

# Lentšu La Sechaba

THE VOICE OF THE CE COMMUNITY

Department for Education Innovation  
Unit for Community Engagement



Autumn: Volume 16 – May 2023



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Make today matter

[www.up.ac.za](http://www.up.ac.za)



# Table of contents

University of Pretoria Law Clinic Hammanskraal	3
Community Engagement 2021 Award Winners	4
Connecting with the University of Pretoria	5
Community engagement forum members 2023	6
Two decades milestone celebration	7
Helping students experience life in all its abundance	7
Hammanskraal: Sober ke stele – Sobriety is cool!	8
Oh paw-lease, we are dog-tors!	9
Humanities Education lecturer doing community engagement activities with the Dreamfields Project	10
Virtual exchanges give the University of Pretoria Pre-University academy new skills	11
PAD Drive Initiative	12
Community work: A refreshing view	12
Intervention strategies – express yourself	13
Elderly care: Giving back to the living heroes	14
Addressing bias in community development: The relevance of grounded theory for the see, judge, act theological method	15
Community engagement – a win-win for both farmers and veterinary students	16
Weathering storms together	17
Bridging the digital divide in ECD practitioner training	18
Elderly football games	20
Capturing the History and Heritage of Mamelodi	21
Re-thinking community engagement projects in townships	22
Contact details of the Unit for Community Engagement	23

# University of Pretoria Law Clinic Hammanskraal

Piet Breedt (Principal attorney)

The University of Pretoria (UP) first concluded a cooperation agreement with Legal Aid South Africa (LASA) in 2003 in terms of which LASA funds the staff and basic operational expenses of the UP Law Clinic at the Hammanskraal office. All the staff members are appointed as UP employees on a contract basis. The UP is responsible for personnel administration and all related human resource functions. This agreement has been extended on numerous occasions, without any interruption, for periods ranging between one to three years. Although the operations were severely disrupted by the COVID-19 pandemic, services have recently returned to normal.



William Nkadimeng  
(Attorney at the Law Clinic)

The current cooperation agreement between UP and LASA came into operation on 1 December 2021 and runs until 30 November 2024.

Due to budget constraints, LASA did not allocate the total amount of funding requested in the proposal submitted by UP to extend the cooperation agreement. The allocated amount, however, enables UP to continue with its operations at the Hammanskraal office. The Law Clinic provides LASA with monthly reports of the activities and statistics about legal matters attended to while LASA conducts performance audits from time to time.

The Hammanskraal office employs nine staff members, namely a supervising attorney, four attorneys, two candidate attorneys, a receptionist and a cleaner. The office is actually in Temba, approximately 45 kilometres north of Pretoria. The office is very accessible to members of the community and is adjacent to the Moretele Magistrate Court.

The Legal Practice Act stipulates that

Law Clinics must meet certain criteria to render legal services to members of the community. This includes the requirement that Law Clinics must apply annually to the Legal Practice Council for recognition (formerly accreditation) to continue with their operations. The Hammanskraal office once again received the green light from the Legal Practice Council to continue as a Law Clinic in 2023.

The UP Law Clinic provides legal services, free of charge to qualifying indigent residents of Temba, Hammanskraal and the outstretched surrounding rural areas in a variety of civil matters. The office assists clients with contractual and delictual disputes, evictions, maintenance matters, divorces and related family law matters like domestic violence, custody and care of minor children.

There is a continued need for legal assistance, which exceeds the available capacity. The UP Law Clinic, despite limited resources, continues to play an indispensable role to ensure justice for its clients.



From left: Grace Kgoathe (Secretary)  
and Sophi Diale (Supervising attorney)

ACADEMIC  
ACHIEVERS'  
Awards



# Community Engagement 2021 Award Winners

Dr Esedra Krüger (Senior lecturer in Speech-Language Pathology) and Dr Renata Eccles (Senior Lecturer in Speech-Language Pathology)

The joint winners of the UP Community Engagement Award for 2021 were Dr Esedra Krüger and Dr Renata Eccles. Both are senior lecturers in Speech-Language Pathology in the Department of Speech-Language Pathology and Audiology and have both taught in the Department for more than 10 years. The two lecturers have been co-teaching the KMP482 module since 2019 and coordinate the module together. Dr Esedra Krüger is the head of the Clinic for High-Risk Babies (CHRIB). CHRIB has been making an impact in society for the past 33 years where a transdisciplinary team renders comprehensive services to the public. CHRIB is the central focus of the KMP 482 module through which clients are assessed and then receive early communication

intervention (ECI). The clinic forms part of the KMP482 module in the final year of the programmes Speech-Language Pathology and Audiology, but Departmental students are trained at the clinic from their first year onwards.

In 2020, the COVID-19 pandemic halted service delivery in many spheres, including CHRIB. The two lecturers proceeded to make significant adjustments to the module to ensure that the vital services provided to the community served by the module are adapted and sustained. A model for the provision of tele-intervention was developed. In this model, caregivers of high-risk infants and young children attend online tele-intervention sessions using a platform such as MS Teams.

ECI through tele-intervention encouraged caregivers and students to adopt a caregiver-led approach. Through this framework, the CHRIB team reached their aim to equip students with the skills to provide continuous high-quality ECI services under challenging circumstances.

The model is one of the first of its kind for South African early communication interventionists and the training in this model is setting apart the speech-language pathology and audiology graduates from the University of Pretoria.

Dr Krüger and Dr Eccles keep their clinical skills as qualified speech-language therapists and audiologists central to their teaching of undergraduate students. They believe that they can help many more vulnerable clients if they train their students to be the best clinicians. Both lecturers have a strong clinical focus in their teaching work with undergraduate students.

They emphasise not only good knowledge and clinical skills but also excellent client service and ethical decision-making. Both lecturers have also received their undergraduate training in this programme at the University of Pretoria and are grateful to their teachers at CHRIB for setting the tone for their teaching at this clinic.



# Connecting with the University of Pretoria

**Prof Audrey Falk (Professor and Director, Community Engagement Programme Merrimack College in Massachusetts, USA)**

I am a professor at Merrimack College in Massachusetts, the United States of America (USA). One of my roles at Merrimack College is to direct the Master's Programme in Community Engagement, a programme now in its 12th year, and I have served as a director since its inception.

