



**UNIVERSITY OF
ZULULAND**

Richards Bay Campus



**COMMUNITY
ENGAGEMENT OFFICE**

ANNUAL REPORT | UPTO 2018



**UNIVERSITY OF
ZULULAND**

ENHANCING RELEVANCE THROUGH COMMUNITY ENGAGEMENT

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UNIVERSITY OF
ZULULAND

COMMUNITY ENGAGEMENT

Vision

A leading comprehensive university providing quality education

Mission

To provide globally competitive graduates, relevant for the human capital needs of our country by providing quality education that upholds highest standards of research and academic excellence

Values

- **Accountability:** subscribing to integrity and transparency
 - **Efficiency:** sustain high levels of productivity
- **Teamwork:** working together to accomplish a common goal
- **Mutual trust:** inculcating dependable and trustworthy relationships and mutual respect
- **Innovation:** promoting attributes of excellence, creativity and discovery among students and staff

COMMUNITY ENGAGEMENT

DECLARATION

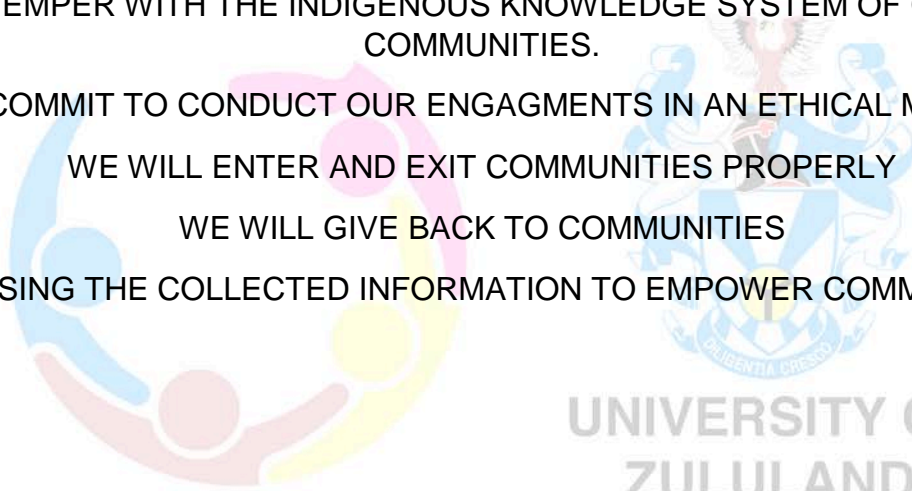
WE UNDERSTAND THAT WHEN WE DO COMMUNITY ENGAGEMENT WE
TEMPER WITH THE INDIGENOUS KNOWLEDGE SYSTEM OF OUR
COMMUNITIES.

