



# Lentšú La Sechaba

THE VOICE OF THE CE COMMUNITY

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## CE Opportunities the UP-Way during the COVID-19 Pandemic

Gernia van Niekerk (Manager Community Engagement)

With the arrival of the COVID-19 pandemic, most community engagement opportunities were altered and only some can be

postponed to be finished later when permitted as discussed with you on an individual basis. Being social responsive is our strength at UP. In many instances are substituting interactive engagement with discipline-specific case studies and written assignments related to the challenges we are currently facing.



In order to further the academic program under the current COVID-19 pandemic some academic programmes require final year students to do minimum hours of practical work in order to complete an academic programme/degree. Discussions with community partners, lecturers and students are currently conducted, trying to find a way forward to proceed under the Covid-19 Risk Adjusted Strategy, level 3 permitted operations and movement of the Dept. Health RSA.

managing homeless people, socio-economic development through entrepreneurship, consideration of new developments (not merely for the sake of change), whether it will really be to the benefit of all.



Shortly before COVID-19, we were wondering if robots might do our work better than we as humans can. Although humans are accountable for all indiscretions and pollution on this planet, there is no need to despise humanity for all the wrongdoings. The catastrophic impact of COVID-19 has taken us right back to that point in the existence of humankind where we are struggling to stay alive, as a priority.



Through community engagement we are addressing problems – that COVID-19 gave birth to, but also previous existing problems that COVID-19 made us more aware of, such as: the impact of false or misinformation; the absence of proper personal hygiene; ignorance regarding basic primary health care; indifference towards small and micro entrepreneurs (who, some have only realised now, are the backbone of our economy).

Hopefully we will be from now on less obsessed with petty things, live more in the present, be fairer and more mindful, and know what we do not really need and what we really want. We have already started to value the importance of closeness to our family and friends and community members. I am, however, optimistic that we will be less critical towards others and ourselves in the future.

There is already an indication that some things will improve, such as more flexibility in

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When this virus is finally gone, I trust that it will only leave its footprints in our lives in a good way. We will appreciate things we never even took notice of or considered to be important. Social distancing might become a norm until we can go back to normal social interaction. In this time, we will continue to learn more about ourselves, about humanity, about being human and even more, about being humane.

It is impossible to predict at this stage what the outcome of the COVID-19 pandemic holds for us and as I verbalise my thoughts, it comes from a place of complete ignorance. We have no idea when it will pass or when or if a vaccine will be available soon, or at any time. We will remember this time as a period that interrupted and altered our everyday life; our way of thinking and of doing things...

I wish you only the best of health and wellness in these uncertain times and all the best with all the new challenges and possibilities that it brings.



# UP RAG Mandela Week

*Sipho Carneson (Project Co-ordinator) and Tiaan Peens (RAG Chairperson 2018/2019)*

Reach Out and Give (RAG) is the Student Representative Council (SRC) subcommittee tasked with community and civic engagement at the University of Pretoria (UP). RAG provides a platform for all UP students to make a difference in their direct and wider community through a variety of offerings, from community outreaches to initiatives that teach civil and community-based responsibility in a sustainable and responsible manner.

In 2019 UP RAG organised the Mandela Week initiative, a week where we encouraged students to give back and make the world a better place by starting within. This year we called on all residences, day houses, faculty houses and societies to join us in our quest to break last year's record.

motivate each structure to do a minimum of three to five hours of community engagement during this week. Structures were also welcomed to team up with each other to double the workforce and the hours. During the entire week, the RAG Office took over the UP Graffiti Wall to increase awareness about Mandela Week. We painted a tree that had branches and leaves made of imprints from the painted hands of UP staff and students who passed by and showed support for the initiative. This was done to show both students and staff on campus that together our collaborative efforts can have a profound impact on the exponential growth of not only the UP community but the communities that surround us.



During this week all UP structures were encouraged to do active community engagement and include as many of their members as possible. These engagements could be anything from extra class tutoring to repainting a school. We wanted to

Mandela Week had a large impact on the internal and external community at UP. There were soup kitchen and blanket drives on campus, and our residences, faculty houses and day houses participated in projects such as renovating schools and helping the community at large. A variety of food drives also took place across UP, with the proceeds being donated to the Student Nutrition Aid and Progress Programme (SNAPP).

## Occupational therapy community engagement in Mamelodi

*Helga Lister (Lecturer: Department of Occupational Therapy), together with fourth-year 2019 OT students*

The fourth-year Occupational therapy (OT) students work in Mamelodi for a five-week fieldwork block three times during the year. During this period, they offer numerous services to the community. Herewith is a summary of the services that were offered in 2019. We would love to work with other departments collaboratively in 2020. Please contact [helga.lister@up.ac.za](mailto:helga.lister@up.ac.za) to discuss collaborations.

The Siyathemba Clinic is paediatric



clinic based on the University of Pretoria's Mamelodi Campus where students assess and treat children of various ages who present with a range of difficulties. It provides individual and group therapy sessions, and children are seen once a week for 45-minute sessions. Many children are referred to us by Itsoseng Psychology Clinic for school-related problems as well as other physical and cognitive difficulties.



Students also work with the elderly at the Mamelodi Old Age Home (MOAH). Here, they provide group therapy sessions twice a week in the afternoons, during which the residents can engage in leisure and social activities. This ultimately ensures positive stimulation that they do not usually receive.

Community health workers (CHWs) are members of a community who visit households in order to provide basic healthcare services and refer “*at risk*” persons to the appropriate organisations as necessary. The OT students have worked with the CHWs at Stanza 2 Clinic, Lusaka, Stanza Community Health Centre, Nellmapius, Holani Clinic and Ubuntu Clinic to provide both group therapy and training. The group therapy focused on stress management, conflict management and assertiveness skills.

