

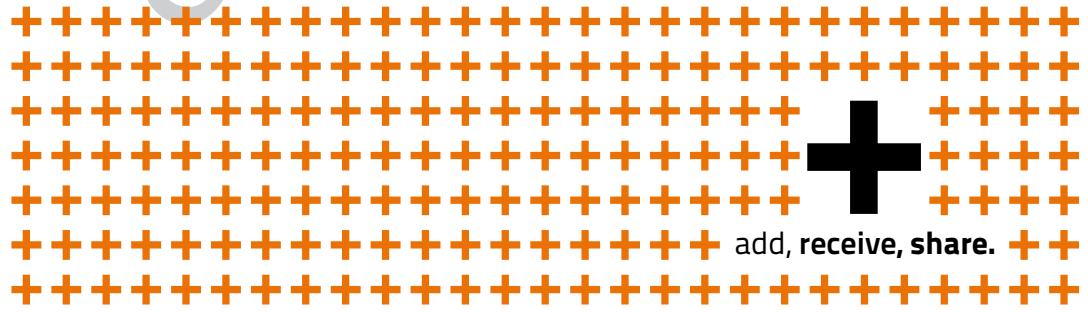
RHODES UNIVERSITY
Where leaders learn



ENGAGED
CITIZEN
programme

HANDBOOK

2020



add, receive, share.



Rhodes University
Community Engagement



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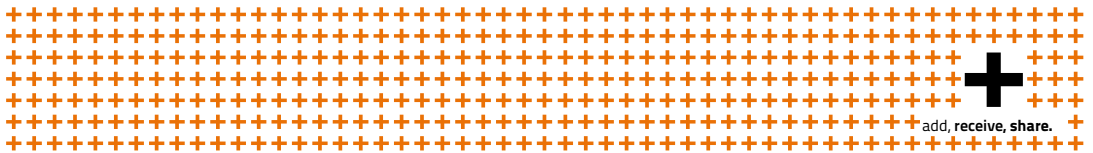


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HANDBOOK 2020

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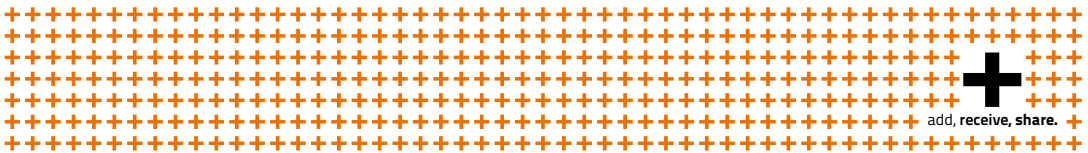
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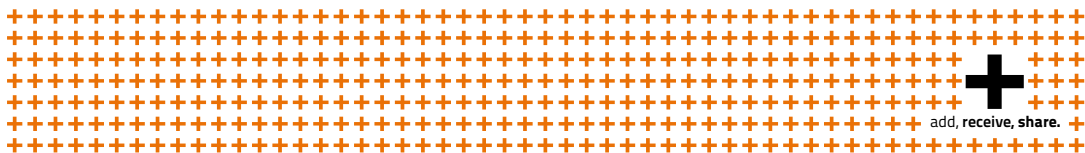
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FOREWORD FROM THE VICE CHANCELOR DR MABIZELA



Our starting point in a society is that one of the primary roles of a higher education institution in a society is that of knowledge generation and knowledge dissemination.

Knowledge is there for the main asset that we, as a public higher education institution, bring to bear into any kind of partnership in which we engage. Through community engagement, this knowledge is put at the service of local community while at the same time allowing communities to contribute to

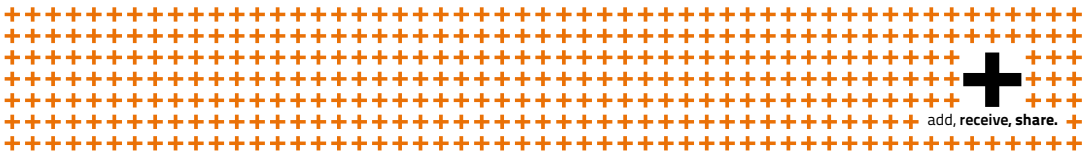
knowledge making. In the process, the community benefit and the quality of university's research and teaching and learning is enhanced and enriched. This symbiotic relationship is, in my view at the heart of effective and strategic Community Engagement. Also, in this sense, community engagement becomes a nexus between research, knowledge application and learning. Through community engagement, we endeavour to expose our students and staff to the social realities of our local community. It is hoped that, in the process, our staff and students will be able to interrogate, deconstruct and reconstruct "textbook" theoretical knowledge and assumptions on which it rest in light of the objective realities and lived experiences in our local community.

In line with our mission statement, community engagement has a vital role to play in ensuring that we educate a student as a whole person; that we graduate students with a heightened sense of social consciousness and are able to serve as agents of and for social change and societal transformation; that our graduates are imbued with the attitude, spirit and values of Ubuntu and human solidarity.

Rhodes University occupies a unique position in the South African higher education system. With about 7 500 students, it is one of the smallest universities in the country. It is also consistently recognized for the volume of its research outputs in relation to its size and the high quality of its teaching. As a result, it is held in high regard nationally and internationally. Unlike many other universities across the world enjoying a similar reputation, however, Rhodes University is not located in a major urban area. Rather, its location is a small town characterized by great poverty and hardship in one of the poorest provinces in a developing country.

How can the experience of being a student at a prestigious and highly regarded institution such as Rhodes University be reconciled with its location in an environment characterized by deprivation of such magnitude? Even more importantly, how can learning at an institution such as Rhodes University be enhanced because of this location and the opportunities it offers for guided encounters with the social, cultural, economic and political issues that characterize it?

The Engaged Citizen Programme offers exactly such an opportunity for the enhancement of learning. Volunteering in the Programme is about much, much more than offering support and assistance to people and projects in the local community. It is about using the experience of volunteering to enhance learning itself. Volunteering offers a unique opportunity of evaluating



the theories and ideas taught at the University against the realities of South African society. It also offers the opportunity of learning with and from communities and using that learning to test knowledge and assumptions and of growing intellectually and personally as a result.

Staff in the Directorate of Community Engagement have the expertise and experience necessary to guide and support your experience as a volunteer in positive ways. For many students, volunteering is what 'makes' their time at Rhodes University. Make sure you are one of those students and you won't regret it!

MESSAGE FROM THE DIRECTOR OF COMMUNITY ENGAGEMENT: DI HORNBY

I would like to welcome you to the 2020 Engaged Citizen Programme, a year that holds much promise and has the potential to elevate levels of meaningful and constructive engagement in our local community. 2015 was no ordinary year, as our Vice Chancellor, Dr Mabizela said in his Inaugural speech, it is 'business unusual'. He urged a fundamental repositioning of the institution, such that 'our University is not just in Grahamstown but is also of and for Grahamstown'.

We welcome the return of student activism to the Rhodes University campus. We acknowledge the courage and commitment of our students as they protest to accelerate the pace of transformation on campus, increase access to tertiary education and to social justice in South African society more broadly.

We view student activism as a catalyst for the kind of social change that is congruent with the aims of volunteerism and we hope that the wellspring of activism on campus will lead to a stronger and more successful programme in the coming years at Rhodes.

Students working through the Engaged Citizen Programme, Residences, Societies, Sports Clubs and Academic Departments make a valued contribution to our community each year, as well as learning and developing personally. In the spirit of transformation, RUCE is committed to building strong mutually beneficial relationships between Rhodes University and members of the Grahamstown community.

Engaged Citizens are a vital source in developing the Grahamstown community into a vibrant, just and flourishing space.