In February 2021, I began serving as a voluntary co-facilitator of an online community of practice through Campus Compact, a national organisation committed to civic engagement in higher education institutions. Dr Martina Jordaan, Head: Community Engagement Research and Postgraduate Studies at the Mamelodi Campus of the University of Pretoria, participated in this six-session community of practice along with community engagement staff from higher education institutions in various parts of the USA.

It was a pleasure to get to know Dr Jordaan through this online learning community. As the end of the community of practice was drawing near, we began to discuss opportunities for continued collaboration. We identified opportunities to share information about our very successful community of practice through conference presentations and we are currently working on a book chapter, together with my co-facilitator Dr Barrett Brenton from Binghamton University, about this experience.

Shortly following the conclusion of the community of practice, Dr Jordaan nominated me to serve as a Country Delegate for the International Higher Education Teaching and Learning Association (HETL), an organisation in which Dr Jordaan was already active. I welcomed this opportunity to become more engaged at an international level.

Through my connection with HETL and with Dr Jordaan, she and I developed an international e-cultural initiative together with three additional country delegates involved in HETL from the countries of Iraq, Morocco, and India. This project brought small groups of students from our five countries together via Zoom for interactive sessions with the youth of the University of Pretoria's Pre-University Academy. This project inspired all five of us to consider the potential of e-engagement for bridging geographic and cultural divides. We had the opportunity to present this project together at a HETL Conference in Istanbul in the fall of 2022. That was also the first time I had the opportunity to meet my colleague Dr Jordaan in person.

Shortly thereafter, I had the wonderful opportunity to visit the University of Pretoria and to support a grant focused on sensory gardens and early childhood education. Together with my student, Valeria Garcia, I visited many preschools in the region, participated in a final celebration and award ceremony for the participating



early child educators, and spoke at a workshop hosted by the University for the community-engaged faculty. Through this weeklong immersive experience, I gained a much clearer understanding of the context of the University of Pretoria's community engagement work.

I am now looking forward to hosting Dr Jordaan and possibly other colleagues from the University of Pretoria at Merrimack College sometime in the coming months. This visit will similarly give my colleagues at the University of Pretoria a deeper understanding of the context of Merrimack College's community engagement work. It is our collective hope and intention that this work will pave the way for sustained collaboration. We are eager to build a long-term partnership that is innovative and impactful concerning both student development and community development.

# Community Engagement Forum members 2023

<b>Representative/Secundus</b>	<b>Faculty/Department</b>
Prof Gerrit Stols	<b>Director</b> Department for Education Innovation
Prof Ana Naidoo	<b>Consultant: Community Engagement</b> Unit for Community Engagement: Department for Education Innovation
<b>Faculty support: Unit for Community Engagement - Department for Education Innovation</b>	
Dr Eugene Machimana	Economic Management Sciences (EMS)
	Education
	Engineering, Built Environment, and Information Technology (EBIT)
	Veterinary Science
Mr Albert Matheketlha	Health Sciences
	Humanities
Ms Londiwe Mahlangu	Law
	Natural & Agricultural Sciences (NAS)
	Theology and Religion
Prof Natasja Holtzhausen	Economic Management Sciences (EMS)
Dr Susan Thuketana	Education
Dr Lelanie Smith	Engineering, Built Environment, and Information Technology (EBIT)
Mr Thabang Ngwenya	
Dr Heather Legodi	School of Health Care Sciences (SOHCS)
Dr Ahmed Bhayat	Dentistry
Mr Mahlatse Moropeng	School of Health Systems and Public Health (SHSPH)
Mrs Felistus Ndamba	Humanities
Mr Eddie Hanekom	Law Clinic
Ms Karabo Ozah	
Dr Nerhene Davis	Natural and Agricultural Sciences (NAS)
Dr Hanri Taljaard-Swart	
Prof Stephen de Beer	Theology and Religion
Mr Lance Thomas	
Dr Quixi Sonntag	Veterinary Science
<b>Support departments</b>	
Dr Martina Jordaan	Mamelodi Campus
Mr Edwin Smith	
Mr Rowan Watson	Security Services
Mr Rikus Delpont	Institutional Advancement
Dr Willem Jorissen	Student Affairs (DSA)
Ms Veronica Israel	
Mr Pule Nkadimeng	Student Representative Council (SRC)
Mr Abe Mathopa	Department of Research, Innovation and Postgraduate Education
Ms Christine Nel	Library Services

# Two decades milestone celebration

Tshekelo Albert Matlheketha (Project Coordinator: Community Engagement)



I studied agriculture with a community development component. It was not my first-choice career but grew and developed into it over time. I was a skills trainer in the field of agriculture and a rural community developer in my first decade of work. During that period, I developed a passion to develop and transform subsistence rural farming communities into formidable commercial farmers. I became a successful small-scale broiler chicken producer with limited resources. I joined the University of Pretoria in 2003 and have since worked at the Unit for Community Engagement, Department for Education Innovation (EI). I started working as a Facilitator and later the title was changed to

Project Coordinator. The Unit for Community Engagement at UP is responsible for coordinating the University's curricular, non-curricular and social responsibility projects. It is here that I have been able to see my passion truly coming to life.

I managed to upskill myself and fine-tuned my skills. I have a people-driven leadership style that I learned along the way. I love to improve the well-being of every person I am in touch with, whether it be students, colleagues or community partners. I dream of a world where everyone lives in harmony with their fellow human being. I am a compassionate person by nature, introverted, soft-spoken and self-driven.

I take my work seriously and have the passion to develop and grow people skills. I was pleased when the Department for EI nominated me to participate in the New Manager programme at Wits University. In 2020, I completed the course in record time. The other highlight of my career is serving the EI department as the Transformation Committee Chair for over three years. I also trained entrepreneurs in business skills.

## Helping students experience life in all its abundance



Dana Mahan (Student Advisor: Faculty of Theology and Religion)

The Life Abundant Fund was established within the Faculty of Theology and Religion at the University of Pretoria for the advancement of ministry training so that future pastors and teachers, activists and counsellors alike could be richly and meaningfully empowered.

The fund provides students from a variety of backgrounds with the monetary support required to cover a portion of the costs incurred either during registration or once they have begun their respective undergraduate or postgraduate programmes at the University of Pretoria. It also invests in numerous

projects and outreaches designed by cohorts of current students that promise to add immediate value to local communities, not to mention lasting depth to their theological studies.

When these same students of Theology and Religion at the University of Pretoria graduate, they go on to lead community initiatives, such as churches and schools, clinics and shelters, that bring about both personal and social transformation.

