

~ 2013 ~
Community
ENGAGEMENT
REPORT

RETHINK. REINVENT.



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A black and white photograph of Prof Tinyiko Maluleke, a middle-aged Black man with a bald head and a friendly smile. He is wearing a light-colored, textured blazer over a checkered shirt and a dark tie with a small pattern. He is leaning forward with his hands resting on a dark, flat surface. In the background, there is a large, stylized portrait of a person's face, partially obscured by an orange semi-transparent rectangle in the upper left corner. The text 'PROF TINYIKO MALULEKE' is written in white, uppercase letters within this orange rectangle.

PROF TINYIKO
MALULEKE

“Through these engagements, students learn the value of service and while also acquiring crucial skills for their holistic development and citizenship.”

DEPUTY VICE-CHANCELLOR: INTERNATIONALISATION, INSTITUTIONAL ADVANCEMENT AND STUDENT AFFAIRS

Community engagement at the University of Johannesburg (UJ) represents the third key pillar of the University's core business, along with teaching and learning, and research. It concerns the university community's contribution and gratitude to the well-being of broader community. Through community engagement, the university humbly offers the energy and talents of its students, researchers and lecturers to the community.

At UJ, community engagement is undertaken in a myriad of ways. One particular programme of note involves student volunteers. This programme has been growing progressively over the last year and now boasts more than 7 000 students participating in

voluntary services in private, public and non-governmental institutions. Through these engagements, students learn the value of service and while also acquiring crucial skills for their holistic development and citizenship. Many of our community engagement activities are geared towards the alleviation of poverty as well as the protection of the environment. The university also has a series of community engagement events linked to key dates in the South African annual calendar – events such as the International Mandela Day, Heritage Day and Women's Day.

In order to make community engagement real, primary activities are located in faculties and embedded in key faculty programmes even though they are coordinated by an institution wide Community Engagement Board.

This brief report will give the reader a feel for the various community engagement activities undertaken at UJ in the 2013 academic year.

PROFESSOR TINYIKO MALULEKE

Deputy Vice-Chancellor: Internationalisation, Institutional Advancement and Student Affairs



The emphasis is always on the values of caring and compassion, respect for diversity, human dignity, community participation, community empowerment, good citizenship and social justice.



HEAD, COMMUNITY ENGAGEMENT (CE)

The University of Johannesburg's (UJ's) commitment to community engagement is embedded in its vision and was formally established in an independent Community Engagement Office in 2009, which has grown into a department. This department promotes the idea of community engagement as the third pillar of the University along with teaching and research. This third pillar also embeds within its aims a contribution to the other two. UJ promotes "public scholarship" both as a concept and as a practical means of advancing its goal of contributing to the well-being of its associated communities. This is achieved through non-academic and academic community engagement projects divided into three categories, namely; (i) service learning, (ii) community based research and (iii) organised outreach all of which is conducted by staff and students from the nine institutional faculties. The university deploys a wide range of instruments to ensure that research benefits the community. Some of the notable instruments used by various faculties forge a closer working relationship with the community. UJ's community engagement program offers students the opportunity to

participate in experiential or service learning. As explained in the UJ community engagement policy, service learning targets specific community needs and through a curriculum-based assessment enables students to participate in as well as reflect on contextualised structured activities that address identified service needs. The holistic development of students require the nurturing of a core set of values, citizenship and civic responsibility as motivated in the "Theory of Values" by Paulo Freire.

Community Engagement at UJ are those initiatives and processes that employ the knowledge capital and the resources of UJ in the creation of partnerships that address the development needs of specific interest groups. The necessary activities are made available by the institution to the interest groups without financial consideration which is why community engagement in the form of **service learning** and **community based research** is considered a core academic function of the institution. **Organised outreach**, on the other hand, is an important component of UJ's vision statement and one of its strategic goals, but it is not a core academic function. Three core phrases are identified for the sake of clarity.

- **Service Learning** is a form of community engagement that entails teaching and learning that are directed at specific community needs and is curriculated into a credit-bearing academic programme and enables students to participate in, and reflect on, contextualised, structured and organised 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 by providing them with services and resources as determined by such communities.

A black and white portrait of a woman with dark, curly hair, wearing a dark turtleneck sweater. She is looking slightly to the right with a gentle expression. The background is blurred, showing what appears to be an indoor setting with other people.

MS ERNESTINE
MEYER-ADAMS

EXECUTIVE SUMMARY

UJ's community engagement approach is aligned with and actively supports the United Nations Millennium Development Goals. This is done through the utilisation of intellectual capital, innovative research and student participation. Volunteers contribute through CE Organised Outreach projects that enhance the efforts of RAG, Residences, Day houses, Societies, ENACTUS and student initiated NGOs. All these entities within UJ and the greater society work as a collective to alleviate poverty, improve socio- economic circumstances and protect the environment.

UJ's CE Policy informs the process of integration and alignment of CE projects, from the Community Engagement Department, institution-wide faculties and divisions and the Community Engagement Advisory Board to the Senate Committee. The approach places the spotlight on all role players to be accountable and to contribute to fulfilment, instead of individually scattered attempts. CE principles are guided by national guidelines and managed in accordance with good governance. The CE emphasis is always on the values of caring and compassion, respect for diversity, human dignity, community participation, community empowerment, good citizenship and social justice. The outcome is needs-based service to the community as well as student and staff experiential learning,

the enhancement of existing knowledge, the creation of new knowledge and the sharing of knowledge.

The University's three points of departure for the transformation of the higher education sector, namely: increased democratic and diverse participation; co-operation and partnerships with all communities to contribute to the eradication of past inequalities; and greater responsiveness to a range of social and economic challenges with a concomitant commitment of seeking solutions to such challenges all find bearing in CE.

Most of the faculty projects have started out as Organised Outreach projects and evolved into Service Learning or Community-based Research projects.

The Community Engagement Department endeavours to maintain the established CE Project database on all Service Learning projects, Community-based Research projects as well as Organised Outreach projects. Through the collective efforts of all staff and students regular updates and continuous registrations of all CE projects, the annual CE scope and impact study, the contributions of the institution to the social, economic and educational development of Johannesburg, the Province/Gauteng region, as well as that of the wider society across the Southern African Development Community, the African continent and the rest of the world can be assessed.

The integration of community engagement into mainstream academic delivery has improved over recent years. Not only are there a vast array of programmes and projects being coordinated at any given time across the University but some of these projects are being converted into tangible deliverables and activities for student and community beneficiaries. The past year was a successful one for CE when considering all the volunteers, engaged partners and sustained projects. Challenges that hamper expansion include the position or rather repositioning of the Community Engagement Department as well the fact that CED should have a much higher prominence to ensure and work towards establishing community engagement as a core responsibility.

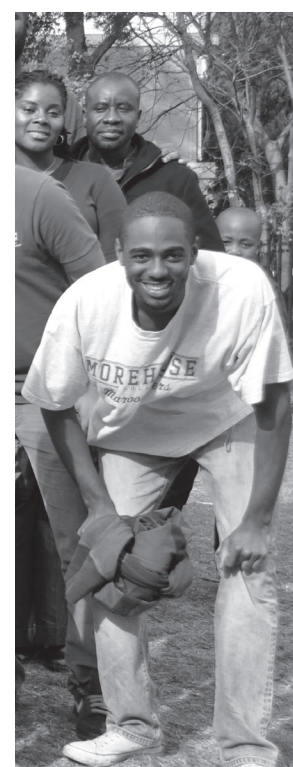
MS ERNESTINE MEYER-ADAMS
Head Community Engagement

The University of Johannesburg adheres to the following principles to guide its community engagement activities:

1. Community engagement, in the form of service learning and community-based research, is a core academic function of the University. As such, service learning is a compulsory, credit-bearing component of identified academic programmes.
2. Community engagement, in the form of organised outreach, is an important component of the University's vision statement and one its strategic goal of being an engaged institution. Organised outreach, however, is not a core academic function of the University, but may be assessed for compliance with the UJ conditions of service.
3. No remuneration is offered to participants (i.e. employees and/or students) or taking part in community engagement projects, initiatives or activities.
4. The University is committed to interacting with communities, in a partnership where all parties benefit from the relationship.
5. The University is compliant with national guidelines and criteria (e.g. HEQC requirements for programme reviews and institutional audits).
6. The University strives for sustainable development in its community engagement initiatives.
7. All community engagement projects are managed in accordance with generally accepted tenets of good governance.
8. Funding for community engagement projects (whether service learning, community-based research or organised outreach) is managed in accordance with the University's Financial Policies and the institutional Fundraising Policy.
9. Accountability and responsibility for a specific community engagement initiative or community-based research project reside with the initiating faculty/department, researcher, University employee, student body or division concerned.

The integration of community engagement into mainstream academic delivery has improved significantly over recent years. Not only are there vast arrays of programmes and projects being coordinated at any given time across the University but these are projects that are also being converted into tangible deliverables and activities for student and community beneficiaries.

UJ	Type 1:	Type 2:	Type 3:
Community Engagement Types	Service Learning	Community-based research	Organised Outreach – Volunteerism



Community Engagement at UJ: Strategic Thrusts and Summary of Roles

The Department's main goal is to promote strategic and active partnerships between UJ and its external communities. The Community Engagement Department has made the following commitments to its external community partners, as outlined in the 2009 CE Policy:

- To make a significant contribution to social, economic and educational development of Johannesburg, the province as well as that of the wider society.
- To add value to external constituencies through strategic initiatives and partnerships by engaging with the challenges of SADC and the African continent.
- To enter into mutually-beneficial partnerships and relationships by advancing its goal of contributing to the well-being of its stakeholder communities

The emphasis is on the provision of a needs-based service to external communities as well as student and staff experiential learning, the enhancement of knowledge, and the creation of new knowledge for the advancement of communities. The vision of UJ's Office for Community Engagement (OCE) is to infuse community engagement into teaching, learning and research within the University and establish



and foster strategic partnerships with its communities. In order to achieve this vision, the Community Engagement Department at UJ is focused on three strategic thrusts, the responsibility of which is jointly shared by the faculties and the CE Department:

THRUST 1: Growth of service-learning in faculties

The aim is to ensure that at least 10% of all academic programmes incorporate service-learning efficiently and cost-effectively into their curricula by 2020.

Training staff in service learning and the annual growth of service-learning modules within curricula will achieve this across all faculties at the University.

As Service Learning is an academic activity, UJ Faculties have the responsibility of ensuring the growth of service learning and related activities of this goal, under the leadership of the Deputy Vice-Chancellor for Academic Affairs.

THRUST 2: Recognising and implementing CE as UJ's third Core Academic Function

All CE activities are geared towards the promotion and growth of CE as the third core function of the institution. The key objective of this thrust is to ensure that all CE projects are effectively planned, implemented, and continuously evaluated. Annual CE awareness campaigns are arranged to ensure continuous recognition of the importance of CE within the University. Events include Mandela Day, the CE Showcase, the CE Road Show, the Women's Day Leadership Convention, and the Community Engagement Recognition Awards (CERA). The CE Department is responsible for the management of the Community Engagement Board and its sub-committees, along with the annual events and awareness initiatives mentioned above.

THRUST 3: Sharing our intellectual capital

To evolve into an 'engaged' university effectively, CE activities promote an exchange of knowledge and therefore establish mutually beneficial partnerships that can enhance social, economic and educational development within communities. Once needs analyses are done with surrounding communities, Organised Outreach (OO) projects are planned and implemented by faculties, divisions and student structures. The CE Department ensures initial project registries and placements are successfully completed, and assists with the continuous monitoring and evaluation of projects.

