

**I care for my
community,
therefore
I choose the
University of
Johannesburg.**

2011 COMMUNITY ENGAGEMENT REPORT





RETHINK EDUCATION.
REINVENT YOURSELF.



UNIVERSITY
OF
JOHANNESBURG

University of Distinction

The University of Johannesburg, 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 more than 99 rated researchers. Five 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 South African society and the African continent as it is committed to contribute to sustainable growth and development. We continue 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 of English, IsiZulu, Afrikaans and Sesotho sa Leboa.

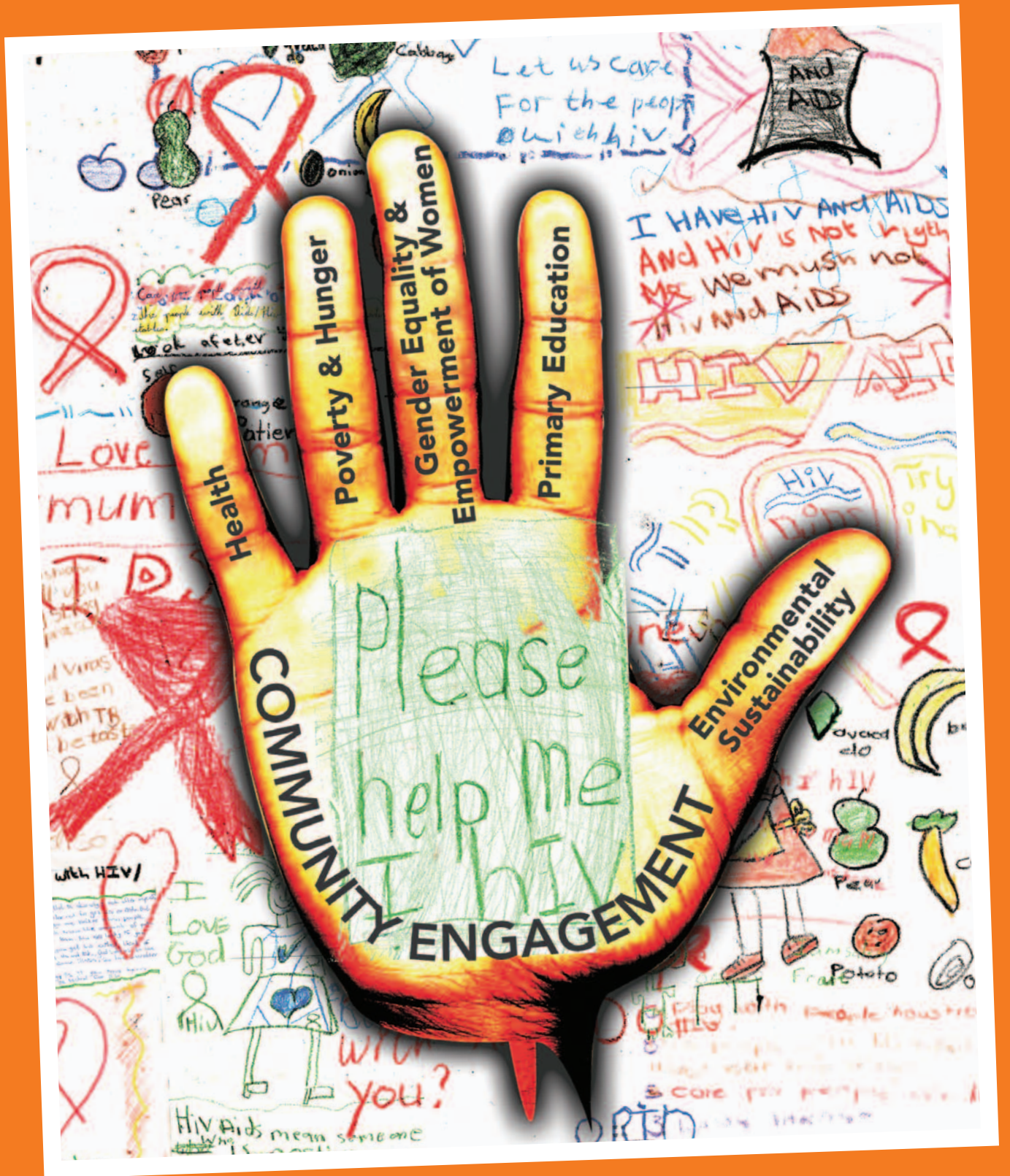
Our staff and students come from over 50 countries in Africa and around the world. The University has also built links, partnerships and exchange agreements with leading African and other international institutions that further enrich the academic, social and cultural diversity of our campuses. It is 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 we are held internationally.

IN ITS MISSION, UJ COMMITS ITSELF TO THE FOLLOWING:

Quality education; Leading, challenging, creating and exploring knowledge; Supporting access to a wide spectrum of academic, vocational and technological teaching, learning and research; Partnerships with our communities; Contributing to national objectives regarding skills development and economic growth.

THE VALUES GUIDING ALL UNIVERSITY ACTIVITIES INCLUDE:

*Academic distinction; Integrity and respect for diversity and human dignity;
Academic freedom and accountability; Individuality and collective effort; and Innovation.*





MR KERRY SWIFT
EXECUTIVE DIRECTOR, INSTITUTIONAL ADVANCEMENT

Message from the Executive Director: Institutional Advancement

With Teaching and Learning and Research, Community Engagement (CE) represents the third pillar of the University of Johannesburg's core business. The University is renowned not only for its growing research outputs and its progressive teaching and learning strategies but also as an engaged university with strong strategic partnerships with a variety of communities.

By aligning ourselves with and actively supporting the United Nations Millennium Development Goals (CMDG) through the utilisation of intellectual capital, innovative research and student and staff participation, UJ is making its presence felt with partners nationally and internationally.

UJ's Community Engagement volunteers also contribute greatly through Organised Outreach projects. These are further

enhanced through the efforts of RAG, the residences, University societies, the Students In Free Enterprise programme and student-initiated NGOs (non-government organisations).

All these entities within UJ and the broader society work as a collective to alleviate poverty, improve socio-economic circumstances and protect the environment. In short, the holistic development of our students is enhanced through Community Engagement by developing a core set of values and promoting citizenship and civic responsibility.

The primary CE thrust at UJ rests in the faculties where community engagement projects are placed through a sub-committee of a CE Board. These projects in turn are closely monitored and undergo an annual assessment, processes involving the active participation of accredited community-based organisations.

Although the University's primary CE effort is embedded in the faculties, the Office of CE runs a number of outreach projects from the centre, such as the annual July 18 volunteer work at a number of hospitals on Nelson Mandela Day.

UJ's commitment to CE reflects the University's vision, which embraces

the advancement of freedom, democracy, equality and human dignity through the application of its human and intellectual capital.

Ernestine Meyer-Adams, manager of CE at the University develops that theme well: "The University acknowledges its obligation to utilise its teaching and learning, research and community engagement capacities to make a significant contribution to the social, economic and educational development of Johannesburg, the province and the wider society."

"As an engaged university, one of UJ's strategic goals is to 'add value to external constituencies through strategic initiatives and partnerships'. This is achieved by engaging in formal community partnerships, actively engaging with the challenges of the Southern African Development Community (SADC), for the African continent, and closer to home, the Gauteng region and the University's host city, Johannesburg. This involves entering into strategic, contractual partnerships that are mutually beneficial to the University community, as well as the broader external communities."

Additionally, the University actively promotes the notion of "public scholarship" both conceptually and as a practical means of advancing its goal of contributing to important national debates and advancing

“With Teaching and Learning and Research, **Community Engagement (CE)** represents the **third pillar** of the University of Johannesburg’s core business.”

“UJ’s Community Engagement volunteers also **contribute greatly** through Organised Outreach projects.”

the well-being of UJ’s stakeholder communities. The emphasis of UJ’s public scholarship is on promoting the notion of caring and compassion; respect for diversity; human dignity; community participation and empowerment, good citizenship and social justice. This naturally focuses on the needs of communities, as well as student and staff, on experiential learning and the sharing and enhancement of knowledge.

Through its CE thrust, the University supports three points of departure for transformation. These are increased democratic and diverse participation; cooperation and partnerships with all communities aimed at the eradication of past inequalities; and greater responsiveness to a range of social and economic challenges with a commitment to seeking solutions.

With this in mind, Community Engagement, in the form of Service Learning, Community-Based Research, and Organised Outreach has become a core function of the University. As such, the University’s teaching, learning and research competence utilised to build mutually beneficial relationships with various communities in areas of discipline strengths and community needs.

KERRY SWIFT

...Community Engagement, in the form of **Service Learning and Community-Based Research**, has become a core function of the University.



Care. Share. Involve.



DR KWAZI NTOMBIZODWA MAGWENZI
HEAD OF COMMUNITY ENGAGEMENT

Message from the Head of Community Engagement

ENHANCING THE STATURE OF COMMUNITY ENGAGEMENT AT UJ

The University of Johannesburg has made great strides in 2011 towards its goal of becoming an engaged university. The profile and stature of Community Engagement was greatly enhanced by improvements in both the quality and stature of CE institutional initiatives.

One has to mention here Mandela Day, which was hailed as a resounding success on 18 July 2011. Over 600 UJ staff members and students across the nine faculties participated in specific projects like cleaning and the distribution of food hampers at three major hospitals in Gauteng – Helen Joseph, Chris Hani Baragwanath and Charlotte Maxeke. Mandela Day was a high impact event that has led to the introduction of a huge initiative in Community Engagement – the UJ CE Volunteers Programme 2012.

The key elements of the University's 2020 Plan were outlined for discussion among the main stakeholders in October 2011. The strategic thrusts for Community Engagement for 2020 were finalised. Incorporating Service Learning efficiently and effectively into the curricula of at least 10% of all academic programmes by 2020, from the current base of 4%, is the first strategic thrust for CE. The second emphasises the need for all stakeholders at UJ to recognise and implement CE as the third core function of the institution. The third thrust highlights the commitment the institution has made to address the developmental needs of communities by sharing the University's knowledge capital through community-based projects.