The students also offered group therapy to some of the children at Matimba Youth Centre, a centre for vulnerable children of all ages. They run an afterschool programme and provide meals as well as emotional and psychosocial support to the children. The students provided group therapy sessions twice a week to children aged between ten and 14 years, focusing on topics such as peer pressure, bullying, abuse and substance use. They also presented life skills training sessions with the care givers who work with vulnerable children at surrounding schools.

COSUP is a community-orientated substance use programme for people who use substances, their families and community members. Students worked at the Mamelodi Hospital, Ikageng and Lusaka sites, where they provided group therapy and training sessions focusing on life skills, a leisure-based programme and a vocational programme. They also started a support group for family members at the Lusaka site once a month, which will hopefully be expanded to the other sites.

We thank everyone for their ongoing support and look forward to a fruitful partnership in 2020.

## VetSCO Makgabelwane outreach: Cattle, sheep and goats, oh my!

*Erin Sinclair (Vetsco Vice-Chairperson)*

On Saturday, 4 May 2019, Veterinary Student Community Outreach (VetSCO) held their second production outreach of the year, and their first production outreach of 2019 at Makgabelwane in the North West. The students had an early start at 04:00, and during the hour-long bus ride they were told what to expect during the day. The VetSCO committee members supervising the outreach were introduced, and the group allocations that students would be split up into upon arrival were read out. The 56 students (including the eight attending committee members) were split up into four groups, A to D, with two committee members in each group. We also ran an experiment on the sign-up sheets, where each student rated their experience working with production animals from 0 to 10 (0 being completely inexperienced and 10 being comfortable and well experienced with larger animals). This was a huge success as it allowed us to create groups that were more evenly matched. We made sure that each group had a certain percentage of inexperienced and experienced students. Groups that had more inexperienced students were paired with the more confident committee members. We will make this part of every sign-up experience from now on, as we noticed more peer-tutoring is needed. The day progressed more quickly as each group worked at roughly the same pace.

When we arrived at the base farm, everyone got off the bus and we started unloading our equipment. However, we soon realised there seemed to be a lack of cattle at the farm. One of the local farmhands told us that there was a bit of a mix-up with dates and communication, which presented a slight challenge for our team as we had over 50 students raring to go. We had to think on our feet, and after making numerous calls to local farms and holding a hasty committee meeting, we were able to get three stations set up for our use. All that remained was to find the cattle roaming in the nearby bush. This was a great opportunity for the students, as usually most of the cattle have been herded into the crushes when we arrive on farms, so students do not get the benefit of practising driving and herding cattle. The rest of the students stayed behind at the base camp and did a walk-through of the kraal, removing any wire or beams that could trip the cattle up as they ran into the crush. Moreover, they had to identify any poisonous plants in the area. In time, we spotted large dust clouds approaching, and around 300 cattle thundered into the waiting kraals in waves. We then received word that two other farms had cattle ready and waiting for us. One farm had around 184 and the other just over 200, so we split up in three groups and parted ways. We were lucky enough to have two doctors supervising the outreach on the day, Dr Alfred Kgasi and

Dr Takula Tshuma, who moved about the three groups providing teaching to the students, veterinary care for problems the students were not able to take care of and patience for our endless questions that tested their vast veterinary knowledge.



When we arrived at our farm, we quickly allocated responsibilities to each student. Four students were responsible for drawing up the vaccines for Anthrax, Botulism, Blackquarter and Pasteurella, while another four were responsible

for one vaccine each so as not to accidentally double-dose or miss cattle. Two students were responsible for spraying the cattle with a tick dip we had bottled, and the last student was responsible for doing a general health check of every cow in the crush. Every half hour we would rotate the groups of students, ensuring that they all got experience with every aspect of the procedure. Three hot, sweaty hours later, we were all done, but we still had a herd of 60 sheep and goats who needed our attention, much to the excitement of the group. Vaccinating the sheep and goats was a highlight for the students. It was more hands-on, and many students were less intimidated than they had been by the cattle. Our time spent with the sheep and goat herd went very quickly; we were finished within half an hour, with an extra ten minutes spent practising pregnancy tests on the sheep, as they had been purposefully bred some weeks before. We then returned to the main camp and sat in the shade, excitedly chatting about our day, comparing stories and doing a final tally of animals. We treated roughly 830 cattle and 60 sheep and goats – not too shabby for a day's work!

This outreach would not have happened if not for the hard work and effort of the many people involved. A special thank you goes out to Onderstepoort Biological

Products (OBP), who once again so generously donated all of the vaccines we needed for the day (with more than enough for another outreach left over), and to Doctors Tshuma and Kgasi, who donated their free time (a precious thing for a working vet!) and expertise. Thanks must also go to the many farmers and farm workers we met for letting us work with their precious animals and make use of their facilities. Finally, sincere thanks to everyone on the VetSCO committee who put in so much hard work behind the scenes! Our Makgabelwane bovine outreach was a massive success. I look forward to seeing what we as a committee and as students will learn from the next one, although I know we are not so excited about the 04:00 mornings!



## Hatfield and the city of Tshwane celebrated International Car-Free Day on 17 October 2019

Lucas Luckhoff (Hatfield City Improvement District)



Car-Free Day is intended to encourage motorists to give up their cars for a day.

Organised events are held in more than 400 cities around the world, and the event is normally celebrated on 22 September.

The annual Tshwane "Car Free Day" was held for the third consecutive year in Hatfield on 17 October 2019. The day forms part of Transport Month in South Africa, during which awareness around the benefits of non-motorised transport is communicated.

After experiencing some pushback over the previous

two years from businesses who felt that the closure of Burnett Street to private motor vehicles on the day deprived them of potential customers, it was decided to include a festive element to the day to attract foot-traffic into Hatfield.

Schools, the University of Pretoria, businesses and the faith community were asked to participate in the festivities. The day kicked off with a Non-Motorised Transport (NMT) Indaba that was held at the Protea Hotel, hosted by the former Member of the Mayoral Committee (MMC) for Roads and Transport Ms Sheila Senkubuge, and was rounded off with Christmas carols led by the faith community in Hatfield.