MEET THE STAFF

Diana Hornby

DIRECTOR OF COMMUNITY ENGAGEMENT
Unit (d.hornby@ru.ac.za)

Diana Hornby was appointed Director of Community Engagement at Rhodes University in January 2011. She has 20 years of experience in the early Childhood and Community Development field. She Directed the Centre for Social Development at Rhodes for 6 years and in this time developed a best practise ECD model that received national recognition. Diana was also part of a team that establishing a national network for 70 ECD NPO's in the country. In 2007 she took over the Angus Gillis Foundation, a rural development NPO with a strong focus on Pro-poor models of development, winning SA's Most Influential Woman in Business and Government Award (Welfare and Community Service) for her work. She has a B Ed Honours from Rhodes University and a Masters in Social Science from Fort Hare University.



Thulani Dandile

ADMINISTRATOR
(t.dandile@ru.ac.za)

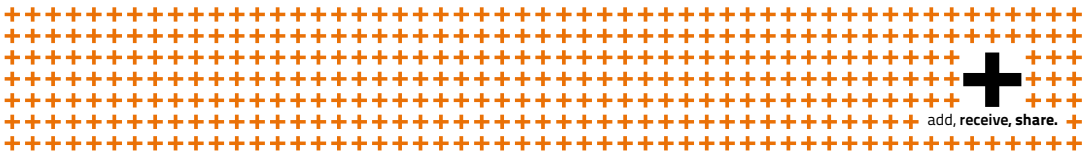
Thulani is responsible for all the administrative processes and systems associated with CE programmes; assisting with the developing and maintenance of Data Base for individual CE programmes. He also attends to logistical arrangements for all students and staff of the community engagement office, as well as training workshops, awards functions and ongoing support. He deals with the processing of payments, monitoring of expenditure and reporting on areas of concern to the staff involved and the CE director, Diana Hornby.



Nosi Nkwinti

STUDENT ORGANISATIONS AND COMMUNITY RELATIONS
COORDINATOR
(n.nkwinti@ru.ac.za)

Nosi has a B. Social Science (UFH) Honours in Psychology (UFH) and currently enrolled for a Master's in Education with Rhodes University. She manages and facilitates the formation, and development of mutually beneficial partnerships between students and staff at Rhodes University and community based



organizations in Grahamstown and the Eastern Cape. She is responsible for community partner training and development programs with community based organizations who have signed MOU documents with RUCE. Nosi is also part of the Joza Youth Hub committee. Joza Youth Hub was established by Rhodes University and NGO's who identified a critical need for an accessible youth education hub within Joza Township, for learners to receive supplementary support in Literacy, Numeracy, Life Skills and IT access. Rhodes University together with NGO's (Village Scribe Association, Access Music Project, Upstart and Ikamva Youth) have formalized a partnership with the Makana Municipality to then establish this Joza Youth Hub.

Anna Talbot

PROGRAMME COORDINATOR: NINE TENTHS MENTORING PROGRAMME AND MANAGER: EARLY CHILDHOOD DEVELOPMENT PROGRAMME
 (a.talbot@ru.ac.za)



Anna Talbot manages the Early Childhood Development Programme – BuddingQ. She also coordinates the 9/10ths Mentoring Programme, which is part of the Vice-Chancellor's Education Initiative which runs as Mary Waters, Ntsika, and Nombulelo High Schools with their matric learners. Anna graduated in 2016 with a BA in Music and Art History and Visual Culture. She is passionate about education and the outdoors. This passion has led to a colourful CV of experiences in Grahamstown. She founded the Grahamstown Scout Group in partnership with RUCE and the Rhodes Mountain Club. In 2016 Anna was the recipient of the Student Volunteer of the Year Award and the Mountain Club won Society of the Year. In her second year of volunteering she was nominated as a Gold Award Student Volunteer. Passionate about education and changing the mainstream education system in South Africa, Anna is currently studying her PGCE as well.

Kim Weaver

SCIENCE COMMUNITY ENGAGEMENT OFFICER

k.weaver@ru.ac.za

Kim has a Master’s degree in Environmental Education from Rhodes (2015) and her background is in Entomology from Stellenbosch (BScHons). She is eager to facilitate the process of demystifying the discipline of Science among our local communities by introducing them to the various fields and areas of research in the sciences. This is done through various awareness and educative programmes around Grahamstown and the Eastern Cape.



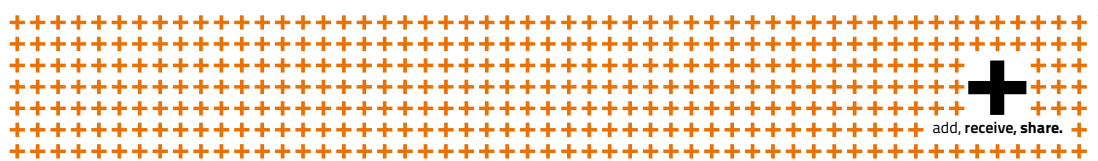
She also assists the Community Engagement Division in Service-Learning courses across campus partnering academics and students with community partners and facilitating this process.

Joana Bezerra

POST-DOCTORAL FELLOW

(bezerra.joana@gmail.com)

Joana has a joint Major Bachelor degree in Politics and International Relations at Sussex University, England. She did her Masters in Environment, Development and Policy at the same University. Returning to her home country, Brazil, Joana did her PhD in Environment and Society at the State University of Campinas, Brazil. After spending time at Gottingen University, Germany, and at Wageningen University, the Netherlands, she moved to Rhodes University to work as a postdoc at the Department of Environmental Science. Her passion is bringing to light the political dimensions of environment and development issues.



Community Engagement Staff



Community Engagement Context

Grahamstown, home to Rhodes University, is situated in the Eastern Cape which is one of the poorest provinces in South Africa. Facing Rhodes across the valley live an estimate of 100 000 people, more than half of whom are unemployed, Rhodes University fulfils an active role in the community development of Grahamstown and the Eastern Cape through focused and targeted interventions within its area of expertise. Following national policy on higher education community engagement, CE is located as a core function of Rhodes University and integral to teaching, learning and research.

The university is involved in a diverse range of community initiatives in the Eastern Cape, through both staff and students. These take place on many different levels, from involvement at government policy level and ground-breaking research, to practical, strategic volunteer interventions at a community level. Rhodes University's community engagement initiatives are centrally coordinated through the Community Engagement Unit and networked with its community development partners, which include NGOs, CBOs, institutions, government and the private sector, ensuring effective intervention to the mutual benefit of students and the community.

Some projects have been commended by local and provincial government and have enjoyed international acclaim, including the work of the Environmental Education and Sustainable Unit, the Legal Aid Clinics and the Rhodes Mobile Biology Laboratory. An ethos of community service within the University staff and student body is expressed through sharing knowledge, resources and skills transfer.

The Community Engagement Unit aims to:

- Contribute to the vision and mission of Rhodes University through focused and collaborative CE activities
- Give strategic directions to Academics, Support Staff and Students where needed
- Promote leadership development of students in order to foster and enhance civic and social responsibilities
- Facilitate outreach programmes, volunteerism and service learning which are developmental in their approach
- Promote service learning in collaboration with academic departments and community partners
- Contribute to knowledge production and dissemination of knowledge through the functions of teaching and learning and research
- Contribute to the sustainable development of Grahamstown communities
- Contribute to the development of the Eastern Cape Province through partnership with provincial government departments, NGOs and other institutions of higher learning in the Province



Vision

Community Engagement at Rhodes University is recognised and respected nationally and internationally as a leader in community engagement; and for its commitment to social and individual transformation, sustainable community development, student civic responsibility and scholarship of engagement.

