



Lentsu La Sechaba

THE VOICE OF THE CE COMMUNITY

Volume 02 | September 2019

Editorial letter

Dear reader

With this editorial in the CE Newsletter I wish to express my appreciation to the personnel, students and community for their dedication and hard work, being involved in improving the lives of others in one way or another. I also wish to thank those who make this Newsletter possible: Dr Eugene Machimana, who is responsible for editing the contents and compiling the Newsletter in its final form; Mr Mdu Khumalo from Creative Studios, who does the artistic exertion; and the Language Unit and its personnel, who assist with the editing.

The purpose of the CE Newsletter is to provide a platform to share with the University of Pretoria community and campus-community partners, on a quarterly

basis, the outstanding work done by students, personnel and the community. The main goal of the Newsletter is to relay and celebrate the impact that results from the University's engagement with its communities to tackle difficult challenges together.

The articles to be published in the CE Newsletters will cover research-related community engagement, embedded community engagement activities and voluntary community engagement initiatives. We would like to thank the writers and contributors for the informative and meaningful contributions they make. We shall strive to maintain the standard of the Newsletter at a high level and to cover a significant scope of general interest.

In this age of advanced media communication and technology, we are also going to start issuing an e-book this year, which will cover all the community engagement done per faculty and voluntary group across the University. Hopefully, these initiatives will give credit where it is due and highlight the amazing work done by the University of Pretoria, which is one of the world leaders in this field.



Gernia Van Niekerk
Manager:
Community
Engagement
University of
Pretoria

The Unit for Community Engagement invites you to report on community engagement activities by submitting articles of not more than one page for publication in the next Newsletter (Summer2019).

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Honours students in Architecture engage with Mamelodi East ECDs

Dr Carin Combrinck (Senior Lecturer, Coordinator: Honours and Urban Citizenship)

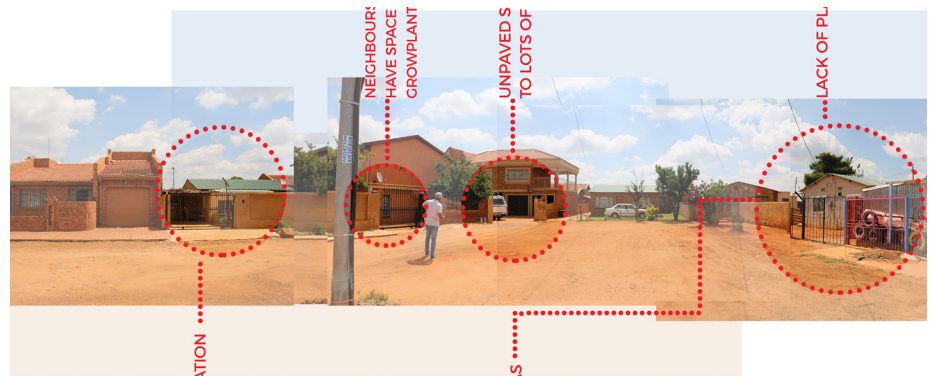
The recipient of the 2018 Community Engagement (CE) Award, Dr Carin Combrinck, is the coordinator of the Research Field Project module (Human Settlements and Urbanism: RFP 721), which forms part of the Department of Architecture's honours programme. The work undertaken by students registered for this module during the period 2011 to 2018 has included a variety of community collaborations, ranging from partnerships with informal settlements to partnerships with inner-city communities. The key focus of the RFP 721 module is "community enablement through the critical agency of spatial design," which requires students to engage in a process of participatory mapping and urban analysis to document not only the socio-spatial conditions of the area, but also the interrelatedness of socially organised support networks. The mapping process is underpinned by close observation of use patterns and spatial energy distribution. Proposals for intervention are then developed and are appraised according to their spatial qualities, social mandate, validity in respect of the built environment and integration with the natural and urban ecologies.

During 2017 and 2018, one of the focus projects of the module was a collaboration with five Early Childhood Development (ECD) Centres in the Mamelodi East area. The principals of the ECD Centres were contacted towards the end of 2016 to establish their needs and their expectations, and how engagement with our students would be managed. A process of ethics clearance was undertaken to ensure that the work undertaken by the students would not compromise the safety or integrity of the children in the care of the ECD Centres. This included information sessions between the ECD principals, parent groups and participating students.