COMMUNITY ENGAGEMENT SUMMARY OF GOALS

STRATEGIC THRUSTS		UJ FACULTIES		COMMUNITY ENGAGEMENT DEPARTMENT
At least 10% of all academic programmes to incorporate Service Learning efficiently & cost-effectively in their curricular by 2020 (from the current base of 4%)	➔	Manage the growth of Service Learning	➔	Faculties – managed Service Learning from 2013
Address the developmental needs of communities by providing them with access to the University's intellectual capital	➔	<ul style="list-style-type: none"> • Faculty community engagement projects • Community Based Research (CBR) projects • Organised Outreach (OO) 	➔	<ul style="list-style-type: none"> • Organised activities to support: <ul style="list-style-type: none"> - Faculty Based Projects (FBP) - Community Based Research projects (CBR) - Organised Outreach (OO) - Scope and impact study - Project management
Increasingly recognise and implement CE as UJ's third core academic function	➔	<ul style="list-style-type: none"> • Community Engagement Advisory Board (CEAB) • Faculty representatives • Placement Committee • University Research Committee and the Senate • Teaching and Learning - participation 	➔	<ul style="list-style-type: none"> • Management of the Community Engagement Advisory Board (CEAB) • UJ CE Institutional Programmes • Mandela Day • Women's Project • CE Showcase • CE Road show • UJ CE Student Volunteer Programme • Management & monitoring of CE projects

Major Achievements

The major achievements for 2013 include the successful initiation of the UJ Student Volunteer Programme. A target of a minimum 4,000 and ceiling 5,000 sign-ups was set in the institutional scorecard. These students were expected to volunteer a minimum of 20 hours in community service. A total of 7,151 students were signed up for this new programme at the end of September 2013. The key challenge

was the absence of human resources and an adequate budget to support this new programme since the targets were presented by the MEC after the finalisation of the 2013 budget in November 2012. The prerequisite for 2014 is that the staffing challenge that this programme presents be addressed.

The second achievement involves the successful placement of 16 new CE projects in Faculties and Divisions. Thirdly, five new institutional flagship partnerships were introduced with major players in the South African communities and sectors.

GOVERNANCE AND PERFORMANCE

Governance

The Community Engagement Advisory Board plays a key role in the management of Community Engagement activities at UJ. In accordance with the CE Charter, the Board met twice a year on 30 July 2013 and 31 October 2013. Management meetings and reporting procedures were observed as follows:

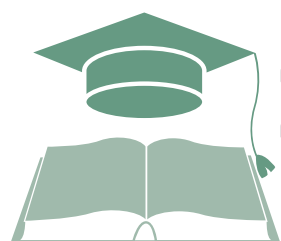
- The Executive Director, Institutional Advancement held monthly meetings with Heads of Sections to discuss strategy and high-end issues.
- The Head of the Department, Community Engagement arranged weekly and monthly meetings with all staff in the department. Monthly reports on Community Engagement and all Faculty and Support Division projects ensured the active monitoring of all projects.

Performance

Mid-year performance reviews for CE staff and a final annual review were conducted in October 2013. There were monthly reports from all CE staff; and from October 2013, all faculties conducted a Scope and Impact Study for all CE projects.

The strategic objectives and targets for Community Engagement were set with the following Institutional Advancement Division's key focus areas in mind, namely:

- Build the UJ brand internally and externally.
- Develop and maintain relationships with key stakeholders.
- Develop and maintain communication with key stakeholders.
- Raise donor funds for priority institutional projects.
- Market UJ to undergraduate students in line with strategic indicators.
- Position UJ as a leader in Arts and Culture.



AS A RESULT OF THIS INTERVENTION, THE

PERCENTAGE PASS RATES IN THIS SCHOOL

IMPROVED
from **71%** to **78%** in 2013

Record of results against set goals

GOAL 1:

Initiating strategic partners with key stakeholders in the Gauteng region and beyond.

Three flagship partnerships were initiated in 2013:

1. Partnership with the Gauteng Department of Education in a tutoring project aimed at improving Grade 12 Maths and English results.

As a result of this intervention, the percentage pass rates in this school improved from 71% to 78% in 2013.

2. Presidential Award

This award was established by the office of the President of South Africa. It acknowledges volunteerism work done by students in higher education institutions.

3. VSO International

Volunteer Services Overseas has provided a two-day training workshop for the Community Engagement Department at the Pretoria Protea Hotel.

Faculty	April 2013 - Projects Placed	September 2013 - Project Placed
Faculty of Art Design and Architecture	- Pelican Precinct Project - Awakening the Spirit of Ubuntu	Art with heart
Faculty of Economic and Financial Science		
Faculty of Education	- Institute for Social Development - Kasi Techno Kids	
Faculty of Engineering and the Built Environment	- Westbury Park Farm	
Faculty of Health Sciences	- Alpha World Ministries - Nanga Vhutshilo - Pretoria City Sports Academy - Leadership Foundation	- Sahaja Yoga: Free Wellbeing - Training
Faculty of Humanities		- Forever Blooming Stress & Trauma - Counselling
Faculty of Law		
Faculty of Management	- Hope Revealed - Karos and Kambro - Mercy Foundation - SAVF Claremont Community Services - Kathanda Community Project - Pamoja Cooperative	
Faculty of Science		- Positive Cycle - Tirisano Foundation

GOAL 2:

The following capacity building initiatives were offered to UJ staff and students to enhance the quality of delivery and management of CE projects:

- Leadership workshops.
- Dissemination of material on Service Learning.
- Conference attendance.
- Presentations on flagship development projects.
- Project management sessions.

GOAL 3:

The Community Engagement Advisory Board Sub-Committee responsible for the placement meetings held meetings in April and September 2013.

GOAL 4:

The UJ Community Engagement Scope and Impact study is aimed at analysing the scope, quality and impact of CE projects across all faculties and divisions. In 2012, the CE Board commissioned prominent Non-Governmental Organisations who are part of the CE Advisory Board to undertake this study under the leadership of Dr Jose Bright. He provided a summary of recommendations for all UJ CE stakeholders at the Advisory Board meeting held on 22 May.
































GOAL 5:






































Ensure growth in quality and stature of the following institutional projects:

GOVERNANCE AND PERFORMANCE

































TABLE KEY		
SL	OO	CBR
Service Learning	Organised Outreach	Community Based research

UJ FACULTY AND DIVISION COMMUNITY ENGAGEMENT PROJECTS 2013

	SL	OO	CBR
FACULTY: ARTS DESIGN AND ARCHITECTURE			
Artist Proof Studio. The project is at 3 President Street in Newtown			
The Phumani Paper Mill Project based in DFC			
Informal Studio. The project is based in Ruimsig			
Archival Paper Mill. The project is based at the Old Synagogue complex, DFC Campus.			
Arts-based Methods for community development. This project is based in HaMakuya in Limpopo			
Eco-Fuel Briquette project (PRDU). This project is based in UJ and Gauteng townships			
Design and development of a household farming kit. This project is based in the North West Province at Dr Kenneth Kaunda Municipality			
Children's future: Design and Manufacture.			
Jewellery Design and Manufacture – Heshima – Tribute to our women			
Graphic Design - Re-Imagining Melville. This project is based in Melville Gauteng.			
FACULTY: ECONOMICS AND FINANCIAL SCIENCES			
UJ Community Club (UJCC) Projects – TLC Orphanage support. The projects are focused on organised outreach in the Johannesburg region. To add, the UJCC seeks to create business ventures for orphanages (such as the TLC orphanage home) and assist them with financial resources			
Accreditation of Historically Disadvantaged Universities - University of Limpopo (UL) Support Project			
Equity Development Project (EDP)			
SAICA Board 1 Repeaters Programme			
Economic Literacy Initiative			
An Economic and Social Impact Analysis of a place of safety in JHB Area : An evaluation of TLC. This project is based in Johannesburg			
Mandela Day reading Project with Tshepo Centre in Windsor and Carl Sithole Home in Klipspruit			
FACULTY: EDUCATION			
Funda Ujabule training school on Soweto Campus.			
Partnerships with various (14) schools.			
Secondary School (Metropolitan UJCALL). This project is aimed at providing schooling to underprivileged learners and allow the further study at UJ.			
Principal network. (Location unknown)			
FACULTY: ENGINEERING AND THE BUILT ENVIRONMENT			
Rural School Math, Science and Technology Development			
Solar Electrification of Gwankwani Village, Limpopo			
Techno Lab: Engineering Technology for schools			
FACULTY: HUMANITIES			
3-6 Sacred Heart School			
Girls & Boys Town SA			

FACULTY: HUMANITIES continued	SL	OO	CBR
Uthingo			
Advanced Certificate in Municipal Governance – Level 6			
National Certificate in Municipal Governance			
Headway Supervision			
Holding Hands			
Volunteer counselling, development and implementation of youth group and Vulnerable teenagers			
Judith Harrisburg Memorial Trust			
M Pather			
S.A. Hellenic Archives			
Sophia Town Project			
Wednesday Night Live			
FACULTY: LAW			
UJ Law Clinic based in three campuses: APK, DFC and Soweto Campus			
FACULTY: MANAGEMENT SCIENCES			
Egoli Social Network for Cooperatives. The project is based on Soweto Campus			
Brixton Youth Entrepreneurship Programme based in Brixton			
John Orr Technical High School			
Izenzo Kungemazwi College			
Westbury High School Project			
Metropolitan UJCall High School			
Johannesburg Correctional Service Project (Sun City)			
Othandweni Children's Home			
GIS Day			
Abraham Kriel Children's Home: Team Building			
Abraham Kriel Children's Home: Training Staff			
Jan Hofmeyer Centre – Project Good Will (JHCC)			
Sukasembe Children's Home			
Metro Evangelical Services (MES)			
Service learning and Hospitality Management			
Adullam Mission			
STH			
E.P Bauman School			
Sir Elton John Bakery and Disciples Village Bakery			
School Projects: Debates			
School Projects: Rea Jala (Vegetable Garden)			
School Projects: Soccer Tournament			
School Projects: University Bible/ATM			
Ms Motlabane Foundation and Friends			

GOVERNANCE AND PERFORMANCE

FACULTY: MANAGEMENT SCIENCES continued		SL	OO	CBR
Olive Leaf Foundation: Schools				
Nkosi Have Bakery				
NGO Forum				
Stop hunger Now				
SADC Smart Card				
Beautiful Beginnings Crèche				
Green Living				
Make my Business a Success: USAID				
Eskom Solar Geyser				
Social Economy Volunteer Coaching Association				
U-start				
Church of God in Christ				
Door of Hope: Project Good Will				
NON-ACADEMIC DEPARTMENTS				
Human Resource Division	ABET project based in UJ.			
Library Division	DFC Library: Book and clothing, donations/ monitoring and coaching projects			
	APK Library: Information Literacy for RAUCALL students			
Sports	JHB Prison Soccer			
STUDENT AFFAIRS: STUDENT PROJECT				
Bastion Men's Residence	Westbury Primary School Paint Outreach Project. The Project was aimed at painting classrooms in the Primary School			
Bastion Men's Residence	The Nkosi Haven Paint Outreach Programme. The project was aimed at painting rooms in Nkosi Haven			
Goudstad Residence	St Vincent De Pou/Come Home Bible Study. The project was based in the Holy Trinity Catholic Church in Braamfontein			
Sivebeek	Sivebeek Community Outreach on the East Rand Ekurhuleni			
Habitat residence	KIZITO HIV/AIDS Orphanage.			
Ikhyalethu Day House and Clay Pots	To empower children to be responsible and caring citizens. Johannesburg observatory area			
Panorama residence	Sports Day/Soup Kitchen. The project was based in Vrededorp			
Horison Residence	Sports Day Orphan Day.			
ZCC Student Society	Thembinkosi Care Givers Community Outreach Project			
ZCC Student Society	Career Exhibition (Mothutlung Secondary School)			
Association of Catholic Tertiary Students Society (ACTS)	Donate a Pad Project (Soweto High Schools)			
Remember and Give (RAG)	Ethembeni Day Care Assistance Project			
Remember and Give (RAG)	Old Age Home Tea Party Project			
Remember and Give (RAG)	Clothing Distribution Project			
Hector Peterson Residence	Thabababula School & Lirary Painting Project			