Mission

In pursuit of its vision and that of Rhodes University, the Community Engagement directorate will endeavour to promote a reciprocal process of knowledge construction and dissemination, develop and channel the civic and social responsibility of all students, student organisations and staff at Rhodes University through various community engagement activities, thereby contributing to individual transformation and sustainable human and community development in Grahamstown and the Eastern Cape as a whole.

What we look for in a volunteer:

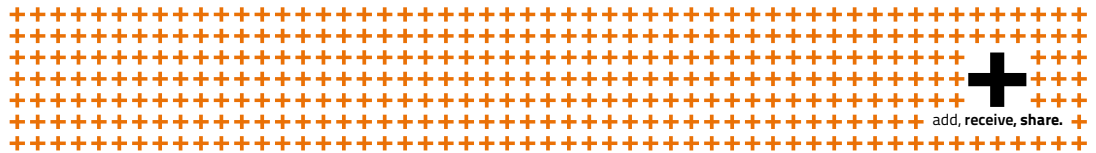
- Open to learning & understanding multiple contexts
- Interested in own & other people’s development
- Concerned about socio-political issues
- Relate learnings in university to social context
- Impacting society through collaboration

Learning outcomes for Students:

- Critical: engaging in context and thinking critically about it; relating to own life
- Socially conscious: using agency to act; using criticality in becoming socially conscious for action
- Personally fulfilled: building meaningful relationships with diverse people; sense of flourishing through involvement in society

Learning outcomes for Partners:

- Learning how to manage different people in the organisation
- Exposure to network opportunities
- Learning how to contribute to knowledge production
- Recognising own assets and assets of others
- Meaningful engagement and relationship building with students
- Personal and staff development
- Recognising and taking ownership of own context and space
- Co-management of the ECP Programme



Models of Community Engagement

There are a variety of perspectives on how to go about community engagement.

1. Characteristics of the Ostrich Model

This model is based on those who bury their 'heads in the sand' and claim that engaging the community is:

- Not their business, they are at University to get a degree
- Their families pay taxes, so engaging communities is the Government's job
- They cannot spare the time and it's not their responsibility

This model (not including CE) does nothing to enhance and shape a conducive institutional culture in the University.



2. Characteristics of the Good Deeds Model

This model is the traditional model of helping the 'poor'. It is about doing things FOR people and not WITH people. It does not recognise the capabilities of others and is a very deficit approach to development which results in dependency. People working in this paradigm will often be heard making comments such as:

- 'It is our Social Responsibility so we really should do something'
- 'We owe it to the community'
- 'We want to give back'
- 'We can't turn a blind eye to the suffering'
- 'We/our students are privileged, by engaging with communities they will realise how fortunate they are'
- 'It's just the right thing to do'
- 'We better do it before we are forced to do it by the authorities'
- 'There is nothing we will benefit from the experience'
- Mostly unsustainable welfare programmes and projects, unequal partnership with the community (often re-enforces superiority and further disempowers the community)
- A deficit model



underlying aspect and consequences of the process and product of CE. Asking difficult questions such as to what extent CE acts as a repetition, reinforcement or a re-imagining of the status quo?

3. Characteristics of the Strategic Model

This is the model promoted by Rhodes, it recognises the capabilities and skills of others and allows them to invest what they have in initiatives. It strives to establish mutually beneficial and reciprocal partnerships which benefit the community group and the Rhodes students.

- Students and academics understand the value of CE – they use it as a vehicle to enhance teaching and learning
- CE is integrated into the curriculum and is not considered a nice to have side activity
- Creates new opportunities and spaces for students to shine, develop and take leadership
- Breaks down barriers: Harnesses the social commitment, knowledge and expertise of staff and students and puts it to work in order to forge respectful and mutually beneficial relationships
- Equal Partnership with the Community Groups, recognising and respecting the knowledge and skills community organisations possess
- Learning is applied in new situations and knowledge can be co-created in the community
- It has cultivated humanity and promoted citizenship
- Institutional culture is greatly enhanced – caring critical citizens
- Working with the community: joint planning, executing and evaluation of initiatives



Expectations:

When you first meet with a community partner volunteer manager, make sure that you are completely honest about what you expect your partnership can achieve in the time you have. If you are working with students make sure that your community partner is aware of the university time table, and when they can reasonably expect to be working with your students. If you are working with a community partner who also has a special time table, a school, for example, make sure that you are also aware of when they will be able to host your students. You also need to be honest about your shared resources, and what you expect from each other over the duration of the partnership. It is unreasonable to expect a three month honours course to be able to completely transform a space; be honest about what you are expecting, and make sure that you listen carefully to what the organisation is expecting from the partnership.

Planning, organising and evaluation:

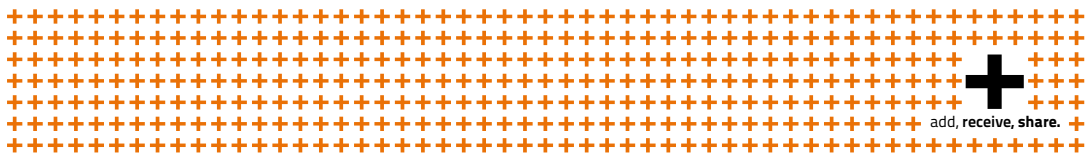
It is imperative that the partnership that you build is a planned and organised one. The planning and organising of the project or programme, however, cannot be one in isolation from the community partner relationship that you are building. Make sure that the community partner that you will be working with has as much of a say in the project or programme as you do. Ask yourself, am I completely sure that the community partner wants this project or programme to run in their organisation? How do I know this to be true? Do I know that the community partner I will be working with wants the programme or project to run in their organisation in a particular way? These stages of organisation and planning are important to ensure that everyone is invested in the process. Have you put in place markers from the first meeting so that you can measure and evaluate, in any way, the effect of the partnership? Sometimes just changing your classes' or groups' perspectives is the biggest measurable, so it is also important to keep reflection processes in mind so that students are aware of the process they are participating in.

Reflection:

As a staff member or student of Rhodes University how have you planned for those in your group to reflect on the process? Will you be writing journal entries? Will you do this in partnership with your community partner? How often do you reflect on the process?

Exiting a Community Partner Site

Sustainability does not only speak to enduring partnerships; sometimes how one sustains a partnership is dependent on how you exit/end the programme or project you started. This will depend on how you managed and facilitated all the other parts of your relationship, but it also has an added aspect of your partnership that needs to be taken into account. Very few service learning/community engaged research/learning programmes can continue forever, thus a clear and careful discussion with the partner organisation must occur before you exit/transition to a different aspect of the programme. Ideally, the contributions that you and the community partner will make in a specific area will come to fruition which will necessarily require you to think carefully about the next stages of your relationship.

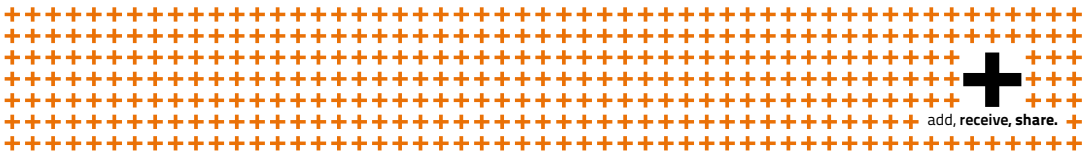


Will you have a dinner or evening to say goodbye to one another? Do you need to do more than a goodbye? Will you and the community partner organise a presentation to the wider community, or to funders? Who will present, if this is what you intend? Will the presentations be in English? Will you organise a translator if it is not? Make sure that the community partner or individual you are working with plan this aspect of the programme as intentionally as you have planned the actual processes in implementing the programme.

