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HANDBOOK
2022

Mutually beneficial process of meaningful Community Engagement

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HANDBOOK 2022

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Foreword from the Director of Community Engagement & Community Engagement at Rhodes University

South Africa is still held in high regards by the international community for its peaceful transition to democracy. However, as South Africans we should be gravely concerned that after 25 years into democracy we hold the record of being the most unequal and divided society in the world. It is this context that institutions like Rhodes, and individuals like you and I need to consider our role in a society that needs to be reimagined and remade to be more just and equitable. In fact, it presents a wonderful opportunity for us to roll up our sleeves and become part of the strategizing and working collectively to reshape and remake a society we would all feel proud to live in.

The mere fact that you have enrolled to be a part of **Siyakhana@Makhanda** Programme means that you are willing to invest time and skills in this important mission. Rhodes University has the privilege of being in partnership with several community based organisations, who open up their organisations as sites of learning for students and staff. Rhodes University also has a commitment to opening up the doors of the university to allow for students, staff and community based organisations opportunities and spaces for sharing knowledge.

The **S@M** programme was conceptualised for Rhodes residents and societies, creating the opportunity to develop a meaningful partnership with a community based organisation, allowing for relationships to be built and joint planning and execution of projects. Wardens, CE reps ans Society chairs are critical to the success of these initiatives.

Rhodes does this in several ways

Credit bearing Community Engagement activities
- Service Learning
- Engaged research
- Scholarship of engagement

Non-Credit bearing community engagement activities
- Volunteerism
- Engaged Citizens Programme (ECP) (individuals)
- Siyakhana@Makhanda (groups and organisations)
- 9/10ths Mentoring Programme
- Hall/Residence CE projects

We look forward to journeying with you through the **Siyakhana@Makhanda** process and we trust that it will be a very enriching experience, as you build new relationships, contribute meaningfully and equip yourself with a unique set of skills.

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WHAT IS SIYAKHANA@MAKHANDA?

Siyakhana is a project planning process between community based organisations and student organisations. In an effort to support student organisations (societies, residences and sports clubs) to better understand community development processes and the role of volunteers in supporting community based organisations. Siyakhana@Makhanda 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@Makhanda groups will co-create a project based on shared goals and interests from start to finish. Embarking on an exciting, creative, and challenging learning experience, participants in Siyakhana@Makhanda will work closely together for 19 weeks.

WHY IS IT HAPPENING?

The idea is to ensure that students gain a more thorough understanding of relationship building and project management. We hope that by introducing this process, student organisations will gain a more robust understanding of CE, that will enrich their understanding of social justice and community development, as well as supporting the building of meaningful relationships with community based organisations.

HOW WILL IT WORK?

The 19 week process will see student organisations 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. Students and partners will jointly present their project proposals to a committee for feedback. Once this is done, they'll 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.

WHO CAN JOIN?

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

CORE CRITICAL OUTCOMES:

- **Relationship building:** allowing students and community based organisations to build meaningful relationships and a commitment to a process of learning and unlearning together
- **Working effectively with others:** enabling students and community based organisations to co-create a project , working as members of the same team
- **Organising and self management:** developing organisational skills, promoting ethical behaviour and taking responsibility and ownership of the learning process
- **Identifying and solving problems:** showing critical thinking and creative engagement, demonstrating an understanding of the world as a set of interrelated systems and recognising that problem solving does not exist in isolation
- **Critical reflection:** thinking seriously about community development and sharing insights of praxis through ongoing reflection.

Learning outcomes for Students:
- Project mamagement skills and how to work in a team
- Asset based Community Development Theory
- Networking
- Understanding of the Makhanda context
- Adding value to the educational opportunitiy of your children

Learning outcomes for Partners:
- Project management skills
- Networking
- Asset based Community Development Theory
- Social capital of student support
- Support for learning outcomes of children
- Co-management of the Programme

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▪ PROJECT PLANNING CYCLE ▪

Who can participate?
- Societies
- Sports clubs
- Departments (Support & Academic)
- Residences and Halls
- Student groups (5 members)
- Community partners

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:
- Addressing local challenges together
- 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

What is Siyakhana@Makana?
- Project planning process between community based organisations and student groups
- Working towards a shared co-created project from start to finish
- Embarking on an exciting, creative and challenging learning experience

Principles of Community Engagement:
- Mutuality
- Asset based approach
- Joint learning, action, reflection

Monitoring and Evaluation:
- Joint mandatory training
- Joint monthly reflection meetings
- Joint mid-year review
- Joint annual review