WE COMMIT TO CONDUCT OUR ENGAGEMENTS IN AN ETHICAL MANNER

WE WILL ENTER AND EXIT COMMUNITIES PROPERLY

WE WILL GIVE BACK TO COMMUNITIES

BY USING THE COLLECTED INFORMATION TO EMPOWER COMMUNITIES



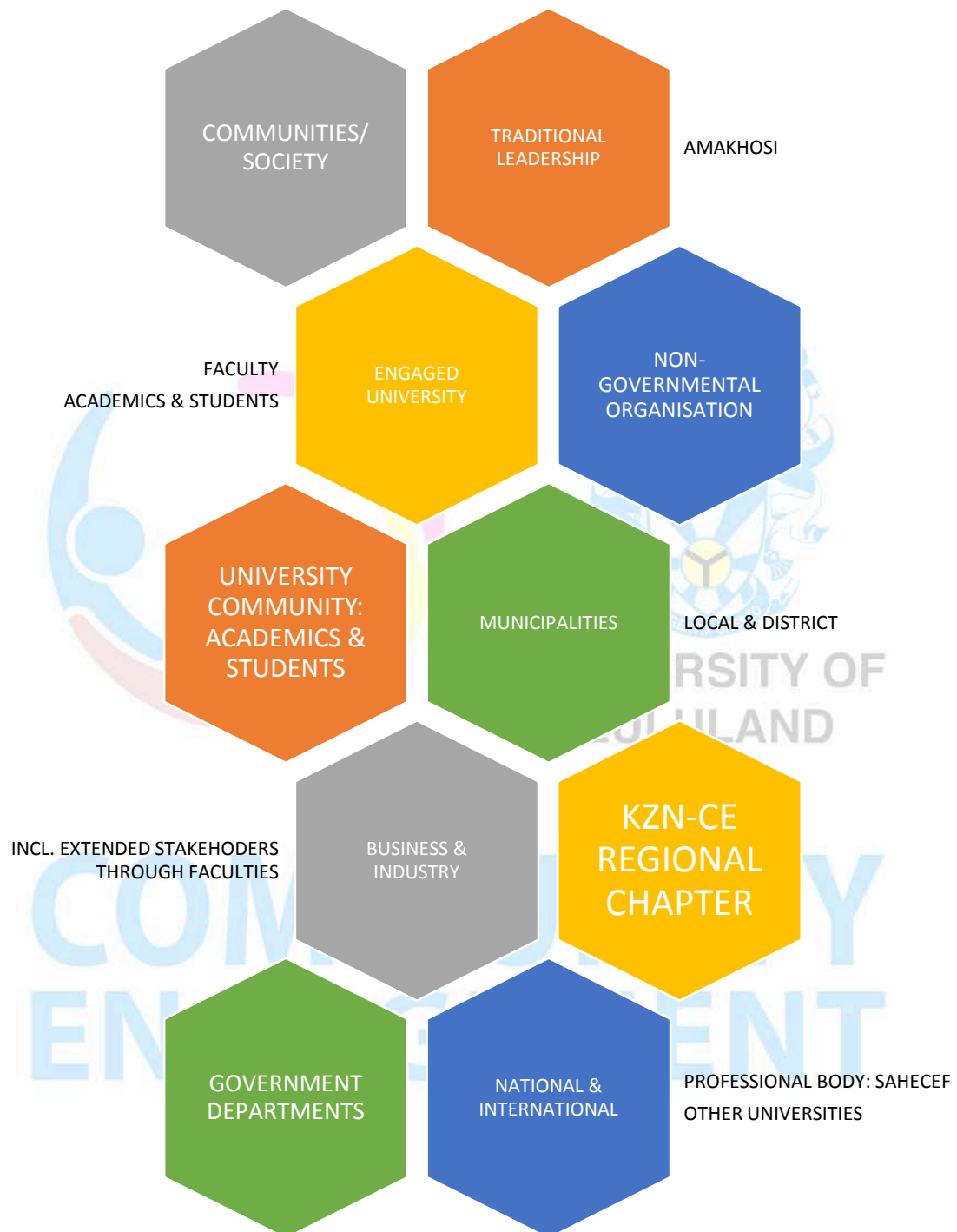
UNIVERSITY OF
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COMMUNITY ENGAGEMENT

COMMUNITY ENGAGEMENT ETHICAL CHARTER

- Accepting that the purpose of education include the realization of our humanity as well as our responsibility to self, family and community;
- Recognizing that in the pursuit of truth and knowledge, the University, as an institution of higher learning, shall maintain in all that it does an unwavering focus on excellence;
- Affirming that a crucial role of education is to instil in students respect, tolerance and social responsibility in an environment of academic freedom, dialogue, friendship and understanding;
- To respect and affirm the dignity, equality, freedom and rich cultural diversity of all human beings as the basis for peace and social justice;
- To commit ourselves to the pursuit of truth, intellectual honesty, openness to ideas and excellence through the attainment of the highest professional and ethical standards in teaching, learning, research and community engagement;
- To endorse and encourage the endeavour for academic success as being critically linked with striving towards an ever-deepening expression of our humanity;
- To uphold and honour the dignity of the university, to preserve its heritage, spirit and assets and to observe its statute, rules and regulations as well as the laws of the country;
- To encourage an orientation of imaginative, collaborative, problem-solving and entrepreneurial thinking in addressing the challenges that we face;
- To be ever conscious of the need to develop a responsible relationship with the earth and to understand our critical role to protect and preserve it for future generations;
- To undertake teaching and research that will responsibly harness the benefits of all the sciences for the well-being of humanity, being conscious of the harm inherent in the irresponsible use of knowledge.