The most important principle in planning your entry and exit from a community organisation is open and honest communication. Many organisations have worked with various partners from the university and have much to teach those who are starting a new programme, if you are open to listening and learning.

If you would like more information about approaching a community partner, please contact Ms Nosi Nkwinti (n.nkwinti@ru.ac.za)

If you are interested in matching your community engagement work with your academic scholarship, speak to your department and contact the Systems and Scholarship Coordinator, Shari Paphitis (s.paphitis@ru.ac.za)





Societies, Sports Clubs and Residences

One of the aims of Rhodes University Community Engagement (RUCE) is to "Promote leadership development of students in order to foster and enhance civil and social responsibilities." Leadership development refers to both inside and outside classroom processes. In our new democracy in South Africa leadership skills are needed for positive social change.

Before starting any new CE activity or project, student organisations need to fill in the student organisation project proposal form. The purpose of the project proposal is to guide organisations in the process of planning and project management. All student organisations cannot start any community engagement project or activity without submitting the project proposal to the RUCE office. The project proposal form is available on the RUCE website. If an organisation needs assistance about the forms, RUCE coordinators are available to assist. Alternatively, groups can join the Siyakhana @ Makana programme which has a different joint planning process. RUCE coordinators support this process of implementation.

As RUCE we are aware that transport is very central in most Community Engagement activities/ projects because of the distance between the university and Community Partners in particular under resourced partners which are mostly based in Grahamstown East. RUCE decided on the following which is binding to all student organisations in need of RUCE transport:

- Make sure your organisation fill in the project proposal or register with S@M and submit to RUCE. Project proposal or registration with S@M is a pre requisite for any transport arrangement.
- Contact the Community Partner in advance preferably a week before visitation.
- Submit your transport schedule request weekly to the administrator.

Siyakhana@Makana

Want to build meaningful relationships with community based organisations while gaining a better understanding of community development processes and project management? Siyakhana@Makana is for you!

What is it?

In an effort to support student organisations (societies, residences, other student groups and sports clubs) to better understand community development processes and the role of volunteers in supporting community based organisations, in 2015 RUC introduced a programme called Siyakhana@Makana. In this exciting, creative, and challenging learning experience, participants in Siyakhana@Makana will work closely together for 19 weeks.

Siyakhana@Makana is a project planning process, which seeks to support students who seek to build meaningful relationships with community organisations while working towards a shared co-created project. Working with a select group of dedicated student organisations, community organisations, and independent student teams, Siyakhana@Makana groups will co-create a project based on shared goals and interests from start to finish.

Why is it happening?

The idea is to ensure that students gain a more thorough understanding of relationship building and project management.

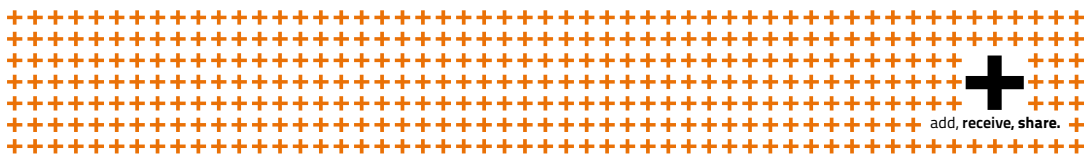
The 19 week process will see student organisations in the first 9 weeks engaging in focused training and a series of support meetings that will assist them in project planning with the community based organisation they are partnered with. After 7 weeks, students will present their project proposals to a committee for feedback.

Then, the student organisation will have 10 weeks to implement the programmes/projects they proposed with the community based organisations they will be working with. During these 10 weeks, the student organisations will meet for three monitoring and evaluation meetings.

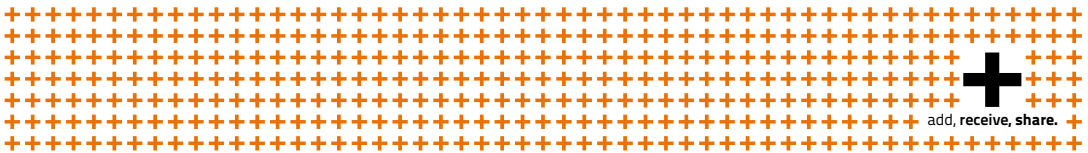
We hope that by introducing this process, student organisations will gain a more robust understanding of CE, which will enrich their understanding of social justice and community development, as well as supporting the building of meaningful relationships with community based organisations.

Who can join?

Any student organisation (including residence, societies and sports clubs) may sign up to be part of the process. A minimum of 5 individuals may form their own team and register to be part of the programme. A maximum of 40 student organisations/teams will be eligible to be a part of the programme.



if you are interested in joining Siyakhana@Makana please contact Ms Nosi Nkwinti (n.nkwinti@ru.ac.za)



VOLUNTEER: if not you, then who?

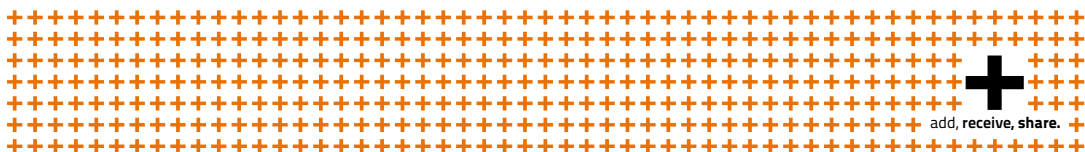
Volunteerism and volunteer activities form an important part of the student experience and learning at university. Volunteering provides students with opportunities to learn outside of the classroom environment, acquiring essential critical thinking, leadership and interpersonal skills. Through hands on volunteering experience, students are afforded the opportunity to share their skills and learn from peers and community partners. The volunteer experience is a team experience, promoting civic consciousness and critical engagement that assist students to gain a better understanding of their social environment.

Contemporary South Africa is complex society, divided along a myriad of class, gender, cultural and economic levels. There are no quick fixes to social transformation; however volunteering is one way in which students can play a vital role by participating in community support interventions. By volunteering time, skills and creative energy, student can make a difference in their lives and the lives of others.

Principles of good practice in community engagement

Community engagement is a privilege afforded to students and staff by the Grahamstown Community. Students and staff who undertake community engagement in communities around Grahamstown, need to respect this privilege. Engagement is more than outreach, it must be accompanied with a critical understanding of context. Community Engagement must be conducted along particular principles and ensure that core principles and guideline to good practice in community engagement are followed.

- **RECIPROCAL BENEFIT:**
Reciprocity is an understanding of the mutual give and take necessary in building of relationships with others. Participants in community engagement must undertake activities which create spaces for the co-creation of knowledge, that is relevant and to the benefit of all participants.
- **POWER:**
When participating in community development one needs to be aware of the power dynamics between participants. Whether it is between student peers or students and community partners, it is crucial to understand that every person involved in a community engagement project is the locus of different types of power. Participants should guard against exploitation or exclusion.
- **MUTUALITY:**
Participants in community engagement undertake projects as joint collaborators, who work together for the benefit of the shared community. When initiating a community engagement



1. Engaged Citizen Programme (ECP) Coordinator

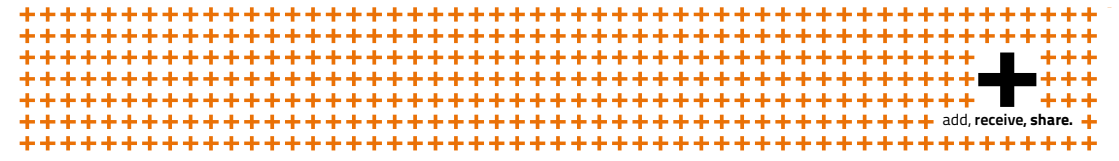
- Manages the student registration at the beginning of each semester.
Works with Community Partner Liason Coordinator in order to facilitate communication between volunteer managers.
Meets with SL once a month to go over registers and get team updates.
Reads and gives feedback to Student Leader's termly report for their each community partner site.
Handles LOAs, deregistration and responsible for enquiring into absentee volunteers, as well as writing letters to volunteers who will be asked to no longer volunteer.
Keep record of all volunteers who failed to meet the minimum requirements for volunteering through RUCE.
Meet with community partner volunteer management at least twice a year with regards to the workings of the ECP.
Reports to RUCE office any SL who has not fulfilled the minimum requirements for their position. Also makes reports to RUCE any SL, or Student Volunteer Team (SVT) who have gone above and beyond within their volunteering duties.
Councils any student queries, concerns or problems with regards to SVP placement.
Attempts to the best of their ability to resolve any conflict within SVT, or between SVT and community partners.