STUDENT AFFAIRS: STUDENT PROJECT continued		SL	OO	CBR
YWCA Residence	Pottery Train and the Trainer Project			
YWCA Residence	Carl Sithole Centre Outreach Project			
Aurum Residence	Luyanda Uthando Lwabantwana			
Habitat Residence	St Kizzo HIV/AIDS Orphanage			
Jeneusse Residence	St. Kizzo HIV/AIDS Orphanage			
Roland Court/ Dale Lace Residence	Zamokuhle Mashinini			
Sievebeek Residence	Gugulethu Parents Orphanage			
Robin Crest Residence	Bosasa SOS Children's Home			
Sunvalley Residence	"Hapyd" Soweto			
Abeillies Day House	Underprivileged School Visit			
Mining Forum Society	Lend a Hand			
Remember and Give (RAG – DFC)	Change for Change			
Horizon Residence	Reaching out to the Less Fortunate			
Panorama Residence	Computer Centre			
Goudstat Residence	Thandabantu Project			
Broadcast Court Residence	Abanfgani Enkosini			
Ikhayaletu Day House	Yes we can			
Majuba Residence	Thuthuka Roodepoort			
Cobra Securite Education Youth Initiative (COSEYI) Society	Carreer Porject Small Library Establishment			
Alomdraai Ladies Day House	Adopt a school			
Alomdraai Ladies Day House	Learn to swim			
Alomdraai Ladies Day House	Princess Alice Adoption Home			
Alomdraai Ladies Day House	Nkensani's abused and abandoned orphans			
Alomdraai Ladies Day House	Alomdraai Child Protection Week			
Amperdaar Ladies Residence	Homeless People			
Amperdaar Ladies Residence	Renovation of Matric Classrooms at Katlehong Schools			
Bastion Men's Residence	Paint Outreach (Westbury & Berea)			
Benjemijn Ladies Residence	Sophiatown homework Ministry programme			
Lebone Ladies Residence	Lombano Sanctuary			
Lebone Ladies Residence	Slovo Centre for Excellence			
Oppierif Men's Residence	Orphanage Combined Project			
Skoonveld Ladies Residence	Revamping of Westdene Primary School			
Student Town Senior Residence	Revamping of Pre-school			
Student Town Senior Residence	Outreach at Othandweni			
Remember and Give (RAG – APK)	Wednesday Soup Kitchen			
3C@UJ Society	Blanket Drive			
Kingdom Ways Intervention Platform Society	Tembisa Mission Outreach			
Graduate Empowerment Project Society	A solution to Education challenges			
Women in Engineering Technology Society	The Limps Drive			

STUDENT ARRAYS: STUDENT PROJECT continued		SL	OO	CBR
Community Development Society	Career Expo for 2 High Schools			
Irresistible Revolution Society	Winter Donations			
Seventh Day Adventist Student Movement (SDASM)	Salvation Army Project			
UJ Model United Nations Society	Youth @ SIIA (South African Institute of International Affairs) Project			
SWIET Society	Aspiring Excellence			
Mix Masters DJ Society	Entertainment			
Christian Residence Church (CRC) Society	Mercy Ministry to hand out clothes and food			
Christian Residence Church (CRC) Society	Red Dot Project			
NATESA Rebuilds Society	Empowerment Project			
The Assertive Youth (TAY)	Literacy Centre			

UJ Community Engagement Department Programmes 2013

The Department Of Community Engagement successfully ran the following programmes in 2013:

- UJ CE Student Volunteer Programme.
- UJ Saturday School Programme.
- Art For AIDS.
- CE Student Showcase (May 2013).
- CE Road Show (September 2013).
- Mandela Day (July 2013).
- Women Empowerment Project (August 2013).
- CE Awards November (2013).

Community Engagement – The Team

UJ Community Engagement Department



Dr. Zodwa Magwenzi
Senior Manager:
Strategic Partnerships

Ms Ernestine Meyer-Adams
Manager:
Community Engagement



Ms Monki Sebigi
Community Engagement
Liaison Specialist (APK)

Mr Andy Balaram
Community Engagement
Specialist (DFC)



Ms Ruth Mnwana
Community Engagement
Specialist (APB)

Ms Ernestine Meyer-Adams (Manager: Community Engagement) is a current board member of the South African Higher Education Community Engagement Forum and also serves as the chairperson for Volunteersim Working Group.

In 2014, the focus will be on the following:

- Qualitative assessment of outcomes and impact of CE projects.
- Fewer projects and greater impact measures.
- Encouraging full participation of internal stakeholders in CE projects.
- Effective marketing and communication of CE.



Institutional Community Engagement Initiatives

UJ Community Engagement Student Volunteer Programme 2013:

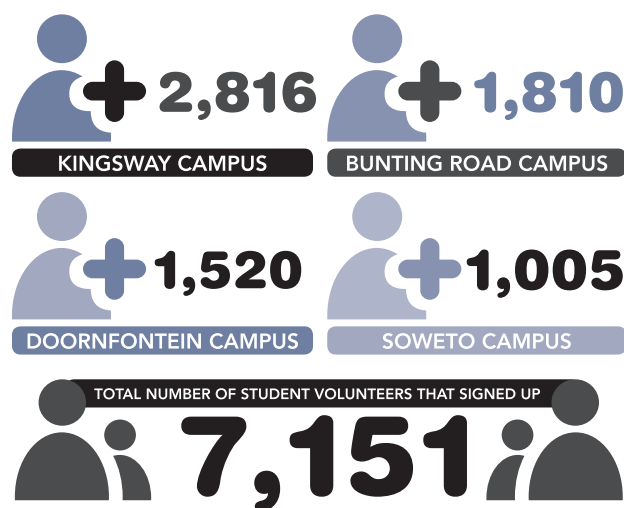
Outcomes

The programme was launched in 2013; and the following are some of the main outcomes:

- To develop responsible citizenship and a spirit of Ubuntu in student volunteers;
- Share UJ student intellectual capital with over 15 community-based projects in need;
- To enhance leadership competencies in UJ students;
- Ensure over 4,000 UJ students translate 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 it as a caring and engaged tertiary institution;
- To meet the needs of communities and organisations.

Student participants

The recruitment of student volunteers began in January 2013. The following is a record of student volunteers signed up on the four UJ campuses:



Stakeholders and partners

The following stakeholders have been identified and will engage with students in this programme. The table below outlines stakeholders working with each of the four UJ Campuses

No	APK	APB	SWC	DFC
1.	Helen Joseph Hospital	Rahima Moosa Hospital	Chris Hani Baragwanath Hospital/ Steve Biko Hospital	Charlotte Maxeke Hospital
2	Slovo Centre of Excellence	Kingston Frost Park	Teboho Trust	MES
3.	Together Action Group	Brixton Park	Itireleng Ikageng	ABZ
4.	FWC – Hospice, Computer Lab	SAVF	Pelican Precinct Project	Redeeming Youth for Christ Association
5.	Westdene Dam	4Change Foundation	PUSH	Hope Revealed
6.	Sparrow Rainbow Village	Hillside Digital	Mercy AIDS Foundation	Maria Kloppers
7.	Primary & Secondary School- (Westbury)	Primary & Secondary School- (Coronationville)	Primary & Secondary School- Soweto	Ferreira Primary School
8.	Street children/ people	Street children/people - Vrededorp	Street children/people	Street children/people
9.	ISA - Lesotho	Abraham Kriel	Kasi Techno Kids / PECOP	Malica Children's Home

CBO's	Volunteer Tasks	Campus
Hospitals – Helen Joseph, Charlotte Maxeke and Chris Hani	- Queue marshals, - Conduct patient and staff surveys - Distribution of food - Clean-up campaigns	Across 4 campuses
Parks – Westdene Dam, Kingston Frost Park and Brixton Park	- Clean up campaigns	APB and APK *DFC outside campus area
Orphanages – Abraham Kriel, Maria Kloppers, Sparrow Rainbow Village	- Fun days, homework supervision, career days.	
After-school Programmes – Slovo Centre for Excellence. Together Action Group (TAG), Ikageng Itureleng, PUSH Tebogo Trust	- Homework assistance & supervision - Fun days - Study Skills	SWC, APK, APB
Schools – Fidelitas, Fons Lumus and Klipspruit West Secondary Schools and various other schools	- Tutoring programme and motivational talks - Homework assistance & supervision, - Motivational talks, career days	DFC APK, SWC, APB, DFC

OVER 7,151 STUDENT VOLUNTEERS SIGNED UP BY THE END OF SEPTEMBER 2013

Each of the student volunteers worked a minimum of four hours and a maximum of 120 hours at the various projects/NGO sites, depending on their availability and interests.

The following programme matters have been organised:

- The budget for the full implementation of the programme in 2014 has been allocated.
- Total number of student volunteers – 7,151.
- Project coordinators available for each of the four UJ campuses.
- Induction/Train-the-trainer programme commenced in February 2014.
- All volunteers inducted by April 2014.

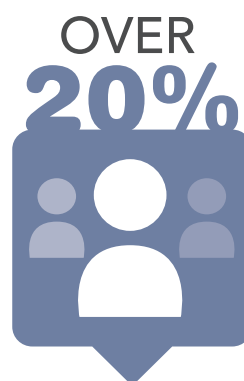
Monitoring and Evaluation Tools

The Monitoring and Evaluation function was designed to provide continuous feedback on our objectives. The regular feedback would help realign objectives if necessary and ensure the project was well run. Regular reporting mechanisms have been established in the form of monthly and quarterly reports within the Department, with reports also going to the Executive Director and Deputy Vice-Chancellor.

Project Impact

The following are some of the specific impacts the programme will have:

- **Over 20 community-based organisations are helped to become more sustainable.**
- Student volunteers make a difference in the lives of identified communities and organisations through the alleviation of identified challenges.
- The opportunity for knowledge sharing, skills development and a positive change in student attitude.
- **Building a strong culture of student volunteerism at UJ – more students will enrol each year.**



COMMUNITY-BASED ORGANISATIONS ARE
HELPED TO BECOME MORE SUSTAINABLE

67 minutes... for Mandela – starting with U (J)

Mandela Day is one of UJ's institutional events. As an 'engaged' university, UJ is responsive to community needs and has made significant strides in working with local community partners in the Gauteng region. Mandela Day has become a vehicle for this interaction with external constituencies in order to make a difference in peoples' lives. UJ staff and students are invited to participate in volunteer activities for a few hours on the 18th July 2013.



“Take Action; Inspire Change;
Make Every Day a Mandela Day”

Nelson Mandela International Day (or Mandela Day) is an annual international day in honour of Nelson Mandela, South Africa's former President, celebrated each year on 18 July (Mandela's birthday). The day was officially declared by the United Nations in November 2009, with the first UN Mandela Day held on 18 July 2010.

To honour the legacy of Nelson Mandela, more than 1,000 volunteers – students, academics and employees across all nine faculties and support divisions of the University of Johannesburg – heeded the nationwide call to volunteer 67 minutes of their time in honour of Mandela's legacy of reconciliation. Goodwill ambassadors and partners of the University, as well as community members joined them.

Under the banner of UJ Community Engagement they accepted Mandela's challenge of being the next great generation. This year they gave their time, energy and resources at three hospitals (Helen Joseph, Charlotte Maxeke and Chris Hani Baragwanath), the Brixton Kingston Park and Westdene Dam.

As the day progressed, the students blossomed when they realised that the burden of being a generation of social change and greatness was truly a blessing.

It was cold and windy when they arrived at the starting points allocated to the different campuses. Dressed in flat shoes and their distinctive orange UJ T-shirts bearing the Mandela 46664 Robben Island cell number on the sleeves, they were eager to get started. Armed with loads of energy and infectious enthusiasm, not even the chilly Highveld winter morning could dampen their spirits.