The festivities included the following:

- The NMT Indaba
- An all-day broadcast from Hatfield by the community radio station Hi 5 Stereo
- A broadcast from Hatfield by TUKS FM
- A performance by the Pretoria

High School for Girls Saxophone Group

- A performance by the Pretoria High School for Girls Rhythmy Group
- A performance by the University of Pretoria Symphonic Winds
- Christmas carols led by the Hatfield faith community

## Be the change you wish to see in the world

*Salomé Pretorius and Ben van der Merwe (Department of Business Management)*

The Department of Business Management has a history of engaging with communities in the greater Tshwane area. In the past year, the department has continued its dedication to the broader Tshwane community through a series of projects aimed at addressing entrepreneurship development, food security and early childhood education.

In 2011 the Mamelodi Business Clinic (MBC) was established by the Department of Business Management within the Faculty of Economic and Management Sciences. It became a key role-player in the implementation of community development initiatives. In 2019 the MBC entered a new phase where formal students of the University of Pretoria engaged with informal entrepreneurs in the newly renovated community design studio, where the core principles of the MBC – to empower, to advocate and to innovate – are incorporated through different projects and interactions with the community.



Mamelodi, meaning “mother of melodies”, an under-resourced community East of Pretoria, was established in June 1953 when 16 houses were built in what was then designated a black-only area. According to the latest census study, 18,7% of the households (2,9 individuals per household) in Mamelodi earn no income, with an additional 3,6% earning below R4 800 per month, which is just above the national upper-poverty line. With an unofficial population of just over one million people, a holistic approach to the development of the community is needed to address the inequalities that are reflected in this township.

Given the current economic conditions, many individuals in the township resort to entrepreneurship to make a living, but the support available to these entrepreneurs are limited. Completing basic tasks such as registering the business or compiling a business plan can be challenging as many of these entrepreneurs do not have the educational background or experience to compile a document that is in line with the requirements of funding institutions.



During the 2019 academic year, the Postgraduate Diploma (PGDIP) in Entrepreneurship students completed a group assignment where each group was allocated an entrepreneur from the local community. The students had to practically apply the theoretical concepts of business modelling and business plan writing by designing a business model and converting it into a bankable business plan. The business plans were assessed in collaboration with representatives from the Small, Medium and Micro-sized Enterprises (SMME) enabling environment. Through the involvement of our students, each entrepreneur received a bankable business plan that they can use to access resources needed to start and grow their businesses into sustainable ventures that will transform the local economy of Mamelodi.

This year the Department has changed gears and is working towards a more structured approach to community engagement. The aim for 2020 is to maintain and build on existing relationships and projects with a renewed focus on creating real social impact for the project partners and community. A central part of this new focus is the development of frameworks geared towards measuring outcomes of projects and the careful consideration of how these projects improve the lives of their beneficiaries.

*"If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world changes towards him...We need not wait to see what others do"*  
–Mahatma Gandhi.

# Philanthropy in community engagement projects: Learning Support – JMD351

*Dr Nkhensani Susan Thuketana (Lecturer: Department of Early Childhood Education)*

Community engagement projects at the University of Pretoria employ a triple helix approach combining a set of interactions between its Community Engagement, Work Integrated Learning (WIL) and Work Readiness embedded in the curricula. The approach enhances the quality of teaching attributes of the teachers produced at the University. The third-year Bachelor of Education (BEd) students studying a Learning Support module, JMD351, engage in a community project as part of fulfilling the module's requirement under the supervision of Dr Nkhensani Susan Thuketana from the Department of Early Childhood Education (ECE).



JMD351 is offered in the Foundation and Intermediate Phase and is aimed at equipping student teachers with strategies to assess learning difficulties and provide interventions to learners in need. A holistic approach to assessment is followed for 11 weeks in collaboration with school teachers at identified schools. Nantes Primary School in Eersterust was the school of choice for the 2019 academic year. It was assumed that the learners at the school would come from a socioeconomically diverse backgrounds and have a variety of learning difficulties. The assumption was confirmed and research-based strategies for intervention were shared with in-service teachers to the benefit of learners in different classrooms.



*Nantes Primary School*

Student teachers' creativity emerged during the project when they fundraised and organised a function for all Foundation Phase learners at the school with the help of one of the students' parents. The parents own a business in Johannesburg. All learners at the school were presented with goodies, which put broad smiles on their faces. In the context of resources and skills shortage in South African

schools, the quality expressed by student teachers is believed to be contributing to philanthropism in the making. Given their enthusiasm, it will not be surprising when in the near future these students, as teachers, contribute considerably to the skills and resource challenges experienced in the South African education system.



## Jungle gym for Speranza Academy

*Jenna Ball (Community-based Project Module- JCP 203)*

For our fieldwork for the compulsory undergraduate module, the Community-based Project Module (JCP 201/202/203) of the Faculty of Engineering, Built Environment and Information Technology, we decided to identify a community in need. Bethlehem is a large town in the Eastern Free State. We found a school there that was moving to new premises. Speranza Academy provides care and support, with the help of various specialist professionals, for children with Autism Spectrum Disorder (ASD). The school currently has about 30 learners enrolled from ages five to 13 years. The new premises that they were moving to were in desperate need of a facelift. With the help of their Occupational therapist, Riëtte

Smit, we assessed the building and grounds and decided that the best option for a project was to build them a jungle gym.

The team consisted of five second-year engineering students. Dannhau van der Berg (Mechanical Engineering) was responsible for the planning of the project as well as the design of the jungle gym. The rest of the team consisted of Jenna Ball (Chemical Engineering), Johannes van Graan (Mechanical Engineering), Antonie Joubert (Mechanical Engineering) and Heinz Mittermaier (Electronic Engineering). It took six days to complete the project, with careful attention being given to the various parts of the structure. Each part of the jungle gym had a specific role in stimulating and strengthening the learners' gross motor skills. The jungle gym consisted of a balancing

beam, a bridge, a tyre wall, monkey bars, a climbing wall and swings. These were all elements that were requested by the Occupational therapist so that the learners could have fun while improving their gross motor and problem-solving skills.