2. Community Partner Site: Volunteer Manager

- Co-manages the volunteers with RUCE.
Responsible for orientating Volunteers.
Mentor volunteers and evaluation.
Joint planning, execution and evaluation with student team.

3. Staff Facilitator (where this applies)

The staff facilitator firstly, acts as the intermediary between the community partner, CE Office and student volunteers, and helps bring these parties together e.g. at the Community Partner Fair in the first term. Their role initially is to foster relationships. Secondly, where this applies, the staff facilitator trains the student volunteers on specific knowledge and skills during the short course offered. Third, they advise and assist the student volunteers during the course of the year with ideas pertaining to their volunteering, giving feedback on volunteer sessions, and by enhancing communication between student volunteers and the community partner. The staff facilitator also adds to the structure and schedule of the volunteer activities by organizing for different people

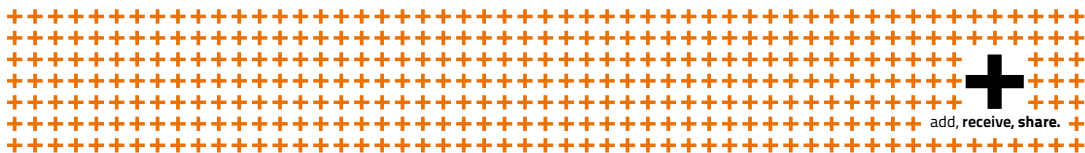


who have knowledge and skills in the volunteer activities to facilitate particular volunteer activities, as required. The staff facilitator is always available to facilitate the smooth running of the project in whatever way is required.

4. Student Leader (SL)

As all volunteers will be into small working Student Volunteer Teams (SVT) the SL will be a nominated position. An organized, reliable and creative student can therefore, request to take on duties which will require them to be aware of the ethical responsibilities they have to their community partner.

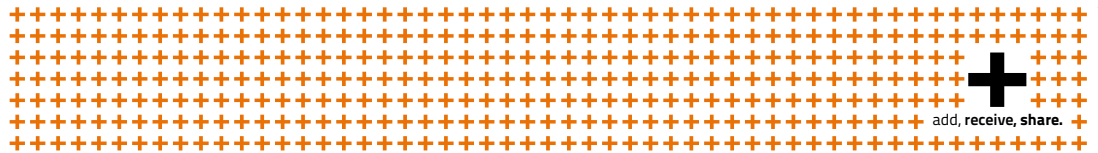
- Experienced student volunteers.
- Preferably has some experience working with the community partner concerned, but this not mandatory.
- Coordinate the group one has been nominated as SL.
- Assist their group with the specific tasks required of the volunteers as per their community partner's requests.
- Accompany RUC ECP coordinator to meet with their CE partner's volunteer manager before volunteering commence.
- Familiarize yourself with what is expected of their volunteering group, as well as the responsibilities the community partner has to their student volunteering group.
- Make a point of building relationships with the volunteers within your group.
- Any students who are not comfortable with reporting directly to the RUC office can describe any problems, concerns or queries about their volunteering to you.
- Report to your SLC or RUC ECP Coordinator on these matters. You can and should keep the anonymity of the student concerned when appropriate.
- Meet once a month with fellow SL's of your community partner as well as the SLC to discuss, update and plan the workings of your groups.
- Assist SLC in writing term report.
- Take register every week.
- Be present every week for volunteering.
- The SL may not miss a single volunteering session without a valid excuse.
- Hand weekly registers to SLC.
- Be easily contactable by SVT members.
- Be efficient and reliable with regards to responding to SVT queries. If one of your team members requests to be absent, for example, respond to their query efficiently and make other plans when necessary.
- Take inventory of resources and materials used during your teams volunteer session



- Manage registers and hand them to RUCE ECP coordinator once a month.
- Accompany RUCE ECP coordinator once a month to meet with the CE partner’s volunteer manager before volunteering commences.
- Write term report for RUCE ECP coordinator.
- Chair termly meetings with ECP team members.

5. Student Volunteer Team (SVT) Member:

- Reliable and mature ambassador for the University.
- Attend all training sessions before volunteering commences.
- Volunteers will not be assigned a group if they have not be permitted to volunteer under the SVP.
- No student will be permitted to miss more than one volunteering session per term without submitting an LOA with a valid reason.
- Volunteers who miss more than three sessions within a term due to reported illness, for example, will have to meet with their SLC before continuing to volunteer.
- All students will be required to take the RUCE transport to their volunteering session, as this will be the time that the SL will be taking register. If a student volunteer will not be making use of the transport offered, they will need to contact their SL at least one day before hand.
- SV’s will be required to inform their SL beforehand if they will be absent from volunteering for any reason.
- Students may validly miss their volunteering session for families emergencies, illness (their SL can ask them to produce an LOA from the San in this instance), or unforeseen circumstances that places them outside of Grahamstown.
- Students may not miss their volunteering session due to other university based responsibilities, such as having to study for a test.





FAQ's: Frequently asked questions

TRANSPORT:

The pick-up and return drop off point for volunteer will be outside the Centre for Social Development Office, next to RUCE. Please ensure you arrive 10 minutes before your allocated time. CE office is situated at 5 Prince Alfred Street. For your safety and to ensure timely arrival at the volunteer site, it is highly recommended that Student Volunteers make use of the transport provided by RUCE. Student who use their own transport should first inform RUCE and ensure that someone on the on the bus can record your attendance by signing the bus register. If this transport does not arrive call 046 603 7482. Please have this number so you can call in case of transport emergencies. Please note that you may not call if you were late in coming to CE office and the bus left without you. You can only call in the event the driver is more than 15 minutes late for pickups or drop off. Please write if you have any complaints with respect to transport in the book that is with CE office at reception.

Volunteers placed in volunteer sites walking distance from Rhodes University (as far as the Cathedral) do not need to make use of this transport.

ATTENDANCE REGISTERS:

All students will ensure they sign the register on the bus and at their volunteer site. Student leaders will check the register every week and send updates to the ECP Coordinator. Please note:

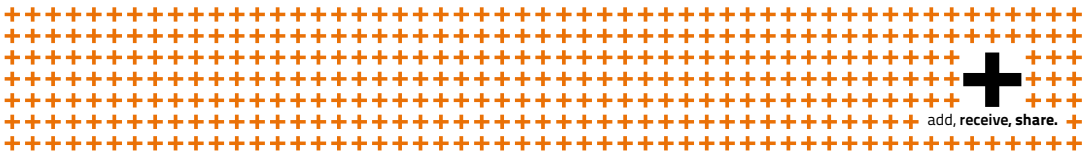
Dates to remember - 2020

DATE	TIME
19 February	All day
22 February	08h00 – 16h30
20 March	13h00 – 14h00
27 March	16h30
1-15 April	17h30
	08h00 – 17h00
4-8 April	All day
15 April	13h00
22 April	16h30
17-21 August	17h30 – 18h30
17 August	08h00
21 August	13h00
21 August	
14-18 September	16h30
18 September	17h30 – 18h30
25 September	16h30
2 October	13h00 – 14h00
2 October	
7 October	17h00



© Rh...
Community...

