

Connecting Head, Hands and Heart



Community Engagement Annual Report 2014

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS·UV
COMMUNITY ENGAGEMENT
GEMEENSKAPSBETROKKENHEID

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1. Directorate: Community Engagement

1.1 Definition and Policy

Community Engagement at the University of the Free State (UFS) refers to negotiated partnerships between the university and the community it serves. Structured initiatives focus around research, teaching/learning and outreach that are aimed at addressing the social, cultural and economic development of society. A mutually beneficial university–community relationship, which is guided by the sharing of skills and experiences, exists in this distinctive interaction. The white Paper on the Transformation of Higher Education (Department of Education, 1997) sets out broad national goals, and refers to community engagement as an integral and core part of higher education in South Africa. In order to enhance the developmental role of higher education in public and economic spheres, social responsibility and awareness must be created among students through community service programmes.

The UFS Community Engagement Policy (No. 06.1 of 2006), which is founded on the institutional mission and vision, has a fundamental role of steering all community engagement associations, programmes and activities towards the desired objective. A complete transformational view seeks to achieve an increased democratic and diverse participation aimed at eradicating inequalities, greater responsiveness to a range of social and economic challenges, increased partnership with role-players in the community that includes the public and private sector.

The Directorate Community Engagement is committed to engaging our students in various projects and programmes that will prepare them for their future roles in society. Our approach is aimed at empowering our students and exposing them to the realities of the social and human dynamics in our communities. As mandated by the UFS Strategic Plan 2012-2016 it is important to the University that students learn the value of public service through both their formal education and their voluntary work in surrounding communities. This is the driving force behind the projects undertaken by the Directorate Community Engagement. Service learning, community-based research, volunteerism, and partnerships are the four pillars upon which community engagement rests.

1.2 Staff

Bishop Billy Ramahlele

Director: Community Engagement

Mrs Lenie Wepener

Office Manager

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

Administrative and Research Officer



Lenie Wepener, Dikgapane Makhetha, Billyboy Ramahlele,
Mabel Erasmus, Moodi Matsoso & Lolly Mogoere

1.3 Offices

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2. Community Engagement: Qwaqwa Campus

At the foot of the majestic Drakensberg mountains, tucked away at Phuthaditjhaba in the beautiful Eastern Free State, lies the Qwaqwa Campus of the UFS.

The Qwaqwa Community Engagement office team has reached innumerable developmental milestones worth celebrating for, which exist as a result of mutual collaborations between the university and the local communities. Establishment, management, and coordination of community engagement projects are orchestrated within the administrative hub under the distinct leadership of Ms Moodi Matsoso.

2.1 Campus Library

The visit of former Qwaqwa Prime Minister, Dr Tsiamé Kenneth Mopeli, to the Qwaqwa Campus captivated the attention of both internal and external role-players. Institutional partners comprised of Library Services, the Directorate Communication and Brand Management, and the Department of History. On 12 December 2014, Dr Mopeli called in to offer a participative contribution in the collaborative association between the university and the community by donating 600 books to the Qwaqwa Campus library.



Ms Moodi Matsoso receiving the books from Dr Tsiamé Mopeli

2.2 Making a Difference – Etsa Phapang

On 6 January and 8 February 2014 the Community Engagement office donated clothes that were gathered from members of staff on the UFS Qwaqwa campus to the needy local communities. The Thekolohelong Home for the Aged was one of the beneficiaries to receive clothing during May 2014.



2.3 Partnership to Empower Spiritual Leaders

The Faculty of Theology conducted a workshop for religious leaders on 27 February 2014 at the Qwaqwa campus. One hundred pastors were awarded certificates for religiously attending the workshop.



2.4 Strengthening Partnerships with Business Leaders

The Qwaqwa campus hosted a breakfast meeting for leaders in various business sectors. The purpose of the gathering, which took place on 28 February 2014, was to make an appeal to both communities and businesses to join hands in assisting students who perform well with finances for their studies. The Vice Chancellor, Dr Choice Makhetha was the keynote speaker.



2.5 Language Proficiency Project

The UFS and the Free State Department of Basic Education, Thabo Mofutsanyana District Debate Initiative is a partnership project aimed at creating a platform to empower learners to improve their language, public speaking skills, as well as their self-confidence. The Department of Environmental Affairs has also joined this partnership.

The Community Engagement Department, together with the Unit for Academic Literacy, organises all the debate competitions.

2.6 Mtiririko Leadership and Creativity Seminar

Facilitators from the Netherlands conducted a three-day seminar on application of creative communication and five-language recognition. Local church leaders attended the seminar from 14 to 16 April 2014 which was held at the VIP lounge of the Mandela Hall at the Qwaqwa campus.

2.7 Spring Graduation Ceremony

The Thiboloha School for deaf learners were among guests from the Qwaqwa community who attended the spring graduation ceremony. They were accompanied by their school interpreter who contributed in making this first-hand experience memorable by making sure that each and every word was accurately decoded.



2.8 Resilience Network Leadership Programme



The Resilience Network project was first coined by the University of the Western Cape; then Kagiso Trust joined in and partnered with the UFS to implement it in the schools within the Maluti-A-Phofung Municipality. The Kagiso Trust Resilience Network is about university students mentoring learners from high schools as selected by the Kagiso Trust, and aims to train learners to learn to be resilient.

The Resilience Network Leadership Programme is now in its second year and is expected to continue. High school learners are trained to unleash their potential by sharpening their leadership skills. Previously, groups have been assigned to identify school projects and then register them for the best project competition.

2.9 Food Security Project

In an attempt to reduce starvation among our communities, the Community Engagement office at the Qwaqwa campus, in partnership with the Faculty of Natural and Agricultural Sciences, collaborated with community members in the launch of a vegetable garden. The soil was sent to a laboratory for testing and the turning of the sod could begin. Basic agricultural training and seeds were provided by the provincial Department of Rural Development and Agriculture.



2.10 Writing our Communities' Histories

On 6 September 2014 the Qwaqwa campus hosted the Morena Mokhachane (Paulus) Mopeli memorial lecture. The honourable event was the result of a joint effort between the House of Traditional Leaders, the UFS and the local Royal family to celebrate the life of Morena Mopeli.

During his celebratory address, the keynote speaker, Dr Nyefolo Maletle, depicted Morena Mopeli as a skilled negotiator, formidable team-player and a liberator who held good human relations in high regard. He continued to emphasise that our African continent needs leaders like Mopeli, who can expand the capacity to remain open to possibilities and envision a positive

future in the face of uncertainty and creatively construct pathways that can be embraced by all people who collectively seek to turn possibilities into reality.

The lecture was attended by, among others, dignitaries from the Lesotho Royal House, the Free State Provincial Government and the Free State House of Traditional Leaders.



Dr Nyefolo Malete

3. Community Service: Bloemfontein Campus

3.1 Involvement with Young Patients at Dihlabeng Hospital

The Faculty of Education at the UFS, in partnership with Community Engagement, is reaching out to hospitalised learners and helping them catch up with their studies during their admission as patients.

A workshop for parents of ailing children was conducted by the Faculty of education in order to also get them involved in the learning of their children.



3.2 Staff Wellness in 2014

14 February: *Valentine's Day Celebration* – Mr Mpho Mofokeng, who is a marriage therapist, addressed 67 staff members.

14 March: *Open Day for Finances* – Financial advice presentations were conducted by representatives from various financial institutions. Old Mutual brought their wellness team and conducted medical screening sessions.

17 April: *Celebrating Family Day* – Guest speakers from the Netherlands demonstrated ways of connecting with the family to UFS staff members through particular activities, and emphasised the importance of building strong relationships among family members.

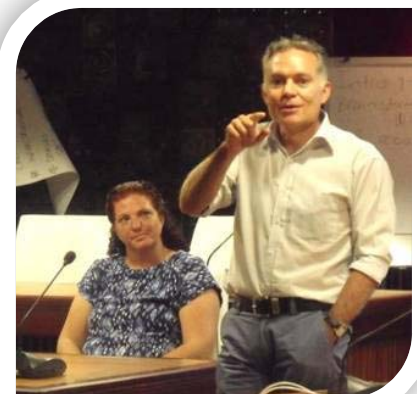
30 May: *World No Tobacco Day* – Awareness was raised among staff members and students through messages that encouraged smokers to quit.



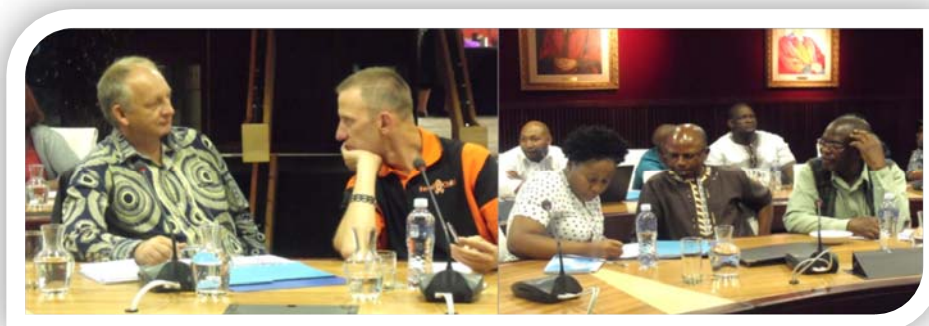
3.3 Training Programme on the Management and Administration of Non-profit and Community-based Organisations

Community Engagement, in collaboration with the Centre for Development Support (CDS), started a structured development programme aimed at capacitating leadership, management, and administration within the non-profit organisations (NPOs) and community-based organisations (CBOs) that are in partnership with the UFS. The first two-day training was conducted on 19 and 20 November 2014. The training focuses on a three-way approach which comprises enablement, theoretical knowledge and practical skills to NPOs and CBOs leaders.

Dr Deidre van Rooyen, Mrs Kholisa Rani and Mr Willem Ellis from the Centre for Development Studies (CDS) facilitated the first workshop.



The content familiarises participants with the concept of social entrepreneurship by presentation of topics that entail different enterprise models, staff analysis, working with volunteers and leadership skills.



Brainstorming sessions encourage participants' interaction and engagement



Attendees at training course

Representation by NPOs and CBOs included Age in Action, Ebenaezer, Bloem Shelter, Cyrus Mission Trust, Botshabelo Befriend Us, Feed a Child, Kids Care Trust, Free State Centre for the Aged, Mama's Help Centre, ROC Foundation, Towers of Hope, Tshepong, ENGO, Wisdom Preschool, Mooihawe, J.S. Mokoka and the Wealth Creation Centre.

3.4 Partnering to Build Local Economies: Wealth Creation Centre in Thaba Nchu

Noticeable progress is evident in the business development projects established in Thaba Nchu. They comprise of wellness programmes (including fitness), three tuck shops, a dressmaking business, beauty salon, telephone/printing and food catering services.

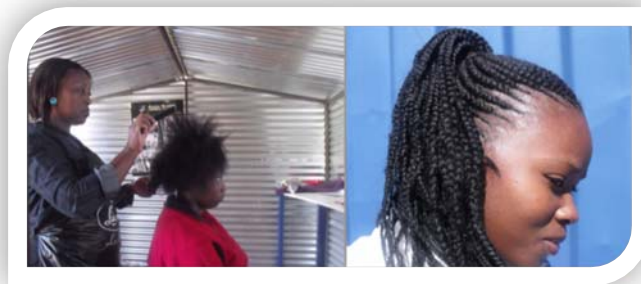


The environment and team spirit promote growth, creativity and sharing of knowledge. Individuals share positive social experiences while concomitantly acquire wealth creation and business development skills through their interaction with practicing professionals such as ENACTUS, previously known as SIFE. The three tuck shops, which are located in separate areas, generated some profitable returns that facilitated the venture into taxi and car wash businesses by managers of two of the shops, respectively.

The sewing project managed to procure a contract with one of the schools and they make school uniforms that include tracksuits.



Some of the highlights include two workshops that were conducted by ENACTUS for emerging entrepreneurs on business management. Distinctive businesses were afforded an opportunity to present feedback based on both the challenges they had encountered and the milestones as achieved thus far.



CHALLENGES: 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.

3.5 International Indaba on Active Citizenship: The Father Heart Series

The Office of Community Engagement, in collaboration with Bloem Shelter, hosted a three-day Indaba on active citizenship from 2-5 September 2014. This was concluded with an exhibition by various faculties at the UFS as well as community partners that showcased information, resources and services offered to communities in the Free State.

