Studio
Jewellery Design and manufacture – Heshima –
Tribute to our women
Pumani Paper
Urban Ingadi – Urban food garden at Doornfontein
UJ campus
Your street – Design as social practise

Total: 11

FACULTY OF ECONOMIC AND FINANCIAL SCIENCES (FEFS)

NAME OF PROJECT

Accreditation of Historically Disadvantaged Universities: University of Limpopo Support Project
Equity Development Project
SAICA Board 1 Repeaters Programme
UJ Community Club TLC Orphanage Sup
Economic Literacy Initiative
An Economic & Social Impact Analysis of A Place of Safety in Johannesburg, an Evaluation of TLC

Total: 6

FACULTY OF EDUCATION

NAME OF PROJECT

Funda Ujabule School
Principal Network
Secondary School (Metropolitan UJ Call)
The Technology Education Catalyst programme
TechnEd FET CoP
Module 2: EPS0028 – 13 Partnership Schools Project

Total: 6

FACULTY OF ENGINEERING & BUILD ENVIRONMENT

NAME OF PROJECT

Rural School Math, Science & Technology Development

Total: 1

FACULTY OF HEALTH SCIENCES

NAME OF CE PROJECT

Community Outreach Satellite Clinics (Ennerdale Soweto)
Community Service in Specialised Clinics (x4)
Primary Response Vehicle
Riverlea Community Project
Schools Project (Majakaneng & Sepooaha Schools)

Total: 5

FACULTY OF HUMANITIES NAME OF CE PROJECT

3-6 Sacred Heart School
 Girls & Boys Town SA
 Internship 3000
 Headway Supervision
 Izindaba Zokudla: Innovation in the Soweto food system
 Certificate in Community Leadership
 Judith Harrisburg Memorial Trust
 M Pather
 SA Hellenic Archives
 Sophiatown
 Uthingo
 Volunteer Counselling, Development & Implementation
 of Youth Group and Vulnerable Teenagers
 Wednesday Night Live

Total: 13**FACULTY OF LAW****NAME OF PROJECT**

UJ Law Clinic (Based in Auckland Park, DFC and Soweto Campus)

Total: 1**FACULTY OF
MANAGEMENT****NAME OF CE PROJECT**

Blind SA Bursary Fund
 Community Engagement at Melville (STH)
 Competitive Intelligence Job Shadowing
 Shack Solar Project (SIFE)
 Disciples Village Bakery & Events Management
 Egoli Social Network for Cooperatives
 Elton John Bakery
 Competitive Intelligence job shadowing
 Eskom Solar Geysers
 GIS Day
 Green Living Project
 Jan Hofmeyer Community Centre – Project Good Will
 NGO Forum Project
 Nkosi's Haven Bakery
 Olive Leaf Foundation
 Othandweni Children's Home (Orphanage in Soweto)
 SADC Smart Card
 Stop Hunger Now Event
 Social Economy Volunteer Coaching Association (SEVCA)
 Service Learning at EP Baumann School – H Kesa
 Sukasambe Children's Home – Project Good Will
 U-START
 Youth Entrepreneurship

Total: 23**FACULTY OF SCIENCES****NAME OF PROJECT**

Community Welfare Programme (aimed at helping with Maths)
 Biology Summer School
 Caring Heart Project – The Adullam Missionary Project
 Hong Ning Chinese Aged Home Website Administration
 ICARE Engagement
 Parks Alive Project
 Involved in Museum Africa (Assisting to re-establish the National
 Important Geological Exhibit Housed in the Museum)

Total: 6

FACULTY	*SERVICE LEARNING PROJECTS (SL)	*ORGANISED OUTREACH (OO)	*COMMUNITY-BASED RESEARCH (CBR)	REGISTERED CE PROJECTS
Faculty of Arts, Design and Architecture	1	3	4	8
Faculty of Economic and Financial Sciences	1	4	1	6
Faculty of Education	1	1	1	3
Faculty of Engineering and the Built Environment	0	1	0	1
Faculty of Health Science	3	2		5
Faculty of Humanities	5	2	4	11
Faculty of Law	1	0	0	1
Faculty of Management	6	12	4	22
Faculty of Science	2	3	3	8
Totals	20	28	17	65

*Only registered CE projects

Faculties plan and implement community-based projects. The CE Section facilitates the placement, monitoring and evaluation of these projects and promotes best practice principles of project management. There are process guidelines on project registry and placement, quarterly reports and an annual Scope and Impact Study. During the year under review, 72 faculty-based CE projects were active.

