Tell me, and I will forget.

Show me, and I may remember.

Involve me, and I will understand.

Confucius 450 BC
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1. Preface: Community Engagement Directorate

The University of the Free State (UFS) Community Engagement (CE) Directorate maintains structured initiatives with focus on research teaching/learning and outreach with the aim to address social, cultural and economic development in societies. Partnerships established through diverse engagements inspire collaborative initiatives. In order to ensure harmonious alignment with the UFS Strategic Plan 2012-2016 which emphasizes the value of public service, students are prepared for commitment to engage with the society through Community Service Learning (CSL).

2. Service-learning: Background Information

Service-learning as both pedagogical approach and sub-set of public role of universities emerged in the 1990s following the intensification of calls for universities to descend from the ivory tower in terms of culture and practices. Popularised through the works of Ernest Boyer, the former president of the Carnegie Foundation for the Advancement of Teaching in the United States, service-learning was and continues to be seen as a vehicle through which universities can and should use for both purposes of teaching and responding to the society challenges. In more recent years, the widespread of service-learning across the world is associated with the notion of preparing civic minded citizens (graduates), citizenship formation, developing critical thinkers, creating a sense of social responsibility and promoting dimensions of social justice.

In South African context, the idea of service-learning was introduced in the 1990s within the broader notion of higher education transformation. As stipulated in the Education White Paper 3 of 1997, higher education ought to:

- Promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes.

At the University of the Free State community service-learning is foregrounded within the broader South African context. This is reflected in the university service-learning policy and strategic plan.

With the growing uptake of service-learning in South Africa, its purposes have extended to include among other things such as citizenship development, enhancing graduate attributes, community development, social justice, professional and personal development and social integration.
Through support and coordination the CE incorporated some collaborations into operational programming briefly stipulated in this introductory section as follows:

(1) ‘Communities of Practice’ workshop was presented by South African Higher Education Community Engagement Forum (SAHECEF) Research Working Groups (RWG) at the UFS on April. The objective of RWGs is to build capacity for students, academics, partners and community members. They also create a conducive environment to conduct research, to publish and to utilise research results in the field of CE.

(2) CE got engaged in Global Leadership Summit by working with 160 attending international students who participated in the make-over of Reach Our Community (ROC) on 17 July.

(3) The Faculty of Health Sciences spearheaded the launch of the Edu-Village at Roodewal smallholdings on 18 July as part of the Mandela day celebrations with local students and other stakeholders involved.

(4) Dialogue between Independent Development Trust (IDT) and CE has been aimed at the capacitation of Letsemeng Municipality and the forwarding of funding proposal to government structures.

(5) The Free State Department of Economic Development, Tourism and Environmental Affairs awarded the UFS Faculty of Natural and Agricultural Sciences an amount of R5 000 000-00 for the building of the science activity hall next to the planetarium.

(6) Brain Boosters promoted an educational program that stimulates cognitive development for children, especially during the first years of life; an initiative that seeks to improve the quality of teaching and school readiness.

(7) BBBEE presentation by Mr Antonie Beukes of UFS Department of Finance highlighted the importance of providing information about community projects which contribute towards BEE score points.
3. Community Service: Bloemfontein Campus

3.1 WEALTH CREATION CENTER IS A BROAD BASED BLACK ECONOMIC EMPOWERMENT SUPPORT

Community Engagement has been the main driver and contributor to the university’s achievement of 5 out 5 points for BBBEE on social support. The Directorate has now been tasked with the responsibility of managing and coordinating all university efforts and contributions towards socio-economic improvement programmes. All other contributions by all university entities towards communities and its organisations must be done in line with the university's CE focus and be recorded with the CE Office. This is a huge task as some activities happen outside Community Engagement, but however the task is performed with the highest distinction. Completed the compilation of the BBBEE document for the Directorate Community Engagement as required by the Department of Finance for BBBEE rating. The environment and team spirit promote growth, creativity and sharing of knowledge.

3.1.1 COMMUNITY PROJECTS IN THABA-NCHU

The Wealth Creation centre aims at encouraging the spirit of entrepreneurship among the youth, women and the unemployed through education, training and mentorship, linkages to financial and material resources while at the same time developing sustainable programmes on health and leadership development. This is achieved through education and training on leadership and business skills.

Currently the following businesses are in operation: Hair Salon, food Catering services, Sewing project/dress making project, three tuck shops (located in three different areas), airtime, printing and telephone, day care centre, health and wellness programme (including fitness) as well vegetable garden.
Recently the Department of Agriculture and Rural Development approached the University of the Free State Directorate Community Engagement to be part of the Forum which will assist in improving the livelihoods of the people living in rural areas. This Forum will focus on developing the farmers who produces meat, wool and vegetables and food processing in the Free State Province.

Linking the UFS students from the Faculty of Economic and Management Sciences to assist beneficiaries in business skills, and this project has attracted other students from other faculties, they are currently working in a vegetable garden.
Noticeable progress is evident in the business development projects established in Thaba-Nchu. Quarterly workshops are held at the centre in order to evaluate the successes and the failures of the projects, and also looking at the way forward. Project members are capacitated through training and mentorship which is done on a regular basis. The Department of Social Development was approached to partner with the UFS specifically for the Health and wellness programme and to assist the centre with a hydroponic tunnel.
Sewing project

The sewing project obtain a project to make 200 kangaroo for the Princess Gabo Moroka project and this was successfully completed. Individuals share positive social experiences while concomitantly acquire wealth creation and business development skills through their interaction with practicing professionals such as ENACTUS, previously known as SIFE. The sewing project managed to procure a contract with one of the schools and they make school uniforms that include tracksuits.

Successes of the Wealth Creation Centre.

The day care center will soon open a branch in the other area, currently operating from the township called Sakanyoka/Selosesha extension and from next year a new branch will be open in Ratlou Township. One tuck shop owner manger to buy a small taxi from the profits made from his shop. The telephone and air time business managed to buy a meat slicing machine, where people are charged per cow or per sheep to slice meat.
3.2 LETSEMENG LOCAL MUNICIPALITY, UFS, IDT STEERING COMMITTEE (KOFFIFONTEIN)/MUNICIPAL SUPPORT PROGRAMME

The main objectives of the steering committee are to:

- Ensure the integration of LLM LED initiatives into the IDP of the municipality
- To support the municipality to develop the LED strategy and its implementation thereof.
- Cooperate with other similar structures on formulating appropriate strategies and work mechanisms to meet challenges of globalisation
- Serves as a monitoring instrument of the municipality on the implementation of the economic development project.

We are currently in the process of establishing LED Forum which is a platform (institutional arrangement) where residents (individuals, private organisations, government, NGO’s, CBO, traditional authorities) within Letsemeng Local Municipality will gather, with an aim to share information and experiences, pool resources and solve problems which come up in the course of implementing LED projects.
The University of the Free State Directorate Community Engagement is also looking at other job creation opportunities like EPWP which are funded by the National Department of Labour and managed by IDT, as this will assist in reducing the employment rate in the Free State rural towns and Free State province as a whole.

3.3 FEED-A-CHILD PROJECT (WEPENER)

The main focus is to produce vegetables which will be used to feed the orphans that are staying at the centre, as well as the learners who get a daily meal at the centre after school. Here we have practice two different planting methods; which is planting directly to the soil and planting in hydroponics tunnels. The purpose of the tunnels is to allow the production of fresh vegetables throughout the year. The main challenge in the vegetable production project is labour, as there are only two people who are working at the garden, and the current financial status of the centre does not allow any form employment except for volunteering. The only advantage of this project is that they have access to borehole water.

The Faculty of Humanities was approached so that they can bring Service learning students to Wepener and this will happen in 2016. The Faculty of Health Sciences School of Nursing was also approached as we need them to do check-ups on the children as some of them don’t have clinic cards, and do referrals were possible.
3.4 THE UFS CRHED SCHOLAR, CARMEN MONGE HERNANDEZ’S ENGAGES WITH CE PARTNERS
Carmen Monge Hernandez from the UPV- Polytechnic University of Valencia, Spain visited the University of the Free State, The Centre for Research on Higher Education and Development (CRHED) from July 2015 to September 2015. The visit was part of her master’s degree programme that she is currently undertaking in Valencia, Spain. The purposes of her visit were twofold. One, it was to gain experience of community engagement (CE) and service-learning (SL) at UFS, which is different context to that of Costa Rica where she works as An Extension Officer at The Universidad Nacional (UNA). Two, it was to gain an understanding of CE and SL at UFS. In particular Carmen was interested in looking at UFS’s CE and SL experiences from the Human Development and Capability Approach. During her stay Carmen undertook a thorough review of UFS CE and SL documentations.
She also conducted a number of interviews with UFS management, CE and SL administrators and lecturers and students. Carmen also managed to visit a number of sites where CE and SL projects/initiatives are taking place. She also visited and conducted several interviews with community partners namely, Reach Our Community (ROC), Springfontein community and Primary schools located in both peri-urban and township areas of Bloemfontein.

Drawing on her report that she wrote towards the end of her stay, she was able to identify that in spite of divergent understanding of CE and SL at UFS, CE and SL have great potential to enable UFS contribute to human development around its local communities. Her visit and study could potentially evoke a new thinking around CE and SL practices at UFS and beyond.

3.5 COMMUNITY ENGAGEMENT SYMPOSIUM

The UFS Community Service Learning team attended the 3\textsuperscript{rd} Annual Community Engagement Symposium hosted by the North-west University in June 22 and 23. The symposium provided a platform for all parties to discuss successes, obstacles and lessons learned, as well as an opportunity to cultivate cross-program relationships. Embracing diversity, expanding engagement and utilizing
technology through innovative practice was the determined focal point of all the papers that were presented and the posters that were exhibited. Prof Mabel Erasmus promoted the recently launched publication; ‘Knowledge as Enablement: Engagement between higher education and the third sector in South Africa’ of which she is co-editor.

3.6 2015 INDABA ON SOCIAL ENTREPRENEURSHIP

The University of the Free State (UFS) Community Engagement sponsored the Bloemshelter 2015 Indaba on Social Entrepreneurship. The three-day conference was hosted at the South campus arena between 31 August and 02 September. Like-minded patrons were engaged in a dialogue that sought to address the challenge of unemployment by advocating for social entrepreneurship.

Both international and local speakers addressed theoretical and practical solutions that can be implemented through Non-Profit Organizations (NPOs) and Community Based Originations (CBOs) in practicing and endorsing social entrepreneurship. In their address the UFS academics - Dr Deidré van Rooyen (Centre for Development Support), Ms Anita Venter (Centre for Development Support),
Ms Heidi Morgan (Department of Occupational Therapy), Ms Vanessa Booysen (School of Nursing), Prof Mabel Erasmus (Community Engagement) and Mr Willem Ellis (Centre for Development Support) demonstrated diverse initiatives instituted to support this widely advocated business philosophy. An array of exhibitions from attractive projects displayed by participating NPOs and CBOs accorded the forum a distinguishable recognition. During the concluding deliberations it became evident that the gathering accomplished the main objective by promoting social entrepreneurship which would ultimately bring about a progressive social reform.

3.7 COMMUNITY ENGAGEMENT AND INTERNATIONALIZATION

Leadership and responsible citizenship have been the main topics of discussion during the Global Leadership Summit which was hosted by the University of the Free State between 07 and 17 July in
2015. About 103 international delegates from various universities in Asia, the United States and Europe were joined by more than 40 local students from both the Bloemfontein and Qwaqwa campuses. The forum created new possibilities for participation in international research partnerships that contribute to the rethinking of curricula and educational approaches in Higher Education.

In the final week of the summit, delegates visited the Qwaqwa Campus, where they were engaged in cultural activities and to celebrate the Mandela Day, they participated in community work in Heidedal, Bloemfontein at the Reach Our Community Foundation (ROC), where they painted facilities at the children's after-school care centre.
4. SERVICE LEARNING: THE UNIVERSITY OF THE FREE STATE

4.1 FACULTY OF ECONOMIC MANAGEMENT SCIENCES

The faculty hosted the CE/SL annual career fair on 21 April 2015. The modules were marketed and students had an opportunity to engage in question-answer session regarding CE/SL modules. Ms Elanie Myburgh presented Chapter 13 from the book; ‘Knowledge as Enablement during the launch and workshop on 11 and 12 March 2015.

The book highlighted engagement between higher education and the third sector in South Africa. The presentations and launch were a huge success.

The faculty has been involved with Bloemshelter in developing the collaborative communication platform through the installation of a computer software and limited internet access. Ms Myburgh is currently focus on sabbatical leave in order to focus on PhD studies.
4.2 FACULTY OF EDUCATION

Education students, together with lecturers from the School for ECD and the Science-for–the-future unit embarked on a needs analysis mission in Edenburg on the 14th of November 2014. They visited day-care centres (crèches). As a result of this mission teachers from these day care centres, as well as teachers from primary schools in Edenburg, visited the university to participate in the Science-for–the-future unit’s Family Maths project on February 14 in 2015. One attendee even wrote a letter to Volksblad in which he applauded Dr C van Breda and his team for their efforts.
In the Qwaqwa campus Dr LE Letsie and his team are involved in a partnership with Bluegum Bosch Secondary School – learners at the school were assisted by student-teachers in conducting experiments. The partnership with Save the Children South Africa is also progressing very well.

On 25 April pre-school teachers from Edenburg visited the university to participate in the Science-for-the-future Unit’s family maths project. An informal discussion with those pre-school teachers was also held to establish their needs in terms of language teaching. The idea is to focus on language teaching and to drive the project along similar lines as the family maths project.

