



Lentšú La Sechaba

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Raising awareness about aphasia

Bhavani Pillay, Ntombi Gapare and Danica Schlome (Department of Speech-Language Pathology and Audiology)

During May and June this year, aphasia awareness was the central theme for the adult conversation group in the Department of Speech-Language Pathology and Audiology. Aphasia is the inability to speak due to a stroke. Strokes are prevalent among South Africans.

The Department of Speech-Language Pathology has been organising conversation groups for adults for many years and recently, in order to ensure the continuation of this service during the COVID-19 pandemic, it was moved virtually. This ensures that community members can remain in contact with fellow group members and that the service is not disrupted.

Adults with aphasia meet online weekly to discuss various topics relating to living with aphasia. The group is facilitated by final-year speech-language pathology students and Mrs Bhavani Pillay, a lecturer with a special interest in adult neurology and communication difficulties.

This year during June, which is Aphasia Awareness Month, the final-year students collaborated with members of the group to create a unique poster aimed at raising awareness of aphasia and advocating for South Africans living with this condition. The poster was shared by many on various social media platforms.

Aphasia (*uh.fei.zee.uh*)
Let's be aware

WHAT IS APHASIA?
Aphasia is a **language** disorder that happens with **damage** to the **left** side of the brain, for example after **stroke** or **traumatic brain injury**.

APHASIA FACTS

- Aphasia is **affecting** more people than we are **aware**
- All **people** with Aphasia are **different**
- Aphasia is **not** an **intellectual difficulty**

HOW DOES APHASIA AFFECT PEOPLE

- Difficulty finding the **right words**
- Difficulty with **numbers**
- Difficulty following **conversation**
- Difficulty **reading** and **writing**
- Difficulty with **acronyms**

TYPES OF APHASIA

There are different **types** of Aphasia which **affect** individuals in **different** ways, for example some people with Aphasia **understand** language better than they can **use** it, while others **use** language better than they can **understand** it.

HOW TO MAKE CONVERSATIONS EASIER

- Use **gestures** with speech
- Reduce **distractions**
- Make proper **eye-contact**
- Allow **time to respond**
- Speak **clearly**
- Use **short** sentences

JUNE IS NATIONAL APHASIA AWARENESS MONTH

@upaphasiaawareness

Ms Ntombi Gapare, a member of the group, expressed her view on the project as follows: 'Aphasia is a foreign language to so many people. We have difficulty to communicate. Once I came to the group, I felt like I belonged. I am happy that we are raising awareness on social media and hope we can do more in the future.' The collaboration between group members and students is aimed at creating awareness about aphasia among members of the general public, reducing the stigmatisation of people with aphasia and providing tips to improve communication between community members and people living with aphasia. Feel free to contact bhavani.pillay@up.ac.za for more information about accessing the conversation group.

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Matters of interest

- Visit the University of Pretoria's online Community Engagement Management System (CEMS) for updates on community project opportunities.
- The Unit for Community Engagement invites you to report on community engagement activities by submitting articles for publication in the next newsletter (Autumn 2022).

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The cognitive dissonance of 'support local'

Makone Maja (Student Entrepreneurship Officer, Faculty of Humanities)



I recently questioned some of my friends about the South African brands they support and the results were astounding. Apart from some actual South African brands, the list included Vaseline, Dark and Lovely, Levi's and Instagram boutique stores such as Yellow by Jeslea, Good and Not Seen. If you shop for two items from any of these stores, you would be spending as much money as you are likely to spend on groceries or transport to and from work in a month.

Supporting local means seriously considering decisions about whether to rather wear locally produced clothing sold by small businesses so that you have enough money left to take care of your monthly necessities.

First, it is important to define what constitutes a 'South African brand'. It is clear from the list provided by my friends that people believe that a brand is South African if it is produced and sold in the country, or if it is a major 'household brand'. What most people do not realise is that most of these supposedly household brands we so proudly use, for example Vaseline, Handy Andy and Woolworths, are not actually local brands.

Especially not by the following metric, which anyone can use to determine whether a brand is local or not: The product should be primarily locally sourced and produced, and the company making it should be South African (incorporated and

/ or registered in the country with local headquarters) and should be operational nationwide or in some part of the country.

Once you have punched these fields into your small, local business filter you are left with very few businesses. If you factor in the issue of affordability or accessibility, it becomes clear that the average South African is not the target market. Most of the responses to the poll indicated that finding local businesses—other than service-based businesses—to support is challenging as it is not clear where they can be found. Those of us who do manage to find small, local businesses to support, particularly

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those whose raw materials are locally sourced (not bought from China), for example athletic wear, will notice that the products offered are generally more expensive than the major athletic brands in the world, including Nike, Adidas and Puma.

This is in spite of the fact that the established brands offer better quality, have stood the test of time, have a certain reputation with consumers and have earned their goodwill that way. Compared to this, the quality, reputation and consistency of local brands, which in some cases have been operational for no more than five years, are still questionable.

Intrapersonal conflict is insidious when one decides which business to support—the one that is trusted and well recognised, versus the business that one should support out of patriotism, but that has not yet earned its stripes. That is what gives rise to the cognitive dissonance among consumers.

The struggle faced by small businesses in trying to compete with international brands while still being accessible to South African consumers is mostly caused by factors beyond their control. Our economic policies are the infrastructure that has created little room for small businesses to thrive. One might even call the policies 'anti small business'.

Such policies are, among others, labour laws such as the National Minimum Wage Act, the Basic Conditions of Employment Act, the Skills Development Act and the Employment Equity Act. These laws place such constricting obligations on small businesses that they are unable to grow. One example is the minimum wage, in which case the government, independently of small

business owners, sets an arbitrary amount for the wages to be paid to workers.

For small businesses, razor-thin profit margins are the norm. With labour costs being the highest cost to any business, this means that businesses either have to employ fewer people, or raise their selling price to cover costs.

A smaller staff often means poorer service, but also more unemployment in the country, while higher costs result in the exclusion of the average South African consumer. Comparatively, these issues do not affect big corporations and international chain businesses as they can afford to raise their profits with little consequence. Government could instead consider providing support to small and medium-sized enterprises (SMEs) through the liberalisation of trade and the promotion of clusters and ecosystems of various industries so that the average consumer can have access to local brands.

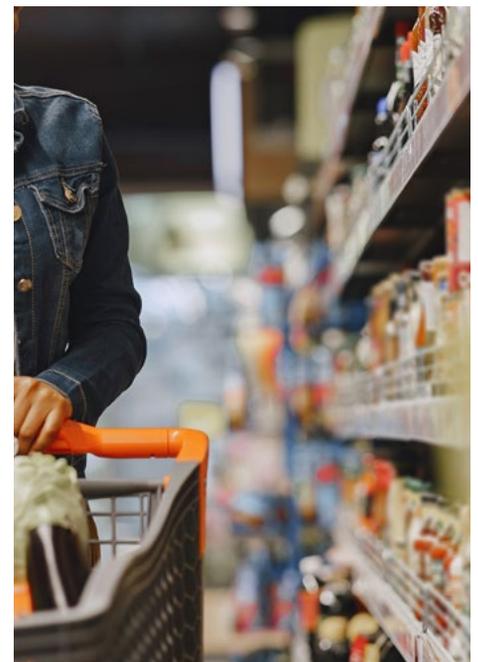
There is still a good argument, beyond patriotism, to be made for why people should support local businesses, especially after the months of lockdown we have endured as a country. Small businesses create employment opportunities for their communities and make it possible for money to circulate longer and more times in the community than when consumers shop in malls or buy goods from big international retailers.

They give back to the supply chain in instances where goods are not only sold locally, but are also locally sourced and produced. By giving back to an entire supply chain, hundreds of lives are affected. Catherine Wijnberg, Director and Founder of the Fetola Foundation, gives this illustration to make the

case in point of how communities circulated money before big malls were built: Mary would spend R10 at the baker; who (assuming a 10% profit retention); would spend R9 at the butcher; who would spend R8 at the tailor; who would spend R7 at the school; who would spend R6 at the stationery store; who would spend R5 at the farmers' market, and so on.

This way, one R10 note exchanged hands in the same community for weeks on end before leaving that community. However, if Mary had spent that R10 at an international retailer, some of the money would have been paid in wages to the employees and the rest would have left the country—sometimes in a matter of hours!

Moving forward, when you consider the communal impact of supporting local small businesses and South African brands, the cognitive dissonance and intrapersonal conflict will still persist. It is in the nature of any responsible consumer to compare factors such as prices and quality. Hopefully you will reflect on this as justification for why you should still *seriously* consider supporting small local businesses.



