Module profile: MGT549 (2011)

1. Module detail	
1.1 Module code	MGT549
1.2 Module title	Community Engagement and Service Learning
1.3 Brief description of module content	To determine the impact of political transformation on service delivery in different municipalities in the RSA. To explain and analyse the relationship between the ward councillors and communities in different local municipalities in different provinces.
1.4 Module Convenor	Tania Coetzee
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1.4.1 Years involved with SL or other forms of CBE	9
1.4.2 Completed HOS717	No
1.5 Other UFS staff members involved	
1.6 UFS peer support person	0053579
1.7 Faculty	01
1.8 School	155
1.9 Academic host programme	Postgraduate Diploma in Governance and Political Transformation
1.10 Main department involved	Governance and Political Transformation
1.11 Additional departments involved	
1.12 Study year of students	Masters
1.13 NQF level of the module	8
1.14 Number of credits for the module	16
1.15 Module offered during	2nd Semester
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	No
1.18 Module type	Elective
1.19 Key words	Economic Empowerment Indigenous Knowledge Life Skills Research Social Development

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	6
Drop out	
Pass	
Pass with distinction	
Fail	
Incomplete	
2.2 Student profile: Gender and race	
Male	4
Female	2

Race	
Black	6
White	0
Asian	0
Coloured	0
2.3 Student profile: Language of instruction	
Afrikaans	0
English	6
2.4 Student profile: Home language	
Afrikaans	0
English	0
Ndebele	0
Xhosa	0
Zulu	0
Sesotho	0
Setswana	0
Swati	0
Venda	0
Other	0
Unknown	0

3. Partners and Sites

3.1 Partner(s) in the community

3.2 Partner(s) in the service sector

3.3 SL site(s)

3.3.1 Key engagement sites	Number of students
3.3.2 Other sites	Number of students

3.4 Site visits

3.4.1 Venue(s)		Community Hall	
3.4.2 Number of active SL hours spent in the community per student	3.4.3 Number of students	Total number of hours	Total number of student visits
70	N/A	N/A	1

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

As the Programme for Governance and Political Transformation has a specific niche and focus, it is obvious that an opportunity will be provided for learners of the programme to take a service teaching module. The niche and focus of the Programme are governance and political transformation and political management. The establishing of good governance and a liberal democracy with the accompanying value system is of crucial importance for South Africa. The imperative to develop knowledge discernment and skills within the framework of liberal democracy and in basic reasons for the creation of a service learning module is evident and there is thus a great need to empower decision-makers within political management. Good governance and a liberal democratic dispensation are pivotal to the programme. A specific need has been identified within this dispensation and learners in the programme are in the position to obtain the necessary theoretical knowledge of political transformation, political management and the political environment. As the majority of the learners are already in employment within the central, provincial or local government, a golden opportunity exists to obtain recognised knowledge concerning the practical implications experienced, problems surrounding good governance within a community as well as liberal democratic principles in general.

The aim of this module is to expose learners to the study of problems of political management. Presently the crisis of political management, not only to legislate the solutions to community needs and challenges, but to implement the policies, is quite obvious (community needs). Learners will be able to make a contribution to good governance through the knowledge and experience gained at the workstation. Learners will be able, through representatives of political parties and interest groups, to enter specific constituencies and to learn from the constituent community how they experience the political management, governance and liberal democracy.

Dissatisfaction, frustration and even violent conduct have been prevalent in many communities as the result of asserted poor or even non-delivery of services. Questionnaires, interviews and participative observations may be part of the methodological approach. A learner may contribute to the communication between the community and the legislators or political management and may obtain a better understanding of the theoretical framework of political management, but also of implementing liberal democratic government on grass roots level.

4.1.2 Generic (critical cross-field) outcomes

a) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
b) working effectively with others as a member of a team, group, organisation, community;
c) organising and managing oneself and one's activities responsibly and effectively;
d) collecting, analysing, organising and critically evaluating information;
e) communicating effectively using visual, and/or language skills in the modes of oral and/or written persuasion;
f) demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
g) contributing to the full personal development of each learner and the social, cultural and lingual development of society at large;
h) making the individual aware of the importance of reflecting on, and exploring, a variety of strategies to learn more effectively, participating as a responsible citizen in the life of local, national and global communities, being culturally and aesthetically sensitive across a range of social contexts, exploring education and career opportunities, and developing entrepreneurial opportunities;
i) he/she must illustrate his/her skills relating to organising of workshops;
j) understanding the complexity of the political transformation process and the management of it;
k) understanding the complexity of a working relationship, communication and satisfaction of community needs amongst all participants.