4.3 FACULTY OF HEALTH SCIENCES

4.3.1 Community-based education: Introduction and background

The Community-Based Education (CBE) team consisting of three coordinators, one from each school (Dr Dirk Hagemeister, Ms Heidi Morgan and Prof Annemarie Joubert – chairperson), were tasked to develop the CBE program for the Faculty of Health Sciences, in the absence of a rural health coordinator. This decision was confirmed on the 9th September 2014 at a faculty management retreat. Since their appointment the CBE coordinators had various initial discussions and orientations to contextualise their roles and expectations. During 2014 and early 2015 the CBE coordinators participated in a variety of activities in order to establish the vision and strategize the contents of the CBE program. These activities included:

- Frequent preparatory meetings and discussions amongst the CBE coordinators.
- Negotiate and establish partnerships with the CBE team and the Xhariep district management;
- Orientate CBE team with regard to services rendered in order to put forward a possible pilot project and suggestions;
- Highlight community based education possibilities and to identify service rendering activities for students within the district.

The coordinators also embarked on a district team guided tour of various facilities in and around Trompsburg, including the Albert Nzula Hospital.
It is worth mentioning that community service learning forms part of the module content of Law of Evidence in the second semester. All preparations for the upcoming semester are well underway and we are looking forward to the fifth year of formal incorporation of CSL in this module.

4.3.2 Activities: Faculty of Health Sciences CBE pilot program:

17th November 2014

Prof Annemarie Joubert, Ms Lingiwe Nogabe and Dr Dirk Hagemeister briefed the extended Xhariep district management team at Free State Psychiatric Complex regarding the proposed CBE pilot implementation for 2015.
4th November 2014

A proposal was submitted to the Bill Gates Foundation. The proposal was developed by with the assistance of Dr M.J Bezuidenhout.

20th January 2015

Briefing of the relevant school of medicine staff (Dr Lynette van der Merwe - program manager, Dr Sanet van Zyl, - phase 2 coordinator, Ms Cordelia de Waal – timetable coordination) to negotiate involvement of the students in the CBE pilot 2015.

23rd February 2015

The student orientation booklet was created to support the staff and student contextualisation of the Faculty of Health Sciences CBE pilot and activities.

4.3.2 Door to door household survey

27th February and 6th March 2015 The CBE pilot was initiated within Springfontein. Students from the undergraduate programme, namely, nursing, physiotherapy, and occupational therapy, as well as students from the post-basic programme in nursing education, and paediatric nursing, joined hands to conduct door-to-door household surveys by means of face-to-face interviews. The local clinic and staff were involved in assisting students to identify households and ease the facilitation of the activities. Eventually the data was captured by a quality controller (Ms Tanzel Vosloo) in order to ensure that the relevant health needs within the community could be identified.

4.3.3 Health Fair

7th May 2015

Hundred and fifty-seven (157) students from the faculty including, optometry and medicine were involved in developing and implementing a health fair (Ho-rutana: teach each other) in Springfontein as a means to inform the community of the results from the door-to-door survey.
Physio-, occupational therapy, and nursing students together with children in Springfontein

Numerous health education posts reflecting the health related needs within the community such as TB, HIV, Diabetes, household hazards and nutrition were developed and manned by the students. The same issues were addressed within the health walk (Omni-Kasi) in order to enhance the learning experience of the participants. Optometry students assessed the visual acuity of community members and nursing did 60 second diabetic food screening.

Nursing students preparing talk about healthy diets
12th June 2015

A short news clip was submitted for publication to the Faculty of Health Sciences E-newsletter.

4.3.4 Benchmarking Visits

Two benchmarking visits were done in order to gain a better understanding of the type of involvement and collaboration that exist in other projects, and to discover best practices with regard to community development and involvement.
4.3.4 Wintersveld/Rustenburg/Phokeng

20th to 23rd April 2015
The CBE coordinators and the first year nursing facilitators visited a number of missions in the area.

The visit was an informative and insightful event allowing for various developments regarding future initiatives in the Faculty of Health Science.

4.3.5 University of Cape Town and Stellenbosch University

19th to 21st May 2015

Dr Dirk Hagemeister coordinated comprehensive visit to the universities and campuses, including the rural training sites. This opportunity provided opportunity for collaboration and knowledge sharing which essentially would change the approach of the CBE coordinators future endeavours.
This visit was a combined IPE and CBE activity. Prof Allan St Clair Gibson and Prof Yvonne Botma joined the CBE team.

4.3.6 SCHOOL OF NURSING

FIRST-YEAR PROGRAMME

Facilitators: Dr M Wilke, Ms L Nogabe, Ms K Venter, L Dinthe

Academic service-learning activities that include the basic principles of community development, partnership formation and research were introduced through work sessions and discussions during nursing students’ exposure to community engagement. Community mapping and a survey were done in Springfontein (data collection). It was an inter-disciplinary collaborative community engagement project within the Faculty of Health Sciences which formed part of the NRF project (Knowledge Sharing through rural based Health Dialogue in action). Post-basic students, including nursing education, community health and paediatric students joined the activities. The first year students were divided into groups that were representative of the diversity of the student population. Health screening was done at the implementation and celebration day (health fair). Feedback was given to community on research data through health dialogue (e.g. health talks and role play session where school children and families participated in health dialogue). NPOs and gained an understanding of the dynamics of community-based organisations that focus on social development.
With the focus of community development in mind, all partners learned while serving together. Concerns such as safety, nutrition, sanitation, malnutrition and communicable and non-communicable diseases were addressed during a health walk through the community. Furthermore, during the semester, various non-profit organisations (NPOs) were also visited. The students learned to appreciate the role of

At the onset of the second semester, the learning focus shifted to nursing of a family in the community. The common goal for community and students was to share knowledge through health dialogue on family dynamics, especially on building partnerships, promotion of wellness, prevention of disease and early referral to health clinics. In preparation, a play workshop was presented to the students, where knowledge and skills were gained on play as a communication-tool. From the database established during the first semester, it was possible to identify and approach 40 households (which included children from 5-6 years) for consent towards collaboration. Small groups of students, representing a diversity of cultures and languages, were each allocated to a household. The project included five family visits. During the first visit partnerships were established, guided by principles of mutual learning, trust, caring and reciprocity. Curricular activities such as holistic assessment and general health, growth and development screening of family members were conducted and health challenges identified. During the second visit, screening was continued and common health goals were set for each household. The third visit was highlighted by inviting the family to a play-workshop, initiated by occupational therapy lecturers and students, and assisted by nursing lecturers and students. Knowledge-sharing included dialogue on the importance of play as a communication- and relationship-building tool, emotional intelligence, doll-making & storytelling; and stimulation of gross-, fine motor and sensory development of children. During the fourth visit, parents and students made toys to stimulate identified developmental delays of the children. The last visit was highlighted by celebration of success after co-addressing (by community members, students and lecturers) of the identified health challenges, such as general health issues e.g. TB, HIV & AIDS, diabetes, hypertension, malnutrition, eye and ear problems, skin diseases, stress, etc.
Lasagne vegetable gardens rose like mushrooms and parents, students and children delightfully played with the toys, assisted by pamphlets on the benefits thereof. The project was highlighted by international, inter-professional and interdisciplinary learning. Several international colleagues (Tanzania, Costa Rica, and Sweden) joined the project for benchmarking and research purposes. Inter-professional learning was established between nursing, occupational therapy, medical, and child kinetics professions, whilst senior post basic students (Nursing Education and Paediatric Nursing) assisted with mentorship and clinical advice. After successful collaboration and support by the local health clinic, nursing students and lecturers recognised the knowledge sharing and shared a token of appreciation with the team. The project embraced service learning as a life-changing pedagogy.

SECOND-YEAR PROGRAMME

Facilitators: Ms J Mac Kenzie, Ms L Cronje

The second year nursing students are allocated to various health care facilities on Monday’s and Wednesday’s every month of the academic year (and some weeks during the University holiday). They have to identify and develop a Community Teaching Tool/Aid as part of their community engagement project based on a health need identified in the community.
Community members become informed and more involved in their own health care take responsibility for their own health and also experience less health care problems. They are furthermore encouraged to make better use of the health care facilities available. The nursing staff at these health care clinics/facilities is provided with additional community teaching tools in pursuit of better health care for all.

The service sector partners for 2015 include:

- Primary Health Care Clinics (Opkoms, Thusong, Mmbana, Freedom Square, Langenhovenpark, Westdene).
- Additional Primary Health Care Clinic placements since this year include Bainsvlei and Bayswater clinic during Free State School of Nursing’s block weeks.
- Senior citizen facilities in Bloemfontein (Ons Tuiste, Fichardtpark and Mooihawe)
- MUCPP Community Health Centre
THIRD-YEAR PROGRAMME

Facilitators: Ms J de Villiers, Ms L Botha

The wound-care project was done during the second semester and extended over a period of six weeks. During this time, the third-year nursing students worked in groups of six to eight with patients suffering from chronic wounds, which they had identified in the community (formal and informal settings) and at National Hospital, Dermatology Clinic. Students kept record of each visit’s findings. Formative and summative evaluation took place in the form of a written report, demonstration of the wound care skill and presentation of the projects.

A new strategy was used this year to put the students through a workshop during the first week of the second semester, preparing them for important practical aspects on wound care and service learning related aspects. The students were shown new techniques in the application of pressure bandages that came forward as new evidence based practice. At the Dermatology clinic, an interdisciplinary team was available for consultation and referral of the patient, and students were supported when patients needed to be treated at home.

FOURTH-YEAR PROGRAMME: MIDWIFERY

Facilitators: Mrs M Lesia

Supervised by an advanced midwife, the fourth-year nursing students visited mothers who gave birth during the ten-day period preceding the visit. The home-based care visits focused on mother and baby care, such as the management of engorged breasts and the care of the baby’s umbilicus.

Last year’s project at Lekhulong (teenage pregnancy) has been upgraded to a "Doll Parenting Project" this year. The Albert Moroka Secondary School at Thaba-Nchu, will also take part in the Project. Rev. Billy-Boy Ramahlele and Ms. Gabo Motshabi will assist with funding. (Rev Ramahlele will organise mobile phones and Ms. Motshabi will provide quality dolls and KANGAROO wraps). As part of their Life Orientation subject outcomes, learners will be given a doll and a mobile phone to carry wherever they go. The learners of Lekhulong School will be called on their mobile phonesto cause a disturbance at awkward times, such as 02:00 AM or during class time, reminding them that the baby is hungry, ill or needs a clean nappy.
A parents meetings to educate and obtain consent are scheduled for the 26th July and the 2nd August 2015. A research proposal to formalise the project is being drafted.

FOURTH-YEAR PROGRAMME: MENTAL HEALTH

Facilitators: Ms R Jansen and Ms M Jacobs

This module is a continuation of the previous year where the students were involved in two community projects. Firstly the students made low-cost toys for persons with intellectual disabilities. The challenge was to use the principles of stimulation to develop a toy that is tailor-made for an individual. The purpose of this project was to empower parents and/or caregivers to make inexpensive toys. Secondly, the students worked together in groups to develop and implement group activities for children during afterschool care. The learners were taught life skills, how to improve their self-esteem and coping mechanisms.

The community partners included families of children at the Beudene care facility, Caregivers at the Free State Psychiatric Complex (FSPC) and ROC, Heidedal. The service-sector providers were Beudene, FSPC (Care & Rehabilitation wards) and ROC, Heidedal (Afterschool care).

The principles of mental health assessment were also used to identify the needs of the community (persons with intellectual disabilities and school learners). Interventions for the specific mental health-care issues were implemented, evaluated and reflected upon. The students also learned to identify mental health-care needs in the community and implemented their plans to address those needs. Furthermore, students were given the opportunity to demonstrate their ability to integrate theory and practice in a mental health-care community.

The project empowered families, caregivers, learners and home-based carers in a Care and Rehabilitation environment as well as in an afterschool environment. The community partners were assisted and supported with knowledge, skills and tools to manage their mental health-care issues.
POST-BASIC NURSING EDUCATION PROGRAMME

Facilitators Ms I Seale and Ms K Venter

This module involves registered nurses who specialise in Nursing Education within the higher education field where the transformation dispensation is enhanced by using service learning as an educational approach. This approach facilitates the implementation of service activities related to educational practice; that is, the application of theory to practice.

Three service-sector partners, namely Reach Our Community (ROC) (previously known as REACH) from Heidedal in Mangaung, Kimberley Hospital and Springfontein Local Clinic are involved in the programme. During the first semester, nursing education students participated in the Springfontein NRF initiative as mentors for the first years.

During the second semester, one group of nursing education students participated in the activities of joint NRF and CBE project of the Faculty of Health Sciences. They mentored first year nursing students, thereby reaching their learning outcomes of community learning facilitation and preceptorship. Students also participated in a nominal group, conducted by the lecturer, Mrs Ielse Seale, regarding a learning needs analysis for inter-professional future collaboration (Train-the-trainer project). Thereafter, Karen Venter (lecturer) will present a lecture will provide feedback to address findings of the learning needs analysis and open the learning session with the topic of International Classification of Functioning, disability and health (ICF) as a multiple classification system designed to serve various health disciplines. Then students will present a learning facilitation session inclusive of topics such as: Role players in preceptorship, Preceptorship; Motivation of learning in students; seven strategies for highly effective teaching; and Characteristics of a clinical preceptor. Further, one of the students participated in a pilot research project of HiComm-UFS to enhance communication through sms’s in community engagement projects. The staff and of the Clinic, as well as the students will also attend a workshop on inter-professional education, to be presented by Prof Botma at the School of Nursing in October 2015.
The group of students allocated to the Kimberley Hospital partnership, presented learning sessions on General First Aid and CPR to non-medical staff, whereas the group of students allocated to ROC shared knowledge on: Growth and development of school-aged children; Personal Hygiene; and Holistic assessment of a child and referral of abnormalities. The ROC-group students also attended the Father Heart Social Entrepreneurship Indaba that was held on the South Campus of the UFS.