The Auckland Park Kingsway and Bunting Road campuses combined their efforts at Helen Joseph Hospital, the Brixton Kingston Park and Westdene Dam, while volunteers from the Soweto Campus focused on Chris Hani Baragwanath and Doornfontein Campus on Charlotte Maxeke Hospital.

Throughout the day the singing, dancing and chanting of the volunteers, in honour of the icon who managed to touch lives and hearts globally, left many passers by with goose bumps. It was clear from the start that these volunteers were there to work; to give. They were there to help the sick and the hospital staff by cleaning the environment and alleviating some of their pressures by taking over their duties for one day.

It was an inspirational sight to see the volunteers painting walls and floors; cooking, gardening, cleaning (from floor to ceiling), planting trees and gardening; reading to the little ones; distributing food parcels containing basic items such as tea, sugar and tinned food, or handing out pamphlets on human rights.

Indeed, asked about their participation, students made it clear that they considered giving of their time an honour and privilege. Most of them made it clear that they were not only giving, but also receiving as they gave their time to others.

"What Mandela Day offers to the volunteers is a gift that we will carry with us our whole lives," one of the students remarked.

One of the most valuable lessons learnt was that money or gifts weren't as valuable as time and service given to others. It was clear that the need to give and get involved in community projects was being increasingly recognised. And it is this need, plus the needs of the communities, that has allowed this project to grow in leaps and bounds.

"To be rich, we must enrich the lives of those less fortunate."

- Mandela Day is a global call to action that celebrates the idea that each individual has the power to transform the world, the ability to make an impact. The objective of Mandela Day is to inspire individuals to take action to help change the world for the better, and in doing so build a global movement for good. Ultimately it seeks to empower communities everywhere.

Prof Tinyiko Maluleke, Deputy Vice-Chancellor: Internationalisation, Advancement and Student Affairs, said in his address that 200 years from now, today's generation would be known as the golden generation because they made change possible. "And for that we have to thank Mandela. I often wonder if we really realise how fortunate we are to have had an icon like Mandela."

"The enduring message here is that you can change the world for the better and that is what Mandela stands for.

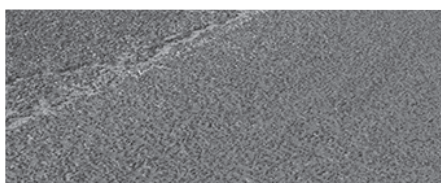
"U (J) can change the world. I say U (J) can change the world," he said amidst loud cheers from the students." One should constantly ask whether you are doing enough. "At UJ we develop, equip and inspire the young – a task we take seriously. We guide them towards Mandela's philosophy; not just on Mandela Day but always. We want them to become responsible citizens who serve and are involved at different community organisations."

He referred to Community Engagement at UJ, saying that it is a "massive student programme" with more than 4,000 students signed up.

"We want to leave a powerful footprint of our services, like Mandela. That is why we have chosen five venues today where we are working with community members to make a difference."

He said Mandela Day is a milestone for everyone; a day where Johannesburg takes stock to see where and how they can make a greater impact.

"And it starts with U... (J)!"



Helen Joseph Hospital

The march to Helen Joseph

More than 400 students, academics and employees from the University of Johannesburg's Auckland Park Kingsway and Bunting Road campuses, as well as goodwill ambassadors and partners from the University of Johannesburg this year volunteered 67 minutes of their time at the Helen Joseph Hospital. Not only did they get their hands dirty; they left at the end of the day knowing that they had honoured Mandela's legacy of reconciliation.

In 2013, a frail Mandela lay critically ill in hospital, making UJ people even more eager to honour the man who is an inspiration to so many. Like Ernestine Meyer-Adams, manager at UJ's Community Engagement Department, said: "We had to turn students away, because only a certain amount of people are allowed in at the hospital."

UJ's orange brigade, as they are now fondly known, marched to Helen Joseph Hospital from Kingsway Campus' Gate 6, singing songs and dancing in honour of Madiba. Their voices rose to sing "Nelson Mandela... Nelson Mandela... Madiba" bringing tears to many a bystander's eyes. And they made it clear that they were there to roll up their sleeves and do what they could to make a difference.

The state hospital situated next to UJ's main campus in Auckland Park, Johannesburg, services tens of thousands of people each year – the majority of them from poor and disadvantaged communities.

And this is the hospital the students were to invade, as one student called it. "We are here to help the less fortunate; we want to make a difference," he said.

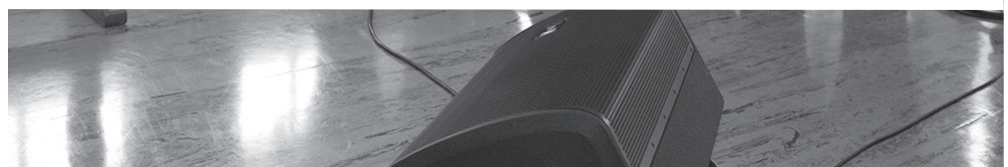
Dressed in their distinctive orange UJ T-shirts bearing Mandela's cell number prominently on their sleeves, and flat shoes, they were eager to get started.

Armed with loads of energy and infectious enthusiasm, not even the chilly Highveld winter morning could dampen their spirits. They were determined to make their time count.

Matron Evelyn Kunene got the day started, saying that the youth should continue with Mandela's work – referring to his words that it was time for new hands to take over.

"Every single South African could be a Mandela. We must start to give selflessly; to become part of his legacy."

In his speech Dr Raymond Bila, CEO of Helen Joseph Hospital, said, "Today we give 67 minutes to serve and that is the legacy of Mandela. We mix freely and are educated at institutions of our choice - all because of the struggle for the emancipation of South Africa."



Chris Hani Baragwanath Hospital

'Spring has come early to Baragwanath!'

The grounds were dirty and covered in litter and the ill and injured lined the hallways, resigned to the long wait. However, the day soon took a turn for the better when bus loads of UJ students arrived at the Chris Hani Baragwanath Hospital to celebrate Mandela Day.

"Spring has come early to Baragwanath!" Said Dr Sandile Mfenyana, CEO of the hospital, as he watched the students disembark the buses in their bright orange shirts. "Today UJ is decorating our hospital with blossoming and sprouting youngsters, and even the ill will feel lively. It is inspiring and refreshing to see so many young people eager to serve their communities and this is always an extremely emotional day for me. There is no greater sight than to see the fulfilment of Tata Madiba's vision and mission, with young helping old, and old relating to young, and to see the barriers between people come crashing down. It is even more special on this day, as the son of our soil and the father of our nation turns 95 years old."

After assembling on the hospital grounds, the students listened to a welcome address and speeches by Dr Mfenyana, hospital CEO, and Dr Jo Manyaka, the Soweto Campus Director. Dr Mfenyana wished the students welcome and thanked them for this selfless gift, and for being an ongoing symbol of hope and unity worldwide. "You will live to cherish this memory and this day." He told them that, on this day, even the UN was celebrating with South Africa, and that they should feel honoured that 156 countries were singing South African praises.

Dr Manyaka thanked the hospital for allowing the students an opportunity to give this gift, not only to the community but also to themselves, and the opportunity to make Tata proud. Then, while gathered under the banner of Community Engagement, the students sang the National Anthem with a passion and fervour that seemed to shake the grounds. The music did not stop there, as students continued to sing, clap and dance while grabbing their cleaning equipment and protective clothing and split into their various groups.

The services that the students assisted in ranged from a cleaning and gardening campaign, washing dishes and scrubbing floors and the distribution of CE pamphlets, toiletries and children's books. As part of the library intervention, the hospital library was indexed, sorted and organised according to UJ librarian standards.

The UJ Laser Research Centre was also well represented by Dr Moore and Dr Houreld, along with an assortment of their honours, master's and doctorate students, who came to offer treatment to the patients in the Burn Centre. They used low level laser therapy, a non-invasive procedure that stimulates immune response and blood flow and has an anti-inflammatory property, to offer some comfort to the patients, many whom had extensive burns across large parts of their bodies. While the patients were at first hesitant when confronted with the intricate equipment and the red light emitted from it, they could soon be seen relaxing as the treatment took effect.

Tabea Moerane, a 21-year-old student who is currently busy with her third year of Financial Accounting, was awe-struck by the experience. "I decided to take part because I feel that I do not do enough for the community, so I came today to give my 67 minutes. We were picking up papers and sweeping to make sure that the

hospital grounds were clean and tidy. I feel great, because I did my part and now sick people can come to a clean area, even if it is just for this one day." She says that before the day's celebration, she did not know about CE projects. "I did not know that I could volunteer more regularly, but today has encouraged me to do more and to be more, and I will be signing up as a CE volunteer now!"

Monki Sebingi, the CE liaison for the group, was thrilled by the enthusiasm and commitment displayed by the students. "Our objective today was to honour the legend that is Madiba, but it turned into so much more. We had the opportunity to show that UJ is about more than just books, and that we can instil a sense of giving back in the UJ community. I hope that we can teach the students to always return to their roots, no matter how far they may have grown from them. Nelson Mandela laid the foundations, but it is up to us to build sustainably upon those foundations. If I had one message to him, I would say thank you. Thank you Tata, for everything. Thank you for your time in jail, but thank you even more for returning to us with your sense of humour and justice intact, and for teaching us the lessons of selflessness, of compassion, and of forgiveness."

Dr Mfenyana said: "I have met Nelson Mandela on three occasions, and if there is one thing that I learned from him it is to always look forward, and not back. While we must learn from the past, we must keep our eyes firmly rooted in the distance, always looking to expand our horizons. And today we are doing just that. We are looking forward for ways to improve our communities and ourselves. We must take action; inspire; and strive to make every day a Mandela Day."



**WE HAD THE OPPORTUNITY TO SHOW THAT
UJ IS ABOUT MORE THAN JUST BOOKS**

WE CAN INSTIL A SENSE OF GIVING BACK IN THE UJ COMMUNITY

Charlotte Maxeke Hospital

Service is the action of being selfless – everyone counts

The love, respect and adoration for our beloved Madiba was tangible as more than 100 students and staff from the UJ Doornfontein Campus gathered at Charlotte Maxeke Academic Hospital in Johannesburg to honour the 'Father of the Nation' with their 67 minutes of community service.

Clapping, dancing and singing they moved in their sea of orange T-shirts to participate in the opening proceedings. The hospital women's choir welcomed them with songs, and the group joined heartily, dancing and singing warm birthday wishes and prayers for Madiba's speedy recovery.

Famous pictures of Mandela with some of his legendary quotes were projected on the screen throughout the ceremony in celebration of this icon's life and stood as a humble reminder of why he is such an infamous leader. Some of the quotes projected were:

- "Education is the most powerful weapon which you can use to change the world."
- "To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
- "It always seems impossible until it's done."

Ms Gladys Mogopodi-Bogoshi, CEO of the hospital, asked everyone to celebrate Mandela's life and keep his memory going. José Bright, a member of UJ's Community Engagement Advisory Board, said it was an honour to be there and thanked everyone involved on behalf of UJ for their time given. He summed up the sentiment of most speakers by saying that, "We offer ourselves as humble servants for the day in order to help create a better future for all". He ended off by stressing that "service is the action of being selfless" and that "everyone counts" – a powerful message that left everyone feeling touched and humbled.

A special mention and appreciation was extended to all the organisers, participants and donations received, especially African Bank for donating toys to the paediatric ward, Liberty Life and the Smart Foundation for donating money and their time. In answer to the question on everyone's lips that day – What does Mandela Day really mean? – the answer came back: By giving what one can - love and kindness.