OUR STAKEHOLDERS





PROF G DE WET
DVC: RESEARCH & INNOVATION

NOTE FROM DVC RESEARCH AND INNOVATION



UNIVERSITY OF
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COMMUNITY ENGAGEMENT



MAMMUSA LEKOA

MANAGER: COMMUNITY
ENGAGEMENT

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ENHANCING RELEVANCE THROUGH COMMUNITY ENGAGEMENT

A MESSAGE FROM COMMUNITY ENGAGEMENT MANAGER

Community Engagement is not new at the University of Zululand (UNIZULU). Several departments, academics and UNIZULU staff members have been actively engaged with local communities and stakeholders over the years. Our office is strategically and uniquely positioned to oversee Community Engagement activities towards a more coordinated approach and ethically guided Community Engagement effort that advances the scholarship of engagement. It has been a privilege over the last year to be part of interactions across the University, to provide capacity building workshops among postgraduate students, academics and faculties and to work closely with community partners and stakeholders to contribute to social good.

Community Engagement office activities are governed and overseen by Senate Community Engagement committee (a sub-committee of Senate) at UNIZULU. Our work is fully guided by policies and procedures of the University. We aspire to provide our stakeholders both internally and externally with efficient and effective support and services. You will see in this report that we have included several Community Engagement efforts across the four faculties in different engagement pathways, i.e. pedagogy, epistemology, volunteerism and outreach. In 2019 we will observe the first year of the implementation of our strategic plan and policy.

This report provides a brief description since the development of Community Engagement office as well as a snapshot of the engagement across the facilities. We are therefore humbled by the support we received from the office of the VC, DVC: Research and Innovation, DVC: Teaching and

Learning, Teaching and Learning Directorate; the four faculties: (Deans and Deputy Deans and academic managers); Quality Assurance Department; Support Services Departments (Procurement, Finance and Human Resources) and UNIZULU academics.

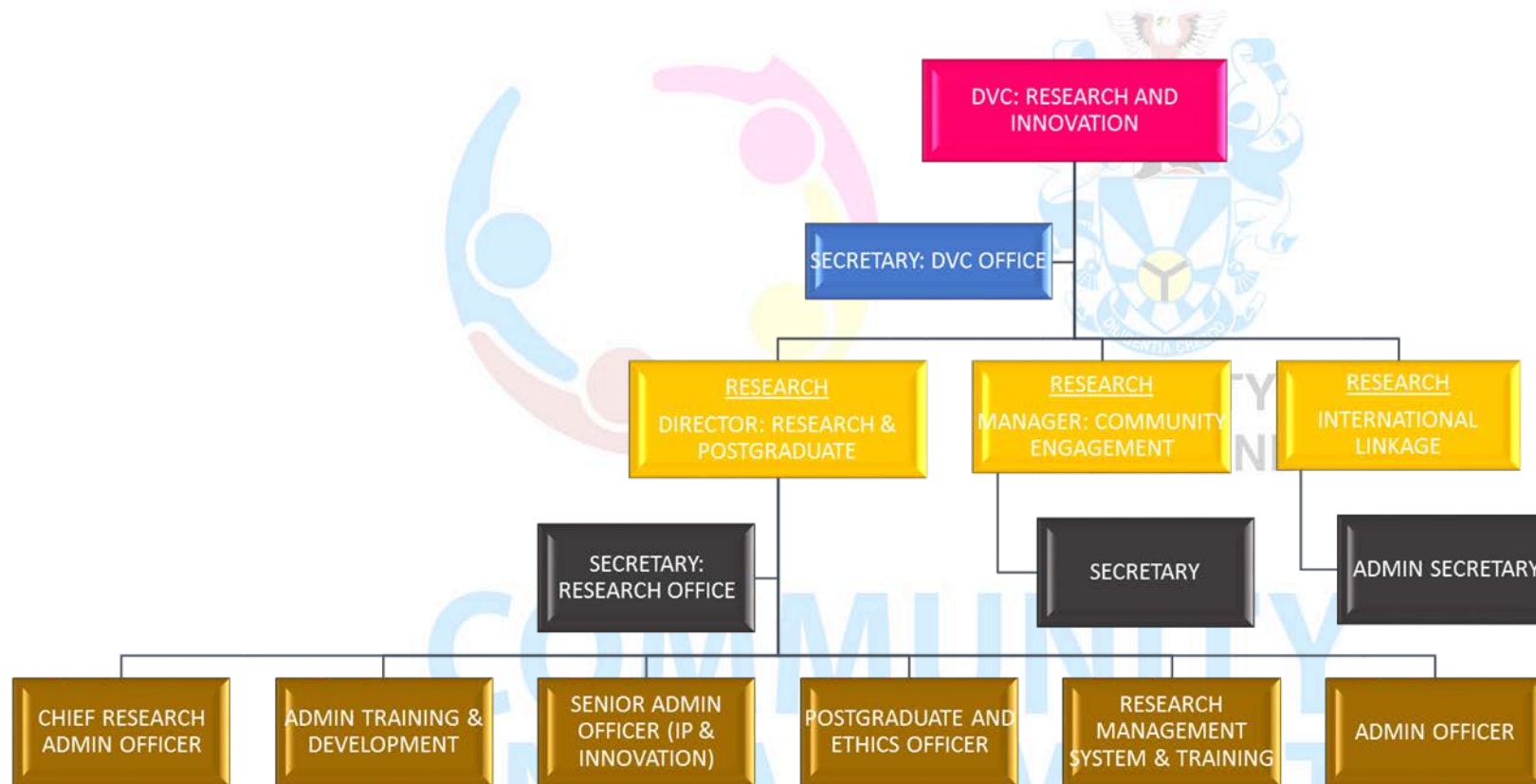
To all our partners, collaborators, stakeholders and colleagues, we look forward to another year working with you.

