

# Portfolio report 2019

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“The best way  
to find yourself  
is to lose yourself  
in the service  
of others.”

MAHATMA GANDHI



## 2. COMMUNITY ENGAGEMENT

In order to enhance the developmental role of higher education in public and economic spheres, social responsibility and awareness must be created among students through community service programmes.

The Directorate: Community Engagement (CE), under directorship of Bishop Billyboy Ramahlele, is committed to engage our students in various projects and programmes that will prepare them for their future roles in society.

### 2.1 APPLICABLE GOVERNING STRUCTURES

#### 2.1.1 The Transformation of Higher Education

The White Paper on the Transformation of Higher Education (Department of Education, 1997) sets out broad national goals, and refers to community engagement as an integral and core part of higher education in South Africa. The UFS approach is aimed at empowering its students and exposing them to the realities of the social and human dynamics in our communities.

As mandated by Goal 4 of the UFS Strategic Plan 2018–2022: Support development and social justice through engaged scholarship, it is important for the university that students learn the value of public service through both their formal education and their voluntary work in surrounding communities.

#### 2.1.2 The Community Engagement Directorate and the ITP

The UFS is embarking on the transitional phase from community engagement to the scholarship of engagement. In line with the ITP, the university is heading towards a phase where engaged scholarship will be an important anchor in maintaining the relevance of the academic syllabus and linking real local needs to

the global knowledge project. In this sense, it helps to 'democratise' knowledge, make knowledge relevant, 'decolonise' the syllabuses, and demonstrate the value of the extended curriculum. In future, the generation, dissemination, and application of knowledge will be part of the workload model, and as with teaching and publishing, application of knowledge will be expected from most members of the academic community.

CE coordinates ITP workshops, engaging main stakeholders from within the university faculties and departments as well as from external communities. CE personnel have been involved in all nine information-gathering workshops, including the review of the 2006 Community Service Policy that will inform the implementation of the Engaged Scholarship Performance Management system in 2020.

An advocacy proposal would ensure that engaged scholarship is credited on equal terms as research, teaching, and learning.

All other applicable ITP strategy documents have been circulated among Community Engagement Management Committee (CEMC) members.

In line with the UFS Strategic Plan, CE supports the understanding that engaged scholarship is the way a university interacts with the diverse community in which it exists. The curriculum, research efforts, teaching, and student attributes are all enriched through engagement with the community.



This report reflects ample instances where UFS students applied knowledge and skills obtained through their studies at the institution.

We believe engaged scholarship is an important anchor for maintaining the relevance of the academic syllabus and linking real local needs to the global knowledge project.

## 2.2 COMMUNITY ENGAGEMENT

Continuously negotiated collaborations and partnerships between the UFS and the interest groups that the institution interacts with, are achieved by inviting NGOs, public-based organisations (PBOs), and government departments to the quarterly Community Engagement Management Committee meetings and offering them a platform to present their projects. The interactions are aimed at building and exchanging the knowledge, skills, expertise, and resources required to develop and sustain society.

### 2.2.1 Making global local

The Faculty of Economic and Management Sciences' (Department of Industrial Psychology and School of Accountancy) long-term partnership with Coca-Cola Beverages South Africa (CCBSA) introduces students to industry practices in the South African context through on-site applications. More than a thousand students who are registered for Human Resources, Finance, Performance Management, and Accounting participated in the project.



*The Digital Story Lab was launched on the Qwaqwa Campus. Dr Deidre van Rooyen from the Centre for Development Support, Dr Jared McDonald (Department of History), Moodi Matsoso, and Bishop Billyboy Ramahlele with the mobile device.*

### 2.2.1.1 Innovation and Research reach out to communities

In 2019, the Centre for Development Studies (CDS) launched the Common Good First Digital Story Lab platform, where communities share their stories and reciprocally receive training on how to use technology to connect with the world through storytelling.

The transfer of skills to reach out to broader communities is the anticipated goal. Innovative techniques to explore advanced research methods generate opportunities for improved partnership relations and participant involvement.

### 2.2.2 Planned family interactions through science communication

The Faculty of Education's Science@Dinner is the UFS ITP initiative involving the school governing bodies (SGBs) of three local primary schools, enabling a transformed approach to teaching and learning. A transformed university responds to the needs of the local community, while at the same time participating in effective knowledge production. Together with their families, principals, educators, and learners from three schools in Mangaung – Tebelelo, Kgato and Karabelo – are engaged in an inclusive real-life science communication initiative.