In his opening address, Bishop Billyboy Ramahlele, Director in the Office of Community Engagement, emphasised the role of leadership and the responsibility of political leaders and citizens alike to ensure accountability in the quest to build a healthier society. The focus of the event was to engage local government leaders, NGOs and social services groups on creating a society that is more informed. Local and international speakers from universities, NPOs, government departments, businesses, and faith-based communities addressed church groups, academics, students, families, social and health care workers during the Indaba on Active Citizenship.

Community workers discussed their contributions in the fields of marital and family counselling and mental health support services. They discussed the benefits of their collaboration with local judicial bodies and other community leaders to render services to victims of domestic violence.



Registration of delegates

The International Indaba on Active Citizenship was aimed at engaging communities and individuals in discussions that were expected to empower and mobilise them by owning the responsibility for their development. The conference took place at the UFS main campus in the CR Swart Auditorium while the fourth day of the event ended with a display of exhibition stalls at the RAG farm. Both radio broadcast and print media demonstrated interest by providing promotion and coverage throughout and also issued out reports post the event.

Amongst the various speakers was Rev Jennifer Samdaan, minister in the Methodist Church and community activist. During her presentation on *Youth, Women and Children at Risk in South Africa*, she highlighted the challenges that women and youth in townships and rural areas deal with in their daily lives. One example is physical and sexual violence while commuting to school and work. Rev Samdaan's organisation has been instrumental in engaging municipal authorities in the region of Kokstad to provide security and lighting on roads where women are most vulnerable to violent attacks as they commute from work.



Presentations and panel discussions

3.6 Community Engagement Open Day

The Community Engagement Open Day was held on the fourth day of the Indaba on Active Citizenship. This day was marked by the displays of exhibitions by various stakeholders and also the award ceremony.



3.7 Recognition for Staff and Partners

In order to affirm the status of community engagement as a valued aspect of the work of the UFS, the Vice-Rector's Award for Community Engagement is annually awarded to deserving staff members, external partners, and organisations. During 2014 nominations were received from the faculties and Prof Erasmus took responsibility for the further administration of the certificates.

Twenty-one certificates were handed over by the Vice-Rector: External Relations, Dr Choice Makhetha, and the Director for Community Engagement, Bishop Billyboy Ramahlele, on occasion of the Community Engagement Open Day on 5 September 2014.



3.8 Library and Information Services Team Visits Lebone Village

Although this is still their beginner project, a team of ladies from the UFS Library and Information Services indicated some determination to expand the newly established community project in collaboration with the UFS Community Engagement Directorate. They have been using their tea breaks to sew together knitted squares to make colourful blankets for children. The first creations and other gifts were delivered to children at Lebone Village on Friday, 12 September 2014. Dr Khomotso Marumo, who is the group leader, indicated that their committed team was determined to initiate more other projects which are still in the pipeline and that they hope to grow in numbers as they get more ladies involved.



Dr Khomotso Marumo, Ms Ronet Very, Ms Marichen Praekelt, Ms Betsie Frankim and Ms Paulina Plaatjies



Ms Anri Holder led the information session and tour guide around the premises for the UFS delegation

3.9 Building Partnerships

3.9.1 Memorandum of Understanding between the Independent Development Trust and the University of the Free State

The finalisation of the signing of the Memorandum of Understanding between the Independent Development Trust (IDP) and the UFS took place on 20 September 2014 at the Bloemfontein campus. It was later followed up by the planning session on 14 November 2014. An implementation of plan meeting is scheduled for 18 February 2015 in Pretoria.



Signing of Memorandum of Understanding

3.9.2 International Engagement – Cultural Immersion Programme

The International Office and the Community Engagement Directorate hosted a week-long cultural immersion programme from 27 July to 2 August 2014 for students of the Rutgers University. Eight students from the Graduate School of Education at Rutgers University and two of their lecturers attended this programme.

The Rutgers Graduate School of Education's South Africa Initiative (SAI) bridges cultures, connects educators and provides hope for learners and students from South Africa and the United States. This interdisciplinary programme provides teachers and students from both sides of the world with the opportunity to exchange information through service learning, training and distance technology which leads to educational gains for students and educators in both countries.



The Rutgers group of undergraduate, Masters and PhD students spent some time working with children at two community partners sites, namely Tshepo Foundation and Lebone Village. The week-long programme included lectures on the social, cultural and historical background of the pre/post-apartheid South Africa. Speakers from various departments and faculties of the UFS featured during respective lectures. These included the Institute for Reconciliation and Social Justice, the Postgraduate School, the Department of History, African Languages, as well as the Faculty of Education.

The year 2014 marked the 12th anniversary of the SAI Cultural Immersion Program and a fruitful partnership with the UFS and other South African universities. Over the years, SAI had provided tons of school books and other educational supplies which have been shared with more than 2 000 learners in South Africa. Special projects such as the Literacy Through Photography and Brielle Digital Stories Project have been conducted by SAI alumni in schools. These have resulted in thousands of dollars of support given directly to South African schools.



Mrs Dikgapane Makhetha from Community Engagement (sitting in the centre) with some of these students at Lebone Village

4. Service Learning at our University

4.1 Service Learning Team

Prof. Mabel Erasmus
Head of Service Learning Division

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Administrative Assistant and Webmaster (part-time)

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4.2 Background

4.2.1 Engaging minds, hands and hearts

The University of the Free State commits itself to the development of the total student. As a curricular form of community engagement, service learning provides potentially life-changing learning experiences, developing students holistically by engaging their **heads** (cognitive domain), **hands** (psychomotor domain) and **hearts** (affective domain). Ideals underpinning service learning include, *inter alia*, unconditional respect, an ethos of care and appreciation for the power of diversity.

For our students it becomes what Paulo Freire referred to as a ‘**pedagogy of hope**’, allowing them to develop critical awareness of society and their role in it, and at the same time appreciating the unique contributions that they can make.

4.2.2 Definition of service learning

The University of the Free State (UFS) defines community service learning (or ‘service-learning’) as follows:

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

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

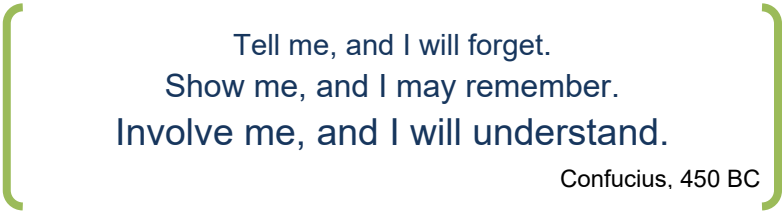
It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector) ([Community Service Policy](#), 2006–3.1.7).



4.2.3 Benefits of service learning

Service learning provides a point of entry for sustainable community engagement by actively involving higher education staff, students, and a large variety of stakeholders in society. Over time a considerable number of staff members have become convinced that it can contribute to the transformation of the institution by allowing the UFS to participate more effectively in the production of knowledge that is aimed at "addressing and conquering the most serious challenges of our immediate environs", as stated by the Chancellor, Prof Khotso Mokhele, in his inaugural speech.

Section 4.2.1 of the UFS Community Service Policy notes that the inclusion of compulsory community service learning modules in all academic programmes (at least one per programme) is a policy priority. Specific reference is made to the proven record of service learning as an educational approach that leads students, through structured critical reflection, to a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility.



Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.
Confucius, 450 BC

4.2.4 Who is involved?

The Policy also proposes that service learning, like all other forms of community engagement, requires a context of continuously negotiated, respectful, and ethical collaborative partnerships that involve, *inter alia*, community-based non-profit organisations, schools, and participants from local and provincial government. Stakeholders from businesses and industry are involved in terms of their corporate social responsibility focus.

The integration of service learning with research provides unique opportunities for advancing the 'scholarship of engagement', hence the growing number of postgraduate studies and scholarly publications by UFS staff members.

4.2.5 Aim and key tasks of the service learning office

The **aim** of *service learning* (or *community service learning*) is to advance the integration of community engagement with teaching and learning.

The Service Learning Office focuses on aspects specifically related to service learning as a curricular form of engagement and educational approach.

The Service Learning Office (with one full-time and two part-time staff members) provides various forms of support for lecturers who offer service learning modules and thus endeavours to liaise closely with the Portfolio Committees for Community Engagement in the various faculties and at the QwaQwa campus.

The following are regarded as the **key tasks** of the Service Learning Office:

- Facilitation of the budgeting process with regard to service learning modules (this will no longer be the case in 2015 since the budgeting process has been decentralised and transferred to the faculties).
- Prof Erasmus alternates with Bishop Ramahlele as chairperson of the Community Engagement Management Committee. She takes overall responsibility for the agenda and the minutes (which is taken by Mrs Dikgapane Makhetha).
- Liaison with UFS staff and external partners (non-profit organisations in particular).
- Staff development and individual support with regard to service learning.
- Working towards the inclusion of service learning in performance management and promotion criteria.
- Developing mechanisms for quality management (including evaluating the impact of service learning on students and communities).
- Utilisation of a web-based database for service learning for reporting purposes.
- A service learning and community engagement mini-library has been established in Room 211 at the Steyn Annex building. The resources are available to staff members.
- National and international liaison.
- Exploring funding opportunities for research and projects.
- Promoting service learning as a scholarly activity.
- Amendment and updating of the Service Learning Risk Management Guidelines with the input from service learning and community engagement contributors.
- Participating in and supporting student activities such as exhibitions and presentations.
- Providing the necessary information about modules, reports, policies and upcoming conferences on the [service learning website](#).

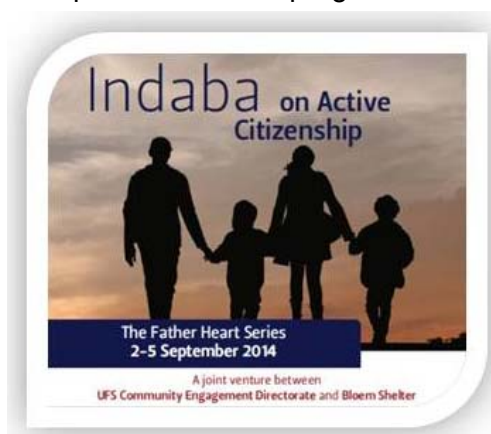
4.3 Activities and Output for 2014

The following are reported as the activities undertaken by the Service Learning Office during 2014 and output achieved as a result of these efforts.

4.3.1 The INDABA on Active Citizenship – Father Heart Series

The INDABA on Active Citizenship, combined with the Father Heart Series of Bloem Shelter, was held from 2 to 3 September 2014. Prof Erasmus was responsible for the programme and for liaising with the various speakers (mostly suggestions for Bishop Ramahlele and Mr Izak Botes from Bloem Shelter) to obtain their topics, abstracts and curriculum vitae's for the programme. She was assisted by Ms Haidee Wepener, Mrs Lenie Wepener and Mr Botes with making travel arrangements and organising accommodation for the speakers.

The INDABA was advertised as an opportunity for persons from specific professions to qualify for continuing professional development (CPD) points. Prof Erasmus arranged for accreditation of the INDABA with



the various professional bodies involved. These bodies are: (1) the South African Council for Social Service Professions (SACSSP); (2) the Health Professions Council of South Africa (HPCSA); and (3) the Shepherd Centre (*Voortgesette Bedieningsopleiding*). Mr Botes arranged for persons to attend the tables where professional persons had to sign the registers and the certificates were designed and sent to delegates by Ms Haidee Wepener.

4.3.2 Service learning as scholarship of engagement

In order to affirm the status of service learning as potentially embedded in a scholarship of engagement, staff members are always encouraged to find topics linked to their service learning and other community-based work for their postgraduate and other research endeavours. They are also encouraged to publish and participate in conferences. The National Research Foundation (NRF) project was one of the vehicles that provide a collaborative research platform for this purpose.

4.3.3 The NRF project

One of the most prominent components of the scholarly activities of the Service Learning Office is the three-year NRF project that Prof Erasmus was the grant-holder of until the end of 2013. The project title is: “Knowledge as Enablement: NPO focus” and it involves non-profit organisations and several UFS-based researchers. A number of UFS staff members were able to benefit from the bursaries, the staff development grant, and other funding items that form part of the NRF grant. During 2014 this project culminated in the publication of a book which will be available in January 2015.