COMMUNITY ENGAGEMENT RESEARCH IN SOUTH AFRICA

Histories, Methods, Theories,
and Practice

ELIZE S VAN EEDEN
IRMA ELOFF
HANLIE DIPPENAAR
EDITORS

New scholarly book on community engagement research

The book's content includes the following:

- Reflections on community engagement projects
- Theories in community engagement and other shades of participatory collaboration
- An exploration of methods of community engagement: indigenous community health care and wellbeing
- An exploration of methods of community engagement: Rural and urban contexts
- Science for society: The practice of community engagement

A new book, titled *Community engagement research in South Africa: Methods, theories, histories and practice* will soon be published by Van Schaik Publishers. Edited by Elize van Eeden, Irma Eloff and Hanlie Dippenaar, the book contains excellent chapters by numerous UP researchers, such as Nthabiseng Ogude, Liesel Ebersöhn, Kgadi Mathabathe, Michelle Finestone, Eugene Machimana, Carin Combrinck, Martina Jordaan, Dolf Jordaan and Nosipho Mthethwa.

Further chapters include contributions by leading researchers in the field, namely Nadine Petersen, Jacqueline Batchelor, Janice McMillan, Belinda du Plooy, Marianne Teräs, Priscilla Daniels, Pearl September-Brown, Jill Cupido-Masters, Simeon Materechera, Julia Preece, Maximus

Sefotho, Lynne Damons, Doria Daniels, Mariette Liefferink, Chris Burman, Lesley Wood, Mariëtte Fourie, Vicki Koen, Hermie Delpont, Rudolf Perold, Rolene Liebenberg, Magdalena Koen, Werner Nell, Hendri Coetzee, Sulevi Riukulehto, Timo Suutari, Lawrence Meda, Rebekka Jez and Cina Mosito.

This comprehensive book, which constitutes a multidisciplinary approach to the practical implementation of positive social change through integrative teaching, research and community engagement, presents innovative ways of conceptualising and establishing engagement projects while simultaneously sharing best practices in community-based collaboration and research.

To view digital proofs of the book, this online form may be completed: <https://lnkd.in/dSVwuBK4>.

University of Pretoria occupational therapy students host an interdisciplinary drug awareness day for recovering substance users

Nadia Brewis, Lebogang Radebe, Megan Jamieson, Clarette Swart (Occupational therapy students) and Nthabiseng Ramodisa (Supervisor)



Tshiamo Radebe, COSUP member, shares a rap song conveying the story of his life

On 25 June 2021, four Occupational therapy (OT) students from the University of Pretoria and their supervisor hosted a drug awareness day at the Life Changing Ministries Church, which offers shelter to drug users who are in rehabilitation. Lebogang and Megan, group facilitators of the Community Oriented Substance Use Programme (COSUP), noticed that relapse among the shelter members was common and found that the main barrier to successful recovery was a lack of knowledge regarding the rehabilitation phase.

Therefore, it was important to create awareness of healthy coping strategies, the importance of a healthy lifestyle and support

structures available to the members during the rehabilitation phase of recovery. The event was hosted shortly before the International Day Against Drug Abuse, which falls on 26 June 2021 and, according to the United Nations Office on Drug and Crime, has as its main objective the sharing of facts about evidence-based prevention, treatment and care.¹ Students from various disciplines, as well as social workers employed at the shelter, former members of COSUP who have successfully completed the programme and the coordinators of the COSUP programme at Daspoort Poli Clinic were invited to educate the members on their role in rehabilitation. To start the event, the physiotherapy students

presented an exercise group to promote body awareness, after which they educated the guests on the importance and benefits of physical activity as a coping strategy. Shortly before the drug awareness event, the shelter had appointed two social workers as part of the rehabilitation team. According to the shelter manager, Tshepo Chaba, this decision was inspired by the progress made by members who were attending the COSUP group sessions presented by the occupational therapy students.

One of the Social Workers, Mmasetshaba Lethetsa, spoke about her role and responsibility at the shelter and the support that social

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workers can offer to members. Her tasks include group and individual counselling and helping members to reunite with their families.

She mentioned the continuous guidance she was receiving from the occupational therapy students on how to manage groups and provide support to members, and said that she was grateful to have them as part of the team. This addressed the COSUP members' concerns regarding uncertainty about the support structures that would be available once the occupational therapy students have completed their clinical block.

The opportunity to meet individuals who had been successfully rehabilitated was humbling. Former substance users, Douglas Letswalo and Thabang Dibetso, shared their stories about overcoming addiction and dealing with the pain and suffering associated with trying to integrate back into society.

Their stories, related in 'street language', the jargon universally used and recognised by drug users, immediately captured the members' attention. This was very valuable and inspirational and allowed the members to experience a sense of hope for the future.

Afterwards one of the members, Tshiamo Radebe, an aspiring musician, shared a rap song that conveyed his story, which enabled us to gain new insight into the lives of people who use substances. They are people, just like us, who once had everything and lost it all due to addiction. The members were able to relate to the emotive rap song and a sense of cohesion was experienced among the members. The human nutrition students educated the shelter members on the benefits of a healthy and balanced diet during and after



A shelter member reads the COSUP handout

rehabilitation, and provided them with complimentary vitamin and mineral supplements to support their physical recovery.

The occupational therapy students concluded the event with a session on stress management techniques during which the importance of managing stress in healthy ways, rather than by using substances, was highlighted. This was followed by a relaxation therapy session using Jacobson's relaxation techniques.² Some members were so invested in the session that they fell asleep! After the session, the occupational therapy students provided each member with a pamphlet containing information to assist them with identifying and managing stress.

The different stress management techniques that were discussed were breathing exercises, praying, controlling your thoughts and exercise, which related well to the physiotherapy students' education session. Examples were provided of how each of the techniques could be practically applied in their everyday lives at the shelter and once they had been discharged. The members found this to be of great value as they asked questions and expressed their gratitude for the information.

The health awareness day benefited not only the members, but also the interdisciplinary team. Students from the different disciplines learned how each of them has a

significant role and responsibility in assisting clients with various illnesses during recovery. Several members were so moved by the event that they joined the COSUP groups presented by the OT students at the shelter. Many members also approached the social worker with requests for individual counselling. The drug awareness day clearly had an impact on the lives of the shelter members and we strongly believe that the event equipped them to better navigate the rehabilitation phase of drug use recovery.

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Trainees at work

Kegan Gouws, Luyanda Kimberly Eardley, Refilwe Mofokeng, Elsie Bokaba, Khensani Ziyahlo and Kgothatso Mokitle (Student Clinical Psychologists)



'We cannot become what we need to be by remaining what we are'
(Max De Pree)

Something about 1 Military Hospital

The South African armed forces take pride in the quality medical services they provide. 1 Military Hospital, located in Pretoria, is one of three military hospitals in the country and serves members of the armed forces and their extended families.

The many departments of the hospital include departments for occupational therapy, social work, psychiatry and psychology, paediatrics, neurology and physiotherapy.

Our role at 1 Military Hospital

As student clinical psychologists, we are based in the psychology department where we work alongside registered clinical psychologists and interns. We are assigned a supervisor—a registered clinical psychologist from the UP Department of Psychology—to provide us with guidance and feedback on our work with patients. Our responsibilities at 1 Mil include the provision of therapeutic and psychological assessment services to members of the South African Defence Force population and their families.

Our patients, who come from various cultural, racial and socioeconomic backgrounds, range from the very young (<6 years) to geriatrics (>65 years) and present with a variety of psychological disorders and distress, manifesting in emotional, mood and behavioural symptomatology.

Our process in helping our patients ...

The very first step in our process is the referral. Our patients are either self-referred, or are referred by doctors, psychiatrists or teachers. The referral indicates the reason(s) why a patient requires a psychological evaluation and treatment. An appointment is made and during the first session an intake interview is conducted to explore the patient's world (i.e. the family background, schooling and employment histories, medical and psychological histories and the presenting problem, in other words the issue with which help is needed). Following the intake interview, and depending on the reason for referral, it is determined whether psychotherapy or psychological assessment services are indeed required. If an assessment is required, it will be administered and scored, and a report will be completed based on the results.

Should a need for therapeutic services be indicated, a treatment plan will be established that is grounded in a particular 'therapeutic modality', based on the patient's therapeutic goals and the background history obtained during the intake interview. Some of the 'therapeutic modalities' from which we work are psychodynamic therapy, cognitive behavioural therapy (CBT), person-centred therapy (PCT) and play therapy for child patients. Should a referral to other health care practitioners be indicated, we refer accordingly, extending treatment management into a multi-disciplinary care environment.

Modalities

The modalities we work from are rooted in different psychological theories and make use of techniques such as free association in psychodynamic therapy, cognitive restructuring in CBT, unconditional positive regard and genuineness and empathy in PCT, to name but a few. These modalities help us to understand and treat the symptoms with which patients present and help us to answer the 'Why?' questions behind their symptoms (i.e. 'Why do patients behave in a particular way?', 'Why do patients feel the way they do?'), so as to decide on an appropriate treatment of their symptoms.

