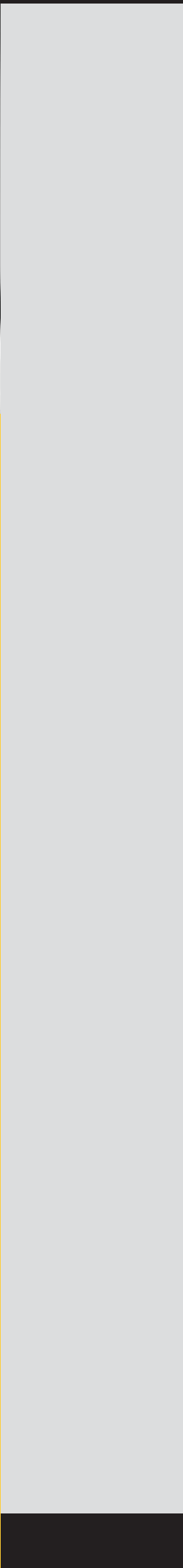




UNIVERSITY  
OF  
JOHANNESBURG



# COMMUNITY ENGAGEMENT REPORT 2012



# UNIVERSITY OF DISTINCTION



The University of Johannesburg (UJ)—one of the largest, multi-campus, residential universities in South Africa — seeks to achieve the highest distinction in scholarship and research within the higher education context. Born from the 2005 merger between the former Rand Afrikaans University (RAU), the Technikon Witwatersrand (TWR) and the Soweto and East Rand campuses of Vista University, the University of Johannesburg's unique academic architecture reflects a comprehensive range of learning programmes, leading to a variety of qualifications, from vocational and traditional academic to professional and postgraduate, across the four campuses – Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto. The campuses vary in size and each has its own character and culture, contributing to the institution's rich diversity.

The University of Johannesburg has benefited from a large pool of researchers bringing together various fields of expertise and research focus areas. The University provides the ideal ground for interdisciplinary research and currently has 114 rated researchers. Six of these researchers are A-rated – all of whom are recognised as world leaders in their field. UJ is also home to 22 research centres.

The University fosters ideas that are rooted in African epistemology, but also addresses the needs of a South African society and the African continent as it is committed to contribute to sustainable growth and development. UJ continues to build a culture of inclusion, embracing South Africa's rich histories, cultures, languages, religions, genders, races and social and economic classes. Additionally, the University encourages a culture of service as part of the University student experience and it proudly pursues a four-language policy in English, isiZulu, Afrikaans and Sesotho sa Leboa.

UJ staff and students come from over 50 countries in Africa and around the world. The University has also built links, partnerships and exchange agreements with leading African and other international institutions that further enrich the academic, social and cultural diversity of the UJ campuses. It is also the recipient of the highest levels of external financial support from donors and partners all over the world. This demonstrates the high esteem in which UJ is held internationally.

In 2012 processes began to revise the UJ Vision, Mission and Values, and these were approved and launched in November 2012.

## THE VALUES GUIDING ALL UNIVERSITY ACTIVITIES INCLUDE:

### VISION

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

### MISSION

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

#### IMAGINATION

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

#### CONVERSATION

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

#### REGENERATION

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

#### ETHICAL FOUNDATION

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

\*Ubuntu, which means humanness in the Nguni languages of Southern Africa, is the idea that a person achieves excellence insofar as she shares a way of life with others and cares for their quality of life.







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## MESSAGE FROM THE EXECUTIVE DIRECTOR: INSTITUTIONAL ADVANCEMENT



**MR KERRY SWIFT**

EXECUTIVE DIRECTOR: INSTITUTIONAL  
ADVANCEMENT

“COMMUNITY ENGAGEMENT AIMS FOR AT LEAST 10%  
OF ALL ACADEMIC PROGRAMMES TO INCORPORATE  
SERVICE-LEARNING EFFICIENTLY AND COST-EFFECTIVELY  
IN THEIR CURRICULA BY 2020.”

The vision of the University of Johannesburg's Community Engagement Unit (CEU) 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, community engagement (CE) at UJ is focused on three strategic thrusts, namely:

- That at least 10% of all academic programmes incorporate Service Learning efficiently and cost-effectively in their curricula by 2020 from the current base of 4%.
- That the University should increasingly recognise and implement CE as its third core academic function.
- That the developmental needs of UJ's communities be met by providing them with access to the University's intellectual capital.

The responsibility for the three community engagement strategic thrusts is shared jointly by the faculties and the CEU. The three thrusts are as follows:

### **THRUST 1: GROWTH OF SERVICE- LEARNING IN FACULTIES**

Community engagement aims for at least 10% of all academic programmes to incorporate Service Learning efficiently in their curricula by 2020. The achievement of this objective includes training staff in Service Learning, annual growth of Service Learning modules within curricula, as well as two Service Learning workshops to be conducted annually across all Faculties.

Since Service Learning is an academic activity, UJ Faculties have the responsibility of ensuring the growth of service learning and related activities. In 2012, the Community Engagement Unit provided two workshops during the year to support the advancement of this goal.





## **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 enhanced marketing and visibility of CE by ensuring that all CEU 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.

## **THRUST 3: SHARING OUR INTELLECTUAL CAPITAL**

To effectively evolve into an 'engaged' university, CE activities should continuously promote an exchange of knowledge and therefore establish mutually beneficial partnerships that can enhance social, economic and educational development within communities. Projects are based on needs analyses with surrounding communities and Organised Outreach projects are planned accordingly. Such projects also include student volunteer programmes, development of a fully accessible CE project database and training of community-based organisations (CBO's).

Faculties, divisions and student structures plan and implement CE projects in the form of community-based research and organised outreach projects to address community needs. The CEU ensures initial project registries and placements are successfully completed, and assists with the continuous monitoring and evaluation of projects.

The following indicators underpinned CE performance targets for 2012:

- Initiating strategic partnerships with key stakeholders in the Gauteng region;
- Supporting the Faculties with their outcomes for the Service Learning thrust by two workshops conducted by experts from higher education;
- Establishing a CE Placement Committee responsible for the registration of all UJ CE projects;
- Monitoring Faculty and Division projects through the Scope and Impact Study 2012;
- Maintaining a database of UJ CE projects for the four campuses; and
- Managing a number of CE institutional projects for 2012.

Community Engagement at UJ continues to grow in quality and stature. UJ has made great strides in serving communities in the greater Gauteng area and projects have made a difference in the lives of the communities around Gauteng.

## MESSAGE FROM THE HEAD OF COMMUNITY ENGAGEMENT



**DR KWAZI NTOMBIZODWA MAGWENZI**

HEAD OF COMMUNITY ENGAGEMENT

Community Engagement is the third core function of the University of Johannesburg. It is one of the key strategic thrusts embraced by the University of Johannesburg (UJ) for 2020, as part of the broader principle and objective of an engaged university. For the University, connecting and working with communities and initiating strategic, sustainable partnerships creates opportunities for translating theory into practice, provides avenues for research and develops a sense of responsible citizenship for each student. UJ has embraced, and is now actively living the concept of an engaged university as one of its goals. UJ continues to strive to achieve the following:

- To be a university that is committed to direct interaction with external constituencies and communities through mutually beneficial exchange, exploration and application of knowledge, expertise, skills and information.
- A university that is responsive to community-identified needs, opportunities and goals in ways that are aligned to the vision and mission of the institution.
- To add value to external constituencies through strategic initiatives and partnerships.
- To engage in those partnerships that are mutually beneficial to UJ and the communities.

### COMMUNITY ENGAGEMENT HIGHLIGHTS FOR 2012

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#### Flagship Partnerships

Two flagship partnerships were signed in 2012:

1. MOU with three major hospitals in Gauteng region, namely Helen Joseph, Chris Hani Baragwaneth and Charlotte Maxeke hospital on the 21<sup>st</sup> August 2012.
2. MOU with the City of Johannesburg, University of the Witwatersrand and UNISA on the 13<sup>th</sup> September 2012.

#### The launching of the UJ Community Engagement Student Volunteer Programme

The programme was launched in 2012. The programme has many valuable outcomes with the following being the most salient: all activities are aligned to the Millennium Development Goals in a practical and relevant manner; responsible citizenship developed in student volunteers; a spirit of Ubuntu is instilled in UJ student volunteers; UJ student intellectual capital is shared with over 15 community-based projects in need; leadership competencies in UJ students; 4 000 UJ students translate their theoretical learning into practical experiences through community based research and organised outreach projects; enhanced UJ brand within Gauteng communities as a caring and engaged tertiary institution; meeting the needs of communities and organisations to achieve their vision and mission and UJ students are made marketable for employment opportunities through their volunteering experiences.