Flagship projects were identified by the Faculty CE coordinators, as listed below:

- Faculty of Art, Design and Architecture: Wood Stove Development for Rural Areas
- Faculty of Economic and Financial Sciences: UJ Community Club (TLC Orphanage Support)
- Faculty of Education: Reading Programme in Schools
- Faculty of Engineering and the Built Environment: Women In Engineering and the Built Environment
- Faculty of Health Sciences: Riverlea Community Project
- Faculty of Humanities: Sophiatown Project
- Faculty of Law: The Law Clinic
- Faculty of Management: Enactus, formerly Students In Free Enterprise (SIFE)
- Faculty of Science: Science Centre at the Soweto Campus

FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

Izindaba Zokudla: Innovation in the Soweto food system

Departments of Anthropology and Development Studies; and Industrial Design

Project Leaders: Dr Naude Malan and Angus Donald Campbell

Partner: Region D Farmers' Forum

The City of Johannesburg (CoJ) is implementing an urban agriculture policy as part of a larger food security initiative (CoJ, 2014). This policy creates opportunities for multi-stakeholder engagement, and Izindaba Zokudla is aimed at creating space for such engagement between urban farmers, stakeholders and the city. Farmers are arguably the most important actor in this policy and in urban agriculture in the city.

Izindaba Zokudla advocates and argues for specific approaches to urban agricultural development in Johannesburg. It draws on participatory research to build the capacity of farmers' organisations in Johannesburg, to facilitate engagement with food enterprises in the city, and to use design and technology development as a means to improve agricultural practices. During 2013 a strategic plan for a farmers' organisation was developed and this plan was implemented in 2014. This plan includes a farmers' market, addressing land tenure issues in the city, creating a technology development workshop, and creating opportunities for students to conduct academic research on aspects of sustainable food system change.

Problems to be addressed by the project

Urban agriculture can tackle issues from food security to social inclusion. It is an important policy instrument to not only increase the availability of food, but to create jobs and overcome poverty. This project addresses food security and aims to bring about food systems change through:

- The hosting of facilitated multi-stakeholder conversations among stakeholders in the Soweto food system;
- The development of appropriate technology for urban farmers;
- The creation of enterprises that achieve progressive outcomes for people, planet and profit;
- Conversations to improve issues faced by school gardens and security of land tenure;
- Marketing and training for urban farmers in Soweto.



PROF FEDERICO FRESCHI

EXECUTIVE DEAN: FACULTY OF ART,
DESIGN AND ARCHITECTURE

FAR LEFT: **ANGUS CAMPBELL**

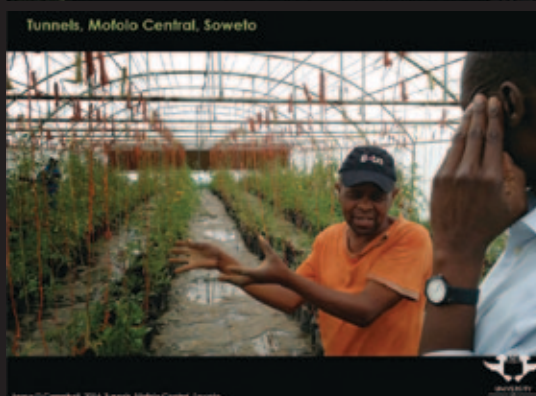
LEFT: **DR NAUDE MALAN**

Project objectives and outcomes

This project aims to build the capacity of a local farmers' organisation in order to enable them to participate effectively in engagement with stakeholders. This would have institutional effects and place a disadvantaged group in an empowered position. A key constituency in the city's food resilience strategy (CoJ 2014) will benefit.