Thanks to its faithful partners and donors, Life Abundant managed to give away more money last year than during any other year in which the fund has been operating, and its total giving since the fund was launched in 2016 is fast approaching R1 500 000. So please join all those with a vested interest in the flourishing of students at the University of Pretoria as we thank God for His amazing provision!

# Hammanskraal: Sober ke stele – Sobriety is cool! A community engagement project focusing on substance use awareness in Hammanskraal

Dr Magriet Coetzee-Spies (Senior Lecturer), Emmanuel Molepo and Tebogo Sebesho (Fourth-year BSW students at the Department of Social Work and Criminology, Faculty of Humanities)

**T**emba Clinic, Hammanskraal is an outpatient clinic run by the South African National Council on Alcoholism and Drug Dependence (SANCA), a non-governmental substance use support organisation, offering outpatient support services, focusing on detoxification, primary health care as well as psychosocial interventions for substance users. The fourth-year social work students hosted a substance awareness community project in collaboration with stakeholders, such as the National Youth Development Agency (NYDA,) focusing on skills development in the community.

The goal of the project was to empower and support the community, to improve their insight regarding substance use through an education and skills development project, focusing on sobriety and relapse prevention. The community engagement focused on vulnerable community members at risk of developing substance use disorders but also included community members living with substance use challenges.

The project aimed to provide meaningful and effective community-based support through education, by facilitating support groups

to initiate critical dialogue. The students worked from an evidence-based approach, making use of the Community Educational as well as the bio-psychosocial model to restore the functionality of individuals by improving their health as well as their psychosocial well-being focussing on relationships as part of reintegration into the community.

The psychosocial support services included individual, group and community interventions including preventative services. During group dialogues, the community members expressed their 'lived experiences' as well as their challenges and the impediments in the community, such as lack of opportunities, lack of employment and lack of entrepreneurial skills as well as lack of information about available resources, such as institutions offering skills training.

The community was empowered and supported by improving their knowledge to enable them to make informed decisions regarding their health and social functioning as well as linking them with stakeholders. Identified stakeholders were invited to address the service users' needs and challenges and to empower them to contribute effectively to the

environment they live in (Weyers, 2011:251). The importance of maintaining both positive mental health and sobriety was strongly encouraged.

The main goal of the student community project was reached. The students facilitated networking with skills development and non-profit organisations (NPOs) such as Tshedimose-tso- and Kanana Skills Centre as well as connecting the community with the Community-Oriented Substance Use Programme (COSUP), a harm reduction and needle exchange programme.

Sustainability was ensured through collaboration. This research-based community engagement, in Hammanskraal, with its purposeful collaboration and networking with resources and expertise not only offered a rich learning opportunity for the students but empowered the community through education as well as skills development focusing on bio-psychosocial support.

This project had mutually beneficial outcomes through teaching, learning as well as networking consistently with the University's vision and mission regarding community engagement.





# Oh paw-lease, we are dog-tors!

Monde Mzamani (VetSCO Community Engagement portfolio)

## About VetSCO

The Veterinary Student Community Outreach (VetSCO) group is an outreach programme organised by veterinary students in the Faculty of Veterinary Sciences, University of Pretoria. VetSCO was founded in 2013 by a group of passionate veterinary students who wanted to make a difference in townships and rural communities.

The sole purpose of this group is to expose veterinary students to a wider perspective in terms of practical experience in their field of study. The group aims to help veterinary students and para-veterinary students to be more self-confident in their practical abilities which in turn may alleviate fear associated with a lack of confidence and inexperience. Furthermore, it is the vision of the group to create awareness about animal health issues in rural communities.

## Education

As part of our mission statement, we are responsible for providing basic knowledge to the general community about animal health issues and animal handling. Throughout recent

years, the Education portfolio was able to fulfil all the objectives and goals for every outreach we had in recent years. In all our outreaches, we involve children to partake in fun activities and teach them about basic animal handling and how to avoid dog bite incidences. Some of the fun activities include face painting and drawing their favourite animal.

## Collaborating with other societies

In recent years, we have partnered with various societies from our faculty and other faculties of the University of Pretoria. This has made our efforts more visible in areas where we never thought we were recognised. For instance, in 2021, we held a One Health Outreach in Malusi Community, which was a collaboration between veterinary students and health science students. This was a major milestone for VetSCO.

For instance, VetSCO members were busy performing basic veterinary procedures (i.e. vaccinating, dipping and deworming) while pet owners were being assisted by Health students (i.e. assessing their blood sugar levels and blood pressure).

This collaboration was a major success, and we are looking forward to organising another One Health outreach.

In the previous year, we also partnered with the Small Animal Student's Association (SASA) in our last outreach for the year, in Cullinan. We are planning on having more outreaches where we collaborate with various societies this year.

## Student membership

In 2022, we were the largest student society at the University of Pretoria in terms of student membership. We are aiming to grow our membership and populism even more. On 17 February 2023, the Faculty of Veterinary Science hosted a Societies day, where we interacted with new veterinary students (mainly 2nd year students). It was really exciting how eager they were to get involved and become members of VetSCO. We believe the more hands we have, the easier it is to reach our target for a specific outreach.

We are looking forward to the 2023 academic year and we are hoping to assist as many communities as we can.

# Humanities Education lecturer doing community engagement activities with the Dreamfields Project

Kruger Uys (master's student and Teaching Assistant: Higher Certificate in Sport Sciences qualification)



The Dreamfields Project is a non-profit organisation that has invested in sports for the township and rural schools in South Africa for the past 15 years. Their goal is to improve the quality of education in these communities by providing schools with equipment and coaching for football and netball and setting up mass-participation programmes in these sports which they call DreamLeagues. They have invested over R100 million in township and rural schools. They have achieved remarkable participation numbers through their programme with over 50 000 learners participating in weekly sports. Dreamfields offers five-a-side football and mini-netball to all Grades 4 to 7 learners weekly and is busy establishing a Foundation Phase course for Grades 1 to 3.

In 2022, the Dreamfields Project undertook a new challenge: supporting school athletics. They identified clusters of schools in Alldays and Thohoyandou in Limpopo and Acornhoek, Cottondale, and Manyeleti in Mpumalanga to

pilot the programme. They identified three levels of support: capacity building, event support, and coaching programmes. They enlisted the help of LJ van Zyl, a former Olympic athlete lecturer at the Humanities Education Department at the University of Pretoria. The objective was to create a workshop to start sharing knowledge and skills with teachers and community coaches who share the passion and love for athletics.