“IN 2012, UJ HAD ABOUT 3 000 REGISTERED STUDENT VOLUNTEERS FOR MANDELA DAY. IT IS ANTICIPATED THE NUMBER WILL GROW TO 5 000 IN 2013.”

### Project Impact

Specifically, the following are some of the impacts the programme will have on all those involved:

- Over 20 community-based organisations are assisted 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, development of skills and a positive change of attitudes in students;
- Building a strong culture of student volunteerism at UJ. The project should attract more students each year.

### UJ Community Engagement Awards

For the first time in the history of the institution on the 19<sup>th</sup> October 2012, staff and students who have launched outstanding community projects were rewarded by the University. The event was well received by all internal and external community stakeholders. It is anticipated that in 2013 UJ will include the VC awards for CE.

### Mandela Day

Mandela Day has grown in size, quality and stature. UJ now has an outstanding record in student participation in community projects. In 2012, UJ had about 3 000 registered student volunteers. It is anticipated the number will grow to 5 000 in 2013.

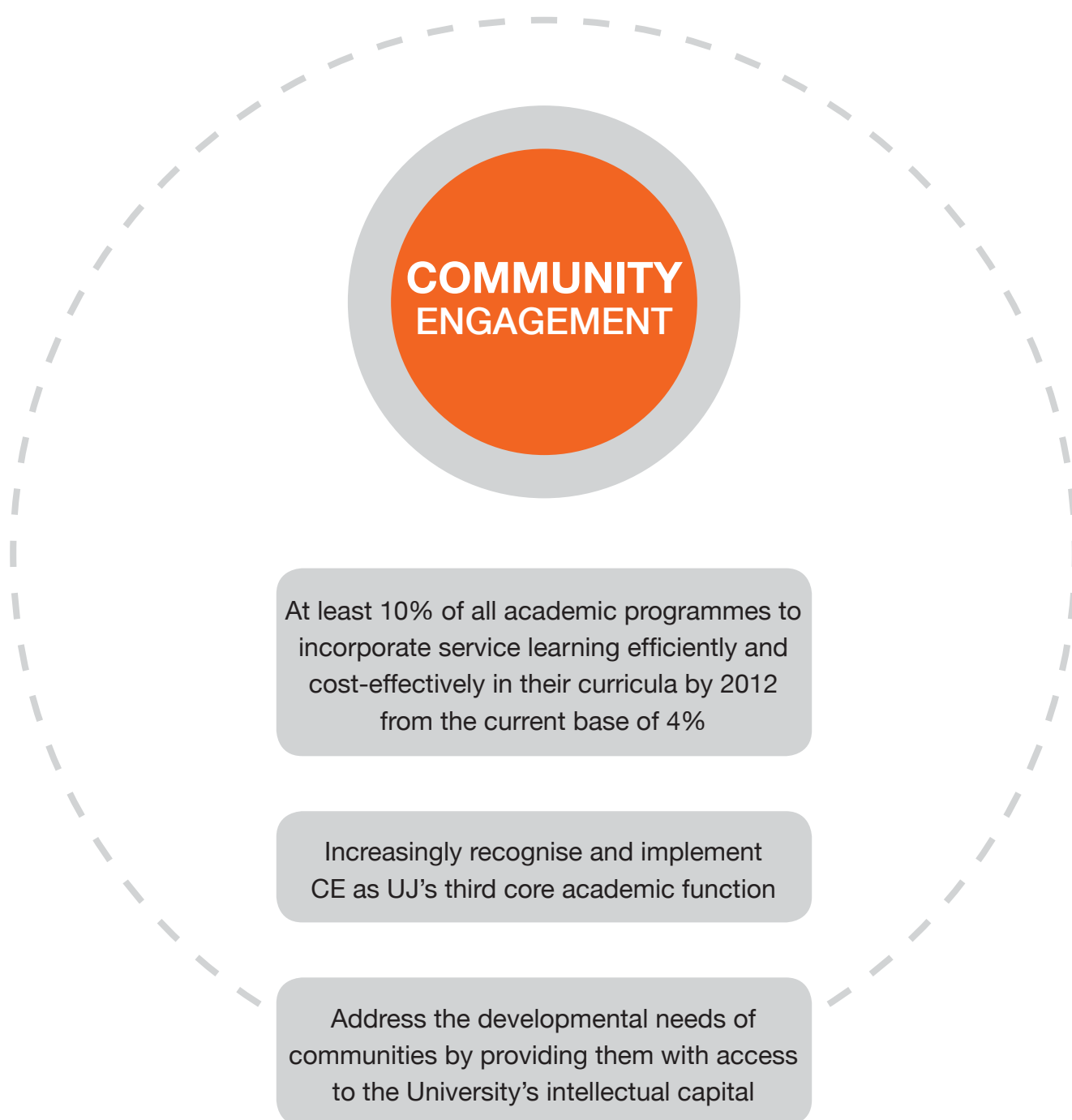





# UJ COMMUNITY OVERVIEW

Community Engagement is one of the key strategic goals embraced by the University of Johannesburg (UJ), for 2020, as part of the broader principle and objective of an engaged university. The 2012 Community Engagement Report gives an overview of the Community Engagement (CE) strategy for 2012 and articulates current thinking on the mainstreaming of CE to become a third core function of the institution, not only in name but as a strategy that outlines structures, systems and processes that make this elevation possible. This prioritisation is recognition of the urgent need to develop an institutional response aimed at strengthening Community – University engagements. The Strategic Thrusts are outlined on the opposite page.

## STRATEGIC THRUSTS





Our human compassion binds us the one to the other - not in pity or patronizingly, but as human beings who have learnt how to turn our common suffering into hope for the future

Nelson Mandela

The word "community" is derived from the Old French *communauté* which is derived from the Latin *communitas* (*cum*, "with/together" + *munus*, "gift"), a broad term for fellowship or organised society. Community development, community work, community planning. To progress the social well-being of local, regional and, sometimes, national communities. community building, community organising, Seek to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities.



# CE INSTITUTIONAL PROGRAMMES

HOSPITAL PROJECT    BUILDING PROJECT AT ORANGE FARM

NELSON MANDELA DAY    STUDENT SHOWCASE COMPETITION

WOMEN'S DAY OF CARING AND VOLUNTEERISM    MAJOR PARTNERSHIPS

WITH KEY STAKEHOLDERS AND CITY OF JOHANNESBURG

UJ COMMUNITY ENGAGEMENT RECOGNITION AWARDS (CERA)

ART FOR AIDS



## HOSPITAL PROJECT: 2012



A SIGNING CEREMONY HELD ON 12 SEPTEMBER 2012 CEMENTED  
A PARTNERSHIP BETWEEN UJ AND THREE MAJOR HOSPITALS



SIGNING CEREMONY BETWEEN HELEN JOSEPH HOSPITAL AND THE  
UNIVERSITY OF JOHANNESBURG

The partnership between the University and the three hospitals in Gauteng came as a result of the inception of the UJ Volunteer Programme in 2012. Following the successful engagement by the UJ CEU with hospitals in Gauteng, students will participate in community service projects at the following hospitals:

- Helen Joseph
- Charlotte Maxeke
- Chris Hani Baragwaneth.

The hospitals, in conjunction with UJ CEU, identified each hospital's current needs and designed specific work programmes to focus on those identified areas. A signing ceremony was held on the 22 August 2012 between the three hospitals and the University to cement the relationship between the parties.

## BUILDING PROJECT AT ORANGE FARM: JUNE 2012

In the spirit of community engagement, 26 Construction Management students from the Faculty of Engineering and Built Environment completed two houses on the Orange Farm. The project was initiated by the CEU, which was also in charge of management and sponsorship for the initiative.



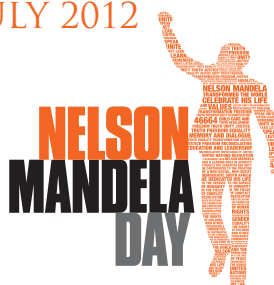
A ceremony, in which the keys to the houses were handed over to the two new home owners, Barbara Moekena and Lerato Sekgantso, was held on the 22nd of June 2012 in the community church. The welcoming address was given by Michael Mamabolo, volunteer coordinator from Habitats for Humanities.

The sentiments of Moses Tsehlo, a final year student in Construction Management and Quantity Surveying, reflected the impact the project had on all the volunteers when he said, "This has been an amazing experience! It was

a challenging project and I learned to combine the theory learnt in class with the practical application of building. The biggest surprise was the amount that I learned from the skilled labourers in the community. I learned that books are just a guideline. I rediscovered the spirit of Ubuntu – I cannot let my neighbours suffer. But most importantly, I realised that I was gaining experience, giving my time and skills, not to build a house, but to give someone a home and that is the most important thing."