The experience of being a student clinical psychologist at 1 Mil

Being a student clinical psychologist at the 1 Military Hospital is a fulfilling experience in the sense that this practical site has already established an excellent working alliance and relationship with the University of Pretoria and is able to ensure that student clinical psychologists receive adequate exposure to the nuances of working as clinicians and prepares them to meet the expectations of their role as student clinical psychologists registered with the Health Professionals Council of South Africa (HPCSA). Furthermore, the military environment exposes us to a very unique population, i.e. uniformed members of different ranks in the South African Defence Force, to whom we would not otherwise have access. It is an honour to provide psychological services to these men and women and their families.

UP's Prof Wanda Markotter joins world One Health panel of experts to prevent future pandemics

The Department of Institutional Advancement



University of Pretoria (UP) virus and bat researcher Professor Wanda Markotter has been appointed to a global high-level panel of international experts that aims to curb animal-to-human disease transmission that could trigger future pandemics similar to COVID-19. Prof Markotter—one of 26 experts selected from more than 700 global applicants—was chosen to provide science-based advice to the One Health High-Level Expert Panel (OHHLEP) and is currently the Director of its Centre for Viral Zoonoses in the Department of Medical Virology at the University's Faculty of Health Sciences.

In January 2016, the DSI-NRF South African Research Chairs (SARChI) Initiative awarded her the Chair in Animal Infectious Diseases (Zoonoses).

This is a joint initiative by the World Health Organization (WHO), the World Organisation for Animal Health (OIE), the UN Food and Agriculture Organization (FAO) and the UN Environment Programme (UNEP) to assess evidence and the risk of the emergence of zoonoses (diseases that can be spread between animals and humans), such as influenza, Ebola, and COVID-19.

Prof Markotter, Director of the University of Pretoria's Centre for Zoonoses in the Department of Medical Virology in UP's Faculty of Health Sciences, the DSI-NRF South African research chair and the Future Africa research chair, has been involved in transdisciplinary research on disease ecology in bat species in South Africa and other African countries since 2005. Her research includes extensive fieldwork that focuses on bats and potential spill-over hosts, virological testing, bat biology, ecological investigations, and human behaviour studies.

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While the genesis of the COVID-19 pandemic has potentially been linked to bats, Prof Markotter has stressed that this question remains unresolved. 'We really do not know at this stage. Though there is some evidence pointing to the presence of related viruses in bats, COVID-19 has not been detected in this species.

So, this panel is not just about bats. It concerns the potential spill-over of all animal-borne diseases to humans but, more importantly, is strongly focused on potential factors leading to spill-over'.

According to Prof Markotter, who will also co-chair the expert panel with Professor Thomas Mettenleiter of Germany's Federal Institute for Animal Health (FLI), the global One Health approach recognises the complex and multidisciplinary issues raised by the interface of human, animal, and ecosystem health.

She added: 'Environmental health has not always been properly represented in the global One Health initiative, so the inclusion of the UN Environment Programme in this new panel is extremely important. A panel advising all four agencies simultaneously is such a huge step forward, especially to identify overlaps and gaps and optimising resources. I believe that the evidence-based advice will result in practical solutions and implementation in the future and a win-win for all involved'.

Prof Tiaan de Jager, Dean of the UP Faculty of Health Sciences, noted that Prof Markotter has played a key role in conducting impactful research in the world of zoonoses and in educating the community at large, and 'is a true inspiration for women in science and young emerging researchers'.

He pointed out that she had been involved in the establishment of UP's



One Health for Change (UP-OHC), which was initiated in 2020 to respond to the COVID-19 pandemic and had also built capacity among early career researchers and students. 'Prof Markotter's appointment to the newly established One Health High-Level Expert Panel (OHHLEP) will certainly encourage engagement within the University of Pretoria, between institutions, and across geographical borders, thus advancing a transdisciplinary approach toward common challenges.

Her achievement speaks to the Faculty's focus on conducting transdisciplinary research aligned to the Sustainable Development Goals (SDGs) by leveraging on the central, urban and rural research platforms and will advance capacity building'.

Prof Markotter said the expert panel had already identified specific aims at the first meeting this month and would start with systematic analyses of scientific knowledge about disease transmission, risk assessment and surveillance approaches.

A key output was the identification of gaps and good practices to prevent

and prepare for future zoonotic outbreaks. The environment (ecosystem health), food production and land use changes are key considerations. The panel will also develop a dynamic new research agenda and draw up evidence-based recommendations for global, regional, national, and local action.

The establishment of the panel was confirmed at a virtual press conference on May 20 attended by Dr Jean-Yves Le Drian, Minister for Europe and Foreign Affairs, France; Heiko Mass, Minister for Foreign Affairs, Germany; Dr Tedros Adhanom Ghebreyesus, WHO, Director-General; Qu Dongyu, Director-General, Food and Agriculture Organization of the United Nations; Inger Andersen, Executive Director, United Nations Environment Programme; and Dr Monique Eloit, Director-General, OIE – World Organisation for Animal Health and the two co-chairs.

Media enquiries

For interviews with Prof Wanda Markotter, please email Prim Gower at primarashni.gower@up.ac.za or call 083 229 9011.

Youth empowerment as community engagement: Empowering youth through education in times of COVID-19

Thabang Ramoshaba (Founder and Director: Cosmo Youth Empowerment)



Since the COVID-19 lockdown was announced in South Africa, the education system, especially the basic education system, has been faced with tremendous challenges as the traditional ways of teaching and learning had become impossible. Schools were closed for long periods and even when lessons resumed, schools could not return to full capacity due to the risks associated with COVID-19.

The sustained closure of schools during the first wave of COVID-19 resulted in tension between those who wanted their children to return to school as learners were falling behind with the syllabus, and those who were concerned about their children's health and maintained that re-opening schools posed many risks as it could lead to more COVID-19 transmissions and ultimately an increase in the national death toll.

Some schools began to investigate alternative methods of teaching to deal with the unprecedented challenges presented by the pandemic and online teaching. However, for the majority of schools, many of which are based in disadvantaged communities where most of the learners could not afford the costs associated with online education, this was practically impossible. Cosmo Youth Empowerment, a non-profit organisation based in Olievenhoutbosch, south of

Pretoria, was founded in 2016 by Thabang Ramoshaba, a student in the Faculty of Theology and Religion at the University of Pretoria, and has been contributing meaningfully to equipping youth for a smooth transition in the time of COVID-19.

Since we were concerned about the high rate of learner dropout between Grades 8 and 12, we introduced a mentoring and tutoring programme in 2017 to offer support to learners in Olievenhoutbosch. According to reports issued by the Department of Basic Education, the percentage of learners exiting Grade 12 is always lower than the percentage of the same cohort that had entered secondary education in Grade 8.

This trend was continuing year by year and the core objectives of this programme were to ensure that learners complete their secondary studies in record time, and to improve the academic performance of learners in critical subjects, especially Science, Technology, Engineering and Mathematics (STEM subjects).

The programme is presented in two parts. The first part involves tutoring, which focuses solely on academics, while the second part is mentoring, during which the focus is on providing holistic mentorship. The programme became even more valuable during the COVID-19 pandemic when regular school attendance became

impossible. We have seen an increase in the number of learners enrolling for the programme as they need support to cope with the volumes of work they are given by their schools to study at home. The pandemic has, however, also put a lot of strain on the programme as we cannot operate at full capacity.

With the new reality presented by COVID-19, we introduced a programme called Introduction to Digital Literacy, which is a four-month computer course during which learners are taught basic computer software and information literacy skills to familiarise them with the online world. The first cohort of students graduated in 2020 and the second started the course in March and completed it in July 2021.

COVID-19 continues to affect us and the human rights tour that was scheduled to take place during the spring holidays had to be postponed until 2022 due to the arrival of the third wave, further lockdowns, another long school closure and changes made to the school calendar. The youth of South Africa face many challenges, such as inadequate education, unemployment and poverty.

If we maintain focus and realise that change only comes when people work for it, we will finally overcome. There is a light at the end of every tunnel!

The significance of collaboration and sustainable youth empowerment programmes

An interview with Rachel Fischer
(Author: Future Africa at the University of Pretoria)



Future Africa at the University of Pretoria (UP), in collaboration with the United Nations Children's Fund (UNICEF), drove the Youth Forum under the banner: 'Reimagine education tomorrow. Our time. Our turn. Our future'.

Former President Nelson Mandela famously said: 'Education is the most powerful weapon which you can use to change the world'. In November 2009, the United Nations (UN) General Assembly declared 18 July as Nelson Mandela International Day.