*An inclusive real-life science communication initiative was presented to three schools during the Science@Dinner initiative in Mangaung – Tebelelo, Kgato and Karabelo.*

### 2.2.3 Science communication and education for the public

The two observatory projects of the Faculty of Natural and Agricultural Sciences, Boyden Observatory and the Naval Hill Planetarium, work in synergy to educate and inform citizens about the natural sciences.

The observatories are important for the display and communication of South Africa's astronomy heritage.





**More than 100 learners visited the Community Engagement stall during Open Day.**

Boyden is ideal for small conferences, workshops, and public evenings, often including lectures by visiting academics that attract a loyal and knowledgeable following. The large hall adjacent to the Naval Hill planetarium is also attractive for concerts, corporate events, and larger functions.

#### **2.2.4 Community Engagement/Service Learning present at annual UFS Open Day**

Volunteers from the Student Social Work Organisation who are registered for the Service-learning module, engaged with learners during information sessions on Open Day. More than a hundred visitors, including learners, educators, and parents attended the CE stall and received information brochures.

#### **2.2.5 Promoting the culture of reading and writing**

Botlehadi Primary in Mangaung Phase 4 is one of the

community schools that has recently been refurbished. On Mandela Day, the UFS Library and Information Services opened a library at the school. School libraries create platforms where learners will be prepared for lifelong learning and higher education studies. The UFS Library and Information Services, in collaboration with partners, have been launching school libraries each year, including in Botshabelo and Thaba 'Nchu.

#### **2.2.6 Theatre of life: Psychodrama for South African youth**

A community-service project designed to incorporate a combination of disciplines, including Psychology and Drama Practice, aims to bring about social transformation among the youth within our communities. This final-year MA Psychology study was successfully executed and completed. Through this project, the youth within communities are empowered with the skills to implement transformation in themselves and in their communities.



*The UFS Library and Information Services, in collaboration with partners, have been launching school libraries each year. Pictured here, the 'Launch your book' initiative was presented at the UFS Sasol library.*

## 2.3 SERVICE LEARNING

An educational approach involving curriculum-based, credit-bearing learning experiences in which students

- participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community; and
- reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as to achieve personal growth and a sense of social responsibility.

It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the community, and representatives of the service sector).

Nearly 70 lecturers on the Bloemfontein Campus and five lecturers on the Qwaqwa Campus offer Service-learning infused modules. The role of the Division of Service Learning is to have close liaison and to support the practice of those involved. In each faculty, Portfolio Committees champion for community engagement, including the Community Engagement office on the Qwaqwa Campus.

### 2.3.1 Service learning in UFS faculties and departments

#### 2.3.1.1 Faculty of Economic and Management Sciences

Final-year Strategic Marketing students from the Department of Business Management apply their theoretical disciplinary knowledge in a business scenario. Through their marketing ideas, students provide fresh perspectives

to the communication team of the business partner, TATA. This is a perfect opportunity to integrate the 'real' world into the classroom. In turn, TATA sponsors students with scholarships for their honours year.

The outcome of the Formative Assessment module for honours students in the Department of Economics and Finance is in line with the economic development of the diverse community (low-income bank clients, students on campus, and learners from local schools). The empowerment of students is based on principles of research, discipline-specific knowledge, and the advancement of personal attributes such as communication skills.

#### 2.3.1.2 Faculty of Education

The Science-for-the-Future (S4F) Family Maths and Family Science Service-learning Programme exposes student teachers to real-life and hands-on Mathematics and Science teaching. The training modules encompass Intermediate Phase and Foundation Phase from the first to the fourth year of study. Family Maths and Family Science sessions with learners at local schools in the community are performed under supervision of S4F personnel members.

#### 2.3.1.3 Faculty of Health Sciences (Community-Based Education (CBE) and Inter-Professional Education (IPE))

##### *Official launch of Mobile Clinic*

The Faculty of Health Sciences has launched a mobile health service for farming communities in the Kopanong Local Municipality, Xhariep District. The collaboration includes the Free State Department of Health (FSDoH) and four regional agricultural unions.