Through the process of engagement, students were able to identify multiple issues affecting the learning environment within the ECD Centres, as well as the surrounding neighbourhoods, such as the lack of spaces for playing, the role of food preparation, safety and the impact of crime, the importance of social networks and the role of social grants in the business models driving the ECD Centres. In collaboration with other faculties and curricular engagement modules, some of these issues were then further investigated and addressed across various scales.

completing this module. As the content of this module includes significant collaboration with several other stakeholders, the impact on the community partners is also multifaceted. The benefits should therefore be seen not only in terms of an increased awareness of their circumstances, but also in terms of their opportunities as significant role players in society.

The success of this module was, for example, demonstrated when students identified the need to upgrade a cul-de-sac area in front of one of the ECD Centres.



Within the specific module, the community partners were active in contributing towards identifying proposals that could assist in addressing their concerns, so that the outcomes of the module could be presented not only to the community members, but also to a wider audience within the Mamelodi Collaborative (an interdisciplinary collaboration between the UP Mamelodi Campus and Rutgers University-Newark in the USA), who could then respond to the concerns raised and opportunities presented.

The critical reflection that is evident in students who have completed this module attest to a distinct shift in their ethical and moral outlook and is supported by significant intellectual development. The knowledge they gain develops their capacity for dealing with complex issues and confronting a reality for which they had been ill-equipped before



Photographs: Ms Caitlin Jane Porter, Kevin Mbuso Grootboom, Sarah Tuke and Simone Senekal

This upgrade was undertaken by students from the Faculty of Engineering, Built Environment and Information Technology's (EBIT) Joint Community Project (JCP) later in the year and has led to a cohesive effort by all the people living in the cul-de-sac to further upgrade the area and to organise feeding schemes to assist some of the school children.

Psychology students present group interventions for children exposed to violence

Prof Maretha Visser (Professor: Department of Psychology)

South Africa has high levels of violent crime, sexual violence and domestic abuse. Children are often the primary victims of physical, sexual and emotional abuse, or witnesses of violence in the home and community. Research has found a significant association between exposure to violence/childhood trauma and developmental problems, psychosocial and adjustment problems, such as low self-esteem, anxiety, problems with emotional regulation and social interaction, as well as behavioural problems. If left untreated, these problems can develop into psychiatric disorders in childhood and / or adulthood.

In response to the lack of psychological services for children who have been exposed to violence, Master's students of Clinical and Counselling Psychology developed and are currently implementing an eight-session intervention for children / young people who have experienced violence. The programme is based on Cognitive Behaviour Theory and focuses on developing young people's skills for dealing with difficult situations.

Sessions involve:

- Learning more about one another
- Building self-esteem
- Emotional awareness
- Coping with emotions
- Managing difficult situations or experiences
- Anger management and assertive communication
- Problem solving
- Building personal safety and survival skills

The 60-minute sessions are similarly structured and build onto one another. Homework is given to ensure that participants practise their new skills/knowledge. The activities and structure can be tailored to fit the groups, but the content and the skill that needs to be developed should remain unchanged.



From left: Ms Casey Forman, Ms Lerato Matsunyane, Mr Bathandwa Mazeka, Ms Lerato Ntoi, Ms Roxanne Zwart and Ms Nosipho Ndlovu

"Research has found a significant association between exposure to violence/childhood trauma and developmental problems, psychosocial and adjustment problems"

The programme has been implemented in two primary schools in Hercules and Atteridgeville, two secondary schools in Daspoort and Eersterus, and three community organisations (Zama-Zama, Diepsloot and Mahau) and has so far assisted 120 children/young people. Preliminary results show that the participants benefit from participation. Based on their responses to the Strengths and Difficulties Questionnaire (SDQ), they showed fewer emotional, behavioural and peer-relationships problems, and improved prosocial behaviour. If this intervention proves to be an effective way to assist children, community workers and health educators will be trained to widely implement the programme in communities.



Students implement this programme as part of their training in Community Psychology. Through their practical involvement in communities, they learn about people's reactions, community functioning and how to implement an intervention, and also about their own interaction with people.

Animal care through community engagement – a reflection on a 14-year journey

Robynn Ingle-Moller (Conservation Education and Environmental Enrichment Coordinator: Lory Park Zoo)

Where do I start? Words cannot do justice to the University of Pretoria’s Joint Community Project (JCP) Programme!