Recognising both Youth Month in June and Mandela Day in July, Future Africa and UNICEF's partnership

concentrates on sustainable initiatives that empower youth through education and community engagement. This echoes UN resolution A/RES/64/13, which recognises Nelson Mandela's dedication to the service of humanity, including the rights of children as the leaders of the future.

COVID-19 has had a considerable impact on young people, with physical health concerns that impact on mental and emotional well-being, as well as added societal challenges such as reduced opportunities for employment, economic privation, and reduced access to education, all of which have social consequences.

In 2020, UNICEF partnered with the Future Africa Institute to scale up various youth-focused capacity- and skill-building projects to respond to the pandemic—an inclusive initiative that harnessed the diversity and energy of the youth.

The partnership, hosted by the Future Africa Institute at UP and appropriately named YEaH (Youth Empowerment and Health/Economic Responses to COVID-19), currently includes UNICEF's youth-focused projects, Generation Unlimited (GenU), UN partners and other key stakeholders focused on the youth and their education.

The Future Africa-UNICEF Project in context

This partnership, centred on the youth, focuses on scaling up various skills and capacities to respond to COVID-19, particularly taking cognisance of the global project, Generation Unlimited (GenU). The inception of the project was driven by the realisation that the pandemic would have a considerable impact, with possible future risks for the next generation. These challenges could

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not have been adequately addressed without harnessing support and cooperation from higher education institutions such as the University of Pretoria (UP). Seven faculties and research centres were involved in this collaborative initiative undertaken to address the challenges posed by the pandemic with several important flagship programmes, such as One Health for Change, 1 HOPE, Food Nutrition, Communication and Entrepreneurship. The project, conceived during the first semester of 2020, was implemented from July 2020 until June 2021. Subsequently, UNICEF has extended the project, which will expand into other domains with new target groups to promote a sustainable approach in youth empowerment initiatives.

The significance of the Future Africa-UNICEF project, with its positioning and focus on transdisciplinary research with a view to fostering a new generation of science leaders

Future Africa team members coordinated the project with the support of nine clusters from UP faculties, with more than 100 scientists from various disciplines actively engaged, to reach 2 100 individuals between August 2020 and June 2021.

Ultimately this engagement reached more than 7 500 individuals from all sectors of society and diverse socio-economic contexts. Participating staff responded by adjusting their methodologies, which ranged from offline, in-person partnerships to online and virtual collaborative projects. Future Africa's role was essentially to link the activities of the different faculties, institutions, and other role players by facilitating, supporting, and mobilising initiatives.

As a transdisciplinary research institute, Future Africa promotes a

systems approach to stakeholder engagement, 'crossing boundaries' that encapsulate inclusivity, participation and multistakeholder collaboration. The new generation of science leaders and future researchers can no longer afford to function in previously traditional academic practices.

COVID-19 has reshaped the landscape and rules of engagement and research modalities, but it also provided novel opportunities for raising awareness. The pandemic has blurred the differentiation between teaching and learning spaces (virtual and offline) and places (home and organisation), allowing for education to be more accessible than before.

A catalyst towards youth empowerment

UNICEF has approved funding for the second phase of YEaH, during which Future Africa will implement two main activities: The promotion of young women scientists' engagement with relevant responses to COVID-19, and engagement with historically disadvantaged universities (HDUs). Future Africa will pursue the outcomes of these activities, simultaneously focusing on 'impact for youth' in vulnerable communities.

The two projects will build on the existing platform created by YEaH and expand on the results obtained through all clusters. The target agents for this scaling up are young women scientists and underprivileged scholars attending historically disadvantaged universities. The projects will encourage:

- sustainable community engagement;
- unlocking access to broader communities and promoting cross-pollination; and
- utilising existing projects within the institution to promote scaling and growth.

This extension is encouraging not only in terms of its priority areas—which include previously marginalised communities, women, and youth—but also in terms of its scope. Evolving from local to regional, and ultimately to global platforms, YEaH will be used as a springboard to continue empowering the youth during this second phase.

The significance of collaboration, participation, and inclusion

Since YEaH is a robust advocate for the promotion of inclusivity, collaboration with stakeholders who do not have access to tertiary education should not be excluded based on their means or their perceived lack of abilities.

The results of Phase 1 have shown that progress and success cannot be measured by quantitative targets alone, and that it is the qualitative, emotive, human, and innovative practices that add colour and dimension to any project. Therefore, by including perspectives from scholars representing historically disadvantaged institutes and fostering collaboration with women researchers, platforms for inclusive dialogue are expanded.

Current and future collaborators and partners

The project is currently well-represented by academics from One Health for Change, 1 HOPE, Resilience Studies, Food and Nutrition, Entrepreneurship and Management Skills, complemented by Augmentative and Alternative Communication, Arts for Therapy and Community Participation.

Recommendations for future collaborators and contributors are to include the Faculty of Humanities and researchers from the Faculty

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of Education, who will package, integrate, and represent research gleaned from the vast variety of current and future UNICEF-funded projects. This collaboration with the abovementioned faculties—with access to primary, secondary, tertiary, formal and informal education, and community platforms—will elevate the project to unprecedented levels.

Such a full-scale effort will manifest across all sectors of society via the public education sector. It will also translate to the strengthening of government entities, private sector organisations and civil society representatives.

Indeed, collaboration can also be extended to Theology, Law, Engineering, the Built Environment, and Information Technology. In essence, literacy and education are the ultimate keys to knowledge creation, which transforms any society into a knowledge society.

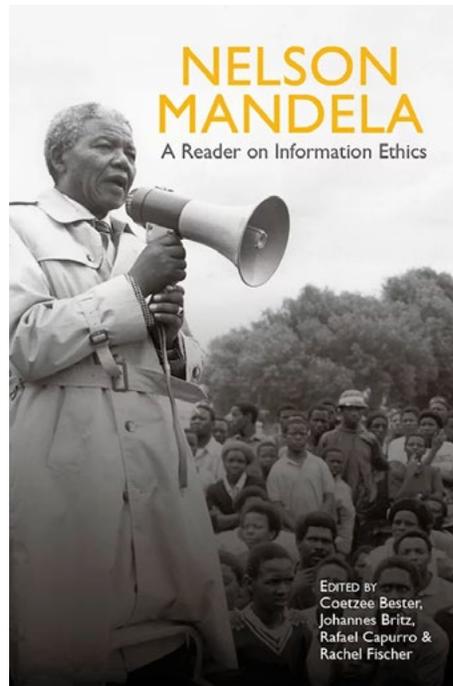
Affirming Nelson Mandela's stance on education as a powerful weapon and a change agent—when complemented by quality information and literacy skills—individuals can realise their potential. Due to the multifarious challenges being faced by communities across the globe and in South Africa in particular, access to accurate and quality information is not always guaranteed.

This is compounded by other forces, such as the disruptive nature of information and communication technologies (ICTs) and social media that blur the boundaries of acceptable behaviour both on- and offline. Thus, the *Nelson Mandela Reader on Information Ethics* critically engages with the ethical dimension of ICTs by reflecting on Nelson Mandela's life and ideals.

Access the *Nelson Mandela Reader*

The Nelson Mandela Reader (NMR) celebrates and reminds us of the importance of information ethics, freedom of expression and freedom of access to information. These themes are now more important than ever, especially in the wake of the global COVID-19 pandemic and resulting 'infodemics'.

This landmark publication in honour of Nelson Mandela and in observation of International Nelson Mandela Day on 18 July 2021, was published by Staging Post, a division of Jacana Media, and was edited by Rachel Fischer, among others, as part of a team that brought together the Future Africa Institute at the University of Pretoria, the Capurro-Fiek Foundation in Germany, and the University of Wisconsin-Milwaukee in the US.



For more information on the publication, visit the website

<https://www.i-c-i-e.org/publications>.

For the electronic versions of the NMR, access the link to the website with the .epub and .mobi files: <https://www.i-c-i-e.org/publications>.



About Rachel Fischer

Ms Rachel Fischer plays a crucial role in the Future Africa Institute and UNICEF collaborative initiative and project coordination. She contributed to the successful delivery of the first phase of YEaH and, with the support of the Future Africa team, engaged with commitment and enthusiasm with UNICEF, Cluster PIs, and students.

As an information ethicist her roles include being the co-chair of the International Centre for Information Ethics (ICIE), deputy editor for the International Review of Information Ethics (IRIE) and coordinator for the Information Ethics Network for Africa (IEN4A), which is situated in the Future Africa Institute at the University of Pretoria.

She seeks to represent the Global South and a Pan-African vision by championing inclusivity. As a member of UNESCO IFAP's Working Group on Information Accessibility, she actively promotes the UNESCO IFAP objectives, which include information for development, information preservation, information literacy, information access, information ethics and multilingualism as a cross-cutting theme.