***The Science-for-the-Future (S4F) Family Maths and Family Science Service-learning Programme exposes student teachers to real-life and hands-on Mathematics and Science teaching.***



Through this service, the faculty creates a teaching and learning platform where students are placed in weekly rotation for at least 36 weeks of the year. It is also an extension of the scholarship of engagement, as proposed in the ITP and the Town and Gown programme of the UFS. The services include the FSDoH's Primary Healthcare Package: HIV, tuberculosis, mother and child health, immunisations, chronic disease management, etc. Access is provided to inter-professional services, including optometry, physiotherapy, and occupational therapy. A service-level agreement, outlining the service, roles, and responsibilities of the FSDoH, Faculty of Health Sciences, and the UFS, has been put into place. Prior to the launch, the service was piloted over eight days in November 2019 and 230 patients around the towns of Trompsburg and Springfontein used the service.

### ***Transnet Phelophepa work-integrated learning***

Fourth-year Nursing students collaborate with third-year Optometry students in experiential learning during their engagement with communities through the Phelophepa Health Train 1 and Train 2.

### ***Mental health programme***

The Departments of Psychiatric Nursing and Child Psychiatry, Psychology, Occupational Therapy, and Social Work collaborated on practical exposure in the interprofessional education (IPE) service-learning module through their engagement with the communities of Bloemfontein, Trompsburg, Welkom, Qwaqwa, and Bethlehem. The intended outcome was to enhance mental healthcare and to share knowledge with communities.

### ***The Department of Exercise and Sports Science "If the shoe doesn't fit...donate it"! campaign***

Interprofessional Education (IPE) is employed in physical and wellness activities at Elanja by students from the Departments of Occupational Therapy and Exercise and Sports Science. Biokinetics students working with learners from local schools noted that many of the children could not participate fully during the winter months, because they did not have proper exercise shoes. They started a 'tackie drive' campaign and collected exercise shoes in wearable condition from the foyer of the Francois Retief Building, KopsieFit, and the UFS Sports Centre. UFS personnel and students also donated usable pairs of tackies during the campaign.

### ***Optometry community service-learning module***

Community members and community care workers were screened. Appointment dates were arranged with clinics, including general appointments, pathology appointments, binocular vision appointments, and appointments for paediatric patients. Third-year students are required to complete a 40-hour supervised

residency in a clinical optometry environment with registered approved optometrists in Bloemfontein.

### ***School of Medicine***

Students from the School of Medicine were involved in the following projects:

- Family Medicine (observing healthcare professionals during consultations)
- Health and disease in populations (getting equipped with skills, knowledge, and attitudes to be competent to respond appropriately to the health needs of the people they will one day serve as doctors)
- Community health (assessing learners' needs through health-topic expositions at various schools)

### ***School of Allied Health Professions***

Students from the School of Allied Health Professions were involved in the following projects:

- Nutrition and Dietetics (starting community vegetable gardens, home visits, planning of menus, patient nutrition plan, training health-care workers)
- Occupational Therapy (developing a community profile, home surveys, and IPE)
- Optometry (community-health projects in the private sector where community members and community care workers were screened)
- Physiotherapy (IPE, rehabilitation, education, health promotion, prevention, curative)
- Sports Science (health promotion and wellness with an emphasis on healthy lifestyles. Designed and implemented behavioural change strategies. Children were exposed to a variety of motor activities in order to improve their physical activity and health levels).

### ***School of Nursing***

Students from the School of Nursing were involved in the following projects:

- Wound care in private homes, old age homes, hospitals, wound-care clinics
- Midwifery practical (Responsible Reproductive Health Education Project (RRHEP) in Albert Moroka High School in Thaba 'Nchu, employing the doll parenting project on Grade 8 learners)
- Advanced midwifery practical (home visits in Mangaung area to assess mother and newborn emotional, physical, and social wellbeing)

#### **2.3.1.4 Faculty of The Humanities**

### ***Addressing community challenges***

In the Service-learning module in the Department of

Social Work, students design programmes that address challenges in the community. These projects are presented in schools, old age homes, care centres for the disabled, and orphanages. The Social Work Student Association is involved.

### ***Department of Drama and Theatre Arts***

The Film Studies module (THEF3700) is a course in the BA Drama and Theatre Arts qualification. Film students work with members of the community who do not have access to higher education, in order to equip them with skills and knowledge on how to produce a short film. The training would enable them to create their own work.