The growth of Service Learning modules will be tracked every quarter through information provided by CE coordinators in all the faculties. Steps towards improving the number and quality of Service Learning modules are to be achieved through the provision of short Service Learning programmes for faculty staff. Two Service Learning workshops were held in 2011 and similar workshops are to be conducted annually across all faculties with leading CE experts in higher education. Senate Committees are to play a key role in the quality management of Service Learning. The process of finalising amendments to the CE Policy was completed in 2009 and

the dissemination of the Policy, CE Charter, CE Annual Report and other information packages from 2010 have provided opportunities for greater conceptual understanding of CE, the third core function of the institution. New systems for structure and processes for CE were developed in 2011. Initial steps were taken to form the CE monitoring platforms, namely the CE Placement Committee that is responsible for the placement of CE projects in the faculties and the CE Assessment Committee that is responsible for the monitoring and evaluation of CE projects. In 2012, the focus will be on the active implementation of Service Learning in the faculties and the growth of Community-based Research and Organised Outreach in the CE projects. Quarterly meetings are held with faculty CE coordinators to support the implementation and management of all systems and processes. This process started in 2011. All UJ faculties, divisions and departments annual reports include a review of CE activity in their sections. In 2012, we look forward to greater engagement with our communities and sharing our intellectual capital for greater impact in the development of our societies. We will continue to utilise the key principles underpinning Community Engagement strategy – to inform, consult and involve.

“The profile and stature of Community Engagement was greatly enhanced by improvements in both the quality and stature of CE institutional initiatives.”

CE, UJ's third core academic function, with "CARE, SHARE and INVOLVE" as its motto, kicked off its 10-year strategic vision in March 2011.

Key Pillars of CE at UJ

CE 10-YEAR STRATEGIC VISION (2011 – 2020)

CE, the University of Johannesburg's third core academic function, with "CARE, SHARE and INVOLVE" as its motto, kicked off its 10 year strategic vision in March 2011.

This heralded a new era for Community Engagement. The 10-year vision is to infuse CE into teaching, learning and research within the University and to establish and foster strategic partnerships with its communities.

This is the road CE has chosen and what it will be focusing on in the next 10 years. The responsibility for the three CE strategic thrusts is shared jointly by the faculties and the Office of Community Engagement (OCE).

THREE STRATEGIC THRUSTS FOR CE

The first strategic thrust for CE is Service Learning (SL). This target, which advocates the growth of Service Learning, is a competence of the Senate Higher Degrees Committee. Starting from the current base of four percent, CE hopes that by 2020 at least 10 percent of all academic programmes

would have incorporated Service Learning efficiently and cost-effectively into their curricular. Two Service Learning workshops were conducted across all faculties in 2011 with leading CE experts in higher education.

The second thrust is to increasingly recognise and implement CE as UJ's third core academic function. But most importantly, and this is to the benefit of all communities surrounding our campuses, is the third strategic thrust where the needs of these communities are addressed by giving them access to UJ's intellectual capital. These are CE's three strategic thrusts and this is what CE will pursue in the years to come.

SUMMARY OF ROLES

All three thrusts are shared jointly by the faculties and the (OCE). In order to make this strategic vision a reality, to make it work and keep it working, both parties have a role to play. For instance, to incorporate Service Learning efficiently and cost-effectively into their curricular, the faculties must manage the growth of Service Learning. The OCE will provide the support needed. With contribution from both sides, it is possible to reach the 10 percent envisaged for 2020. Regarding the developmental needs of communities, they will gain access to the University's intellectual capital through the various CE projects, community-based research and project management as

identified by the faculties. The faculties will also have to conduct scope and impact studies of these initiatives. The OCE will organise activities to support faculty-based and community research projects, with organised outreach activities and projects being high on its agenda.

To establish CE as UJ's third core academic function, faculties will have to play a role at the Community Engagement Advisory Board as faculty representatives, the faculty sub-committees of the CEAB, the University Research Committee and the Senate, with the Higher Degrees Committee having oversight. OCE from its side will not only have to manage the CEAB, but also make sure that they are marketing and planning awareness initiatives.

THRUST ONE – GROWTH OF SERVICE LEARNING IN THE FACULTIES

It is of the utmost importance to have growth of Service Learning in the faculties. People need to get enthusiastic. Focusing on the key indicators and what is expected of the faculties and CE, faculties need to look at the following: staff training on SL and the monitoring of the annual growth of these SL modules. One should bear in mind that the Senate Teaching and Learning Committee has oversight of SL.

“We believe we can do it, because we care, we share and we involve.”



CE, on the other hand, promises two Service Learning workshops annually. CE projects will also be resourced and funding opportunities for CE projects identified.

THRUST TWO – RECOGNISING AND IMPLEMENTING OF CE AS UJ’S THIRD CORE ACADEMIC FUNCTION

The second thrust is most probably the most important one of all, because without people being aware of CE, there can be no OCE. So how are we going to make sure that we will be increasingly recognised and implemented as UJ’s third core academic function? How do we market ourselves?

Although Community Engagement is responsible for the management of the CE Advisory Board and its sub-committees, the faculties, through their various representatives, will become part of this board. They must make sure that OCE projects are effectively planned, implemented and evaluated.

To make sure that CE is visible, annual events and awareness initiatives are planned. Here Mandela Day, the CE Showcase, the CE Road Show, CE Annual Women’s Leadership Convention and the prestigious Community Engagement Recognition Awards can be mentioned.

THRUST THREE – SHARING OUR INTELLECTUAL CAPITAL

One then looks at the developmental needs of communities by providing them with access to the University’s intellectual capital, which is CE’s third thrust. What is necessary and what should be done? The engagement with communities should be mutually beneficial and lead to social, economic and educational development.

Regarding the faculties, one of the key indicators is to ensure the effective planning, implementation and evaluation of CE projects. They must, however, go further. The next step is Organised Outreach projects, managed by faculties, divisions and student structures.

And number three on the list is to conduct scope and impact studies, which will be managed by the Quality Unit.

On the side of CE, the following will be done: establish broad principles for planning, implementation, monitoring and evaluation by facilitating two workshops on project management annually. There will also be student volunteer programmes, which will fall under the umbrella of Organised Outreach projects. Also on the list is access to the CE projects database, training and development, and lastly training of (CBOs).

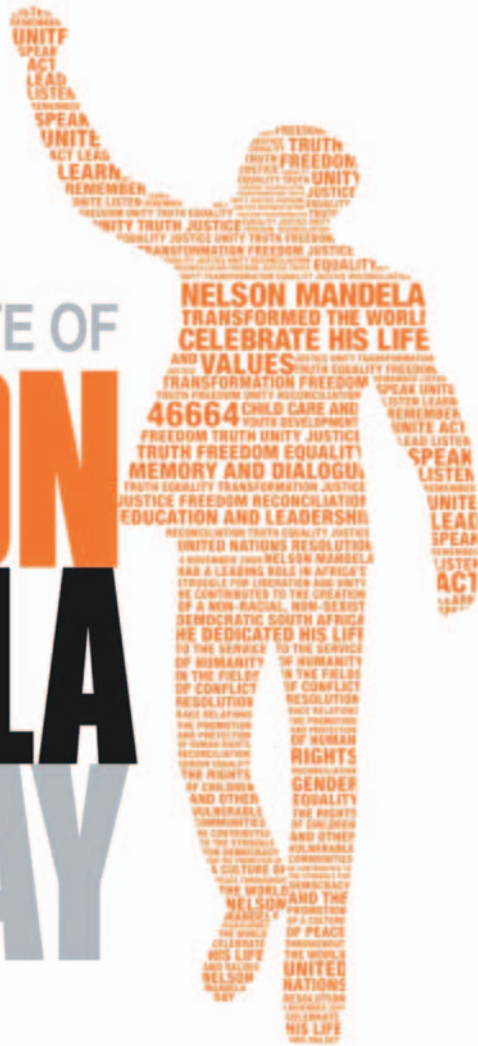
In order to achieve its vision, CE focuses on three strategic thrusts:

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

DR KWAZI NTOMBIZODWA MAGWENZI

At Community Engagement this is not only a motto; it is a way of living.

PROUD ADVOCATE OF
NELSON
MANDELA
DAY



“On Nelson Mandela Day, 18 July 2011, the University of Johannesburg paid tribute to a great leader’s legacy by doing community service at three Johannesburg hospitals close to UJ’s four campuses.”

CE Institutional Events

MANDELA DAY 2011

CE ANNUAL WOMEN’S LEADERSHIP CONVENTION

CE RECOGNITION AWARDS 2011

CE ROAD SHOW AND SHOWCASE

PROMOTING VOLUNTEERISM AT SOUTH AFRICAN UNIVERSITIES:
SAHECEF VOLUNTEERISM WORKSHOP



Nelson Mandela Day 2011

On Nelson Mandela Day on 18 July 2011, the University of Johannesburg paid tribute to a great leader's legacy by doing community service at three Johannesburg hospitals close to UJ's four campuses.

Even though it was the first day of the semester, staff members and students participated in this event in order to give back to their community, brightening up the day of those suffering and less fortunate.

Over 300 staff members and students from the Auckland Park and Bunting Road Campuses helped out at the Helen Joseph Hospital. More than 200 individuals from the Soweto Campus assisted at the Chris Hani Baragwanath Hospital, while over 100 people from the Doornfontein Campus were lending a hand at the Charlotte Maxeke Academic Hospital in Johannesburg.

At Auckland Park the day started with an informal procession of staff and students, proudly holding the UJ banner and dressed in distinctive UJ T-shirts as they marched to Helen Joseph. At the hospital the volunteers were addressed by Prof Adam Habib, Deputy Vice-Chancellor: Research, Innovation and Advancement. The CEO of Helen Joseph, Gladys Bogoshi, then welcomed and briefed them on their duties.

The day's programme was organised well in advance with the hospitals to ensure that their most pressing needs could be met.

The five needs identified were:

- A cleaning campaign and gardening services;
- Art activities for children, painting walls and murals;
- Cooking and washing dishes;
- Reading for kids and distributing books; and
- Distributing food hampers and toiletries.

The tree planting initiative was led by the Faculty of Science's Dr Pap Nair and Dr Erna Bruwer and the Faculties of Health Sciences, Humanities and Science, and the garden clean-up by the UJ Garden Division.

On the inside of the hospital, UJ's Maintenance Division and the Faculty of Engineering assisted with maintenance and repair work – light fittings, broken windows and handles and light bulbs.

Students and staff from the Faculties of Art, Design and Architecture, Humanities and Education, along with the Human Resources Division, supervised the art activities for children, painted the walls and created murals to brighten up the children's crèche.

On the cooking side, UJ's Head Chef Henrik Jonson was assisted by junior chefs from UJ's School of Tourism and Hospitality and the hospital's kitchen staff in preparing some nutritious dishes for the patients. Human Resources cleaned the floors and washed the dishes after the meal, while the Faculty of Management packed and distributed grocery parcels to patients.

To stimulate the adults and the children, staff from UJ Library, the Language Unit and the Faculty of Education read to patients. The Faculty of Economic and Financial Sciences distributed books on personal finance while the Faculty of Law handed out human rights and constitution booklets. Books were also donated to the hospital's library while students from the Lebone Ladies Residence delivered books to the Rahima Moosa Mother and Child Hospital.