Focal areas for her PhD research include information ethics and policy development, cognitive justice, and intercultural dialogue.



Bags of Hope

Amaarah Abramjee (Final-year Radiography student)

As a student in the health sciences field at the University of Pretoria, I have a passion for reaching out to those in need. I also care deeply for babies and children. While doing rotations at our training hospitals, I came into contact with new-born babies who have been abandoned, and babies left alone in this world as they mothers had passed on during childbirth. Cases like these really touched my heart.

When I received a message about the Bags of Hope project led by Mrs Hafsa Essop, one of my lecturers, I immediately informed her of my desire to be involved.

I visited some nearby shops to purchase items from the list of essential items for a baby's first few months, which included babygrows, diapers, baby soap and cream, bibs and blankets. We then sorted all the donated items into packs of equal value.

These packs were sent to various hospitals in Pretoria where and when they were needed. While working on rotations in these hospitals, I would visit the Neonatal Intensive Care Units to enquire whether there were any babies in need. On 7 August 2021, I also had the privilege of joining a group visiting the Nelson Mandela Children's Hospital in Johannesburg, where we were given a tour of the hospital and handed over a number of packs. This project has made it possible for me to give back and extend a helping hand to those in need. I would like to take

this opportunity to thank all those who have sponsored and donated items and money for the project. Above all I would like to thank Mrs Hafsa Essop, the founder of this wonderful project, who allowed us to join and be part of something amazing.

The project leader described Amaarah's contribution to the project as:

Amaarah has played a critical role in the packaging of the care packs, by donating plastic and sealing everyone before they go out. This has enabled the project to be COVID-19 compliant and reduces the risk of infection when handing over the packages. The sealed packages also provide credibility to the project by reducing the possibility of items being removed from the bag. We would like to thank Amaarah for this significant contribution of her time and resources.

We hope that this project will continue for many years so that we can ensure that these innocent babies have a better start to life.





VetSCO: Healing animals and helping people

Mikayra Rajoo (VetSCO Secretary – BVSc IV)



The Faculty of Veterinary Science's Veterinary Society for Community Outreaches (VetSCO) prides itself on being the largest society at the University of Pretoria.

Our mission is to uplift the community while providing additional practical experience to veterinary students and veterinary nurses. A group of our members participate in vaccination programmes for animals that would normally not have access to essential vaccinations that prevent lethal diseases such as rabies, which affect

not only the animals, but also the people in these communities.

Outreaches are planned according to the animal species that are to be vaccinated in a specific area, for example small animals, which include dogs and cats, or bovines and ovines.

Like most other societies, VetSCO has been directly impacted by the COVID-19 pandemic, as a result of which regular outreaches could not be arranged.

However, we have maintained our relationship with communities by donating dog food, handing out educational resources and meeting with community leaders to discuss possible future endeavours. We have a lot planned for when it is once again safe for outreaches to

commence, and our members are eager to engage with the people and animals in the various communities.

We are only able to fulfil our mission thanks to the kind donations and sponsorships we have received and for which we are extremely grateful.

We would like to thank the South African Veterinary Association (SAVA) Community Veterinary Clinics (CVCs) for sponsoring tick and flea treatment for 150 dogs and 50 cats in the Makapanstad area.

This exchange was facilitated by VetSCO, which has for long partnered with shelters in Makapanstad.

We invite donations from companies and sponsors are welcome and needed to carry on the legacy of our society.

Using high-tech tracking collars to conserve free-roaming African wild dogs

Reilly Mooney (Project Coordinator for the Waterberg Wild Dog Initiative)

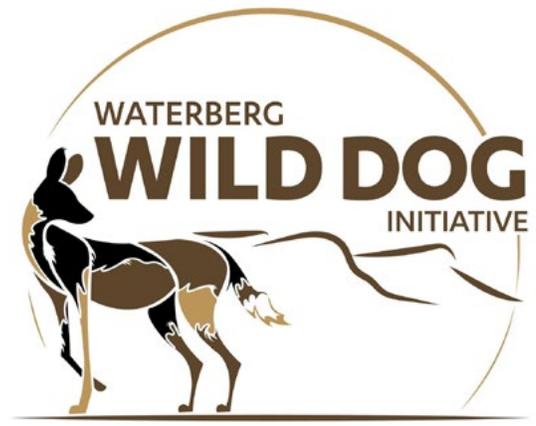
The Waterberg Biosphere is home to an important population of South Africa's last free-roaming African wild dogs. African wild dogs are an endangered species, with fewer than 6 000 remaining in Africa. In South Africa, there are fewer than 550, most of which range in formally protected areas like the Kruger National Park. The Waterberg biosphere in Limpopo is one of the last places in South Africa where free-roaming African wild dogs still occur.

African wild dogs are threatened due to habitat loss, habitat fragmentation, disease and conflict with humans. To protect them, it is crucial that communities come together to conserve them on private properties. The free-roaming Waterberg wild dog population is found mainly on privately owned farms and often face severe threats to their survival.

Conservationists in the area work to ensure that the wild dogs are safe as they pass through the patchwork of livestock farms, game farms and private and public nature reserves that make up the Waterberg.

The Waterberg Wild Dog Initiative (WWDI) was established in August 2020 to work alongside community members to conserve these important dogs. Since its inception, the WWDI has been working to place tracking collars on the free-roaming packs of wild dogs in the Waterberg.

These tracking collars enable the team to monitor the packs' movements and notify community members, providing an early warning mechanism for landowners as the packs move through private lands. By keeping the community involved in the protection of the wild dogs, WWDI is striving to maintain and create sustainable, safe spaces for the free-roaming Waterberg wild dogs.



On Thursday, 15 July 2021, WWDI, in collaboration with the Endangered Wildlife Trust (EWT) veterinarian Andy Fraser and a team of community members, placed a GPS tracking collar on two adult male wild dogs travelling through the Mabula Private Game Reserve near Rooiberg in Limpopo. This work was made possible through WWDI's partnership with The Aspinall Foundation to fit tracking collars on the free-roaming Waterberg wild dogs and with support from the Rory Hensman Conservation and Research Unit (RHCRU).

African wild dogs travel incredible distances in search of other dispersing dogs to form new packs. One of the dogs had been fitted with an old satellite collar by the EWT in the Mapesu Game Reserve near Mapungubwe in February 2020. It was confirmed that both wild dogs had previously belonged to a free-roaming pack in northern Limpopo and Botswana and had dispersed from the pack earlier this year. Until 15 July, their whereabouts after leaving northern Limpopo were unknown as the battery of the collar had stopped working in January this year. Before being found at Rooiberg, the two wild dogs had travelled more than 330 kilometres from their old home range since leaving northern Limpopo.

Currently the Waterberg is home to 23 adult and yearling wild dogs belonging to six different free-roaming packs. This group is the second group of Waterberg wild dogs fitted with tracking collars by WWDI. The last-known breeding pack of Waterberg wild dogs was collared in August 2020 and WWDI has been monitoring them and informing landowners of their movements ever since. Over the past year, the pack has utilised more than 45 000 Ha on more than 40 private properties. Efforts by WWDI and community members have helped to safeguard this pack and ensure that they can thrive in the area.

For more information about the initiative, please contact the WWDI Project Coordinator at waterbergwilddoginitiative@gmail.com, or find us on social media at @waterberg_wild_dogs.

New and old faces in the Joint Community Projects of EBIT

Dr Lelanie Smith (Senior Lecturer: Head of Community-based Project Module [JCP])



The new platform is an ongoing effort and currently we have more JCP teams actively developing different parts of the platform to improve the student and community partner experience.

We have also worked closely with Gernia van Niekerk on some of her ongoing community projects at the University of Pretoria (UP). Moja Gabedi has drawn the largest number of JCP groups and

In 2021 as we move into the second year of online engagement in a pandemic environment, the students who participate in the Community-based Project (JCP) of the Faculty of Engineering, Built Environment and Information Technology (EBIT) are optimistic about supporting communities in an innovative and meaningful way. Under the leadership of Dr Lelanie Smith, formerly of the Department of Mechanical and Aeronautical Engineering, the module now includes a couple of new initiatives.

First, we established stronger ties and collaborations on new, sustainable community projects with other faculties and departments across the University, specifically in Health Sciences and Natural Sciences.

Some of these projects are also supported by a vertically integrated community engagement track for Architecture students, called Urban Citizenship, which was developed by Prof Carin Combrinck. Her projects establish sustainable, long-term engagement and relationships with communities in which postgraduates work with community members to establish what a truly meaningful contribution would be. The practical work components then filter down to JCP projects.