I have been involved with the Faculty of Engineering, Built Environment and Information Technology’s (EBIT) compulsory undergraduate module, JCP, since 2006. My involvement began when I met Dr Martina Jordaan while walking past the African Vulture camp at the National Zoological Gardens (NZG) of South Africa, in Pretoria. That was the beginning of an incredible journey. We started chatting, and it did not take long for me to become interested in her community projects. Since then JCP has become an integral part of my activities. Over the past 13 years

the JCP module has made a direct contribution to animal care and welfare through the various enrichment programmes implemented at the National Zoological Garden and Bester Birds. JCP is currently also being implemented at Lory Park Zoo in Midrand. The JCP module is truly inspirational, to say the least! It has been a delight to witness the results for the animals, their keepers and the public. It makes the effort worthwhile.

The data available indicates that since 2006 I have had the privilege of working with more than 310 groups / projects, which means that an estimated 1 201 individuals have increased their knowledge through working with animals.



From left: Warrick Gems, Lizl van Jaarsveld and Gerhardus Fourie
Front: Zelda Spijkerman

Location of projects	Number of projects	Timeline
National Zoological Gardens (Pretoria)	213	5 years
Bester Birds	59	3 years
Lory Park Zoo	38 and counting	2 years

Each of the various expansive projects included many opportunities for problem solving and each group was exposed to intriguing animal personalities, such as the elephants at the NZG. At Bester Birds they built a tunnel for the squirrel monkeys and at Lory Park Zoo they helped to design and install platforms for lions and leopards. Seeing the students solving problems as they arose was a delight! Animal shelters present

novel and unique limitations, expectations and concerns, including time management and safety.

The JCP module presented by the University of Pretoria has undoubtedly improved the students’ understanding of the world of animals and their keepers. During the 13 years I have spent working alongside Dr Jordaan and her students, I have had the privilege and pleasure to be involved in the following projects:



From left: Angelique Gomes Dos Santos, Marnu Botha, Sajjad Nouferesti, Armin Wessels and Calym Nysschen
Front: Robynn Ingle-Möller

JCP project examples over the years

- Giant black rhino ball (tyre ball weighing more than 100 kg)
- Ring-tailed lemur habitat upgrade
- Southern ground hornbill PVC nest
- Playground development and stage construction
- Leopard and tiger platforms and hammock
- Construction of primate and parrot enrichment devices
- Cockatoo camp overhaul and indoor garden
- Tiger, rhino and lion fire- hose balls (25 kg each)
- Lion catapult device for random feeding
- Aldabra tortoise physiotherapy table
- Spider monkey platform and puzzle feeders
- Veterinary transport crate for African rock monitors

The opportunity to enhance learning through a proactive and interactive programme like the JCP module has been very rewarding,

and seeing the students grow and develop through a practical experience has been amazing. I look

forward to further adventures with the University of Pretoria.

Ke a leboga (Thank you).

Stressed-out students? Look no further

Imé du Plessis (Occupational Therapy IV)

The purpose of this project was to help first-year students at the University of Pretoria's Mamelodi Campus to manage their stress and ease the transition from matric to university. The project, which was presented on the Mamelodi Campus on 27 February 2019, was managed by final-year Occupational Therapy students.

From left: Chantelle Mabanga, Imé du Plessis, Rochelle Roos, Sarah Dixon and Elmarie van der Merwe



they focused on how they could manage their time to be able to cope with the workload at university. They were also made aware of the support and counselling services provided by the University. The new students were grateful for the tips from their fellow students. Each first-year received a homemade stress ball and a pamphlet containing information about helpful resources. The Occupational Therapy students were grateful for the opportunity to help the first-years and interact with healthcare professionals, such as Psychologists and Nurses, and representatives of the Community Foundation for Rape Victims.

The students manned one of eight stalls erected on the Campus on Health Awareness Day. They talked

to the new first-year students and gave advice about how they could manage their stress. In particular,

Legal Aid litigation for change

Bethany Robertshaw (Candidate Attorney)

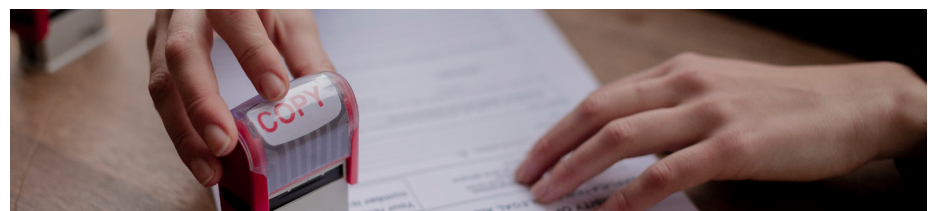
I am a candidate attorney at the University of Pretoria (UP) Law Clinic and I work with indigent clients who cannot afford to hire an attorney to assist them with legal matters. I occasionally also represent clients in cases referred to the Children's Court, where I am required to deal with issues such as determining the primary residence, care, access, contact and maintenance of children.