At the Thembalethu Clinic, the Faculty of Economic and Financial Sciences handed out food and toiletry packs to 300 HIV-positive patients who are cared for by their families at home.

The Community Engagement Division would like to thank all students and staff for their enthusiasm and commitment. Our appreciation also goes to Prof Adam Habib for supporting this event and also to Roelof Hugo and his team from Protection Services who ensured the volunteers' safety at all three hospitals. UJ will continue to support the three Gauteng hospitals through the UJ Volunteer Programme in 2012.

“More than **600 staff and students** assisted at three hospitals close to UJ campuses.”



CE Annual Women's Leadership Convention

This annual event, which was held at the Bunting Road Campus, recognised the unique and important contribution that women make to education and society at large. The 200 women attending the conference ranged from student leaders and staff members to UJ's faculties and support divisions, as well as representatives from UJ's community partners and councilors.

The keynote address was given by the Queen Mother Semane Bonolo Molotlegi of the Royal Bafokeng Nation. She said that women should work together and stop competing with one another. Focusing on transformational leadership, she said this could fill the gap between what is expected, what is real and what needs to be done to address that gap. Transformational leaders have the will, resilience and morals to challenge what should be changed. The Royal Bafokeng Nation of 300 000 members is a forward thinking traditional community in the North West Province. The Queen Mother has played a pivotal role in helping them become the model traditional community it is today. She is renowned for speaking against oppression, poor education and regional neglect of rural development.

In her opening address, Dr Kwazi Magwenzi emphasised that South Africa needs new heroines in leading our society towards socio-economic and political change and that all women must become active participants in this regard.

The Deputy Vice-Chancellor, Dr Zola Njongwe highlighted the need for women to make their voices heard in these tumultuous times. The proceedings concluded with UJ Council member Joyce Siwani reminding the attendees of the women who marched to the Union Buildings on 9 August 1955, whom we should honour by ensuring that Women's Day continues to add value to the quality of life of South Africans. She reiterated the Queen Mother's point that women should not pull one another down. If they want to be a strong force in government, and also create the building blocks for community engagement, they need to stand together.

Women with outstanding achievements regarding their CE projects were also recognised through the Women for Excellence Award.





CE Recognition Awards 2011

All nine faculties were recognised for their participation in various CE projects, among others the annual UJ Mandela Day project. On 18 July 2011 all faculties, some division's staff members and students from each of the four campuses (in groups of approximately 300) marched or were transported by bus from campus to the nearby hospitals to do community service. Soweto Campus went to Chris Hani Hospital (also known as Baragwanath) Doornfontein to Charlotte Maxeke Hospital (former Jo'burg Gen) and Auckland Park Kingsway Campus as well as Auckland Park Bunting Road Campus combined at the Helen Joseph Hospital.

The following Faculty CE Coordinators received awards on behalf of their faculty:

- Faculty of Education: Ms Memoona Mahomed;
- Faculty of Management: Dr Shepherd Dhliwayo;
- Faculty of Health Sciences: Ms Sadi Seyama;
- Faculty of Science: Dr Pap Nair;
- Faculty of Economic & Financial Sciences: Ms Jacky Bence;

- Faculty of Humanities: Mr Leonardo Snyman;
- Faculty of Art, Design & Architecture: Prof Kim Berman;
- Faculty of Law: Mr Eddie Hanekom; and
- Faculty of Engineering & Built Environment: Mr Pierre Van Tonder

For the individual academics category, four women received awards for their outstanding commitment to Community Engagement and their contributions to society.

Ansuel de la Rey (Faculty of Health Sciences) received an award for managing the impact of the following three projects:

- Community Service in Specialised Clinics;
- Lenasia Eye Care Clinic; and
- Operation Bright Sight Clinics.

Dr Erna Bruwer (Faculty of Science) for:

- Caring Hearts: The Abdullam Missionary; and
- Parks Alive Project.

Ms Joyce Sibeko (Faculty of Management) for:

- Beautiful Beginning Crèche;

- Olive Leaf Foundation; and
- Disciples Village Bakery.

Prof Kim Berman (Faculty of Architecture and Design) for:

Archival Paper;

- Phumani Paper; and
- Eco-fuel Briquettes.

UJ Community Partners were the second group of stakeholders to receive awards.

The following people attended capacity building training sessions in 2011 and received a certificate of attendance:

- Mrs Lorraine Cockrell;
- Ms Diedre Slabbert;
- Mr Robert Munda;
- Ms Ivy Tshuma;
- Mrs Lucille Barlow;
- Mr Bongani Zwane; and
- Mrs Desiree Trompett.

Lastly, UJ CE Volunteers from the nine different faculties also received awards for outstanding service in the UJ Student Volunteer Programme.

“All nine faculties were recognised for their participation in various CE projects, among others the annual UJ Mandela Day project.”

Approximately 2 000 students across the four campuses showed interest in CE and they were provided with business and volunteer cards and flyers.

CE Road Show and Showcase

26 TO 29 SEPTEMBER 2011

Community Engagement tables were located at various centers at the four campuses, with easy access to staff, students and visitors that came to register for the 2012 academic year. Visitors to our stalls were briefed on the workings of CE and the University in general. They left informed, knowing that UJ stands for more than studying and qualifications.

Interested candidates to our information stalls ranged from:

- Current UJ students;
- Students studying at other tertiary institutions;
- School children and future or potential UJ students;
- Parents and visitors from different companies; and
- UJ staff.

We kicked off with a blast on the Soweto Campus on Monday, 26 September 2011, followed by Doornfontein Campus on Tuesday, 27 September, Bunting Road

Campus on Wednesday, 28 September and Auckland Park Campus on 29 September. Tables were set up and faculty charts with projects were pasted on the walls. Volunteers were enthusiastic and made this project a great success. Our successful Mandela Day Project was a hot topic. The Women's Day Convention was another major event to recognise women in our society. Mention was also made of our CBO's, NGO's and the role Community Engagement plays in their projects.

It was clear that students were not always aware that their faculties ran projects and that the faculty projects were funded by Community Engagement. General enquiries were received mostly from potential students, the majority being African females, and many of them immediately signed up. Some wanted to become involved in community work due to their disadvantaged socio-economic backgrounds.

Approximately 2 000 students, across the four campuses, showed interest in CE and they were provided with business and volunteer cards and flyers. We also handed out gifts to students who signed up as volunteers.

They were required to fill out the questionnaire and from the response it was clear that the Road Show did what it set out to do – to make students and prospective students aware of Community Engagement projects and get them interested enough to sign up as volunteers.





Promoting volunteerism at South African universities

SAHECEF VOLUNTEERISM WORKSHOP

Community Engagement and volunteerism came under the spotlight when the University of Johannesburg hosted the second workshop of the volunteerism working group of the South African Higher Education Community Engagement Forum (SAHECEF) in June 2011.

The group meets a few times a year to share their experiences and knowledge of volunteerism, both from a practical and academic perspective. A total of 25 representatives from 10 South African universities attended.

The presentations and discussions throughout the day focused on issues like making citizenship a compulsory part of universities' undergraduate curricula, how to attract volunteers from the student body and the challenges around creating and maintaining a successful volunteerism programme. Two case studies from Wits and Monash University were presented and representatives from the volunteer groups, Volunteer South Africa (VSO-RAISA)

and the Volunteer and Service Enquiry Southern Africa (VOSESA), introduced their unique offerings for university community engagement programmes.

The first two speakers, Trish Gibbons and Prof Hanna Nel of UJ, addressed the controversial topic of introducing citizenship as a compulsory course for undergraduates in all faculties. As head of the Department of Social Work, Nel discussed what it means to be a responsible citizen and how students should also be taught to empower others in order to ensure long-term sustainability.

Gibbons, Director of UJ's Academic Planning and Policy Implementation, examined the importance of developing students as active citizens in a global, interconnected world increasingly beset by crises of poverty, crime, inequality, corruption and natural disasters. Gibbons also shared that UJ's citizenship courses would most likely focus primarily on themes of rights and responsibilities, gathered from our Constitution and Bill of Rights, and would aim to expose students to potential ethical issues they could face in the working world.

A second theme of the workshop focused on how to recruit and retain student volunteers. Joyce Sibeko, lecturer at UJ's Faculty of Management and Students in Free Enterprise (SIFE) coordinator, believes that the success of student volunteer programmes lies in the formal processes that should be followed from the moment they apply to join SIFE. Each

student should be well-matched to the organisation they work with according to their CV. Their task descriptions must be clearly communicated, and they should continually be reminded of the bigger picture in their individual contributions.

Additionally, Karuna Singh from Wits and Craig Rowe from Monash spoke about the successes and challenges of the volunteer programmes at their respective institutions. With the Wits volunteer programme in its 10th year, Singh emphasised how the success of these initiatives were dependant on continuous monitoring, evaluation and student reflection. Rowe then introduced the group to Monash's Volunteer Gateway, an online programme that matches student volunteers with non-profit organisations.

The workshop participants then turned their attention to Nelson Mandela Day, a community engagement event which is run by most of the universities around the country. Representatives from each institution shared what initiatives their students and staff would be involved in on 18 July, with projects as diverse as giving time at hospitals, cleaning the streets of their community and fixing roofs of schools. It was agreed that volunteer projects should aim to get university staff involved, and not just the students, to ensure a culture of citizenship is adopted throughout the institution. The message should also be that volunteerism is an ongoing project which is not just limited to one day a year.

“A total of **25 representatives** from 10 South African universities attended.”



Finally, the workshop looked at two volunteer organisations working in South Africa, namely VSO-RAISA and VOSESA. Dr Sandra Musengi of VSO-RAISA outlined the focus of her organisation, which helps NGOs in South Africa by placing international volunteers with their organisations. VSO's engagement in southern Africa is involved primarily in AIDS initiatives, which focus on 'caring for the carer' and helping women and girl children burdened by AIDS in their families.

VOSESA, on the other hand, primarily aims at raising the profile of volunteering in southern Africa as a tool for development and democracy. Helene Perold and Karena Cronin spoke about how VOSESA is interested in adding the South African volunteer's voice to the Western-dominated discourse on volunteerism.

The workshop closed on a high note, with UJ being praised for its excellent coordination of the event. Participants eagerly discussed the next meeting in October. These meetings are definitely an excellent means of sharing knowledge and resources across institutions in the relatively new field of university volunteerism. It will hopefully lead to more regional collaborations in the future.

The workshop closed on a high note, with UJ being praised for its excellent coordination of the event.