We were kept on our toes by a young learner who could not wait to try out the new jungle gym, as he came to visit us every day to check on our progress. We learned several skills during the execution of the project, including teamwork, communication skills and problem-solving skills. We handed over the jungle gym to the principal, Mrs Petroné Gaitskil, on Saturday, 30 March 2019, and trust that the learners will have many happy hours of play. You may view our YouTube video on the project at the following link: <https://youtu.be/6QkgmTxPng>.





# SEW at Tuks: For the students, by the students

*Makone Maja (Student Entrepreneurship Office: Faculty of Humanities)*

The Student Entrepreneurship Week (SEW) is our community engagement project. The aim of the project was to change the mind-set around solving South African and global problems as students of University of Pretoria (UP) and to find ways to commercialise those solutions that have economically lucrative potential. It took a group of students with different entrepreneurial and academic backgrounds, including accounting sciences, actuarial sciences and law, banding together under the tagline “*For the students, by the students*” to plan and deliver the first ever SEW at Tuks event.

The idea of hosting the SEW across all public higher learning institutions, including universities and Technical and Vocational Education and Training (TVET) colleges in the country, emanates from the Entrepreneurial Development in Higher Education (EDHE) programme of Universities South Africa. We aligned our motives and agenda to their objective of spreading awareness of entrepreneurship, the possibilities and opportunities presented by entrepreneurship, as well as paying homage to student entrepreneurs across the different institutions. We presented our programme to EDHE and to the University and received overwhelming support from both entities.



The SEW at Tuks 2019 was a three-day event running from the 27 to 30 August 2019. Events on the itinerary included the Tuks Entrepreneurs Amazing Race, the Tuks Alumni Entrepreneurs Panel Discussion and the Tuks Pitching Competition, where a sponsored prize of R10 000 was awarded to the winning student-run business. Through these events we tackled the many questions and challenges faced by student entrepreneurs. We also presented the students with tasks they needed to complete, the lessons of which proved meaningful and helpful to the everyday duties of a student entrepreneur.

The students who took part in the SEW corroborated this by providing us with feedback alluding to how impactful and empowering the SEW was to their individual entrepreneurial journeys. Among these students were potential student entrepreneurs who needed motivation and guidance on how to develop a business and run it simultaneously with completing their studies, existing student entrepreneurs who needed the support of an entrepreneurial eco-system from the University, and students who volunteered to assist with the logistics of executing the SEW. We also received feedback from UP alumni who took part in the event and also found it beneficial to their personal and professional growth and development. As the only university that had students rather than staff plan the SEW, it has also been deeply moving to be entrusted with an event of such magnitude.

The SEW at Tuks 2019 owes its success to the unwavering support of our partners – the EDHE, the Department of Student Affairs, the Unit for Community Engagement, Enactus UP, TuksNovation and to every member of the UP student body that contributed in any form to the SEW. Your dedication to the development of entrepreneurship is greatly appreciated.

The students who planned the SEW at Tuks 2019 are: Kagiso Masemola, Aobakwe Tsatsi, Joseph Nyamariwata and Makone Maja.



# Partnerships: Jacob's story of overcoming homelessness, substance use and diabetes

Tshepo E Molly

*"I am 27 years old. I grew up on the streets. I ran away from home at the age of 15 because of conflict with my stepfather. When I found myself on the streets, it was terrible. I never had blankets. It was very scary, very dangerous, very hard. I got introduced to crack (rock) and heroin. I started doing those things. It came to a point where I needed money, but I am not a thief and I was not used to stealing, so I started recycling, picking up boxes. I spent many nights without a meal. It happened that I started to get sick. I did not know what was wrong with me. I thought I was dying. I went into a coma. When I woke up I was in hospital. They told me that I was diabetic and I was given insulin. When they discharged me, I sold my needles and threw away the medicine. I got sick again and went in and out of hospital. Then I met Dr Jan Heese. When he came to my bed in the ward, he said he wanted to hear my story. I told him I was tired of life. I wanted to die. I said I am not happy every day. I am getting thinner and thinner. He told me he would help me with all his heart" – Jacob.*

The Tshwane District Hospital medical team stabilised Jacob's diabetes. To



help break the cycle of going between living on the streets and being in hospital, Dr Jan Heese contacted the Community Orientated Substance Use Programme (COSUP) for assistance. The COSUP team offered him harm-reduction substance use services, but as an insulin-dependent diabetic, Jacob urgently needed a place to stay with regular meals so that he could manage his condition. COSUP contacted Rivoningo, the hospice run by the Tshwane Leadership Foundation and was able to place Jacob in one of the COSUP-

funded beds.

*"Here, I found this loving Social Worker called Tannie Pietra Barkhuisen. She drew me a mind map so that I could sort out each area of my life. I hung in there. I did not have money to pay rent. With Tannie Pietra's help, they said they would help me find a job. I really did not want to go back to the streets".*

COSUP and the Rivoningo Social Worker discussed the options available to him, and Jacob chose to do the Independent Development Trust (IDT) programme. This is a nine-month extended public works skills development learnership in the non-state sector offered by government.

*"As time went on I started to heal. I decided to leave all the bad things. I value that I have a roof and food. I pray to be independent. Due to my health I had to quit drugs. It took a while. I was in a lot of pain. Even now I have sleepless nights. But I am a human being again. I am me. My diabetes is controlled. I am on insulin. I am eating a balanced diet. Every day I make sure it is controlled. I just want to tell everyone this thing comes from within. No one can make you stop. You must know that you don't want this anymore. You must uplift yourself. If I have managed others can do it".*



# Department of Social Work and Criminology: Friend of Funanani Trust and the Moola Shop

*Elmien Claassens (Chief Executive Officer, Funanani Trust)*



Funanani Trust is a non-profit organisation (NPO) situated in Mamelodi West and Soshanguve providing opportunities for work integrated learning to fourth-year Social Work students. The Moola Poverty Alleviation Project was inspired by fourth-year students and takes a fresh look at poverty alleviation from a developmental approach to community engagement. The project aims at assisting poor and vulnerable families without giving hand-outs, as hand-outs have a negative impact on peoples' dignity and feeling of self-worth, and often create a culture of dependence and entitlement.