Mammusa Lekoa
Manager, Community Engagement
November 2018

COMMUNITY ENGAGEMENT TEAM AND GOVERNANCE

Community Engagement office was re-established in 1 October 2017. Currently the office is managed by Mrs (Mammusa) Lekoa assisted by Ms Vidima, the Secretary. Community Engagement office reports to DVC: Research and Innovation and Community Engagement committee (a sub-committee of Senate). Below we have attached organogram of the Dept. Research & Innovation where Community Engagement is part.

RESEARCH AND INNOVATION DIVISION ORGANOGRAM



UNIVERSITY OF ZULULAND COMMUNITY EENGAGEMENT STRATEGIC DIRECTION

UNIZULU Community Engagement strategy is guided by the understanding that:

- In working with students and communities we are not lured in trying to simplify processes, or attempt to find “quick fix” solutions for complex problems. Constructivism does not come without its own discomforts. It no longer assumes that simple solutions to human processes and problems are available.
- Postmodernism implies critical thinking and self-reflection in all Community Engagement practices. In using this approach, we cannot entirely rely upon the views of experts. What people and books offer are not solutions in any final sense, but their own ideas, understanding, and outcomes of their experiences (Fisher, 1991: 7).
- Postmodernism points to the adoption of a person-centred approach for engagement with communities which will focus on, and release participatory processes and methodologies.
- Community Engagement would then never be service to or on behalf of others, but would be learning and serving together with all involved.

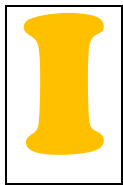
This strategy is also guided by its comprehensive nature and where it is situated, rurality and comprehensivity become part of the philosophical suite underpinning UNIZULU's CE strategy. Although rurality is complex in nature and is subject to different interpretations; it is however 'empirically' defined around geography, context, demographics, culture, and experiences (Green & Reid, 2014; Roberts & Green, 2013; Moreland, Chamberlain & Artaraz, 2003). Scholars pervasively agree that rurality is a difficult concept to define; hence, it provides Unizulu with an opportunity to contextualise rurality in their own terms, experiences and needs. Also, the University through its Community Engagement agenda will plug the hole on the scarce rurality research, to contribute towards the development of rural Provinces and District, and preservation of its *authenticity* (heritage/ indigenous knowledge systems,) which has a potential to impact on the development of rural areas *rurally* (Chigbu, 2013).

To ensure that rural areas are beneficiaries of a wide range of programmes that will ensure access to education, the Department of Education (2004: 5) mandated South African Comprehensive Universities to ensure:

- Diversity: through the programmes that are offered

- Accessibility: through opportunities created by a variety of entry and exit points
- Student mobility: through developing strong vertical and horizontal articulation pathways
- Responsiveness: through the development of a suite of educational programmes and research foci appropriate to local, regional and national needs
- Flexibility: through the strengthening of relationships with community, civic, government, business, and industry partners for local and regional development. Flexibility should characterise the institutions' **ability to meet the human resource needs of the local (and wider) context through its training programmes, and to contribute to the development of the communities it serves through the application and extension of its knowledge and expertise** (2004: 5).