Reimagining Grahamstown ▪ TOGETHER ▪

PHASE 1
Establishing relationships + Partnership
- Visit Community partner
- Expectations
- MOU
- Site Orientation
- Plan transect walk

PHASE 2
Community Mapping
- Transect walk
- Identify asset
- Draw map

PHASE 3
Goal Identification
- Discuss target goals for project & choose one
- Brainstorm needs
- Develop this into a smart goal

PHASE 5
Joint Project Planning
- Unpack goal into activities
- Share tasks
- Time frames
- Risk analysis
- Monitoring plan

PHASE 5&6
Presentations to panel
- Present & receive feedback

Panel consists of relevant community partners as potential collaborators

PHASE 7-12
Project Implementation
- Work as a team to achieve goals

PHASE 13
Mid-term Project Evaluation
- Evaluate the project jointly

PHASE 14-18
Project Implementation
- Work as a team to achieve goals

PHASE 19
Final Project Evaluation
- Evaluate the project jointly

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Chronology of Siyakhana@Makhanda 2022

SEMESTER 1		
DATE	**ACTIVITY**	**TASK**
2 March	Establish relationship/partnership Programme overview (Community Partners & CE Reps to attend)	Establish communication strategy
9 March	Community Mapping	Present asset map to group
16 March	Goal Identification (Community Partners & CE Reps to attend)	Submit 3 goals and reasoning behind them
23 March	Project Plan of Action	Leave with draft POA (to be confirmed with CP)
26 March-10 April	School & Rhodes Vacation	
12 & 13 April	Presentations (Community Partners & CE Reps to attend)	Present final POA
4 May	Community Partner Evaluation	
5 May	CE Rep Reflection meeting	
SEMESTER 2		
18 July onwards	Project implementation	
27 July	Reflection meeting (Community Partners & CE Reps to attend)	
31 August	Reflection meeting (Community Partners & CE Reps to attend)	
26-30 September	Exit Strategy & Conclude project	
5 October	CE Awards	

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Role of Community Engagement Representatives

Roles of CE Rep
- Join forces with the SRC and RUCE.
- Attend CE rep/and community partners quartely meetings once a month
- Support University endorsed projects i.e. CE week, CE Awards etc.
- Spread the theory and practice of CE in your residences.
- Develop any CE activity in your residence/society/sports club.
- Be a leader and commit yourself
- Maintain effective communication with your support pillars.

Responsibilities of CE Rep
- To gather peers to take part in CE.
- Attend CE Rep. meetings as called by RUCE.
- To organize in advance and manage your time.
- To have at least one or two CE activities a month or a term.
- To get your house involved in CE.
- To represent your house in any CE Forum or meetings

Characteristics:
- Student Leader & Representative
- Commitment and Creativity
- Agent of Change
- Passionate Student

If you have any questions about your role as a CE Rep, please contact the SRC Community Engagement Rep: srccommunity@ru.ac.za

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Phases of Project Cycle

The Community group that you are working with is already involved in their own community development process. They have identified their goals for the year and your role is to select one goal and work alongside them to achieve the desired outcome. The project cycle has seven main phases:

1. Identification
2. Preparation
3. Appraisal
4. Presentation
5. Implementation
6. Monitoring
7. Evaluation

In any community development process there are a number of phases, all working towards the greater goal of shifting the group to an improved situation.

Below are the four phases that are part of each cycle. These phases are not linear and you may find you return to some several times in the project cycle.

Step 1 Element of Warmth– **FIRE** Relationship of warmth and trust	Step 2 Element of light– **AIR** Gaining Understanding	Step 3 Element of fluidity– **WATER** Bring about change- transformation	Step 4 Element of structure– **GROUND** Embed the change systems & structure
Getting to know each other	Community Profiling & Situational analysis	Plan and Implement	Evaluate & sustain change

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Establishing Relationships & Partnerships

Building and sustaining mutually beneficial and respectful relationships might seem intuitive, but it is important that you ask yourself a few questions before going forward. Community development processes cannot happen without working with people, whose knowledge, experience, guidance and interest in the programme are central to its success. Consider, how are you approaching the community partner organisation you intend to work with?

Honesty and respect:
It might seem simple, but you need to ask yourself, how am I presenting myself and my proposed project to those who I intend to work with? If you are not being completely honest about your own intentions you cannot expect to build an honest and trusting relationship with an individual or an organisation.

Laden Ideologies:
In the initial stages of building a partnership, have you taken into account of what your deeper values and principles are that will guide and sustain the project or programme you are facilitating/coordinating? Have you questioned whether your own guiding principles challenge or complement the individual or organisation's values and principals you are working with?