4.3.4 Book project

In 2014 the main focus of the final phase of the NRF-project has been on the publication of a book, as the culminating endeavour of the NRF-project. The title of the book is:

Knowledge as enablement: Engagement between Higher Education and the Third Sector in South Africa. The book aims to promote dialogue on principles and practice of enablement through reciprocal knowledge sharing between the third sector (i.e. non-profit and other voluntary civic organisations) and higher education institutions in South Africa. Prof Mabel Erasmus and Dr Ruth Albertyn from the University of Stellenbosch are the editors of the book.

CONTENTS OF THE BOOK

The book provided an opportunity for various UFS staff members, external partners and colleagues from other universities to contribute to writing chapters that are both scholarly and focus on practical application of knowledge that would be enabling to all involved.

The following table of contents gives a sense of the broad participation and wide thinking that was enabled through the book project.

Introduction

An introductory perspective on the knowledge enablement landscape: Potential for higher education–third sector engagement (Dr Ruth Albertyn, University of Stellenbosch & Prof Mabel Erasmus, UFS)



Part one: Conceptual positions

- (1) Enablement – A foundation for community engagement through service learning in higher education (Elize Janse van Rensburg, UFS)
- (2) Community-engaged scholarship as a pedagogy of possibility and knowledge enablement (Grey Magaiza, UFS Qwaqwa campus)
- (3) Considering ethics: Enabling participatory knowledge sharing (Prof Sunette Pienaar, Unisa)
- (4) The Political Unconscious of higher education community engagement in South Africa (Prof Mabel Erasmus, UFS)
- (5) Reimagining the third sector and its engagement with higher education institutions and local neighbourhoods: From scarcity to sustainability (Dr Stephan de Beer, University of Pretoria)

Part two: Focus on the third sector

- (6) Perspectives on religious faith and management skills as enabling factors in the functioning and sustainability of faith-based organisations in the third sector (Rev Kirna Hellmuth, *Towers of Hope*)
- (7) Views from inside a non-profit organisation: Facilitating reciprocal relations based on a shared value system (Patrick & Burneline Kaars, *Reach Our Community Foundation*)
- (8) Enabling constructive engagement through knowledge of the non-profit sector (Dr Deidré van Rooyen & Willem Ellis, UFS)
- (9) Factors that promote or hinder the voice of the third sector in public service delivery: Perspectives on the *Batho Pele* principles (Pulane Pitso, Department of the Premier, Free State)

Part three: Case studies and new approaches

- (10) “Let’s keep in touch!” Exploring the connectedness of the third sector and higher education institutions in South Africa through social network analysis (Elene Cloete, The University of Kansas, USA)
- (11) Higher Education: Enabling a social entrepreneurial approach for the third sector (Willem Ellis & Dr Deidré van Rooyen, UFS)
- (12) Working with non-profit organisations during an international fieldtrip: Reflections on efforts to improve reciprocal relations (Dr Dan Hammett & Daniel Vickers, with contributions from students Jennifer Allenby, George Barrett, Andrew MacLachlan, and Siân Parkinson, Sheffield University, UK)
- (13) Creating an online collaborative space for knowledge sharing among service learning participants (Elanie Myburgh, UFS)
- (14) The enablement of service learning champions through reciprocal knowledge sharing for engagement between the third sector and higher education (Karen Venter & Ielse Seale, UFS)

4.3.5 Participation in the SAHECEF–NRF Symposium on Community–University Partnerships

Prof Erasmus presented the outcomes of the NRF research project ‘Knowledge as Enablement’ at the SAHECEF–NRF Symposium on Community–University Partnerships in Cape Town on 30 November and 1 December 2014. Ms Karen Venter, who received funding from the grant and who contributed a chapter to the book with Mrs Ielse Seale, also attended the Symposium.

As member of the Executive Committee of SAHECEF, Prof Erasmus also attended the International Talloires Network Leaders Conference in Stellenbosch from 2 to 4 December. This Conference was aimed at bringing together higher education leaders from all over the globe to deliberate on matters related to engagement with the broader societies in which they are situated. The Conference theme was **Live Engagement, Transform Lives**.

This Conference was also attended by Prof Timothy K Stanton, director emeritus, Bing Overseas Studies Programme at Stanford University in the United States of America.



Tim Stanton & Mabel Erasmus

4.3.6 External examination and supervision of postgraduate students

Prof Erasmus examined several masters and doctoral theses of students from other higher education institutions during the course of 2014. She was also requested to review manuscripts of articles for journals and a book manuscript for a publisher.

During 2014, the following postgraduate students completed their doctoral and master's studies in the fields of community engagement and service learning, supervised (or co-supervised) by Prof Mabel Erasmus:

Supervision of postgraduate students: Completed in 2014
<p>Boughey, John (PhD in Higher Education Studies) <i>A comprehensive university at the heart of its communities: Establishing a framework for engagement.</i> Supervisor: Prof Mabel Erasmus</p>
<p>Munsamy, Jeeva (Masters in Development Studies) <i>Changing trends in community engagement at the Central University of Technology, Free State.</i> Supervisor: Mr Samuel Fongwa Co-supervisor: Prof Mabel Erasmus</p>
<p>Venter, Karen (Masters in Higher Education Studies – mini-dissertation) <i>Knowledge sharing for the development of service learning.</i> Supervisor: Prof Mabel Erasmus Co-supervisor: Mrs Ielse Seale</p>

John Desmond Boughey, who obtained a DEd in 1994 at the University of the Western Cape, received a PhD at the UFS Winter Graduation on 3 July 2014. With his thesis, *A comprehensive university at the heart of its communities: Establishing a framework for engagement*, he contributed to Community Engagement (Higher Education Studies), which is still a fairly new field of inquiry in the South African context.

John Boughey describes his search for a framework of engagement between a university – in this case a rural-based comprehensive university with an urban footprint (the University of Zululand) – and its local communities, as an action research journey of personal as well as institutional exploration. In the five papers that constitute his thesis he



succeeded in constructing a coherent conceptual and practical framework in which to locate the quest to establish community engagement as a legitimate, feasible, and viable undertaking in higher education alongside, and integrated with its more established counterparts of teaching and research.

The aim of Karen Venter's master's study was to gain a better understanding of the role of knowledge sharing in developing champions for the service learning field. Her dissertation presents a reflection on a qualitative study within a constructivist paradigm. It shares the effect of mutual learning within a triad partnership in higher education at the University of the Free State. Her empirical research indicates that knowledge sharing is vital for the future existence of service learning. It provides a platform where goals, values, and principles are shared by partners to shape each other's thinking, co-create knowledge, and spawn new champions.



Supervision of postgraduate students: 2014
<p>Barnard, Magda (Masters in Higher Education Studies – mini-dissertation) <i>Reciprocity in service learning relationships between a higher education institution and a non-profit organisation.</i> Supervisor: Prof Mabel Erasmus Co-supervisor: Dr Somarie Holtzhausen</p>
<p>Coetzee, Lindie (Masters in Higher Education Studies) <i>Student transformation through service learning – A case study.</i> Supervisor: Dr Luzelle Naudé Co-supervisor: Prof Mabel Erasmus</p>
<p>Janse van Rensburg, Elize (Masters in Occupational Therapy & Higher Education Studies) <i>Enabling occupation through service learning? Perceptions of community representatives.</i> Supervisor: Mrs Tania Rauch van der Merwe Co-supervisor: Prof Mabel Erasmus</p>
<p>Matsoso, Moodi (Masters in Higher Education Studies – mini-dissertation) <i>Building relationships between local community members and service learning students at a South African university.</i> Supervisor: Prof Mabel Erasmus Co-supervisor: Mr Grey Magaiza</p>
<p>Muzambi, Talent (PhD in Higher Education Studies) <i>An adult education and training framework for nonprofit organisations in the Northern Cape.</i> Supervisor: Dr Rika van Schoor Co-supervisor: Prof Mabel Erasmus</p>
<p>Pitso, Pulane (PhD in Higher Education Studies) <i>Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service learning.</i> Supervisor: Prof Mabel Erasmus Co-supervisor: Ms Lynette Jacobs</p>
<p>Scheepers, Jacqueline (PhD in Linguistics) <i>Exploring the discourse of power in service-learning at a university of technology.</i> Supervisor: Prof Charlyn Dyers (Department of Linguistics, University of the Western Cape) Co-supervisor: Prof Mabel Erasmus</p>

4.3.7 Participation in SAHECEF

The South African Higher Education Community Engagement Forum (SAHECEF) represents the core elements of Higher Education in South Africa, namely teaching and learning and research through community engagement and collaboration with communities.

The following UFS staff members are on the Board of SAHECEF: Bishop Billyboy Ramehlele, Prof Mabel Erasmus, Dr Luzelle Naudé, Ms Lolly Mogoere, Mrs Ielse Seale and Mr Dawie van Jaarsveld. Membership of the SAHECEF website is free to all university staff members who have an interest in community engagement and service learning. The web address is: www.sahecef.ac.za.

Prof Erasmus is the chairperson of the Research Working Group of SAHECEF and Dr Luzelle Naudé is the regional chairperson of the Engaged Teaching and Learning Working Group.

Prof Erasmus has attended and participated in the SAHECEF Board meetings and the meetings of the Executive Committee on the following occasions: 12 and 13 March at the University of Pretoria and 10 June at Rhodes University.

The final meetings of the Executive Committee and the SAHECEF Board for 2014 were held on 28 and 29 November 2014 at Cape Peninsula University of Technology (CPUT) in Cape Town. Dr Luzelle Naudé and Ms Karen Venter also attended the Board meeting.

During 2014 four members of the Executive Committee of SAHECEF met with representatives of the Department of Higher Education and Training (DHET) to advocate for Community Engagement on two occasions on the initiative of Dr Bernadette Johnson of Vaal University of Technology. The SAHECEF group received a request from Mr Chief Mabizela and Dr Sandile Williams of DHET to prepare a Concept Document on Community Engagement in Higher Education in South Africa to record SAHECEF's understanding of the current situation and also to contribute to the conversation about future funding of community engagement in South Africa. The draft document was submitted to DHET on 31 October and was discussed further at the SAHECEF Board meeting in November to gain input for other members.

4.3.8 Workshops presented at other South African universities

Prof Erasmus was invited to the Vaal University of Technology (VUT) by the Executive Director: Research, Dr Bernadette Johnson, for the following activities:

- (1) She facilitated a workshop with Dr Johnson on Community Engaged Scholarship at VUT on 27 and 28 May.
- (2) She participated in the VUT Round Table in Engaged Research on 23 June with colleagues from various other higher education institutions.

4.4 Service Learning Capacity-Building for Staff at the UFS

The 20-credit Service Learning module (HES717) for staff members that forms part of the Master's programme in Higher Education Studies (HES) was not offered during 2014. A new 8-credit module will be offered in the new Postgraduate Diploma in Higher Education Studies from 2015.

4.5 International Engagement and Partnerships

4.5.1 Human geography project: Dr Daniel Hammett and colleagues

In July 2012 Dr Dan Hammett, Lecturer in Human Geography at the University of Sheffield, United Kingdom, visited six non-profit organisations (NPOs) that are service learning partners of the UFS to discuss future collaboration. In March 2013 he brought two colleagues and a group of students to conduct a human geography field class project focusing on development issues at these NPOs in Bloemfontein. The visit culminated in the chapter that Dr Hammett and his colleague, Daniel Vickers, contributed to the *Knowledge as Enablement* book with the title “Working with non-profit organisations during an international fieldtrip: Reflections on efforts to improve reciprocal relations”. During 2014 two students from the University of Sheffield were placed at the Towers of Hope NPO in the central city of Bloemfontein. Prof Erasmus had an interview with each of them to provide them with data for their research projects.

4.5.2 International visitor: Ms Sophia Shuungula

Ms Sophia Shuungula from the Polytechnic of Namibia’s Centre for Cooperative Education joined the Service Learning Office on a fact-finding mission regarding the work that the UFS does in the fields of service learning and community engagement more generally. Prof Erasmus provided her with resources and other forms of information and support to reach the goals that she set out to achieve. Two of the goals were to produce a draft Community Engagement Policy for the Polytechnic and to compile a survey that could be utilised to gauge what is already taking place at the institution. After two and a half months of her three-month stay she had already achieved both. Various UFS colleagues and the Community Engagement Directorate at the Central University of Technology invited Ms Shuungula to attend their activities and she gained invaluable insights in this manner.



4.5.3 Preliminary discussions on an international partnership

Discussions have been started with the Polytechnic of Namibia and the Central University of Technology as potential partners in a triad focusing on Community Engagement and Service Learning.