2019-2023 COMMUNITY ENGAGEMENT STRATEGIC PLAN GOALS



In 2019, Community Engagement office with partners, collaborators and academics will work towards achieving Community Engagement strategic plan with aims to advance the following goals: -

VISION

To align, integrate, infuse and capacitate the University of Zululand's Community Engagement practices with Teaching and Learning; and Research and Innovation to advance the scholarship of engagement

MISSION

To enhance Teaching and Learning, Research and Innovation for the public good and social transformation and justice of rural society.

CE STRATEGIC GOALS & OBJECTIVES

GOAL 1

Establish the University as an engaged university, deepening and promoting the scholarship of engagement.

GOAL 2

Ensure that Community Engagement will move beyond 'service projects' toward a more encompassing *scholarship* endeavour and vision for the University.

GOAL 3

Establish the University as a recognized cornerstone of the community, and also as a community of practice striving for sustainable

social, cultural and economic development of our community, province and nation.

GOAL 4

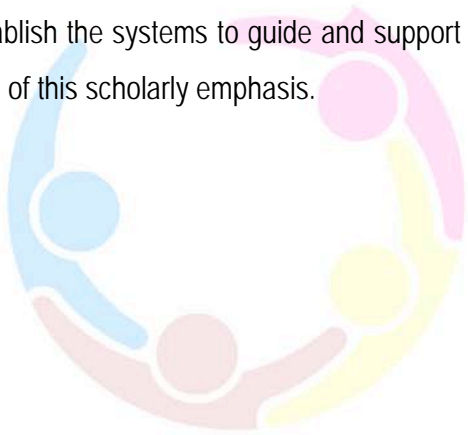
Make the University's core activities more relevant, responsive and accessible to the public and private sector, as well as the broader community we seek to serve.

GOAL 6

Establish, maintain, restore/ revive relationships with communities, industry and business partners, and the alumni of the university

GOAL 5

Engage internally, and with national partners, to better establish the systems to guide and support the growth of this scholarly emphasis.



COMMUNITY ENGAGEMENT

OFFICE OF COMMUNITY ENGAGEMENT ACTIVITIES



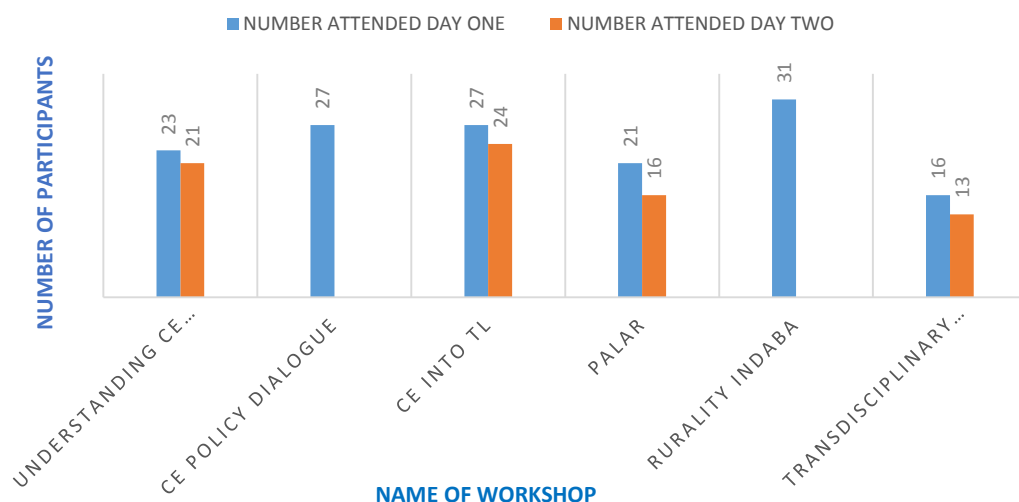
Community engagement office has embarked on building capacity for academics and postgraduate students. The workshops and seminars intended to assist UNIZULU staff to understand Community Engagement in higher education, address methodology issues and how to infuse Community Engagement (CE) into Research and Innovation; Teaching and Learning (TL). These workshops and seminars were made part of the policy and strategic development for CE. Seven workshops were undertaken during 2018.

In addition to the workshops, Community Engagement office became part of King Cetshwayo Traditional Leadership meeting for the purpose of sealing the agreement with



the UNIZULU Indigenous Knowledge System (IKS) office on harvesting and documenting indigenous knowledge from local knowledge holders. Also the office attended SAHECEF meetings both regionally and nationally. The manager recently presented in one of SAHECEF regional colloquium organised by MANCOSA and DUT where she presented a view on how to involve students on Community Engagement. The colloquium was attend-ended by MUT, UKZN, UNIZULU, MANCOSA, UNISA and

COMMUNITY ENGAGEMENT 2018 CAPACITY BUILDING WORKSHOPS



TVET colleges.