"... I REALISED THAT I WAS  
GAINING EXPERIENCE,  
GIVING MY TIME AND SKILLS,  
NOT TO BUILD A HOUSE, BUT  
TO GIVE SOMEONE A HOME..."

## NELSON MANDELA DAY: JULY 2012



**LEFT TO RIGHT:** DR ZODWA MAGWENZI (HEAD OF STRATEGIC PARTNERSHIPS UJ); PROFESSOR ADAM HABIB (DVC, UJ); MS GLADYS BOGOSHI (HELEN JOSEPH CEO) AND PROFESSOR ANDRE SWART (DEAN OF HEALTH SCIENCES, UJ)

More than 400 volunteers – students, lecturers, and personnel from across all nine faculties of the University volunteered more than 67 minutes of their time at the Helen Joseph, Charlotte Maxeke and Chirs Hani Baragwaneth Hospitals in honour of Mandela's legacy of reconciliation



SOWETO CAMPUS VOLUNTEERS

The volunteers spent six hours (from 9h00 to 15h00) at the hospitals assisting with cleaning tasks, distributing food parcels, art classes for children, painting wards for children, reading to patients and planting indigenous trees and flower gardens at the hospitals' entrances.



READING FOR KIDS AT CHARLOTTE MAXEKE HOSPITAL IN HONOUR OF MANDELA'S LEGACY OF RECONCILIATION



VOLUNTEERS PLANTING INDIGENOUS TREES

## COMMUNITY ENGAGEMENT STUDENT SHOWCASE COMPETITION: MAY 2012

The CE Student Project Showcase Competitions are aimed at helping citizens improve their quality of life and standard of living. Residences on all four campuses were given a budget of approximately R1 000 to conduct planned community outreach projects. All projects had to be in line with the Millennium Development Goals, which include: health, poverty, hunger, gender equality and empowerment of women, primary education and environmental sustainability. The initiatives had to be based within the three components of CE, namely Service Learning, Community-Based Outreach and Organised Outreach and were judged on the general project information, the process plan, project implementation, as well as overall sustainability.

Thirteen projects were shortlisted and presented on 30 May 2012. Amongst these was a project initiated by Doornfontein Campus students which focused on primary education institutions which distributed food parcels and school uniforms. Students from Robin Crest assisted the Gugulethu Orphans with homework and collected additional funds for the orphanage by tidying up the surrounding area and selling used bottles. First prize went to the Benjamin Residence together with Social Work students. Their project included counselling less fortunate individuals in shelters, assisting them with driving lessons and placing them in jobs.



THE PROJECT LEADERS AND HOUSE COMMITTEE MEMBERS WHO PRESENTED THE 13 PROJECTS PARTICIPATING IN THE SHOWCASE

**“ALL PROJECTS HAD TO BE IN  
LINE WITH THE MILLENNIUM  
DEVELOPMENTAL GOALS,”**

## WOMEN’S DAY OF CARING AND VOLUNTEERISM: AUGUST 2012

The CEU reached out to mothers across Johannesburg during August 2012, Women’s Month, under the slogan, **“Educate a woman and you educate a community”**.

Student volunteers and staff gathered at UJ’s CEU in Melville and packed the mini busses and trailers with gift parcels including fragrant pamper bags, lunch packs and disposable nappies sponsored by Nampak (Cuddlers).

The gift packs were distributed to hospitals, clinics and childcare centres in less fortunate communities in the Johannesburg region, including Abraham Kriel Childcare Centre, the Riverlea Clinic and the Charlotte Maxeke Johannesburg Academic Hospital.

**FAR LEFT:** THE ENTHUSIASTIC WOMEN’S DAY DISTRIBUTION TEAM **TOP LEFT:** TWO OF THE VOLUNTEERS HANDING OVER A PACK OF NAPPIES TO A DISADVANTAGED MOTHER AND HER NEWBORN BABY **BELOW LEFT:** DR ZODWA MAGWENZI JOINS THE VOLUNTEERS.





## MAJOR PARTNERSHIPS WITH KEY STAKEHOLDERS AND CITY OF JOHANNESBURG



VICE-CHANCELLOR OF WITS UNIVERSITY (PROFESSOR LOYISO NONGXA), MAYOR OF THE CITY OF JOHANNESBURG (MR PARKS TAU) AND VICE-CHANCELLOR OF UJ (PROFESSOR IRON RENSBURG)



On the 12th of September 2012, a Memorandum of Understanding (MOU) on strategic collaboration between the City of Johannesburg and the higher education institutions within its borders was signed at the Metropolitan Centre in Braamfontein.

The higher education participants included the University of Johannesburg, the University of the Witwatersrand and the University of South Africa. Professor Iron Rensburg, Vice-Chancellor for UJ, Professor Loyiso Nongxa for Wits and Mr Parks Tau, Executive Mayor for Johannesburg, signed the MOU on behalf of their respective institutions.

The partnership is an important step towards the city's economic vision of a world-class city as set out in its 2040 Strategy. It will assist the city in focusing its efforts on the positioning

of Johannesburg as a Centre of Excellence for Higher Education in Africa. The partnership fosters innovation and knowledge sharing between the community and academic institutions, which also supports the CEU's strategic thrust of sharing intellectual capital. Residents of Johannesburg stand to benefit greatly from this collaboration in the areas of health, transportation, energy efficiency, internship and learnerships, housing, access to research and data, economic development and job creation.



“THE PARTNERSHIP FOSTERS INNOVATION AND KNOWLEDGE SHARING BETWEEN THE COMMUNITY AND ACADEMIC INSTITUTIONS”

## UJ COMMUNITY ENGAGEMENT RECOGNITION AWARDS (CERA)



“THIS EVENT WAS AN EXCELLENT SHOWCASE FOR THE DIVERSITY THAT UJ STANDS FOR SINCE THE MERGER OF THE FORMER RAND-AFRIKAANS UNIVERSITY, WITS TECHNIKON AND VISTA UNIVERSITY”

### HONOURED FOR ACHIEVING EXCELLENCE

The Community Engagement Unit at the University of Johannesburg joined forces with the UJ Alumni on 19 October 2012 to award 11 of their members for achieving excellence in their respective fields. And the gold thread of excellence was noticeably not only in the winners but also in the excellent way the gala event, which was hosted at the Castle in Kyalami, was attended by approximately 230 people dressed in traditional or formal clothes. This event was an excellent showcase for the diversity that UJ stands for since the merger of the former Rand-Afrikaans University, Wits Technikon and Vista University. It was an evening of awards, entertainment, excellent food and reflection. It was a night where guests, as promised by the entrance to the Castle, all became kings and queens.

No stone was left unturned when it came to putting together a night that really bode UJ well. The exquisite pink-and-black decor, the food, the table settings and the artists of course, Kiku de Buck and UJ's new Idol, Whitney Phatladira, and her runners-up left guests with goose bumps, a sure sign of the excellence UJ strives for.

It came as no surprise that one of UJ's biggest success stories, its Law Clinic operating under Mr Eddie Hanekom, won first prize as Best CE Project for 2012. The community partner, Mark-Anthony Byel Attorneys contributed to part of this success story.

Not only did it celebrate its 30<sup>th</sup> birthday in 2011, but it also opened its flagship clinic in Soweto last year – in a building that was specifically upgraded for this purpose. The Clinics achieve two primary goals:

- Clinical education of final year LLB students. These students in a real law situation and with real clients must develop their ability to think analytically. They are also made aware of practical consequences when theoretical knowledge is applied in practice. (Service Learning).
- Provision of free legal services to members of the public who are in need of legal services. The Clinic provides these services under the guidance of the Law Society of South Africa

Service at the Clinic constitutes practical work and is a compulsory year course for final year LLB students. Every student has to do 80 hours of clinical work in their final year, working with clients who are either unemployed or earning less than R6 000 per month.

The second prize was won by the Faculty of Health Sciences for its Phelophepa Train Project. This is an organised outreach project involving UJ students, under the guidance of Ms Ansunel de la Ray. Through its Phelophepa Healthcare Train, Transnet Foundation's Health Portfolio provides basic healthcare services to predominantly rural communities, thus ensuring access to affordable healthcare. Together with the Department of Health, areas around 35 railway stations were identified where Phelophepa can make a significant contribution towards primary healthcare delivery. Basic healthcare awareness in rural South Africa is enhanced and people are being made aware of health issues. Screening and health education services are also offered at schools on the Phelophepa route.