Many families with children attending the Funanani Early Childhood Development (ECD) centres are recipients of social grants as their only way of surviving. The Moola Project provides community members the opportunity to supplement this income by earning credits ("*moola points*"), which they exchange for goods such as food, stationery, clothes or even furniture, according to their needs and preferences. Activities which can earn moola points include volunteering at the ECD centre and attending group work and workshops facilitated by the social work students.

Community members enjoy "*going shopping*" and often spend hours in the shop, all dressed up for the occasion. This project gives them a sense of accomplishment and empowerment as they participate in their own destinies and future. The project raises community members' sense of self-worth as they are allowed the opportunity to take responsibility for their own well-being. They are no longer passive "*consumers*" of a service, but active partners who "*work*" to fulfil their needs. Social work students benefit from their involvement in this project as

they can make connections between theory and real life. They learn that everybody has something to contribute, albeit something seemingly insignificant. Staff members of the Department of Social Work and Criminology also engage at a grass-roots level with the Moola shop, by giving their time on Mandela Day to stock the shop with donations.



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## Know your lemons: Breast cancer initiative at UP

*Kathryn Malherbe (Director/Founder: Breast Cancer Support Pretoria; Lecturer)*

The Breast Cancer Support Pretoria Non-profit organisation (NPO) started the Cancer Care Packages Campaign for women diagnosed with breast cancer at the University of Pretoria, Faculty of Health Sciences, Department of Radiology in 2018. The role a radiographer plays during the diagnostic imaging and reporting of cancer is of the utmost importance as we are the representatives for the rest of the medical care the patients will receive. Radiographers specialising in breast imaging are called mammographers, and they work in close proximity to breast cancer survivors, physicians and multi-disciplinary teams of the health care system.

Our Cancer Care Packages Campaign consists of products useful during radiation and chemotherapy, as well as our recently published *Breast Cancer Survivorship Booklet* consisting of easy-to-read information regarding the treatment process and how to communicate the results of cancer to loved ones. The NPO was started by a Radiography lecturer, Mrs Kathryn Malherbe, currently lecturing in the Faculty of Health Sciences, who hopes to encourage young students to promote breast cancer

awareness in the community through outreaches that the NPO holds across South Africa.



There were 350 cancer care packages distributed to over six regions across South Africa.

The NPO hosted 14 events during 2019.

Our Facebook (FB) outreach reached over 75 000 women in 2019.

Over 4 500 women follow us on Facebook.

We also designed our own unique brooch and earrings in a joint venture with Zelmi's Boutique. The final-year Radiography students will be promoting breast cancer awareness during the month of October this year. Through a student marketing drive, these earrings are sold to healthcare providers at their various clinical placements, with the funds being used for the Student Committee Board and future community engagement ventures.

### **Our vision for 2020**

We initially started our NPO with a very small dream of reaching more women across South Africa. The response was far greater than we could ever have imagined, as we now reach over 75 000 women weekly on our Facebook page, with daily interactions on posts reaching over 15 000 women. There is still a great need for support in rural villages, but we lack the infrastructure and funding to reach these areas.

We have joined forces with passionate local doctors and volunteers and

hope to reach these women during our 2020 campaign. We are hosting a small outreach to 150 villagers in the outskirts of Brits on 21 March 2020. Our dream would be to have a mobile breast support van where we can also provide women in these villages with basic clinical needs regarding breast cancer.

We also hope to spread our care package campaign even further in 2020, growing from our initial 350 to 1 000. Through volunteer initiatives and community engagement, we will reach this!



## **Visit to Salvokop and Wolmer communities**

*Tsholofelo Gertrude Apane*

As theology students, the module Mission in Practice allowed us to visit two poverty-stricken communities, namely Salvokop in Pretoria Central and Wolmer in Pretoria North. As I reflect on these visits, an old Chinese proverb comes to mind: *"When I hear, I forget. When I see, I remember. When I do, I understand"*. As students, we primarily went to these communities to observe the living conditions of ordinary people and listen to them as they articulate what it means for them to improve their quality of life and that of their children. Before going to these communities, we read the book *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor . . . and Yourself* by Steve Corbett and Brian Fikkert. This book gave us a framework for our interaction with people living with poverty. Our goal in those visits was to build a relationship with families, primarily with parents or guardians, in order to understand the lifeworld of children under their care.

I interacted with a mother from Zimbabwe in Salvokop and a white couple in Wolmer. With the Zimbabwean lady,

I got to learn a lot about the realities of economic migrants to South Africa. Through our many interactions, the lady stressed that the quality of life of her two children has not improved since their family came to South Africa in 2016. She said that their living conditions are not adequate for a family since they live in a one-room tin shack. She does not allow her kids to play out of her sight because of the realities of crime and kidnapping in the area. As undocumented immigrants, her children do not have access to public health care and they cannot afford private health care. She also said that socially, she only interacts with and trusts her fellow Zimbabweans living in the area and tries to avoid the locals because there is a lot of xenophobic animosity in their neighbourhood. She finally admitted that her husband earns a better income than he did in Zimbabwe and they are even able to send money back home to their family sometimes. Because they can help out family members in Zimbabwe, they are seen as a blessing and an asset, which makes them feel good. This feeling is probably what helps them cope with their poor quality of life in South Africa compared to Zimbabwe. Their family attends a church of Zimbabweans only.