4.6 Service Learning Funding

The R120 000 that was allocated to the Service Learning Office was utilised mainly for activities related to Prof Erasmus’s participation in SAHECEF meetings, for the completion of the book project and for remuneration of the staff members appointed on a part-time contract basis.

It is much appreciated that funding to the value of R1 100 000 was allocated for service learning modules in 2014. The funding is no longer sourced from Strategic Funds but is now allocated directly and on a long-term basis to the faculties. This provides lecturers and other staff members involved in service learning modules and partnerships with the requisite sense of knowing that the University supports their commitment to providing potentially life-changing, transformative learning experiences in collaboration with their external partners in a broad variety of community-based settings.

SERVICE LEARNING FUNDING PER FACULTY FOR 2014

Faculty	Number of modules involved	Total staff members involved	Total amount allocated per Faculty
Economic & Management Sciences	5	4	R23 000
Education	2	2	R10 000
Humanities	14	30	R220 000
Health Sciences:			
School of Allied Health Professions:			
Dietetics & Nutrition	4	3	R105 000
Occupational Therapy	5	3	R130 000
Optometry	1	3	R20 000
Physiotherapy	2	2	R80 000
School of Medicine	3	3	R95 000
School of Nursing	8	13	R165 000
Law	3	2	R22 000
Natural & Agricultural Sciences	8	11	R95 000
Theology	5	5	R35 000
Service Learning Office			R120 000
TOTAL	60	81	R1 100 000

5. Service Learning Activities in the Faculties

5.1 Introduction

Most of the service learning work is done within the various faculties of the UFS by committed, knowledgeable colleagues who themselves undertake the curriculum development, partnership-building, practical implementation, risk management, ethical collaboration and quality management that are required for effective service learning engagement.

Each faculty has a well-functioning Committee for Community Engagement and Service Learning that manages and oversees all the above-mentioned aspects. These committees liaise with and report to the UFS Management Committee for Community Engagement. They also report to the various faculty boards. The faculty committees are commended for their high quality functioning which contributes significantly to the sustained improvement of all service learning initiatives.

The service learning activities of the different faculties are well-represented on the [UFS Service Learning website](#), which is a comprehensive resource that lecturers, students, and external participants can and should use on a regular basis. Lecturers and students provide the Service Learning office with photos and information about their practical experience in the communities. They also provide us with articles whenever they have something exciting to share with others. When articles are published in the local newspapers, we also try to add these stories to the website. Specific sections of the website in this regard are [Service Learning Modules](#), [Partners and Projects](#) and [Resources and Articles](#).

5.2 Faculty of Economic Management Sciences

EECT71507: INTERNATIONAL ECONOMICS

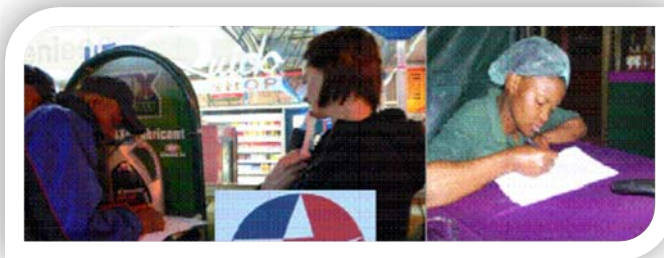
There were 168 third-year student participants in this project, counting a weight of 15% of the students' semester mark. The students had to design a questionnaire based on key concepts relevant to International Economics, which would serve as a pre- and a post-test in determining community participants' knowledge about the subject. In terms of the contribution that the students made to people in the community's understanding of the subject of International Economics, their post-tests results were, on average, significantly better than their pre-tests – an overall improvement of about 65%.

This community service learning project was particularly successful in helping students as they explained to those interviewed to develop a deeper understanding of relatively complicated concepts and interrelationships in the field of International Economics. The project also achieved a number of generic outcomes such as developing communication, problem-solving, organisational, and cooperative skills. Apart from enhancing self-knowledge, it also helped students understand that the world is a set of related systems, something that is part and parcel also of understanding the subject of International Economics.

EFES72407: FINANCIAL MARKETS, INSTRUMENTS AND INSTITUTIONS

With the focus on financial instruments, institutions and markets, this second-year module presented an opportunity to focus in terms of community service learning on potential low-income clients of the micro-finance industry (MFI). This project had two main components. The students had to design a questionnaire comprising of questions that tested low-income community members' knowledge about the MFI. Pre- and post-tests were used to compare different 'target groups' (e.g. petrol attendants and vegetable sellers on sidewalks) that each student group had to identify. In addition, they had to do a short literature study on the MFI, and they then had to combine the two components.

The project involved 174 student participants and helped to engage with low-income individuals on a personal basis and to give them a better understanding of the challenges of poverty conditions. In terms of generic outcomes, it developed basic research skills, problem-solving, communication and group work skills, in particular. They also started to understand that problem-solving contexts do not exist in isolation and that they need to take responsibility, i.e. to organise and manage themselves and their activities responsibly, effectively, and according to high moral and ethical standards.



EECO82308: INTERNATIONAL ECONOMICS

The honours students enrolled for this module visited CommTech School in Rocklands. Being a group of only six postgraduate students, it was easier to make a collective visit. Divided into three groups, they worked with three large groups of Grade 11 learners who take Economics as a subject at school. The students were tasked to disseminate subject-specific knowledge in a creative way in order to stimulate the learners' interest and knowledge about the subject and

also to impart a broader understanding of economics. The aim was to develop economic literacy.

Before working with the learners, pre-tests that covered specific topics in International Economics were written. Notably, apart from presenting and drawing graphs, the learners were invited to play uniquely designed games that illustrated to them, for instance, how transactions involving international trade, exchange rates and global investments work. After this, a post-test was completed. In helping them to apply some of their knowledge, the project empowered the students with a sense of confidence in relation to what they know about the field. A number of competencies were developed such as cooperative, communication, problem-solving, teaching, organisational and technology skills. A particular challenge they had to overcome was to continuously stimulate the learners' interest in Economics. By doing this their ability to work as a team, which is essential for the labour market, and their ability to identify and address the needs of their 'clients' (the school learners) were enhanced.



EBUS84408: ENTREPRENEURIAL MANAGEMENT

In the service learning component of this programme, our postgraduate students are working in multicultural and diverse groups to analyse and evaluate various small businesses in the community of Mangaung. They prepare questionnaires based on the needs of these businesses and compile a report and present it to the business owners. Community Engagement staff were invited to attend these presentations.

Through this, our students gain first-hand experience from small business owners. The scope of learning of our students is also enhanced through exposure to developmental issues facing communities. It heightens their awareness of their role in society. Furthermore, they learn valuable skills regarding communication, problem-solving, cooperative research, self-responsibility, scientific, technological, and environmental literacy and skills, as well as developing a macro-vision. However, not only our students benefit from this programme. The community participating in this project receives valuable inputs from our students with regard to their small businesses, including an assessment of their business, advice on the running of their business, as well as support and encouragement from our students.



5.3 Faculty of Health Sciences

5.3.1 Introduction

The Faculty of Health Sciences is privileged to be in a position to offer students the opportunity to develop as accountable, responsible, and involved citizens through community engagement with a commitment to service. During the first academic semester of 2014, the Faculty of Health Sciences once again had been committed to provide learning experiences to students from all three Schools to participate in structured and organised activities in the communities to address identified community needs as defined by these communities. Valuable partnerships and collaborations were formed which has led to, not only learning and skills development of students, but also providing much needed services in our local communities by these students as members of a well-functioning team.

The Faculty is not only involved in communities for the sake of providing credits to students towards obtaining a qualification, or to give students the required practical exposure, but also to develop students holistically as caring professionals who handle individuals with dignity and respect, that foster an awareness of their important role in society through voluntary work in communities where there is a need. We see this also as part of our social responsibility and playing a vital role as stakeholder to the communities we serve. As a faculty that is part of the Free State community we strive to serve, support, contribute and learn from the communities where we come from, where we live and that surrounds us, to ensure a better health for all.

Prof GJ van Zyl, Dean: Faculty of Health Sciences.

5.3.2 School of Medicine

MEC153: THE DOCTOR AND THE ENVIRONMENT

During the mapping tour students were exposed to the different health care facilities in the referral system in Mangaung and Bloemfontein and briefed on the existing services, institutions, and infrastructure of Mangaung. During the clinic visits students completed questionnaires with community members at the MUCPP Community Health Centre, as well as the Poli Heide and National Hospital clinics. The questionnaires addressed the health status of the patients, the health service seeking behaviour and the socio-demographic profile. Students were addressed by community members regarding the needs and services available in the community. Students witnessed consultations between health care professionals and patients and have to identify cultural, ethical and communication issues that could influence the consultation. The community was given a platform to discuss their health care related challenges. This information assisted first-year medical students to become conscious of the health care problems in South Africa and to prepare and motivate them to deliver a better service to the community as future doctors.

MED 153: CONCEPTS OF HEALTH AND DISEASE

In this module, students did an assessment of the learners' needs. Relevant health topics were then chosen for health expositions to be held at various schools. Students were involved with the design of brochures and posters relating to these topics and setting up stalls for the exhibitions. They also got the opportunity to participate in lectures, small group discussions, workshops, and interviews.

Students learned how to apply theoretical content based on case studies. They developed communication and planning skills, while they learned how to express themselves clearly and systematically. Interpretation of numerical data and the creative posturing of brochures were learned. They also gained knowledge and skills regarding oral presentations.



MEX 354: HEALTH AND DISEASE IN POPULATIONS

The aim of this module is to understand the relationships between the health of individuals and populations; to identify the health needs of, and available services for populations; and to apply these principles to populations of children, adults, disabled people, and workers. Students do a thorough need analysis of the specific non-governmental organisation before implementing the projects. They contribute towards organisational development through community development projects, and are active partners in planning and implementing community service learning interventions. Students learn how to describe the health profile of a defined population (e.g. developmentally disabled children). They gain knowledge on the concept of equity and accessibility of services to all sectors of society, and explore the range of services available for populations with special needs. Students learn more about the policy background of community-based care and its practical and financial implications. They also identify the roles of different categories of health care professionals and workers in the various organisations. Members of the community receive valuable information on potentially hazardous health issues.



5.3.3 School for Allied Health Professions

5.3.3.1 Department of Optometry

PUB 304: PUBLIC HEALTH AND COMPULSORY RESIDENCY

The Department of Optometry has annual screenings at the local schools and one big annual screening at the Global Church for the whole community. These included necessary recommendations and referrals to the Optometry Clinic at the National Hospital. Proper management is then given once full examination has been conducted. Third-year students are also given an opportunity to complete a 40-hour supervised residency with registered approved private optometrists in the Bloemfontein area to get full exposure on different optometric practices. Once the residency period is over, students are then sent to the Phelophepa health

care train for two weeks to get exposure of serving the community in underprivileged communities within the province and outside the province. Optometry community service projects are conducted by third-year students who are divided into four groups of eight each. This year the Department of Optometry has been working with two pre-schools, as well as primary and intermediate schools. All four groups have an opportunity to visit the sites and assess needs. They all came up with different ideas from different sites.

5.3.3.2 Department of Physiotherapy

FST108: PHYSIOTHERAPY

The aim of the module is to introduce students to service learning and reflection. Students get the opportunity to implement this basic knowledge of service learning during their service learning project. They visit the Unit for Students with Disabilities and spend time with them in the second semester. The students also meet the wheelchair rugby team during their practice.

FST209: PHYSIOTHERAPY

The aim of the module is to provide second-year students with a basic understanding of service learning and partnership formation. Students get the opportunity to meet with the residents of Jean Webber Home to implement their knowledge during an outreach project. A resident is allocated to each student for them to get to know each other. The student then takes the resident for an outing to the zoo where they had a 'braai' and entertain residents and their caregivers. The student is expected to give feedback by doing a reflection session about their experience, what they learned, and what they would do if given another chance.

FTB309: PHYSIOTHERAPEUTIC TREATMENT

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 the elderly, persons with disabilities, and when providing training to care workers. During their service learning clinical block, students rotate between the Fichardtpark Old-Age Homes as well as the Jean Webber Home. Students present information and exercise groups, as well as formal and informal training sessions to care workers. Students also provide individual treatment to patients.

FST409: PHYSIOTHERAPY

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. Students will be able to integrate service learning within all fields of physiotherapy. Six students are allocated to Tswelang 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. Children receive individual treatment, and information sessions are presented to teachers.