In October a celebration function will take place, where previous and current partners will be invited to share reflection and celebrate success of the collaborations. Students will present their projects to the guests, in order to share experiences and share knowledge.

POST BASIC PROGRAMME: CHILD HEALTH NURSING

Facilitators: Ms C Spies and Ms K Venter

This module was offered for the first time during the second semester of 2013, when an already existent powerful partnership between ROC and the UFS was extended to include students who were registered to specialise in Child Health Nursing. The service-learning component focused on children with special needs (orphans and vulnerable children) and the implementation of primary health-care principles.

The community partners included parents of children admitted at the Heideliggies Crèche as part of the Reach Our Community (ROC) service-sector partner. The service-sector partner was the staff members at ROC (managed by Mr Patrick Kaars). This project will continue in the second semester.
During the first and second semester the paediatric students (peads mommies) accompanied the first year students to Springfontein and rendered clinical support during the semester. Through the partnering of undergraduate and post basic students, a deeper level of service learning activities could be fostered.

In the second semester, the students conducted a holistic growth and development screening on the children at the crèche, with necessary health dialogue and referrals to a health clinic as needed. Follow up of issues will be addressed by Mrs Lingiwe Nogabe, first year lecturer. Here they could sense an authentic realisation regarding the impact of environmental issues such as pollution, alcoholism, vulnerability and poverty on young children in the community. Reciprocally, the staff at ROC, could render a strengthened service to the community.

The success of the project was celebrated at the end of the day, where staff, children and nurses appreciated the collaborative service learning platform. Certificates of attendance were provided to appreciate participation.
POST BASIC PROGRAMME:

COMMUNITY HEALTH

Facilitator: Ms M Prinsloo

In this module students evaluated pre-school children for school readiness and compiled activities for the parents to stimulate the development of the children. The aim was to foster community participation and empowerment. These activities gave children a better chance to be ready for school. The project is running for a couple of years and is well established at ROC in Heidedal.

POST BASIC PROGRAMME: CHILD PSYCHIATRY

Facilitator: Ms M Jacobs

Child Psychiatric Nursing is a new service learning module where the students is characterised by passion and enthusiasm. The students began their service learning passion at Heidedal for six months working with the learners from grade 4 to grade 12. They did group therapy and health education in the first semester.
From June 2015 they started to collaborate with the Child Unit at the Psychiatric Complex and are doing outreaches to clinics focusing on children with mental health problems in different communities.

They are still visiting the towns of Jagersfontein, Welkom, Kroonstad, QwaQwa and Bethlehem regularly. Their outcomes involve the following:

- To assess, diagnose, plan, provide and evaluate a comprehensive mental health service to children, families and communities.
- To practice effectively as a Child Psychiatric Nurse and member of a multi-disciplinary team within a multi-cultural context.
- To act as counsellors and consultants and thus to make a meaningful contribution to policy-making and the promotion of the mental health of the child and the family.

ADDITIONAL PROJECTS

MANDELA DAY ACTIVITIES: FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences took part in a shack replacements project at Roodewal on 18 July 2015, initiated by Bishop Billyboy Ramahlele. Environmentally friendly, alternative building methods was used to create a small village through natural building techniques while simultaneously training people in these techniques.
The School of Nursing presented a “Family and Friends” CPR training course for professional as well and lay care workers at the Botshabelo hospital. The course had been presented during the Nelson Mandela week over two days with eighty people that had been trained. The School of Nursing also made a presentation for Mandela Day at the UFS Leadership summit.

TRANSNET PHELOPHEPA TRAIN

Facilitator: Ms AM Welm

As part of the partnership agreement between the University of the Free State’s School of Nursing and the Transnet-Phelophepa train, fourth-year nursing students were once again placed for experiential learning on one of the two trains and are currently rendering service on the train.

CE & SL OUTPUTS, REWARDS, FUNDING

OUTPUTS: 2015


CONFERENCES: 2015

Venter, K. & Seale, I. Workshop conducted at the 6th International Symposium on Service Learning, Title: The Enablement of Service Learning Champions: Reciprocal Knowledge Sharing for Engagement Between the Third Sector and Higher Education. May 28-30, 2015.

AWARDS 2015


FUNDING

A NRF funding for Community engagement was received for a period of three years, starting in 2015. The title is Knowledge sharing through rural-based health dialogue in action. Professor A Joubert reported on this project separately.

Community Service Learning/Engagement

University of the Free State School of Nursing simulation exercise

The UFS Law Clinic, through the director, collaborated with the UFS School of Nursing to devise and act in a simulation exercise which was presented to the first year group of nursing students on the 9th of February 2015. The simulation exercise was presented in the form of a mock trial with a theme: ‘The legal consequences in a case of negligent patient post-operative care’. The faculty of law welcomes inter-disciplinary initiatives and was honoured to be part of this well-organised event.

Collaborative partnership: Faculty of Law and South African Human Rights Commission

On the 19th of February 2015, the Faculty of Law celebrated the launch of the collaborative partnership with the South African Human Rights Commission. The central theme for this year’s collaboration is children’s rights. The Faculty of Law through the Street-law programme will focus on raising awareness among youth about the rights and remedies for children in terms of the Constitution.

Information cession on Human Trafficking

On the 10th of June 2015, Prof Beatri Kruger delivered a presentation at the Aurora Drug Rehabilitation Centre, Bloemfontein on the nature and dangers of human trafficking and the link with drug trafficking. About 40 adults attended the presentation. Members of the Bloemfontein and Bultfontein communities were provided with information and pamphlets to empower them to do awareness raising on human trafficking in their own communities and especially in four schools which were identified in this regard.

Collaboration with the Free State Department of Education

Since March 2015 the UFS Law Clinic volunteered to assist the Free State Department of Education with training of high school learners in the Free State area for the upcoming National Schools Moot Court Competition.
This competition is hosted by the University of Pretoria and presented on an annual basis. The competition is in the format of a moot court and learners are expected to draft essays and present oral arguments for the competition. The theme of the competition is human rights with a specific focus on children’s rights. During the period of reporting, three of the clinic’s personnel members assisted with the training. The training consisted of contact sessions with the learners in various towns, as well as a weekend training session for the educators involved with the training.

4.3.7 ALLIED HEALTH CBE PRACTICE IMPLEMENTATION

Allied health endeavoured to place students within the Xhariep district during 2015; blocks were independently created according to the different programs. Opportunities to engage in inter-professional activities became apparent and utilised as appropriate.

Research

Prof Annemarie Joubert and Prof Yvonne Botma are currently doing a simultaneous concept analysis (CBE, IPE and CSL).

29th of July 2015

A retreat to develop a collaborative learning platform and research activities (IPE and CBE) is planned.

Opportunities and Challenges

The CBE coordinators met with various challenges during the past year, however those proved to create opportunities and expand the current implementation possibilities. Those are discussed below:
Partnership development

During the course of 2015 the community embraced the involvement of the health sciences faculty and as a result many opportunities for further collaboration and service development evolved. The platform for student community based education has been extended.

NRF funding

The School of Nursing has supported the developments of community based education by utilising their NRF (*Knowledge sharing through rural based health dialogue in action research*) funding to support and collaborate dual activities.

Collaborative learning platform

During the course of the year a number of academic staff committed themselves to the planning and implementation of activities, widening the platform for involvement and making a valuable contribution to expanding the learning platform. To sustain the process an even wider buy in is essential which will hopefully be representative of all the stakeholders.

Time and time table restraints

Timetable restraints across different programs prevented equal participation from all schools. These can be overcome by timely planning and integration into the respective programs.

Strategic vision

Developments over the past year have provided clear evidence that authentic planning and implementation requires a comprehensive strategic vision to drive the process. The escalating health and social concerns in society call health professions to an accountable and informed approach to educating under-graduate students. Creating a sense of responsibility towards the needs in communities strengthens the universities role within society. The competencies required by health professional to meet these societal needs should guide and determine the curriculum.
Stakeholder commitments and practical application

The process of introducing and establishing community based education within the faculty has proved to be both exciting and sobering. This approach to education requires certain mind shifts to allow for the above mentioned integration into the curricula and the practical implementation thereof. To progress and succeed in further implementation it is essential to consider:

- Program re-engineering (entkernen)
- Broader stakeholder engagement
- Inter-professional timetabling

THE WAY FORWARD 2015

The latter half of the year will bring the pilot to a close and a collaboration retreat will be held in order to inform and engage colleagues on a wider level. However, two activities still need to be implemented in order to consider the success of the CBE pilot.

FAMILY STUDIES and PLAYWORKSHOP

During the second semester the CBE pilot will continue to implement the above mentioned activities. Collaboration and planning is underway with increased community involvement.

COLLABORATIVE PRACTICE RETREAT

29\textsuperscript{th} July 2015

A team of approximately 26 stakeholders will attend a retreat to establish a collaborative learning platform for 2016 and beyond.

DULLSTROOM: RURAL CONFERENCE RuDASA 2015

22-26\textsuperscript{th} September 2015

The CBE coordinators submitted three abstracts for the RuDASA rural health conference in Dullstroom.
**EDU-VILLAGE**

Allied health’s involvement in the community over the past few years allowed for the development of a variety of opportunities to invest in the health and social challenges of the community. Negotiations and discussions amongst a broad range of stakeholders afforded the conceptualisation of a shared initiative (Edu-Village).

**31st August to 2nd September 2015**

The edu-village concept has been shared on various platforms and will be strategically explored during the Father Heart Series Indaba.

**CBE RURAL COORDINATOR POSITION**

A post was advertised in the faculty for a rural health coordinator, an interview was conducted and the finalisation thereof is as yet unknown.

**4.3.8 DEPARTMENT OF PHYSIOTHERAPY**

The Department of Physiotherapy at the University of the Free State is committed towards offering a curriculum-based, credit-bearing learning experience to students to participate in structured and organised activities that address identified needs in communities. This in turn forms collaborative partnerships that will lead to reciprocal teaching and learning.

As a department that is part of the Free State community, we strive to serve, support, contribute to and learn from the communities where we come from, where we live and that surrounds us, to ensure a better health for all by involving our students in the following endeavours.

**PTBP 1506 – 1st Year Physiotherapy: Community Service Learning**

**Study year of students: First year**

**Module offered during: First and second semester**

**Brief description**

The aim of the module is to introduce students to service learning and reflection. Students get the opportunity to implement the knowledge of service learning they obtained during a service learning assignment to be submitted.
Community work – social responsibility
Students were introduced to residents of Jean Webber. Each student did adopt a resident and spend time with the resident and must conduct a needs analysis and gain understanding of the person’s ability to live with a disability.

Through the needs analysis they do a fun day for the Jean Webber Home residents in September. The students will compile a portfolio with proof of the visits to give feedback regarding their journey with the person with a disability. Reflection feedback on student project will be done in class in Sept 2015.

PTBP 2600 Community Service Learning

Study year of students: Second year
Module offered during: First and second semester

Brief description
The aim of the module is to provide second year students with a basic understanding of service learning and partnership formation through practical implementation of CSL.

Community work – social responsibility
Introduction of the students to the wheelchair rugby team (The Mustangs) - Each student does community service to the wheelchair rugby team by attending and assisting at the practices and matches of the team. They then compile a report and give feedback regarding their journey with the team through a reflection presentation about their experience, what they learned and what they will do differently next time.

Community / Service sector partners
The wheelchair rugby team (The Mustangs)

Outcomes for students
On completion of the module, second year students must have a basic understanding of service learning, partnership formation and reflection. Through service learning experiences, students develop both professionally and personally while also attaining an enhanced sense of social responsibility (Bringle & Hatcher 1996:2) - thus “empowering both students and communities”
In this study year the students were expected to participate in a social responsibility project in conjunction with the third year students to fulfil the social responsibility leg of the community service learning concept.

Project: Students were introduced to Wheelchair rugby team. Each student spent 10 hours for the year with the wheelchair rugby team assisting them during their practice sessions and sport tournaments in order to gain insight into the life of a person living with a disability.

Impact on community
Wheelchair rugby team gets the opportunity to socialize and interact with students in a relaxing environment and get the necessary assistance during the practice sessions and matches.

PTCP 3700: Community Service Learning

Study year of students: Third year
Module offered during: First and second semester

Brief description
The aim of the module is to provide students with the knowledge and experience to be effective on all levels of primary health care through experiential learning. The primary health care principles are applied when treating and educating the elderly, persons with disabilities, antenatal and post-natal mothers and when providing training to care workers.

Community work – social responsibility
Each student does 10 hours of community service working with the wheelchair rugby team by attending and assisting at the practices and matches of the team. The student did get a second year student to mentor and assist at the practices and matches of the team. The student will be compiling a report with proof of the attendance to give feedback regarding their mentoring journey.
Clinical work
Clinical block at FHP and Boikhuco old age homes rotation after 2 weeks between the two places. Exercise classes, individual treatments and information session on prevention of injury (e.g. Kinetic handling) and disease to elderly and healthcare workers.