Work groups

After the ceremony the volunteers were split into their work groups. Outside, seedlings were planted in the flowerbeds to brighten the courtyards, dirt was swept away, rubbish picked up and disposed of and the gardens raked to make way for new growth. The parking lots were also cleaned.

Inside, walls were scrubbed with vigour and the hard work did not deter the volunteers from smiling and enjoying themselves. Soup, tea and coffee were handed out to some of the cancer patients who welcomed the unexpected gifts with excitement – they did not expect something so generous.

In the paediatric ward, **the faces of the small children lit up as they received toys to play with.** They also enjoyed being read to by the volunteers.

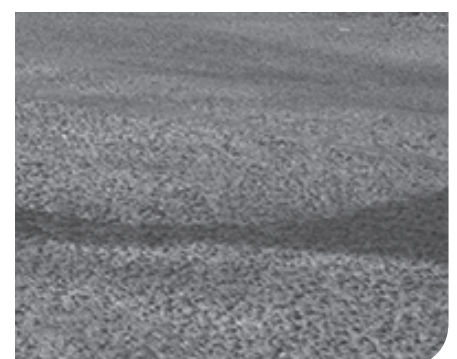
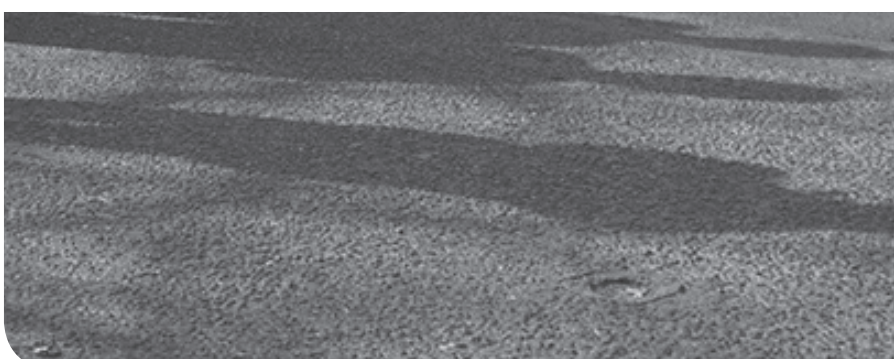
They forgot their pain for a while and felt comforted by the love and caring from the helpers.

In talking to the volunteers they mostly said that they felt sad about Madiba being so sick in hospital. They all sent him love and best wishes. Moses Machaba from the Finance Department said: "I wish that God would create a miracle and heal him as soon as possible."





"He has given us everything!"
While driving home from this memorable day, I knew that the experience of love and adoration for our leader, and the willingness of UJ to give so compassionately, will stay with me forever.



Brixton Kingston Park

Let's follow his example;
let's make a difference!

Donning bright orange Madiba T-shirts, a group of University of Johannesburg students and staff and members of the surrounding Brixton, Melville, Auckland Park and Westdene communities, as well as volunteers from all walks of life, braved the early morning cold and gathered at one of the meeting points for their Mandela Day volunteer work.

One group that we joined, walked from Gate 2 on the Auckland Park/Brixton side of the main campus, armed with rubber gloves, rubbish bags and a determination to make their 67 minutes on Mandela Day count.

"I'm here to help clean up, but also to honour Madiba and do something with the university," said Michelle from UJ Property Management.

The litter-covered pavements were soon transformed into neat walkways. Passers by – on foot and in vehicles – gave them curious looks, and a passing police squad even stopped to ask a few questions, probably worried than an illegal march was in progress!

The Brixton Kingston Park squad walked up the hill towards the old suburb and turned left onto Barnes Road that would take them to the First World War memorial park that in days gone by used to be a popular destination for local residents.

"Things have changed over the years," said René van Niekerk, who has lived in the area for over three decades. He studied at RAU in the 1980s and now works as a Commercial Law lecturer at Unisa.

"I am part of the local community forum, and that is why I am spending my 67 minutes here today – in honour of Nelson Mandela – but also to give back to my community.

"There is a misconception that we as residents don't want the students in our area. That is absolutely not the case – they are residents for three or four years or longer, so they are part of the community," he said. Van Niekerk was one of the organisers of the clean up on the way to the park, and was joined by various UJ workers and local residents.



YOU CAN NEVER SAY TOO LITTLE ABOUT OUR INTERNATIONAL ICON MADIBA

"We have a beautiful country, so I'm here to help clean it up in honour of Mandela on his 95th birthday," said Viaan Badenhorst from UJ Property Management at the Bunting Road campus.

PR Councillor Cathy Seefort from the Community Outreach was there to keep an eye on things. "It is amazing to see so many people spending their free time cleaning up our streets and park," she said.

Of the park itself – high on the koppies a block or two away from the Sentech Tower – the first impression was, although the park was filthy with litter everywhere (even though various empty litter bins could be seen all over) that it was well kept. The reason for that awaited the group at the other end where locals put up a gazebo with drinks for the volunteers.

Singer, entertainer and cabaret star Elsabé Zietsman, who owns and runs a guest house – Zietsies – bordering the park on the top end, overlooking the northern suburbs with a spectacular view of Melville and Auckland Park, is quite involved in the upkeep of the park.

"Five years ago I met this man, Daniel Masakona, in this very park. Later he became our gardener and park custodian. Together Daniel and I and many of the residents in this area cleaned up the park over the years. We are in the process of relocating all of the indigenous plants of the area, including about 600 aloes we received from UJ to help brighten the area."

UJ representative, Mr Monareng welcomed the volunteers.

"With this clean-up, we are celebrating Mandela Day. You can never say too little about our international icon Madiba. Thank you volunteers, members of the community forums and students.

"We meet here on a cold day at a time when the father of our rainbow nation is still receiving treatment for a recurring lung infection.

"UTata Madiba, as he is affectionately known to many of us, has involuntarily brought the realisation amongst us South Africans that our beloved statesman will not be around for ever.

"I am convinced that nothing will make our towering statesman happier than seeing a united South Africa advancing the ideals of nation building, reconciliation, promotion of human rights, peace and fighting poverty.

"A day's work to honour uTata's 67 years of public service fighting for social justice is not enough! I therefore urge everyone to make every day a Mandela Day."

Elsabé Zietsman reiterated this: "It's fantastic that you are here today for 67 minutes, but uTata Madiba gave us 95 years. Let's follow his example and take responsibility to make a difference!"

Westdene Dam Park

A significant day for UJ students

A wave of orange T-shirts flooded the streets of Johannesburg on 18 July, when a group of UJ students marched to the Westdene Dam to do their part for Mandela Day. An exhilarating atmosphere reigned as students marched down the road laughing and chanting as they picked up litter along the way. Their enthusiasm was returned as motorists passing the group hooted and cheered them on.

"UJ's vision is dynamically shaping the future" Mr Lulu Qupe, the HOD for student accommodation and residence life off-campus, said in his opening speech. He reminded students that people are donating 67 minutes of their time to do something good on Mandela day - on a global scale. These 67 minutes commemorate the 67 years Madiba fought for freedom, and should be cherished as South Africans are enjoying the fruit of being free today. "Love thy neighbour as you love yourself," Qupe said referring to one of the commandments in the Bible. "We must always be ready to help the next person, selflessly". As future leaders of South Africa, the future is in the hands of the youth.

Peter Horn, the chairman of the Westdene Residents Association, reflected back to his encounters with Madiba. "In 1957 Nelson Mandela was one of the treason trial accused. At the time I was a student at the University of the Witwatersrand. We went down to the hall to listen to the various accused and hear their speeches. That was the first time I saw and heard Nelson Mandela." He recalled that while Mandela was in prison, even possessing a photo of him was illegal. In 1990, he and his wife were asked to be marshals during the parade in Cape Town, when Nelson Mandela came out of prison. "We had to hold back the joyous crowds, because they were really very happy that Mandela came out of prison. That was the second time I met Mandela," he said. He said that to him, Mandela symbolised giving one's own life and time to do something for the community that you represent. He welcomed the students on behalf of the residents of the Westdene area and expressed his joy at the willingness of the students to do something for their community. He invited students to take part in the safety strategies of the area, to see to it that the suburb is safe and comfortable for them to live in. "I think it is a very good sign on your side, that you are here now to do something for Westdene."

The students, mainly from the UJ Auckland Park Kingsway and the Bunting Road Campus, joined forces with Johannesburg City Parks, staff members, garden staff and members of the Westdene Residents Forum to tidy up the park and the monument. Students picked up litter, raked leaves into heaps and placed it in disposal bags while the Johannesburg City Parks removed the bags from the premises. According to Ruth Mnwana, the UJ Community Engagement coordinator, most of the students involved are from the Faculty of Communication, and are studying Public Relations at the UJ Bunting Road Campus. This was the first time that UJ and Johannesburg City Parks had worked together at the Westdene Dam. "To us it means a great deal," Alton Rankin of the City of Johannesburg Parks, said.

Ward councillor, Katja Nauman, also paid a visit and thanked the students and the organisers for their efforts. "By cleaning this park, you are becoming legitimate citizens; you are learning about citizenship," she said. She invited the students to use the park freely and more often.

For some students, however, this day was about more than being good citizens. "While we were cleaning, a lady who works in one of these houses told us about the 42 children who died in the tragic accident in 1984 when a school bus drove into the dam. She told us about the man who died that day trying to save as many children as he could. While celebrating Mandela today, we learnt about other heroes here in South Africa. This man died as a hero because he was helping other people. So there is a specific significance about this day," Busisiwe Salatsho, a second year Public Relations student said.



University Of Johannesburg Women In Community Engagement Empowerment Programme (UJWiCEEP)

Women honoured to the beating of the African drum

Women's Month ended on a high note with the University of Johannesburg Women in Community Engagement Empowerment Programme (UJWiCEEP) on 28 August, held at The Arena on the Soweto Campus. Participants registered for the event to the beat of traditional drums, and were welcomed by Ms Ernestine Meyer-Adams, CE manager.

The dynamic Masingita Masunga's motivational talk left the women encouraged and she challenged each individual to be the change that they want to see in the country and in the world. "The world owes us nothing. Everyone expects somebody else to do something; so in the end nobody does anything. Impact starts with you! Not anyone else."

She raised an interesting point when questioning the audience about the country and the government. "Who is South Africa? The world has its own opinion about that, but South Africa is not the mountains or the valleys or the Big Five. South Africa is the people. It is you and it is I and if our country is going to thrive it takes you and me playing our respective parts. God did not make us the same, and the parts we have to play will differ. I need you and you need me, and we need to complement each other and not compete because each person matters."

She went on to say that there is no such thing as 'normal' and each woman present should revel in her individuality. On the topic of community engagement, she had this to say: "Life can change in a split second and our destinies are not set in stone, but if you are someone who helps others then you will always have a place and a purpose. We need to realise that true development is about teaching values, not just feeding poor people. Community engagement must start with us developing ourselves, because you cannot give what you don't have. We first have to love

ourselves and develop ourselves before we can love and develop others."

She made a powerful point, emphasising that women always think that everyone else matters more, and they often forget that the best way to take care of others is to take care of themselves first. "If not, then we can't offer anyone anything; therefore development must start at home." She urged women to be the change they wanted to see in their own communities by starting small, and reminded them that there would be no change without action. "We keep expecting other people to act, but the world has not promised us anything. You are accountable for the change you want to see. We are each equipped to handle our own life path, so do not attempt to follow a path that you are not equipped for. After all, a sheep that wants to be a wolf must be equipped to face the hunters' arrows. As we let our own light shine we empower others to do the same!"



It was a day to remember...

a day where every woman present had her

heart tuned to the beat of the African drum.

The MC for the day, Itumeleng Mashiloane, a presenter at ANN7's Hashtag show, put out a call to each and every older woman in the audience. "Teach us! The young women of today face so many problems and obstacles. Teach us and guide us to be like you. Take a young woman under your wing and help her with what you have."