Funda UJabule

learn and be joyful

Faculty of Education
University of Johannesburg

Caring. Dynamic. Engaged.



“Community service and good citizenship are integral to teaching programmes.”

Faculties

ART, DESIGN AND ARCHITECTURE

ECONOMIC AND FINANCIAL SCIENCES

EDUCATION

ENGINEERING AND BUILT ENVIRONMENT

HEALTH SCIENCES

HUMANITIES

LAW

MANAGEMENT

SCIENCE

“The first group painted cartoon animations on selected walls of the Helen Joseph crèche, while the second group spent time creating art with the children.”

Faculty of Art, Design and Architecture

FADA is one busy faculty when it comes to Community Engagement and with their projects many lives and hearts were touched.

Community service and good citizenship are integral to the Faculty’s teaching programmes. Students in all departments in the Faculty were required to participate in at least one community project during the year. A total of 30 community projects were completed in 2011. These included eight Community Research Projects (CR), 11 Organised Outreach (OO) projects, six Service Learning (SL) projects and five projects that were a combination of SL and CR.

The Faculty received 11 international researchers and academics from institutions in the United States, Britain, Finland, India, Netherlands and Australia. Teaching collaborations were established with three international institutions. Faculty staff were well represented on professional forums with 11 members fulfilling leadership roles in professional bodies. Service to the academic community was accomplished by members of staff acting as assessors or moderators on 55 occasions.

Four portfolio workshops, one of which was a sponsored workshop specifically for participants from Soweto, were conducted in 2011. The portfolio workshops introduced prospective students to the requirements of a creative portfolio, a prerequisite for admission. FADA information sessions and organised school visits, aimed to provide information and counselling to prospective students, continued to draw learners, teachers and parents to the Faculty.

HAMAKUYA

HaMakuya, a Venda chieftaincy situated near the Zimbabwean border and the Kruger National Park, is recognised as a national poverty node. Basic infrastructure is sorely lacking and service delivery is low, with not a single paved road in the chieftaincy and communal taps that often only supply water one day a week. Unemployment is estimated at over 95% and the only substantive source of income is government grants. The University of Johannesburg Arts for Social Change Service Learning visit started with lectures and workshops to understand the social, economic, political, cultural and environmental context of life in HaMakuya. After a dusty eight hour bus journey from Johannesburg, the students gained an experiential understanding of living in HaMakuya by participating in home-stays, taking part in the daily activities of the household.

In the Service Learning component the students split into teams and contributed to a series of workshops and interventions with different community partners. The three visual methodological tools for social change introduced to the community were Photovoice, Paper Prayers and collaborative mural-making.

Photovoice uses photographs made by individuals in the community to stimulate the expression of narratives about their lives.

Paper Prayers, introduced as a nationwide campaign for HIV/AIDS awareness by Artist Proof Studio in 1998, uses simple printmaking techniques to encourage individuals to express their emotions about loss and illness. Paper Prayer workshops in the past have proved an effective method of communicating about HIV/AIDS awareness, bringing about sexual and behavioural change using artistic methods. In HaMakuya, Paper Prayers was used to consolidate learning in two HIV/AIDS awareness events conducted in collaboration with Makuya Clinic, as well as in workshops at one primary school and two secondary schools. Mural-making lends itself to democratised art practice because it is relatively easy to facilitate community participation. Working together with artists, community members can identify an advocacy message and present it creatively to wider audiences. In HaMakuya, collaborative mural-making took place in two schools in which the students worked with a group of learners to create murals that celebrated the learners’ dreams

The Faculty received 11 international researchers and academics from institutions in the US, Britain, Finland, India, Netherlands and Australia.



and aspirations towards a better future. These experiences left the students filled with admiration and respect for the way in which the Venda people live under such challenging conditions. They were moved by the overwhelming generosity of their hosts against a backdrop of considerable material deprivation and poverty.

ARTIST PROOF STUDIO

The wildly popular Artist Proof Studio, located in Newtown, benefits 80 financially disadvantaged students and between 30 and 50 artists. This project, founded by Prof Kim Berman and the late Nhlanhla Xaba, has grown from a small, rudimentary equipped printmaking studio to one of the largest and most vibrant community and professional printmaking facilities in southern Africa. It accommodates up to 100 students per year and hosts, publishes and provides print edition facilities and collaborative projects to many artists. The studio successfully addresses social issues of HIV/AIDS, gender equity, OVT and xenophobia. The target groups range from school children, orphans and vulnerable children, teachers, care workers, rural craft enterprises and art students.

The Make a Difference Project

The Make a Difference Project, a curriculum-led project for HIV/AIDS posters and multimedia campaigns, also made quite an impact on students and community members alike. This competition invited students to present posters or a multi-media project about HIV and AIDS related topics.

MANDELA DAY 2011

Mandela Day 2011 was a day that stood out for the third year students from the Department of Visual Arts, who, along with two senior Jewellery Design students and 10 Interior Design members were divided into three groups. The first group painted cartoon animations on selected walls of the Helen Joseph crèche, while the second group spent time making art with the children. The third group took the children into the eating area where they entertained the little ones with stories and prepared food treats. The crèche principal and staff shared the delight of the children when seeing the colourful images on their once drab walls, stating that "God has answered our prayers".

“The crèche principal and staff shared the delight of the children when seeing the colourful images on their once drab walls, stating that ‘God has answered our prayers’.”



Faculty of Economic and Financial Sciences

Many exciting projects were undertaken by the departments in the Faculty of Economic and Financial Sciences in 2011, among them the following:

DEPARTMENT OF ACCOUNTANCY

Charity projects were coordinated and executed by students in the Department of Accountancy. The aim of these activities is to promote responsible citizenship among students.

Projects include collection and distribution of food, clothing, textbooks and stationery.

SOWETO CAMPUS SATURDAY SCHOOL

The Soweto Campus Saturday School for Commerce and Science students (grades 10, 11 and 12) is a partnership sponsored by De Beers Consolidated Mines, involving the Departments of Economics and Econometrics and Accountancy. In the 2011 Commerce class a total of seven learners shared 11 distinctions in Accounting, Mathematics and Economics.

THE SAICA@UJ PROJECT

The SAICA@UJ project is a grade 12 Accounting support programme undertaken by the Department of Accountancy in partnership with the Science Centre (of the Faculty of Science) and the South African Institute of Chartered Accountants (SAICA).

The project provided extra tuition to 102 students, from 16 schools, on the Soweto Campus – in English, Mathematics and Accounting.

THE EQUITY DEVELOPMENT PROGRAMME

The Equity Development Programme (EDP) of the Department of Accountancy for African and Coloured students is aimed at those studying towards the CA (SA) qualification at undergraduate and post-graduate level.

The students on the programme are funded by the Thuthuka Bursary Fund, the National Students Financial Aid Scheme (NSFAS), the South African government and the accounting profession.

THE NATIONAL YOUTH BUILD

The Department of Finance and Investment Management (DFIM) committed itself to a community initiative for 2011, working together with Habitat for Humanity South Africa (HFHSA) on a project called The National Youth Build.

The Department's target was to raise R91 000 to build a house for a family in Orange Farm. Approximately 50 individuals – postgraduate students and staff members – participated in the building project in June 2011.

GRUPO DESPORTIVO DE MANICA

The DFIM continues to support Grupo Desportivo De Manica, a football club in Manica, Mozambique, which seeks to create an integrated community club that uses sport for social good.

The club was awarded an open piece of land adjacent to the town of Manica by the local municipality in order to develop football fields and other social infrastructure. In 2010/2011 the DFIM assisted with levelling the first new football field.

DEPARTMENT OF COMMERCIAL ACCOUNTING

The Department of Commercial Accounting contributes to various community projects such as the collection of food, clothing and educational items for the Tandanani SAVF Crèche in Newlands; the UJ Mandela Day; and the UJ 'I am caring' campaign.

TRAINING TEACHERS OF ECONOMICS

The Department of Economics and Econometrics, in collaboration with the South African Foundation for Economic and Financial Education (SAFEFE) and the US-based Council for Economic Education (CEE), is involved in training teachers of Economics, by providing special skills needed for the teaching of this subject.

The Department has been involved in the training of secondary school teachers in Economics and Active Learning Strategies. Because teachers touch the lives of so many people, this enables the Department directly and indirectly to reach a large number of people.

INFUNDO TRUST

The Old Mutual Investment Group of South Africa ("OMIGSA") Infundo Trust was launched in 2011 at the University of Johannesburg. Its primary objective is to address the country's shortage of black investment professionals and grow the pool of suitably qualified individuals in the asset management industry. The Trust covers students' tuition, books, accommodation, travel costs and a general allowance.

Metropolitan RAUCALL School, the Funda UJabule School and the Principal Network are the Faculty of Education's three flagship projects for 2011.

Faculty of Education

Metropolitan RAUCALL School, the Funda UJabule School and the Principal Network are the Faculty of Education's three flagship projects for 2011.

The Faculty is the guardian of the Metropolitan RAUCALL GDE High School in Brixton, which had a 99% pass rate since its first matric group in 1996, with an average of 80% of pupils qualifying with university exemption. Of the 500 pupils in the school, a total of 91 matriculated in 2011 with a 99% pass rate and 80% Bachelor's exemption. They also obtained a record number of distinctions: 143 plus five distinctions for Maths Paper 3. Four learners obtained seven distinctions and two six.

The FET phase has a set curriculum of seven subjects: English Home Language, Afrikaans First Additional Language, Mathematics, Science, Accounting, Economics and Life Orientation. Maths Literacy is not offered and AP Maths is available for those interested. The aim of this curriculum is to prepare the youth in the school for tertiary study and professional careers.

Supported by UJ and Metropolitan Life, RAUCALL was established in 1992 by the then Rand Afrikaans University in an effort to help learners from schools in the townships. Pupils were selected on the basis of their aptitude for mathematics and science.

The success of the school can be attributed to various factors, most importantly the support from its sponsors and the Department of Education. The teachers are dedicated, hard working and knowledgeable in their respective fields. The school's governing body is involved in all matters related to the school. The majority of parents give their full cooperation. The pupils are well-disciplined and focused on their academic achievements.

In addition to the academic programme, RAUCALL also offers a variety of co-curricular activities – the school choir, Olympiads and other competitions. They also take part in debating, chess and play productions. Various outings are arranged during the course of the year. Marietta Westerberg is the current school principal.

THE FUNDA UJABULE

The Funda UJabule School on the Soweto Campus is unique in South Africa as it is a training/research school. However, it does not only focus on research and training; it also serves the surrounding community in terms of childhood education. In 2011 163 learners were enrolled in the school, serving as a training site for 187 first year and 55 second year UJ students in the BEd Foundation Phase degree programme. The school will grow incrementally into a fully-fledged primary school. Part of the agreement between UJ and the GDE is that the school serves as a research site.