The first workshop was held on 15 October 2022 in Thohoyandou, with 16 primary schools in attendance. The next workshop was held on 22 October 2022 in Alldays, with 28 primary and seven high schools participating. The final workshop was held on 21 January 2023 in Acornhoek, where 54 teachers and community coaches from the three circuits (Greenvalley, Cottondale, Manyeleti) attended the athletics workshop presented by LJ van Zyl as head coach, supported by Juan Strydom, a national coach and selector, and Ruan Bronkhorst, a double South African decathlon champion.

Despite the scorching heat, the day was a great success, with the participants having practical experience coaching and teaching young ones in field events, hurdles, and sprints. Many of the teachers had never attended athletics coaching workshop before, and it is hoped that this experience has sparked their interest and love for the sport. The Dreamfields Project will continue to bring opportunities for teachers to improve their knowledge and skills to ensure that they give children quality coaching.

“Having a former athlete like LJ van Zyl supporting and believing in the work of the Dreamfields Project is a great motivation for the coaches. They can now reference knowing that a young girl or boy they coach can also go out to be a professional athlete like LJ van Zyl and Ruan Bronkhorst. The Dreamfields Project looks forward to furthering their partnership and offering more workshops and coaching

*continued on page 11*



courses to teachers and coaching clinics for young girls and boys to learn directly from professional athletes.” – Silas Mashava, Head of Sustainable Programmes at The Dreamfields Project.

The Dreamfields Project’s support for athletics extended to providing medals and trophies to all the circuits identified for the pilot project. In total, they gave out close to 1 500

medals (gold, silver and bronze). It was a joy to see children getting rewarded with medals on the day, a new experience for the athletes and teachers alike.

In conclusion, the Dreamfields Project’s Athletics workshop in Acornhoek was a great success. The organisation’s commitment to whole school education, where good quality teaching is matched

and reinforced by a prosperous and inclusive life outside the classroom, is evident in their efforts to play sports as a vibrant and positive part of South African educational life.

With their continued efforts and support, more children in township and rural schools will have the opportunity to participate in sports and enrich their educational environment.

## Virtual exchanges give the University of Pretoria Pre-University Academy new skills

**Dr Martina Jordaan: Head Community Engagement Research and Postgraduate Studies**



The University of Pretoria's [UP Pre-University Academy \(UP-PUA\)](#) has been collaborating with the [Hong Kong Polytechnic University \(HKPU\)](#) and the University of Florida to teach the learners from Mamelodi, Pretoria new skills.

During December 2022 and January 2023, there was a virtual exchange between the Hong Kong Technical University and the learners from the University of Pretoria Pre-University Academy. During the programme, 40 HKPU students presented virtual classes on how to code a drone to 44 UP-PUA learners. UP students Bryce van de Kraats, Albert Jere, Henry Mbewe, Jonathan

Tribelhorn, Kagiso Seroto, and Sean Spijkers volunteered to assist the learners more hands-on in Pretoria.

Dr Martina Jordaan, Head of Community Engagement Research and Postgraduate Studies at [UP's Mamelodi Campus](#), said the project was initiated by HKPU but is part of an ongoing collaboration between the institution and UP.

This was the fourth virtual exchange with Hong Kong Polytechnical University. The project ran over five days, during which the learners were introduced to various aspects of artificial intelligence. The learners learned how to code a drone using

the Mind+ software. On the last day, the learners had to fly their drones on a prescribed route and do a presentation on artificial intelligence (AI).

In February 2023, the University of Florida was involved in a second virtual exchange with learners from UP-PUA. The project was initiated by Dr Martina Jordaan and Ms Manda Wittebort, programme coordinator from the David and Wanda Brown Centre for Leadership and Service at the University of Florida, and Omar Hernandez Carmona and Faith Lynn from the Path to Purpose project.

Ten University of Florida and 26 UP-PUA learners were involved in the storytelling project. As a guest speaker, they invited Turbado Marabou, a printmaking instructor and Artist in Residence at the Doris Bardon Community Cultural Centre and Gallery. It was an exciting session as he created a collage from the learners' stories. Dr Jordaan and Ms Wittebort are working on the next virtual exchange.

# PAD Drive Initiative

Samkelisiwe Jennifer Ngwabi (BAdmin@tuks Chairperson)



Life in South Africa is not easy, especially for those who are underprivileged and inflation has added salt to an open wound. Underprivileged citizens are getting the most out of it.

This has led to young females failing to afford one of the most non-negotiable items when 'it's that time of the month'. According to Mamntaney (2021), an estimated 30% of South

African girls do not attend school while they are on their periods because they do not have sanitary products.

The BAdmin@tuks student society engaged in a pad drive on Wednesday, 15 March 2023 to donate to two Mamelodi Secondary schools. This event would have not been successful if it were not for the School of Public Management and Administration (SPMA). The SPMA donated R10 000

worth of pads to two Mamelodi schools. This was done to give back to society and to ensure excellent service delivery as the SPMA and BAdmin@tuks are grooming future public servants that will improve the capacity in the public sector. The BAdmin@tuks Executive Committee Members would like to extend their thanks to the Community Engagement team for the bountiful help that they have given BAdmin@tuks, from contacting the schools to the organisation of transportation.

## Reference

Mamtaney, S. (2021). Period Poverty in South Africa, The Borgen Project. Online, Available at: <https://borgenproject.org/period-poverty-in-south-africa/> [Accessed: 18 March 2023].

## Community work: A refreshing view

### Mamelodi Animal Health Clinic (Vet students)

The student in us is always trained to recommend the golden standard for every patient, with the understanding that this would always provide the best diagnostic accuracy and the best outcome for our patients. In the 'ideal' world, the golden standard is always available and affordable but in reality, these tests are not always feasible both financially and infrastructurally. What happens when the price of treatment exceeds the client's ability or willingness to afford these gold-standard approaches? The outcome often results in owners requesting euthanasia, leaving both the vet and the owner feeling defeated by the world of golden standards.