EVENT	VENUE
APPLICATIONS CLOSE	Online
Sign-ups for the Engaged Citizen Programme	Eden Grove
Mandatory training for ALL volunteers	
Student Leader 1st term meeting	RUCConnected
Due date for 1st term reflection	TBA
Mandatory term team meetings for ALL volunteers & Partners	TBA
Student Leader Training	Across campus
Community Engagement Week	and city
Student Leader 2nd term meeting	Emfundweni
Due date for 2nd term reflection	RUCConnected
Mandatory term team meetings for ALL volunteers	TBA
Nominations open for annual Rhodes University Community Engagement Awards	Online
Student Leader 3rd term meeting	Emfundweni
Due date for 3rd term reflection	RUCConnected
Mandatory evaluation for ALL volunteers	TBA
Nominations close for annual Rhodes University Community Engagement Awards	Online
Student Leader 4th term meeting	Emfundweni
RSVP close for annual Rhodes University Community Engagement Awards	Online
Due date for 4th term reflection	RUCConnected
Annual Rhodes University Community Engagement Awards	Steve Biko Dining Hall



Volunteer Placements

Find the right opportunity for you

Access Music Project (AMP)

AMP is a vibrant music academy that provides musically inclined learners from primary and secondary schools that don't offer music in their curriculum. The learners come from a range of Grahamstown townships (Joza, Tantiyi, Fingo, coloured areas, etc). We teach practical music, music literacy, music theory, sound technology and more. Instruments include voice, brass, strings, woodwinds, percussion and keyboard, and we incorporate music of all genres. Our activities provide our learners with pathways to tertiary music study and/or internships towards futures in the creative industry. We now also have what we call 'The Doorways Programme' where we guide learners about their after-school choices and set up job shadowing for them once they are in Grade 11. AMP's relationship with Rhodes University Community Engagement (RUCE) allows students that.

Visit our Facebook page or website for more details:
www.facebook.com/ampjoza and www.accessmusic.org.za.

Awarenet

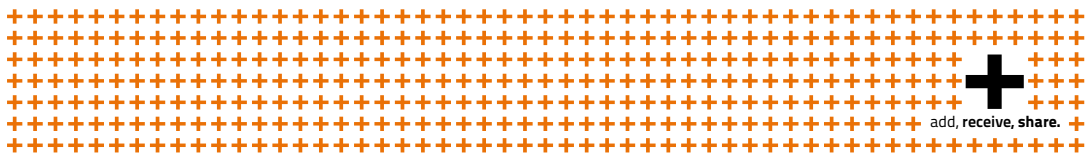
Join awarenet, our exciting ICT program which supports learners at the Joza Youth Hub! We are a young international team with dynamic work routines. Rhodes volunteers will participate in our long-term project accompanying grade 9 and 10 learners on their educational journey. We are specifically looking for Rhodes students with the will and knowledge to support our learners with core academic skills such as maths, science, writing and English. We will help you structure your lessons and offer suggestions on teaching methods.

By joining our team, you will contribute to increased post-matric opportunities for learners in the township and be an educational role model. Awarenet is using ICT as a tool of learning and want to show learners the possibility of self-structure and research skills. With our project you gain experience in creative teaching methods, project management and work with ICT as an educational tool. Volunteers for this project should be comfortable working with a computer and enjoy sharing their skills with our curious learners.

We are furthermore looking for support to create a vibrant afternoon space at the Joza Youth Hub. Be part of this progress by engaging our young learners in sport and creative activities.

Children of the Soil

Children of the Soil (COTS) aims to create awareness regarding environmental issues, and contribute to mitigating the impact of climate change by focusing on those who are most likely to be affected – the youth in vulnerable communities.



COTS promotes environmental sustainability and resilience by engaging school children in vegetable gardening, recycling, environmental awareness lessons and physical education.

DD Siwisa Reading Club

This reading club was established at DD Siwisa Primary School (located in Extension 6) in 2016 through Trading Live. 2 volunteers work with 15 Grade 6 learners in an intimate and dynamic Reading Club reading various books and playing educational games.

Eluxolweni

Eluxolweni Child and Youth Care Centre used to be formally known as ‘Shelter’ is at Albany Road, off Anderson Street. The Centre keeps boys in a 24hrs residential facility. Age group (8 – 18 years) capacity: 35 beds. Our kids are legally placed by child welfare and the Department of Social Development through the courts by the internal Social Workers. We offer them food, clothing, a counselling therapeutic program, developmental programs and life skills. They are also involved in a couple of sport activities including Marimba Band and Gumboot dance. 15 of our boys are enrolled for Bronze President’s Awards. Volunteer duties include:

- Assisting boys with their homework.
- Assisting resident child care workers with daily chores including programs.
- Assisting in the gardening.
- Sponsoring a kid or donating generously to boys’ old and new clothes.
- Sponsoring boys camps and outing.
- Take charge of the boys’ personal interests and talents.

Fikizolo Primary School

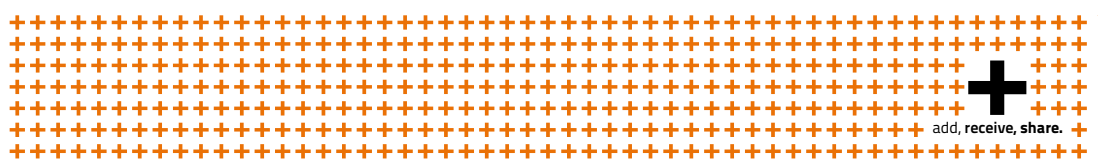
Fikizolo is a Primary School located in Fingo Village. Students volunteer assisting with learner support, both in and out of the classroom. Students assist with co-ordinating Computer Literacy classes, sports, and cultural activities.

GADRA

GADRA Education is committed to transforming public schooling in Grahamstown. In order to meet this objective, it runs various successful programmes such as the GADRA Matric School. The organisation utilises student volunteers in the following ways: tutoring and mentoring.

Grahamstown Scout Group

Grahamstown Scout Group was started 5 years ago (in 2014), by founder, Anna Talbot and co-founders (Melanie Welgemoed and Joshua van Staden). St Mary’s Development and Day Care Center is a project that facilitates learning and after school care and ensures the children are fed in the Grahamstown East area. The children that are selected for the programme are chosen according to the needs of the family they come from. And they usually remain in the programme



until the end of their primary schooling. St Mary's DCC approached the three students who were all ex-Scouts from Durban saying they wanted a program for the boys. In turn the three of them wanted to rekindle and fire up Scouting in Grahamstown. The partnership was then established between Rhodes University Community Engagement Office, Scouts South Africa and St. Mary's DCC. The group has gone from strength to strength. Developing programme that is relevant to the lives and attitudes of our boys, having consistent attendance, being featured in two national community engagement symposiums. Often the group participates in community events (such as International Parade and Trading Live for Mandela Week). We are also extremely lucky to have Oldenbergia as a nature space that is freely accessible to the group. We spend LOTS OF TIME OUTDOORS! In our small town we are also immensely grateful for the established relationships with various stakeholders in the community of Rhodes, St Mary's DCC and Grahamstown in general that have been developed and sustained throughout the group's evolution.