The panel research, which was launched in 2010, continued in 2011. The bi-weekly column, which is written by the school and UJ staff and has appeared in the community newspapers of Soweto since 2010, continued in 2011. In these columns issues related to childhood education and care are discussed. Special attention is given to how parents and other caregivers can assist young children in making progress in school.

In 2011 the Faculty also reached out to the Foundation Phase teacher education community in South Africa in the form of a Literacy Education Winter School, led by the eminent Harvard Graduate School of Education (HGSE) scholar, Prof Catherine Snow. The initiative involved 20 South African universities.

PRINCIPAL NETWORK

The Principal Network serves as a resource for principals and school leaders with the focus on leadership related issues – community-based research, service learning and organised outreach. Several workshops were hosted in 2011, aimed at developing the leadership capacity of school leaders.

Faculty teams from the UJFE and the HGSE wanted collaboration in terms of education leadership development in South Africa. This 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. More importantly it provides a continuum of learning and leadership development opportunities for school and district leaders.

The ultimate outcome of this collaboration between UJFE and HGSE is the Education Leadership Institute at the Soweto Campus that will continue to offer support to school leadership beyond the project. It was launched in 2009 to design and implement a Leadership Development Programme for school leaders and district officials in the Johannesburg Central District. Another objective was to conduct research on the intervention in the JCD in order to develop a model that could be replicated in other school districts.

SERVICE LEARNING OPPORTUNITIES

The Faculty's main community engagement initiative, linked to partner schools and a community organisation, provided Service Learning opportunities to students.

The purpose of the Service Learning, infused into undergraduate academic programmes, is to foster a sense of social and civic responsibility, while at the same time preparing them to become caring, accountable and critically reflective practitioners. The members of this partnership system are Coronationville Secondary School, Lee Matthews Trauma Centre, Elandspark Primary School, Westbury Secondary School, Unified Combined, Coronation High, Piet van Vuuren, Vorentoe, Metropolitan RAUCALL, Johannesburg Secondary, Sparrow Foundation, Sparrow Combined, Hope School and Kingsway Centre for Concern and New Nation.

FACULTY TEAMS

The activities undertaken for the period January to December 2011 included: The National Department of Education and the unions addressed principals on the changes in the National Curriculum in September; co-hosting of three "Teachers' upfront conversations" and a number of two-day workshops across the country. These included Behaviour Management, Leadership in Schools and Financial Management.



The project targeted approximately 500 less fortunate individuals in the community.

Faculty of Engineering and the Built Environment

The Faculty registered two projects with the Office of Community Engagement. The first initiative, a mining project, is an ongoing organised outreach project that requires no student involvement and is solely managed by a lecturer from the Mining Department and no project beneficiaries were defined.

The Civil Engineering Project involved 200 students from the University of Johannesburg in a teaching and learning initiative. The project activities do not form part of a credit-bearing academic programme and student involvement was purely voluntary. The project targeted approximately 500 less fortunate individuals in the community. Both projects were highlighted as the flagship projects for the Faculty.

DEPARTMENT OF MINING: MINING POLYTECHNIC IN MOZAMBIQUE

The objective is to establish and develop a Polytechnic in Tete, Mozambique that will indirectly improve educational and skills

training in a poverty-stricken region where there are mineral reserves for exploitation.

The project has successfully achieved its objective and further goals can be explored for future implementation.

The project is a joint initiative by Larenstein University in the Netherlands and the Mozambican government targeting youths and school leavers of the community.

The University of Johannesburg's involvement was and is to provide technical expertise and remain in an advisory capacity once the Polytechnic is functioning completely independently. The Polytechnic was successfully established and is fully operational. Since 2008, faculty members' involvement has been purely advisory.

DEPARTMENT OF CIVIL ENGINEERING: PROJECT MANAGEMENT CE PROJECTS

The objective is to initiate projects to address the needs of various less fortunate or less able communities.

Project Management students were required to make suggestions and implement various short projects in and around Johannesburg that would raise funds and gather necessary items that could address some of the needs of orphans and the elderly.

Students were required to submit progress reports to the lecturer in charge of the project. The target number of beneficiaries was approximately 500 people.

The faculty continues to engage in a range of activities. Of strategic interest is the development of a student-industry engagement platform and also a FEBE engagement programme with underprivileged schools.

In 2011 the student-industry engagement kicked off with an industry field trip to Denel for top-performing students.

Other key activities for the faculty were:

- Hosting of the Honorable Minister Edna Molewa – South Africa's Response to Climate Change;
- Hosting of Cedric Gina, President of the National Union of Metalworkers South Africa – Discussion Forum on Transformation in the South African Automotive Industry with the emphasis on the role of education and training;
- Women in Engineering and the Built Environment Summit; TechnoLab School Programmes;
- Society of Women in Engineering and Technology – high school tutoring; and
- Reality TV series – Mindset Learn Channel.





Faculty of Health Sciences

A total of 18 685 patients were seen by students in all clinics as part of their clinical work integrated learning. This is almost 1 000 more than in 2010. This excludes a further 2 937 patients that were screened during the reporting year. Students and clinicians also played a leading role in providing services at sporting activities, for example the 702 Walk, 94.7 Cycle Challenge, National Squash Championships and marathons. Sustainable Community Engagement activities remain an integral part of the Faculty's pursuit. Services included free and subsidised screening for indigent community members at different clinics. Research and developmental work, together with the City of Johannesburg and the Medical Research Council, was done under the auspices of the World Health Organisation Collaborating Centre for Urban Health. The Faculty and the Department of Environmental Health remain key partners of the WHOCCUH, with staff members serving on the executive committee.

RIVERLEA PROJECT

The community initiative in Riverlea, together with the City of Johannesburg and the Medical Research Council, continues to grow. A range of integrated services, including healthcare, health promotion activities, early childhood intervention programmes and activities to develop capacity in sport within schools and the community, are hosted. The Department of Nursing offers ante-natal and post-natal care, vaccinations, immunisations, family planning, Pap smears and mother and child healthcare. They are also involved with various educational talks and role-play at schools and centers in the area. The students from Sports and Movement Studies play a vital part in the early childhood development of learners at crèches. Their focus is on improving fundamental motor skills, thus enhancing the overall well-being of the children. In 2011, 14 educators were trained in how

to assess motor skills development and how to address motor skills development by designing and presenting appropriate lessons. Optometry and Podiatry were also identified as very specific needs in the Riverlea community. These two departments have collectively seen 714 patients in 2011, with clinics open once a week. The patients all receive free consultations. Where glasses and orthotics are supplied, it is done at cost price.

Johannesburg Prison for Women (Somatology)

From January to December, the Somatology Department was actively involved in the training of prison inmates at the Johannesburg Prison for Women. Under the leadership of Dr Gabriel Francis, the Joy Bringers presented various workshops to help develop employability of offenders and promote rehabilitation by providing inmates with skills for successful reintegration into their communities.

The spiritual transformation was the starting point for all training. The workshops focused on breaking the cycle of crime, reintegration and rehabilitation, the empowering of communities and the transformation of female inmates and their families. Workshops on anger management and conflict resolution, families and relationships, education and life skills, emotional healing, computer skills, entrepreneurship and HIV/AIDS were offered. The Somatology students provided a wellness component to inmates by providing treatments such as massages, reflexology and teaching them proper skin care. Certificates were issued to inmates who had successfully completed all the training and workshops throughout the year.

Breast Care Clinic at Helen Joseph Hospital (Somatology)

The third year students were very productive at the Breast Care Clinic at Helen Joseph Hospital, providing therapeutic reflexology treatments on the oncology patients. This project has been running since 2007, and students are transported to the hospital and supervised by a therapeutic reflexologist (Ms Carmen van Boomen in 2011), under hospital supervision of Dr Carol-Anne Benn. Patients benefit immensely, both

physically and emotionally, from the session and the warm, caring environment that the treatments are provided in.

Netcare Rehabilitation Centre in Auckland Park

Approximately 18 Somatology students were involved. Under the supervision of a lecturer, the students work on patients of the centre, offering them massage therapy of the hands, feet, back, neck, head and legs. Massage therapy was offered as a complementary treatment, above what was offered by the facility. The consensus was that the monthly sessions with the students assisted in improving the patients' state of health and well-being.

By enlisting the cooperation of the Netcare Rehabilitation Centre and its facilities and time, Somatology students, equipped with their required products, implements and skills to conduct the treatment, were active in making a difference in their immediate community.

Child Welfare Project

The Somatology Department was also involved with fund-raising for Johannesburg Child Welfare, under the guidance of Mrs Karien Henrico, a full-time lecturer in the department. The students performed manicures, pedicures and massages on the social workers for R50 each. A total of R3 000 was raised for Johannesburg Child Welfare.

The EMC Response Unit

The EMC staff and students continued to operate a primary response unit from the Doornfontein Campus, servicing the communities in and around the Johannesburg Metropolitan area. This is a pro bono service to any ill or injured member of the community. The EMC Department entered into discussion with Gauteng Health to increase the number of operational ambulances and response vehicles operating in the Johannesburg community via the University. The expanded project is due to be launched during the second semester of 2012.

A total of 18 685 patients were seen by students in all clinics as part of their clinical work integrated learning.

Podiatry

The Podiatry Department continues to provide a service at a number of outside clinics within the Gauteng Public Health sector.

In addition, Podiatry is one of the programmes involved in the Riverlea Outreach Programme. Riverlea is one of the poorest communities in Johannesburg and the screening and healthcare services offered by the Faculty have had a meaningful impact on the lives of the residents.

Sport and Health Sciences

It is imperative for all UJ Sport units to be engaged with communities. Seven sport clubs, including athletics, basketball, cricket, football, golf, squash and hockey, were involved in projects that focused on coaching, talent identification and coaches' development. The Biokinetics Clinic provided biokinetic services to senior citizens.

The different localities of these projects were a variety of schools, as well as communities such as Westbury, Diepsloot and Soweto (Grace Bible Church). Some of the projects were offered at UJ facilities such as the AW Muller Stadium, UJ West sport facilities, Orban, DFC as well as the UJ Stadium. Twelve staff members and 46 students were directly involved in programmes where 7 405 individuals benefited.

UJ Sport is also committed to a community programme in Manica, Mozambique. The most significant new development for GDM (Grupo Desportivo e Recreativo de Manica) was the inclusion of this programme as one of the 20 Football for Hope Centre hosts. The process implies not only infrastructure development but also intense organisational learning. This programme is also supported by the Laureus Foundation. The total number of participants in the various activities (including life skills, football and computer literacy) was 6 980 during 2011.