The third prize went to the Faculty of Management's EP Baumann School Project. An eating programme was established following a baseline study into disciplinary problems which was found to be the result of poor eating habits. Preparing and food handling skills are taught to staff and food handlers at the school in order to improve the eating habits of pre-school children. A vegetable garden was also established. This is a Service Learning Project, under the auspices of Dr Hema Kesa and Mr Pieter van der Westhuizen.

The Award for Best UJ CE Student Residence went to Benjamiin Ladies Residence for their Driving into a better tomorrow Project where project leaders are paying for driving lessons for learners.





## ART FOR AIDS WORKSHOP



The annual Art for Aids Workshop, part of UJ's Community Engagement's yearly initiatives, was a massive success with 130 pieces of collage art chosen to be printed for sale in Canada.

Learners from six schools in Coronation, Soweto and Parktown were encouraged to share their experiences regarding HIV/Aids in the form of collages. Of the 380 collages received, 180 were selected to be printed for sale in Canada. Many of the students and learners involved in the project have had their lives and families touched by the disease, some having been orphaned as a result.

UJ and Art for Aids International are working together to raise awareness about HIV/Aids through art workshops. The art produced is then exhibited to generate funds, which are ploughed back into the communities to support African projects. The aim is to educate students about the causes and spread of HIV/Aids, and to relieve the suffering of those affected by the pandemic.

### CHANGING THE STIGMA ATTACHED TO THE DISEASE - BREAKING THE SILENCE

The workshops took place from the 12th of March until the 26th of March, and began with an introduction, orientating learners about what was expected of them and assigning mentors to them. Then, the fun began as some of the Life Orientation teachers even took part by creating their own collages.

Collages were made from new National Geographic magazines that had been purchased specifically for the occasion. The collages from the previous years were also mounted and framed and presented to the school principals as gifts. The pride in the work done was evident as these collages were mounted on the wall in the reception foyers of the schools. UJ coffee mugs were also given to all the teachers to show appreciation and the principals received a further gift of stationery. Students were given UJ rulers and pens for their participation in the project.

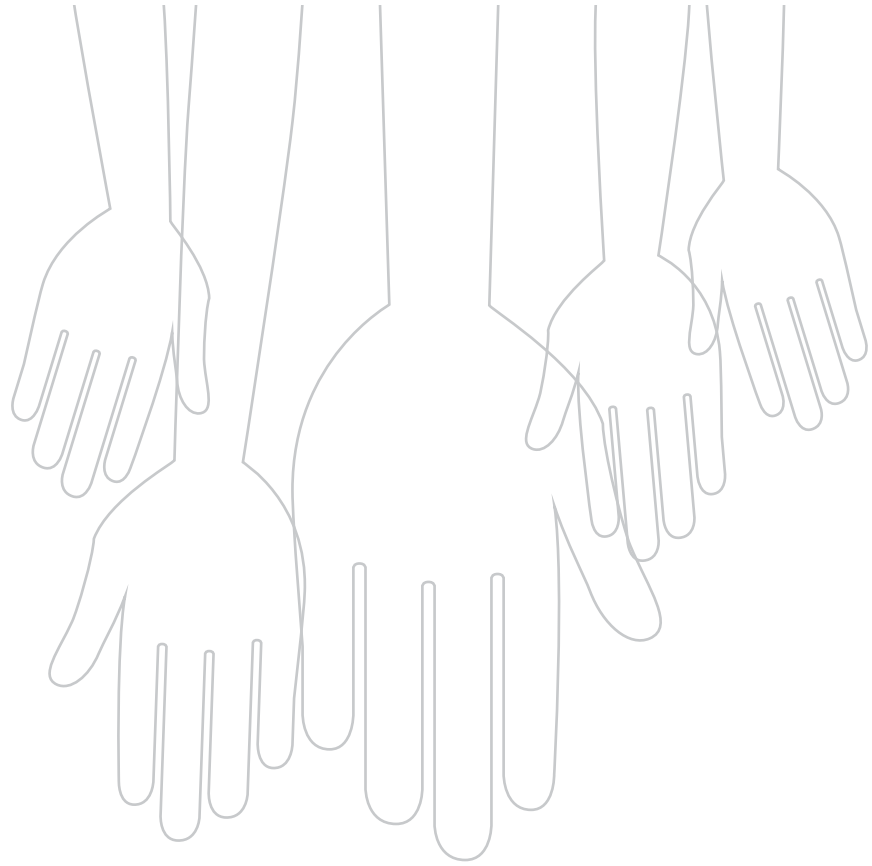
The highlight for Coronationville Secondary School was definitely a visit by the *Melville Times* which came to interview the mentors and participants, and published an article about the amazing work being done by this initiative in the area of Aids awareness.

Art for Aids encourages young people, through the art of collage making, to play an active and creative role in raising global awareness about the disease. The collages selected for printing are sold on an online gallery to raise funds for women and children affected by HIV/Aids.

Art for Aids International is a Canadian-based organisation. The organisation runs workshops at schools, teaching volunteers the skill of collage-making as a means of engaging and creating awareness about the HIV/Aids pandemic in Sub-Saharan Africa. The students are asked to explore their artistic insights about HIV/Aids and its impact on society by creating original collages. They then share their insights with each other.

In this time of "HIV Fatigue", especially among the youth, the concept of portraying knowledge, feelings and attitudes of HIV/Aids through art, is a novel and effective technique to raise awareness.

**"THE INITIATIVE AIMS  
TO CHANGE THE STIGMA  
ATTACHED TO THE DISEASE –  
BREAKING THE SILENCE"**



volunteer projects and community service is essential to successful teaching programmes





# FACULTIES

ART, DESIGN AND ARCHITECTURE   ECONOMIC AND FINANCIAL SCIENCES  
EDUCATION   ENGINEERING AND BUILT ENVIRONMENT  
HEALTH SCIENCES   HUMANITIES   LAW   MANAGEMENT   SCIENCE

# FACULTY OF ART, DESIGN AND ARCHITECTURE: FADA

“THE FACULTY’S MISSION IS “TO EXPAND THE REAL FREEDOMS PEOPLE ENJOY SO THEY CAN BE ABLE TO CHOOSE TO LIVE THE LIVES THAT THEY MIGHT HAVE REASON TO VALUE.”

## ARTIST PROOF STUDIO/ARTS BASED METHODS FOR SOCIAL CHANGE (APS)

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Founded by Kim Berman and the late Nhlanhla Xaba, Artist Proof Studio is an Art Education Centre that specialises in printmaking through a variety of diverse partnerships with young artists, established professionals, community groups, patrons, and funders. APS has been active in the Newtown Cultural Precinct for 18 years and has been one of the pioneering community art centres in the area. Artist Proof Studio has grown from a small, rudimentarily equipped printmaking studio to one of the largest and most vibrant community and professional printmaking facilities in southern Africa, accommodating up to 100 students per year and hosting, publishing, and providing print edition-facilities and collaborative projects to many artists each year.

Artist Proof Studio has an active international exchange programme that attracts some of South Africa's foremost artists to collaborate and publish print portfolios. The Professional Printmaking Studio is a professional income-generating unit that facilitates print editions and collaborations between artists and a team of technicians. It specialises in fine-art printing mediums such as intaglio, etching, relief printing, screen printing and lithography, as well as providing state-of-the-art equipment and materials for printmaking collaborations. The purpose of the educational mission at APS is to develop capacities that equip artists-as-citizens to engage productively, and often profitably, with society. APS offers students a three-year training programme that takes them through the full range of printmaking skills, drawing, visual literacy and business practice.

A partnership with UJ, University of Brandeis and University of Michigan was formed in 2004 to investigate the role of visual methodologies and participatory research to address HIV/Aids. APS has been working with UJ research projects through innovative programmes and community engagement, to initiate artistic activities that can prompt cultural and social change.

## DESIGN AND DEVELOPMENT OF A HOUSEHOLD FARMING KIT

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Small-scale farming has the potential to contribute to improving food security which is a growing problem both locally and globally. This research project aims to assist small-scale farmers by developing a household farming kit which will encourage households to develop their own small plots for growing food, for both consumption and the market. The kit will initially consist of a protective cover to prevent damage to crops, a multi-functional hoe, seeds and an instruction booklet. The kits' contents may change according to user needs in order to determine these needs a participatory action research, or more specifically, a user-centred design methodology is proposed for the research and the kit development. The research will be concluded with the testing of a final design solution of the farming kit. The success and possible future improvements will be documented in the final dissertation. This dissertation will also document strategies on how to design for people of a different background from the design researcher.