The students are also allocated at the MUCPP Health Centre and Boikhuco Old-age Home in Mangaung where clients with different conditions are treated, exercise groups are held, and general advice for prevention and cure is provided. This module also demonstrates to the students the role of physiotherapy in primary health care.

5.3.3.3 Department of Occupational Therapy

KAB123: CLINICAL OCCUPATIONAL THERAPY

In this module, students undertake a community project in group format in a specific allocated community area. The overall aim of first-year projects is "engagement in activity", i.e. being involved in scientifically designed activities with community members in order to become familiar with both the client population, various practice settings and the characteristics of the activities they engage in. At the end of the year they also undertake a mini project in the form of an events day where they basically empower the client population with knowledge and skills, with the focus on active participation and engagement in a healthy and balanced lifestyle. The Events Day for 2014 took place on 22 August.



KAB205: CLINICAL OCCUPATIONAL THERAPY

In this module, students (in groups) undertake a community project in a specific allocated community area. The overall aim of second-year projects is "instruction in activity", i.e. being involved in activities at the level of instruction. All of this is to, in the end, focus and maintain the client and population's level and standard of engagement in order to facilitate a balanced and quality of life that speaks for itself. The second-year project is in the form of an annual Games Day where the individuals from the areas are transported to the venue, and can experience inter-generational contacts and conversations, and in the end have a broader perspective on the world outside of the institution or home that they find themselves in. In preparation for this day the students have the opportunity to explore and adapt different types of activities to answer to the wants and needs of all the individuals attending the day. The Games Day – called *Suikerkaskenades* – was the big project for the year and the students coordinated this independently with all our partners of community service learning present on the day. The Games Day for 2014 was presented at Ons Tuiste on 8 August. The theme for the day was "Carnival" and all the participants dressed up according to the theme. At the end of the day winners in the different categories received prizes.

KAB309: CLINICAL OCCUPATIONAL THERAPY

In this module, projects are aimed at "designing and implementation of activity", which form a core element in the daily work of the occupational therapist. In order to achieve this, third-year students in 2014 had to design and implement two projects within the scope of occupational therapy practice that are aimed at a specific community, namely Philippolis and Springfontein in the Southern Free State. The third-year students undertook a week-long project from 4 to 8 August within the Southern Free State where they engaged with different communities. Using a spectrum of activities, the different members of the community engaged in activities to promote their well-being. The aim of this intervention was not only for the students to go into communities and apply their knowledge to the benefit of the community, but also to engage with the community and learn from them. A vocational go-green, skills transfer, with housing security was implemented at a special needs class at a school in Springfontein, and an "amazing race" project was developed with and within the Philippolis community as a sustainable project for the school in which skills transfer and town awareness were the order of the day.

KAB409: CLINICAL OCCUPATIONAL THERAPY

In their fourth year of study, students act as mentors for first-, second- and third-year students in the service learning module. In addition to this, fourth-year students perform clinical fieldwork in various community settings, where the clinical fieldwork model is currently being redesigned to a close resemblance of the service learning model. During the first six months of 2014 we had great success with the fourth-year students mentoring and guiding first-year students. In addition to the mentorship we had fourth-year students placed in the Southern Free State for community blocks. The students were engaged in awareness regarding the foetal alcohol syndrome project with the community, which is being developed into a parent support group to address a variety of needs associated with the parents, children, and teachers at Bergmanshoogte in Philippolis. A training session was held with the teachers at the school to introduce the application of various learning styles and how to utilise the information within the classroom setting for the benefit of the learners given minimum resources. Learning style profiling was also conducted across the Grade 8 and 9 classes, and information and skills were given to the group to access learning according to their style, or to make adaptations. In addition, the teachers' learning style profiling was completed and a workshop held with them to address the collaborative approach between learner and teacher and development of insight and application possibilities. In Springfontein the students were involved in skills development related to vocational aspects (green building, problem-solving and business finance management) in a special needs class, in which self-efficacy was addressed through means of an appropriate activity (djembe drumming). Eighty teachers and 70 learners from five different schools participated at Maselspoort.

This project has led to a collaborative project with inclusive education was held in February 2014 over a period of two days in which increased partnership with various schools and community members opened doors for a number of additional projects and inputs. The most recent was the attendance of a forum for inclusive education in which two presentations were delivered addressing self-efficacy and communication in classrooms. Students have also participated in the Brandfort area from a vocational process. Initially community profiling was completed regarding the need for a pre-vocational programme to be presented with occupational therapy vocational evaluation outreach (Department of Health) for people with specific health related concerns. The programme was then run by fourteen candidates; the maximum allowed and allocated according to inclusion criteria. The programme was completed

over a period of four weeks, two groups daily for three days a week, with great success. Awaiting list was compiled per demand; in addition, discussions to develop a vocational programme (skills development) and setting took place. In addition, a mental health awareness campaign was developed from one of the community-based sites which was launched in October 2014. Many new developments have occurred as community service and practice has become increasingly an important focus in the department.

5.3.3.4 Department of Nutrition and Dietetics

DDL102: DIETETIC SERVICE LEARNING

This module starts in the second semester, where first-year dietetic students perform nutritional screening and plan appropriate interventions according to identified needs amongst pre-school learners from local crèches. Students also plan food parcels for families with a low income, and perform nutritional assessment and evaluation of food security through home visits in an informal settlement, supporting families with appropriate interventions.



DDL202: DIETETIC SERVICE LEARNING

Implementation of this module starts in the second semester, with two community projects: a nutrition awareness campaign and assessment of nutritional status and the need for nutrition intervention among the aged.

DDL302: DIETETIC SERVICE LEARNING

Implementation of this module starts in the second semester, with projects focusing on providing a clinical service to underserviced areas.

GVD409: COMMUNITY NUTRITION

Various community engagement and service learning projects are included in this module. The Departments of Paediatrics, and Nutrition and Dietetics presented a Diabetic Camp from 11 to 13 April 2014 at Sand Stone Sleeper Lodge just outside Bloemfontein. Children with diabetes between the ages of 10 and 13 years attended the camp. Students from the Department of Nutrition and Dietetics were involved with the camp as part of their practical work for the Food Service Management module.

Third-year dietetic students were involved in choosing appropriate snack items for the camp and standardising these recipes. They were also responsible to plan, prepare, and present a three course luncheon for the Sunday afternoon. Fourth-year students were responsible for developing educational games to be presented during the camp and also attended the camp in shifts. These students were required to create a fun activity that would contribute to the knowledge-base of children attending the camp.

The fourth-year students were further responsible for planning, calculating, preparing, and serving meals and snacks during the camp. This offered valuable practical experience to plan and manage a diabetic diet. Students gained important experience in costing, planning work schedules, and compiling ordering sheets.

Each student received a list of outcomes to be achieved during the camp, based on practical learning experiences that had to be completed. Students welcomed the valuable, hands-on learning experience and enjoyed interacting with the children, as well as the adult leaders and lecturers. Being involved in developing educational material/games and planning and preparing the meals during the camp resulted in a much better understanding of diabetes and assisted to develop their practical understanding and approach. All students agreed that the camp was a wonderful experience, which not only improved their subject knowledge, but also brought about important personal growth and camaraderie among the team.



Students worked in the community of Botshabelo for two weeks, where they gained exposure to various clinics, crèches, schools, and the Botshabelo District Hospital. Within these environments, they were able to play an important role in screening for malnutrition, giving training to staff on nutrition-related topics, and measuring techniques, giving health talks/ counselling to various groups and individuals visiting the clinics and the hospital. They actively promoted breastfeeding at relevant facilities and worked alongside NGOs.

In the schools, the students educated Grade R educators on the importance of identifying children who are underweight and referring them to the NSP. The educators were also taught to weigh and measure children and classify their nutritional status. The visited schools were provided with a malnutrition manual compiled by the fourth-year students; depicting the causes and consequences of malnutrition as well as signs and symptoms for identifying malnutrition in children. Based on the educators' preference, a month's supply of nutrition supplementation was left at the school for children identified as malnourished, or a referral letter was written for the parent to take the child to the MUCPP Clinic for further assessment and follow-up.

5.3.4 School of Nursing

5.3.4.1 First-Year Programme

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. The students were divided into groups that were representative of the diversity of the student population.

Community mapping and a survey (physical examination and history-taking of Grade R learners) were completed in Heidedal. At the end of the first semester the students implemented their projects based on the findings of the mapping and the survey, and presented their results at a selected primary school. Health-related problems were identified and health dialogue took place at the school through strategies such as role-play, song and dance. The students from the School of Nursing, the Grade R learners and their teachers benefited from knowledge sharing embedded in the service-learning activities. Teaching aids were donated to the Grade R teachers for future use. With the focus of community development in mind, all partners learned while serving together. Concerns such as road safety, nutrition, sanitation, malnutrition and the importance of keeping to a routine were discussed.

Various non-profit organisations (NPOs) were also visited. The students learned to appreciate the role of NPOs and gained an understanding of the dynamics of community-based organisations that focus on social development. A community-based early childhood development workshop was conducted in the second semester where students and women from the community learned how to communicate with children through play. These activities enhanced adult-child relationships and early childhood development, as children learned through play and exploration. Dolls were made and donated to the community. This workshop also formed part of the Mandela Day activities, and the private sector was approached for funding.

A food-garden workshop that involved first-year students and paediatric specialist students was conducted by a social entrepreneur, Mrs Dora du Plessis.



Before commencing with home-based care visits, Ms Lingiwe Nogabe (a community nurse with more than 20 years' experience in community engagement), briefed the students on how to gain entry to houses in the community. Later in the semester, the first-year students accompanied by nursing education and paediatric nursing care students who require skills in clinical preceptorship, undertook home-based care visits in an informal settlement. Students assessed families and identified positive and negative deviancies (families who live healthy regardless of environmental health risks or those who are affected by such). At the end of the semester, lessons learned from co-constructed indigenous and curriculum-based knowledge were discussed with the target community. Students also made toys out of recyclable materials and handed them over to children in the community. The community partners comprised of family members at selected settlements in the greater Mangaung area. The service-sector partners were NPOs, Grade R teachers and learners at selected schools in the same area.

5.3.4.2 Second-Year Programme

The second-year nursing students worked in primary health care clinics, senior-citizen facilities, a community health centre, and a secondary school for two days a week throughout the semester. Their learning outcomes encompassed, for example, the development of responsibility towards a diversity of communities, including demonstrating and applying certain skills and knowledge. To achieve these learning outcomes the students had to identify a health need and develop a community teaching tool or aid. Part-time facilitators were appointed to accompany the students and to assist them in the different clinical settings. Through this activity, community members became involved in their own health care, and were furthermore encouraged to make better use of the existing health care facilities. The nursing staff at these health care clinics or facilities also benefited as they were provided with additional community teaching tools in pursuit of better health care for all.

The students presented their projects at a formal presentation day at the School of Nursing. The same presentations were repeated in the community where the health care needs were originally identified. In a reflection report on their experiences, students were given the opportunity to reflect on ethical issues when confronted with patients or community members in a real-life situation. Competencies such as accurate record-keeping, teamwork, communication and the use of technology were promoted throughout the year.

5.3.4.3 Third-Year Programme

The wound-care project started early in the semester and extended over a period of six weeks. During this time, the third-year nursing students worked in groups of six to identify patients in the community with chronic wounds. The groups kept a record of the progress of the wounds each time they visited their patients. Formative and summative evaluations included a written report or case study, a demonstration by the students of their wound-care skills, and the presentation of their projects to nurse educators, wound-care specialists and representatives of medical companies. Furthermore, because the wound-care project forms an integral part of a research methodology module, the students were given the opportunity to master several research outcomes. Eventually, two of the best projects are selected to participate in the Faculty of Health Sciences Student Research Forum hosted in August each year.



5.3.4.4 Fourth-Year Programme: Midwifery

Supervised by an advanced midwife, the fourth-year nursing students visited mothers who have given 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. Students had to face several challenges in order to render this service. The challenges included the poor condition of roads and difficulty to locate the mothers because of incorrect street addresses that were given during the mothers' visits to antenatal clinics.

This sometimes resulted in wasted learning opportunities for both the students and the mothers in the community.



Students also visited the Lekhulong Secondary School and did a presentation on first-aid care. During a second visit, the students addressed teenage pregnancy, which was identified as an important issue.

5.3.4.5 Fourth-Year Programme: Mental Health

The students are involved in two community projects during the year. The students made low-cost toys for persons with an intellectual disability. The challenge was to use the principles of stimulation to develop a toy that is tailor-made for the 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 include families of children at Beudene, Caregivers at the Free State Psychiatric Complex (FSPC) and ROC, Heidedal. The service sector providers are Beudene, FSPC (care & rehabilitation wards) and ROC (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. They further learned 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 after-school environment. The community partners were assisted and supported with knowledge, skills, and tools to manage their mental health care issues.