Lastly, the Department of Sport and Movement Studies and UJ Sport became involved with the Faculty of Health Sciences in the Riverlea community during 2010.

Unfortunately the progress was hampered during 2011 as a result of a change in political leadership after the local elections. It is envisaged that the engagement in future will support both education and training, the research objectives of the UJ stakeholders as well as sport delivery to the community. Here, the interest mainly lies in early childhood development and the development of fundamental motor skills, which enhance the overall well-being of the children.

A total of 14 crèche educators were trained during 2011 in how to assess and address motor development by designing and implementing appropriate motor skill lessons. The year 2012 promises to see these projects grow into their own.

“Students and clinicians also played a leading role in providing services at sporting activities.”

Community engagement is an integral part of most departments within Humanities, with staff involved in 32 Community Engagement projects.

Faculty of Humanities

PHUMANI PAPER NOW HUMANITIES' FLAGSHIP PROJECT

Taking on the administration of Phumani Paper in 2011 was without doubt one of the biggest highlights for this Faculty as Phumani Paper represents one of the largest active community engagement programmes at UJ.

The Faculty gives financial, infrastructure and human resource support to the project. It is proud to support Phumani Paper as its flagship community engagement project.

Phumani Paper is a unique project as it addresses all three aspects of Community Engagement at UJ, namely Organised Outreach, Community-based Research and Service Learning. It can be used as a site for academic research as well as a site for Masters and PHD research.

It is a Johannesburg-based NGO that focuses on the empowerment of women through entrepreneurship in rural areas. It manufactures a variety of paper products, often on the cutting edge of handmade paper technologies, and is the only producer of archival paper in SA.

By reaching out and transferring skills and innovation, Phumani Paper supports the 15 paper-making business units under

its wing to generate income and to fight poverty. They assist these communities to transform biological resources, as well as paper waste, into handmade paper and paper products that can be sold.

Since its inception in 1998 it has developed and produced market and trend focused products that are environmentally and socially conscious in terms of their production process. It is Phumani's belief that its success in developing such products relates directly to southern Africa's broad environmental and socio-economic development agenda.

MEMORY, EXPERIENCE AND CIVIC ENGAGEMENT IN SOPHIATOWN

The Sophiatown project involves both social research and a grassroots initiative aimed at fostering reconciliation between residents of different races in Sophiatown and, by extension, the country.

The project was launched in February 2009, the date chosen to coincide with the commemoration of 54 years since the start of forced removals in Sophiatown. Managed by Prof Natasha Erlank, this project has the potential to transform the relationship between research and Community Engagement. It involves the co-creation of knowledge and research agendas, providing agency and identity for complex communities. It is an experiment in new ways of creating knowledge.

Research Objectives

To build civic capacity and active citizenship in Sophiatown; to explore how history, created by residents themselves, may serve as a catalyst for community engagement; to facilitate organising processes for the uncovering of personal and group histories; to explore how people's views of history change as they participate in the project; and to reflect on the ways in which universities, as agents of such a process, can productively facilitate community engagement.

CE INTEGRAL PART OF HUMANITIES

Community Engagement is an integral part of most departments within Humanities, with staff involved in 32 Community Engagement projects.

These projects fall within the three pillars of community engagement at UJ. It included youth development programmes; pro bono family therapy; social work first-year internship programmes; and involvement with organisations such as Worldvision.



The new modern and upbeat Law Clinic serves the community of the greater Soweto, and walking through the doors it is easy to believe their creed: We learn from the past to build on in the future.

Faculty of Law

30 YEARS OF EXCELLENCE

UJ's Law Clinic celebrated its 30th birthday in 2011 and, as the cherry on the cake, opened its flagship clinic in Soweto – in a building that was specifically upgraded for this purpose.

The new modern and upbeat Law Clinic serves the community of the greater Soweto, and walking through the doors it is easy to believe their creed: *We learn from the past to build on in the future.* This new branch lends a sense of permanency to the clinic.

Although the Johannesburg Courts Clinic had to be sacrificed in order to have enough staff available in Soweto, the director of UJ's Law Clinic, Mr Eddie Hanekom, feels that the need among the less affluent and poor in this area justified the move. It can never be just another clinic. Here the challenge is great and the staff and students are constantly stretched to their limits due to the number of clients that seek legal assistance. In Soweto a lot of cases related to fixed property disputes and evictions are taken on, and also the law of property (for instance when a husband dies and his family wants to take over).

It is a constant learning process and a lot of research is usually done before a case can be resolved. In opening this clinic a strategic

objective had also been achieved in that all three clinics are now run as separate law practices. Students are allocated to work at one of the three clinics for a semester, and we are satisfied that the experience gained are almost identical. The same methods of practice are applied throughout.

By working here students get the bigger picture of how a practice is run, how the processes work and interlink. They are, for the first time in their lives, confronted with real people who are experiencing problems. They expect the student to have the legal knowledge to solve those problems. The Law Clinic shows them that there is real hard intellectual as well as physical work involved. We therefore also expect them to act as messengers in order for them to learn every aspect of the running of a practice. The nightmare of time-management in an attorney's practice and working according to diarised events becomes a reality to the students. They are confronted with the fact that our court rolls are stretched to the limits with cases and that a judge or magistrate waits for nobody.

They realise that law is about more than just seeing a client and appearing in court. They learn how to take the theory from the classroom to the practice.

After seeing a client, the student opens a file and from there the student is assessed weekly by the professional lawyer on the work done. While assessing the student, the lawyer must make sure of the facts at

hand and when all leg work is done, the lawyer then takes the case to court.

At the Auckland Park Campus Mrs Natasha Naidoo is the Clinic Principal, in Doornfontein Mrs Elize Radley and in Soweto Mrs Alet Beyl. Mr Elton Hart is the clinics' attorney. All four are admitted and practising qualified attorneys. Mr Eddie Hanekom is the Director of the Law Clinic.

Although the Director is extremely proud of the work the clinics do, the amount of potential clients unfortunately by far overshadows the amount of cases that can be taken on. Manpower and a lack of especially qualified lawyers helping on a pro bono basis, is a problem. Continuity is also a problem with students writing tests and exams.

Every campus clinic, except Soweto with two, has only one lawyer to represent clients at court. Another clinic attorney will, however, soon be appointed. Every law clinic is run as an independent professional attorney's practice and is recognised as such by its professional body. It applies for and receives accreditation and certification annually under the rules of the Law Society of the Northern Provinces.

The Law Clinic and its theoretical component reside under the Department of Procedural Law. In 2011 a total of 74 LLB students did their practical work at the Auckland Park Campus, 60 at the Doornfontein Campus and 91 at the Soweto



Service at the Law clinic constitutes practical work and is a compulsory year course for final year LLB students.

Campus, under the watchful eyes of five attorneys. This total of 225 students is a far cry from the 162 students in 2007.

The Law Clinics are seen as part of UJ's biggest success stories. They 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); and
- Delivery of free legal services to needy members of the public in line with the guidelines of the Law Society of South Africa.

Looking at the three clinics today, it is clear that they have come a long way since opening their doors to the public the first time in 1981 when UJ was still Rand Afrikaans University – from 18 students. The Dean of the Faculty of Law, Prof Patrick O'Brien, was among those very first students who rendered free legal service to the community. Today the clinic falls under the supervision of Prof Dawie de Villiers of the Faculty of Law, Department of Procedural Law. Service at the Law clinic constitutes practical work and is a compulsory year course for final year LLB students. It consists of six modules – communication, ethics, divorces,

drafting of pleadings, small claims courts and aspects of litigation techniques. Students deal with real cases and real clients and learn about the consequences of the advice they give clients.

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. After graduation, these students become an integral part of the services run by the clinic.

UJ gratefully acknowledges the work done by former students in order to further the aims of the clinic after they have started their law careers. This is the true clinical spirit that will uphold the constitutional ideal of access to justice for all!

“By working here students get the bigger picture of how a practice is run”

Faculty of Management

As one of the biggest faculties (10 departments over the four campuses), this is also one of the faculties spreading its wings most regarding Community Engagement.

Of the 11 projects, 20% of them did not provide for any student involvement and 60% of the projects involved 249 students from the University of Johannesburg. The projects targeted approximately 37 782 beneficiaries, and 19 small and medium-sized businesses. The Faculty classified 27% of its projects as Service Learning, 53% as Organised Outreach and 20% as developing teaching and learning projects. No Community-based Research projects were implemented in 2010-2011. Although 11 projects were included in the assessment study for the Faculty of Management, the following three are regarded as flagship projects.

DEPARTMENT OF ENTREPRENEURSHIP: DISADVANTAGED SCHOOLS EMPOWERMENT

The objective is to improve the grade 12 results in public schools. Ancillary objectives are to promote the culture of reading and research in schools; to promote environmental sustainability; and to teach personal success skills to pupils.

SIFE elects two schools from each district in Gauteng and in the six municipalities that have an overall pass rate of less than 50% for grade 12 learners. These are disadvantaged public schools with pupils of no less than 50. Poor pass rates have been attributed to a lack of resources and a school environment that is not conducive to learning.

The project promotes reading, debating and sporting activities to identified disadvantaged public schools to improve grade 12 results. Career guidance and financial aid within the schools are also provided. A group of four students from the Faculty are selected per school to liaise and implement the project on behalf of SIFE.

Activities included:

- Updating libraries and starting reading competitions;
- Developing learner guides on debating and research skills;
- Facilitating inter-school debating on the six SIFE pillars;
- Hosting presentations on career guidance;
- Growing vegetable gardens at the schools from donations received from Johannesburg Fresh Produce;

- Training and identifying teams for a soccer tournament;
- Contacting Google about developing a website for each school;
- Approaching UJ to donate old computers to the 32 schools for staff usage; and
- Creating email addresses for all the relevant staff.

The target number of beneficiaries is 32 000 individuals. Successful implementation is based on an improved matric pass rate at the schools involved as well as the number of learners that successfully enroll for tertiary education in the future.

DEPARTMENT OF ENTREPRENEURSHIP

A total of 746 learners were trained in the following three Divapreneurship and Youth Business Leaders interventions.

City of Johannesburg Business Plan Competition

A total of 20 secondary schools around Johannesburg have been involved in the business plan competition for schools with 40 UJ students being trained as mentors by City of Johannesburg – Divapreneurs and Youth Business Leaders. Thirty learners from 20 different schools were mentored at SWC and APB, which means a total of 600 learners were reached.