Furthermore, this project aims to utilise the expertise of global partners from the Global Innoversity to complement the local level capacity building work being done to build a conversation at a policy making and enterprise level in the city. The project aims to lastly use technology, design and design methodologies in building enterprises with disadvantaged groups in Johannesburg to achieve sustainable food systems. Specific outcomes include:

- The creation and branding of a Farmers' Market: To create a market where Soweto farmers can sell their produce to the general public.
- Participatory technology development: The project aims to prototype a range of technologies to increase productivity for urban farmers.
- Farmers' training: To assist in the creation of training opportunities (online/mobile platforms or a physical school) for urban farmers in Soweto.
- School gardens and security of tenure: To conduct a series of facilitated workshops to improve the security of tenure of school gardeners on school grounds.



Green Week 2014

Project Leader: Christa van Zyl

Partner: UJ Enactus

The 2014 theme for UJ Green Week was 'Community Matters'. Green Week is a yearly inter-departmental and inter-faculty multidisciplinary collaboration between the University of Johannesburg's Faculty of Art, Design and Architecture (UJ FADA) and the UJ Department of Business Management.

The project centred on participatory and human-centred design, with a focus on community engagement in the field of service learning. In 2014 UJ Enactus also partnered with UJ Green Week. Third-year students from all UJ FADA departments, as well as third-year students from Business Management, were divided into multidisciplinary groups – approximately 10 to 11 from FADA and two to three from Business Management. These groups were introduced to 14 cooperatives and small businesses from areas such as Soweto, Orange Farm and Alexandra on the first day of the project, with two groups per cooperative.



CHRISTA VAN ZYL

Green Week

2014

Students had to interview a representative on the various challenges and issues faced by their small business, as well as social and environmental issues within the community in which they operate. Based on these interviews, site visits and a research folder provided by UJ Enactus, a needs analysis was undertaken to identify an existing issue within the cooperative and design a multidisciplinary solution. After the client handover, UJ Enactus would help realise the majority of the projects, and help obtain funding to make the design solutions a reality.

Teams had to competently apply a range of design disciplines, processes and techniques to devise a creative presentation of their solution, as well as an executive summary of a business plan. Throughout the project, students interacted with their cooperatives, ascertaining whether their solutions were sensitive to the cooperative's needs and funds. The most successful design solutions were not just representative of one design discipline, but rather approached problems from a multidisciplinary perspective. This in turn led to well-rounded design solutions that could be more easily adopted by the cooperatives. All projects reflected a multidisciplinary approach, with the top two solutions representing Fashion, Communication, Multimedia and Industrial Design respectively and equally.

Problems to be addressed by the project

Specific challenges and issues faced by the various cooperatives, as well as social and environmental issues within the community they operate.

Project objectives and outcomes

Well-rounded design solutions across all disciplines that could be more easily adopted by the cooperatives, with the help of a feasible business plan.



DENVER HENDRICKS

Urban Ingadi – Urban food garden on Doornfontein UJ Campus

Leaders: Denver Hendricks and Steffen Fischer (Urban Ingadi)

Partners: Hillbrow Community

Urban Ingadi sets out to involve the Hillbrow Community in the start up of an urban food garden. A site on the Doornfontein Campus, still to be determined, will be the start of the project. The project will consist of a 5 x 5 metre piece of land that will be turned over and changed into a food garden with the help of volunteers from the Hillbrow community. The idea behind the project is to empower the community through basic training, while allowing the project to become sustainable in teaching how to manage, maintain and harvest food from the garden. Through a successful year, the plan is to allow the garden to grow and expand organically and thus provide a bigger crop to harvest, enabling the care-takers of the garden to sell produce to make a basic income.

Problems to be addressed by the project

- Food security
- Training
- Learning through gardening
- Empowerment to community members
- Providing food for the family members of the garden project

Project objectives

To teach and empower woman and children about the importance of sustainability and food. Transferring of skills and knowledge on to others.

Enabling gardeners to start up their own urban food gardens within the city centre. To teach gardeners that producing and selling food can provide a source of income.



GADĪJA PETKER

Professional studies (BEd and PGCE APK)

At the APK campus approximately 700 students completed 50 hours of service learning in the Faculty's partner schools and some community organisations, and 40 hours of community engagement in organisations of their own choice.