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SNAPSHOT OF EACH WORKSHOP

Understanding of CE in Higher Education



To create clear understanding of Community

Engagement, participants

were taken through the

history of CE in HE globally and in South Africa (SA) specifically. The focus was how CE came to be in the country, the development thus far.

Participants got exposed to research that is done in this area, the workshop and conferences that SA undertook to conceptualise CE. As part of the workshop academics were assisted to think and establish funding bodies for their projects.

The workshop was very interactive. Community Engagement office deemed it proper to start with the conceptual issues of CE in SA to help UNIZULU community to have a clear understanding of what CE is, and the national vision regarding the implementation of CE. This workshop was held on the 4 and 5 April 2018

COMMUNITY
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CE Policy Dialogue



Community Engagement office seeks to involve UNIZULU community in CE policy development, as such, a policy dialogue

was hosted at UNIZULU Science Centre on the 26 April, to discuss the CE policy and strategic plan. This was to seek buying-in and ownership of the process from colleagues. The office invited Mr Kgware as a facilitator due to his legal and policy background to help us forge a meaningful discussion on what UNIZULU would like to achieve. The dialogue attracted the senior academic leaders i.e. the Dean and Deputy Deans of the university and academics

was held on the 25th and 26th July 2018 at Empangeni - Protea Hotel (now Bon Hotel). During the workshop, participants were exposed to resources and methods of infusing CE into curriculum; examples were shared how UNIZULU can implement these approaches.



PALAR Workshop

Participatory Action Learning, Action Research (PALAR), is a methodology which lends itself to CE practices. The office invited PALAR expert from North West University (NWU) to capacitate academics at UNIZULU who are interested in this methodology. The workshop was held on the 30, 31 July and 01 August 2018 in the Arts Auditorium at UNIZULU.

Infusing CE into TL



In this workshop UNIZULU academics were taken through different strategies of infusing CE into TL.

UNIZULU CE and TL invited Ms Venter, a colleague from University of Free State – Community Engagement office (Service Learning Unit) who facilitated the workshop. The workshop

Rurality and Comprehensivity Dialogue



On the 23 August 2018 CE office

enjoyed the dialogue that was led by Prof Moletsane from the University of KwaZulu Natal (UKZN) on rurality and Prof Songca, DVC Teaching and Learning at UNIZULU,

who led comprehensivity discussion. The dialogue focused mainly on understanding a justice. comprehensivity nature of UNIZULU and what it means. This discussion was married to rurality discussion which brought attention to the locality of the university, without disregarding the global nature of higher education. The platform afforded UNIZULU management and academics a chance to reflect on how they understand the expectations of the Department of Higher Education and Training (DHET) on the type of a university UNIZULU should be and how the University responds to the rural space where it is situated.



work, if done well promotes social and epistemic justice.

Fairness in engagement will require transdisciplinary approaches because no single discipline has the single answer to the complex challenges in the communities, hence this workshop explored how academics can work towards including issues of social justice in their engagement efforts.

Exploring how Universities engage communities: A transdisciplinary Social Justice Perspective

The workshop discussed the perspectives, approaches, principles, the agenda/scheduling and the evaluation, and has been able to show how transdisciplinary research, innovation and engagement work relates to the notion of mutuality and reciprocity and social justice declarations of a university.

The challenge of generating and evidencing social and economic impacts from research and engagement in higher education is huge. Transdisciplinary research and innovation

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A Venn diagram with five overlapping circles. A large pink circle is on the right. Four other circles (yellow, red, brown, and green) overlap with it and each other. The yellow circle is at the top, the red circle is to the left of the yellow one, the brown circle is below the red one, and the green circle is at the bottom. The text 'FACULTY OF ARTS' is in the yellow circle, 'FACULTY OF EDUCATION' is in the red circle, 'FACULTY OF COMMERCE, ADMINISTRATION & LAW' is in the brown circle, and 'FACULTY OF SCIENCE AND AGRICULTURE' is in the green circle. The text 'ENGAGED UNIVERSITY: REPORT FROM ACROSS CAMPUS' is in the pink circle. In the background, there is a faint image of a person and the text 'COMM' and 'ENGAGE'.