Clinical block at Jean Webber Home and MUCPP rotation after 2 weeks between the places. Jean Webber Home – Exercise classes, individual treatments and information session on prevention of injury (e.g. Kinetic handling) and disease to residents and healthcare workers. MUCPP - Exercise classes, and information session on prevention of injury (e.g. kinetic handling) at the Ante-natal and post-natal clinics.

Community / Service sector partners
- Residents of Jean Weber Home
- Residents of Fichardtzpark Old Age Home
- Residents of Boikhuco Old Age Home
- MUCPP
- The wheelchair rugby team (The Mustangs)

Outcomes for students
Students are equipped with the knowledge and clinical skills to be able to effectively treat residents and patients according to all the levels of care in primary health care, namely promotive, preventative, curative and rehabilitative. Students have the opportunity to apply the reflective process of the service learning during this module.

Impact on community
Fichardtzpark Old Age Home and Boikhuco Old Age Home:
Exercise and information groups are presented to residents and care workers. Residents receive individual physiotherapy treatment. Both residents and care workers are equipped and empowered with knowledge regarding prevention and promotion of health.
The residents and care workers are very positive about the physiotherapy services at the old age home.

Jean Webber Home:
Residents receive physiotherapy treatment and information groups are presented to care workers as well as residents. Residents and care workers get the opportunity to share their challenges and experiences. Both residents and care workers are very positive about the physiotherapy services at Jean Webber. Jean Webber home is visited daily. The residents and care workers are equipped and empowered with knowledge regarding prevention and promotion of health.

MUCPP:
The students are also allocated to MUCPP where mothers and mothers-to-be receive exercise classes, and information session on prevention of injury (e.g. kinetic handling) at the Ante-natal and post-natal clinics. This block also demonstrates to the students the role of physiotherapy in primary health care. The module provides students with the knowledge and experience to be effective on all levels of primary health care through experiential learning.

PTIP 4800: Community Service Learning

Study year of students: Fourth year
Module offered during: First and second semester
Brief description
The aim of the module is to equip students with the knowledge and practical experience to be able to effectively treat children and adults with physical disabilities. The students are also exposed to different conditions which are treated through individual treatment, exercise groups are held and general advice for prevention and cure is provided. This block also demonstrates to the students the role of physiotherapy in primary health care. The module provides students with the knowledge and experience to be effective on all levels of primary health care through experiential learning. Students also learn the value of interdisciplinary team work.
Community work – social responsibility and clinical work

Tswellang:
The aim of the module is to equip students with the knowledge and practical experience to be able to effectively treat children with physical disabilities. Teachers are equipped with the knowledge of the practical implications of specific disabilities in the classroom and the necessary changes to make in order to improve or maintain the functional abilities of the learners. Students are allocated to Tswellang School every morning of the week, every week of the school term. They are involved in the children’s screening, wheelchair positioning and seating as well as recreational activities. Students also treat children individually and present information sessions to teachers.

MUCPP:
The students are also allocated to MUCPP where clients with different conditions are treated, exercise groups are held and general advice for prevention and cure are provided. This block also demonstrates to the students the role of physiotherapy in primary health care. The module provides students with the knowledge and experience to be effective on all levels of primary health care through experiential learning.

Emelia Active Learning Centre – social responsibility

Two weeks of service at The Emelia Active Learning Centre Active learning for children with disabilities during their CSL block.
The Emelia Active Learning Centre Active learning for children with disabilities has 20 children attending our day-care centre, with a long waiting list of children who want to be part of this centre. Students provides individual treatment to children and provides information and training sessions to the caregivers and mothers of the children.
One week outreach to Southern Free State – Xhariep District to do health promotion and prevention regarding exercise and prevention of disease at the different clinics, schools and old age home in Trompsburg.

Springfontein Clinic - health promotion and prevention regarding exercise and prevention of disease at the clinic and going out into the community with the community based carers.
Phillipolis Clinic - health promotion and prevention regarding exercise and prevention of disease at the clinic and going out into the community with the community based carers.

Trompsburg Clinic - health promotion and prevention regarding exercise and prevention of disease at the clinic and going out into the community with the community based carers. Exercise class at old age home in Trompsburg. Friday morning: Feedback session in terms of reflection of the CSL experience at the end of the week.

Community/Service sector partners
- Learners at Tswellang School for Children with Physical Disabilities
- Patients/Clients of MUCPP Community Health Centre, Mangaung
- Emelia Active Learning Centre
- Southern Free State – Xhariep District (Trompsburg, Philippolis and Springfontein)

Outcomes for students
At the end of the clinical block students will have the knowledge to treat children with physical disabilities individually and they will be able to assess wheelchair positioning and seating. They further learn to integrate their knowledge of screening instruments to be able to recommend school placement for children with physical disabilities. Students learn the value of interdisciplinary team work. Students have the opportunity to apply the reflective process of the service learning during this module. Students will be able to integrate service learning within all fields of physiotherapy.

Impact on community
Tswellang Special School:
The students are involved in the sport activities of learners (wheelchair tennis, wheelchair basketball, table tennis, Bocchia). Learners are involved with seating adjustments of learners in wheelchairs. Learners receive individual as well as group treatments. Students work as members of the interdisciplinary team at the school. Students visit Tswellang daily.
**MUCPP:**

Individual and group treatments are presented at MUCPP. Patients receive individual physiotherapy treatment for a variety of conditions including developmental delays, pain, orthopaedic and neurological conditions. Exercise and information sessions are also presented.

**Emelia Active Learning Centre:**

Individual treatment to children.

Empowerment: to provide information and training sessions to the caregivers and mothers of the children.

**Southern Free State – Xhariep District:**

Southern Free State – Xhariep District to do health promotion and prevention regarding exercise and prevention of disease at the different clinics and old age home in Trompsburg.

**Inter-professional education (IPE)**

Inter-professional education (IPE) takes place in the School of Allied Health Professions (SAHP). The 3rd and 4th year Physiotherapy students took part in the Community Based Education Pilot project in collaboration of the School of Nursing and other departments in the School of Allied Health Professions.

**Community Based Education Guide - Pilot 2015**

Training Platform: Springfontein

Project Title: Ho rutana – teach each other - A community and inter-professional collaboration initiative. Our 3rd year students joined the students of the other departments on 28 February and 6 March 2015 to Springfontein to do a community needs assessment survey. Our 4th year students took part in the Health Fair on 6 May 2015 in collaboration with the Schools of nursing and medicine as well as the other departments in the School of Allied Health Professions. See pictures below.

**Health walk/Health fair:**

During March 2015 4th year students took part in a health talk session with the senior citizens in Trompsburg in collaboration with the 4th year Occupational Therapy students that were stationed in the Xhariep district.
In April 2015 through CSL Physiotherapy we took hands with the Optometry department and their 4th year students to do an eye screening session on the children of Emelia Active Learning Centre.

**Research done in the department of Physiotherapy in 2015:**

There are currently one postgraduate study related to service learning and primary health care in the Department of Physiotherapy: The title of the PhD: An investigation into the prevalence and nature of musculoskeletal conditions amongst women attending MUCPP and the effectiveness of an intervention program for these patients. The study consisted of an epidemiological survey which has been completed. 1378 participants completed the survey after giving consent and the preliminary results indicate that the prevalence of joint pain in the study population was 53.4%. Most of the participants also suffered from one or more co-morbidities including hypertension, diabetes mellitus type II and had the risk factor of obesity.

A workbook was developed by the researcher which used self-efficacy as the basis for the workbook and topics covered in the workbook was hypertension, diabetes mellitus type II, joint pain and obesity. The workbook included educational information as well as exercises and was translated into Sesotho for the population of the survey was mainly Sesotho speaking. As the education level of the population was very low the workbook was developed for a Grade 2 level of education to ensure that participants would understand and be able to complete the workbook.

The intervention component of the research was done in collaboration with a group of fourth year physiotherapy students that took baseline and endpoint measurements as blind assessors and three of the students; one of them who could speak Sesotho fluently. They were responsible for presenting education and exercise classes. The intervention was a six weeks program that took place at MUCPP community hall. The results of the study has not been analysed, but the participants did reflect that they enjoyed the program and the control group was offered the program as well as the workbooks.
4.4 FACULTY OF THE HUMANITIES

The purpose of CSL in the faculty.

The community service-learning module within the BSoc.Sc is presented as a capstone module for final year students. As indicated in the module outline (see Addendum 1: HCSL3704 Module Outline 2015-2016), the broader aims of the module are:

i. **Foundational competency:** Integrating and extending academic knowledge and critical thinking.

ii. **Practical competency:** Application of academic knowledge in real life situations.

iii. **Reflective competency:** Being able to understand and adhere to ethical thinking and actions.

iv. **Community partners must benefit from CSL** via interventions that match on-the-ground needs as identified with them.

Specifically, the following outcomes were intended to be yield in and through CSL module:

i. Know and apply key ethical principles and protocol for researching and working with community partners.

ii. Demonstrate proficiency in developing and intervention plan that aim to address issues identified with and within local communities.

iii. Demonstrate the capacity to implement the intervention plan via small action research project using community service learning as a vehicle.

iv. Demonstrate the capacity to work together as a group in and off the field.

v. Describe how disciplinary knowledge in the fields of Criminology and/or Psychology and/or Sociology and/or Anthropology related to issues that are identified or emerged in the CSL encounter.

vi. Demonstrate reflective practice
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<tr>
<th>Code</th>
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<th>Module Coordinators</th>
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| AAM309  | Service Learning                           | Fine Arts                   | B.A. (Fine Arts)               | Mr B. Botma
botmb@ufs.ac.za    | Arts & Culture, Economic Empowerment, Education & Training |
| CSL304  | Service Learning: Human & Societal Dynamics | Psychology, Criminology, Sociology | B.A. Soc.Sc(Human & Societal Dynamics) | Mr H Taylor
taylorh@ufs.ac.za  | Life Skills, Social Development                    |
| DSP302  | Service Learning                           | Drama & Theatre Arts        | B.A. (Drama & Theatre Arts)    | Ms K Lekalake
lekalakeK@ufs.ac.za | Arts & Culture, Economic Empowerment, Education & Training |
| KIN102  | Service Learning - Department of Human Movement Science | Exercise & Sport Science | B.A. (Human Movement Science)  | Mrs B Coetzee
austinba@ufs.ac.za   | Health, Life Skills, Sport & Recreation     |
| MDB332  | Clinical Community Work                    | Social Work                 | B.A. (Social Work)             | Ms M Esau
esauMC@ufs.ac.za    | Education & Training, Social Development, Life Skills |
| MOP302  | Service Learning                           | Music                       | B.A.                           | Mr W Stander
StanderWJ@ufs.ac.za | Arts & Culture                              |
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<td>Anthropology</td>
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<td>Indigenous knowledge, Language, Life Skills</td>
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<td>Economic Empowerment, Indigenous Knowledge, Life Skills, Research, Community Development</td>
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<td>Psychology</td>
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<td>Mrs I Kruger <a href="mailto:krugeri@ufs.ac.za">krugeri@ufs.ac.za</a></td>
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<td>Communication Science</td>
<td>Ms E Lombard <a href="mailto:lombardE@ufs.ac.za">lombardE@ufs.ac.za</a></td>
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<td>Honours in Criminology</td>
<td>Ms L Coetzee</td>
<td><a href="mailto:coetzee@ufs.ac.za">coetzee@ufs.ac.za</a></td>
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HEIDEDAL - SOCIALLY RESPONSIBLE LEARNER 2015

Socially responsible learners joined hands with the faculty and organised a fun day for the children from one of the community partners, Diakonale Dienste as part of the Mandela day celebrations.

They started with an informative talk with the children about the significance of the Mandela day. Later they were quizzed to see if they really understood the purpose of the celebration and encouraged to celebrate Mandela by doing something small for someone else. Some indicated they would help their parents with chores in celebration of the day. Activities escalated from playing indigenous games together to encouraging team building and the spirit of Ubuntu amongst children.

SUMMARY OF 2015 COMMUNITY SERVICE LEARNING PROGRAMMES

B.SOC. SC (HCSL3704)

The Community Service-Learning module HCSL3704 of the BSocSc (Human and Societal Dynamics) aims to achieve the broad goals of civic engagement. These goals are foregrounded within four outcomes namely, foundational competency, practical competency, reflective competency and mutual benefit among partners. The implementation of CSL in 2015 was a pilot of the new design. This report documents some of the achievements and challenges of the pilot. Overall, in 2015 efforts were made to address shortcomings identified by the external reviewers of the BSoc.Sc programme who found the module to be relevant but required rethinking and calibrating. Internally, BSoc.Sc stakeholders acknowledged the potential values of CLS but were concerned with the module’s underperformance and supported the effort to make immediate and longer term improvements.

The pilot design and approach for 2015 was developed in consultations with key stakeholders within the Humanities Faculty (Teaching and Learning Division, Sociology, Psychology, Criminology). Advice was also sought from CSL experts at the University of Johannesburg and the University of Pretoria.
The restructuring included the re-conceptualisation of the module to incorporate dimensions of action research. It was also important to have CSL theory and disciplinary theories/gazes that lead the content of the module as well as the community-based interventions.