Service-learning opportunities to student teachers in the BEd Foundation Phase programme on SWC were provided at the Funda UJabule School.

Teaching Studies 1A – TSD10A1 (BEd Foundation Phase)

Number of students involved: 109

Project name: Lethabo la di papadi (The joy of sports)

Date: Friday, 11 April 2014 from 08h00 – 12h00

Venue: UJ Soweto Campus, Sports Stadium

Project leader: Ms Gadīja Petker

Target community: Learners and staff at Funda UJabule School

Type of activities: Sporting activities specifically designed for learners in the foundation phase, aged six to eight years old.

Teaching Studies 1A (TSD10A1) aims to teach education students about their professional development as future teachers. It also provides them with a glimpse into the practical aspects linked to their professional development. The practical component of the module requires students to implement a service-learning project where they contribute or give back their educational expertise to the Funda UJabule School community. The practical component teaches students that education practitioners have a crucial role to play in building a caring and just society and that they can work collaboratively with community members to achieve this goal.

In 2014, the service-learning project took the form of a sporting event. The sporting event not only presented an opportunity for students to participate in a service experience that meets the needs of the community, it also aims to expand on student academic learning and civic awareness. The service-learning project is also part of the UJ Faculty of Education's integrated community engagement strategy. It includes service learning as pedagogy in the undergraduate teacher education programme.



Gadīja Petker with Gcina Mhlope



FACULTY OF EDUCATION

Service learning as community engagement

The Faculty defines community engagement as initiatives through which the expertise of the Faculty (both staff and students) in relation to teaching, learning, and/or research, is employed to address issues relevant to the community, in a reciprocal partnership. Through community partnerships, service-learning opportunities are provided to students with a view to foster a sense of social and civic responsibility, while simultaneously preparing them to become caring and accountable educational practitioners, who are able to support and nurture learning and development in diverse educational contexts.

The Faculty's service learning initiative involves partner schools and community organisations and includes BEd and PGCE students on the APK campus and BEd Hons and MEd Educational Psychology students on the SWC. The Faculty's community partners are Elands Park Primary, Westbury High, Piet van Vuuren Primary, Vorentoe High, the UJ Metropolitan Academy, Johannesburg Secondary, the Sparrow Foundation, Sparrow Combined, Hope School, the Kingsway Centre for Concern, New Nation Secondary, Unified Comprehensive, Coronationville High, Sparrow Village, the Leigh Matthews Trauma Centre, the Thandulwazi Trust, Dowling Street Primary, Laerskool Jim Fouche, Laerskool Generaal Christiaan de Wet and Masimambane College.

Education Studies 2B - EDU20B2 (B.Ed. Foundation Phase)

Number of students: 120

Project name: Bullying Workshop

Date: 30 September 2014; 8:00 to 12:00

Venue: Funda UJabule Primary School Soweto

Project leader: Dikeledi Sekhukhune

Target audience: Grade R to Grade 4 learners

Type of activities: Group presentations and active engagement of learners - groups of 8/9/10 students presented in all the classrooms.

The project presents an opportunity for students to provide intervention to address bullying as one of the contextual issues (behavioural challenges) impacting negatively on childhood development and education in the school and the larger community. It empowers the students in their roles of providing concrete and practical school-based support to children.

English for the Foundation Phase 3A (Language and Literacy 3A) for the BEd Foundation Phase

Number of Students: 100

Project name: Constructing a Mobile Library and hosting a Reader's Theatre event.

Venue: Funda UJabule Primary School Soweto

Project leader: K Peter

Target Audience: Learners in the foundation and intermediate phase

Project description:

The service learning activities that the third-year cohort will be engaging in is planning and hosting a Reader's Theatre event. Students will choose one book from a selection of Roald Dahl's books, and in a team of ten to twelve pre-service teachers, collaborate on bringing the book "alive" for both foundation and intermediate phase learners.

Teaching Studies 1B – TEASTB1 (BEd Intermediate Phase)

Number of students: 118

Project name: Vertical tower garden

Dates: Thursday 7 August 08:00 – 13:00; Thursday 25 September 09:00 – 13:00

Venue: Funda UJabule Primary School Soweto

Project leader: Francois Naude

Target community: Learners and staff at Funda UJabule School

Type of activities: Teaching intermediate phase learners how to plant a vertical tower vegetable garden.