5.3.4.6 Fourth-Year Programme: Transnet Phelophepa Train

As part of the partnership agreement between the UFS School of Nursing and the Transnet-Phelophepa train, fourth-year nursing students were placed for experiential learning on one of the two trains. From 19 to 31 January 2014, nine female students were exposed to the community members of Zamukulungisa in the Eastern Cape. The feedback received from the nursing staff who worked with these students was that: "The group adjusted and adapted well to the unique conditions that they were exposed to while working on the train (either hot or rainy weather). They coped very well with their work and were always willing to learn. They displayed a matured attitude with good interpersonal skills and relations with each other." The nursing staff also SAID: "They [the students] were able to cope with large numbers without compromising care." The staff also stated that they have no doubts that the students will make good professional nurses.

5.3.4.7 Post-Basic Nursing Education Programme

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. The community partners are the Heidedal community within the broader Mangaung area, orphans and vulnerable children (pre-school and primary school learners), and patients suffering from chronic diseases. Four service sector partners, namely the New Horizon Support Group, ROC

(previously known as REACH), Heidedal, Talitha Kidz in Heidedal (children from 2-12 years), and Talitha Baby Safety House in Batho (babies from 0-2 years) are also involved.

The service learning component requires of students to perform a learning needs assessment (situational analysis), using a nominal group technique, to ensure that the curriculum as well as the teaching and learning activities are relevant to all stakeholders.

Furthermore, students design a learner-centred lesson plan on a topic decided on by all stakeholders, construct a relevant assessment instrument, and perform demonstrations on clinical skills in the community. Curriculum development enables students to identify and solve teaching-related challenges and collect, analyse, organise, and critically evaluate information when designing curricula and teaching units. It also ensures the development of valid, reliable, and effective learner assessment tools; and how to utilise educational technology.

Finally, students learn to work effectively with others as a team, group, organisation, or community and communicate effectively using visual and language skills. They organise and manage themselves, as well as their activities, responsibly by means of a learner's portfolio. There is an urgent need to adapt nursing curricula and to develop critical thinkers in a health sector with major challenges. In this module, the community (health care workers, their families, and clients) are exposed to innovative educational practices that facilitate solutions to everyday health challenges. The community is given an opportunity to voice their needs pertaining to the learning environment, whereas the health care workers and other identified community members receive training in healthy lifestyle. The trainees go back to their communities and share the knowledge and skills gained.

5.3.4.8 Post Basic Programme: Child Health Nursing

This module was offered for the first time during the second semester of 2013, when an already existing 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 ROC service sector partner. The service sector partner was the staff members at ROC (managed by Mr Patrick Kaars).

The learning outcomes for the students were embedded in the curriculum. Each student built a relationship of trust with the carers and the children at the crèche. Each student interacted effectively with a child in a family environment. Furthermore, the students reflected as partners or team members on the set of systems and diverse cultures related to paediatric nursing care and they were given the opportunity to appreciate the benefits of a service learning partnership. They advocated for children's rights according to the *Batho Pele* principles and Human Rights Charter, whilst rendering service and care to children. Environmental influences were analysed in relation to a child's health, whereafter students acted upon identified problems.

The students also integrated theory and practice through engaging in service learning activities. They conducted a situational analysis in order to gain a better understanding of the child's experience at the crèche. Thereafter, skills such as a physical examination, screening for disease, and evaluation of the growth and development status of the children were practised. Children were referred to local primary health care clinics for treatment, where necessary. A home visit followed to enhance the implementation of care plans.

5.3.4.9 Mandela Day project

The three schools from the Faculty of Health Sciences joined forces in presenting the 2014 Mandela Day project to benefit of Eden Shelter, under the leadership of Ms H Morgan and Mr E Lerata. The focus of the project was on collecting a tower of tins, providing time for cleaning, cooking, and administrative functions and providing time for entertaining and spoiling the residents. Most of the activities took place on 26 July 2014.

5.4 Faculty of The Humanities

5.4.1 Community Engagement Committee



Susan Lombaard

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Mabatho Ntsieng

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Mrs Susan Lombaard has been appointed as the chairperson for the Community Engagement Committee for 2014 to 2016. She is a lecturer in the Unit for Language Facilitation and Empowerment.

Ms Mabatho Ntsieng has been the Community Engagement Officer of the Faculty for a few years. Without her hard work, passion and dedication little would have happened. She is a 'mother', mentor and role model for the socially responsible learners and the right hand to the chairperson. Her enthusiasm never ends.

5.4.2 Social Responsible Learner of the Year

5.4.2.1 Memorandum of Understanding: Heidedal

A Memorandum of Understanding between the Faculty of Humanities and partners in Heidedal was approved by the executive committee of the UFS on 26 May 2010. The first project was launched during April 2012 at the three high schools in Heidedal: Dr Blok, Petunia and Heatherdale.

Mrs Ester Knoetze from the Heidedal Child Welfare Centre has retired and will be replaced by Mrs Estene Bekker. Mrs Knoetze is still involved in the homework programme and various other

activities at the centre. Mrs Bekker is very familiar with this project and the University as a whole. She is a registered social worker and completed her social work degree at the UFS. She acts as the supervisor for the fourth-year students of the Department of Social Work who are based at the centre.

During March 2014 a first task team meeting for the year was held at the Child Welfare Centre. The new chairperson, Susan Lombaard, was introduced to the team and discussions took place among the task team on possible projects for the year. The team consists of:

Ms Edelweiss Coetzee	Diakonale Dienste
Elizabeth Francis	Trevor Barlow Library, Heidedal
Ms Rashona Jones	Child Welfare, Bloemfontein
Ms Mabatho Ntsieng	UFS
Ms Susan Lombaard	UFS
Mr Patrick Kaars	ROC

The partners helped in identifying concerns from the community of Heidedal and identified ways to improve this community engagement project. The partners then helped to identify concerns of the community of Heidedal, as well as ways to improve the current community engagement project. A plan was drawn up to address these concerns by restructuring the rules and guidelines of the Socially Responsible Learner of the Year competition.

The task team agreed upon the prize for the winner, as well as workshops for learners to assist them with their final presentation. It was also agreed upon that learners should meet the task team and be motivated to work hard and liaise with organisations in the community.

During August 2014, a meeting was held with the task team and the 10 learners at the Trevor Barlow Library to provide more assistance to the learners concerning their projects.



Elizabeth, Edelweiss and Jolandi (ROC)

5.4.2.2 Finalists

The grade 11 Life Skills teachers grouped a few candidates who are said to be academically strong and have the potential to succeed at the UFS. More than 20 learners participated and only ten were allowed to go to the next phase of the competition. Learners worked on their projects for most of the year under the guidance of Ms Mabatho Ntsieng.

The projects included:

- A homework centre, aimed at improving primary school children's ability to read and write.
- Teenage pregnancy awareness, which targeted learners who are not pregnant and made them understand about the dangers of being a young parent and to promote abstinence.
- A drug abuse project which attempts to keep the youth off the streets and teach them the importance of looking after their bodies and health by exercising.



Socially responsible learner finalists with Susan Lombaard and Mabatho Ntsieng

5.4.2.3 Prize-giving ceremony

The winner was announced on 14 October 2014 during the prize-giving ceremony at the Trevor Barlow Library. All participants had the opportunity to present their project to the judges. Their posters were displayed and discussed with the judges during an individual interview.

All finalists were awarded an opportunity to take part in a career guidance assessment offered by EPOG. This was to encourage the learners to dream big and give them some direction in lives. It was a very positive and enriching experience for the learners. Judging was done by Edelweiss Coetzee from Diakonale Dienste, Jolandi representing ROC Foundation and Elizabeth Francis, head librarian from the Trevor Barlow Library. The winner received a R10 000 bursary towards studies at the UFS.

Simone van Wyk, a learner from Heatherdale Secondary School, received the Socially Responsible Learner of the Year award for 2014. Her community project was focused on uplifting the young men of the community. She partnered with the local police station as she was aware of a similar project the Heidedal Police Forum was running.



Simone van Wyk receiving the Social Responsible Learner of the Year Award

5.4.2.4 Success stories – Socially Responsible Learners 2012

The 2012 winner, Xaney van Schalkwyk, is currently enrolled at the UFS for the BSocSc (Human and Societal Dynamics) degree. Boitumelo Tlhaole is currently doing her second year in Medicine. Chevone Scheepers is also studying at the UFS, doing her second year in the BSocSc programme.

Previous socially responsible learners are still involved in the competition and act as role models for the current learners. All the finalists were awarded an opportunity to take part in a career guidance assessment offered by EPOG. This was to encourage the learners to dream big and give them some direction in their lives. It was a very positive and enriching experience for the learners.

5.4.3 Academic prize for service learning

The Faculty of the Humanities hosted an academic prize-giving ceremony in April 2014. There were two groups of students that won: one group of undergraduate students were from the Social Work Department and the other group were post-graduate students from the Psychology Department.

During this ceremony the winners were awarded certificates and a cash prize for having achieved the best results in a service learning module in the Faculty.

The best undergraduate Service Learning group 2014 partnered with Kovsies Wellness and came up with a project called Baby Later. The aim was to encourage students at the UFS to abstain from sex and plan their lives better.



5.4.4 Philippolis project

5.4.4.1 Storybooks

Susan Lombaard and Mabatho Ntsieng represented the Unit of Language Facilitation and Empowerment who donated children storybooks to the library in Philippolis. One should never underestimate the power of “story time” with children. Being told stories boosts language, and feeding children’s imagination develops their abstract thought and problem-solving skills. Susan read to the little ones in Afrikaans, while William Magwa from Philippolis, interpreted the story in Sesotho and IsiXhosa.



5.4.4.2 Public speaking competition

Learners from local public schools were encouraged to enter the public speaking competition which was held in Philippolis. Topics were linked to Heritage day. The learners also had the freedom to choose which language (Afrikaans, Sesotho, or isi-Xhosa) in which they prefer to present. The aim was to build confidence and promote a feeling of pride within the learners. The skill of public speaking has a lot of benefits for the individual presenter and the community at large.

The more learners become confident with whom they are and their heritage, the better choices they will be able to make concerning their future. The prize was an excursion to the UFS campus and the office of the Student Representative Council facilitated the site tour.



5.4.5 Service learning module summary

Summary of Service Learning Modules in the Faculty of The Humanities

Code	Title	Departments	Academic Host Programme	Module Coordinators	Keywords
AAM309	Service Learning	Fine Arts	BA (Fine Arts)	Mr B Botma botmab@ufs.ac.za	Arts & Culture Economic Empowerment Education & Training
CSL304	Service Learning: Human Societal Dynamics	Psychology Criminology Sociology	BSocSc (Human & Societal Dynamics)	Mr H Taylor taylorh@ufs.ac.za	Life Skills Social Development
DSP302	Service Learning	Drama & Theatre Arts	BA (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	BA (Human Movement Science)	Mrs B Coetzee austinba@ufs.ac.za	Health Life Skills Sport & Recreation
MDB332	Clinical Community Work	Social Work	BA (Social Work)	Ms M Esau esauMC@ufs.ac.za	Education & Training Social Development Life Skills
MOP302	Service Learning	Music	BA	Mr W Stander StanderWJ@ufs.ac.za	Arts & Culture
SDL314	Service Learning in The Humanities	Anthropology Political Science Philosophy	BA	Dr P Esterhuyse esterhp@ufs.ac.za	Indigenous knowledge Language Life Skills

Code	Title	Departments	Academic Host Programme	Module Coordinators	Keywords
SDL324	Service Learning	Public Management Communication Science Political Science	BA in Governance and Political Transformation	Dr.T Coetzee CoetzeeT@ufs.ac.za	Economic Empowerment Indigenous Knowledge Life Skills, Research Community Development
SIL604a	Perspectives On Groups & Communi- ties: Therapeutic Horse Riding Project	Psychology	Honours in Psychology	Dr P Naidoo NaidooP@ufs.ac.za	Health People with disabilities Community Development
SIL604b	Perspectives On Groups & Communities: Study Buddy Project	Psychology	Honours in Psychology	Dr L Naudé naudel@ufs.ac.za Mrs I Kruger krugeri@ufs.ac.za	Life Skills Schools Assistance Community Development
SOS324	Social Research and Service Learning	Sociology	BA	Mr G Magaiza Magaizag@ufs.ac.za	Social Research Life Skills Sustainable Livelihoods Economic Empowerment Community Development
KOM344	Service Learning	Communication Science	Communication Science	Ms E Lombard LombardE@ufs.ac.za	Education and Training Life Skills Community Development
KRM648	Service Learning	Criminology	Honours in Criminology	Ms L Coetzee coetzel@ufs.ac.za	Health People with Disabilities Education & Training HIV & Aids Indigenous Knowledge Life Skills, Religion Community Development

5.4.6 Summary of first semester service learning modules

AMM309: FINE ARTS

Fine Art students communicated with, and demonstrated art and craft skills to disabled children at the Pholoho School for Physically Disabled to develop their fine motor abilities.