Restructuring also aimed to deliver a module that offers meaningful learning experience by decreasing the number of students per group (from 60 to approx. 15) and to have each group guided by properly trained and supported facilitator. This report is essential in three ways. One, it provides a synopsis of the work that was done in and through CSL in 2015. Second, it highlights some of the outcomes and challenges that emerged during the implementation of module. Third, it proposes a few recommendations that can be used to improve the module further. A number of activities were undertaken by third year students in collaboration with several primary schools around Bloemfontein area. Three methods used to explore and understand the outcomes and challenges of CSL were interviews with teachers (5 teachers from 5 primary schools), focus groups with students (2 focus groups with 12 students each), and a course evaluation questionnaire which was administered to all students; 124 evaluation questionnaire were administered and completed and collected. Data analysis involved coding for patterns and then categorising findings according to outcomes and challenges.

There is a strong evidence that CSL impacts on the university students and learners in the community partner schools. There are three key findings underpinning this report. Firstly, there is evidence that CSL has a stronger impact on students’ academic learning particularly with regards to foundational, practical, and reflective competencies, which are enhanced through integrating and applying theoretical (disciplinary) gazes in real life context. This is coupled with the opportunity to develop research skills. Secondly, there is evidence to suggest that CSL contributes to students’ development of important attributes (soft skills); such as team work, leadership, communication, and respect for diversity. Students also seem to develop awareness of social issues hence becoming more informed.
Nevertheless, there is more work need in order to improve and strengthen the implementation and outcomes of CSL. These include the general organisation and planning of the module at both theoretical (classroom) and practical (community) levels.

Several conclusions can be derived:

There is significant potential for CSL to enable the Faculty to produce graduates who have both employable and life (social) attributes.

- The contribution students make to the communities through CSL is often underestimated.
  There is evidence to suggest that CSL provides greater impact on the well-being of communities. However, more evidence using communities’ perspectives needs to be generated.

- The impact of CSL for both students and communities should be acknowledged and supported at all levels in the Faculty and the university.

- The implementation and success of CLS requires deliberate commitment and involvement of university management and key stakeholders in the faculty and communities.
PHILIPPOLIS PROJECT 2015
Public Speaking Competition
BA GOVERNANCE AND POLITICAL TRANSFORMATION: GOOD GOVERNANCE PRACTICES:

Service Learning Module GOVE3724

Dr. Tania Coetzee is the Programme Director and Coordinator for Governance and Political Transformation.

Module content:
The service learning module within the B.A. Governance and Political Transformation qualification is a unique experience for each student. This module provides a golden opportunity for students to gain first-hand experience on a very practical level regarding governance issues within communities. Students develop skills to improve good governance practices at municipal level and especially at ward level. Students analyse, assess and learn how ward councillors implement good governance principles. Principles of governance such as accountability, responsibility, transparency, public participation, effectiveness, efficiency and leadership were applied and practiced within the ward. Students also obtained a better understanding of the theoretical framework of GOVERNANCE. Theoretical knowledge of the Disciplines such as Political Science, Communication and Public Administration and Management are used and linked to the practical issues and problems experienced by communities and councils regarding good governance. Students are able to identify the basic principles of good governance and can advise the community and councillors to implement good practices and improved service delivery. Different community’s needs, problems and disputes were identified and discussed during interaction with the community members in the Ward. These matters were brought to the attention of the services sector (public servants in local government spheres). In the process the accountability of public servants, particularly ward councillors, was ensured. The community obtain a better understanding of the theoretical framework in Political Science and Political Management and the difficulties with implementing decisions and policies.
Community members voiced their opinions and shared their dreams, concerns and needs in an open and transparent manner. Students were challenged in identifying problems and also had to develop strategies and action plans to improve and sustain good governance practices in the Ward. Students also had the opportunity to present their research findings, experience and very important, their understanding of governance and political transformation during a formal presentation to colleagues, students and the councillors of the wards. Students are asked to specifically present the action plans to improve and sustain good governance in the ward.

Students experience:

In general the students enjoy the module and there is a positive attitude towards the service learning module. For the majority of students the value of the module is the fact that they were exposed to the empirical (real world). Many students indicate in their reflection reports that it is only through this particular module that they understand theories and can apply the knowledge of the different modules to the issues facing the community.
The module opens up new ideas, new experiences, and new perspectives. They also obtain new skills and build on them for the future.

**Comments for the service providers (ward councillors)**

For the two ward councillors, it was also a positive experience. They indicated that they enjoyed interacting with the students and sharing their knowledge and experience.

They are specifically proud of the contribution which they could make in assisting the students identifying the community challenges and problems and finding solutions for the community. Both of the councillors have received the University of the Free State Vice-Rectors evidence of honour during a function. They received it for outstanding work commitment as external partners in the Community Engagement and Service Learning Module GOVE 3724 in Governance and Political Transformation.

**SIL604B COMMUNITY PSYCHOLOGY: STUDY BUDDY PROJECT**

**Study Buddy 2015: Psychology honours students engage at Lereko Senior Secondary School**

During the course of the year with Study Buddy, we have noticed marked differences in ourselves as facilitators and aspiring psychologists. We have come into contact with aspects of our individual personalities that we were not cognisant of, as well as achieved emotional and psychological growth, along with the learners.

As facilitators, we have come to realise that we enjoy being in front of a group of learners, in an informal, yet educational environment. We, as a group, have gained a new perspective on our abilities to maintain self-control, while being flexible and playful in our interactions with the learners. It has also reiterated the importance of education in disadvantaged communities, like that of Rocklands, especially in subjects that address the effects of social inequality. Our involvement at Lereko was an illuminating experience; with the learners truly challenging us as facilitators.
Numerous times, we were astonished by the learners’ insight into issues that we as South Africans face in our different communities and how these experiences inform South Africans’ socio-political environments.

The learners at Lereko have big dreams for themselves and their communities; which they are determined to realise. We found that they believe it is their social responsibility to better the community they live in and to ensure a better future for themselves and their families. We have seen how resilient the learners are in facing the adversities of their lives.

We feel that our presence at Lereko did benefit the community in a small, but profound way. We provided essential information to the learners on subjects which they did not have adequate knowledge of, such as contraceptive methods and career development. Another significant change that can be noticed is improvements in their critical thinking skills. These skills became evident as some learners readily wanted to discuss topics, like politics, and share their own insightful opinions. These skills will be useful in the future, as they will contribute to their effort in attempting to change in their own communities. This is illustrated by a particular learner expressing the desire to establish his own community based initiative in the near future.

It is so easy to generalise and stereotype a community for its “otherness,” that which is different from your own, that we often overlook the vibrancy and richness of communities. To us, this is one of the most important lessons that we could have learned. In Lereko, we came into contact with individuals that are passionate about making the most of their futures, as well as giving back to the community. This has inspired us to do the same.
In order to fulfil the mandate of the Institute for Reconciliation and Social Justice (IRSJ) which is to promote a culture of human rights on campus and to raise awareness of the functioning, focus was placed on equipping our volunteers on self-awareness as well as human rights education in the community. Community Projects targeted included on and off campus various initiatives conducted by the IRSJ in the following projects and programs.

**Gateway Presentations 2015:**

On 30 January 2015 the Institute engaged with first year students during the annual First Year Gateway Programme. Phiwe Mathe, Christopher Rawson, Busisiwe Ntsele and Breggie Hoffman introduced the work of the Institute, and specifically the Human Rights Desk, to new Kovsie students. The Gateway session consisted of two parts: an exhibition outside the venue where pamphlets were handed out and two sessions of presentations for the first year Gateway students in the venue. Sessions were opened by a Questions and Answers session where Chris Rawson probed the students to answer questions on the meaning of human rights, the Constitution and their understanding of the terms ‘dignity’ and ‘transformation’.
The Questions and Answers session was followed by a PowerPoint presentation on the history, structure and activities of the Institute for Reconciliation and Social Justice facilitated by Breggie Hoffman. The three legs of the Institute, namely Research, Institutional Transformation and Human Rights were highlighted.

Busisiwe Ntsele presented the third part of the session and focused on the messages of Respect, Know, Grow and Share of the Human Rights Desk. Phiwe Mathe facilitated the final Questions and Answers session during which more questions were answered regarding the mandate of the Institute. Interested students could also sign-up to become Volunteers.

Collaborations on Launching of MSM/LGBTI Programme:

On 16 February 2015 the Health and Wellness centre launched the MSM/LGBTI Out@Kovsies programme to provide services to both students and staff. This launch was a collaborative project between Health and Wellness, the Institute, Student Affairs and IRSJ. The programme objectives were to establish and strengthen MSM/LGBTI friendly health services on all 3 campuses and to create a supportive environment for MSM/LGBTIs to access health care. The keynote speaker was Talita Calitz and other speakers included Francois van den Berg, Senior Officer at the Health and Wellness Centre, Cornelia Faasen, Acting Dean of Students and Annelie De Man who spoke on behalf of the IRSJ.

Women’s Memorial Service:

On the 18th March, 2015 the IRSJ partnered with the Office of the Vice-Rector External Affairs in hosting an event at the UFS Women’s Memorial Garden celebrating Women of the world. The event focused on creating awareness of the existence of the garden and providing insight into the challenges faced by women across the world. Dineo Gaofhiwe-Ingram from the Department of International Affairs opened the event with a speech on international women’s affairs and was followed by addresses from Mosa Leteane (SRC President), Che Keet and Busisiwe Ntsele represented the IRSJ and spoke about the role of woman as active citizens and the duty for each person to honour these women by respecting, protecting and growing the culture of human rights. The closing was made by Kwena Peu, a student at the UFS who rendered a poem.
**International Social Work Day:**

On 18 March 2015 the Human Rights Desk, upon request of the Department of Social Work, held an interactive event with students from their department, in celebration of International Social Work Day. The event was framed to be an interactive discussion of the theme ‘Dignity for All’, culminating in the production of an artwork by the students based on this theme. Professor Anneline Keet who is chair of the department opened the session and introduced Busisiwe Ntsele and Bregie Hofman who represented the IRSJ. Breggie Hoffman provided an exposition of the importance of the right to dignity, both constitutionally and in terms of its realisation in the profession of social work. Social work students were then prompted to paint text and pictures onto a large canvas that would represent their views on dignity for all. The artwork is on permanent loan to the Department of Social Work and can be viewed at their offices.

**Human Rights March:**

On the 21 March, 2015, the IRSJ collaborated with Prophetezz Youth Foundation in Heidedal in celebration of International Human Rights Day and held a march at around the TWIN City in Heidedal.
The purpose of the march was to give information on Human Rights during human rights day. The march was attended by the Director of IRSJ and the Human Rights Desk staff who helped distributing the posters.

**NO-TO-RACISM and YES -To Equality Campaign:**

In celebration of Human Rights Month, the IRSJ launched the **NO-TO-RACISM** campaign from 9–25 March 2015. Through the NO-TO-RACISM campaign the university community was encouraged to take a public stand against not only to racism, but also homophobia, sexism, albinism, xenophobia, classism, ethnic discrimination, ageism and all forms of intolerance and othering. The **YES-TO-EQUALITY** campaign then followed until the 17 April, 2015. Through this campaign the UFS community reaffirmed its commitment to equality, respect, democracy, social justice, humanity, dignity, human rights and diversity. Throughout the campaign the Institute and the SRC initiated various critical conversations on all three campuses of the UFS. These formal and informal engagements culminated in a ceremony on all three campuses during which the university community publicly took a pledge saying NO to racism and all other forms of unfair discrimination and YES to equality.
Volunteer Programme

On 1 of April 2015, the IRSJ launched a newly structured volunteer programme managed by Mlondi Dluda. The aim of this programme is to give campus students who are interested in the work of the Institute an opportunity to get involved in the daily work of the Institute, as well as to play a role in the issues that the Institute deals with on a daily basis. Collaborations with entities such as the Psychology Students Association, Independent Electoral Commission, Free State Department of Basic Education and the Human Rights Commission of South Africa have been formalised to get an all-rounder experience of human rights activism, advocacy, institutional transformation and an overall notion of community engagement. A total of 20 volunteers were selected to participate in this 6 month programme and are to partake in a range of activities set out within this programme. The volunteers are encouraged to participate in panel discussions and conversations held by the Institute that aim to teach and diversify the mind-sets of individuals.

Training sessions are also conducted through the Human Rights Desk, in collaboration with the Human Rights Commission of South Africa and the UFS Volunteer office in order to equip the volunteers with the necessary skills and knowledge for active citizenship.

Volunteer Training:

On the 10-11 April, 2014 the IRSC held a volunteer training to equip volunteers with skills before they can go and serve on the field. Volunteers Training Program is aimed at providing IRSJ volunteers with an environment where they can become knowledgeable about the mandate of the Desk and where they are prepared to serve the community effectively. Training was conducted by Mrs. Elsa Mostert who is currently working at the SRC Volunteers Office and has vast experience on community work as she has been a social worker for so many years. The training method was experiential training and learning. Through participating in the workshops the volunteers will take ownership of what they learn and experience. The second training took part on the 8th and 9th May and was based on countering prejudice and discrimination and the South African Human Rights Commission who provided knowledge based training on Constitutional Literacy and human rights. The human rights sessions were presented by Neo Ntsikwane who is responsible for Advocacy.
Collaborations with PSA on Community Projects:

The Institute for Reconciliation and Social Justice collaborated with the Psychology Student’s Association (PSA). The objectives of IRSJ Community project are to promote a culture of human rights and active citizenship, to build strong networks and collaboration amongst students and the community and to expose students to the real needs of the community and broaden their horizons in application of Human Rights principles. Since the PSA Community Programme is aimed at giving Kovsie students a platform to give back to the community of Bloemfontein, they formed collaborations with PSA. The IRSJ staff and volunteers were involved in five different projects as follows:

Nasorg is a project at the Free State Nasorg centrum for adults ranging from 18-70 years old. These adults are under-developed in certain cognitive and physical areas which prohibit them from functioning effectively in society. Such disabilities include, but aren’t limited to Down Syndrome, cerebral dysfunctions, and other cognitive dysfunctions. The centre houses around 200 members. Some return to their families on weekends and vacations, while others live there indefinitely.