Project description: First-year teacher education students registered for the BEd Intermediate Phase degree in the UJ Faculty of Education have to pass approximately nine modules (subjects) to qualify for promotion to their second year. One of the modules, named Teaching Studies 1B (TEASTB1), aims to teach education students about their professional development as future teachers. It also provides them with a glimpse into the practical aspects linked to their professional development.

The practical component of the module requires students to implement a service-learning project where they contribute or give back their educational expertise to the Funda UJabule School community. The practical component teaches students that education practitioners have a crucial role to play in building a caring and just society and that they can work collaboratively with community members to achieve this goal. In 2014, the service-learning project took the form of a sporting event. The sporting event not only presents an opportunity for students to participate in a service experience that meets the needs of the community, it also aims to expand on student academic learning and civic awareness. The service-learning project is also part of the UJ Faculty of Education's integrated community engagement strategy. It includes service learning as pedagogy in the undergraduate teacher education programme.



Francois Naude with his students

Professional Studies (BEd and PGCE students APK)

At the APK campus approximately 700 students complete 50 hours of service learning in the Faculty's partner schools and some community organisations, and 40 hours of community engagement in organisations of their own choice.

Project placements

Meadowlands Secondary School project was placed with Faculty during the last placement meeting. The Faculty will inform this school before the end of this semester.

Project registrations

The Faculty registered two new projects in 2014:

- TechnEd Catalyst Project
- TechnEd FET CoP

Department: Science and Technology Education

The Technology Education Catalyst Project

Leader: Prof PJ Ankiewicz

Partners: Provincial departments of education and trade and industry (private sector)

This project comprises partnerships between the University of Johannesburg (specifically TechnEd as part of the Faculty of Education), provincial departments of education and trade and industry. Trade and industry is instrumental in developing learning and teacher support material (LTSM) and granting funds, earmarked for social upliftment, for the provision of workbooks and teacher guides (LTSM) to schools and for continuing professional teacher development (CPTD). Since the inception of the Catalyst Project, 995 450 workbooks and 45 200 teachers have been supplied to more than 700 schools. Based on the Catalyst Project, an industry-sponsored, school-focused model for continuing professional development of technology teachers has been developed by means of research. A significant outcome from this research is seven criteria for judging CPTD, which is an international first.

Problems to be addressed by the project

- To promote technology education as part of Science, Engineering and Technology (SET) through instruction, research and community service.
- To develop and provide learning support material for school learners and support material for technology teachers that address problems regarding learning and teaching in technology education, e.g. subject knowledge (PCK), teaching methodology (pedagogy), assessment and workshop management.

Project objectives

- To develop Senior Phase Technology Education at UJ as one of the leading educational programmes nationally.
- To promote technology education as part of Science, Engineering and Technology (SET) through instruction, research and community service.
- To develop and provide learning support material for school learners and support material for technology teachers
- To establish a partnership between UJ, the provincial departments of education, teachers and the private sector.



DR FRANCOIS VAN AS

Department: Science and Technology Education
TechnEd FET CoP

Leader: Dr F van As

Partners: Deputy Chief Education Specialists (DCES), Senior Education Specialists (SES) and FET technology teachers

TechnEd has been well established in Senior Phase Technology Education since 1998, and intends to shift its focus to FET Technology now, which is also a drive of the DBE. TechnEd is establishing CoPs for Engineering Graphics and Design (FET), Civil Technology (FET), Electrical Technology (FET) and Mechanical Technology (FET) teachers. Together TechnEd and the GDE can make an important contribution to assisting FET Technology teachers and their learners.

Problems to be addressed by the project

Problems regarding the learning and teaching of the mentioned FET Technology subjects, e.g. subject knowledge (PCK), teaching methodology (pedagogy), assessment and workshop management.

Project objectives

- To develop FET Technology Education at UJ as one of the leading educational programmes for FET Technology nationally.
- To establish collaboration between UJ, the GDE, teachers and the private sector.
- To create a platform where challenges regarding learning and teaching within these subjects can be addressed.



FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE)

Department: Town and Regional Planning

Leader: Mr Aurobindo Ogra and Mr Farouk Varachia

Partners: CoJ, CoT, Ekurhuleni, Metropolitan Municipality, etc.

Applications of Foundry Sand in Neighbourhood Development in Gauteng Province: A Pilot Project on Area/ Neighbourhood Planning, Economic & Entrepreneurship Development

Foundry is one of the core industries in the manufacturing sector in South Africa. As per 2011 data from the Casting Directory, the total number of foundries estimated in South Africa was 184. The foundry industry produces more than

0.5 million tons of casting annually. More than half of the foundries in South Africa are located in Gauteng.

Of the process type/technologies used by foundry industries, sand casting is the dominant technology used by 65% of foundries in South Africa. The metal casting process in foundry industry reuses and recycles foundry sand, until it reaches the end of its usable cycle. Eventually the non-usable sand is discarded and is then land-filled. Around 3000 tons of foundry sand is discarded annually by a single foundry in Gauteng.

There are many potential uses of the discarded foundry sand such as structural fills, cerement, road base and sub-base, embankments, manufactured soil, hot mix asphalt, etc. The discarded sand could potentially also be used in making various pre-cast and cast in-situ products like hollow-core blocks, paver tiles/blocks etc. These products have the potential to be utilised in various informal settlements clusters in South Africa

Problems to be addressed by the project

Currently, the foundry sand is discarded along the landfill sites; the discarding of foundry sand is a major challenge as it is filling the landfill sites and depleting its life span. The potential uses of foundry sand are untapped, considering its application in various areas. There are a number of informal settlements in the country that require improved infrastructure facilities, thereby improving the quality of the life for those living in such settlement areas.

The possible opportunities with the discarded foundry sand and its application in area/ neighbourhood development within various informal settlement clusters include product development like: pre cast/cast-in situ hollow core blocks, interlocking paver tiles/blocks, panels, roofing tiles/claddings, etc. There are numerous application areas for developing, such as housing, compound walls, street furniture, sanitation, storage security, other shelter, etc.

Project objectives

The proposed project intends to target multidisciplinary areas of planning involving area/ neighbourhood development of selected informal settlements identified in the Gauteng province. The focus areas include slum improvement projects in areas of housing, neighbourhood improvement like street lanes, common community resources like community halls/centres, sanitation facilities, solid waste management infrastructure and other social/civic amenities in a neighbourhood. The project focuses on the following two pillars of empowerment of communities in various informal settlement clusters:

- Planning and development empowerment (improving the quality of life through provision of basic infrastructure/social amenities): Key opportunities to improve the neighbourhood include area planning and developments, improvements in areas of quality of living, improving the environment in terms of streetscape, basic community infrastructure and increasing the livelihood opportunities linked with entrepreneurship options.
- Economics and entrepreneurship (creating livelihood and entrepreneurship opportunities within communities living in informal settlements clusters): The key opportunities which exist to improve the neighbourhood include creating livelihood opportunities, entrepreneurship development, and capacity building for skills, training and community.

FACULTY OF LAW

EDDIE HANEKOM



Interdepartmental project - Johannesburg I Care Centre – Outreach

Leader: Eddie Hanekom

The Faculty of Law took part in the Nelson Mandela Day event on 18 July 2014. Fifteen members of staff and seven students visited the Johannesburg: I Care Centre situated in Brixton, Johannesburg. I Care is a non-profit Christian organisation that creates meaningful and sustainable solutions for street children through awareness programmes, rehabilitation, shelters and skills/job creation, aiming to produce effective members of society. Assistance will be rendered with maintenance of facilities, as well as donations of material for the maintenance; clothes; and goods of educational value. We will further engage with their management relating to possible longer-term assistance with education and training.

Project objectives

Finish the maintenance of the facilities as per our agreement with the management of I Care. Create a longer-term relationship with I Care and instill a sense of community awareness in the participating staff and students of the Faculty of Law.

Community Engagement projects in the Faculty of Law include the four law clinics on each of the four campuses.