4.1.3 Service-learning activities of students (in the community)

Assessment ACTIVITY 1:
- Learner has to identify his/her own community (where he/she lives).
- Compile a community profile. The following topics should be addressed in your presentation: Demographics (gender, age distribution, health, culture, language, etc) and Recent Census information.
- Learner has to identify his/her community leaders.
- Learner has to identify the ward committee members.
- Learner has to arrange a contract and communicate with the above. Learner has to submit an agreement of cooperation between the three partners for approval by the UFS (Programme).

Assessment ACTIVITY 2:
- Learner has to arrange a workshop (1) where representatives of the community and community leaders, the services sector (in which he/she is employed, i.e. Local Government, Provincial Government, National Government and specific government department) are present.
- Learner has to determine, during the workshop, the community needs, as well as to indicate what he/she may, from his/her learning environment (MGT module), contribute to satisfy the needs of the community.
- Learner has to arrange a workshop (2) where representatives of the Municipal councillors and ward committee members and the services sector (in which he/she is employed i.e. Local Government, Provincial Government, National Government and specific government department) are present.
- Learner has to determine, during the workshop, the problems and needs of the ward committees, as well as to indicate what he/she may, from his/her learning environment (MGT module), contribute to satisfy the needs of the community.
- The learner must identify the issues relating to ward committee discussions. Learner must submit a detailed report to the partners (community, service sector and the Programme).

Assessment ACTIVITY 3:

Learner has to compile a concept action plan indicating how the community needs will be addressed and how the different partners (community members, community leaders and ward committee members) can work together to address the needs of the community. Concept action plan must be communicated to the representatives and to the community, ward committee members and service provider.

4.1.4 Description of student reflection

Students were in agreement that there is a lack in knowledge, skills and information in communities. Communities are even disempowered and do not understand their role and function within the broader democratic and constitutional dispensation. They need to be involved in the decision making process. Communities need feedback from governmental officials. Students gained a lot of information and knowledge, but were also able to share information and knowledge with the community and ward councillor. Students have learnt that the government's policies are not being implemented effectively. Policy documents do not address the real issues on grass root level. They came to the realisation that political transformation has not occurred or made a difference in the lives of people as initially were intended. With reference to the relative new "Zuma" government, the government institutions – local government especially, is trying to address the challenges of communities with specific reference to service delivery.

4.2 Community outcomes

4.2.1 Service outcomes for the community

The Community:

- The community will obtain a better understanding of the theoretical framework of political management and the difficulties of implementing decisions.
- Improved communication between the community and municipalities may ensure the manifestation of a liberal democracy as well as the underlying values of liberal democracy.
- These learners will get involved in various projects within their own communities (in different provinces).
- The relative community (of which learners is part of), shall be identified. The community leaders shall also be identified. The community is at the same time being made aware of whom their leaders and representatives in the ward committees of the municipality are. The community's needs and challenges, problems and disputes (a.o. service delivery) are identified and discussed. These matters are brought to the attention of the services sector (public servants in the national provincial and local government spheres). In the process accountability of public servants to the community is ensured by the community. It is of critical importance that the community must be able to experience the democratic values through participation in political decision-making. The communities must know what is going to be discussed in the ward committee and that the matters brought forward will be attended to.
- The community shall through participation in discussions be part of an action plan be able to address the matters brought to the table. The community and their leaders may evaluate the draft plan or action plan compiled during the discussions and contribute, out of experience, to ensure the more advantageous application of the plan. The community needs must really be addressed by the action plan. The community shall have a direct access into action plan to ensure development.

4.2.2 Tangible community benefits of the SL module

In many cases the communities were not aware of who their community's ward councillors were. Because of interaction between the students and the ward councillors, the community was introduces to the ward councillors and interaction and discussions took place. In many cases the community did not communicate or have a voice to make their problems known.