Home of Joy

Home of Joy is a township based Safety Home, for orphans of HIV/AIDS and children from abusive homes. There are 18 children in total and their ages vary from 3 months to 18 years. There are volunteers who assist the children with their school work and other volunteers organize games with the younger children. There are already residences and societies who are also involved.

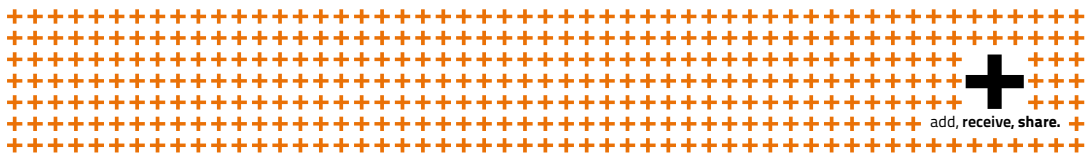
High School Science Clubs

We run three science clubs in three different High Schools- Nombulelo Secondary School, Mary Water High School and Ntsika Secondary School on Mondays, Tuesdays and Thursdays respectively. The aim of the science club is to offer high school learners' enrichment around their science practical experiments as well as to prepare learners for Eskom Expo for Young Scientists which is held in August each year. The volunteers get to engage with bright young learners who thrive from the extra support to spark new ideas. These clubs take place from 14:00 to 15:30 and we encourage BSc students to sign up on one of their afternoons that they themselves do not have a practical.

Ikamva Youth

Ikamva Youth is located in Joza based at Nombulelo High School. The programme's core service is providing tutoring for learners in Grade 10 to Grade 12 in an effort to improve their marks and be eligible for study at a tertiary institution. Additional services include mentoring, career guidance and computer literacy.

Volunteers are expected to assist learners with their school work, homework and assignments. However, the purpose is not to teach but to tutor, guide the learners and share learning skills with them. Ikamva Youth is looking for volunteers with a positive attitude, who show commitment and dedication while working in a challenging environment. Volunteers will also be expected to attend Ikamva Youth specific training once a term.



Inkululeko

Inkululeko is a holistic education programme with an aim to guide learners through the maze of high school. Inkululeko meets 3 afternoons a week. The first hour in an afternoon is school support and the second hour is critical thinking and problem solving or experiential activities. Volunteer duties include engaging with students in a meaningful way, stimulate conversation and interest in their subjects – bringing relevance to education.

Isikolo sama-Afrika Reading Club

Isikolo sama-Afrika is an Afrocentric Learning Space for children between the ages of 6 - 14 years, currently operating from a local Church in Hlalani. The school takes place every Saturday, with parents working with the members of the Collective to tell African centered stories that promote Black History, African Heroes and Sheroes, Self-Love, African languages, Indigenous Knowledge Systems, and African philosophies. This is a working-model/pilot project for a Pan-Africanist school that promotes African values and philosophies.

The reading club of Isikolo sama-Afrika is an after-school programme that aims to enhance reading for comprehension in the kids of Makhanda (abakaMakhanda).

Volunteer duties:

- Attending workshops
- Facilitate learning through music, dance and exercise
- Reading to and with abakaMakhanda
- Facilitating assessments/ comprehension activities

For more information on the activities of Isikolo sama-Afrika and other ways of getting involved, follow us on Facebook: MBK

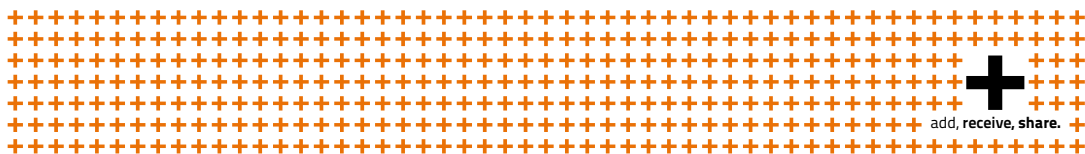
Jabez AIDS Health Centre

Jabez Health Centre is a community based organisation that was set up in 2005, and has been a registered NPO since 2007. Working in the Catchment area, the Centre assists people from Joza, Tanty, Fingo Village and Hoogenoeg. Jabez provides care and support for individuals living with HIV in Grahamstown, and needs volunteers to assist with Orphans and Vulnerable Children (OVC) programmes and general activities in the centre.

Joza Reading and Chess Club

The Joza Reading Club aims to develop a love of reading in isiXhosa and English among five to nine year olds (Grade 1 – 4) township school children. It is located in the Joza Youth Hub in a small room equipped with donated books in isiXhosa, Afrikaans and English covering fiction, nonfiction, general knowledge, small books and big books. Reading activities are mediated by the playing of indigenous games, listening and drawing and storytelling by children. So far one school (CM Vellem) bring its children regularly to the club. We are linked to Nalibali Training through Cathy Gush of Little Dragon, Lebone Centre. Volunteer duties include:

- Attending regular training sessions.



- Reading to the children.
- Listening to children read.
- Playing games (indigenous and board) with the children.
- Learning the Xhosa songs and games from the children.
- Encouraging older children (Grade 4) to read to younger children and to lead them in games
- Taking initiative beyond the weekly visit.

The Joza Chess Club aims to develop among Foundation Phase students an interest in chess as a cognitively challenging game. The Club helps learners to understand and appreciate the rules of the game and to enhance their analytical skills. They are also helped to develop chess literacy

Khanya Maths and Science Club

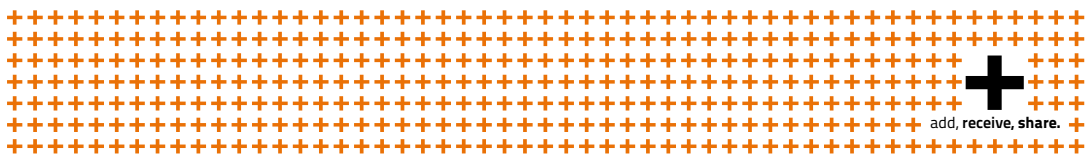
Established in 2000, this club is co-ordinated and run by Mrs Joyce Sewry, of the Department of Chemistry. The aim of the Club is to engender a love of Maths and Science amongst grade 8 and 9 learners. Lessons and workshops are presented by scientists and volunteer students in an accessible and easy to understand manner. Learners should see that Maths and Science is all around us, not only in the classroom and in laboratories. We aim to improve the mathematical skills of the learners, and at the same time extend their horizons by doing science from all walks of life. We also take the learners on at least one outing a year – to a game reserve, the seaside or other interesting places around Makhanda.

Volunteers who are interested in Maths and/or Science are welcome. You do not have to be in the Faculty of Science to participate.

Shakespeare Schools Festival

Get involved in the Eastern Cape’s Shakespeare Schools Festival! We’re bringing the bard to the schools of Grahamstown, in a project that provides a powerful platform for language learning, capacity building and confidence development. We’ve got six schools participating and we need 12 energetic volunteers who are keen to participate in a vibrant educational experience, with a love of language and a passion for the power of Shakespeare to build up our learner’s literacy and language confidence. The schools will each perform a 30 minute accessibly abridged Shakespeare script. We need your help to guide them on that journey. With support from Rhodes University Community Engagement and the South African Shakespeare Society, you will be turning students who start of struggling with the troublesome texts into confident young stars soliloquizing on stage.

Performance workshops, language lessons, poster and set design – there are so many regarding ways to get involved.