Next on the agenda was a panel discussion by four women on behalf of the City of Johannesburg who addressed some of the concerns and questions of the audience. Adv. Thembi Bokako from the Johannesburg Roads Agency and Transportation, Councillor Cathy Seefort, Chairperson of the Corporate and Shared Services, Jabulile Rakosa, the Director of Primary Healthcare and Dipuo Masetlha, Operations Manager of Enterprise at the Department of Economic Development each gave a short speech to enlighten and empower the women present before the floor was opened for questions.

This was followed by an emotional prize-giving ceremony, which honoured nine women from various faculties at UJ who had excelled in their community engagement projects. The prizes were as unique as the women – a one of a kind, hand-made ring inspired by empowered and empowering women and designed by students from the Jewellery Department at FADA. Handed over by Ms Meyer-Adams, the rings highlighted the qualities and characteristics of empowered women.

All those present were treated to pampering sessions, ranging from manicures, pedicures, to lash- and eyebrow tinting and massages – all courtesy of the Lady Di Beauty Clinic. It was a day to remember... a day where every woman present had her heart tuned to the beat of the African drum. It was a powerful reminder that, no matter how different we are from each other, each single one of us are special and have a particular part to play in changing not only South Africa, but the world.

Faculty of Art Design and Architecture

Jewellery Design and Manufacture - Heshima – Tribute to our women

Project Leader: Farieda Nazier

Project Partners: Community Engagement Department,
Faculties and their External Partners



**WE, AS WOMEN, HAVE TO AFFIRM
AND ASSERT OUR OWN IDENTITY**

Graca Machel

Part one: Producing a tribute

This project required 3rd year Jewellery Design students to produce pieces of jewellery that celebrate and highlight the qualities and attributes of empowered women who have overcome the gender-based constraints that exist in our societies today to empower themselves and others in their communities.

Each art-piece was made as a tribute that not only highlighted the attributes of these women but also acted as a source of inspiration to the students and guests.

Process: Gemstone as metaphor

1. Students were given a profile or had the opportunity to interview a community leader who was either part of the struggle or who had succeeded against the odds.
2. Each student then designed and produced a jewellery piece around a gemstone they felt carried a special significance for the honouree. Students also had to write a short explanation of the context and meaning of their piece.

Part two: Showcasing opportunities

The students then had the opportunity to show their pieces of art at:

1. The CE annual Women's Day.
2. The FADA annual jewellery exhibition.
3. The transformation office diversity week.

Background

Since ancient times, women have been subjugated. All traditional cultures - European, African and Asian - are patriarchal. In South Africa, patriarchy is the one truly non-racial institution. All cultures use the same excuses to deny power, leadership and status to women.

Helen Zille

Asked how she felt always being described as someone's wife and not a person in her own right, Machel replied: "Girls and women are seen and treated as objects or sometimes as a currency...**We, as women, have to affirm and assert our own identity... be a full human being.**

Graca Machel

In the past century a number of initiatives, uprisings and major movements have led to significant changes in our skewed perceptions of women and their roles in society.

However, today women still struggle for equality on various fronts; with their partners, in their homes, careers and communities. Fortunately, thanks to the continuous efforts of women and men alike, we have powerful (and empowered) women role models such as Helen Zille and Graca Machel.

Heshima is the Swahili word for 'respect' making it the perfect title for a project that aims to educate and create greater awareness through visual metaphors, focussed on women role models in leadership.

The idea was to depict the attributes and qualities of women who have struggled and continue to struggle for improvement, upliftment and empowerment. The objective was to use the highly accessible medium of jewellery/adornment to transmit this message.

The project aims to educate and create greater awareness through visual metaphors, focussed on women role-models in leadership. The idea is to depict the attributes and qualities of women who have struggled and continue to struggle in various settings for improvement, upliftment and empowerment. The objective is to use the highly accessible medium of jewellery / adornment to transmit this message.

Graphic Design - 'Re-imagining Melville'

Btech Graphic Design students were required to develop and promote the broader Melville precinct (Melville, Auckland Park, Westdene) as a unique, suburban village within the greater Johannesburg city. To achieve this they were required to use branding or other identifiable media to promote a current community initiative that needed a brand and campaign, or a viable precinct brand (with all its elements) for the area and its surrounds. Students had to work closely with their chosen initiative and/or the Melville Community Development Organisation (MCDO) and Melville Ratepayers Association (MRA) to find an appropriate design solution. Final designs were exhibited in Melville in April 2013 in order to get feedback from the community.

The project was aimed at getting the Strategic Communication honours students in 2012 (should this be 2013) to change the negative perceptions of Melville by encouraging the greater community of the Melville precinct to be more involved and participate in events within the area. They were also tasked to market the area to both national and international tourists through the use of urban re-branding and marketing.

Project Leader: Christa van Zyl

Project Partners: MCDO (Melville Community Development Organisation) – Marie-Lais Emond

MRA (Melville Residents Association) – Nicky Rofail

Melville Koppies Nature Reserve – Wendy Carstens

Melville temporary contemporary – Sally Whines

Melville Poetry Festival – David Chisnett

Interior Design Department in collaboration with Industrial Design Department - Children's furniture: Design and manufacture.

Project Leaders: A. Gill (Interior)/ V. dos Santos (Industrial)

Project Partner: The Salvation Army's Ethombeni Children's Home

The 2nd year Interior Design students were set a project to design children's furniture (specifically chairs) for use by pre-school and foundation phase children. The designs had to address both ergonomic and decorative criteria that would meet the children's needs. The 1st year Industrial Design students, in collaboration with the Interior Design students, then manufactured the most feasible of the designs. These projects were included into the respective curricula of both departments and were assessed accordingly for the following modules:

- Interior Design 2.
- Industrial Design Prototypes 1.

The project aimed to deliver about 20 chairs.

THE PROJECT AIMED
TO DELIVER ABOUT



Faculty of Economic and Financial Sciences

An Economic and Social Impact Analysis of a place of safety in Johannesburg, South Africa: an evaluation of TLC.

Project Leader: Ms Farieda Nazier

Project Partner: TLC Orphanage in Eikenhof, Johannesburg

ABSTRACT OF THE STUDY

The provision of social and economic assistance to places of safety in South Africa is theoretically in line with the South African government's commitment to social transformation. However, certain places of safety actually receive the required social and economic assistance from the state. As a result, they are forced to rely on unpredictable streams of income, which affects the sustainability of their operations. This shortfall is partly due to an underestimation of the social and economic contributions such places of safety make to surrounding communities.

Therefore, the first aim of this study was to examine a place of safety, TLC Orphanage in the Johannesburg region, in terms of how it sustains itself and how much it contributes to the surrounding communities. The study also aims to show how this place of safety might be able to provide better services should it receive regular and adequate assistance from the state. It is hoped that the study may also change government policy when it comes to the funding of such places of safety.

Mandela Day Reading Project on 18 July 2013

Centres identified:

Tshepo Centre - Deprived primary school children come to Tshepo Centre after school to get lunch and assistance with schoolwork as well as be taken care of.

Carl Sithole Home - Orphaned (primary school) children.

Project Leader: Ronel Otto

Project Partners: Tshepo Home - Windsor and Carl Sithole Home - Klipspruit

Centres identified were the Tshepo Centre – a place where deprived primary school children could come after school to receive lunch, homework help as well as care and the Carl Sithole Home – a primary school for orphaned children.

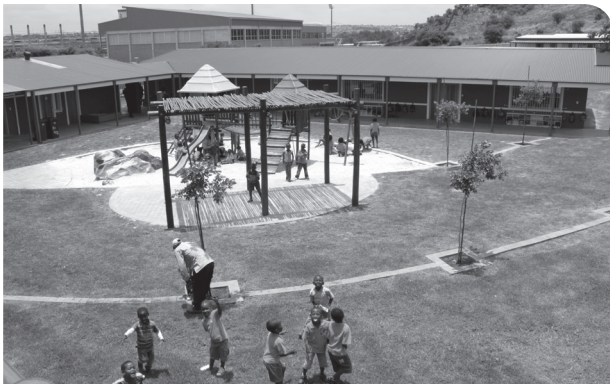
For this project, students collected children's books to donate to these centres and were then required to read to them and dramatise the stories afterwards.

Cognitive development – studies show that children who have no access to books are negatively impacted when it comes to language ability, talking, reading, spelling etc. Emotional development – Providing a feeling of belonging, feeling safe and secure whilst receiving constructive attention.

All deprived and orphaned children often lack the proper reading, communication, and expression skills. This is due to the shortage of qualified teachers and the fact that the education system changes too often. In addition, the negative economic climate contributes to poor schooling, poor parenting and a feeling of insecurity in the children, as their basic needs are not met.



This project aimed to give these children the chance to experience a feeling of love, positive attention, stimulation and lots of fun and access to books at the centres in future.



Faculty Of Education

Funda UJabule Primary School

Project Leader: Prof Sarah Gravett

Project Partner: Gauteng Department of Education

Funda UJabule Primary School

The Faculty of Education established Funda UJabule Primary School and it is seen as one of the flagship projects of the University. The main objective of this school is to conduct research on childhood education and child development, utilizing the school as the main source of data. **The school is both a research and training site in that it provides innovative early grades education for children in the area** while the students receive on-site training.

Principal's Network

Project

Leaders: Prof Sarah Gravett and
Lloyd Conley

Project

Partners: Principals, Heads of Departments, Harvard Graduate School,
Gauteng Department of Education

This project addressed the leadership-related issues especially in schools after research was conducted into educational leadership. The project had the following outcomes:

- Establishing a Principal Network (launched in October 2009).
- Designing and implementing a Leadership Development Programme for school leaders and district officials in the Johannesburg Central District (launched in March 2010).
- Conducting research on the intervention in the Johannesburg Central District in order to develop a model that could be replicated in other school districts.



Secondary School (Metropolitan UJCALL)

Project Leader: Prof Sarah Gravett

Project Partner: Metropolitan Life, UJCALL

Provide schooling for under privileged learners and also allow the further study at UJ.

Faculty of Engineering and Built Environment

Solar Electrification of Gwakwani Village, Limpopo

Project Leader: Dr M Hove

Project Partners: Gwakwani Village and SMA Solar Technology
South Africa (Pty) Ltd

Gwakwani was a forgotten village in terms of Eskom's Rural Village Electrification Programme, therefore, the aim of this project was to electrify the village using solar energy.

1. Solar power will run the existing water pump that is currently being run by a diesel engine. The problem is that obtaining diesel is a problem for the community.
2. Currently the village is isolated and cut off from the rest of the country and the world. Solar power will provide electricity to the homes so that the community has access to the world via internet and TV.