Martie du Plessis GROUP 2 engages with children between ages 9 – 12 years old. Martie du Plessis is a school for children with learning, mental, and physical disabilities.
This project offers students the opportunity to gain further knowledge and to promote their empathy. In this project PSA members and IRSJ volunteers will be exposed to active citizenship as the activities of the project are centred around the children’s needs.

Mooihawe is a home for the elderly next to Mimosa Mall. The residents of Mooihawe sometimes feel forgotten by society, and do not receive much attention from their families. So IRSJ Volunteers and the members of the PSA reach out to these people in their sessions and show them affection, which gives them hope, a powerful motivation for any person. The purpose of this project is to make the elderly feel valuable to the society. Activities are not as physically active, but still entail engaging with the residents and forming relationships. Jean Webber is an institution for physically disabled adults and the last project is “Sharing Is Caring”.

Sharing Is Caring is a project that is involved with a variety of people, animals, and institutions in need. The project works closely with institutions like Sunflower House, Jean Webber home, Lebone house, and the SPCA. Sharing Is Caring helps PSA and IRSJ volunteers to develop the skill to be able to adapt to diverse situations and people. This can be a useful skill in any career path a student may venture in after their volunteer period with IRSJ has lapsed.

Independent Electoral Commission Democracy (IEC) School Competition

The IEC (Mangaung division), together with the IRSJ and the DBE hosted a schools’ debate and artistic competition in celebration of the IEC’s annual democracy week on the 22nd APRIL, 2015. The aim of the event was to educate school learners on this year’s theme: ‘Electoral Democracy’. Primary school learners showcased their visual arts projects and competed in group dramatizations demonstrating their understanding of electoral democracy. Secondary school learners debated on the pros and cons of electoral democracy. During performances school learners were also eager to express their support for anti-xenophobic campaigns.
Volunteers of the IRSJ participated as adjudicators, awarding top three places in each category. Volunteers also prepared a slide show presentation depicting 20 years of electoral democracy through pictures, music and video clips. In preparation for their roles the volunteers received training on the adjudication of artistic work and debates. They were also educated on the topic of ‘Electoral Democracy’ by a staff member of the IEC.

Overall, the event proved to give valuable training and experience to the volunteers of the Institute. School learners were also very enthusiastic in their participation. In attendance were staff members and volunteers of the Institute, staff members from the Independent Electoral Commission and the Department of Basic Education, groups of 5/6 learners and teachers from 19 schools around Mangaung district. The IRSJ was elected to be the master of ceremonies and was represented by Busisiwe Ntsele on stage.

Freedom Day Celebrations:

The IRSJ was involved in the following activities in commemoration of freedom day:

Freedom day Advocacy Campaign:
In celebration of South Africa’s Freedom Day on 27 April 2015, the Human Rights Desk in collaboration with student affairs commenced an advocacy campaign on all three UFS campuses and posters were plugged in all the three campuses with messages of freedom day. The messaging consisted of sets of posters which were affixed to lamp poles and trees following one another. Messaging such as: What is freedom? What does Freedom Day mean to you? What have you done to advance the freedom of others? The aim of the advocacy campaign was to make students critically reflect on the meaning of Freedom Day and what they have done regarding the freedom of others. Students were encouraged to publicly share their thoughts on freedom and the questions proposed on the posters on the twitter handle – #freedom@IRSJ.

NO-To- Xenophobia Symposium and March:
On the 29th April 2015, the IRSJ volunteers rose to the occasion in the spirit of a continued commemoration of freedom day and held a symposium on Xenophobia to try and address the escalating xenophobic attacks in the country.
The symposium was mainly discussion with UFS Students facilitated by a panel of IRSJ staff. Four speakers, namely: Joe Besigye, Numpumelelo Ngcobo, Phiwe Mathe and Christian Williams addressed the students. The issues were: an explanation of the different narratives that were offered in the wake of the conflict; the underlying socio-economic reasons for the conflicts; the underlying Afro-centric tone to the conflicts; the misplacement of blame and South Africans’ culture of entitlement as aggravating factors as well as the need to take account of the perspectives of non-South Africans on African conflicts.

On the same day the symposium was followed by a march for anti-xenophobia. Students then gathered at the Thakaneng Bridge which was the starting point for the march. The Rector, addressed the students and requested that each student give the next person next to them a hug and they began marching. What started as a silent march to ‘NO-TO-XENOPHOBIA’ ended up by students chanting songs of the struggle led by the SRC Transformation officer. The march ended at the IRSJ where the Transformation officer addressed students briefly in closing.
Freedom Day Poetry and Music session:

On the 30th April, 2015, the IRSJ collaborated with Student Affairs and held a poetry and music session at Thakanang Bridge in celebration of Freedom day.

The institute represented by Xolile Silephe who is one of the volunteers made a speech highlighting what it means to be free in the context of human rights.

Open Day

The UFS welcomed thousands of prospective students and their parents to the Bloemfontein Campus on Saturday 9 May 2015 for the annual Open Day. Prof. Jonathan Jansen described what being a Kovsie is: “Here we use our minds and not muscles. We use reason and not rage.” The Human Rights Desk of the Institute used this opportunity to introduce prospective students and their parents to the YES-TO-EQUALITY/NO-TO-RACISM campaign. Many of the prospective students, their parents and teachers pledged by signing and putting their hand and thumb print on the flip charts and on the posters and received the yellow YES-TO-EQUALITY wrist-bands of the campaign. The Institute campaigners interacted with all the people who pledged in explaining the necessity of the campaign, as well as giving them more information on the functioning of the Human Rights Desk.

International Day against Homophobia and Transphobia Flag Hoisting:

On the 15th May 2015 the IRSJ in collaboration with Out@Kovsies celebrated the International Day against Homophobia and Transphobia People by hoisting the LGTBI flag for the first time in the history of the University in support of the transformation mandate. The IRSJ was represented by both the transformation and human rights desk and Laura-Jane Watkins who is research assistant at the Transformation desk reflected on the following speech ‘This day reflects our attitude as a collective community to embrace difference’. Today is a day that we reaffirm diverse expressions of love beyond societal perceptions of gender as an inherent human need and right. Let us now stand together as a student community to promote the value of humanness.”
Anti-Racism Network in Higher education Colloquium 2015:


The objectives of the one-day colloquium was to engage participants in dialogue and deliberation towards the production of a report, which will be circulated widely amongst institutions. Participants at the colloquium divided into workshop commissions, covering Institutional culture (including symbols, signs and representations), and student experience, curriculum (including plans and measures for reform) and Leadership and Governance.

Each commission had 2 hours to discuss the topic at hand diligently in order to identify problems and solutions.

After lunch, groups had a final discussion and all the commissions came together to listen to an identified student leadership panel from a variety of institutions. The panel reported on the discussions of the entire day and the comments afterwards contributed widely to more complete understandings and crucial issues that needs urgent attention nationwide.

Busisiwe Ntsele, an assistant researcher at IRSJ opened the panel discussion and presented feedback from the commission on Institutional culture and JC van der Merwe was one of the facilitators during this colloquium. Other IRSJ staff members in attendance included O’Ryan Heideman, Eddie de Wet, Hlonipa Matshamba, Nokuthula Sithole and Nompumelelo Ngcobo.
IRSJ Critical Conversations

The IRSJ held the following critical conversation from January to June, 2015:

Bangladesh Presentation

On the 10th of February 2015, Punam Pandey, a post-doctoral student at the Institute presented on Bangladesh. The present research intends to make intellectual enquiries into the process of memory formation of the liberation movement. A pertinent question arises: Will contested memory ever make forgetting possible. She stated that Bangladesh is the only nation state in South Asia which has witnessed partition twice, in 1947 and in 1971. Multiple political and social groups participated in the liberation movement which led to diverse narratives about the freedom movement. The main political actors have systematically constructed dichotomous memories of the freedom movement along their political beliefs by prioritising one narrative over another. Their positioning has entangled India in the middle of competitive politics over Bangladesh. The highlight of her presentation was that though there are multiple narratives about violence involving different groups in the liberation era, these have become political tools for ‘manipulative elites’ in Bangladesh.
Intellectual debates surrounding the scientific term ‘Bantu Languages’

A courtyard conversation was convened on 26 February 2015 at the Institute during which Munene Mwaniki and Kobus Marais from the Department of Linguistics and Language Practice explored intellectual debates surrounding the scientific term ‘Bantu Languages’ in the field of linguistics and the controversies that accompany the term in a South African context. In an attempt to propose an alternative to the term, they pointed out the epistemological diversity/ecology of knowledge’s upon which such an attempt should be anchored, as well as the need for an intelligent and sustained debate within and beyond the academy aimed at critiquing the epistemological nomenclature that underpins the scientific reference ‘Bantu Languages’ in linguistics, on the one hand, and/or (re)appropriation of the term in socio-political discourse(s), on the other hand.

Kobus Marias offered a rich historical context of the use of ‘Bantu languages’ as a linguistic category for languages with similar grammatical features spread across Africa. Citing the current, more politically correct preference for ‘African languages’ in most South African academic institutions, he argued that such a reference did not offer the kind of scientific specificity that could be useful in linguistic framing. In the same way, the alternate use of ‘Previously marginalised languages’ in the South African context did not offer a proper understanding within international academic discourses. In conclusion it was also noted that there was a clear clash between the academic user-community (including the international community) and the South African user-community regarding the use of the word ‘Bantu’.

Experiences of othering: Xenophobia

On the 12 February 2015 IRSJ held a conversation on what XENOPHOBIA aimed at initiating a conversational response or critical observation to the Soweto looting and attacks on foreign owned businesses in mid-January. The discussion was facilitated by Phiwe Mathe and Dionne van Reenen.
Experiences of othering - living with disabilities

IR SJ in collaboration with Gloss Purple held a dialogue between differently abled students. The aim of this dialogue was for, differently abled students to share some of their experiences on campus and engage with the audience on their constructions of student life. The discussion revealed that able-bodied students experience some form of difficulty in knowing how to engage with students living with disabilities.

Encounter with Eugene de Kock:

Candice Mama was eight months old when her father, Masilo Mama, was killed with four others when the car in which they were travelling was ambushed. Eugene de Kock was denied amnesty when he appeared at the Truth and Reconciliation Commission for the killing of ‘the Nelspruit Five’. When Candice Mama’s family received an invitation from the National Prosecuting Authority to visit a convict in prison, little was known about what to expect from such a visit. For Candice, who was only 8 months old at the time of her father’s death 23 years ago, meeting with the man who had been convicted of her father’s murder was no easy feat. On the 4th March 2015, Candice visited the Bloemfontein Campus to talk about ‘An unexpected encounter with Eugene de Kock: A journey of transformation’. The event was a collaborative effort between the Institute for Reconciliation and Social Justice and Trauma, Forgiveness and Reconciliation Studies.

Trade unions and their attitudes towards external migrants:

On 15 April 2015 Mondli Hlatshwayo discussed his work on trade unions and their attitudes towards external migrants. Mondli explained the relationship between external migrant workers (from outside the borders of the country) and COSATU and its affiliates. He examined the link between globalisation and external migrant labour systems and the ways in which unions respond to external migrants. This included an exploration of the evolution of policies on external migrants including attempts to organise those external migrants that are employed in various sectors of the economy. He concluded with a discussion of unions’ responses to the May 2008 xenophobic attacks and external migrants’ views on the approach of unions to their struggles. In closing Mlondi indicated that unions may be failing to reach out to external migrant workers.
Criminalising Orientation Practices:

The Human Rights Desk hosted a panel discussion on the possibility of criminalisation and orientation practices. Leon Wessels, research associate at the Institute, Inez Bezuidenhout from the Faculty of Law and UFS Law Clinic and Christopher Rawson, research assistant at the Institute presented their thoughts on the topic. Loot Pretorius from the Faculty of Law and Lynette Jacobs acted as respondents. The various presenters highlighted the negative consequences of initiation practices on identity formation and its effect on the inherent dignity of each student. It was also highlighted that orientation can be based on a value-driven approach to support and welcome newcomers and develop the values.

Research at the Institute:

In 2015 the following research has been conducted at the IRSJ to foster the vision of the Institute which is to be a premier interdisciplinary site for intellectual inquiries relating to, but not dogmatically limited to the following: social cohesion, reconciliation and social justice; critical studies in higher education transformation; and dexterous scholarship on human rights and critical human rights education. Research was organised by various projects, conferences, publications in the following three research programmes:

Programme 1: Social Cohesion, Reconciliation and Social Justice

This research programme aims at rethinking the term ‘social’ as an entity with its heterogeneity and studying the social dynamics of disrespect, disaffiliation, prevarication, solidarity, integration and friendship; exploring the structures of social domination and freedom; and crafting possibilities for social justice agency through transformative praxes. As a critical enterprise, students will revisit and redefine current notions of reconciliation, social cohesion, inclusivity, social justice, human rights, diversity and citizenship in a changing world by applying interdisciplinary approaches to its analyses and practice.
Programme 2: Critical Studies in Higher Education Transformation

This research programme focuses on critical analyses of higher education transformation that study inclusion and exclusion in relation to the social structure of the academy; the power-relations embedded within the organisation of knowledge, its disciplines and disciples; the construction of professional and student identities; the regulation of student life and voice; staff and student access and success; the mechanics of authority within knowledge generation processes; research subjects, objects, topics and trends; pedagogical typologies; the interplay between pedagogy, research and institutional culture; and the connectionist dynamics between higher education and the state, private sector, interest groups, pressure formations and broader society.