We also introduced a new online platform developed by former JCP students in their informatics capstone project that allows community partners to load their projects, which can be reviewed by students, who can then link with existing partners and manage the logistics of the module.

is also supported by the Engineers Without Borders student chapter at the University. Furthermore, we have partnered with the Department of Electrical, Electronic and Computer Engineering (EECE) to develop new robotics courses for students from the Moja Gabedi community and, together with MathU, a new partner, are currently planning a new drone course for 2022.

Finally, we have partnered with a variety of leadership coaches and some JCP alumni, specifically with Thabang Ngwenya, co-founder of Keep that Gold Shining, to launch new discussion style lectures to support students' personal and professional development.

The aim is not only to prepare students for engagement with communities, but also to boost their long-term employability. The lectures inform students on different models for considering their personal stress levels from a neuroscientific perspective and regulating themselves and team members.

This is further supported by an Enneagram personal motivational style test, followed by discussion-style engagement with industry participants who effectively use these models in their careers in the EBIT fields.

The majority of community projects have been completed and we have received overwhelming expressions of gratitude from communities. Some students have also commented on how rewarding the engagement has been, and how surprising the results of the personal/professional development were.

MetX Day: Healthy food, healthy body by the community nutrition internship students

Phumudzo Mamphwe (Lecturer: Department of Human Nutrition), Lichelle Kemp, Mpho Matshaya, Taryn-Lee Ives (BNutrition students) and Marion Beeforth (Community Oriented Primary Care [COPC] site)

The final year of BDietetics program exposes students to work integrated learning where they offer nutrition and health care services at the hospitals, community health centres and clinics.

During the first block of the community internship, the students were expected to conduct a community profile, situational assessment/nutritional needs assessment, analyse the results and take action based on the results following the program planning steps.

This article summarises what the students launched on their intervention day at Daspoort-poli clinic in Pretoria West. Following the results of the needs assessment, the students launched a program called the 'MetX day' due to a higher number of the Daspoort community members living with metabolic syndrome which include the existence of one or more condition such as Dyslipidaemia, Diabetes, Hypertension and/or central obesity.

The program plan was to launch MetX day (metabolic syndrome awareness day) and introduce two community-specific recipe books, with 13 different affordable, culturally

acceptable yet tasty recipes. With the goal of the program in mind, the students aimed to empower the community members to make healthier dietary choices on a daily basis by providing them with a recipe book based on local foods available in the community.

The goal of the program was for the Daspoort community members to eat healthy nutritious meals in order to decrease the prevalence, management and also prevention of metabolic syndrome.

The target group was adults with metabolic syndrome, diabetes, hypertension and obesity residing in the Daspoort community. On the day of the intervention (24 June 2021) we set up in the parking lot outside, at Daspoort clinic. The program started at 09h00 and finished at 12h00.

An introduction session was held where the students introduced themselves and explained the purpose of the gathering.

All three dietetics students spoke about metabolic syndrome, and provided nutrition education. Visual aids were shown and given to the audience during the session with

information on the causes, risk factors, symptoms, prevention and management of metabolic syndrome.

The education session was 30 minutes long as the audience were very engaged and inquisitive. A drama play was performed by the drama team from Malusi Youth and Development Organisation (MYDO) that promoted, protected, and supported breastfeeding. Breastfeeding plays a role in the prevention of metabolic syndrome for mother and baby.

The recipe book, which emphasises the importance of healthy eating in preventing and managing metabolic syndrome, was compiled and displayed on the day.

In addition, the audience, while watching the drama play, did the taste-testing of five recipes. The purpose of the taste-testing was to encourage the participants to make the recipes at home.

This was indeed an impactful intervention for the Daspoort community; a link to access the recipe book will be made available. All COVID-19 regulations were followed during the outdoor MetX day launch.

Vet Books for Africa

Le Roux Pepler (Chairperson, Universities & Charities liaison)

Vet Books for Africa, a student-run, non-profit society affiliated with the Faculty of Veterinary Science at the University of Pretoria, South Africa, is the continuation of a unique project that was established in 1993. Every two years eight students take on this project to help people and animals in need. Any opportunity to help other people and animals can only be described as an honour and a privilege.

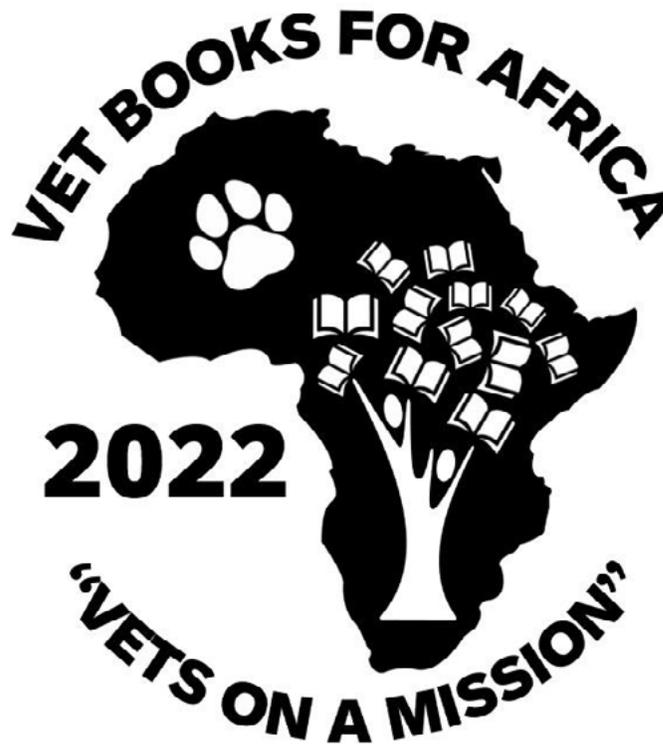
Our goal is to take Vet Books for Africa to the next level by extending the number of universities, schools and animal welfare/rehabilitation organisations we will be visiting during our trip in December 2022/January 2023.

We are extremely excited to be the first Vet Books for Africa team to be visiting Burundi and Rwanda in addition to the other six countries that we have visited in the past, namely Zimbabwe, Zambia, Uganda, Malawi, Tanzania and Kenya.

We plan to supply universities in the countries we will be visiting with much-needed veterinary textbooks and educational equipment to further empower their students. Schools will be provided with the stationary needed to improve the quality of education.

In collaboration with various animal welfare/rehabilitation organisations, we also plan to take part in rabies vaccination campaigns and offer education, treatment and advice to local communities. The participating organisations will be provided with the veterinary supplies needed daily to treat the animals in their care.

This student initiative, Vet Books for Africa, relies solely on fundraising, donations and sponsorships from external companies, institutions and individuals. We launched the online book store to give students the opportunity to buy old veterinary textbooks that are no longer of use to us.



We have recently started the promotion of our Stat. Pack Drive. This initiative gives every person the opportunity to help with raising money for the schools that we will support during our trip planned trip. We have great ideas for fund raising events in 2022.

The story behind the Stat pack drive:

- The Vet Books for Africa team plans to visit 7 schools throughout Africa in December 2022 that are in need of stationary.
- We plan to help about 1500 learners in total. Our team wants to be able to give each learner in the respective schools a packet full of the necessary stationary. We can't achieve this goal without your help and donations.
- Each stationary pack will cost R60. Your donation will greatly improve a child's educational experience by providing them with the necessities for school. You can also donate money for more than one stationary pack.
- Your contribution will make a massive difference.
- When you sponsor a stationary pack, you can email us a personal message that you would like the learner to receive. We will write it down and include it in the package so that a little piece of you can travel with us through Africa and put a smile on a child's face.
- If you require more information, please email us at info@vetbooksforafrica.org or send us a message on our social media platforms.
- With regards to payments:
Capitec: Savings acc details for Vet Books for Africa:
acc number 1328622104
branch code 470010
POF: Mischowotro11333@gmail.com
Reference: Name, Stat pack drive

STAT PACK DRIVE

Ever wondered how you can contribute towards our mission? Well, here is your chance!

1x exercise book
6x blue pens
4x pencils
1x eraser
1x pencil sharpener
and 1x ruler

will be included in a child's stationary package **FOR ONLY R60!**

Your pennies for a prime purpose!

We strive to promote education and conservation through our actions and to unite the veterinary science students of Africa in order to achieve the ultimate goal of preserving this world for generations to come.

We have one goal in mind: Unlocking the true potential of conservation in Africa through the education of its people.

One Health, one Africa!

The invisible foundation of primary health care in South Africa: Community health workers

Marike Smit (Occupational therapist) and Marnique Hugo (Occupational therapy student)

In the private sector of South Africa's health care system, patients seek out and approach health care professionals for their health care needs. However, in the public sector, primary health care is taken to the doorsteps of the more vulnerable communities by community health workers (CHWs).

Who are the community health workers?