CSL304: HUMAN SOCIETAL DYNAMICS

The theory that was addressed during the first semester involves an action research model so that students have a much better understanding of, and practice in conducting systematic social enquiry. The second semester was utilised for the students to visit schools in the community and apply the theory which they have learned. The following schools participated in this service learning module in 2014: Dr Viljoen, Fauna Primary School, Ihobe Intermediate School, Karabelo Primary School, Kruitberg Primary School, Monyatsi Primary School, Nzame Primary School, Roseview Primary School and Rutanang Primary School.

Intervention sessions focused on areas such as individual development, relationships, violence/bullying, and societal/environmental awareness. A key aim was to build on the strengths of learners to better equip them with skills that could help them to face or deal with issues they identify as problematic.

KIN102: SERVICE LEARNING IN HUMAN MOVEMENT SCIENCES

This module incorporates the themes of identifying problems and strengths with regard to sport and recreation of a group of learners within the community and the development and implementation of recreation programmes.

The students visited the pre-school section at Lebone Village in Bloemspruit, ROC in Heidedal and BloemSecure (Winky Direko facility) in Ehrlich Park, Bloemfontein to identify areas where the children may be lacking in skills and improving these areas.



KOM344: COMMUNITY COMMUNICATION

In this module students learn to make use of the knowledge and skills they have developed during their studies to engage with learners from disadvantaged schools. During this process the aim is to make a difference in the lives of these learners. In 2014 the students were engaged at the Tshabelang Primary School and Lebone Village.

MDB332: CLINICAL COMMUNITY WORK

One of the service learning projects was a mentorship project at Petunia Secondary School in Heidedal. This project addressed the dangers of drug abuse, focusing mainly on Grade 9-learners.

Another project aimed at bettering the lives of the older generation. The event took place at an old-age home and the students joined hands with the School of Nursing to offer the residents of the old-age home free medical service.

MOP302: COMMUNITY SERVICE LEARNING

Students obtain the relevant knowledge and skills for developing basic music skills of the learners of the Mangaung String Programme. Learners from different schools in Bloemfontein, such as Fauna, Bochabela and Heidedal, are driven by a bus to the Musicon where the classes take place. Learners are taught aural training and theory that goes hand in hand with practical tuition on their actual instruments, which is presented separately by the Mangaung String Programme.

SDL324: GOVERNANCE AND POLITICAL TRANSFORMATION

Students are making a difference in governance practices.

The service learning module is embedded within the BA Governance and Political Transformation qualification. This module provides a golden opportunity for students to gain first-hand experience on a very practical level regarding governance issues within communities. Students contributed to improved good governance practices at municipal and ward level. Students analyse, assess, and learn how ward councillors implement good governance principles. Students visited the wards of Langenhovenpark, Brandwag, Fichardtpark, and Pellisier. They also obtained a better understanding of the theoretical framework of Political Science and Public Administration and Management and could clearly use and link the theory of the different subjects to understand the practical issues and problems experienced by communities and councils regarding good governance.

They were able to identify the basic principles of good governance and could 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 workshops and meetings organised by the students themselves. 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 obtained a better understanding of the theoretical framework of 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.

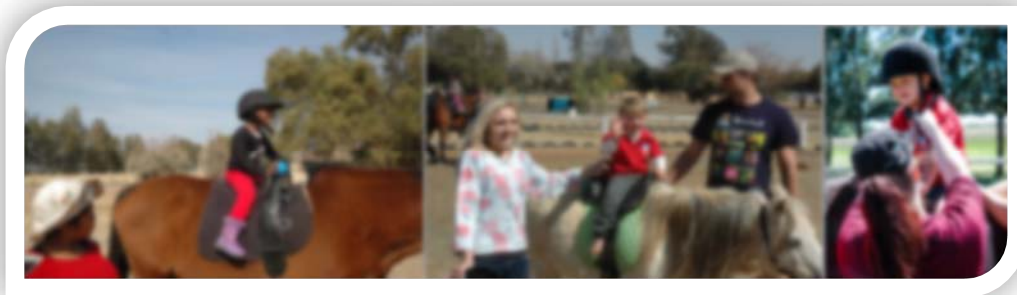
Students were challenged to identifying problems and also had to develop strategies and action plans to improve and sustain good governance practices in the different wards. Students also had the opportunity to present their research findings, experience, and very importantly, understand governance and political transformation during a formal presentation to colleagues, students and the ward councillors of the different wards. Students

were asked to specifically present the action plans to improve and sustain good governance in the wards.



SIL604A: THERAPEUTIC HORSE RIDING

The students worked well with our Therapeutic Horse Riding community partners during 2014. In an effort to be more rigorous with regard to ethics, we obtained informed consent from parents for students to take photographs of the children during the therapeutic riding sessions. These photographs were made available to school teachers to share with parents when the children receive their final school reports for 2014. (Faces have been faded out on the photo below.)



In previous years, there was a tendency for individual students to be possessive of the children they worked with, to the extent that they did not always welcome assistance and inputs from fellow students. It is therefore noteworthy that the 2014 therapeutic horse riding honours students were quick to develop a sense of community and collaborative partnerships with each other. Students used each of their strengths towards the good of the group of children they worked with. One could see positive psychology in action at the therapeutic riding sections. The students acted responsibly in their interactions with the therapeutic horse-riding environment (the horses and equipment) and were genuine in their efforts to promote the well-being of the children who participated in the project.

Throughout the year, the students conducted themselves as socially responsible citizens who prioritised the safety and well-being of the children. The community partners commented on numerous occasions that the 2014 group was the best group of Therapeutic Horse Riding students we have had thus far. In seeing how committed the students were to the project and the children, it could be noticed that the community partners, too, were more open in making inputs during the therapeutic riding sessions than they had been in previous years.

A general challenge was that certain students struggled to move beyond presenting a purely descriptive account of their experiences in their reflection reports. The outcome of thinking critically about their practice, and making deeper links between Community Psychology theory (as well as general psychological theories) and practice needed work. In an effort to build on the ways in which they learn from their involvement in the community project and improve the quality of their reflections, students received verbal and written feedback on their reflections, indicating areas in which improvements could be made. In addition, constructs linked to their community project experiences were emphasised during lectures on a continuous basis.

SIL604B: COMMUNITY PSYCHOLOGY: STUDY BUDDY PROJECT

Given limited and inadequate opportunities, black youth in under-resourced schools in South Africa have been described as the 'lost generation'. To empower youth with the competence to address leadership challenges, interventions are focused on the joint (student together with partnered youth) development of skills related to studies, careers, and life. Focus areas include life skills development, study skills, career planning and personal enrichment.

For this purpose the Study Buddy students were placed at four secondary schools in Mangaung, namely Tsosetso, Lereko, Kaelang and Lekhulong Secondary Schools. Teachers at these schools provide regular feedback in which they articulate the value that the student engagement with the learners had. Teachers experienced a marked improvement in learners' adjustment and behaviour.

5.4.7 Community engagement open day 2014

The Community Engagement Open Day took place on 5 September 2014. Various organisations and faculties were represented during the open day. The stall of the Faculty of the Humanities exhibited some of the projects and activities that took place during the year. The opportunity was used to strengthen relationships with community organisations and other Faculties.

Three staff members of the Faculty of The Humanities received Vice-Rector's Awards for their contribution towards community engagement, namely Ms Susan Lombaard, Ms Anita Muller and Prof Theo du Plessis.



5.5 Faculty of Law

BWR224: LAW OF EVIDENCE

In this module 33 students did volunteer services at the Law Clinic and 24 students engaged in street law projects. The most evident impact on the community could be ascertained from the learners of the Moemedi Secondary School and the Hodisa Technical School. These learners were provided an opportunity to directly address human rights and civil rights concerns with staff and students of the faculty. Human rights awareness projects aim to clarify legal processes and how to address social justice concerns. The learners at both these schools actively participated in interactive sessions where pre-determined topics in this regard were addressed.

Eight students participated in the Human Rights Essay Competition and 22 in the Kopsie Moot Court competition.

5.6 Faculty of Natural and Agricultural Sciences

5.6.1 Naval Hill Planetarium

5.6.1.1 Background

It has been a long-held dream that central South Africa with its illustrious astronomical heritage and spectacular night skies should have a planetarium. After consultation with local and provincial government, the optimal location for a planetarium for central South Africa was identified. The location is the historic Lamont-Hussey Observatory on Naval Hill in Bloemfontein.

By late 2012, almost all funding for infrastructure was in place and the building project started on 12 November 2012. A Concession Agreement was reached between the UFS and the Mangaung Metropolitan Municipality (MMM) according to which the UFS has a 35-year concession on the old Lamont-Hussey observatory with further options to renew. By the opening on 1 November, the planetarium cost approximately R14 million.



5.6.1.2 Number of visitors and programmes

During the first six months of operation approximately 80 programmes were presented to a total of approximately 6 600 visitors. This gives an average of three programmes per week with an average of 83 people per show. The average number of programmes per week has increased to five during the last few months as school groups also started visiting the planetarium. In February and early March 2014, we hosted a number of school groups from rural locations. A total of 393 learners from Grades 8-12 visited the planetarium from Lesotho, Mariasdal and Botshabelo.

5.6.1.3 Media

The two Bloemfontein Observatories, namely Boyden and the Lamont-Hussey, received more than R2 million of publicity in the local and national media, including print, electronic, radio and television. The two most high-profile events took place on 18 June and 1 November.

These events were connected to the planetarium on Naval Hill. Bloemfontein's 'twin observatories' are a unique attraction for central South Africa. They attract people interested in eco-tourism, heritage, and education.

The observatories offer star-gazing, spectacular views, game-drives on Naval Hill, and authentic dark-sky experiences at Boyden, and edu-tainment through the planetarium shows. The observatories also featured several times on television in 2013. On 18 August 2013, a film crew spent two days shooting footage at Boyden and on Naval Hill for a documentary which was scheduled for broadcast towards the latter half of 2014. The documentary was funded by the Department of Science and Technology and was aired during prime time on TV3.



5.6.1.5 Ongoing interventions and annual events

Schools all over the Free State participated in SAASTA's Astronomy Quiz competition in 2014. The Free State leg of the competition is co-ordinated by the Boyden Science Centre and the Naval Hill Planetarium in collaboration with the Free State Department of Education. Approximately 80% of these learners were from disadvantaged schools. Unicom School were the winners of the Free State leg in 2014 and they went on to win the National Finals.

The programmes at the planetarium support the UFS Schools Change Project, initiated by Prof Jonathan Jansen. In 2013, the project received substantial funding and is now fully operational. Twenty-two schools are involved in the project. Leaders of the UFS School Change Project are busy organising visits to the planetarium for learners from 22 schools in the Schools Change Project, mainly from the Motheo district. These schools are all in previously disadvantaged areas, namely:

- Botshabelo (5 schools): Lefikeng SS, Ntemoseng SS, Senakangwedi SS, Reamohetse SS and Kgorathuto).
- Thaba Nchu (5 schools): Christian Liphoko SS, Goronyane SS, Moroka HS, RT Mokgopa SS and Sediti SS.
- Bloemfontein area (7 schools): Bainsvlei SS, Vulamasango SS, Lekhulong SS, Hodisa TS, Kagisho SS, St Bernards SS and Dr Blok.
- The remaining five schools are Metsimaphodi in Dewetsdorp, Thapelong in Van Stadensrus, Reutlwahetse, Excelsior Combined in Excelsior and Ikanyegeng in Jacobsdal.

The total number of learners in these schools is approximately 16 765 with 720 educators. Part of this project entails the mentoring of the Maths and Science teachers and enhancing the educational process in Maths and Science. The exposure the learners will receive at the planetarium in a number of interactions from May 2014, are specially tailored for their level of development and a retired Science teacher, Mrs Magdaleen Schoch, is taking charge of putting the content together.