Indigent clients are legally represented and receive assistance in matters that are often complicated and, in some instances, require the urgent protection of the children against abuse and neglect. This benefits both the parents and the children.

My experience of participating in Children's Court matters has been very positive and gratifying as it has enabled me to use my education, skills and experience as a candidate

attorney to assist desperate parents. It pleases me to know that the safety and wellbeing of children are being protected through my participation in these cases.

I appreciate opportunities to be creative when assisting clients. For example, when I formulated a contact arrangement between an abusive father and his young children in order to facilitate bonding between them, I simultaneously attempted to ensure the comfort and safety of the children during the process. I enjoy helping those with limited resources and I am especially interested in working with children.



Advancing community-based urban praxis

Lancelot Thomas (Centre for Contextual Ministry)

As part of our community outreach programme under our flagship Urban Studio Project, the Centre for Contextual Ministry in the Faculty of Theology at the University of Pretoria has been engaging with the community of Mamelodi. We initially met with churches and later extended our involvement to non-profit organisations (NPOs). We were made aware of the constant struggle experienced by communities that lacked the funds needed for their various projects. We determined that their inability to raise external funding was due mainly to their inability to conceptualise their projects. To help them to develop the necessary skills, the Centre for Contextual Ministry (CCM), through Enterprises at University of Pretoria, hosted the Building and Sustaining Community Projects.



Twenty community members from Mamelodi attended and developed their projects. This training was a resounding success.

Once the training had been completed, the CCM undertook to continue working with the groups to ensure the viability of the projects. Some of the participants decided to join other NPOs in their communities in order to learn more about developing their own projects. Several other organisations were also represented, for example the well-established SOS Children's Village and Tateni Community Care Service, as well as organisations starting out, such as Helping Hands. Three organisations in Mamelodi, the Thandanani Drop Inn Centre, SOS Children's Village and Tateni Community Care Service, were able to reformulate their visions and missions and have already accessed

funding. The Thandanani Drop Inn Centre has taken many of the smaller groups under its wing and these groups are seeking to replicate the successes of the Centre within their own communities. Each of the students who attended the workshop presented in partnership with the Institute for Urban Ministry and the Centre for Restorative Justice will receive a certificate from Enterprises University of Pretoria during our May 2019 Certificate Ceremony.



From left: Rev Christopher Nkomo, Pastor Charles Msipa, Prof Stephan de Beer, Mr Lance Thomas, Mr Timson Mahlangu, Ms Eulenda Tema, Pastor Mirriam Madonsela & Mr Thabo Kgotsi

'After our course, the question that they had to ask themselves is: Whom are we trying to protect our children from?'

The CCM has been accompanying these groups since the end of the workshop and we are currently planning a follow-up course called Building and Sustaining Community Organisations, to be presented in November 2019. We have been particularly involved with the Thandanani Drop Inn Centre, which has started a crèche to keep young children without supervision off the streets while their parents are at work. They had applied for

permission to occupy a disused community clinic, which they then renovated to accommodate these children. After the course had ended, the question they had to ask themselves was: "Who are we trying to protect our children from?" The simple answer was: Youth who had become Nyaope addicts. They then decided to focus on this group and have since received permission to use another disused community clinic. They managed to raise the funds needed for the renovation of the building, which was undertaken with the help of a group of volunteers.



Thandanani Renovated Building

This second building was in use within a year. Currently it is a location for a feeding scheme and daily Narcotics Anonymous sessions. The Thandanani Drop Inn Centre has linked up with various organisations to offer professional assistance to young addicts once they are ready to give up drugs. Once rehabilitated youths return to the community, fieldworkers work with their families and the ex-users are offered a skills training course. They are then absorbed as volunteers into the Thandanani Drop Inn Centre, where they can start rebuilding their lives and prepare for their futures. Students from the Faculty of Theology and other faculties are currently working as volunteers at the Thandanani Drop Inn Centre.