The module primarily develops the skills needed for film analysis, such as terminology, editing, and sound. A foundation in the technical, teamwork, and planning skills required for production, is taught. Other technical skills include camera, lighting, sound, editing, and production skills, such as shooting continuity footage, crewing, and scheduling. The training takes place in the UFS Visual Media Hub.

#### **2.3.1.5 Faculty of Natural and Agricultural Sciences**

### ***Science and Maths***

The CLNS3702 Service-learning module addresses scarce skills in teaching Science and Maths at schools through special workshops. The module is an elective for UFS Science students in their third year and involves teaching Natural Science subjects to underprivileged and dysfunctional schools. The students are taught pedagogy, community service, and cultural competence.

In 2018, 19 UFS students signed up for the module, and in 2019 there were nine interventions attended by 300 Grade 10 learners who study Mathematics, Biology, Chemistry and Physics.

### ***Free State Residential Care Centre***

The Service-learning module in the Department of Consumer Science is the final-year practical for the semester. A total of 16 students worked with 160 residents with disabilities at the Free State Residential Care Centre (Vrystaat Nasorgsentrum). The programme involves bakery training, redecorating the tuck shop, making aprons for the bakery department, woodwork, packaging orders, creating a recipe booklet for the high-care centre, and needlework. The practical skills that students are required to develop, in turn help them to acquire experience on how to solve problems in the real world, how to be patient, how adults learn, and how to transfer knowledge. At the end of the semester, students reflect their experiences in a PowerPoint presentation

### ***Computer literacy***

Through the Department of Computer Science and Informatics' Service-learning module, 460 Botshabelo and Mangaung community members have become computer literate since 2013. Training sessions on basic Microsoft Word and Excel computer literacy skills are offered by students over a period of nine weeks in the second semester, with classes each Friday from 09:00 till 13:00 in one of the UFS computer laboratories.

The two community engagement partners who help the university identify students from communities are the Mangaung Concerned Residents Organisation (MCR) and the South African Red Cross Society.

#### **2.4. PARTNERSHIPS**

Service-learning requires a context of continuously negotiated, respectful, and ethical collaborative partnerships. Examples of these are community-based non-profit organisations, schools, participants from local and provincial government, industry, and the private business sector. Often, stakeholders from businesses and industry are involved in terms of their corporate social-responsibility focus.

Well-coordinated partnerships with communities and the service sector are of vital importance; the UFS strives to form responsive and cooperative partnerships, with the emphasis on mutuality and reciprocity for the benefit of all parties involved.

#### **2.4.1 Faculty of Health Sciences partners with St John Ambulances in community engagement and service learning**

A representative of the Japanese Embassy in South Africa, Yamakita Kazunori, presented a new ambulance to the St John ambulance centre in Bloemfontein. The Faculty of Health Sciences partners with the ambulance centre in the newly established rural community initiative.

In any health system, good health services equal effective, safe, good-quality personal care to those who need it, when needed. In our South African context, speedy and effective health services remain a constant challenge to the disadvantaged and rural

***Ms Thoko Didiza was keynote speaker for the Charlotte Maxeke Memorial lecture in August 2019.***





communities living in remote areas, distant from the necessary facilities. The collaboration aims to improve access to emergency services and accelerate the delivery of primary care.

#### **2.4.2 Women's conversations on land**

The UFS Community Engagement Directorate, in partnership with the Charlotte Maxeke Foundation, hosted the Minister of Agriculture, Land Reform and Rural Development, Ms Thoko Didiza, as a keynote speaker for the Charlotte Maxeke Memorial lecture in August 2019 to commemorate Women's Month and the National Women's Day.

The Charlotte Maxeke lecture at the UFS has previously been presented by Minister Angie Motshekga, Prof Hlengiwe Mkhize, and Dr Frene Ginwala.

#### **2.4.3 Vocational skills training and equipping curriculum**

Kidz Care Trust provides basic needs such as ablution facilities and food to children working and living on the streets. Development activities are offered to those who are willing to take residence.

Access to education is likely to transform children's lives into becoming responsible citizens and in attaining self-sustainability. The trust advocates for an alternative school system that would address the needs of these children. In their presentation, they appealed to the university for counsel and guidance in order for Kidz Care Trust to expand into a specialised education centre with a suitable curriculum to provide adequate support.