The final (with eight finalists) was held at the Dlamini Hall in Soweto. The event was sponsored by ABI, Khula, DBSA and The Entrepreneur; and refreshments, transport and music by City of Johannesburg. UJ did not incur any direct monetary costs.

Sun City Correctional Services (Operation Daniel)

A total of 120 learners completed the Youth Entrepreneurship in May and graduated at the end of June 2011.

This programme involved the Divapreneurs and the Youth Business Leaders in the Department of Entrepreneurship.

Brixton Youth Entrepreneurship Programme

A total of 26 youth learners from this programme graduated at the end of June 2011. The idea is to continue the programme, but this time with adults as the target market.

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT: SERVICE LEARNING AT EP BAUMANN SCHOOL

The objective of this project is to improve the eating habits of school and pre-school children at EP Baumann School.

First and second year students are involved in establishing a vegetable garden in the school. Third year students

are responsible for improving the school tuck shop by teaching food handlers proper food preparation methods.

DEPARTMENT OF INDUSTRIAL PSYCHOLOGY AND PEOPLE MANAGEMENT (IPPM): INDUSTRIAL PSYCHOLOGY IN A DEVELOPING ECONOMY

The primary objective is to provide small and medium enterprises (SME's) access to specialised industrial psychology skills, knowledge and expertise that can enhance productivity, profitability and competitiveness. The secondary objective is to provide Masters' students an opportunity to apply theoretical knowledge to practical challenges before completing their studies. Each student identifies an accessible SME and conducts an industrial psychology focused needs assessment. Students design an intervention to address at least one of the emerging needs in accordance with their skills, knowledge and interests by means of a facilitated workshop.

Students are also taken on an educational excursion, exposing them to the developing economy of Soweto. This provides them with an opportunity to witness township life first-hand and appreciate the purpose of the module and the legislative environment that protects employee rights, as well as the peculiar challenges that characterise a developing economy. The project is targeted at 19 small and medium size business enterprises in Johannesburg and surrounding locations chosen by each student involved in the project.

“It is the Science Centre’s ambition to demonstrate that, through individual and collective efforts, South Africa can produce young future scientists.”

Faculty of Science

Science is involved in a total of 31 community outreach projects. Staff members are encouraged to actively pursue engaged opportunities that will benefit the community, will promote scholarship, their discipline, faculty and the University, and that will enrich their academic experience and profiles.

SOWETO SCIENCE CENTRE: TO BRIDGE THE GAP

One of the highlights at the Soweto Science Centre in 2011 was the mobile science laboratory that was acquired through a sponsorship by the Department of Science and Technology.

This enables the Science Centre to provide the necessary hands-on learning experience in the experimental sciences to learners in schools that do not have the necessary laboratory facilities.

The UJ Soweto Science Centre was established as a facility to address some of the challenges faced by our country in the areas of Science, Engineering and Technology. Its aim is to provide access to the world of SET to local communities and to provide a facility that focuses on bridging the gap between high school and university Science and thereby training

the future scientists and engineers that South Africa desperately needs.

The Centre on the Soweto Campus provides supporting and enriching programmes to learners and educators in its vicinity in Mathematics, Physical Science, Life Science and Geography.

It provides hands-on experience to learners in our Physics, Chemistry, Biology, Geography and IT laboratories as well as exposure to a variety of exhibitions spanning various disciplines.

The principal activities of the Soweto Science Centre include:

- Teaching theory lessons in Mathematics, Physical Sciences, Life Sciences and Environmental Sciences; conducting supervised laboratory and tutorial sessions;
- Teaching English for scientific communications and conducting computer training; and
- Participating in and organising public talks, expo days, science days, career guidance days, National Science Week, and other science related activities.

In collaboration with SciBono the Centre also assists in empowering and enhancing the skills of Mathematics and Science teachers. Abstract science theories become alive when experienced in

action in a laboratory. However, many schools lack the necessary laboratory facilities. With the Science Centre Mobile Laboratory, UJ is able to conduct Science experiments in the most remote areas.

It is the Science Centre’s ambition to demonstrate that, through individual and collective efforts, South Africa can produce young future scientists through an inclusive and non-elitist science centre that can compete and collaborate with other science centres – locally and internationally.

In this regard we would like to acknowledge our partnership with SASRIA Limited for providing financial support since 2010. We would also like to acknowledge our partnership with DST through SAASTA for their continued support through grants for various projects and programmes. Our partnership with De Beers is bearing fruit, especially in the educators’ programmes and De Beers Saturday School.

The Sustainable Energy Technology and Research Centre (SeTAR), under the Directorship of Professor HJ Annegarn (Department of Geography, Environmental Management and Energy Studies), had an active involvement in communities where it demonstrated fuel-efficient and safe stoves, fire safety and the use of solar energy in low-income communities as well as energy efficiency in schools.



The slogan: Only with knowledge can the youth of today adapt and create an environment that will survive the environmental mistakes that are made every day.

THE ADULLAM MISSION

The Adullam mission near Secunda in Mpumalanga, initiated by Dr Erna Bruwer, Department of Zoology, aims to provide a home environment, shelter and schooling for children of the area. Staff members of the Zoology Department visited the mission in 2011 to identify an outreach activity that will fall within the scope of the research activities of the Department and will benefit or improve some of the key developmental aspects of the mission. Three components are explored, namely: agricultural activities, the multicultural learner/staff environment and the diversity of the socio-integration on the mission.

PARKS ALIVE PROJECT

Students from around Westdene are taught different aspects of water ecosystems. They learn ecological, botanical and biological concepts through an application of practical findings.

The logo: *A community is where the rainbow nation comes together.*

Symbolic: *The rainbow ending in the pot.*
The pot is an African tool to make food in.
(In the African tradition).

Parks Alive Projects (PAP): *Pap is a traditional meal enjoyed by all cultures in South Africa.*

The slogan: *Only with knowledge can the youth of today adapt and create an environment that will survive the environmental mistakes that are made every day.* Initiated by Dr Erna Bruwer, Department of Zoology.

Other community services on a smaller scale were also rendered by departmental staff – for example, tutoring primary and high school students, HIV/AIDS awareness, outreach to high school learners (via Scientia@UJ) for recruitment purposes, assisting rape victims via the 'Hand Bag' project, and supporting a soup kitchen for disadvantaged children.

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

“A community is where the rainbow nation comes together.”



“The librarian provides information literacy training to each learner that received an access card to the UJ library.”

Academic Support Divisions

THE LIBRARY DIVISION

HUMAN RESOURCES

PsyCaD DIVISION



The Library Division

Two projects were registered with the OCE. The DFC Library project has been classified as an ongoing Organised Outreach Project as well as a developing Teaching and Learning initiative due to its varying activities. The project involves ABZ student volunteers. The APK Library project was also categorised as an ongoing and developing Teaching and Learning initiative. The APK project activities are solely managed and executed by a staff member from the Division. Both projects were highlighted as the Division’s core engagement activities.

DFC LIBRARY: BOOK AND CLOTHING DONATION/MENTORING AND COACHING PROJECTS

The objective is to instill a sense of social responsibility in students and staff as well as enhance literacy in the surrounding communities. Various stakeholders participate in charitable activities to collect clothing for children and books to donate to public libraries and schools in the community. Project members also offer professional expertise with regard to literacy to establish a professional network between schools, universities and public libraries in the greater Johannesburg area.

APK LIBRARY: INFORMATION LITERACY FOR RAUCALL STUDENTS

The objective is to provide free access to information with the goal of improving the literacy of grade 12 RAUCALL learners that may enroll at the University of Johannesburg. A total of 20 access cards are funded by PsyCad Division and made available to the school. The 20 learners have free access to the library; however they are not given lending rights. The librarian provides information literacy training to each learner that receives an access card to the UJ library.

Human Resources

One project from the Training and Development Unit within the Human Resources Division was registered with the OCE. This ABET project is an ongoing teaching and learning initiative and targeted approximately 35 beneficiaries. The project is defined as the flagship project for the Division.

Project Title: ABET	
Objective	To improve the level of literacy and numeracy in the community and equip working adults with knowledge and skills to pursue career pathways that will promote lifelong learning.
Activities <i>(completed and ongoing)</i>	<p>Employees and community members are requested to complete a ‘pre-ABET’ assessment. The assessment determines the level on which the individual will start the ABET programme.</p> <p>Training is based on communication and numeracy levels 1 to 4 and is facilitated through multi-media computer learning modules and teaching.</p> <p>Once training is complete, individuals complete an examination via the Independent Examination Board, and upon passing are awarded a nationally registered NQF 1 qualification and may proceed to FET or NQF level 2 training.</p>
Assessment	The project is evaluated through daily and monthly progress reports as well as the results candidates achieve in their final examination.

“The objective is to instill a sense of social responsibility in students and staff as well as enhance literacy in the surrounding communities.”

PsyCaD Division

- During 2011, PsyCaD built on the multi-cultural learning community and contributed to the transformation of UJ by actively participating in the Transformation project, and by ensuring high quality equity appointments;
- PsyCaD contributed to UJ Community Engagement by actively engaging in a number of projects; and
- PsyCaD generated an amount of R1 702 366.34 during the year.

During 2011, the Centre for Psychological services and Career Development (PsyCaD) further consolidated itself. While the normal strategic and operational functions of PsyCaD continued, 2011 was also the year of its Quality Audit and the development of the required improvement plan.

PsyCaD has its own vision: the contribution to the academic project of UJ by delivering world class psycho-social services to UJ students, staff, faculties, as well as to members of the public – “being there for you when it matters most”.

During 2011 the seven strategic thrusts for PsyCaD, as identified for 2010 to 2012, became entrenched in the activities of PsyCaD. These seven thrusts are to:

- Pursue the optimisation of equitable and sustainable service delivery on all campuses and to all our clients;
- Intentionally pursue mutually collaborative and sustainable relationships with all stakeholders;
- To engage in relevant, continuous research as foundation for effective and efficient professional practice;
- To be responsive to the dynamic and diverse nature of the higher education landscape and our broader client base;
- To continuously improve the visibility, accessibility and approachability of PsyCaD services and staff;
- To continually enhance the quality of service, professionalism and ethical practice within PsyCaD; and
- To create a sustainable and nurturing working environment that fosters staff well-being.

PROGRESS WITH RELATIONSHIPS

Apart from the Quality Audit and the excellent report received – voted Centre of Excellence – 2011 was also a year in which very good progress was made in the deepening of relationships with faculties, support structures, student organisations and residences.

Psycho-social and career services to PsyCaD partners in and outside UJ were enhanced, expanded and deepened throughout 2011.