FACULTY OF
ARTS

FACULTY
OF
EDUCATION

FACULTY OF
COMMERCE,
ADMINISTRATION
&
LAW

FACULTY OF SCIENCE
AND
AGRICULTURE

ENGAGED UNIVERSITY:
REPORT FROM ACROSS CAMPUS

ENGAGED UNIVERSITY: REPORT FROM ACROSS THE FACULTIES

FACULTY OF ARTS (FoA)

Faculty of Arts (FoA) is a home to sixteen (16) departments. In the Faculty of arts academics are involved with community engagement activities which include the Dept. of English, assisting students in the writing centre. Academics provide editing and proof reading services to needy students. They also assist high school learners with English literature as well as completion of Central Application Office (CAO) applications and bursary forms. While other academics are involved in evangelical work in churches around Empangeni and Richards Bay. The Dept. also has colleagues who serve in local schools governing boards and as trustee for body Corporates in Empangeni. Their engagement efforts also extend to community radio stations through development of educational programme on African Literary and cultural topics and events.

In the Dept. of Communications, academics host current affairs programs on 1KZN TV which cover issues of community development as well as business, politics and education. This program has attracted expertise from the faculty

FACULTY OF EDUCATION (FoE)

The Faculty of Education community engagement efforts are concentrated mostly in the local High schools around King Cetshwayo District Municipality. Academics participating in this CE program come from across the eight (8) departments within the faculty. The project started with eight neighbouring schools. The schools were initially clustered into:

- Melmoth Cluster (Isitheku, Yanguye and Mthonjaneni Schools)
- Esikhawini and Richards cluster (Ikhandlela, Ntongande, Qantayi and Hlamvana schools)
- Inkanda cluster (Mnyakanya school)

Due to financial constraints, the Faculty was forced to focus on seven schools in Dlangezwa, Esikhawini and Richards Bay clusters; which later were reduced to Esikhawini and Richards Bay Clusters. The purpose of the engagement is to assist the struggling schools during Saturdays and winter school holidays. The academics who are involved in the project work with the graduates to realise the objectives of the project.

To date the project has reached 521 learners across the schools which are part of the project. There are papers published since the start of the project and conference paper presentations at the Southern African Society of Education.

FACULTY OF COMMERCE, ADMINISTRATION & LAW (FoCAL)

The Faculty of Commerce, Administration and Law (CAL) has five (5) departments. In 2017 Faculty of CAL was involved in several CE activities and projects, dominantly service and volunteerism related to teaching and learning and citizenship. It has, in the build up to the development of Entrepreneurship Centre,

hosted an entrepreneurship symposium. The events related to the Centre will continue to unfold in 2018. The Faculty has at an advisory level participated in the Black Economic empowerment advisory council. Faculty of CAL, although has seen its price withdrawn in 2017 in ENACTUS, however continues to grow and stage an outstanding performance nationally.



In partnership with national and global universities the faculty is involved in the Economic and Entrepreneurship Education Program (TEEEP) which aims to provide children with knowledge and skills for effective participation in the economy. On the other side, there is an involvement with training of primary school teachers at Mtubatuba to assist them with topics relating to research. The faculty also participated in the Life Orientation workshop for teachers in UGU district municipality. The Dept. of Law within the faculty runs a Street law program that aims to capacitate the various communities on their rights. This program involves graduates who assist in the capacitation of the communities. The program targets schools around the district and has a reach of at least ten schools. The department also participate in free legal advice on the legal media and continue to make presentation on matters of human rights including in schools.

The Faculty through the Dept. of Accounting and Auditing in collaboration with the Johannesburg Stock Exchange (JSE) empower learners from the surrounding schools on trading skills. The department use a-trainer-to-trainee (TOT) approach, where the accounting students are the ones who continues to train these learners. The project saw one learner winning JSE award because of the active participation of her school on Stock exchange. The Faculty members, accompanied by 4th Year BCom (Accounting Science) delivered a presentation at the Zululand District Association (ZDA) Training school. The activity provided

the graduates the opportunity to network with Chartered Accountants from the Zululand area and got a practical exposure and application of the theory

Finally, the Dept. of Public Administration in partnership with convocation secretary (Sizwe Zwane) organised a seminar on '*Hindrances of Public financial management and accountability in South Africa, norms and values underlying democratic public administration*'. where the King Cetshwayo District Deputy municipal manager delivered the talk. As part also to build quality graduates, the department took students on a visit to the provincial parliament to experience real life events.