#### **2.4.4 Advocacy and knowledge sharing**

The Agape Foundation for Community Development (Qwaqwa) has partnered with the UFS Qwaqwa Campus Psychology students. Their principal objectives include welfare and human rights, education and development, and arts and culture.

Some of their collaborations are with the government departments of Correctional Services, Social Development, and the South African Police Service. They appeal for further alliances with UFS students.

The Agape Foundation for Community Development shared indigenous knowledge and entrepreneurial skills with the broader community during the annual Learning Festival hosted on the Bloemfontein Campus.

#### **2.4.5 Town and Gown: Building social cohesion through engagement**

The Towers of Hope Leadership Foundation provides food and care for people living on the streets. Their main objective is to reach out and serve, partner, and enable through training – with the intention of restoring dignity and hope in communities.



#### ***The Towers of Hope Leadership Foundation provides food and care for people living on the streets.***

Community members are involved as volunteers and help with the sorting of donated clothes and the serving of meals. There is also a first-aid station for people with cuts and bruises, ran by a volunteer registered nurse.

The vision that Towers of Hope has is to collaborate with the university to establish an education programme to help ladies obtain their high school education (Grades 10–12), and to receive training in music, the arts, and entrepreneurial skills.

An operating collaboration with other local non-profit organisations (NPOs) exists through a job-preparation programme. Visiting international students and UFS Theology, Psychology, Medicine, and Social Work students were involved in some of the activities at the centre.

They appeal for engagement with the Town and Gown community and to participate in curriculum development. Reciprocal existing partnerships have the potential to be elevated to an advanced level through continuous interaction.

#### **2.4.6 UFS affiliation with the Global University for Lifelong Learning and Bloem Shelter**

A collaboration between CE, Bloem Shelter, and the Global University for Lifelong Learning (GULL) supports a PhD research study through action learning in a uniquely designed professional bachelor pathway to holistic development. This pathway is rooted in spiritual, personal, and professional development, with learning skills for entrepreneurship. The programme has been extended to local non-profit organisations (NPOs) and community members.

#### **2.4.7 Empowering learners to make responsible reproductive-health choices**

RRHEP is a collaboration between the School of Nursing, the Princess Gabo Foundation, and CE. Learners – boys and girls – are allowed to simulate parenting for a given period of time through the doll parenting programme.



***With dolls strapped on in the kangaroo-care position, a group of delegates had a glimpse of the Princess Gabo Project where teenagers are taught about planned parenthood.***

This partnership provides a platform for the scholarship of engagement through research and potential for the multi-disciplinary approach.

#### **2.4.8 Education development and entrepreneurial skills training to address socio-economic challenges**

Spōudazō Enterprise appealed for support with research and data capturing in order to establish the impact of their socio-economic initiatives on the community. The implementation of scientifically designed needs-analysis exercises can be done in collaboration with partners.

They are already working with some of the university's partners such as Tjhabelang Primary School, Elanja, and Bloem Shelter. University departments involved in these projects are the Department of Communication Sciences, the School of Nursing, and the School of Allied Health Professions.

#### **2.4.9 Motivation camps and support for the youth at schools**

iDestiny offers programmes designed to provide the youth with support for their studies and to empower them with learning social skills in order to deal with their personal challenges. They conduct motivation camps on the Camp Unity farm. Interventions employed in the Xhariep district have recently brought about positive changes in two high schools. iDestiny has appealed for collaboration with the UFS Faculty of Health Sciences, especially with students who are already engaged in the area. Further joint initiatives are being deliberated, among others the inclusion of students with disabilities.

#### **2.4.10 The seventh Father Heart Engaged Learning Festival**

The Central University of Technology (CUT) Community Development and Human Resources students, as well as UFS student organisations, served as volunteers during the 2019 seventh Father Heart Engaged Learning Festival. More than 70 action-learning workshops were presented.

The stakeholder summit on the final day of the festival created a platform where sponsors from the provincial departments of Health, Education, and Social Development, NPOs in the community, and local businesses engaged in networking sessions on prospects for future collaborations.