## 40 years of free human rights-based legal services to marginalised people

Eddie Hanekom (Director: University of Pretoria Law Clinic)

**Lesson:** I have learned that a good quality of life is not only making good money. Money is probably the main reason why many people migrate to South Africa from neighbouring countries. However, I have learned that good relational connections bring trust, which is important in the raising of children. One needs more than just money to have a good quality of life.

In Wolmer, I interacted with a senior couple who were raising an eight-year-old granddaughter. The man traced his history of poverty from the time he returned from mandatory service in the SANDF in 1986. He was an alcoholic and a chain smoker. He could not keep a job and ended up losing all his assets. His experience in the army was traumatic, and alcohol and smoking helped him to cope and survive. He met his present partner at the Wolmer centre. They are both raising her granddaughter. The couple said that their quality of life is better since they got together, and their granddaughter seems to be doing better in school. She has good friends in the neighbourhood and attends church at the Wolmer centre. She lost her mother at the age of three and has to live with a grandmother who has had mental problems.

**Lesson:** As someone who grew up in the township, I have always assumed that only black people are poor in South Africa. I was very surprised to run into many white people who are poor. I have also learned about a negative consequence of the apartheid system on a white person. Many white people had to serve in the military for some time and returned home traumatised and addicted to things that rendered them socially handicapped. It was good to learn that a good relationship can help heal trauma and children could have a good quality of life as they are parented by adults committed to becoming a healthier version of themselves.

I am very glad that Mission in Practice broadened my understanding of poverty in southern Africa. My visit to these two communities has impacted my theology greatly. I am now learning to help people participate in the improvement of their quality of life and that of their children, whereas I used to expect the government, the church and international organisations such as the United Nations to take people out of poverty and improve the lives of the vulnerable people of our society, which children are. Indeed, these institutions have the responsibility to improve the social welfare of vulnerable people. However, I now believe that ordinary people should be participants in building the kind of society they wish to live in.

The University of Pretoria (UP) Law Clinic turns 40 in 2020. This is a huge milestone in the history of the UP Faculty of Law. During the course of the year, this birthday will be duly celebrated. 2019 was a year of change for the Law Clinic. We had to say goodbye to the previous Director, Franciscus Haupt, who after almost 20 years of service, had to retire. From May 2019 a new Director, Eddie Hanekom, took over. We have offices in South Street, Hatfield, and we rent offices in the medical suite of Dr Eric Makhabelo, behind the Temba Court complex in Hammanskraal.



Practical law students working on a case

### What do we do at the UP Law Clinic?

- Civil legal services: We provide *pro bono* legal services to indigent and poor members of the community. By law, we must apply a means test to ascertain whether a prospective client will qualify for this service. Most of the issues are based on basic human rights challenges. We render this service through our candidate attorneys and our final-year LLB students who take the elective module Practical Law. Attorney Heléne Davidtsh also provides correspondent services to other law clinics.
- Practical training of law students: Approximately 100 final-year LLB students take the module Practical Law (PRR 400). Here, they are trained on real cases with live clients by our attorneys Frik Grobler and Samantha Yell. There are weekly lectures and the students are organised into "firms". The students consult with clients, draft documents, court pleadings and papers, and do all that is necessary to resolve a client's legal problem. The students do so under the guidance and strict supervision of the attorneys.
- Criminal legal services: Attorney Edna Pitsi is at the very busy Hatfield Community Court daily providing free legal representation to unrepresented indigent and poor persons, as well as training our candidate attorneys on the finer points of criminal court representation.



*Candidate attorneys observing consultation in a dark room*

- Research and training: Attorney Charlotte van Sittert presents courses in legal collection and debt counselling, as well as an advanced programme in debt review.
- Training of candidate attorneys: We currently have 10 candidate attorneys at the Hatfield office and 6 at the Hammanskraal office. They are being prepared for legal practice as attorneys, but at the same time, render valuable legal services to our clients under the supervision of attorneys Piet Breedts, Sophi Diale and Lourens Grové. Attorneys Gaby Oosthuizen was admitted during the latter part of 2019 and attorney Abel Mhlanga was admitted in February 2020. They are valuable additions to our profession.
- Mediation centre: Chief attorney Lourens Grové is in the process of creating a mediation centre for the Hatfield office. A project in the making, we will train candidate attorneys and students in mediation techniques and render a mediation service to our community.

### **What do former students think of the quality of training? Extracts from an email from a 2019 former student received in January 2020:**

Dear Sam

I trust you are well! I would like to once again thank you for the valuable experience that was Law Clinic! I have realized, having recently started articles that the information and skills that we acquired at Clinic will serve me well throughout practice, and will save me in the next 2 years! I am beyond grateful for everything that you have taught me!

### **Challenges**

All is not plain sailing, so to speak. The Hammanskraal office experienced unique challenges during 2019. The telephone system had to be replaced, and it became apparent that fibre is not available in the area and that service providers could not actually guarantee the timeframe for installing such. With Eskom implementing load shedding, there were long periods without electricity. To top it all, the water supply was interrupted for a very long period of time. This proved to be such an issue that for a while the Temba courts did not actually hear any cases – they convened early in the morning, postponed the cases to another day and closed at 10:00.

Despite all this, the UP Law Clinic staff persevered in their task and handled thousands of cases in 2019.

## **What are the roots that clutch, what branches grow... out of this stony rubbish?...**

**a heap of broken images,  
where the sun beats,  
and the dead tree gives no shelter...  
and the dry stone  
no sound of water...  
there is shadow  
under this red rock....  
I will show you fear  
in a handful of dust....  
(From: *The Waste Land*  
- by T.S. Eliot)**

*Gernia van Niekerk  
(Manager Community Engagement)*

There is growing recognition that universities, as public institutions, should contribute to the growth, development and wellbeing of societies and that new ways of doing science to address complex problems are needed. At the University of Pretoria our work goes beyond laboratories and research as we search for ways to make a sometimes immediate, but always practical, difference through a transdisciplinary approach involving as many disciplines as possible. Service learning/community engagement is embedded into the curricula at the University of Pretoria usually within the WIL, professional development or practical modules.