FACULTY OF SCIENCE & AGRICULTURE (FoSA)

The Faculty of Science and Agriculture (FoSA) continues to be involved with community engagement activities in Departments through TL, RI and outreach and volunteerism across the fourteen (14) Departments. Some initiatives including working with local schools to enhance science in students and teachers likewise. The Dept. of Botany has in 2017 been working with Mashabane Traditional Council to document the Indigenous plant knowledge in Manaba region. Further, they facilitated lessons and practical to Grade six and seven at Manaba Primary school on the use of traditional leafy vegetables. Botany Department has also in the last year lead two tree survey excursion to the Ongoye Forest Reserve and uMlalazi nature Reserve. The Department coordinates the Zululand Node of the Custodians of Rare and Endangered Wildflowers. They also facilitated a presentation at Felixton High school on evolution.

The Department of Human Movement Science worked with Trevor Huntting to do health screenings and wellness. Students in the department were part of the project.



They further worked with Empangeni gym through Honours students to do observations and program development.

Consumer science department continue to enhance CE in teaching and learning through experiential learning and interfaculty collaborations. This department work with local hotels and bed and breakfast (B&Bs) across the province to place students, whom they continue to supervise during these placements.

Department of Chemistry have two project that enhances CE through research and social innovation. Both projects involve postgraduate (PG) students. The projects are Renewable Energy Research Group which was initiated in collaboration with the National Centre for Renewable Energy and Sustainable studies in Stellenbosch. The second project deals with the production of Bio-bricks. The project use Gypsum, fly ash and sugarcane ash and a secret source to produce the bricks.



The Department of Physics and the Science Centre in collaboration with University of Zululand Astronomy Club joined each other in exploration of southern skies. In the Department of Agriculture, academics are involved with Habitable planet community school program which is sponsored by CSIR. Through the project they formed a science club at Ophindo High School at Gingindlovu as well as assisting the learners with Saturday classes to promote love of Mathematics. The same Department erected a shade cloth nursery for indigenous trees for Masibambisane cooperative at Kwandaba to promote production and sale of indigenous trees for medicinal and landscaping purposes.

Hydrology Department CE activities address water related issues in the Zululand region. The department continues to play active role as a member of the Catchment forum for the Mhlathuze river basin. Zoology has been assisting underqualified and PG KZN teachers on advanced certificate in Education. Department of Agriculture, with the CSIR assisted project investigate the efficiency of amber-link layer egg production at Gingindlovu community;

Lastly, volunteerism and outreach related initiatives include involvement with Eskom science expo where Dr Mthembu from Department of Biochemistry and Microbiology was part as a judge. Dr THC Mostert was part of a range of activities including participation and contribution to the local Fairbreeze Tronox Heavy Metal Mine meetings as a specialist on safety, health and environmental related issues. Other activities where Dr Mostert contributed was some presentations to the Harold Johnson Nature Reserve (a course on tree identification and diversity survey) and Enseleni Nature Reserve (a course on tree identification). Department of Consumer science provided a key note speech in Mtubatuba (Department of Agriculture) with other colleague staging exhibitions and presentations (Prof Kolanisi, Dr Ndwandwe and Ms Mkhathswa respectively). In collaboration with Prof Pillay from the University of KwaZulu Natal (UKZN), Dr S Krishnannair facilitated a workshop on Euclidean Geometry to Grade 12 Mathematics teachers from uMhlathuze municipality.

COMMUNITY ENGAGEMENT COMMITTEE – A SUB-COMMITTEE OF SENATE MEMBERS

Chairperson

Prof G. De Wet

Deputy Vice-Chancellor: Research & Innovation

Members

Mr. S. Heeral

Faculty of Commerce, Administration and Law Representative

Prof Simelane

Faculty of Arts Representative

Dr. HR Mhlongo

Faculty of Education Representative

Prof U. Kolanisi

Faculty Agriculture and Science Representative

Mr. SWA Sibeko

Academic Planning and Quality Representative

Ms. MR Lekoa

Manager: Community Engagement

Prof T Nzama

Senate Representative

Ms. S. Khomo

Senate Representative

Dr. Y Rugbeer

Director: Teaching & Learning Centre

Dr. L Calvino

Department of Law Representative



COMMUNITY ENGAGEMENT



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MS VIDIMA

SECRETARY: COMMUNITY
ENGAGEMENT



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*We are
humbled by your
presence*