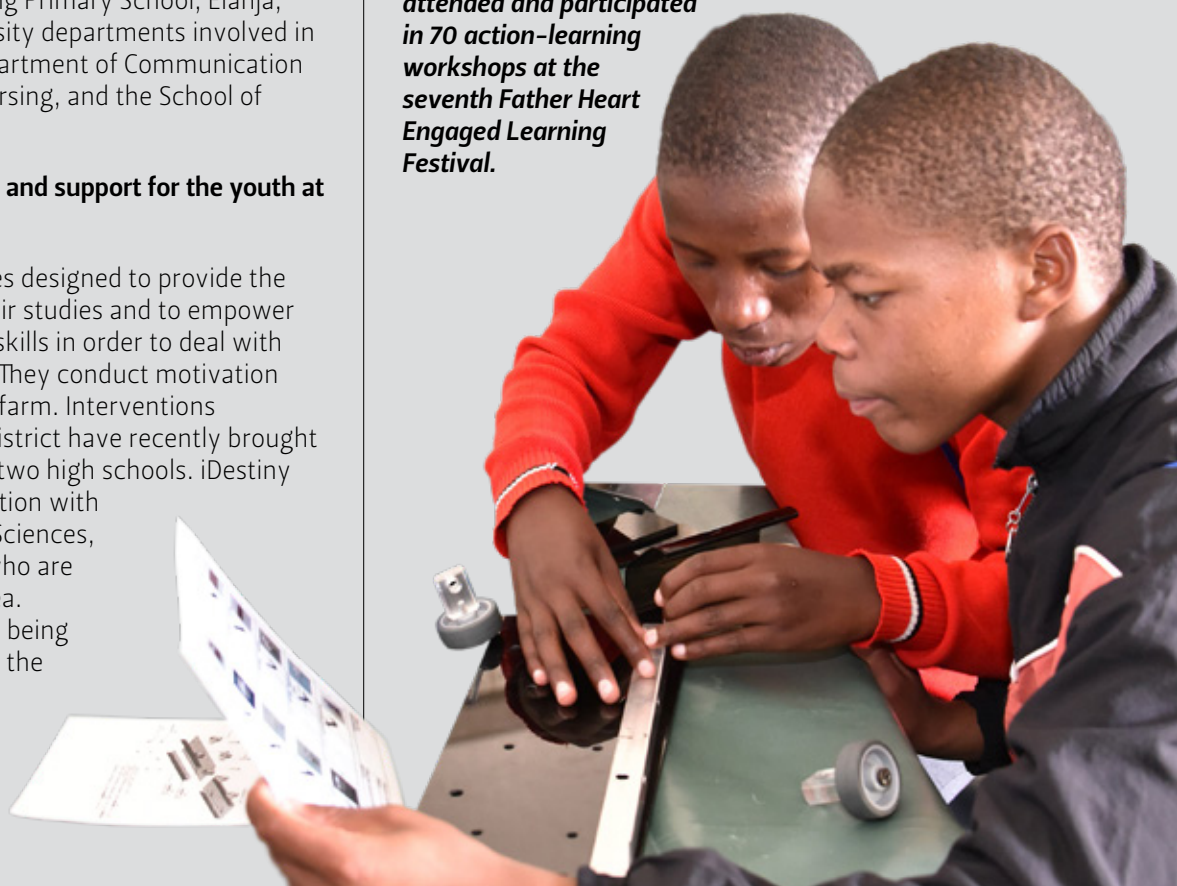
#### **2.4.11 Social responsibility projects**

CE on the UFS South Campus comprises school partnership programmes and social enterprise projects. Projects have been implemented in 27 schools in the Free State and the Eastern Cape, involving educators, school managers, and learners.

Projects are monitored by mentors. The Social Empowerment leg of the project provides support teams to ensure the proper functioning of schools. There are also upstream interventions to support learners in Maths and Science on a weekly basis.

The 'Top Kids' programme consists of 100 learners from Mangaung. The social responsibility projects thrive on a myriad of partnerships with diverse stakeholders.

***A diverse community of school learners, NPOs, government departments, and businesses attended and participated in 70 action-learning workshops at the seventh Father Heart Engaged Learning Festival.***





## 2.5 ENGAGED CITIZENSHIP

Students, academics, and support personnel engage to benefit communities by providing a service. Citizenship programmes are essentially altruistic in nature.

Although we may learn from these programmes, they are generally not related to, or integrated into, the student's field of study. Citizenship programmes are thus essentially extra-curricular activities taking place during holidays and outside tuition time. Students generally do not receive academic credit



*The surrounding community, personnel and students engaged in a joint venture to revamp the pavement area behind Gate 2 at the Roosmaryn Residence.*



for participation in such programmes and they are generally funded by external donors and through student fundraising.