In most instances, very little outside help and support are available to communities to sustain their development efforts. The University have replaced charity work with community empowerment and development, no longer take the ownership of community projects, nor sustain these projects artificially, as it mistakenly did up to about 15 years ago. The latter practice does not empower the community, but sustains a dependency. Community development takes place through the community, by the community and for the community.

In 2012, the University adopted a long-term strategy, UP2025, which positioned positive impact on national social and economic development as one of five priority goals. The University determines annually, and expresses qualitatively and quantitatively, the impact on communities and the value added by the contribution of student engagement to the local economies in implementing projects and activities as well as support and sponsorship from the business sector and redundant assets made available for CE purposes by UP. The Participatory Impact Assessment (PIA) model – a form of evaluation measuring impact at grass-roots level – is embedded into the CE process, whereby communities work together with the University to evaluate the impact of an activity. Success is not about what was done – success is about the change that resulted.

The societal level of change we aim to achieve is on the level of the most vulnerable people of society, among the poorest of the poor. Through partnering with NGO's, CBO's, SMMEs, SMSPs and community members in our designated communities, by working together we identify and solve problems to the benefit of all.

Reliable House and Moja-Gabedi are two such examples... previously garbage dumps that have slowly, up to 2017, moulded on two abandoned sites in the Hatfield area close to the University of Pretoria campus, where about 60 destitute homeless people lived.

The University of Pretoria campus, situated in the Hatfield area, experienced a rise of crime-related activities, including drug dealing,

between 2010 and 2016. This presented itself as a challenge, but also as an opportunity for community engagement. The Unit for Community Engagement (CE Unit), together with a group of honours students in criminology and architecture and their lecturers, monitored the types of casual activities in the area and identified crime hotspots. The overall situation was documented and mapped out. After cleaning up the first site by inter alia removing 600 tons of garbage, 10 wooden houses, a clinic and training centre were built on the site. The dwellers moved in and the site was named Reliable House by the first occupants. At the end of last year, developments started at the second garbage dump mentioned earlier and 3 000 tons of garbage, which had piled on the site in layers over the past 80 to 100 years, were removed with the goal of turning the site into a therapy garden. This site now serves as an annex to Reliable House and was named Moja-Gabedi by the people staying at Reliable House.

At the beginning of March, at the onset of the COVID-19 pandemic in South Africa, owing to our success with Reliable House and Moja-Gabedi, we have decided to proceed and embrace the new challenges brought about by the pandemic. What we have done and learnt at Reliable House has become a model as far as to ensure the wellbeing of the homeless with shelter, primary health care, skills in personal hygiene and the necessary therapy and skills needed for them to be transitioned back into society.

We know that the partnership with the homeless people in transition through Reliable House is successful because our approach has resulted

in more responsive community members. The partnership's greatest success lies in the fact that it brought together community members from all levels in the community. The partnership has built a stronger community. Most members of the community have realised that it is each member's responsibility to take control of their future as a community. What we have learned from the situation is that nobody is more important than anyone else.



*The two garbage dumps where about 80 homeless people stayed (which later became Reliable House and Moja-Gabedi)*

Moja-Gabedi means "to go through a transition process". We have built two occupational therapy centres at Moja-Gabedi – a wellness centre and an art therapy centre. The site is about as large as three football fields and is currently being developed as an urban forest (so far, 100 trees have been planted) with an edible garden and a shop and coffee shop, so as to enhance sustainability.



In 2003, the University of Pretoria decided to move away from its long tradition of charity work. Charity creates and sustains the dependency cycle, puts SMMEs out of business, and works against any development initiative. Free services provided by the University and/or its students put SMMPs out of work and business. Since 2003, charity has been replaced with an integrated community development plan. Community



*Mr Phulani Mphasane teaching students about sustainable development at Reliable House*

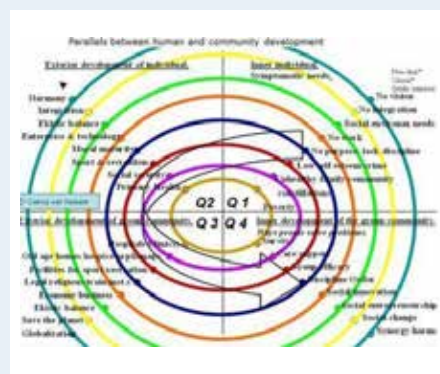
service has been embedded into the academic programme as Community Engagement (CE) modules. Students, together with the community, identify problems that the community partners cannot solve, and together find sustainable solutions, implement them and measure the impact. In many instances, where secondary community partners are involved, the capacity of SMMPs is built as they are supported and strengthened to provide an improved service to the community. While freestanding initiatives have some merit, they are often service-oriented and often impact negatively on community members' entrepreneurial capacity and are therefore not development oriented. All such projects are only fragments or parts of a whole system and are often disempowering. Where such loose-standing projects still exist, they are to be integrated, and their components are to be aligned, to prevent the continuous creation of more complicated and less sustainable solutions.

Community engagement thus happens as part of a whole-system approach towards community building and development in every community/area in which we work. Freestanding projects contribute to fragmentation; therefore, different programmes have to be aligned and coordinated to be more effective. Most programmes that focus on community development eventually contribute towards the provision of better services (medical, educational, cultural, etc.), but not at the expense of compromising community, SMMP or SMME (entrepreneurial) development.

There are parallels between human and community development, as illustrated in the diagram below. Through transdisciplinarity and by scientifically integrating the systematic processes of "human" and "community development", harmony can be established between different projects in a development programme within a community.