For the communities involved it was the first time that ward councillors took notice of their problems. Communities felt empowered and could hold the ward councillor accountable for actions not taken. Communities exercised their liberal democratic right to participate in the political environment. Through interaction and discussions the communities came up with realistic plans to address their concerns and problems. Because of the fact that the ward councillors took notice of their problems, they (the ward councillors) would be able to contribute and help where possible. Communities have hope that their problems will be addressed in the future. Communities develop action plans to address their challenges.

4.2.3 Community development priority to be addressed through the service

Each community identified problems and issues to be addressed immediately. The communities drew up plans and timeframes and in two specific cases projects on building houses and job creation is underway. In other communities issues regarding moral intervention and values to be taught to school children were one of the priorities.

4.2.4 The service needs of the community were identified in the following way

Through open discussions in two different workshops organized by the community service learning students in eight different communities.

4.2.5 Community resources to be utilised

N/A

4.3 Service sector outcomes

4.3.1 The service sector will benefit from the module in the following way

The Services Sector Providers:
- The Services Sector will not be focused on one central organisation, but will spread over as well as being representative of the employers of the learners and consequently learners within the Postgraduate Programme will have to accept responsibility for agreements between the learner, the partner (political party representatives or interest groups) and the Services Sector (Public Service and departments).
- Many efforts of government (service deliverer) to improve communication between communities and public officials have been recorded i.e. Batho Pele project "consolidate" as well as the Izimbizo programme). It is necessary for communities to be consulted to become part and parcel of decision making. The government aims to make communities responsible for addressing their own challenges. It is done by providing communities with the necessary skills and knowledge. The service provider (government) must provide support, skills, projects and plans to develop the community. The student may help with in his own service milieu (government department) to improve relations, attitudes and cooperation between his own community and the service provider.

4.3.2 These outcomes for the service sector were identified in the following way

Since the students in community service learning are adult learners, many of them work for government institutions or are part of government organisations. Discussions with mayors, speakers, municipal managers and ward councillors and high profile political leaders took place and the outcomes and community service module were discussed with the different players.

4.3.3 Service sector resources to be utilised

N/A

5. Curriculum Development

5.1 Student contribution and input

The students contributed by means of their knowledge which they have gained through work experience skills, competencies and lay knowledge. Through their experience being part of the political environment (government structures) as adult learners in the service learning module their input focused on the speed and depth at which political transformation is taking place. Linking and making use of the knowledge they have gained through the module on political transformation they contributed to the practical strategies and implementation of political transformation on grass root level. Students also contributed by taking part in project management to improve service delivery. Students could link the theory of good governance and political transformation with the practical issues and problems facing different communities. Students made sure that the community was provided with feedback on decisions that were made. Students could contribute to the knowledge base of Intergovernmental Relations by explaining the functions and role of each sphere, national, provincial and local. Students contributed to the improvement of better / improved relationships between the community and the councillor.

5.2 Community contribution and input

Various community problems, situations, circumstances and values contributed to the development and adjustment to the curriculum of the service learning module. The module content had to include strategies, models and practical examples of how to deal with the wide variety of problems facing the communities. The focus fell on solving or helping the community solve their own problems and at the same time contributing to the module content and development by thinking in practical terms and being critical to the contribution of the service learning module. Community participation was very important.

5.3 Service sector contribution and input

The service sector provided through discussions the framework against which the service learning module took place. By explaining the role, function and structure of the service sector, in this case the local and municipal structures of government, the legal and constitutional framework as well as the official documentation and laws or acts, helped in providing the perspectives and expectations of the service sector. The service sector contributed to a better understanding of their domain and how they

view governance and political transformation. There is a need that the role, function and position as well as the expectations from the ward councillor must be reviewed. The expectations of the community is not realistic and the councillor must attend to a variety of issues – from domestic problems, health issues, education issues, discipline of children etc. The role and responsibility of the ward councillor must be clearly explained to the community.