Community-engaged learning at Kamcare Kameeldrift Social and Training Services: Women's Health Project

Emma Wilhoit (Fordham University in New York, a participant in the UBUNTU programme)

Plots 174 and 175 in Kameeldrift are informal settlements occupied by between 3 000 and 5 000 people. The Women's Health Project is a collaboration between the UBUNTU programme and the Kamcare Kameeldrift Social and Training Services under the supervision of the Department of Social Work and Criminology at the University of Pretoria. The project aims to alleviate a prevalent need that would normally go unaddressed. After thorough consultation with people who work and live in the community, Emma Wilhoit, a student from Fordham University in New York who is involved in the UBUNTU programme, found that the inaccessibility of sanitary products for those who require them is an important and urgent need. In addition to a lack of such products being a major health concern, it forces women to miss work and girls to miss school, further entrenching gender inequality and the cycle of poverty. She is actively addressing this need through the implementation of a sustainable programme to provide women with reusable sanitary products while at the same time addressing health needs.

Emma has made a concerted effort to create a community programme from which all those involved are able to benefit.



Recipients of the services are provided with much-needed products with a three-year life span. They are instructed in how to use these products and so far the response has been overwhelmingly positive. The women are able to ask community health workers any health-related questions that would otherwise go unanswered. The health care workers involved in the project are able to answer questions and rally the community to attend meetings. At the meetings, free voluntary TB and HIV testing is provided. This project has taught Emma a great deal and has broadened her experience. She continues

to learn from the impressive people for and with whom she works.

The inception and coordination of this project has been a truly transformative experience for Emma. She has learned how to integrate a project into a community in a way that makes it theirs, not hers. She has had first-hand experience of the difficulties presented by, and the benefits to be reaped from sustainable implementation, and said: "It is an honour to work with my community partners, without whom none of this would have been possible. I look forward to continuing my work on this project".

Lending a hand to Itireleng – first MAVERIC outreach of 2019

Andrea Lau (BVSc IV): OPVSC Community Engagement representative 2018/2019

On the morning of 16 March 2019, students from the Prinshof and Onderstepoort Campuses gathered at Itireleng, near Laudium, Pretoria West. Armed with stethoscopes and knowledge, these students were prepared to give back to the community by participating in our first Medical and Veterinary Rural Integration and

Collaboration (MAVERIC) outreach of the year.

The MAVERIC project was first created by a club at the Faculty of Veterinary Science known as the International Veterinary Students' Association (IVSA). The MAVERIC project is based on the One Health concept, which means that multiple disciplines, including medicine

and dentistry, join hands to uplift a community. Since its establishment, this project has evolved to include many clubs and societies from the Onderstepoort Campus, particularly IVSA, the Cat Interest Group (CIG), Veterinary Student Community Outreach (VetSCO) and the Onderstepoort Paraveterinary and Veterinary Student Committee

(OPVSC), which this year are the main groups collaborating on the veterinary side.

MAVERIC aims to work with a particular community of interest over a relatively long period so as to develop an understanding of the dynamics of the community with regard to interpersonal and animal-human interactions with a view to uplifting both the people and the animals. Another objective of MAVERIC is to bring students from different campuses together to unite them in striving towards a common goal.

Upon our arrival, we were greeted by a number of eager owners and their dogs. By the end of the day, 57 dogs and cats had been treated by the students and had received basic clinical examinations, vaccinations, dipping, deworming and the pets' ultimate favourite, food, generously sponsored by Hill's. The Temba Clinic also played an important role in the success of MAVERIC by providing a variety of supplies and the sterilisation vehicle, which is a particular favourite of the fifth-year students. Students were given the opportunity to practise checking Temperature, Pulse and Respiration (TPR), vaccinating dogs and using their veterinary skills to administer deworming tablets. An education station was also set up to entertain the children and teach them how

to take proper care of their pets. Easily interpretable posters made especially for older children and adults revolved around the topics of basic animal health care and zoonotic diseases.



The medical group also received many visitors ranging from curious children to the elderly. Dentistry was packed with people needing dental check-ups in the mobile dental clinic sponsored by Colgate and children received sponsored toothbrushes and toothpaste. The outreach provided an opportunity for medical and veterinary students to integrate. The fact that they

study on different campuses that are both far from the Main Campus, combined with intense academic programmes and commitment to extra-curricular activities, makes it difficult for them to find time to integrate and socialise. When they could find the time, they found it interesting to visit each other's work stations to see how differently things were done in the different disciplines.