This is evident in the following:

- Quality academic and psycho-social support services were provided to a wide range of stakeholders in order to enhance academic success and developmental progress;
- PsyCaD provided a high quality Graduate Recruitment Programme by means of the Careers Portal, Thusanani project and career fairs on three of the four campuses;
- PsyCaD actively participated in and contributed to the UJ First Year Experience and First Year Orientation programme;
- PsyCaD also assisted in the Top Achievers project of UJ;
- Therapeutic services to UJ students and staff were expanded on all four campuses. The 24-hour Crisis Line became well-known and was increasingly utilised by students and staff of UJ. These services are available free of charge to students and staff;
- The Office for People with Disabilities (PwD) ensured high quality services and optimal functioning;
- The Office for Work Integrated Learning (WIL) ensured that tasks of WIL at UJ functioned optimally;
- The quality of teaching and learning experiences of Intern Psychologists, Intern Psychometrists, and Work Integrated Learners were ensured;
- The research culture of PsyCaD was further developed and a number of accredited journal articles, chapters in textbooks and national and international conference papers of high quality were published. The Director of PsyCaD, Prof G Pretorius, was invited by the Milton Erickson Institute to present a key-note address at the fourth World Congress on Ego-State Therapy in Heidelberg, Germany;
- The performance management process in PsyCaD was used in a developmental way and attempted to maximise the motivation and effectiveness of staff, within a culture of transformation;
- Quality and professionalism, as well as excellence of service delivery according to the highest standards on all four campuses, remained a priority;
- By effective marketing and the efficient utilisation of Peer Buddies, PsyCaD and its services became entrenched in the fabric of UJ and well known among relevant stakeholders;

- PsyCaD always strives to contribute to the optimisation of the functioning of the ADS Division by providing leadership and forming partnerships with her sister centres. During 2011, these relationships were deepened and expanded;

PSYCHOTHERAPEUTIC SERVICES TO FIRST YEAR STUDENTS

First year students utilised the PsyCaD individual counselling/therapeutic sessions and constituted close to 25% of the total number of individual therapy sessions delivered to UJ students in 2011.

In addition some First Year students also participated in the PsyCaD therapeutic support group sessions, which consisted of a mixed group of FY students and senior students. The majority of First year therapy client referrals were self-referrals.

PREVENTATIVE CAMPAIGN PRIMARILY TARGETING FIRST YEAR STUDENTS: ANTI-RAPE AND DATE-RAPE

The Anti-rape and Date-rape campaign was launched to coincide with Women’s Month in August 2011. The Department of Audio-Visual Studies’ lecturers, Faculty of Humanities, PsyCaD psychologists and WIL students were involved.

The campaign, launched on all four UJ campuses, was successful due to a reported increase in students coming forward requesting therapy related to rape issues.

PSYCAD PEER BUDDIES COMMUNITY OUTREACH PROJECTS

The PsyCaD Peer Buddies are a group of students selected and trained by PsyCaD to enable them to educate, empower and support their fellow students in their pursuit for academic and psycho-social success.

Each of the four UJ campuses has their own Peer Buddies group. The Peer Buddies take part in community outreach projects every year.





UJ External Partners Teboho Trust: Young, Gifted & Bright

Teboho, a Sesotho name given to a child at birth, means “Thank you God for giving us this person... this gift”. It is therefore a very apt name for an organisation that has given so much, empowering teens, children, youths and community alike. The brain child of one of the Community Engagement Advisory Board new members, Jose Bright.

Teboho Trust was informally started in February 2001 and registered as a South African Trust in April 2004. The organisation operates successful after-school tutorials, holiday academic camps and a Saturday academy for children and teens. Empowerment workshops are also run to build self-esteem in children and adults, as well as equipping them with the much needed skills, tools and strategies to cope and succeed in their environments. The Trust also conducts wellness workshops and provides nutritious meals to all those attending the projects and activities. Personal empowerment and social development are key issues addressed in many of the workshops. Small business development training and incubation for caregivers, youths and adults in the community are

also conducted – all in the loving and enabling environment that has become synonymous with Teboho Trust. Sports and recreational activities are organised as well as educational and fun trips.

Teboho Trust prides itself in empowering its children and community in order for them to realise their full potential and contribute to the greater society. The saying goes that it takes a village to raise a child, and Teboho’s role in preparing a village for this vital role is priceless. Its profile is thus fitting: “We are helping our villages raise our children.”

The overall aim is to provide an empowering environment that will incubate future leaders while at the same time building better family relations. Teboho Trust is a community-driven organisation that relies on the time, donations and interest of others, making a positive and substantial impact on many lives.

The achievements of this community-driven organisation are many, but a few really stand out in the minds and hearts of the Teboho family:

- A 97-100% pass rate on matric results since 2004;
- Alumni learners attend and graduate from top SA universities;
- Excellent academic performances by most of the learners involved in the programmes;

- The high amount of merit awards earned by the Teboho Trust learners at their respective schools;
- The professional and top university students that offer their time to tutor Teboho Trust learners at the Saturday Academy;
- The children excel at sports and other extra-curricular activities;
- The parent/caregiver/community ownership of Teboho Trust;
- The local and international media attention paid to the exceptional model used;
- The empowered caregivers excelling in their community-driven enterprises;
- The strategic relationships maintained with public, private, tertiary and NGO sectors;
- An organisational culture producing young and talented leaders; and
- More innovative programmes highly sought after in the community and beyond.

“Thank you God for giving us this person...
this gift.”

“The biggest hope is to one day have enough space and resources to be able to assist everyone in need and share the Teboho Trust miracle with the many people who need it.”

In 2011, the 100% pass rate for the Teboho Trust matrics was definitely a highlight. David Rantho, a programmes manager, and Jose Bright, the founder of Teboho Trust, anxiously await the newspaper every year when the results are released, checking for the names of “their” learners. “Our learners” work very hard and our core of volunteer facilitators prepare them very well.”

Inspired by the success of the 2011 matriculants, this year students and their parents or caregivers flocked to the Saturday Academy, all hoping that one of the sought-after spots would be awarded to them.

Over 1 600 children and teens have benefitted from the programmes, projects and activities over the past 10 years and there is currently a waiting list of hundreds more. Unfortunately, not everyone can be accommodated due to lack of space, resources and funds. The biggest hope is to one day have enough space and resources to be able to assist everyone in need and share the Teboho Trust miracle with the many people who need it.

Over 1 600 children and teens have benefitted from the programmes, projects and activities over the past 10 years...



Art for AIDS

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.

Art for AIDS International is a Canadian based organisation. The organisation runs workshops at schools, teaching our volunteers the skill of collage-making as a means of engaging and creating awareness about the HIV and AIDS pandemic in Sub-Saharan Africa. The students are asked to explore their artistic insights about HIV and 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 expectedly effective technique to raise awareness.

The Art for AIDS International workshops took place from 12 March 2011 to 23 March 2011 at six schools in Soweto, Coronation and Parktown. Programmes, invitations and letters of request were sent well in advance to make the schools aware of the project.

It was a very successful initiative – 380 entries were received. Of these, 130 were chosen to be printed for sale in Canada.

The students and learners were very passionate about the project and everyone involved felt the impact of the initiative. They agreed that they had learnt a lot by participating, but also agreed that there was still a lot to be learnt about HIV/AIDS and the effect it has on society. Many learners opened up and shared their own experiences where their families and communities had been hit by the disease; many became orphans as a result.

The initiative aims to change the stigma attached to the disease:
“Breaking the silence.”

“Many learners opened up and shared their own experiences where their families and communities had been hit by the disease; many became orphans as a result. **The initiative aims to change the stigma attached to the disease: ‘Breaking the silence.’**”

...the CEAB strives to develop a shared institutional understanding of Community Engagement and to increase an awareness of the importance of Community Engagement...

Charter for the CE Advisory Board

1. NAME

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

2. STATUS

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

3. MISSION AND GOALS

3.1. 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.

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

4. COMPOSITION

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

- 4.1. A member of the MEC who serves as Chairperson;
- 4.2. The Executive Director: Institutional Advancement
- 4.3. The Senior Manager Strategic Partnerships;
- 4.4. Manager: Unit for Community Engagement;
- 4.5. Two Executive Deans with significant service learning, community-based research and/or organised outreach expertise, nominated by the Executive Deans;
- 4.6. Two Executive Directors nominated by MEC;
- 4.7. Head of the Quality Office or a duly appointed nominee;
- 4.8. Four representatives of stakeholder communities, with service learning, community-based research and/or organised outreach expertise, designated by the Executive Director: Advancement;

4.9. Community Engagement Faculty Coordinators designated by the Executive Deans, serve as observer/co-opted members; and

4.10. A representative of the UJSRC, designated by the UJSRC, shall serve as observer/co-opted member.

5. FUNCTIONS

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

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

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

The Community Engagement Board strives to develop a shared institutional understanding of Community Engagement.

6. SCOPE OF AUTHORITY

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

7. 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.

8. MEETING PROCEDURE

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

- 8.4. Minutes of the CEAB are circulated to members of the CEAB and approved at the next meeting;
- 8.5. A report of each meeting is submitted to the MEC and the Senate Teaching and Learning Committee;
- 8.6. Community Engagement must be included in the Annual Report of the University; and
- 8.7. 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.

9. LIFESPAN AND DISSOLUTION

The CEAB can be dissolved by the MEC.

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

Amendments approved by MEC
21 June 2011

COMMUNITY ENGAGEMENT ADVISORY BOARD

The Community Engagement 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 institutional-wide CE initiatives;
- Monitors and supports CE projects in faculties;
- 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.

The Board met in May and October 2011.

“Its goal is to increase an awareness of the importance of CE for the University in its interaction with its stakeholder communities.”

The focus will be on the active implementation of high-impact, flagship projects for the benefit of our community partners.

Conclusion

The University has experienced significant growth in the area of Community Engagement. In 2012 there will be a drive to encourage all UJ stakeholders increasingly to recognise and implement CE as the institution's third core function.

The focus will be on the active implementation of high-impact, flagship projects for the benefit of our community partners.

The following are the key performance for Community Engagement in 2012:

- Monitoring the placement and active implementation of UJ Community Engagement projects across the four campuses;
- Providing support for Service Learning;
- Managing CE Board meetings;
- Promoting CE institutional events and activities; and
- Providing marketing and communications support for all CE activities.

THREE STRATEGIC THRUSTS FOR COMMUNITY ENGAGEMENT



At least 10% of all academic programmes to incorporate service learning efficiently and Cost-effectively in their curricular by 2020 from the current base of 4%

Increasingly recognise and Implement CE as UJ's third core academic function

Address the developmental needs of communities by providing them with access to the University's intellectual capital

“The University has experienced significant growth in the area of Community Engagement.”