## PAPERMAKING RESEARCH AND DEVELOPMENT UNIT (PRDU)

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The Papermaking Research and Development Unit (PRDU) conducted collaborative research and development with Phumani Paper. The focus of this objective has been the research and development of eco-fuel bricks as an alternative source of energy and as a viable product for the local markets within Phumani Paper enterprises. 2007/8 saw three areas of multi-disciplinary collaboration in research at the UJ.

The areas of collaboration include:

- a) **Department of Chemical Engineering:** This is primarily in the area of the development of eco-fuel briquettes as an alternative energy source and new product for sustainable livelihoods (Research supervisor: Dr Huberts)
- b) **Department of Mechanical Engineering:** New technology for forming and drying the bricks is currently being developed, with involvement by the Department of Mechanical Engineering (Research supervisor: Mr D Madyira)
- c) **Department of Graphic Design:** Annual projects for students in designing packaging and branding for the eco-fuel briquettes. This has been a very successful project in that the resulting packaging can make this innovative product commercially viable.
- d) **Research Centres at the University of Johannesburg:** Cooperation with the Centre for Energy and Sustainable Development has been established to measure carbon emissions of the briquettes (Enerkey, SETAR Centre) and possible collaboration with an Industrial Design stove project for burning the briquettes.
- e) **Community Government Partnerships:** Gauteng Department of Agriculture and Rural Development (GDARD) and Rand Water has provisionally funded the production of the briquettes in three Phumani Paper enterprises.

## FUTECO PARK – GROUPO DESPORTIVO DE MANICA (GDM), IN MANICA, MOZAMBIQUE

The Faculty responds to requests from GDM for help with specific problems, usually related to architectural design, urban planning, landscape architecture and construction technology.

GDM is a sport and recreation club that was founded in 1980 by the community of Manica, in the province of Manica, Mozambique. In a time of brutal civil war ordinary people expressed their need for social cohesion, hope and a belief that life under the Mozambican sun can be good.

26 Years later, the very same club, crippled by overbearing poverty and socio-economic challenges still held fast to their dream. Their building was dilapidated, but their pride and belief in a better life remained. And so in 2006 they partnered with the University of Johannesburg to start 'Operation Reclaim the Dream': a dream of a holistic club that use sport, specifically football, to facilitate social change. The rest, as they say is history.

### Mission

The most appropriate manner to articulate the mission of GDM is the words of Nobel laureate Amartya Sen: "To expand the real freedoms people enjoy so they can be able to choose to live the lives that they might have reason to value."

- > **Reflection:** true development means each person knows and chooses what he or she wants! We may pick words that reflect a mission, but in Manica a mission is not exact words printed on a poster, it is a communal idea negotiated over years.

### Vision

The way to achieve this overall mission is to create an integrated community club that uses sport for social good. The club is an inclusive hub which provides infrastructure and relationships that facilitate change.

### Values

Three main values distinguish and guide GDM:

- > **Relational:** Everything happens through relationships, GDM pursues all activities and programmes through friendships that explore sustainable solutions.
- > **Organic:** GDM allows growth to occur organically. One success leads to another and people grow naturally in their specific contexts.
- > **Holistic:** People's lives are integrated and HIV/Aids, poverty, fun, money, love, education etc. can never be split into artificially separate boxes. Development as freedom will always imply an integrated approach.

"THIS ENGAGEMENT IS GUIDED BY THE  
PRINCIPLE THAT DEVELOPMENT IS NOT  
BESTOWED BY PROFESSIONALS BUT DRIVEN  
BY THE COMMUNITY ITSELF."

### Objectives

To provide focus, the following objectives have been agreed upon:

- Promote social inclusion and integration (vibrant civil society)
- Provide a wide variety of positive opportunities for youths to be involved in (participation)
- Promote gender equality (Mozambique at grass-root level is still very paternalistic)
- Promote skills-transfer (entrepreneurship, sport, life-skills, financial literacy, etc.)
- Provide sustainable infrastructure (social hub)
- Promote physical health and safe places (including HIV/Aids and violence/crime-free environments)
- To support a top-level football team that can inspire the town.

### INFORMAL STUDIO

The INFORMAL STUDIO: MARLBORO SOUTH is an intense seven week course which engages 50 students from UJ's Department of Architecture in a real-life situation in which students work with community members of informally settled warehouses and land parcels in Marlboro South on practical and implementable strategies for the improvement of living conditions in the area. This engagement is guided by the principle that development is not bestowed by professionals but driven by the community itself. The course spans all three CE Project types through producing researched data (CBR), exposing students to reality of the lives of the urban poor and scope of appropriate professional engagement and through providing technical services to which the community does not have access.



## FACULTY OF ECONOMIC AND FINANCIAL SCIENCES

### **ACCREDITATION OF HISTORICALLY DISADVANTAGED UNIVERSITIES - UNIVERSITY OF LIMPOPO (UL) SUPPORT PROJECT**

The University of Johannesburg has been involved in a Capacity Building Project at the University of Limpopo (UL) since 2004. The purpose of the project is to support UL in obtaining accreditation from the South African Institute of Chartered Accountants (SAICA) for their B Com (Accounting) degree. Upon successful completion of the degree, students from UFH and UL enrol for the B Com (Accounting) (Hons) & CTA degree at UJ.

### **EQUITY DEVELOPMENT PROJECT (EDP)**

The Department of Accounting's EDP Programme assists African and Coloured students from predominantly public schools in their studies towards the Chartered Accountant qualification. The students are sponsored on a bursary by SAICA's Thuthuka Bursary Fund. The programme provides accommodation, class fees, text books, a monthly living allowance and additional academic and social support. Students receive extra classes in the core subjects of Accounting and Financial Management and all the students live together in the Brixton Youth Hostel. Students are also allocated to mentors.

### **SAICA BOARD 1 REPEATERS PROGRAMME**

SAICA (South African Institute of Chartered Accountants) selects the top 200 candidates that failed the Board exam to be enrolled on the support programme offered by UJ lecturers so that the students can have a better chance of success on their second attempt. The top 200 candidates that failed the board exam are selected to be part of the programme, and funding is received from the Department of Labour.



### **ECONOMIC LITERACY INITIATIVE**

The project provides training in Economics content knowledge and active learning strategies in Economics to teachers in Gauteng schools. It also supports other activities of the CEE and SAFEFE e.g. the Economics Olympiad for schools and study tours of US teachers, design of economics lessons for Economics teachers throughout South Africa and potentially also internationally via the CEE.

### **TLC ORPHANAGE SUPPORT PROJECT**

The project aims at providing financial aid to orphanages in the Eikenhoff (Johannesburg South) region. The aid is specifically related to food, clothing, grocery and education shortages experienced in these places of safety. The project also aims to help establish sustainable income sources for these orphanages as many of them rely solely on donations to fund their operations. Further objectives of the project are to provide physical and emotional support in the forms of volunteering on a regular basis and to provide understaffed institutions with help to carry out their daily operations.

**“FEFS COMMUNITY ENGAGEMENT PROJECTS INCLUDE ON-THE-JOB TEACHERS TRAINING, AS WELL AS ASSISTANCE TO ORPHANAGES”**

## FACULTY OF EDUCATION

“MORE THAN 13 PARTNERSHIP SCHOOLS ARE ENRICHED BY THE FOE SERVICE-LEARNING PROGRAMMES INCLUDING SCHOOLS SUCH AS FUNDA UJABULE AND METROPOLITAN UJCALL”



### PRINCIPAL NETWORK

Faculty teams from the Funda Ujabule and the Harvard Graduate School of Education (HGSE) started in 2008 to discuss collaboration in terms of education leadership development in South Africa. The discussions resulted in an agreement to jointly develop an education leadership intervention aimed at strengthening school and district leadership to support and improve the core functions of teaching and learning in schools. This intervention is designed to complement and enhance the current Education Management and Leadership ACE of UJ, but more importantly, provide a continuum of learning and leadership development opportunities for school and district leaders. The ultimate outcome of the collaboration between the UJ Faculty of Education (UJFE) and HGSE is the Education Leadership Institute at the Soweto Campus of UJ that will continue to offer support to school leadership beyond the three year intervention project.

### SERVICE LEARNING MODULE 2: EPS0028 – (13 PARTNERSHIP SCHOOLS)

This module is part of the professional training of the Masters and Honours Educational psychology students. They provide service to 13 schools with whom the Faculty of education has a Memorandum of Understanding. This entails individual as well as group child/adolescent counselling/ therapy as well as parental guidance, teacher workshops, teacher support, case management and networking with the school community.

### FUNDA UJABULE SCHOOL

The Faculty of Education has established a primary school in Soweto to contribute to innovation in school education, i.e. forging partnerships with public education.

### SECONDARY SCHOOL (METROPOLITAN UJCALL)

Learners from marginalised communities with academic potential are given opportunity to obtain a sound secondary education before moving on to a tertiary education.



## FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT



“HELPING LEARNERS TO  
IMPROVE THEIR MATRIC  
RESULTS IN SCIENCE  
AND MATHEMATICS,  
INCREASES THEIR  
CHANCES OF ACHIEVING  
UNIVERSITY ENTRANCE”

### RURAL SCHOOL MATH, SCIENCE AND TECHNOLOGY DEVELOPMENT

This rural school mathematics, science and technology development project includes community-based research with curriculum development, facilitation of learning and understanding basic mathematics, science and technology concepts to help learners from the Ka-Mohlaba location in Limpopo improve their matric results in science and mathematics so that they increase their chances of university entrance. This project aims at serving as a platform to attract learners to the engineering-related careers. As the team is composed of representatives from the University of Johannesburg this constitutes a marketing strategy to make the Faculty of Engineering and the Built Environment (FEBE) of UJ known in the Ka-Mohlaba area (Limpopo) and its surroundings. An observation led to conclude that more than 80% of freshmen at the Doornfontein Campus in Engineering, the Technology programmes come from Limpopo. The challenges commonly faced are the inappropriate mathematics, science and technology level they come with. Many of them end up dropping out because of a lack of appropriate readiness in these essential subjects. This project may also be viewed as an organised community outreach project. It has the support of the community through their traditional chief and his son. Important contacts have been made with the principal investigator in this project who has visited the area where there are 36 headships with a minimum of two high schools in each. The project aims at starting first with a pilot trial with five Schools. On a regular basis the UJ team would go to facilitate maths, science and technology subjects to Grade 10, Grade 11 and Grade 12 learners.

“ORANGE FARM  
BUILDING PROJECT  
– TO KEEP CHILDREN  
SAFE AND SECURE”

### ORANGE FARM – PLACE OF HOPE

This project forms part of a bigger project in the Orange Farm community, the main project is to help the community by building a church and other community features. A basketball hoop will be erected for the children of the community, both boys and girls, for after school, weekends and holidays useage. These activities will keep the children in a safe area and away from the streets where they are exposed to many dangerous things of the world today. Private sponsors and Trinity Methodist fundraising will facilitate this project as well as donations.



## FACULTY OF HEALTH SCIENCES

### RIVERLEA COMMUNITY PROJECT

Three departments are involved with this project, i.e. Optometry, Podiatry and Environmental Health. Podiatry and Optometry have one clinic per week (excluding recess periods) where they consult 12 patients per session. Environmental Health work in collaboration with the Environmental Health Department of City of Johannesburg and address health issues as they arise in the community. Community health related issues include eye and lower limb problems and promotion of general wellbeing.

The Faculty provides medical services to the community of Riverlea to improve the general wellbeing of patients treated. Students also get the opportunity to see more patients and more diverse pathology. Weekly clinics are being held by the two departments mentioned. Environmental Health work in collaboration with the Environmental Health Department of City of Johannesburg is conducted to address health issues as they arise in the community. Students consult patients under supervision of a qualified clinician, therefore providing a professional service to the community. The local clinic in Riverlea provides a co-ordinator on clinic days, and a venue is provided where patients are consulted.

### COMMUNITY OUTREACH SATELLITE SPECIALISED CLINICS

The University of Johannesburg Health Training Centre (Doornfontein) has been the site for experiential training and practical experience for 5<sup>th</sup> year Homoeopathy students since its opening in 2000. The clinic seeks to provide a professional environment in which the students are exposed to various types of clinical situations and scenarios in an attempt to prepare the student for practice as a homoeopathic practitioner in South Africa and contribute to the improvement of health status in the surrounding community. This is done by taking into account the need for a registered homoeopathic practitioner to act as a primary contact physician and an integral part of the community healthcare system.

The Faculty of Health Sciences embarks on annual projects to coincide with "World vision week" to do a mass outreach to predetermined communities.



### THE PHELOPHEPA WELLNESS TRAIN

The Phelophepa Train travels through South Africa to provide a desperately needed service to rural communities. The train originally started as the "Eye Train" to provide vision care to communities. It developed into the "Phelophepa Train" to provide a variety of primary health care services, including dental care; primary health care and health promotion. UJ Optometry Department is responsible for coordinating the students from the various Optometry departments of the institutions involved (University of Johannesburg, University of Kwa-Zulu Natal, University of Limpopo, and University of the Free State). Students, under supervision of qualified optometrists, perform eye examinations and screenings. Vision care such as spectacles are dispensed based on requirements.

### BIOKINETICS CLINIC - GOLDEN GIRLS

This is a Biokinetic intervention programme for advanced age persons with multiple risk factors. It focuses on wellness, prevention of developing health risks and aiding in activities of daily living. This project could be developed to accommodate more people plus residents from old aged homes in the vicinity of UJ.

### SCREENINGS AND PRIMARY TREATMENT OF ACUTE CONDITIONS AT SPORTS EVENTS

The 702 'Walk the Talk' is one of the biggest walking events held at UJ. The proceeds of the walk benefit many charitable organisations. The department of Podiatry identifies the needs of the walkers who suffer acute foot conditions related to the walk. In 2008 the department decided to become involved with this project as it relates to the Podiatric Sports component of the profession. Students and staff host a Podiatry Mobile Clinic at the 702 'Walk the Talk' where they screen and treat acute foot conditions. Any other patients screened or consulted are then referred to the UJ Clinic.



### PRIMARY RESPONSE VEHICLE

The Department of Emergency Medical Care staff and students also assist our collaborative partners on an ad hoc basis if the need arises, e.g. the students and staff assisted the Gauteng Provincial Government in the "camps" during the xenophobic attacks in 2008. These types of events do not place a strain on the University's resources.



# FACULTY OF HUMANITIES

## SOPHIATOWN

The objective of the project is to develop and apply new ways of engaging the past that can assist in developing South Africans' capacity to participate in the country's continuing transition to a more democratic society, a civil society characterised by a more civically-engaged citizenry. The Faculty aims to create an innovative methodology and in order to do so: forges oral history methods with civic engagement and memorialisation strategies so that peoples' experiences of the past can serve as a conduit to the future. The aim is to make individuals and their experiences in a fractured community, Sophiatown, both visible and recognisable to others within the community. The hope is that this will occur through uncovering, sharing and presenting of mutual and shared pasts, revisioning the present and imagining and reaching towards futures. This will serve as a platform from which to foster healing and develop community pride in a community with a deeply conflicted history.

**"COMMUNITY ENGAGEMENT IS INTEGRAL TO THE FACULTY OF HUMANITIES"**

## VOLUNTEER COUNSELLING, DEVELOPMENT AND IMPLEMENTATION OF YOUTH GROUP AND VULNERABLE TEENAGERS

The project is geared towards vulnerable teenagers identified by staff members at Hospice in the West. The project is an ongoing one. The teenagers are invited to participate in the project which takes place approximately once a month. The team at hospice, which consists of care workers, nursing staff and counsellors are responsible for determining project content, which focuses on assisting the teenagers in learning and applying life skills to their everyday life. Consent from the parents/guardians is obtained before commencement of group work.

## UTHINGO

Uthingo was founded in early 2009 by Reverend Priscilla Everson who saw a need to address social ills through art activities. As conceptualisation carried on, it became clear that the organisation must also include formal counselling services. At the moment, the organisation goes into schools identified to provide its services. The mission of the organisation is to encourage, nurture and develop creativity and appreciation of the arts and hence facilitate sustainable community transformation.

The relationship between Uthingo and Department of Social Work promises to be beneficial to all stakeholders involved. The reciprocal nature of the Uthingo/UJ programme allows for open communication, as well as equal power sharing. All stakeholders are able to input freely in the development of this partnership.

## DISCOVER YOUR CAREER AT TEBOHO TRUST

The career landscape has undergone considerable change within the last few decades. Globalisation, the opening up of markets and rapid technological advances has produced a new world of work. Career choices and career challenges are more numerous and the career decision-making process more complex (Stead & Watson, 2006). Baruch (2006) suggests that with these changes comes a need to address the preparation of future recruits. High school learners are in the process of preparing for their careers, with career decision-making as one of its key tasks. In the face of the numerous challenges in the new world of work, high school learners are increasingly struggling with indecision. Many students who enter university are undecided and once they are enrolled as students, they often change their major at some point in their academic career (Reese & Miller, 2006).