During the DST (Department of Science and Technology) National Science Week in August 2014, a number of activities and programmes were presented and coordinated by the Boyden Science Centre/Planetarium team. The target groups indicated above are a starting point but will be expanded as more funding becomes available. Programmes at the planetarium and at Boyden Observatory are designed to complement each other to offer a unique and robust experience to visitors and learners. We anticipate that more than 20 000 people will visit the two observatories in 2014.

The UFS and DST jointly presented the launch of National Science Week on the UFS South Campus. This was be a high profile event that was be attended by 3000 learners and VIPs from all over South Africa. It was an ideal opportunity to market the planetarium to the education community.

5.6.2 Summary of service learning modules

NEC302: NATURAL SCIENCE EDUCATION

Regular programmes and workshops for Grade 10-12 learners from three designated schools are presented yearly through a special UFS Community Programme (a credit-bearing course for UFS students), namely Dr Blok High School, Petunia High School, and Heatherdale High School. Through this project, UFS students gain teaching experience and school learners gain specialised tuition in Mathematics and Science. To give them a 'wow!' experience, a visit to the Boyden Observatory and Science Centre, and also the Planetarium on Naval Hill, was included as part of this project in 2014.

RIS242: COMPUTER INFORMATION SYSTEMS

Working together with the Mangaung Concerned Residence Organisation (MCR), 41 individuals from Mangaung were identified to take part in the seven-week computer literacy training that was offered. The focus was on finding unemployed individuals and supplying them with the skills necessary to improve their chances of finding work. This training included basic training as well as training in the Microsoft Word suite. Forty participants from the community completed the training and passed the final practical evaluation. The MCR is a non-profit organisation run by members of the community for the community striving for community improvement.

TSP793: APPLIED REGIONAL PLANNING PROJECT

In this honours module students worked with the Kayelitsha informal settlement community close to Grasland in Mangaung. Students learned the value of community participation and planning and reported on the viability of a development axis along the N8-road between Bloemfontein and Maseru.



VBW414: COMMUNITY DEVELOPMENT AND BEYOND: ISSUES, STRUCTURES AND PROCEDURES

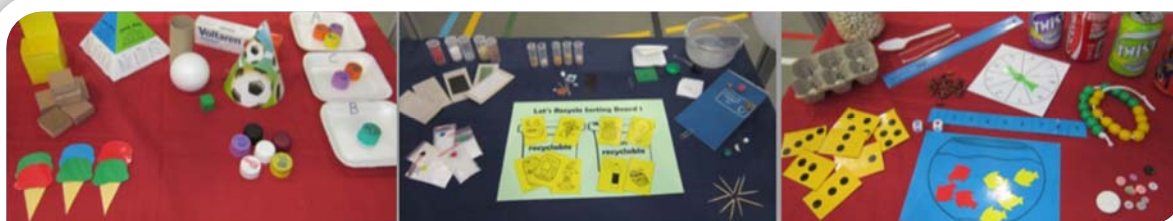
The VBW414 module includes community development with regard to individuals, families, and groups. Students are involved with the planning of programmes and projects, as well as the implementation of the project at the Lengau Agricultural Centre. In this module, students help members of the community to establish a small clothing plant. The women are motivated to create their own job opportunities.



In 2014 the Oranje Vroue Federasie provided a new group of women for the project. These women, however, 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.

5.7 Science-for-the-Future Unit in the Faculty of Education

The *Family Maths & Family Science* programmes focus on demystifying Mathematics and Science for learners in the early school years. They focus on a hands-on methodology and the use of inexpensive household material to convey key concepts in Mathematics and Science. Teachers are trained at the UFS to integrate the project activities into the classroom curriculum. It is then expected from teachers to also conduct training sessions in *Family Math* activities for parents and guardians at their schools. Currently 111 primary schools in the Free State, Eastern Cape and Northern Cape are participating in the project. Altogether 219 teachers, 11 110 learners and 4 538 parents have benefited from these activities.



In 2014, as part of the service learning component of the Elementary Natural Sciences, Numeracy Education and Life Skills modules, 558 student educators were exposed to non-formal *Family Math & Family Science* training, after which they were expected to facilitate these activities at schools in the community. Through these service learning modules 1 474 learners from 13 different schools have been exposed to hands-on Maths and Science activities.

The implementation of these activities was made possible with financial support from the South African Road Agency Limited (SANRAL).

5.8 Faculty of Theology

During the Community Service Indaba in 2014, Towers of Hope received an award for the best external partner for the Faculty of Theology. The award was really motivating to Towers of Hope and intrigued more interest from other departments of the Faculty of Theology to work more in partnership with Towers of Hope.

In 2014 the Department of Old Testament held a workshop in partnership with the Mangaung Ministers Forum. The theme was on the exegetical process of reading a text towards preparing a sermon. The impact of the workshop contributed immensely on the ministers' every day sermon preparation in their congregations.



Ministers at a workshop led by the Department of Old Testament

TMIS3714: PRACTICAL MISSIOLOGY

In 2014 students visited and empowered people in the informal settlements in Mangaung. Material of the Central Business Academy for empowerment of the poor was used in discussions between the students and members of the community. The DRCA Bloemfontein West was instrumental in the discussions.

During May 2014 students visited Towers of Hope and empowered communities in inner-city dwellings. Both communities of predominantly Afrikaans-speaking and Sotho/English-speaking inhabitants in inner-city dwellings were visited. Students are required to visit a church service of a tradition other than their own and make contact with church members. A service of the DRCA was attended.



Students doing a 'streetwalk', climbing down into the storm-water canal in Bloemfontein, and meeting some of the homeless guys staying there

TPTH3714: STUDY OF PRACTICAL THEOLOGY

This module is whereby students have three sessions of two hours exposed to the practical issues of a ministry to the homeless people (a lecture and video), and cleaning campaign in the Bloemfontein central business district. Furthermore, students visited a shelter named Eden Ministries where vulnerable people are housed and taken care of 24/7. This is where the students learnt about how to minister to these vulnerable people and experience the real world of the vulnerable people. Students reflected that they experienced an awakening and sensitising to the issues and challenges faced by those who are marginalised in the society. For most of them it was the first of such an exposure and started a process in their own development on the 'how to' bring theory to practice.

6. Kovsie Rag Community Service

6.1 Background

The University of the Free State engages students in both the *academic project* – to graduate as professionals ready for the world of work; and the *human project* – to develop students as mature and balanced citizens ready to serve our society.

Our RAG Community Service (RAG CS) office plays a pivotal role in our citizen development programmes. As a non-profit organisation, RAG CS achieve this by combining fundraising programmes in aid of community service, as well as volunteer programmes for students to support and participate in community service initiatives. All communities and community engagement partners are invited to partner with RAG CS to develop both real support to community service programmes and citizenship development with students. Our slogan – “It’s a given” – says a great deal about who we are and what we do. We are, after all, in the business of giving.

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6.2 Flagship and Other Special Community Engagement Projects

6.2.1 Food parcel project

In January 2013, RAG CS initiated a food parcel project with the aim of reaching the less privileged in our Heidedal and Mangaung communities. The purpose of this project is to supply 2 000 food parcels which will provide 12 000 meals to the community. The RAG CS committee

actively takes part in this venture since they buy and prepare the food parcels, which was once again distributed in 2014 during the annual Rag CS procession.

6.2.2 School bag project

During January 2014, school bags filled with stationery were handed to learners at the following primary schools: Joe Solomon, Heide, Dr Visser, Pholohong and Unity.

6.2.3 Child Welfare project

In order to create additional awareness for Child Welfare, license disks are annually printed and distributed with the Ritsim magazine.

6.2.4 Partnership and participation

During the month of August we had our annual Ubuntu project in partnership with Towers of Hope. Nine hundred hotdogs and juices were dispensed to the homeless people of Bloemfontein. The UFS residences, grouped into 'colleges', participated in this project.

Rag CS supported the Casual Day project in September 2014 by selling 1 130 stickers to fellow students. This project was done in partnership with the Unit for Students with Disabilities.

Assistance was provided to the No Student Hungry (NSH) project by means of the following: NSH bus hire for Mandela Day, food bursaries for 18 students and transport for the NSH stride project.

The Department of Nutrition and Dietetics did a research project which revealed that 59% of students suffer from severe food insecurity. The Student Affairs Management team adopted the formation of a Food Insecurity Task Team (FITT). Rag CS worked in partnership with FITT to have a soup kitchen on campus. Soup was distributed during the examinations.




Rag CS supported the Tekkie Tax project in May 2014 by selling stickers to the value of R2 141,00 to fellow students. This project was done in partnership with Child Welfare Bloemfontein.

Schoolbooks were donated to the Department of Education.

6.2.5 College projects for 2013/2014

UFS residences were grouped into the following 'colleges' which each had a specific project for 2013/2014:

East College	
FAMSA (Families South Africa)	<p>The aim of the East College was to create a safe, clean eco-friendly environment for the Tsholofelo Creative Kids. The project was started by FAMSA to care for children of jobless parents. The following was achieved by the project:</p> <ul style="list-style-type: none"> • Supplied the school with a billboard/name board. • Installed lights at the front of the school. • Painted all the classrooms and passages. • Built shelves for schoolbags and books in the classrooms. • Built a soccer field; soccer posts and installed lights for the soccer field; planted grass and supplied soccer balls. • Supplied 15 study desks. • Hired contractors who renovated the bathrooms: installed new toilets, basins and tiled the floor. • Repaired roof leaks, as well as damage from previous water leaks. • Repaired electricity shortage. <p>What East College also managed to do was building a relationship with the children; they had great interactions with them through life skill encouraging games.</p> 
West College	
Jean Webber Home	<p>Jean Webber is a home for disabled persons who cannot function on their own. West College supplied the residents with clothes and assisted them with various fundraising functions. A few rooms needed minor renovations while other rooms needed <i>en suite</i> bathrooms with wheelchair facilities. Rooms have been painted.</p> <ul style="list-style-type: none"> • Supplied the school with a name board. • Painted ±10 classrooms and repaired the electricity. • Hired contractors to build showers and basins in allocated rooms. <p>Hosted a fundraising to supply them with food and money for staff salaries.</p>
South College	
Mangaung Primary School	<p>With their project, South College mainly focused on Grade R to Grade 3 students since this foundation phase is a critical stage in any child's life and forms the basis for the rest of their school careers.</p> <p>The aim was to provide the school with the necessary tools and visual stimulation to create and sustain a productive yet fun learning environment.</p> <ul style="list-style-type: none"> • Supplied the school with a billboard/name board. • Restored safety on the playgrounds. • Fixed the fences. • Fixed roof leaks and painted the roofs. • Fixed the water supply. • Revamped the pavement around the school. • Supplied carpets. • Repaired the laundry line and built shelves in the kitchen. <p>South College also managed to donate a collection of children's books which will help the students with their reading and writing skills since the kids struggle with the English language. The College visited the school on a regular basis and provided life skills development activities to the children. These visits made a great impact on the children and the teachers.</p>

North College	
Arbeidsgenot Primary School	<p>The aim of this project was to revamp and renovate the school by painting the classrooms and expand the library. Various fun days were held with the children and they were taught life skills, arts, and basic education skills. North College achieved the following with their project:</p> <ul style="list-style-type: none"> • Supplied the school with a billboard/name board. • Supplied carpets for three classrooms. • Provided ± 35 study desks and 10 shelves for the classrooms. • Renovated an old classroom and changed it into a library. Books were supplied and shelves and cupboards were built. • Painted classrooms on the inside, as well as the roofs. • Built a soccer field and soccer posts, planted grass and supplied soccer balls. <p>Hired contractors to fix the plumbing in bathrooms; tile the classrooms, fix the lights and supply new classrooms with electricity.</p>
Central College	
Lerato Crèche	<p>Lerato crèche is situated in Bainsvlei outside Bloemfontein. It accommodates 55 children from five months up to six years. The crèche does not have a child-friendly environment and Central College aimed at providing the children with a friendlier and fun learning environment.</p> <p>They achieved the following through their project:</p> <ul style="list-style-type: none"> • Supplied the school with a billboard/name board. • Restored safe playgrounds. • Fixed the fences. • Fixed and painted a leaking roof. • Fixed the water supply. • Revamped the pavement around the school. • Supplied carpets. • Repaired the laundry line and built shelves in the kitchen. • Provided stationary for the children.