This is achievable in that the University and its designated communities work

together through alignment and synergy, without complicating the matter further. This approach means that the community development process will not be over-controlled or forced from the outside. While the whole system will be activated, no symptomatic problem solving is done, but real development will occur. The transformation and change process, through participative action research, is ignited by means of socio-environmental scanning done in four domains and on six levels of human existence, during which community engagement opportunities are identified. The four domains of the socio-environmental scanning are: Inner Individual (levels of human existence, symptomatic needs), External Individual (skills, conventional and traditional knowledge amongst the community partners/members), Exterior Group (organisations, systems, institutions and resources available in the community), and Inner Group (the ways in which people are prepared to address their problems (projects.) The following illustration models the transformation process of a community as a whole system.



The diagram shows the transformation process involving human and community development as a whole system. The circles represent the six building blocks for sustainable community development, i.e. from the centre health security, social security, recreation, moral fabric, entrepreneurship, ekistic balance between people and their environment, vision logic or integration, then synergising or harmonising the parts that are bigger

than the whole.

Community engagement functions as a vehicle to develop and empower communities to establish sustainable, holistic community building and the restitution of community life (for instance, homeless people as a community partner group). It is necessary to support and recognise the importance of external solutions to development problems in providing social security to people (in need) and developing their potential. It is important that human beings as individuals be supported in gaining the inner strength, know-how and means necessary to take responsibility for their own future. The community engagement process integrates the development of people (students and community members) with available academic disciplines in the transformation of society. In so doing, people's (students' and community partners') potential is unlocked and aligned with resources to kindle civic responsibility, enhance work readiness, address joblessness and poverty, ignorance and disease and, in general, solve problems that are increasingly becoming more complex. The development process of people is just as essential as understanding the cultural dynamics created through differences in worldviews and value systems, as well as different levels of human existence. These aspects of human life in interaction with the environment create a unique dynamic within each community. These issues, when analysed sufficiently, produce a better understanding of the inherent problems and challenges that the community is experiencing that require specific activities with only limited funds available.

In other words, this is a whole-system approach towards both the development of people (students and community partners) and the transformation of society, internally and externally, with respect to the strengthening of the individual, on the one hand, and the development of the group or community at large, on the other. This is how one can



create a critical mass, get more done with less, and ensure that individual programmes are all interconnected.

Through this approach it is clear that everything is connected – better education produces better people, more economic success translates into more stable families, and a healthier country. This is not the time to reinvent the wheel, but neither can we survive by simply repeating the patterns of the past. Our deepest responsibility is to share what we know and learn from one another. Since this has never been done before, please feel free to regard this as a working paper.

Within the University, systems and procedures are highly structured and fixed, based on procedures and protocols, not necessarily developed parallel to each other, while development work in communities is all about continuous change, owing to its dynamic nature. It is important to further take into consideration that what is relevant now might not be relevant in a month or year or two. Furthermore, many different dynamic processes are always centre to and present during the roll-out of community engagement activities embedded into the curriculum. Creating synergy between the internal University operations and with the outer dynamic world in which we function through community engagement is often a challenge owing to the diverse nature of the working environments. However, the common purpose is to manage well and to optimise limited resources, reaching the goals and taking all (sometimes incompatible) aspects into consideration.

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## Multidisciplinary Community Engagement in practice

*Dr Gerhard Botha (Specialist Family Physician and Senior Lecturer)*

Daspoort Polyclinic is situated in Booyens Pretoria provides an academic platform in the community for the Faculty of Health Sciences of the University of Pretoria from where various CE activities are managed. Students already accommodate on a rotational basis are medical students doing their family medicine rotation and Longitudinal Clinic Attachment Programme (L-CAS). Other students from Health Sciences and Humanetics are Biokinetics, Occupational therapy, Physiotherapy, Nutrition, Oral Health, Speech therapy, Audiology, and Nursing. A specialist family physician oversees the work done and make sure that interdisciplinary learning takes place.

The Daspoort polyclinic also provides a service delivery in the community. The family physician makes sure that in service learning takes place with every patient seen at the clinic. We are supported by Gauteng Department of Health (DOH) that is paying the salary of 2 primary care registered nurses and a pharmacy assistant. We are also a Community Oriented Substance Use Programme (COSUP) site with a clinical associate, a social worker that also does a lot of work for the clinic patients. COSUP is also supported by a senior family medicine registrar. The clinic gives support and medication to health posts in the informal settlements, Melusi, Zama-Zama, and Woodlane. We support the Community Health Worker's CHW's teams and focus on coordination of care. We work closely with schools, Non-profit organisations (NPOs) and old age homes in the community. We take part in discussions in the Pretoria West community care forum and Hercules clinic committee and have established good relationships with councillors and community leaders. Regular Multidisciplinary team meetings (MDT) meetings at Daspoort and Pretoria West hospital are held to get solutions for identified cases.





Daspoort is part of the Community Orientated Primary Care (COPC) research unit and we form part of the Gauteng research triangle. Research supported is, for example, the Tshwane insulin study and the mask study. Studies planned are in collaboration with Public Health and Architecture.

Melusi is our newest addition as a health post in the community. Melusi is an informal settlement with plus-minus 20 000 inhabitants, with no services. We negotiated with City of Tshwane (COT) that we can utilize a piece of land in the Booyens nursery situated in Melusi to establish the health post. An Service level agreement (SLA) with COT was put in place. Dr Ellenore got a container from the United State of America (US) through NPO's called Matter and did some changes to the container with funding from Rotary. All this took time to do things correctly and legally but I am pleased to say that the health post is now open. We are now in the middle of the COVID-19 pandemic and the health post is open Monday and Thursday for screening and health promotion and health education. There are numerous possibilities in Melusi, Architecture, Spiritual services, Psychology especially positive psychology, Built environment, availability of water, Early Childhood Development (ECD) small projects, we are weighing and supplementing children in numerous ECD's in the area. The students are also planning vegetable gardens.



Zama Zama is another informal settlement with a health post that is functioning. The health post is functional during this COVID-19 pandemic and screening, health promotion and health education are done.

## Matters of Interest

The next Community Engagement Forum will be held on Tuesday, 14 July 2020.

Casual Day will be celebrated on Friday, 4 September 2020.

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 (Winter 2020).

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