Having spent two weeks at the Mamelodi Animal Health Clinic (MAHC) I have learnt that 'less is more' and that a low diagnostic approach is more powerful than we can ever imagine as students. Even the basic treatment plans can heal a wound and take an animal out of any form of discomfort and pain. The willingness of owners to go home with their packet of medication and play the role of their dog's nurse for the evening or a few days shows how this community-vet relationship is based on hope and trust that together they can improve the welfare and care of these patients. In any other veterinary set-up, many of these cases would

be admitted and attended to by trained veterinary personnel. These owners show a tremendous amount of courage to be willing to flush wounds, change/remove a bandage, administer medication, syringe feed and so the list goes on. When these owners return a few days later for their check-up one cannot help but see how proud and excited the owners are of themselves that they managed to nurse their dog back to health successfully and witness their dog improving day by day. The animal-human bond has tightened and their pet has truly become 'man's best friend'. It's a feeling of true accomplishment, triumph and jubilation all around.

Sometimes the 'best' approach is determined by the situation, the patient and the owner's capability.

Sometimes the best approach is not ... how much you know but rather ... how much you care.



# Intervention strategies – express yourself

**Amy Harrison, Robyn Armfield and Mikyla Heins (Fourth-year Dietetic students: Department of Human Nutrition) Mrs Phumudzo Tshiambara (Community Nutrition Lecturer; Department of Human Nutrition, Faculty of Health Sciences) and Dr Christa Ellis (Therapeutic Nutrition Lecturer: Department of Human Nutrition, Faculty of Health Sciences)**



The fourth-year dietetic students, during their community nutrition internship block, launched their intervention at the Laudium Health Centre in Laudium, Centurion on 19 August 2022. The primary aim was to raise awareness of how mothers in the Laudium community can sustain breastfeeding.

All mothers, breastfeeding and not breastfeeding, healthcare workers and community members who were at the Community Health Centre (CHC) attended the intervention day.

The fourth-year dietetic students hosted an interactive session focusing on sustained breastfeeding. Topics discussed with mothers included: the importance of breastmilk for the growth and development of infants and toddlers, the benefits associated with breastfeeding as well as the significance of exclusive breastfeeding.

Mothers included in the session were asked to participate in a group activity to ensure the correct messages regarding sustained breastfeeding were carried over. The intervention

(education and demonstration) sessions also provided mothers with information regarding the introduction of complementary food and how to build healthy, balanced meals for their children. Every mother received a laminated MyPlate Model to assist them with menu planning at home.

The intervention provided mothers with the necessary knowledge to ensure their children are receiving the correct nutrition for optimal growth and development. The day also provided fourth-year dietetic students with the opportunity to practice health education skills.

# Elderly care: Giving back to the living heroes

Afees Oduola (Mastercard foundation scholar, MSc Food Science Candidate)



Community engagement (CE) forms an essential tenet of the Mastercard Foundation Scholars Programme (MCFSP) since its inception. With the leadership and academic training provided by the scholarship body, scholars are being trained to give back to their communities in any little way possible.

This core value has forever been a part of Mastercard Foundation Scholars at the University of Pretoria (UP). All thanks to Dr Grace Ramafi and her team for always supporting Mastercard Foundation Scholars at UP.

The scholars' community engaged in a series of CE projects throughout 2022 but there is one that particularly stood out. On the 21st of October 2022, the scholars' community deemed it necessary to visit the elder citizen section of the Kungwini Welfare

Organisation at Zwavelpoort. We appreciate Manuela Loubser, Marketing Manager, who facilitated our partnership with the organisation.

This idea was carefully mapped out by the Scholars' Representative Council (2022 academic session) to give some sense of belonging to the elderly ones in the care home. We do believe that the elders are heroes who deserve continual appreciation and attention. As a community, we found it necessary to do this in our little ways.

I led the community engagement team and with the support of fellow Mastercard Foundation Scholars, some clothing items, housekeeping tools, walking sticks, and other items were arranged for the home. We also thought of an easy way to engage our hosts and we got some games. It was delightful to see them engage in the gaming

activities and they did seem happier than us, the visitors. Mastercard Foundation Scholars did learn a lot from that single visit, and it was also a reflection time about the possible life that awaits everyone after retirement coupled with old age.

It is our opinion that no one deserves to be isolated because of age and that the aged ones are heroes who are deserving of noble treatment. For us, we will continue to give back to the community and align ourselves with the UP in the quest to intensify social responsibilities. The aforementioned outreach was represented in a picture and submitted for the UP USR photo competition, and it was selected and awarded the first prize of R2 000.

Finally, we are committed to creating a better world and creating memorable times in the UP way. Together, we can make the world a better place.



# Addressing bias in community development: The relevance of grounded theory for the see, judge, act theological method

Zac Labuschagne (Research Assistant: Centre for Faith and Community)

About a month ago, I encountered a dominee who refuses to engage in any outreach work unless it matches his precise interpretation of the diaconate, and his previous immersions were largely failures because of this mindset. Bias like this presents a major challenge to community development, particularly when collaborating with faith communities.

While theological methods are undoubtedly helpful—particularly those that encourage a ‘reading’ of the community—they still find themselves situated within particular theological traditions and movements. Developers risk reading the city through the lens of their theology, rather than letting the city inform them of the lens through which it is best read.

Grounded Theory methodology as discovered by Glaser and Strauss (1967) averts many of these pitfalls. It is a sociological strategy free from preconceived notions characteristic of academic theology. Rather, it is a practical strategy to generate a theory from contextual research and information. This methodology begins with qualitative research focused on human subjects, which is

continually adapted to provide greater clarity on the situation. This data, or codes, are then collected into concepts based on common themes and similarities.

A theory results when researchers categorise these concepts into broader groups. Although this method is labour-intensive, it also guarantees an accurate reading of the situation by remaining intimately connected to human subjects and avoiding intense literature reviews or other ‘logically derived theories’.

For a community developer, the benefits are clear. This methodology prioritises continual immersion in a community and provides relevant, contextual answers that are also applicable outside the host community. Furthermore, Grounded Theory need not conflict with religious values either.

Rather, the revelation of the Bible can provide a greater-scope explanation for the context (e.g. homelessness exists because the world is broken) and ideas for a way forward; theologians do not need to force universal wisdom to be specific to a particular context.

I argue that it is through pragmatic theological methods that Biblical

wisdom and the love of God can be realised in the city. We must move out of the church building (and mindset) to participate in God’s Mission; we cannot remain ideologically in the faculty or seminary to address challenges outside of them.

Therefore, I propose a blending of Grounded Theory and the See, Judge, Act theological method. Specifically, the introduction of sociology can address pitfalls with the See stage of this Catholic Christian social theory.