Rural School Maths Science and Technology

Project Leader: Prof Antoine F Mulaba-Bafubandi

Project Partner: Ka-Mohlaba community and municipality

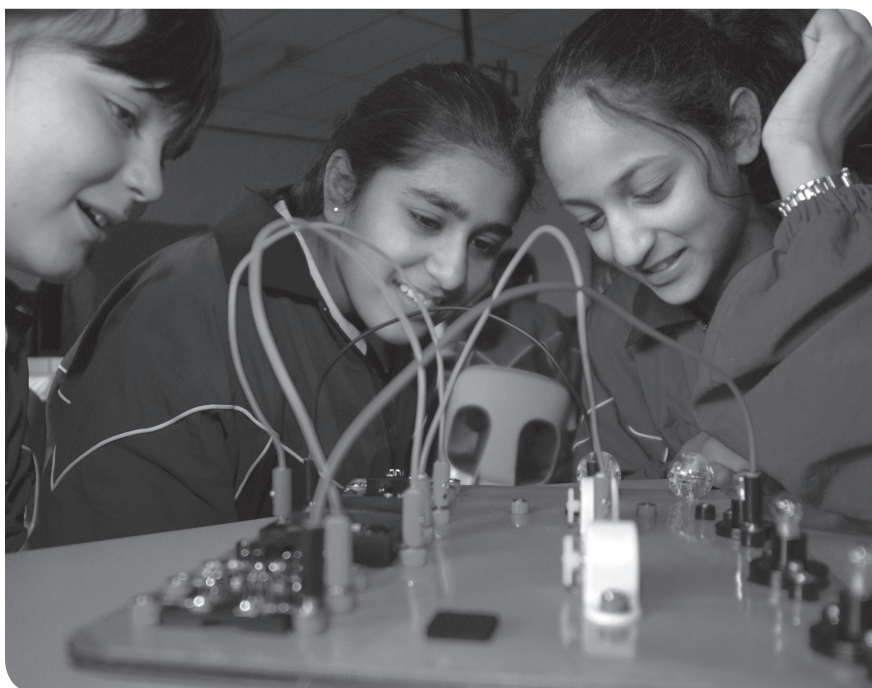
This project aims at addressing the educational problems and challenges faced by learners from rural communities by improving their readiness for studying, attracting them to the University of Johannesburg and more importantly helping them complete their studies as engineers. South Africa has a skill shortage especially in the engineering and technology fields and more qualified engineers will not only solve the shortage crisis but will address transformation concerns by increasing the number of engineers from previously disadvantaged communities.

At the Faculty of Engineering and the Built Environment we observed that more than 80% of our first year students are from Limpopo Province. However it was also noted that their percentage drops dramatically in further years as learners aren't adequately prepared in Maths and Science at school and that they lack proper coaching and mentoring at the University level.

The objectives and outcomes of this project include an improved understanding and mastering of basic and essential concepts in Maths, Science and Technology by learners. This would then lead to improved Matric pass rate with more university exemptions.

It was decided to target learners from five high schools in the Ka-Mohlaba location (Limpopo) and improving their maths, science and technology skills. In addition, we also welcomed their teachers into the classrooms.

The aim is simple: the more learners that get better maths, science and technology marks, the more engineers we'll produce, the better it will be for communities and the country as a whole.



Techno Lab: Engineering Technology for Schools

Project

Leader: Mr Willem Viljoen

Project

Partners: Alpha Primary, Greyville Primary (Mrs John), Laerskool Mooifontein, Sacred Heart College, St Theresa's School (Carla Avis) (+- 4,500 school learners from grades 4 – 12)

The Techno Lab offered free engineering technology workshops to schools. We also offered a LEGO/fishertechnik challenge that taught children to apply the knowledge they'd learned. Schools made bookings and were able to choose a technology topic pertinent to the school syllabus.

We also hosted holiday clubs during the March and June school holidays. Some of the topics covered during school workshops and Holiday Clubs were: * Introduction to Electricity. * Renewable energy. * Levers and linkages. * Gears and gear ratios. * Pulleys and belt drives. * Pneumatics and Hydraulics. * Structures, etc. We also hosted practical robotics design, building and programming workshops. For complete information on this please refer to www.robotscience.co.za. In future, we will also host a LEGO Robotics Club where attendees can learn how to build and program the LEGO Mindstorm Robots.

We also hosted technology competitions for schools like the Art Straw Structure Tower Building Competition; paper aeroplane building and flying competition. In 2014 we'll host a F1 (Formula 1) for schools competition where learners of different grades will build their own F1 Racer and race them on the day of the competition. Senior Engineering student will be involved with the competitions.

Faculty of Health Sciences

Life skills to make healthier lifestyle choices

Project Leader: Mrs. Kaarina Meintjes
Project Partners: Life at the Crossroads; CK Trust

Our pilot project is focused on two main communities: nursing students and the school communities of Munsieville and Tarlton in Mogale City. The reasons for targeting these two areas are an increasing number pregnant nursing students, which has a negative impact on their academic and work performance and ability to care for their patients. Secondly, many females attending the antenatal clinics in Munsieville and Tarlton are teenagers. The HIV infection rate is also the highest in the 15 – 25 year old group (national statistics) and, after questioning, teachers also gave feedback to CK Trust that they experience problems with alcohol and drug abuse amongst the schoolchildren.

To counteract these problems, the project aimed to build the character of the nursing students making them more caring, responsible nurses and citizens of South Africa. Secondly, the community engagement project aimed at improving the health of the community by having a character building programme in four schools, together with basic health screening and management of diagnosed problems. The workers from CK Trust, using Life at the Crossroads material, carried out the character-building programme. The second year students conducted some of these sessions as part of their health education practical (specifically the sessions that overlap with the topics in their community nursing science curriculum). The third year nursing students assisted with the health screening of the learners as part of their school health nursing learning outcomes. Primary health care students will be involved in the management of diagnosed health problems. Fourth year students will be involved in research initiatives by looking at the pre- and post-



implementation data of this pilot project.

This project wants to influence life choices of nursing and school students of Munsieville and Tarlton, by building their character in order to reduce the rate of teenage pregnancies, HIV infection, alcohol and drug use. Furthermore, we also want to screen these students for health problems, as school health nursing is not practised in many schools in the province any longer, and many problems go undetected, causing secondary problems, e.g. learning problems due to undiagnosed vision problems.

Community Service in Specialised Clinics

Operation Bright Sight Clinics

Project Leader: Ms Ansunel De La Rey
Project Partners: Lion's (Operation Bright Sight) & UJ Optometry Department

Every first Saturday of the month, groups of 8-10 UJ Optometry students visited Sicelo, the informal settlement close to Meyerton. Under supervision of a qualified optometrist, students performed eye examinations and vision screenings. Optical requirements, such as spectacles are dispensed based on requirements.

Lenasia Eye Care Clinics

Project Leader: Ms Ansunel De La Rey
Project Partners: Tibia Clinic and UJ Optometry Departments

UJ Optometry students, under supervision of a qualified optometrist, perform eye examinations and screenings. Vision care such as spectacles are dispensed based on requirements. The clinic is open two afternoons per week during the academic term.



The flagship project for the Faculty of Health Sciences is the Riverlea project as it involves the empowerment of an entire community that was previously disadvantaged and marginalised.



SAQA Outreach Clinics

Project Leader: Ms Ansunel De La Ray
Project Partners: SAQA (South African Optometric Association)

Every first Saturday of the month, groups of 8-10 UJ Optometry students visited Sicelo, the informal settlement close to Meyerton. Under supervision of a qualified optometrist, students performed eye examinations and vision screenings. Optical requirements, such as spectacles are dispensed based on requirements.

Riverlea Project *

Project Leader: Dr Pieter Els
Project Partners: MRC, City of Johannesburg, Wits University, WHO

This community faces a lot of challenges like unemployment, drug abuse, which increase the levels of poverty and diverse illnesses. The various clinic services available in the Faculty are made available to the community in order to try and address their needs – these include Podiatry, Optometry and Environmental Health.

Faculty of Humanities

Judith Harrisburg Memorial Trust

Project Contact: Ms Tessa Hochfeld
Project Leadership: The Shalom Bayit Project at the Johannesburg Jewish Helping Hand Society and the Union of Jewish Women manages the project.
Project Partnerships: Johannesburg Jewish Helping Hand Society, Union of Jewish Women

Funds are provided to support research or other work that would contribute to knowledge development in the area of domestic violence in the South African Jewish community. The funds are disbursed to applicants who wish to research the topic for postgraduate study. In addition, researchers are commissioned to complete specific projects when no students have applied.

Sophiatown Project

Project Leaders: Prof Natasha Erlank and D Thelen
Project Partners: Sophia Residents, Trevor Huddleston Memorial Centre/ researchers at Wits/ University of Bayreuth

Project Mission and Vision

The vision of the project is for individuals to share experiences so that they can understand and respect each other with the goal of creating a new sense of community and be active participants in the future.

To fulfil this vision, the project aims to:

1. Create opportunities for individuals to talk about the things in their pasts that are important to them and what they bring from their pasts to current-day Sophiatown
2. To get to know and build trust with their neighbours by:
 - Taking and comparing photos of important things
 - Make and discuss family histories
 - Create maps of places of interest to people in Sophiatown.

3. To make products available that will allow the wider Sophiatown community to learn about the people who live around them even if they don't actually meet them in person, for example:
 - Tap into social media like websites, Facebook.
 - Write newsletters, newspaper articles, booklets, websites.
4. To develop a sense of shared identity and pride in Sophiatown.
5. To act together to make Sophiatown an even better community in which to live.

3 – 6 Sacred Heart School project

Project Leader: Dr K.E. de Luck
Project Partner: Rev. Paul Verryyn, Priscilla (the resident social worker), various members of the community.

The project involves counselling services offered to children, adolescents and adults living in and around the Methodist Mission in the centre of Johannesburg. The students facilitated educational groups with foreign nationals in order to help them obtain work permits, look for work and even provided basic small business skills while young learners were helped with homework. The students also provided emotional and psychological support to all members of the Central Methodist Mission by offering counselling services. The students also gave young mothers birth control and HIV education. Students also linked community members to resources within the city bowl.

Faculty of Law

The Law Clinic

There are 3 individual clinics, each headed by a principal under the auspices of the Director, Mr Hanekom.

Soweto

Law Clinic: Principal -Ms Alet Byle

Doornfontein

Law Clinic: Principal Ms Elize Radley

Kingsway

Law Clinic: Principal –
Ms Natasha Naidoo

Service at the clinic constitutes practical work, but presents the law student with the opportunity to participate in experiential service-learning training as they deal with real clients and real cases. The consequences of the legal decisions taken by the client based on the advice given by the student is real and we pride ourselves on the fact that our students take their work very seriously and also start to take an interest in the background and circumstances of their clients.

This work also assists the legal profession in the sense that the student who achieves his or her LLB degree, already has some practice-based experience. In other circumstances, this experience would only become part of the student's learning environment, once they have been registered as a candidate attorney as required by the Attorney's Act, act 53 of 1979 with a view to become a fully-fledged attorney. The same applies to our future advocates who have to serve a period of pupillage under the supervision of an advocate at the Bar. Continuous assessment that is formative and summative is used in the clinic purposely to help the student develop into the best lawyer that he or she can be.



There are three individual clinics, each headed by a principal under the auspices of the Director, Mr Hanekom.

Faculty of Management

Egoli Social Network (ESN) For Cooperatives

Project Leader: Mrs. Joyce Sibeko (ENACTUS faculty advisor)
Project Partners: : Small Enterprise Developing Agency (SEDA), City of Jo'burg, Department of Trade and Industry (DTI) and University of Johannesburg (UJ). We are looking for more partners at this stage as we are expanding our cooperative movement.

The aim of the Egoli Social Network is to bring together all cooperatives and identify new opportunities through social networking platforms that SIFE (now ENACTUS UJ) had planned and organised. ESN offers cooperatives the opportunity to share their mutual interests, ideas and knowledge of the industries that their businesses are operating under and measuring the growth of their businesses.

The project was started after weaknesses were identified during the classes that were implemented by the Faculty of Management, facilitated by the SIFE campus coordinator Mrs. Joyce Sibeko. SIFE students spotted a need to engage themselves more with these business owners in order to find out what the obstacles were that were preventing their businesses growing and how they could help empower the movement of the cooperative.

The objectives are:

- To bring all cooperatives to one place where they can socialise and discuss new opportunities and the various criteria that a business has to meet if it wants to experience true growth.
- To grow the expertise of small business owners by facilitating engagement between enthusiastic ENACTUS students who are studying business courses.
- To allocate ENACTUS students who are studying business-related courses to a cooperative. The students can then give the cooperatives all the information they need regarding the regulation of the business and help them understand the administration that comes with running a business – a shortcoming for a high percentage of black business owners.
- To work hand in hand with the cooperatives in order to get an overview of how they run their small businesses so that we know where to help.

When things are smooth sailing and we can say we have come a long way is when we will measure the impact that ENACTUS UJ has had on the community, business owners and their businesses.