Programme 3: Human Rights and Critical Human Rights Education

The objectives of this research programme are: to deepen the study of human rights education and human rights in education; to study human rights and its violations locally and globally; to generate comparative and international research initiatives on the scholarship of human rights education within various socio-political contexts; to engender creative approaches by which human rights can be critically enriched through inter-disciplinary and multi-disciplinary approaches; and to prompt inquiry into the linkages between human rights and peace, conflict, development, multiculturalism, citizenship and democracy.

4.7 FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

Background of the Two Observatories Project

The Two Observatories Project at the University of the Free State (UFS) is an expansion of the project known as the Boyden Observatory and Science Centre Project. The ‘Two Observatories’ are (1) the Boyden Observatory (approx. 28 km from Bloemfontein) and (2) the Lamont-Hussey Observatory on Naval Hill in the centre of Bloemfontein, which has been converted into a planetarium.
It is largely thanks to the relationships built up through Boyden Observatory that the UFS was mandated to develop and manage the second observatory -- now a planetarium. There is a great synergy between the two facilities. The planetarium is often the first point of contact for learners and the general public, whereas Boyden Observatory is usually the venue for intensive and focused workshops. Furthermore, Boyden hosts an astronomy museum and offers ‘real sky’ and ‘telescope’ experiences, which lend depth to what people experience at the planetarium. Together, the observatories foster both education and the development of eco and astro-tourism in central South Africa.

The table below sets out the focus areas of the Two Observatories Project with corresponding activities and programs.

**SCIENCE COMMUNICATION & EDUCATION**

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>1. Science Communication</td>
<td>A number of activities and forums exist to foster science communication among the general public. (1) The Friends of Boyden Observatory Association is an active volunteer forum where UFS and concerned citizens meet to promote the interests of astronomy in central South Africa through a number of ongoing programs; (2) Public shows are offered at the planetarium; (3) Public lectures and star-gazing events are held at Boyden; (4) The project generates regular radio interviews, participation in 2 radio programs, and media articles; (5) The Amateur Astronomical Association of Southern Africa (ASSA) holds regular observing events at Boyden Observatory.</td>
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</table>
2. **Science Education**  
(educators, students, learners)  
(1) Planetarium presentations are offered for various interest groups; (2) National Science week activities are targeted at the public, learners and students; (3) Student and learner workshops take place at Boyden and the planetarium; (4) The Boyden Science Centre coordinates the Free State leg of the annual Astronomy Quiz competition; (5) The project offers the UFS 101 module on Astronomy and an Astronomy Fair in QwaQwa; (6) The project is involved in the UFS Community Learning Service Module Project for Science in selected Mangaung schools (NEC 302).

3. **Research**  

Astrophysics Research  
(1) Astrophysics students make use of the Boyden Observatory facilities for research; (2) The facilities at the observatories assist in attracting quality students to study astrophysics at the UFS; (3) The Planetarium is used as venue for national conferences; (4) Boyden hosts an ongoing research project run by the University College Dublin using a robotic telescope that studies gamma ray bursts.

4. **Astronomy Heritage**  

Museum Project  
The ongoing curating development of the Astronomy Museum at Boyden with displays on
the history of Astronomy in central South Africa and the preservation of historical artefacts and documents.

5. The Environment

Environmental Preservation

Only indigenous flora is planted at Boyden; the Boyden koppie is a very attractive habitat for birds and small animals; the Naval Hill Planetarium is located in the Franklin Game Reserve – one of two game reserves in the world that are in the middle of a city.

Environmental Education

(1) Planetarium shows with a focus on the environment (for example *Fragile Planet* and *Living Climate*; (2) The ongoing development of designated nature walks along pathways to explore the Boyden Koppie; maintenance of the pristine Boyden environment; workshops for learners that include observations and activities involving ecology and geology.

(3) The establishment of an Environmental Education Hall adjacent to the existing planetarium to present classes and programs to Free State learners on the environment.
Overview of period: 01 October 2014 to 30 September 2015: Highlights

Some project highlights are noted in this section. Additional details are under relevant headings below.

**Project Visibility**

This period was the second year of operations of the Naval Hill Planetarium as part of the Two Observatories project. Overall, we observe that the planetarium lends a very prominent public profile to the project and is an invaluable and versatile contact point for the public. Some people are engaged as tourists; some Bloemfontein residents become regular planetarium patrons and the facility plays an important role in education at school and university level. The planetarium has also attracted attention from scientists and astronomers throughout South Africa and abroad. Appendix A includes examples of the exposure the project received in local newspapers. Further, as foreseen when designing the planetarium conversion, it is used as a venue for chamber music concerts and corporate events, and as a prestigious venue for various University events. Revenue generated assists in funding maintenance and educational activities, including subsidies for entrance tickets for learners.

The project hosted a number of prominent local and international scientists who gave voluntarily of their time and expertise to present public lectures during the period. They were Prof Patrick Seitzer (University of Michigan), Dr Japie van Zyl (NASA JPL engineer), Prof Herman Steyn (University of Stellenbosch, who led the team that developed the momentum wheel for the Philae lander for the European Space Agency’s mission to ‘Rosetta’s comet’) and Dr Michelle Cluver (University of the Western Cape.) Many visitors remark on the community interest and involvement with the project, which can be ascribed to long-term networking and regularly presenting topical and accessible talks of a high standard. Public events were presented at both Boyden Observatory and at the Naval Hill Planetarium.
Prof Matie Hoffman also gave presentations at a number of events outside of Bloemfontein. Of course, regular radio broadcasts and newspaper publicity help to sustain the interest of the public in the project.

**Roles of the Two Observatories**

While the Naval Hill Planetarium is an accessible public face of the project, Boyden Observatory is focused on research and intensive learning experiences, houses and displays books and astronomical artefacts, and offers an authentic ‘real sky’ experience in a rural, indigenous setting. The complementary and distinctive roles of the observatories have gained traction during the period, as demonstrated, for example, by many interest groups visiting both facilities.

**Environmental Education Hall: Infrastructure Development Project**

At the outset, the Naval Hill Planetarium was conceptualized as the first component of a more comprehensive development, the ‘Centre for Earth and Space’, comprising the planetarium, a museum/exhibition area, a facility for environmental education and a suring mall entertainment area. During the period under review, The Free State Department for Economic and Small Business Development, Tourism and Environmental Affairs made R5 million available to the University of the Free State (UFS) for the construction of a hall for Environmental Education. At the time of writing, planning is in the final stages and the University will soon advertise the tender.

**Training Resource**

During this period, the that the Naval hill planetarium was designated by the Department of Science and Technology as a training hub (resource) for staff who will be working at other digital planetariums that are being planned for South Africa. The Naval Hill Planetarium has already established a solid core of local planetarium presenters who are honing their skills as presenters and starting to develop content to show in the full-dome environment. South Africa’s next planetarium is likely to be the conversion of the Iziko Planetarium from an opto-mechanical to a digital facility in the near future.
An intensive formal training workshop took place over four days in September 2015. It was presented by Sky-Skan – the company that supplied and installed the projection system for the Naval Hill.

**Planetarium**

The Digital Sky Academy (DSA) attracted scientists from five SA universities and Dr Mark SubbaRao from the Adler Planetarium in the United States offered key insights. There will be many advantages to establishing a consortium of digital planetarium facilities in South Africa, especially with regard to developing content and the skills to visualize and explore research data in an immersive 3-D environment.
Improvements at Boyden Observatory

We noted in our previous report that Boyden had won a competitive process to host a research telescope that was ‘retired’ from its former Sutherland location. In February 2015, this telescope was delivered to Boyden.

The period also saw improvements to the ‘Education Walk’ at Boyden, with upgrades to viewpoints and paving introduced around buildings and at the entrance to Boyden Observatory, where vehicles turn off from the main road. The upgraded paving will help to reduce the dust and make public areas safer for visitors, especially since lighting must be kept to a minimum at night so as not to interfere with star gazing.

Improvements at the Naval Hill Planetarium (Lamont-Hussey Observatory)

As previously mentioned, a major development was finalized, namely the building of an Environmental Education hall. Plans have been approved and the tender will soon be advertised. 40 custom-made reclining planetarium chairs were procured and installed. The chairs were specially designed and manufactured for the planetarium by a local business that produces chairs for Toyota. They were procured at a very competitive rate. Office chairs had been used in the planetarium to this point. Additional reclining chairs will be installed when funding is available. A high-end LED data projector was installed, which is used for presentations that do not require the full dome. The projector is very effective and results in considerable savings for expensive lamps used in the full-dome projectors.

The Planetarium is open for group bookings as well as regular public shows. Tickets for the public shows are sold through Computicket. Prof. Hoffman is a regular guest on the popular RSG program “Sterre en Planete” and he conducted regular radio interviews on SABC (e.g. Monitor), as well as on a community radio station (once a month). The radio broadcasts reached tens of thousands of people. The Friends of Boyden Observatory (a very active group of volunteers) hosted and coordinated a number of public lectures and events, including talks by visiting scientists and astronomers. The visiting speakers attracted considerable interest. High-profile guest presenters, speaking with great authority from first-hand experience, were:
1. Prof Herman Steyn, head of Satellite Engineering and Control Systems at Stellenbosch University (SU), spoke about ‘ROSETTA the European Space Agency’s Comet Exploration Mission’ on 14 February, 2015;
2. On 16 April, 2015, Prof Patrick Seitzer, Research Professor at the University of Michigan and International Patron of the Friends of Boyden Observatory, gave a presentation entitled ‘When good satellites go bad.’
3. Dr Japie van Zyl, assigned to the Jet Propulsion Laboratory at NASA spoke about the Curiosity mission to Mars on 11 July 2015. His lecture was live-streamed and elicited a wonderful response.

NATURAL SCIENCE EDUCATION COMMUNITY SERVICE

Module details: CLNS 3702
Lecturer(s): DP Van Jaarsveldt, DE Van Jaarsveldt and JP Botha.

Department: Department of Physics, the module is for the whole faculty.
Module offered during: Year
Study year of students: Third year
Credits: 8
Community partners: Dr Blok and Petunia Schools
Service sector partner: Boyden Observatory
Brief description: Students are taught the basics of CSL, cultural competence and Pedagogy. Selected schools are being visited with the aim of addressing the needs of the Science classes’ grade 10 – 11. A program is then being prepared and presented for that class at Boyden Science Centre.
Service learning component: Working with disadvantage schools to improve the science teaching in aiding the teachers.
Outcomes for students:
Determine community needs with regard to the subject of Natural Sciences by completing a needs analysis of target populations (special focus on school learners’ grade 10 – 11 and the natural science educators).
Identify and liaise with potential partners in the community in order to address the identified needs.
Plan and execute a specific service to the identified community in collaboration with the partners using the Boyden Science Centre as a platform.
Evaluate (follow-up) the impact of the service and determine the future of the partnership.
Reflect on the service rendered.
Impact on community: Teachers and learners are empowered by new teaching techniques and constructivism.
DEPARTMENT OF URBAN AND REGIONAL PLANNING

Service Learning Modules:

URRT6805 Research in Regional Planning Theory
URBP6806 Basic Practice in Urban and Regional Planning
URRE6814 Research in Economics for Planners

Lecturers

Prof V.J. Nel, Mr Thomas Stewart, Mr Stuart Denoon-Stevens, Ms Thulisile Mphambukeli and Dr Maléne Campbell.

Brief description
The Department of Urban and Regional Planning took the 2015 Bachelor of Spatial Planning Honours students (see Figure 1) on a compulsory service learning tour from 15 to 18 August 2015 to the Southern Free State and the Eastern Cape. Assignment activities done for respective modules bare marks towards each individual student’s year mark. The tour covered four towns namely: Philippolis, Nieu-Bethesda, Graaff-Reinet and Coega. The Big Skye bus as well as the accommodation in Graaff-Reinet (a single night) and Nelson Mandela Bay (two nights) was paid for.

DEPARTMENT OF COMPUTER SCIENCE AND INFORMATICS

Module details: CSIS2642 (Information technology service learning)
Module offered during: Second semester
Study year of students: Second year
Credits: 8
Community partners: Mangaung Concerned Residence Association
Service sector partner: UFS Main Campus

**Brief description:** Computer skills training (Microsoft Word 2013) through the Service Learning module. Two months programme which encompassed advanced Microsoft Word features. The course is presented at the Main Campus with the community members being provided with transport.

**Service learning component:** In the module, students teach members of the community computer skills (Microsoft Word 2013). This is done over 7 weeks, with classes each Friday from 09:00 till 13:00.

**Outcomes for students:**
Continuous assessment is applied in this module and no special examinations are allowed. This module enables the students to serve the community by ploughing back the IT knowledge gained during their studies.
Members of the community being trained at the computer lab of the Department of Computer Science and Informatics.
While serving the community the students will learn how to work with people with varying computer literacy skills or levels. By teaching or helping others, their own knowledge will be expanded. Students also learn how to engage with a large number of people, this includes the organization of the training as well as the presentation of the lectures.