In an effort to make a contribution to addressing the challenges with regards to making career decisions, career development workshops were presented to the Grade 9 and 11 learners at Teboho Trust in 2010. Grade 9 learners have to make subject choices—in line with possible career choices, and Grade 11 learners have to make career choices. The aim of these workshops was to provide the learners with more self-knowledge, knowledge about the world of work and information about higher education studies. Dr Lanette Hattingh, Managing Director of Brainwave Projects generously sponsored the *Discover Your Career* workbooks that were used as part of the workshops. The learners provided positive feedback at the end of the workshops. They felt that they have learned more about themselves and they also mentioned that they now know that they have to take responsibility for their own careers.

## BOYS AND GIRLS TOWN SA (BG TSA)

The research and monitoring and evaluation functions of BG TSA is supported by the CE Unit. This support is ongoing and is responsive to the organisation's needs and the development of these functions. Initially the CE Unit assisted in expanding the research capacity, including assisting with hiring additional staff. The CE Unit later helped redesign the M&E reporting system, to provide live and relevant data that could assist in risk management, monitoring of performance and later evaluation studies. An Ethics Committee is currently being established and the CE Unit is guiding the development of a long-term research strategy entailing, among others, longitudinal prospective research.





## FACULTY OF LAW

“STUDENTS GET THE BIG  
PICTURE FROM WORKING  
AT THE UJ LAW CLINIC”



### LAW CLINIC SERVICE LEARNING PROJECT

The Law Clinic consists of three individual clinics, each headed by a principal under the Director Mr Eddie Hanekom.

The Law Clinic at UJ formally opened its doors to the public in February 1981 with 18 students. Over the years the main aims of the Law Clinic developed and in conjunction with the rendering of free legal services, the training of law students in a clinical environment dealing with live clients became one of its main points of focus. Many community projects had been run successfully and the National Diploma in Law (Paralegal Studies).

The Law Clinic strives to achieve two primary goals namely:

1. Clinical education of final-year LLB students with the emphasis on the development of an ability to think analytically, and instilling an awareness of practical consequences of application theoretical knowledge as well as an awareness of the legal needs of the poor and indigent relating to their right to access to justice.
2. Delivery of free legal services to needy members of the public in line with the guidelines of the Law Society of South Africa

The second primary goal is based on Section 34 in the Bill of Rights in the Constitution of the Republic of South Africa, 1996, that guarantees everyone access to courts. Access to justice is a national problem for the poor and indigent and apart from the Legal Aid Board and various Non-Governmental Organisations; the Law Clinics at the universities are the last recourse to those who cannot afford to obtain legal representation. The attorneys in the law clinic are generally known as “clinicians”. This is where you will find lawyers with empathy for the poor and the drive to serve the community, while at the same time never sacrificing the exemplary high standards of teaching that the UJ Law Clinic had become renowned for.

## FACULTY OF MANAGEMENT

### OTHANDWENI CHILDREN'S HOME (AN ORPHANAGE IN SOWETO)

Forty staff members and two Master of Industrial Psychology students conducted intensive needs assessment, designed interventions and provided recommendations as well as workshops on staff. These focused on Industrial Psychology related individual – organisation factors that hamper employee wellness and organisational productivity. Ninety children: benefit from UJ-wide donations in the form of clothes and books. The department has collection points and these are periodically delivered at the Home.

Twenty-two high school learners attended the UJ Open Day. Two Life skill empowerment workshops have taken place. During the workshops, students were issued departmental certificates of participation. The Department has also made a donation of a brand new computer loaded with the latest version of the Longman's English dictionary (Hard Copy), as well as the Encyclopaedia Britannica (electronic version of both references). The Department hopes to assist children with learning materials towards their school homework and beyond. Also, plans are underway to get seven learners (those in Grade 11 and 12 psychologically assessed with regards to career guidance and counselling encompassing personality assessment, ability test, attitude and interest as well as study habits. If successful, this will be done in partnership with Psycad of UJ.

**"THE DEPARTMENT  
HOPES TO ASSIST  
CHILDREN WITH  
LEARNING MATERIALS  
TOWARDS THEIR  
SCHOOL HOMEWORK  
AND BEYOND"**

### SIR ELTON JOHN BAKERY

Elton John Bakery is situated within a daycare centre.

The School of Tourism and Hospitality staff and students who are involved with the bakery intend to develop and uplift the skills standard of the people involved at Elton John Bakery. This would enable them to work in a sustainable environment and become financially independent. They focus on the following:

- Unemployment of the women of the Centre.
- Creating of sustainable income for the bakery, to become a profitable, sustainable business.
- Providing good quality bread for the immediate community.



### ESKOM SOLAR GEYSERS

SIFE UJ Won R155 000 in 2008 from Eskom to utilise it to promote power-saving strategies in the Johannesburg area. It was during the load shedding period that the Faculty developed strategies that could reduce power consumption in the densely populated areas

### SOCIAL ECONOMY VOLUNTEER COACHING ASSOCIATION (SEVCA)

SEVCA engages students, academics and business professionals with the virtual and on-site incubation of SEOs to help them scale up and to lead them to sustainability and create jobs in the process. It offers advice, coaching and assistance with skills such as marketing, bookkeeping, public relations, communication, etc.

#### Sukasambe Children's Home – Project Good Will (SCH-PGW)

Staff from the Department of Transport and Supply Chain (APB campus) liaise with SCH to identify certain needs that SCH is experiencing.

The following areas have been addressed;

- i. General maintenance of the buildings.
- ii. Students from the Department of Transport and Supply Chain have interacted with the children through various activities.
- iii. Staff and students from the Department of Transport and Supply Chain assisted SCH in establishing a sustainable vegetable garden.
- iv. Staff and students from the Department of Transport and Supply Chain assisted SCH in building a chicken coop.

The projects requirements will be given to the students from the Department of Transport and Supply Chain (APB campus) in the form of a project that must be completed by a certain date. The students must take complete control of this project; it sometimes involves negotiating with industry for sponsors, the collection and transportation of material to SCH.

## FACULTY OF SCIENCE

### Promoting Science in General and Biochemistry specifically to Schoolchildren through numerous Scientiae at UJ Activities

- **Open lectures:** Schools are invited to attend different academic departments within the Faculty of Science on a rotational base. Learners that visit the Biochemistry Department are exposed to various aspects of the subject Biochemistry. Postgraduate students set up individual 'workstations' in a laboratory. These workstations consist of an experimental set-up that demonstrate a biochemical technique that student's will get exposed to during training, followed by an explanation in terms of the application of the technique in industry or research. They therefore get a sense of what type of lab work they will be doing if they enter a specific vocation. Some examples include electrophoresis (DNA profiling in forensics), purification techniques (used in pharmaceuticals or food processing industry) or enzyme assays (used in diagnostics lab).
- **Practical demonstration:** Learners are invited to attend a hands-on practical during an afternoon spent in one of the laboratories. The themes vary and are determined by the teachers involved in the subjects (annual meeting with staff of UJ and teachers of schools attending the activities). Last year the theme was 'Cancer and the Cell Cycle', which included a pre-lecture on the cell cycle and cancer, then a game they played to identify cancer-causing agents, and then a second game where they had to identify cancer cells. They also had an opportunity to view microscopic slides of various cancerous tissues. Students also conducted a DNA profiling practical, where they isolated DNA, and matched a 'suspects' DNA with evidence found at a 'crime scene', so as to get an idea of how DNA profiling can be used to assist the police and the law in identifying a suspected criminal.
- **Feedback** from these sessions has always been very positive.
- **Visits to schools** include attending the school's 'career day' activities where a table is set up and literature from the Faculty is disseminated to potential students.

### "A COMMUNITY IS WHERE THE RAINBOW NATION COMES TOGETHER"

#### SCIENCE CENTRE COMMUNITY PROJECT

The UJ Science Centre has been initiated for the sole purpose of improving the quality of students entering into university while helping to improve the Matric pass rate in areas where students have performed poorly. The UJ Science Centre is based in Soweto on the University of Johannesburg's Soweto Campus. The sponsor for this project is SASRIA (South African Special Risks Insurance Association). There are also many other smaller investors that have "adopted a school" which the centre provides assistance to.

The centre focuses efforts in the Soweto region while concurrently running programmes in various parts of Johannesburg, as well as other provinces in South Africa. The UJ Science Centre boasts a range of laboratories for physics and chemistry while providing venues facilities for lecturing and tutoring of students and educators. The Centre is currently providing classes for mathematics but will extend to physics and science next year and geography and life sciences the year after that. Currently the centre provides training in mathematics for Grades 11 and 12, and specialises in educator development in mathematics.