Programmes are generally relatively small in scale and have a loose relationship with the Higher Education Institution's (HEI) *Working Document on the Scholarship of Engagement* (2018).

### 2.5.1 Transforming spaces – Mandela Day initiative

The Transforming Spaces initiative was a collaboration between the School of Medicine, School of Nursing, Departments of Physiotherapy, Optometry, and Exercise and Sports Science. The surrounding community, personnel and students engaged in a joint venture to revamp the pavement area behind Gate 2 at the Roosmaryn Residence.

### 2.5.2 'African solutions for African problems' – 5<sup>th</sup> King Moshoeshoe 1 Memorial lecture

The UFS Community Engagement Directorate invited the Mangaung community, religious organisations, government representatives, businesses, traditional leadership, student community, and high school learners to the annual King Moshoeshoe 1 Memorial lecture.

The interaction between the university and the invited stakeholders created a platform where conversation around leadership took place. Dr Edith Phaswana, acting Head of the Thabo Mbeki African Leadership Institute, delivered the fifth memorial lecture on the UFS Bloemfontein Campus.



*Dr Edith Phaswana (right), acting Head of the Thabo Mbeki African Leadership Institute, delivered the fifth King Moshoeshoe I memorial lecture on the UFS Bloemfontein Campus. With her is Prof Puleng LenkaBula.*

### 2.5.3 Asset-based Community Development training

The CE office, in collaboration with the Student Representative Council (SRC), the SRC International Chapter, and Human Rights students, coordinated a programme for Grade 7 learners at Wilgehof Primary School. This programme included Asset-based Community Development (ABCD) training. An appreciative inquiry-theory approach has been implemented as the basis of human rights to create vision boards through artistic expressions.

### 2.5.4 Community Entrepreneur Skills training

Between 100 and 150 community members received training and certificates of attendance after completion of a two-day entrepreneur workshop hosted at the Entrepreneur Training Centre in Thaba 'Nchu and the Rag Farm on the UFS Bloemfontein Campus. The main subjects entailed strategies in human resources, marketing, communication, and finance. Carpentry and sewing are currently existing entrepreneurial projects at the centre. Identified stakeholders for potential future partnerships include the Free State Development Corporation (FDC), the Small Enterprise Finance Agency (SEFA), the National Empowerment Fund (NEF), the Industrial Development Corporation (IDC), and the Department of Small Business Development, Tourism and Environmental Affairs (DESTEA).

### 2.5.5 Vice-Rector's Community Engagement Awards

Faculties and departments nominated engaged practitioners from university personnel members, community and business partners for the Research, Engaged Citizenship, Teaching and Learning categories, to receive the Vice-Rector's Community Engagement awards and celebrate their diligence in outstanding projects.

### 2.5.6 Eco-building and living green

The student organisations Ikusasa Decolonisation

Libraries and ENACTUS are involved in regenerative building technologies for social change on grassroots level in small cities, towns, and rural areas. The project is rooted on a PhD research study.

In 2019, the Hasselt University funded an exchange programme and sent five Belgian students to the UFS to collaborate with seven local students from nine disciplines. The Department of Architecture was included in the project, building a refuge unit that responds to the warming-up of climate change at the Meraka Cultural Village project.

## 2.6. SUMMARY

There is clearly an inter-connectedness between some of the activities and projects across research, engaged citizenship, teaching and learning, as reflected in these accounts. The main challenge would be to establish the distinctiveness of each single activity by firstly examining the intended outcomes at the commencing level of the planning phase.

Co-operative and contextualised partnership-building approaches are followed, ensuring maximum community and service-sector participation and decision-making in a transparent, accountable, and democratic manner. Such participation should be concretised by way of standard operating procedures, memorandums of understanding, and service-level agreements.

Communities contribute to partnerships through their own social capital. The UFS values and duly recognises this input to ensure an effective response to the challenges identified by the community, in addition to the contributions made by the university and the service sector. Successful partnership relationships are showcased by a shared philosophy, vision, and values, as well as a high priority on trust, mutual accountability, and responsibility. Furthermore, communication, evaluation and feedback, reciprocity, equality, equity, and sustainability are key indicators of success.

*This unit at the Meraka Cultural Village project responds to the warming-up of climate change.*