After successful completion of the module the student should:

a) Have served the community with relevant IT skills,
b) Have learnt from the practical experience of working with people in the community.

**Impact on community:** Participants are empowered with computer skills and are presented with a certificate after completion of the course.

**Lecturer(s):** Mr RC Fouché

**DEPARTMENT CONSUMER SCIENCE**

Community service and beyond: Issues, structures and procedures - VBW 414/ CNCS 3734

Lecturers: Dr Ismari van der Merwe, Me N Tinta, Ms Doretha Jacobs

Module offered during First semester

Study year of students Third year

Credits 16

Service sector partner UFS Main campus

Lengau Agricultural Centre

Brief description: The module includes community development with regard to individuals, families and groups. Students are involved with the planning of programs and projects, as well as the implementation of the project in the community.
Service learning component of the module comprises students helping member of the community to establish a small clothing plant. The women are motivated to create their own job opportunities.

Outcomes for students

Students develop knowledge of the factors to be taken into account in community development and program planning. They learn how to work independently, how to implement a project and how to evaluate the success thereof. Furthermore, they apply different presentation methods, compile and apply teaching aids and evaluate and distinguish between different articles and products.

Impact on community

Women participating in this project are able to earn their own money on a weekly basis for products produced and sold. The women are eager to learn and develop skills that will bring some relief to their families of the women are able to generate an income form the needle work they do.
This year the women wanted to learn how to do certain aspects of food. For the demonstrations the students then taught the women how to bake rusks, make fudge, make fine pastries, cook jam, bake different breads and do preservation of vegetables.

4.7 FACULTY OF LAW

Background of the UFS Law Clinic

The University of the Free State Law Clinic (hereinafter referred to as: “The UFS Law Clinic”) resorts under the Faculty of Law, Department of Public Law. The UFS Law Clinic was established in the late 1980’s, on the initiative of members of the staff of the faculty and senior law students. Initially it was conducted as an advice office, where senior law students would advise economically disadvantaged members of the local community on various legal problems experienced. The UFS Law Clinic, for a number of years, in co-operation with the Legal Aid Board of South Africa operated from the same offices as the Bloemfontein Justice Centre. In 2007 this co-operation was terminated and since 1 March 2007 the clinic was conducted independently as a faculty centre. On 1 February 2013 the law clinic relocated to premises on the main campus of the University of the Free State. The law clinic currently operates from the premises at No1 Reitz Residences, Graduandi Avenue, Main Campus, and University of the Free State. The new office location makes is accessible to client and student, which brings about exponential savings towards running costs. The location comprises of 4 offices, a kitchen area, lavatories and access to student training venues located in the near facility of the law clinic.

The clinic’s mission continues to be: a) the provision of free legal services to the indigent society of the greater Mangaung area of the Free State Province, who qualify in terms of a means test; b) the provision of practical legal training to final year law students; and c) exposing final year law students to various aspects of legal practice and community engagement.
Some of the goals and objectives of the clinic are: a) collaboration and cooperation with all stakeholders regarding socio, economic and legal issues in order to create general access to justice for the community it serves; and (b) to operate within the University of the Free State’s declared policy of community service and service learning to engage with the community in terms of which the community will benefit through access to justice and the students benefit through the attainment of legal skills and the development of a positive attitude to civic responsibility.

**Staff component**

- Currently, the clinic employs a full time director; one admitted attorney, one paralegal and two candidate attorneys.

- The relocation of the law clinic saw the inclusion of various student volunteers at the law clinic and we hope to provide opportunity for more students in the future.

**Organizational context**

- The day to day running of the clinic is performed by the director and supervising attorney.

- Financial control is conducted by the University of the Free State’s central administration with all its implied checks and balances. Since the inception of 2014, the clinic is mainly funded from internal funding.

- The allocation of funding from the central budget of the University prompted the law clinic to re-align its operation to better serve the students in terms of legal services and the involvement in legal training. The emphasis on student training and services are directly forth flowing from the prerequisite expectation to align the law clinic’s mission and vision according to the university’s overall strategic goals. This realignment however does not predominantly seek to serve the legal aid needs of community members which can be fulfilled by other external service providers, such as Legal Aid South Africa.

**Extent of legal services**
• The clinic is not exempted from offering a wide variety of legal services, the only exclusions being those stipulated by the rules of the Free State Law Society. Due to capacity constraints, and the re-alignment of strategic goals, the clinic however had to revisit the overall objective of the provision of legal services and by implication the practicalities of such services.

• In order to comply with the statutory requirements, as is defined in terms of the Attorneys Act, the law clinic will never attempt to exempt itself from the provision of legal services. It is of utmost importance to comply with the statutory requirements of the provision of legal services in order to qualify as a ‘law clinic’. In this regard however, the law clinic seeks to first serve the needs of the student populace in terms of legal services and thereafter the needs of the greater community (as far as capacity would allow).

• An informal arrangement with the Free State Law Society also proves to be instrumental in meeting the goal of continued legal services. Arrangement allows for the law clinic to consult with possible legal aid seekers and thereafter refer the individual matter to the Pro Bono desk of the Law Society for further legal aid assistance.

Statistical overview of legal services provided by the law clinic for the period 1 January until 29 May 2015

During the period 1 January until 29 May 2015, the law clinic provided legal aid advice to 241 advice seekers. The legal advice provided during this period can be summarised as follows:

<table>
<thead>
<tr>
<th>Total number of clients</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family: 42</td>
<td>17.43%</td>
</tr>
<tr>
<td>Civil: 102</td>
<td>42.32%</td>
</tr>
<tr>
<td>Labour: 27</td>
<td>11.20%</td>
</tr>
<tr>
<td>Criminal: 8</td>
<td>3.32%</td>
</tr>
<tr>
<td>241</td>
<td></td>
</tr>
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</table>
### Race representation

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>159</td>
<td>65.98%</td>
</tr>
<tr>
<td>White</td>
<td>63</td>
<td>26.14%</td>
</tr>
<tr>
<td>Coloured</td>
<td>18</td>
<td>7.47%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.41%</td>
</tr>
<tr>
<td>Unrecorded</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>Mixed/group</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>241</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Gender representation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>103</td>
<td>42.74%</td>
</tr>
<tr>
<td>Female</td>
<td>134</td>
<td>55.60%</td>
</tr>
<tr>
<td>Group</td>
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<td>0.41%</td>
</tr>
<tr>
<td>Other</td>
<td>62</td>
<td>25.73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>241</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Affiliation

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UFS Staff</td>
<td>28</td>
<td>11.62%</td>
</tr>
<tr>
<td>UFS Student</td>
<td>36</td>
<td>14.94%</td>
</tr>
<tr>
<td>Member of Public</td>
<td>177</td>
<td>73.44%</td>
</tr>
<tr>
<td>Unrecorded</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>241</strong></td>
<td></td>
</tr>
</tbody>
</table>
4.8 FACULTY OF THEOLOGY

Faculty of Theology offers three Service Learning (SL) modules in the Missiology department namely; TMIS 3714, TPTH 3714 and TPTH7946/TPTH7976. Students attend and perform service learning projects during the first semester and undergo reflections on their experience after their visit to service learning sites.

Service Learning

1. **TMIS 3714 Practical Missiology (Lecturer: Prof P Verster)**

Twenty students registered for TMIS 3714 in 2015. The specific, practical activities included spiritual development through visits to Towers of Hope. Discussions pertaining to spiritual challenges and open invitations to worship services were engaged into. Through these interactions students were challenged to communicate and share the gospel across different cultures. Church members in Phase 7, Mangaung were also engaged in church development. Stewardship and fundraising skills

<table>
<thead>
<tr>
<th>Action taken</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral:</td>
<td>166</td>
<td>68.88%</td>
</tr>
<tr>
<td>Drafted Letter:</td>
<td>25</td>
<td>10.37%</td>
</tr>
<tr>
<td>No merits:</td>
<td>18</td>
<td>7.47%</td>
</tr>
<tr>
<td>Drafted Pleadings:</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>Email:</td>
<td>1</td>
<td>0.41%</td>
</tr>
<tr>
<td>Other:</td>
<td>29</td>
<td>12.03%</td>
</tr>
<tr>
<td><strong>Total Action taken</strong></td>
<td><strong>241</strong></td>
<td></td>
</tr>
</tbody>
</table>
were imparted to church leaders and other members. Students demonstrated their creativity during the congregation finances workshops.

2. **TPTH 3714 (Lecturer(s): Prof K Schoeman, Dr J Nel, Rev KJ Pali)**

There were eighteen students registered in TPTH 3714 who had three sessions of two hours exposed to the practical issues of ministry to the homeless (a lecture and video), and cleaning campaign in the Bloemfontein CBD. Furthermore, students visited Eden shelter for vulnerable people. The experience exposed students to real life situation. Students were able to merge theory to practice through reflections sessions that followed.

3. **TPTH7946/TPTH7976 (Lecturer: Dr D. Kuyler)**

On 16 March 2015 four students counselled seven victims of crime in three sessions at Mangaung Correctional Centre. The orientation process included a first session in which a video of religious life in prison was shown to the students. The reading material was also distributed during the four hours visit. There were also follow-up visiting sessions in which the students could engage in conversation with inmates. Perceptual change could clearly surface from the reflection assignments that students had to submit after the prison visits. The visits and counselling had a positive impact on offenders because they experienced a sense of acceptance and empathy from students.

**Community Engagement**

1. **Shepherd**

In order to curb duplication of projects, the Faculty of Theology has established Shepherd Unit as a community engagement arm. Shepherd has so far conducted a number of workshops around Bloemfontein and in the UFS Qwaqwa campus. They have started training centres for ministers all over the country. Ministers who are not qualified for University entry are empowered in matters of theology and ministry. The programme is successful as every quarter new students are enrolled and every year successful students from these centres awarded certificates for completion of the modules. Shepherd is planning to have ministers’ workshop at Bloemfontein in 2016. Similar workshops have been previously hosted with about more than hundred participants attending.
Challenges related to these workshops is funds for refreshments and transport because involved ministers are volunteers and cannot pay for the course costs since they do not earn a salary.

2. **TPTH 7978 (30 credits, Lecturer: Dr J Nel). In-depth study in specialized pastorate IV**

TPTH 7978 is a new module which started in 2015 and is accredited by South African Association of Psychology (SAAP). The students are required to perform 100 hours of pastoral counselling with institution like hospital or hospice where counselling of people with substance abuse, family crisis or trauma is conducted under supervision of an accredited pastoral counsellor. This year the module started with two students and we hope it will attract more students in the future and empower them with more practical skills in counselling. With more pastoral counsellors there will be an increased benefit for the community at large concerning their spiritual, emotional and psychological trauma.

4. **CONCLUDING STATEMENTS**

**CHALLENGES:**

**WEALTH CREATION CENTER:** There is shortage of human resources and a need for enhancement of skills training in the beauty salon and sewing projects. The cleaning material and food catering projects need some refurbishment and additional participants as a result of withdrawal from initial founding members. An evaluation of roles and responsibilities is essential for improved services at the telephone and printing business.

**INSTITUTE TRECONCILIATION JUSTICE:** Not having sufficient funding means the IRSJ has to operate on a very low budget and cannot get creative enough for certain projects. Low student participation remains a major challenge at UFS despite attempts to get students involved in interactive programs and dialogues.

**FACULTY OF HUMANITIES (BUDGET):** Applications for 2015 have been submitted to the office of the Dean. An amount of R298 512.00 was requested for 2016 year.
THE DEPARTMENT OF PHYSIOTHERAPY: The physiotherapy department aims to give students the required exposure, but also to develop students holistically and to foster an awareness of their important role in society through voluntary work in communities where there is a need. These endeavours also create a lifelong embedded experience of the future health professionals to serve the community at the right level, with distinction.

SCHOOL OF NURSING: We trust that the exposition provided herein will reflect the contributions of the Faculty of Law, through the UFS Law Clinic for the period of reporting. On behalf of the law clinic, we also wish to extend our sincerest gratitude for your continued assistance and support. We also wish to use this opportunity to thank Mrs. Lenie Wepener for all her kind assistance with the travelling arrangements, without which we would not have been able to fulfil our obligations in terms of community engagement.

COMMUNITY BASED EDUCATION (FINANCES): Submission of budgets by schools 2014 independently and the allocation of funds is detailed below. Three separate entities were created and the CBE coordinators were given the responsibility to manage the budgets. Posed with great aspirations and daunting expectations the CBE coordinators committed themselves to establish and develop appropriate opportunities that would inform future collaborative practice within CBE. The faculty allocated both funding and a supportive approach to enable the coordinators to insightfully consider relevant implementation of community based education. We endeavour to develop extended learning platforms and actively involve all relevant stakeholders.

Community Engagement Offices

The Directorate: Community Engagement Offices can be located at:

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Senaat Street North
University of the Free State  
205 Nelson Mandela Drive  
Bloemfontein, South Africa 9301  
t: +27(0)51 401 2822  
f: +27(0)51 401 9365  
www.ufs.ac.za/CE

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Mrs Lolly Mogoere  
Community Development Officer

Ms Moodi Matsoso  
Community Engagement Coordinator (Qwaqwa Campus)

Prof Mabel Erasmus  
Head of Division: Service Learning

Mrs Dikgapane Makhetha  
Coordinator: Media and Liaison