Too often theologians see what their faith tradition tells them to see, whereas these conclusions fit better in the Judge stage. Likewise, not only can research be improved by integrating the community’s lived experiences into the See stage but judgments can also be improved thanks to Grounded Theory’s categorisation method.

It allows the community developer a framework to recognise common trends which, in turn, can indicate which sources of theology are appropriate judgement tools. Lastly, the Act stage also has benefits since changes can be made with the assurance of sound scientific backing as well as doctrinal compliance.

# Community engagement – a win-win for both farmers and veterinary students

Shimthi Singh: Fifth-year veterinary student (Edited by Nate Matladi: Fifth-year veterinary student and Dr. Japhta Mokoale – Senior Lecturer and Pig Specialist)



Veterinary students come from all facets of life, which gives rise to the problem that often many have not had exposure to rural farms or piggeries. At the Faculty of Veterinary Science, Dr. Japhta Mokoale (Senior Lecturer and Porcine specialist) aims to recap and highlight the crux of the porcine theory the students have been taught thus far, via an interactive discussion and then put it into action by visiting rural farms, also giving the student exposure to a piggery setting in the process.

During their porcine veterinary core practice (VCP) between 31 October and 4 November 2022, Dr. Mokoale and a group of fifth-year students ventured out to the Veerasamy family pig farm in Lesedi, Heidelberg, in Gauteng. The farm has about 20 sows among cattle, goats, and sheep. Upon arrival, Dr. Mokoale and his group of students were greeted by Neo Mahupela and Dikeledi Rathete, two agricultural advisors, the Farm Manager as well as a group of Pig Farmers from the surrounding areas.

Students were able to practice their animal handling with piglets, weaners, growers, sows, and boars and even use this opportunity to share their rope skills for humane animal restraint with the farmers and farm workers. The experienced individuals along with Dr. Mokoale, walked the students through the farm's group housing, nutrition, and production, allowing them to understand the flow of the farming cycle.

As an exercise in groups, the students evaluated the management, environment, housing conditions, biosecurity, nutrition, body score, and welfare of each age group of pigs. Moreover, the farm was also evaluated and then recommendations were made for mitigation interventions.

The discussion allowed the farmers and students to effectively work together to improve their production parameters. Through this, the students gained an understanding of the limitations that come with rural

farming and allowed the farmers to discover practical and easy improvements that can be made on their farms and the importance thereof.

Community engagements like these continue to bring opportunities to students, rural farmers, and other stakeholders with a common goal to work collaboratively to share information. Furthermore, they address issues from both sides that will improve the pig industry for the better. Through this, both the students and the farmers gain invaluable knowledge, experience, and optimism to continue to better their craft.

Thanks to the Veerasamy family pig farm and the manager, the fifth-year veterinary students, and the pig farmers from the Heidelberg areas. Special thanks to Mme Dikeledi Rathete representing the Gauteng Department of Agriculture, Rural Development and Environment (GDARDE), for organizing this farm visit.



# Weathering storms together

Jady Hewitt (General Manager: Phyllis Robertson Home)

Imagine for a moment the scenes from a movie where in the dark of night the captain of a ship is staring at a wave higher than the ship's masts, the wind is howling, the clouds are angrily battling themselves while pelting the sea and the upper deck full of golf ball-sized hailstones. The drenched captain standing on the forecastle looks up at the bough rising, imploring Poseidon to provide a free pass for this part of the journey.

An independent organisation providing accommodation and care to 65 adults with a very wide range of disabilities, without any aid from the government or a national civic organisation, often feels like a ship adrift in the tumultuous sea. Facing the colossal wave of inflation and knowing the menacing sharks circling in anticipation below the ship, representing affordability to our residents' families, threatening to take a big chomp out of our potential income or eroding the quality of our benefits, is not conducive to heartening thoughts.

With challenges ranging from intellectual and physical to neurodiversity, and psychiatric disorders, the needs at Phyllis Robertson Home are varied and plentiful. Having such a varied 'family' to care for gives one new respect for Noah. We would love to know how he prevented the lions and crocodiles from devouring the rest of his charges and the mosquitos from being swatted to death.

A multitude of different interventions are required not to 'fix' our residents but to allow them to live in full colour with their singular skill sets. With the ever-expanding list of therapies



and consulting methodologies, there exists support for each of our residents' challenges. These come at a price that is beyond the financial reach of this organisation and our residents, while there are too many other necessities and inescapable expenses.

This is why we are so grateful to the Unit for Community Engagement at the University of Pretoria. With the eager young students visiting our facility from various disciplines, some of these services become available to our residents. Under the vigilant eyes of their educators the students are introduced to our residents and for many, it is a novel experience. However, as they spend more time with our residents, they soon look past the disability to see the person within the atypical being.

The prevalence of Afrikaans mother-tongue residents with intellectual challenges seem not to be an insurmountable hindrance, as the students manage to communicate

with most of them. The value provided by the students extends beyond the actual discipline they are studying, to restoring the humanity and self-worth of our vulnerable residents.

The storm around South African Ship (SAS) Phyllis Robertson subsides with the help of the munificent service of the UP students while the turbulent sea calms for a smoother sailing experience. In keeping with our tagline, 'Where normal is done a little differently!', we suspect that the students leave here with a broader view of their typical client/patient. We hope that as much as the students touch our lives, we can claim credit for augmenting their perceptions of human dignity.

For every imaginable disability exists a colour in the rainbow and each colour is required to turn the rainbow into the magnificent spectacle that never ceases to enchant us.

With full-colour gratitude.

# Bridging the digital divide in ECD practitioner training

Dr Shabnam Abdoola (Senior Lecturer: Department Speech-Language Pathology and Audiology) and Dr Carmen Milton (Lecturer: Department Speech-Language Pathology and Audiology)



The influence of the Fourth Industrial Revolution (4IR) on healthcare is substantial, and in the post-COVID-19 environment, mHealth intervention approaches are favoured. In an attempt to reach communities at a foundational level, the Department of Speech-Language Pathology and Audiology took hands with the research coordination team of the Mnisi Community Project as we have an important role to play in scope-specific activities, early

childhood development services as well hearing health and care. The Mnisi Community Programme (MCP) is a multidisciplinary platform for research, teaching, learning and community engagement within the 'One Health' philosophy.