DIVISIONS

INSTITUTIONAL ADVANCEMENT

Department: Community Engagement

Tutoring Programme – Schools outreach

Leader: Andy Balaram

Partners: Fidelitas School, Diepsloot Soweto and Diepsloot Fourways

The Tutoring Programme provides quality tutoring services to learners in Grade 10, 11 and 12 on Saturdays, working with the principals, management of the school, educators and the SGB, including the Education Department. It assisted in the pass rate of Grade 10, 11 and 12 learners.





ANDY BALARAM, CE SPECIALIST

Aims and aspirations of the programme:

- Provide the learners with precise and accurate information that is both relevant and complies with the National Curriculum Statement's Syllabus guidelines;
- Develop a culture of hard work and dedication in learners;
- Assist in the increase of the percentage of matriculants who can access tertiary education;
- Develop and nurture leadership in the learners;
- Make sure that learning and teaching takes place at all times;
- Commitment: to inspire pro-social partnership, strong interpersonal skills, and instil a sense of hope in the future;
- Responsibility: to empower youth in establishing goals and following through on commitments;
- Keys to success: to establish a strong partnership with the education officials, principals, management, staff, SGB, parents and learners.

Problems to be addressed by the project

Improved matric pass rate

Project Objectives

To increase pass rate in underperforming schools

ACADEMIC SUPPORT DIVISION CE PROJECTS

UJ SPORT

University of Johannesburg Sport and Lancea Vale Secondary School Community Engagement Partnership Project 2014

In February 2014 a group of 35 learners participated once a week in hockey coaching. Maru Nel (currently a UJ First Team Women's player and final-year education student) and James du Plessis (currently a provincial A team and UJ First Team player) were responsible for the coaching and were key factors in the success of the project.

The learners and educators indicated that life skills development lacked in the school and the community. The principal and educators approved an eight-week Life Skills Programme for implementation after the July holidays. The programme was successfully implemented with the approval of the principal and educators.

The overall aim of the project is to build a sustainable partnership with Lancea Vale Secondary in order to:

- Assist in skills development and transfer (from coach to learners, from coach to educator – and eventually progress from educator to learner);
- Assist with sport talent identification within the school structure;
- Assist with academic monitoring of the current learners in the project;
- Offer life skills training to the current learners in the project.

The programme leader, Lizette Höll, who holds a master's degree in Talent Identification and Athlete Management, with an interest in life skills, started with the implementation of the life skills in July 2014. Sport was used as a vehicle to reach a specific outcome and focus. The first two weeks' challenges were to build trust between the coordinator and the learners. Feedback from the school indicated a definitive positive change in the learners' attitude. The industrial psychologist of UJ Sport got involved in the life skills as the project progressed. The school requested implementation of the programme to the rest of the educators, as well as to more learners.



HERITAGE DAY (24.09.2014)

UJ Sport assisted Lancea Vale in their first ever Derby Sports Day: **hockey, netball, soccer, a tug-of-war, a fitness challenge and a community fun run.** Lizette Höll and Sanpat Coetzee – UJ Director of Sport – assisted in the planning of the day, the setting-up of the programme, UJ branding, etc. Other individuals involved included Elize le Roux – hockey: umpiring and organising of the event, Kgabo Mphulo – netball: umpiring and organising of the event, Charlotte Scholtz – netball: umpiring and programme, Darshan Raman – fitness challenge and Werner Neethling – the tug-of-war. UJ Sport Soweto also assisted in the painting of the facilities.



NOTES



FACULTY OF ART, DESIGN
AND ARCHITECTURE (FADA)



UJ_FADA



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UJFADA

FACULTY OF ECONOMIC AND
FINANCIAL SCIENCES (FEFS)



UJ FEFS

FACULTY OF EDUCATION



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Education@UJ

FACULTY OF ENGINEERING AND
THE BUILT ENVIRONMENT (FEBE)



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FACULTY OF HEALTH SCIENCES



Health Science @UJ



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Law@UJ



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FACULTY OF MANAGEMENT



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FACULTY OF SCIENCE



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“Community Engagement in the form of service learning and community based research is a core academic function. UJ is committed to serve humanity”

MS ERNESTINE MEYER-ADAMS, COMMUNITY ENGAGEMENT MANAGER