We are extremely grateful to all the veterinarians who assisted us on the day, namely Dr Rene van Oudtshoorn from Community and Veterinary Services Southern Africa (CVSSA), Dr Kashmika Gurunand and Dr Njabulo Moyo from Temba Clinic, and Dr Farhanaaz Abdool-Kader. Thank you also to all those who helped to organise the project, namely IVSA, CIG, VetSCO, Aadilah Ahmed, Mark-Anthony Murphy and Hill's – your contributions did not go unnoticed. Lastly, a big thank you to the volunteers who gave their time and energy to support a worthwhile cause.

The next outreach will be held in the second semester and we are hoping to give a new group of volunteers a chance to experience giving back through MAVERIC.

"I cannot do all the good that the world needs. But the world needs all the good that I can do" Jana Stanfield.

Can one challenge vision in Visual Arts for the visually impaired community?

Dr Raita Steyn (Lecturer: Art Education, Department of Humanities Education)

A simple search on Google defines art as "the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power".

As generally viewed, art is seen as a strictly visual medium whereby one uses creativity to transform materials into something visually meaningful. But what happens when one is visually impaired? Does visual impairment deprive

people of the ability to view and express themselves in art? Or does it allow for what is known as a 'social norm' to be challenged in its biased nature, allowing both the sighted and the visually unsighted to express and experience art?

If we define art as a visual discipline, creativity and imagination should also be defined as visual disciplines. However, this statement cannot be valid as imagination goes beyond sight and goes hand in hand with insight – looking for knowledge from within.

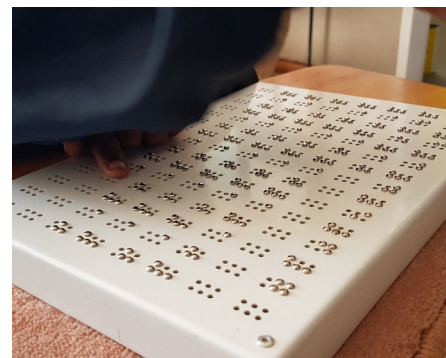
If various disciplines that do not require visual powers are referred to as 'art', such as the 'art of philosophy', the 'art of science' or the 'art of thought', why do we describe art itself as something requiring vision?

Dr Raita Steyn from the Department of Humanities Education (Visual Art Education) challenges the Visual Arts by encouraging Art Education students to create artworks for an exhibition aimed at raising awareness of the visually impaired. Visual Art and Early Childhood

Education students and learners from the Prinshof School for the Visually Impaired participated in this exhibition, which was held on the Groenkloof Campus on 23 October 2018. The aim of the exhibition was twofold: to raise awareness of visual impairment and to involve the visually impaired learners from Prinshof School, since serving the community necessitates involving the community.

problem with creating meaning in their lives. Too often we focus on the visual 'beauty' of life and art, or the art of life, without questioning our biased value systems, or how our idea of meaning and value could disable those without vision (sight).

People living with blindness or visual impairments are subject to discrimination and are wrongly labelled as disabled. It is the value



The visit to the Prinshof School for the Visually Impaired enabled our Art Education students to experience the daily challenges faced by the visually impaired. Upon their arrival at the school, the students were not only exposed to the different types of visual impairment, but were also given the opportunity to observe the daily struggles of dependency that the visually impaired have to contend with, whether it be in reading, writing, walking, eating or using the bathroom. Of specific importance to note is that these visually impaired children and young adults showed no discontent and had no

system of the sighted that disables them by excluding them from participating in the arts and various other disciplines. Art is a process of creativity, of imagination. It is a state of mind, seeing without our eyes, but looking within our cognitive systems, using our feelings and minds to craft the impossible. In the same way, beauty should not be defined by what we see, but by what we feel. Therefore art as a visual discipline needs to be challenged and debunked, as it disables the able. Art for the visually impaired is about insight, rather than sight. Shouldn't it be the same for the sighted, or have we no vision?

Matters of Interest

The next Community Engagement Forum will be held on Monday, 18 November 2019

Casual Day will be celebrated on Friday, 6 September 2019.

University Social Responsibility (USR) Week will be held in the Aula from 6-12 October 2019 to showcase UP's social responsibility. All faculties are invited to exhibit the work done by student for their CE modules. The preparation of posters, photos and other material will take place throughout the year. Professional photographers will accompany lecturers to take the photos according to policy and regulations. Sponsored by our various business partners, we hope to publish a coffee table book containing the material used in the exhibition.

Visit the University of Pretoria Community Engagement Management System (CEMS) for updates on community project opportunities.

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