By joining the network of stakeholders of the MCP, we hope to expose our students to this philosophy and create awareness in the community of the role we

play. This project is aligned with the University of Pretoria's objective to initiate innovative and relevant research and provide quality teaching and learning in which high-impact community engagement activities are embedded that facilitate sustainable community upliftment.

This project aims to conduct Early Childhood Development (ECD)

*continued on page 19*





the students with experiential learning and makes use of technology to facilitate learning. It will also allow us, as healthcare professionals, to address the needs of communities by bridging the digital divide and giving low-resourced communities access to skills and resources through online mediums.

A large part of bridging the digital divide in this project centres around enhancing digital literacy skills and improving ECD practitioners' ability to create content online which can be used sustainably for longer periods (Berson, I. R., Luo, W., & Yang, W., 2022).

There's a growing recognition of the value of quality ECD programmes. It's time to act on the evidence. The sooner we do, the more likely we will be able to put our country on the road to greater prosperity that is shared by all.

practitioner training in a hybrid and hyperflex environment/approach to further student therapists' skills in facilitating ECD including language development, which is a predictor for later literacy and academic success, and hearing healthcare in young children (Kohnke & Moorhouse, 2021; Eadie et al., 2021).

As quality ECD is globally recognised as the most impactful investment in human capital that can be made, this project will encourage early childhood development, which has lifelong implications for vocational and economic success for individuals and the greater national economy (Eadie et al., 2021).

Research on early childhood development shows that early childhood education programmes have positive impacts on a child's readiness to learn once he or she enters school. We need to take a

proactive approach to ECD as well as early identification of developmental delays, which can lead to early intervention—a professional function we strive toward. The community engagement module (KMP381 – Human Communication Practical) in our Department serves to apply professional functions with special reference to the promotion of normal hearing and communication skills; through prevention, training and collaboration in communities.

As this project will promote the module outcomes, allow for teaching and learning as well as foster student engagement in hybrid environments, we have included it in curricular activities through the KMP381 student rotations in 2023. Students are expected to conduct hybrid ECD practitioner training workshops and create resources at various sites identified by the MCP network in Mpumalanga. This project provides

## References

1. Kohnke, L., & Moorhouse, B. L. (2021). Adopting HyFlex in higher education in response to COVID-19: students' perspectives. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(3), 231-244.
1. Eadie, P., Bavin, E. L., Bretherton, L., Cook, F., Gold, L., Mensah, F., Wake, M., & Reilly, S. (2021). Predictors in infancy for language and academic outcomes at 11 years. *Pediatrics*, 147(2).
1. Berson, I. R., Luo, W., & Yang, W. (2022). Narrowing the digital divide in early childhood: Technological advances and curriculum reforms. *Early Education and Development*, 33(1), 183-185.

# Elderly football games

Josina Tellie (Love circle club)

The Eersterust elderly started doing physical exercise and started a football club for those over 60, training for three days a week (mornings, 08h00 to 09h30). They are affiliated with the Tshwane Elderly Golden Football League. The league games are played once a month during weekdays, where all 12 teams come together and play against each other. This creates a platform to network and learn about other cultures. Every area gets a chance to host the league games. The 2023 season kick-off was hosted by the Eersterust Golden Football Club.

On 16 February 2023, the South African Broadcasting Corporation (SABC 3's Afternoon Express) filmed the games for three hours and interviewed some of the players. The league's kick-off was great. Some of the teams have not turned up due to transport issues, the send league game was held on 14 March 2023, hosted by Mabopane. All teams provided for their transportation to the games and meals.

## The Elderly 10th Celebration tournament was held on 24 March 2023.

**Venue:** Eersterust Stadium

**Time:** 08h00 - 16h00

12 teams and 300 participants

The SABC will be following the games on the day. We still need an ambulance to ensure that players get the correct treatment if any injuries occur. It is also a Joint Operations Centre (JOC) requirement.

It's also a family day, which attracts 1 000s of parents, learners, and students. It is always a fantastic event. Starting with Fred Magardie PS Drum Majorettes and Brigade Band, marching from Hans Coverdale East Road, the Nantes school team and supporters will join them at Sionsberg Road and the march with music will continue into St Joseph Avenue. Fred Magardie PS athletes and supporters will join them at the Catholic church corner; the march will continue, and at Gordons/Duggies, Norridge Park and PS Fourie primary school with their athletes and supporters will all march and do tricks till they enter the stadium.

Parents pay a R30 entrance fee. Every school will get a chance inside the stadium to perform and dance for a prize. This is huge in Eersterust as this is a day where the community show their support and is united although in different camps. This is one day that no one wants to miss.



## Eersterust Community

Our community has a new lease and outlook on life, besides the drug and alcohol issues. Community businesses are booming and they started a Saturday marketplace for businesses to sell. It is also a fun day for families and kids.

## Debutant Dinner Ball

DA BLOCK STARS FC will be hosting a charity event in aid of the Eersterust Association for Community Health (EACH) Hospice in Eersterust which needs help with funds. Tables are sold at R4 000 per table for 10 people. They also have debutants who are raising funds on their own, where funds will be paid into an account and all funds raised will be handed to EACH hospice on 27 April 2023. The debutant who raises the most funds will be crowned King or Queen of the Debutants and will be required to give to them, by thanking them for their efforts.

## UP engagement with Love Circle

We previously worked with the Unit for Community Engagement and Dr Mable Kekana from the Radiography Department where we were taught how to crochet and knit dolls. This was very exciting because it was something new to us. Some of us could not knit, but we overcame that hurdle and we could earn some money. We have met some wonderful ladies from Mamelodi who were very artistic with their beadwork—we wish we could meet them again.

The UP students had a programme with our club in October 2022, teaching us how to make baskets, tables and floor mats with used plastics, this was very exciting. The students were so committed to this project. We found that they were approachable, we could speak to them freely and they had patience, as we all know that the elderly can be a handful. We hope that we will have more students coming to teach us this new year with new projects, especially sewing.