CHWs play a foundational role in our health care teams. In order to address the shortage of health care workers, they render basic health care services to the community¹ and bring health care to community members who would not normally have access to services. They are seen as a link between the health care system and the community as they know the communities and are sometimes members of the communities in which they work. Since CHWs are familiar with the context of each household, they are better equipped than external health care practitioners to make a holistic assessment of the health care needs of each patient.

What do they do?

CHWs conduct home visits, deliver medication to patients, screen patients and, if necessary, make referrals to a clinic or other health care professionals and promote health and wellness². They often help community members to navigate the health care system³.

Where do they work?

Some CHWs walk several kilometres per day from door to door to meet the needs of patients in their homes. Apart from doing home visits, CHWs also work in clinics. They form ward-based outreach teams (WBOT) and are supervised by professional nurses.

What type of training do they receive?

CHWs are required to have successfully completed Grade 10, after which they undergo on-the-job training. They do not have a set curriculum that needs to be followed in order to qualify as CHWs, which is regarded by many as a problem that needs to be addressed.

Some CHWs have indicated a need for ongoing training and further education². Although they have the potential to recognise symptoms of conditions timeously in order to prevent ill health, they can only reach their full potential if they receive proper training with adequate training curricula in place.

CHW's value and contribution to primary health care

CHWs form an integral part of primary health care. Since they serve vulnerable individuals in our communities, they constitute the foundation of the health care system for a large percentage of the population. It is imperative that the value of their contribution, their

dedication and perseverance are acknowledged and appreciated.

In a country like South Africa, with disparities within our health care system, it is important that we utilise every available resource to meet the needs of our under-resourced communities.

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Taking health care to the people

COSUP: The community-oriented substance use programme is part of the community-oriented primary care approach, that focuses on reducing harm to people using drugs in the City of Tshwane

Dr Magriet Coetzee-Spies (COSUP, UP Community Oriented Primary Care Research Unit, Department Family Medicine, Faculty of Health)



The Community Oriented Substance Use Programme (COSUP) is a psychosocial/health service partnership between the City of Tshwane and the University of Pretoria (UP). The Community Oriented Primary Care (COPC) Research Unit in the Faculty of Health Sciences at the University of Pretoria coordinates and implements the project and collaborates with various stakeholders and faculties. COSUP consists of a multidisciplinary network team members representing

a wide range of different professional groups and service providers.

COSUP aims to reduce harm to substance users whilst reducing the demand for harmful drugs, by enabling service beneficiaries to make informed decisions regarding their own health.

The programme empowers and supports communities, service users and service providers in the City of Tshwane.

The focus is on community members with substance use challenges, including vulnerable citizens. COSUP aims to provide meaningful and effective community-based support for people who use drugs, as well as their families and the communities affected by harmful substance use. COSUP focuses on evidence-based approaches, aimed at restoring functionality and improving the health and wellbeing of substance users.

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COSUP further strives to improve relationships between community members and health care providers, thus contributing to one of the mandates of the National Drug Master Plan (NDMP).

Several bridges and unoccupied buildings in the City of Tshwane have become shelters and hotspots for substance users. These are people at risk for and most vulnerable to illness and disease. COSUP also seeks to equip citizens with knowledge and skills around drugs, drug use and factors leading to harmful drug use through outreaches and awareness programmes

The harm-reduction philosophy, focuses on reducing harm associated with substance use whilst promoting prevention and support to users of harmful substances. This includes preventing health-related kinds of harm, such as overdose, death and contracting infectious diseases including HIV, TB and Hepatitis C.

There is also a focus on preventing poor mental health triggers, as well as reducing social harms such as imprisonment, violence, abuse, unemployment and homelessness.

Harm reduction can include empowering people who use drugs to use less illicit substances in a smarter and safer way by, for example, not sharing needles when injecting. This is done by way of a needle and syringe programme that involves the distribution of sterile needles and the collection of used needles.

Harm reduction includes the provision of opioid substance therapy (OST) in the form of methadone or buprenorphine-naloxone for those with opioid use disorder. COSUP responds to individual needs and challenges through respect, confidentiality, trusting relationships and non-discriminative service.

COSUP's comprehensive care, empowers and supports the community by improving their knowledge around substance use and enabling users to make informed decisions for themselves through comprehensive care. COSUP operates from sixteen sites across the City of Tshwane: Sunnyside, Reliable House in Hatfield, Bosman Street, Daspoort, Mamelodi – Ikageng, Mamelodi Regional Hospital, Mamelodi – Lusaka, Eersterust, Laudium, Olievenhoutbosch, Atteridgeville, Soshanguve M17, Soshanguve Blocks V and K, Winterveldt and Ga-Rankuwa.

At the COSUP sites, biopsychosocial services are rendered by the multi-disciplinary teams consisting of medical

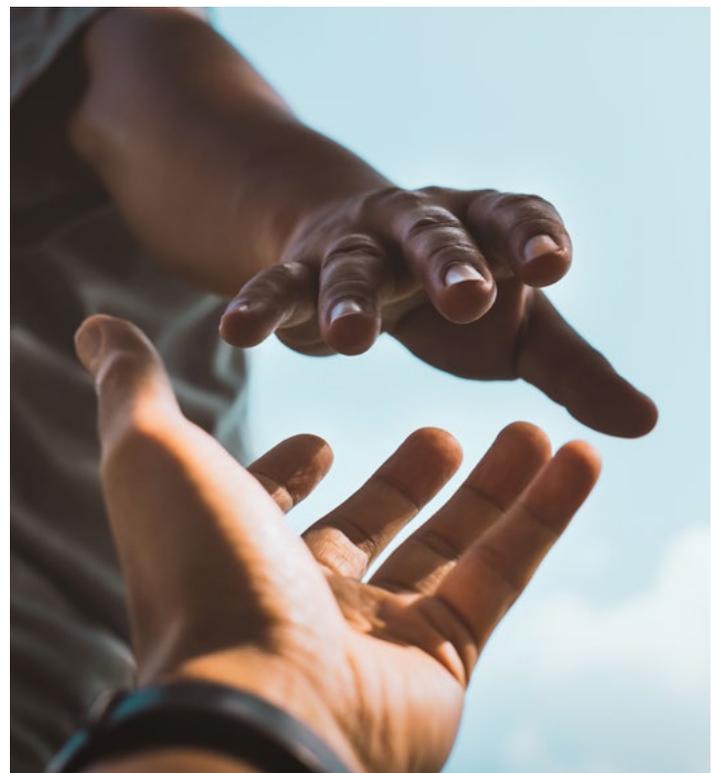
doctors, social workers, counsellors, peers and clinical associates and in collaboration with various stakeholders. Interventions include individual work, group work, counselling and screening for HIV, TB and COVID-19.

Other interventions include community awareness and outreach programmes, and needle exchange and opioid substitution interventions. Skills development and referrals to non-profit organisations (NPOs), government and rehabilitation facilities are facilitated.

All COSUP sites offer a rich learning opportunity for students from the University of Pretoria and other institutions. Research-based community engagement is managed within the faculties but utilises the resources of Community Engagement within Education Innovation.

Various faculties are involved in practical work, internships, and research at COSUP. During the COVID-19 pandemic, COSUP provided services at city shelters and to the homeless population of Tshwane. The *Hope-line*, toll-free contact centre at COSUP Bosman Street, offers a 24-hour call centre for citizens experiencing various psychosocial challenges.

COSUP, with its planned purposeful application of resources and expertise bringing health and psychosocial empowerment and support to the people through teaching, learning and research with mutually beneficial outcomes, in a way that is consistent with the University's vision and mission.



Career-planning tips for students and graduates

Marile Roos (Projects: Manager Employability and Training)

Every prospective and current student should be aware of the importance of career planning. The career-planning process is a continuous and life-long individual process that requires students to understand their passion, talents, skills, attributes and salary expectations. Surprisingly, many students 'jump' into a career without much introspection or extensive research, yet failure to pay attention to career planning can have real and lasting consequences.

Some relevant career-planning tips and recommended resources are discussed below.

Understanding job profiles

When planning your career—ideally before enrolling for a specific degree—it is important to inform yourself on the different available job opportunities in the current market. Ask yourself the following important questions: What do I want to do for a living? What would I be expected to do daily? Which qualities and skills do I need to be successful at this job? The answers to these questions are important for the career-planning process and will help students and graduates to take responsibility for their career journeys.

Many students fail to do proper research before embarking on their studies. This often causes confusion and feelings of uncertainty about what to expect of their future careers. Graduates often report unmet expectations when evaluating their first jobs, and one reason for this is that they failed to conduct

proper research on what the actual job entails and consequently entered a profession without understanding what their responsibilities would be.

An excellent resource for prospective students and graduates is the UK-based Prospects.ac.uk, which not only allows you to research more than 400 job profiles, but also provides a breakdown of what is involved in these key professions and the set of skills required for each.