Contact Information

Address:

5 Prince Alfred Street,
Rhodes University
Grahamstown,
6140

Director

Di Hornby (d.hornby@ru.ac.za)
046 603 7228

Student Organisations and Community Relations Coordinator

Nosi Nkwinti (n.nkwinti@ru.ac.za)
046 603 7482

Budding Q and 9/10ths Mentoring Programme Coordinator

Anna Talbot (a.talbot@ru.ac.za)
046 603 7667

Science Community Engagement Officer

Kim Weaver (k.weaver@ru.ac.za)
046 603 7702

Lecturer and SL Co-ordinator

Joana Bezerra (bezerra.joana@gmail.com)
046 603 7712

WEBSITE

<http://www.ru.ac.za/communityengagement>

OR FOLLOW US ON

Facebook: RUCE: Rhodes University
Community Engagement
Twitter: @RUEngagement

EMERGENCY SERVICES:

On campus:

CPU
046 603 8999 046 603 8146/7

Off campus:

Police 10111/046 603 9111

Ambulance

10177
046 622 9102 046 622 5670
083 708 2928

Hospital

046 622 2215

Fire Brigade

046 622 4444 046 622 2923
080 11 444 (toll free)

Water

046 603 6136

Auto Breakdown

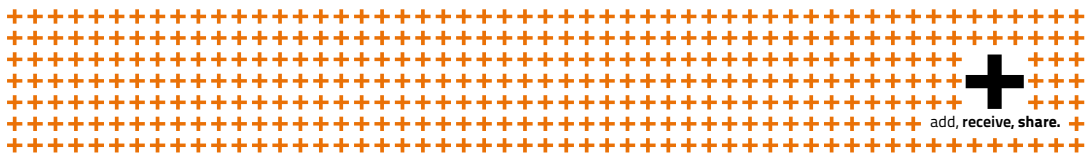
046 622 3075 046 622 8238

FAMSA

046 622 2580

Child Welfare

046 636 1355



My Volunteer Timetable

Rhodes periods & RUCE trips	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Period 1: 07:45 to 08:30						
Period 2: 08:40 to 09:25						
TRIP 1 LRU: 09:30 Start :10:00 RRU: 11:00						
Period 3: 09:35 to 10:20						
TRIP 2 LRU: 10:30 Start :11:00 RRU: 12:00						
Period 4: 10:30 to 11:15						
TRIP 3 LRU: 11:30 Start :12:00 RRU: 13:00						
Period 5: 11:25 to 12:10						
TRIP 4 LRU: 12:20 Start :12:30 RRU: 13:30	Inkwenkezi	Inkwenkezi	Inkwenkezi	Inkwenkezi	Inkwenkezi	Inkwenkezi
Period 6: 12:20 to 13:05						
TRIP 5 LRU: 13:30 Start :14:00 RRU: 15:00						
Period 7: 14:15 to 15:00						
TRIP 6 LRU: 14:30 Start :15-00 RRU: 16:00						
Period 8: 15:10 to 15:55						
TRIP 7 LRU: 15:30 Start :16-0 RRU: 17:00						
Period 9: 16:05 to 16:50						
Period 10: 17:00 to 17:45						



isiXhosa / Afrikaans 101

ISIXHOSA/AFRIKAANS SABAFUNDI BASE-RHODES ABENZA UMSEBENZI PHAKATHI KOLUNTU ISIXHOSA AND AFRIKAANS FOR RHODES STUDENTS ON COMMUNITY ENGAGEMENT WORK

The following are some basic words and phrases *isiXhosa* and *Afrikaans* that can be used generally when making an effort to reach out to people who speak isiXhosa or Afrikaans. As these are just a few please try to limit yourself to them lest you get caught up.

1. Ukubulisa / to greet / te groet

1.1 When you greet one person:

Molo sisi (Môre meisie)

Bhuti (Môre seun)

Mama (Môre tannie)

Tata (Môre oom)

Makhulu (Môre ouma)

Tatomkhulu (Môre oupa)

mhlobo wam (my friend) (Môre my vriend)

*make sure you make an effort to pronounce names correctly. Please do not be intimidated by these three beautiful sounds: "c", "x" and "q".

1.2 When you greet more than one person:

Molweni (Hello) (Hallo)

manene (gentlemen) (here)

manenekazi (ladies) (dames)

boomama (mothers) (tannies)

manene namanenekazi (gentlemen and ladies) (here 'n dames)

bahlobo bam (my friends) (my vriende)

nonke (all) (almal)

When you greet in isiXhosa the time is not a factor. It does not matter what time of the day it is you greet with "*molo*" (hello) for one person or "*molweni*" when they are more than one.

In Afrikaans- one can say '*goeie môre*' for good morning, '*goeie middag*' for good afternoon and '*goeie nag*' for good night for one or more people.

Remember to shake hands if you can. This narrows up the gap between two people.



2. *Impilo* (Health)/ *Ukubuza impilo* (To ask for well-being) (Om te vra vir welstand)

2.1 *Kunjani?* / *How is it? (hoe gaan dit met jou (u - formal))

Usaphila? / *Are you still well? (Is jy nog steeds wel)

Uvukile? / *Did you wake up? (NA in Afrikaans)

Uvuka njani? / *How did you wake up? (NA in Afrikaans)

Usavuka? / *Do you still wake up? (NA in Afrikaans)

Nivuke njani? / How did you wake up? (NA in Afrikaans)

*all these are direct (word for word) translations into English. Otherwise each one of them asks the question, "How are you?"

2.2 *Ndisaphila, enkosi.* / I am still well, thank you. (Ek is nog steeds goed, dankie)

Ndiphilile. / I am well (Ek is goed)

Ndivukile. / I woke up. (NA in Afrikaans)

Sivukile. / We woke up. (NA in Afrikaans)

*the use of the plural shows the care the individual has for the well-being of others.

3. *Igama lam* / My name / (My naam)

3.1 *Igama lam ngu* - My naam is

Igama lam nguThemba / My name is Themba. / (My naam is Themba)

Igama lam ndinguSipho / My name is Sipho / (My naam is Sipho)

3.2 Ungubani igama lakho? What is your name? Wat is jou naam?

*it is better to first introduce yourself and then you can ask the other person for his or her name.

4. *Ifani yam.* / My surname / (My van is)

4.1 *Ifani yam ngu*- My van is

Ifani yam nguMafiko. / My surname is Mafiko. (My van is Mafiko)

4.2 *Ngubani ifani yakho?* / What is your surname? / (Wat is jou van?)

Ifani yam nguSimpson. / My surname is Simpson. / (My van is Simpson)

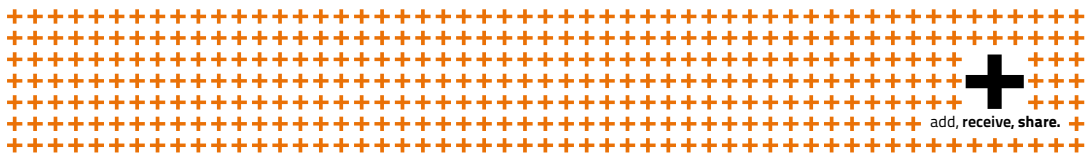
Ifani yam nguJadezwi. / My surname is Jadezwi.

5. *Uhlala phi?* / Where do you stay? / (Waar bly jy?)

Ndihlala eCanterbury. I stay in Canterbury House. (Ek bly in/by Canterbury House)

Ndihlala eRhini. I stay in Grahamstown. (Ek bly in/by Grahamstad)

Ndihlala eJoza.





RHODES UNIVERSITY
Where leaders learn

Address:

5 Prince Alfred Street,
Rhodes University
Grahamstown,
6140

046 603 7229
046 603 7482
046 603 7230

Website:

<http://www.ru.ac.za/communityengagement>

or follow us on:

Facebook: RUCE: Rhodes University Community Engagement

Twitter: @RUEngagement