5.4 Lecturer(s) learned from the community

The lecturer learnt that communities and their members are very much dependent upon each other. With the necessary support and guidance, the community can improve their own situation and work together towards a common goal. They can make a difference and contribute in improving political transformation on grass root level. They have shown their resilience.

5.5 Students learned from the community

That the community is willing and able to try to improve their own living conditions although government is not supporting them enough. Communities can improve the circumstances because they have shown initiative in making plans and introducing projects. Positive attitude. That the community members can contribute to their environment positively if given direction. To be disciplined, honest and provide community with constant feedback.

5.6 Lecturer(s) learned from the service sector partners

The lecturer learnt that the service sector providers were willing to contribute and improve the situation on grass root level and was open and eager to be informed and to learn. They acknowledged the fact that things are not going as were initially intended. The service providers realized that the policies and laws which they were making at national level did not contribute to the improvement of the circumstances of the communities. The biggest problem the encountered was the implementation of the policies. In a few cases they (service providers) were reluctant to get involved in the community's problems and distanced themselves from it.

5.7 Students learned from the service sector partners

The students had a much more negative view of the service sector partners and were critical in their observation and discussions with the service sector partners. They blamed in many cases the service provider for not contributing to the well being of the communities. The service providers" lack of involvement in the everyday problems of the communities and their lack of support to projects of the community were but one issue that they did not understand. The student clearly indicated that there is a big problem concerning communication between the communities and the service sector partners.

Operation Hlasela project has a time-frame to complete the project promised to the community. Being humble and never to be seen angry. Learned proper planning. It was raised that there needs to be a continuation in office of the ward councillor. The five-year term is not conducive to make an impact in the lives of the citizens. The councillor must have time to implement his projects and with the term only five years it makes it very difficult.

5.8 Students learned from their peers

Although the students did not work in groups in the communities and worked in different communities in different provinces, they experienced more or less the same problems in community service learning. During the reflection discussions they shared their experience, feelings, problems and viewpoints. They learnt through the discussion how their peers dealt with similar situations and problems experienced during community service learning. Cooperation and sharing information.

5.9 Local, traditional and/or indigenous knowledge that was recorded during the implementation of the module

N/A

5.10 The way the knowledge was recorded

Interviews, discussion forums and workshops.

5.11 The knowledge will be utilised to enrich and contextualise the curriculum content in the following way

Written document was drawn up by the students and will be included in the module material.

5.12 Recognition that will be given to the partners for their knowledge sharing/contribution

The service learning partners" contribution to the field of knowledge will be recognized in the following ways:

The service sector partners will receive recognition by the university (Programme) for being involved and sharing their knowledge with the students and their willingness to contribute to the curriculum of the service learning module by providing written documentation and contributing to the competence and skills of the students. The partners" contribution will furthermore be recognised by the communities and the willingness to help the community will overcome the service backlogs and will help in improving the community's circumstances and improve their living conditions.

6. Financial Implications

6.1 Cost implications

Receptions, refreshments & meals (1571)	R450.00
Total expenditure	R450.00

6.2 Sources of funding

Sources	Amount
6.2.1 UFS (institutional)	R0.00
6.2.2 UFS (faculty)	R26 000.00
6.2.3 UFS (department)	R0.00
6.2.4 National government	R0.00
6.2.5 Provincial government	R0.00
6.2.6 Local government	R0.00
6.2.7 Private sector	R0.00
6.2.8 Other	R0.00
Total funding	R26 000.00

7. Modes of Delivery and Notional Hours

	Notional hours (Contact)	Percentage of notional hours (Contact)
Lectures	4	4.26
Practicals and tutorials	4	4.26
Co-operative learning	2	2.13
Service sector site placements	4	4.26
Community site placements	4	4.26
Structured reflection	4	4.26
Formative assessment	22	23.4
Summative assessment	20	21.28
Continuous assessment	30	31.91
Contact hours subtotal	94	
	Notional hours (Self-directed study)	Percentage of notional hours (Self-directed study)
Summative assessment	20	30.3
Preparation for contact sessions	10	15.15
Preparation for assessment	20	30.3
Dialogue with peers, partners	16	24.24
Online learning	0	0
Other	0	0
Self study hours sub total	66	
Total hours	160	