Which employers should you target?

A sensible approach to your job search would be to understand which employers you should be targeting. This will require you to explore employers in the industry most relevant to your degree or career interests.

South African employers who are interested in candidates with your degree can be explored by visiting the Graduate Employers SA site at www.graduateemployers.co.za and using the search feature <http://graduateemployers.co.za/search.htm> to explore employers in specific sectors.

Other excellent resources are LinkedIn or individual company websites.

- Potential employers: LinkedIn as a resource

LinkedIn is a valuable resource for finding companies in a specific industry. The Alumni feature on LinkedIn is a really useful tool for finding potential employers



and also indicates where alumni who studied the same degree are employed, and how their career journeys have progressed. Such information is very valuable as it will help students to decide on possible career opportunities to consider. www.linkedin.com/alumni

Useful job platforms: Links

- <https://www.indeed.co.za/>
- <https://careers24.co.za/>
- <https://pnet.co.za/>
- SAGEA: <https://graduateemployers.co.za/>
- <https://leap.ly/>
- <https://studentvillage.co.za/>
- <http://careerssa.net/>
- <https://www.facebook.com/careerhelp/>

Be careful when applying for positions on any job platform. Do extensive research on the authenticity of companies, for instance by checking that, at the very least, they have valid websites.

Following these tips will give you an advantage when searching for the right job and employer. For more advice and tips, visit the University of Pretoria Career Services website at <https://www.up.ac.za/career-services>.

Occupational therapy intervention at Happy Sabby Day Care

Bandile Gazu and Christie Luyt (Occupational therapy students) and Nthabiseng Ramodisa (Supervisor)



As final-year occupational therapy (OT) students we were placed at the Daspoort Poli Clinic to complete our community practical block. Working from the clinic as a base, we provide occupational therapy services to the surrounding communities, including the Holy Cross Home for the aged, the Community Oriented Substance Use Programme (COSUP), the Re-Gae Preschool and Melusi clinic.

While working in the Daspoort community, the dietetics students informed us of a new site, Happy Sabby Day Care, which they had identified as needing intervention.

Happy Sabby Day Care is located opposite the Melusi clinic and accommodates approximately 100 children between the ages of one and six years. The day care is run by Sabina Monyoko, a passionate lady who does all she can for the children and who welcomed us on our first

visit, during which we conducted a needs analysis.

We found that there was a dire lack of both resources and finances. The children did not have any stationery and very few books. Sabina confessed that although they wanted to do the best for the children, they did not know what to teach them as they did not have access to a suitable programme. Due to these limitations the learners were not being optimally stimulated and were not adequately prepared to start formal schooling. Studies show that preschool education and the development of young children's cognitive skills is important in South Africa (Hoppenbrouwer, 2011).

Our group of four final-year OT students (Bandile Gazu, Christie Luyt, Ansa Janse van Vuuren and Koketso Magopa) decided to work with both the children and the staff with the aim of implementing

sustainable, positive change. First, we started a stationery drive to address the need for materials and resources. We approached various student residences and succeeded in collecting significant donations for Happy Sabby Day Care.

We also introduced weekly group intervention sessions with the preschool children in order to stimulate their development and promote their school readiness. By including the staff in these sessions we hope that they will be able to continue these group sessions once we have completed our practicals. Meanwhile we are working with the staff to compile an activity resource booklet with ideas for low-cost group activities that can be undertaken to further stimulate the children.

Reference

Hoppenbrouwer, E. M. (2011). Introducing a child-centered numeracy play-center intervention in three rural preschools in Dennilton, South Africa. (Master's dissertation).

UP students use drama to emphasise the importance of using hand sanitisers

Mecayla Maseka (Communications and Marketing intern)

Posted on 31 May 2021 on https://www.up.ac.za/news/post_2977066-up-students-shed-light-on-hand-sanitisers-through-drama

Drama students from the University of Pretoria (UP) took science communication to the people by participating in an interactive play on the use of hand sanitisers during the COVID-19 pandemic.

The production was the result of a partnership between the University's School of Arts (Drama), the United Nations Children's Fund (UNICEF)'s One Health for Change programme, the InterAcademy Partnership (IAP) and the Department of Science and Innovation-National Research Foundation (DSI-NRF) Centre of Excellence in Food Security.

The applied theatre programme, *Auntie Covidia and the Curious Calamities*, is aimed at adult women and focuses on the effective use of hand sanitisers during the COVID-19 pandemic. This follows on the recent publication of an article on how South Africans are not protected against fake hand sanitisers, which was written for *The Conversation* by two of the lead investigators, Professor Lise Korsten (co-director of the DSI-NRF Centre of Excellence in Food Security) and Dr Willeke de Bruin (senior postdoctoral fellow in the Department of Plant and Soil Sciences). They wrote: 'In South Africa, the Bureau of Standards recently issued a press release, raising concerns about substandard sanitisers produced by "unscrupulous" manufacturers

who were falsely claiming that their products had been certified. Reference was made to low-quality versions that can trigger skin allergies and damage the skin, often presenting as a form of eczema.'

About this project, Prof Korsten said that it 'focuses mainly on the impact of hand sanitisers on the environment, food and health care systems. Essentially, the article inspired the idea for the play. The play is really about conveying the story about hand sanitisers'.

Performances were presented between 17 and 19 May 2021 at the UP community engagement site Moja Gabedi, a vegetable garden with fish ponds, water canals and sculptures in Festival Street, Hatfield, which used to be a dumpsite.

The performers were a group of second- and third-year students from the Drama Department. 'The play focuses on debunking the myths surrounding the vaccine and communicating the importance of reading labels of hand sanitisers (ingredients, alcohol percentage, instructions for use, expiry date and the full address of the manufacturer),' said Teana Chiba, one of the performers. Other performers, Monqoba Sithole, Abulele Petersen and Bongwiwe Jiyane, added that the play also teaches about the dangers posed by the incorrect use of hand sanitisers.

The 40-minute play, directed by Prof Marié-Heleen Coetzee and choreographed by Kristina Johnstone

and the cast, was also filmed and posted online. Kirsten Dickenson, a drama student and cast member, explained that the online version is available as an interactive educational video and is available on all their social media platforms (<https://pretoria.h5p.com/content/1291455052398457007>). Prof Coetzee, Rian Terblanche, Lianne Schulz and Marista van Eeden, an honours student in Applied Drama, were responsible for creating the online video.

Wardrobe manager Nomzamo Maseko designed costumes that 'dance against the cast members' bodies' and were inspired by streetwear and Afropunk. According to Dickenson, the crates used as props 'allow the performance itself to shine without distracting too much from what we are actually doing' and can, at the same time be 'really interesting modes of meaning-making'.

After the production, a workshop was held with the women who attended to gain audience engagement. Prof Coetzee explained that during the workshop audiences had an opportunity to discuss the play and the messaging to ensure that they had the necessary information to assist them in thinking about sanitisers in the future. Drama-based strategies such as role play and elements of forum theatre was employed to facilitate this interactive engagement with the play. The cast and honours student, Alicia Badenhorst, assisted Prof Coetzee with the workshop.

Sew it begins: Reliable House residents learn to sew

Sabrina da Silva and Zolani Flatela (Fourth-year occupational therapy students) and Heila Fourie (Supervisor: Occupational therapist)



Reliable House, a shelter for homeless people, continues to assist its residents by promoting education and skills development. As part of the occupational therapy programme, the residents of Reliable House have, for the past several months, been given an opportunity to enhance their sewing skills.

The role of occupational therapists working with homeless people is to empower them to gain valuable life and work-related skills. The needlework project was one of many skills-development projects in which residents of Reliable House could participate.

Five male residents have shown a keen interest in the project and have slowly begun to use their newly acquired skills to create amazing products, including pillowcases of various sizes, potholders, bags and face masks. They have even started receiving paid orders for their work, which included a request to cover 22 mattresses with fabric.

As part of their studies, final-year occupational therapy students at the

University of Pretoria were invited to share their needlework skills with the Reliable House residents.

During the two-hour sewing sessions, which are held twice weekly, the students challenge the members of the sewing group with new items or task in order to enhance their sewing skills.

The improvement over the past few months has been remarkable and the residents have begun working independently outside the group times to make more products.

With the right marketing and awareness, the men may be able to create products in bulk and sell their items for an income. More than that, they may be able to find paid jobs that utilise their newfound skills! The men will receive 50% of the income earned from orders placed by members of the community, while the other 50% will be used for purchasing the tools, equipment and fabric needed to produce further goods to ensure the sustainability of the project in the long run.



Since the start of the project the residents' motivation levels have improved tenfold and it can only go up from here! We cannot wait to see what beautiful products the men will design and produce by the end of this year, but more than that we cannot wait to see their hard work pay off in the months to come.