Green Living Project

Project Leaders: Mrs. Joyce Sibeko (ENACTUS faculty advisor) and Mr. Malan

Project Partners: City Parks, the larger municipalities within reach and NGOs that deal with green development/sustainable development.

The aim of the project is to equip people from different walks of life with the knowledge they need to maintain a clean and healthy environment. The project also focuses on environmental awareness – educating people about the importance of sustainable development and the dangers of global warming.

The project will also explore alternative and grass roots methods that will empower communities with the knowledge they need to improve their social livelihoods through environmental awareness.

Recent research and events show that many South Africans, including university students know very little about global warming and its impact on the globe. The amount of litter that exists in townships, cities and around universities suggests that little is being done by the inhabitants of those surroundings to keep those areas and, by extension, the environment clean.

Project objectives:

- Providing knowledge that will help combat global warming.
- Educating the public about the importance of trees.
- Making people aware about the necessity of green living.
- Reducing the amount of litter.

Faculty of Management continued

GIS Day (3-day programme)

Project Leaders: Dr Paul Laughton and Ms Tracy Lefika (coordinator)
Project Partners: 10 High schools within the Johannesburg region (Grade 10-12 learners) and City of Johannesburg, City of Johannesburg Corporate Geo-Informatics (Municipality)

Offer grade 10-12 learners from high schools within the Johannesburg area, the opportunity to come and experience GIS (Geographical Information Systems) first hand. The programme creates awareness of how students can apply their high school subject choices of Information Technology and Geography to a career in Geoinformatics.

We offer grade 10-12 learners the opportunity to come and experience GIS (Geographical Information Systems) first hand. The programme gives students the chance to see how they can apply Information Technology and Geography to a career in Geoinformatics.

We visit numerous schools each year who have benefited from our 3-day programme.

Staff members either give presentations to visiting students, briefing them on geographical information systems and their importance, or assist with the overall coordination of the 3-day initiative.

UJ students from the Department of Information and Knowledge Management are required to fetch students from drop off points and serve as assistants during the practical sessions that teach the students how to use geographical mapping systems.

Stop hunger now

Project Leaders: Ms Joyce Sibeko, Ms Leslie Schie, Dr Shepard Dhliwayo
Project Partners: Orphans day care centres. HIV/AIDS welfare homes for children. Disadvantaged high schools.

Several NGOs approached SIFE (now ENACTUS) to help them raise funds to buy food parcels for poor people within their communities and organisations. All four campuses of the University of Johannesburg will work together to raise the targeted amount R3.2 million to buy the food and package the parcels. SIFE UJ chose to help these organisations and communities, as they don't get sufficient support from either the public and private sector.

The food will be given to school children in order to improve their attendance and performance as it has been shown that a full tummy makes children more receptive to learning. Money usually spent on food can then be utilised to upgrade the day care facility.

Computer Skills Training

Project

Leader: Ms Amanda Mphahlele (SIFE co-faculty advisor)

Project

Partners: Johannesburg Central College / Riverlea and Langlaagte Campuses

The aim of the project is to:

- Help educators integrate technology into teaching and learning.
- Enhance students' personal development in computer literacy.
- Equip the 300 students at JCC with the computer skills they need to be marketable when they complete their vocational studies.

A local church identified these problems when they noted that some of the students who attended their services could not operate a computer to access church information.



Faculty of Science

Soweto Science Centre

Project Leader: Christopher Middleton

Soweto Science Centre School

- The Soweto Science Centre (SSC) has been running on the University of Johannesburg's Soweto Campus for 3 years.
- **The SSC offers science education to learners from approximately 100 local schools at their Saturday intervention programme.**
- **The results are a 100% improvement in the science marks of Grade 10 to 12 learners.**
- SSC employs lecturers from the University and a few select teachers from the surrounding schools.

Soweto Science Centre Teachers Training Programme

- The SSC believes that if it can play a role in elevating the standards of educators, it will counteract the present disastrous state of the education system.

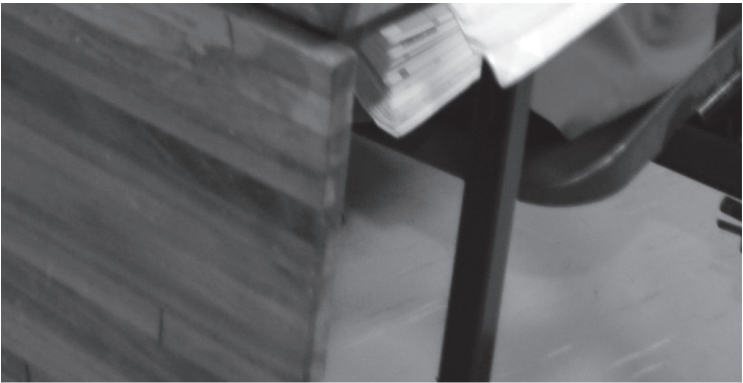
Soweto Science Centre Mobile Unit

- **This mobile unit, a donation by the DST, visits schools on a monthly basis to introduce learners from Grade 3 to Matric to the many different forms of science.**

Soweto Science Centre in general

- The SSC is a privately-funded organisation that uses the University's Administrative and Structural facilities.
- The University prepares the SCC's audited results annually.
- Even though the SSC has an annual operating budget of approximately R2.8 million, it still requires additional funding.

The results are a
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GRADE 10 TO 12 LEARNERS



Faculty of Science

Junior Scientist Workshop 2013

This exciting workshop introduces children to a university environment by giving them the opportunity to work in the research laboratories. The workshop is divided into three groups and children can decide which one to attend. The groups are as follows:

Group 1	Day 1	Plant DNA extraction
Students get a lecture on the basics of molecular biology particularly DNA. The lecture is followed by a practical session, which offers hands-on experience in DNA extraction in the African Centre for DNA bar coding.		
Group 1	Day 2	Dissection - Grade 6, 7 and 8
Children get the opportunity to dissect a cow's heart, eyes and kidneys. They will also be exposed to the human skeleton and learn more about human anatomy.		
Group 2	Day 1	Medicinal and Economical plants
The Department of Botany & Plant Biotechnology gets the children to use touch, taste and smell to explore some well-known tonics and medicinal plants like Aloe and Rooibos, along with some 'Masterchef' spices like mint & rosemary! The learners then have to express their senses on paper with drawings and descriptions of the various plants.		
Group 2	Day 2	Insects
This workshop shows insects for the miniature marvels they represent and help children understand how intertwined our lives are with these alien creatures that have been on this planet for 400 million years.		
Group 3	Day 2	Ecology - Grade 6 and 7
Children will be introduced to an ecosystem and learn how the actions of mankind affect the ecosystem they live in. The children will get the opportunity to build a water cycle, a water filter and experience first-hand how to handle water pollution. They will also be introduced to a food chain and get the opportunity to build one.		



Academic Support Divisions

Protection Services

On Arbour Day UJ Protection Services staff planted trees at schools in the area to offset the carbon foot print. Staff from APK and APB went to Claremont Primary School and donated stationery, clothing and food parcels as part of the outreach project while staff from SWC went to Meadowlands High and DFC went to I H Harris Primary School.

Sports

Diepsloot Silver Starts – Mini and Junior Hockey Club

Student Affairs

In 2013, the various residences, day houses and societies across the four campuses as well as RAG registered several student projects.

Soweto Campus (SWC) Projects

Project Leader	Community Engagement Project
ZCC Student Society	- Thembelenkozi Care Givers Community Outreach Project - Career exhibition (Mothutlung secondary school). Thembelenkozi care givers community
Association Of Catholic Tertiary Students Society	- Donate a Pad Project (Soweto High Schools)
RAG	- Ethembeni Day Care Assistance Project - Old Age Home Tea Party Project - Clothing Distribution Project
Hector Peterson Residence	- Thabababula School & Library Painting Project
YWCA Residence	- Pottery Train the Trainer Project - Carl Sithole Centre Outreach Project - Orphan Day Project

Doornfontein Campus (DFC) Projects

Project Leader	Community Engagement Project
Aurum Residence	Luyanda Uthando Lwabantwana
Habitat Residence	St. Kizzo Hiv/Aids Orphanage
Jeneusse Residence	St. Kizzo Hiv/Aids Orphanage
Roland Court/Dale Lace Residence	Zamokuhle Mashinini
Sievebeek Residence	Gugulethu Parents Orphanage
Robin Crest Residence	Bosasa SOS Children's Home
Sunvalley Residence	"Hapyd" Soweto
Abeilles Day House	Underprivileged School Visit
Mining Forum Society	Lend A Hand
Rag	Change For Change



Auckland Park Bunting Road (APB) Projects

Project leader	Community Engagement Project
Horizon Residence	Reaching out to the less fortunate
Panorama Residence	Computer centre
Goudstad Residence	Thandabantu project
Broadcast Residence	Abangani Enkosini
Ikhaya lethu Day House	Yes we can
Majuba Men's Residence	Thuthuka Roodepoort
Cobra Securite Education Youth Initiative (COSEYI) Society	Career project



Auckland Park Kingsway Campus (APK) Projects

Project leader	Community Engagement Project
Alomdraai Ladies Day House	<ul style="list-style-type: none"> - Adopt a School - Learn to swim – Swim SA - Princess Alice Adoption Home - Johannesburg Autism School - Nkensani's abused and abandoned orphans - Alomdraai Child Protection Week
Amperdaar Ladies Residence	<ul style="list-style-type: none"> - Homeless People - Renovation of Matric classrooms at Katlehong School
Bastion Men's Residence	<ul style="list-style-type: none"> - Paint Outreach (Westbury & Berea)
Benjemijn Ladies Residence	<ul style="list-style-type: none"> - Sophiatown homework ministry programme - Driving a better tomorrow
Lebone Ladies Residence	<ul style="list-style-type: none"> - Lambano Sanctuary - Slovo Centre for Excellence
Slovo Centre for Excellence	<ul style="list-style-type: none"> - Thuthuka Roodepoort
Lebone Ladies Residence	<ul style="list-style-type: none"> - Career project - Small Library Establishment
Oppierif Men's Residence	<ul style="list-style-type: none"> - Orphanage combined project
Scoonveld Ladies Residence	<ul style="list-style-type: none"> - Revamping of Westdene Primary School
Student Town Senior Residence	<ul style="list-style-type: none"> - Revamping of pre-school - Outreach at Othandweni
RAG	<ul style="list-style-type: none"> - Wednesday Soup Kitchen
3C@UJ Society	<ul style="list-style-type: none"> - Blanket Drive
Kingdom Ways Intervention Platform Society	<ul style="list-style-type: none"> - Tembisa Mission Outreach
Graduate Empowerment Project Society	<ul style="list-style-type: none"> - A solution to education challenges
Women in Engineering Technology Society	<ul style="list-style-type: none"> - The Limps Drive
Community Development Society (CDS)	<ul style="list-style-type: none"> - Career Expo for 2 High Schools
Irresistible Revolution Society	<ul style="list-style-type: none"> - Winter donations
Seventh Day Adventist Student Movement (SDASM)	<ul style="list-style-type: none"> - Salvation Army Project
UJ Model United Nations Society	<ul style="list-style-type: none"> - Youth @ SAIIA (South African Institute of International Affairs) Projects
SWIET Society	<ul style="list-style-type: none"> - Aspiring Excellence
Mix Masters DJ Society	<ul style="list-style-type: none"> - Entertainment
Christian Residence Church (CRC) Society	<ul style="list-style-type: none"> - Mercy Ministry to hand out clothes and food - Red dot project
NATESA Rebuilds Society	<ul style="list-style-type: none"> - Empowerment project
The Assertive Youth (TAY)	<ul style="list-style-type: none"> - Literacy Centre

CHARTER FOR COMMUNITY ENGAGEMENT

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.



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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.