- APK (Kingsway Campus) Extra Mathematics Classes for Grade 11 and 12

- SWC (Soweto Campus) Extra Mathematics Classes for Grade 11 and 12
- Special concentrated 3<sup>rd</sup> Paper Classes for Grade 12 Learners
- Local School Outreach in JHB
- Local School Outreach in Soweto

#### BIOLOGY SUMMER SCHOOL

This is a sustainable project that involves primary learners from the Gauteng area Grade 8. Various Scientific projects runs for two days. The learners are actively involved in research projects and experiments. The science laboratories are used, as well as the Westdene Dam area. The learners are exposed to science and gain a bit of knowledge in university life.

#### I CARE ENGAGEMENT

I Care is devoted to finding meaningful and sustainable solutions to the challenge of street children in South Africa and a ministry that promotes a Christian ethos.

Awareness teams visit various schools and other organisations within the community, and talk to them about the dangers of living on the streets and the importance of obtaining an education. Outreach teams work with children cur-

rently living on the streets forming relationships with them built on a foundation of trust. Once these children are willing to take the next step, they are encouraged to visit our Drop-In-Centres, where a Social Worker meets with them. Once a child has made the decision to leave the streets and change their life, they enter the three-month rehabilitation programme, where they are taught life skills and go through drug rehabilitation. On completion of the rehabilitation programme, it is assessed if a child is able to return home. Alternatively they move into one of the purpose-built houses where they attend the I Care Registered Accelerated Christian Education school. Children are ultimately either reintegrated into main stream schools, or where their education gap is too big, they attend skills training courses in order to assist them in becoming effective members of society.

#### PARKS ALIVE PROJECT (PAP)

The Westdene Dam is situated 800 metres from UJ. The Westdene community can contribute with the various departments of the Science Faculty to the conservation of this ecological area through environmental and sustainable projects. The dam provides an excellent opportunity to teach various learners the different aspects of water ecosystems.

An abstract graphic design featuring a large, stylized, light gray letter 'U' on the right side. The background is a solid dark gray. On the left, there is a large orange shape that resembles a stylized bird or a series of overlapping geometric forms. Within this orange shape, there are several smaller, angular shapes in white, gray, and yellow. On the far left, there is a vertical stack of white rectangular shapes, some of which are slightly offset, creating a sense of depth. The overall composition is modern and geometric.

Academic support divisions  
play a major role in contributing  
to **an engaged university** with  
their **diverse CE projects**



# ACADEMIC SUPPORT SERVICES

LIBRARY SPORTS CHARTER FOR CE ADVISORY BOARD

# LIBRARY



Libraries have always been a community's 'portal' to information, knowledge and leisure. Beyond their shelves, libraries are a community's gateway to information from many sources nationally and internationally. Public libraries are institutions at the heart of every community. They are store-houses of knowledge and often a gathering place for neighbours.

The Inner City Library Project has been initiated by Ms Moipone Qhomane-Goliath (UJ DFC) and Mr Moses Moyo (Inner-city Gazette). It is aimed at making sure that the Inner-City becomes a crime free area by instilling the culture of reading through the establishment of community libraries in every flat that has been identified and approached for space in the Inner-city. Currently, they have managed to secure 19 spaces in 19 flats throughout the Inner-City.

Mrs Julia Paris, Doornfontein Campus Librarian has dedicated herself to the project through allocating funds to build children's libraries throughout the project. They had then approached Badboyz Security that operates in the Inner-City to be part of the steering committee in the project as well as Madulammoho. The two stakeholders are helping with space (Madulammoho), as well as building of shelves (Badboyz) for the project.

The following stakeholders will be involved in this project:

**Doornfontein Campus Library Management.** This is an obvious group to involve in the planning process, and may be the driving force behind the effort. Some members of the group may have the time or special skills to help with the Inner-City Library Project.

**Doornfontein Campus Library Staff.** Library staff will be vital to this planning phase. Throughout the planning process, the campus librarian's leadership skills, knowledge of planning, and commitment to the process will be a key to success. Library staff members can play any number of roles in the Inner-City Library Project, depending on their special skills and interests. Whatever role the staff members play, planning tasks must be adjusted to workloads or their workloads adjusted to free up time for them to help with the planning effort. One factor in selecting level of effort will be the staff time available to support the activities.

**City of Johannesburg City Library.** It is an excellent source of comparative data on the library's performance because of its role in collecting and organising public library statistics. For example, they may be able to coordinate the library walk around, help design surveys, or advise on the design of samples for survey efforts.

**“THE OBJECTIVE OF THE UJ LIBRARY IS TO INCREASE AND IMPROVE LITERACY IN THE COMMUNITIES”**



**Community Representatives (BadBoy Security).** Various types of expertise and assistance may be available in the community. Whether deciding on Planning Committee members or looking for people to help with the Inner-City Library Project, libraries should consider the following types of people. Their participation in the planning effort will strengthen their commitment to the library's growth.

**Agency personnel (Madulammoho).** Representatives of governmental, educational, volunteer, or mass media agencies can help by serving on special committees or taking volunteer roles in carrying out various activities.



## SPORTS



Three projects were initiated in the Sports Division of the University of Johannesburg, these being the JHB Prison Soccer Project, the Diepsloot Silver Stars who were based in Diepsloot and the Basketball Club.



### JHB PRISON SOCCER PROJECT



# CHARTER FOR THE CE ADVISORY BOARD

“THE UJ COMMUNITY ENGAGEMENT ADVISORY BOARD STRIVES TO DEVELOP A SHARED INSTITUTIONAL UNDERSTANDING OF COMMUNITY ENGAGEMENT AND TO INCREASE AN AWARENESS OF THE IMPORTANCE OF COMMUNITY ENGAGEMENT”

## NAME

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

## STATUS

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

## MISSION AND GOALS

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In accordance with the vision, mission, strategic goals, the core values and the legal and management framework of the University, the CEAB strives to develop a shared institutional understanding of Community Engagement and to increase an awareness of the importance of Community Engagement for the University in its interaction with its stakeholder communities.

The CEAB provides advice and coordinates reports to the MEC on all institutional Community Engagement activities and projects.

## COMPOSITION

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

- A member of the MEC who serves as the Chairperson
- The Executive Director: Institutional Advancement
- The Senior Manager: Strategic Partnerships
- 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 organized outreach expertise, designated by the Executive Director: Advancement
- Community Engagement Faculty Coordinators designated by the Executive Deans, serve as observer/co-opted members; and
- A representative of the UJSRC, designated by the UJSRC, shall serve as observer/co-opted member.

## FUNCTIONS

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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; and
- Monitors and gathers data and information of all Community Engagement initiatives at the University

## SCOPE OF AUTHORITY

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- 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; and
- Receives and considers reports on all institutional Community Engagement activities and projects

## FINANCIAL MANAGEMENT

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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

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- The CEAB has at least two meetings per academic year and meeting dates are set in advance; reflected in the University's year calendar
- Meetings are conducted in accordance with the University's Guide for Effective Meetings
- A quorum is 50% 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; and
- 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

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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; and
- Stakeholders serve for at least three years and are re-appointed by the CEAB

## COMMUNITY ENGAGEMENT ADVISORY BOARD

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The Community Engagement Advisory Board strives to develop a shared institutional understanding of Community Engagement. Its goal is to increase an awareness of the importance of CE for the University in its interaction with its stakeholder communities. It provides advice and coordinates reports to the UJ Management Executive Committee on all institutional CE activities and projects

**This body advises the University on the development and implementation of the CE Strategy; and in particular on the following:**

- Coordinates inter-faculty and institution-wide CE initiatives
- Monitors and supports the University's external stakeholder initiatives
- Advises on institutional data and information of all CE initiatives at the University; and
- Receives and considers reports on all institutional Community Engagement activities and projects



## IN CONCLUSION



“THE UNIVERSITY HAS EXPERIENCED SIGNIFICANT GROWTH IN THE AREA OF COMMUNITY ENGAGEMENT”

In 2013, the CE Unit will focus on the following:

- The active implementation of the UJ CE student volunteer programme contributes to responsible citizens.
- Conducting the CE Audit in March 2013 to ensure accuracy in the number of UJ CE projects to be monitored in 2013.
- Monitoring of CE projects across the four campuses through MIS for UJ staff projects and active monitoring of UJ student projects by CEU staff.
- Placement of all projects, clear processes and communication strategies.
- Training on Project Management – for staff and community partners.
- CE Scope and Impact Study 2013.
- Cultivating, establishing and nurturing of community partnerships.
- Enhancing visibility through Marketing and Communications.



The 2012 UJ Annual Report is published by Institutional Advancement's Strategic Communication Division.

Concept, design and layout by Hothouse South Africa.



**“WE MUST USE  
TIME WISELY  
AND FOREVER  
REALISE THAT  
THE TIME IS  
ALWAYS RIPE  
TO DO RIGHT”**

Nelson Mandela