# Capturing the History and Heritage of Mamelodi

Hannes Engelbrecht (Lecturer: Heritage and Cultural Tourism), Dr Martina Jordaan (Head: Community Engagement Research and Postgraduate Studies) and Victory Banda (Master's Student: Heritage and Cultural Tourism)



The Historical Society of Mamelodi collaborated with the BSocSci (Hons) Heritage and Cultural Tourism students enrolled in the Department of Historical and Heritage Studies (DHHS) to capture the history and heritage of Mamelodi. This coincided with an ongoing DHHS-Erasmus plus co-funded research project entitled 'Strengthening university-enterprise cooperation in South Africa to support regional development by enhancing lifelong learning skills, social innovations and inclusivity' ([SUCCESS](#)), that aims at 'enhancing community

development and prosperity due to modern development tools gained in knowledge triangle activities', amongst other goals. As part of the collaboration, four groups of students were each assigned to a member of the Historical Society of Mamelodi during their first meeting on 1 September 2022.

On 14 September 2022, the students were hosted by the members of the Historical Society of Mamelodi, Mfana Mathibela, Chris Nkomo, Glen Mokwena and Maphuti Ephraim Ramagoshi. The community members took the students to some of Mamelodi's most important historical and heritage sites, such as Solomon Mahlangu Square, Moretele Park and the Mamelodi Rondavels. A highlight of the tour included visiting the [Mothong Africa Heritage site](#), where local traditional healer and founder Dr Ephraim Mabena shared the story of how he turned the once 'dump site' into a centre for indigenous knowledge and nature conservation.

Lourens Snyman and Azile Mdleleni from the Department of Geography,

Geoinformatics and Meteorology then trained the students and members of the Historical Society on creating an [ArcGIS Storymap](#). Thereafter, each group created a Storymap on different topics related to the history and heritage of Mamelodi, including famous people in Mamelodi, important historical sites and events in Mamelodi, education in Mamelodi and life in Mamelodi. As part of the Storymap, the students had to conduct a video interview with one community member.

Hannes Engelbrecht reflected that the project provided multiple opportunities for students to learn from real-life scenarios, develop various skills, and practically broaden their knowledge of heritage-related topics. Additionally, working with the community can act as an agent for instilling a sense of civic responsibility.

Students presented their learning experiences during a [UP-SUCCESS](#) seminar on 31 October 2022. They indicated a wealth of knowledge gained regarding the history of Mamelodi and that they developed their communication, teamwork, time management and technical skills, amongst other skills and competencies.

Dr Martina Jordaan who coordinated the involvement of the members of the Historical Society of Mamelodi indicated that the project allowed the community to become co-creators in capturing their stories and sharing them on a broader forum. The project will continue this year, adding more stories to the existing Storymaps.

# Re-thinking community engagement projects in townships

**Marios Joannou (Executive Director & COO of Keep That Gold Shining: Third-year Electronic Engineering at UP)**



**K**eept That Gold Shining (KTG) is a South African-based non-profit organisation established in 2014. The organisation's founding model was a result of a successful community-based module (JCP) completed by second-year students from the faculty of Engineering, Built Environment and Information Technology (EBIT) at the University of Pretoria. KTG in partnership with the JCP programme addresses various educational gaps; this includes and is not limited to a low pass rate in basic education, lack of access to information and communication technology, and limited financial literacy. In 2023, we will be working with at least 750 JCP students for the following projects around Gauteng province.

## Academic and personal development

The academic development pillar aims to provide the necessary resources and assistance to facilitate learners in reaching their academic potential. This stems from the

Mathematics, Accounting, and Physical Sciences (MAP) Programme. The aim is to create an environment in which JCP tutors can pass on their experience and knowledge, specifically in mathematics, physics and accounting, to high school learners in communities where learning opportunities are limited. Each JCP group will be assigned to a group of high school learners for which they (as a team) will be responsible. Furthermore, each JCP student in the group will be assigned to one (or two) of these individual high school learners for a more individualised learning experience (Grade 10-12). The project also includes sub-projects mentorship, sports education, empowering young women and men, and ways to sustain communities.

## Technological development

Information and Communications Technology (ICT), and access to ever-growing information, in particular, is now more important than ever before in the middle of the Fourth

Industrial Revolution (4IR). The lack of exposure to ICT, computing and engineering in poor communities has deprived learners who have the brilliant potential of the opportunity to make a significant impact in society. KTG strives to close this gap by not only exposing these learners to the endless possibilities in the fields of EBIT but also includes:

## Computer Literacy Program

The greatest shortcoming of the South African education system is the disparity in computer literacy programs. Many school learners from communities in and around Gauteng do not have access to basic computer literacy skills. This program aims to provide learners from rural communities with an opportunity to learn lifelong skills that will enable them to work comfortably on a computer and common software programs (Grades 6-7).

## Coding Program

This program aims to introduce learners to critical thinking and problem-solving skills required to create simple programs. The program progresses to more advanced activities such as learning to program in popular programming languages such as Python and Java (Grades 8-9).

## Robotics Program

This program aims to introduce learners to critical thinking and problem-solving skills required to develop the hardware and software of basic engineering and robotic applications, such as sensors and drones. This program is developed by the University of Pretoria and organises the necessary hardware and software for the learners. KTG will be transporting the learners to and from the University as well as assisting in the facilitation and teaching of the program (Grades 9-10).



## Matters of interest

- The next Community Engagement Forum meeting will be held on Monday, 26 June 2023.
- 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 2023).

**Contact person: Dr Eugene Machimana**

Acting Manager: Community Engagement,  
Department of Education Innovation

Email: [eugene.machimana@up.ac.za](mailto:eugene.machimana@up.ac.za) or  
Tel: 012 420 5199 (w)

## Contact details for the Unit for Community Engagement

**Prof Ana Naidoo, Consultant:**

**Community Engagement:**

[ana.naidoo@up.ac.za](mailto:ana.naidoo@up.ac.za); +27 (0) 82 786 9313

**Dr Eugene Machimana, Acting Manager:**

**Community Engagement:**

[eugene.machimana@up.ac.za](mailto:eugene.machimana@up.ac.za);  
+27 (0) 12 420 5199; +27 (0) 83 687 0181

**Albert Matlheketha, Project Coordinator:**

[albert.matlheketha@up.ac.za](mailto:albert.matlheketha@up.ac.za);  
+27 (0) 12 420 4068; +27 (0) 82 908 3345

**Londiwe Mahlangu, Community Engagement:**

**Senior Liaison Officer:**

[londiwe.mahlangu@up.ac.za](mailto:londiwe.mahlangu@up.ac.za);  
+27 (0) 12 420 2826; +27 (0) 76 523 2619



**From left:** Londiwe Mahlangu, Prof Ana Naidoo, Dr Eugene Machimana and Albert Matlheketha