Power:
Have you asked yourself whether the project or programme you intend on building sustains old damaging power structures. Take cognisance of the history of the organisation you will work with, and the history such an organisation has with the university. Have you considered where your first meeting will be? The language you use to communicate? Mediums you use to communicate? Don't take your comfort zones for granted, such as asking community partners come to the university or a space they may not necessarily be comfortable in so that you can talk at them about the intended programme or project.

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. As student organisations you only have 19 weeks available to undertake a programme. Ensure that your team and community partner are aware of the university time table, and when they can reasonably expect to be working together. 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 team. You also need to be honest about your shared resources, and what you expect from each other over the duration of the partnership. Be honest and open the lines of communication about what each partner is expecting, and make sure that you listen carefully to what the organisation is expecting from the partnership.

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Team work and efficiency:

There is a great deal to be said about getting things done, but how are things getting done? Who is getting to make the decisions? How do we discuss these? Open and honest communication in our teams may be challenging and seem to be odious practices, but in order to build and share a basic level of trust amongst members, communication is key. A dogmatic attachment to stringent meetings or structures may not work for your programme, but you must discuss and try out processes that do work for your particular team's dynamics. We obviously don't want society to be a place where everyone must fulfill their duty punctually and without complaint, however, if we don't discuss how we wish to work together, this is how we may behave in the heat of action.

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 done 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. It is important to keep reflection processes in mind so that everyone can monitor the process they are participating in.

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 project you started. Given the shifting student body, very few student organisation's programmes can continue forever, thus a clear and careful discussion with the partner organisation must occurr 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 closing ceremony to celebrate the achievements of your aspect of the programme? How will you share what you've learnt with students who follow next year? 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. The most important principle in planning your entry and exit from a community organisation is open and honest communication.

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Name of Organisation

Location of organisation

What is the vision/goal of the organisation?

What are the key activities that the organisation is involved in?

Who does the organisation serve?

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Who's who in the organisation?

Role	Name and Surname	Email/phone number

There is often a faulty assumption that silence implies consent, which can end up stifling broader discussion and the consideration of alternative proposals. Fourth, team leaders have an unfortunate tendency to exercise covert forms of power-over rather than power-with by steering the conversation based on their own biases.

The fifth problem with consensus is more fundamental and structural. Ironically, the seemingly benign notion that all voices are equal can hide the uncomfortable truth of systemic inequality. Almost inherently, the consensus process can absolve us of actively examining how privilege and oppression shape our spaces.

In an effort to address these problems, many communities and collectives use modified forms of consensus — for example, prioritizing and taking leadership from women, people of color and those directly affected by decisions being made; facilitating small break-out groups to ensure more engaged participation; encouraging more debate and discussion rather than just asking for blocks; and actively incorporating anti-oppression principles to prevent harmful opinions from further marginalizing historically disadvantaged peoples. Consensus can be beautiful and transformative, but only when the structures and processes are meeting the needs and desires of those engaging in it. Otherwise, it can be just as shackling as more conventionally authoritative decision-making systems. Remember, consensus is a means to an end, not an end unto itself.

WE ARE ALL LEADERS

> "An otherwise healthy distrust of hierarchy can lead to a negative attitude
> toward all forms of leadership.
> Actually, we want more leadership, not less"
> Jonathan Matthew Smucker, "Beautiful Trouble"

"Taking leadership can mean taking initiative on moving a project or task forward, or taking responsibility for recognizing what is needed, and stepping up individually or collectively to do that thing. It is important, in other words, to distinguish between horizontal organization and disorganization, and to foster models of dispersed leadership that promote responsibility, accountability and effectiveness. Building our collective power is one of the most important challenges of grassroots organizing. We need to build a culture where we're all invited to step up. This means stepping up in ways that make space for others to step up — where others feel invited to step up and take initiative, too. 'Stepping up' can mean actively listening to and learning from others. It can mean taking time to recognize and value many different forms of leadership in the group. And it can mean looking for and nurturing leadership potential in others, who may not feel entitled to step forward uninvited or unsupported. A culture that values healthy leadership is one that also prizes accountability, in which we are responsible for and accountable to one another. But this focus

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on accountability must go hand-in-hand with a group culture that values leadership. Otherwise we may develop a 'circular firing squad' mentality in which we waste our energy cutting each other down for taking initiative. We need a movement where we are constantly encouraging each other to step into our full potential and shine as a collective of leaders working together for a better world. Let's all be leaders. Let's be leaderful, not leaderless."

TERMS OF ENGAGEMENT: CONSIDER WHY WE WANT TO WORK TOGETHER

What are our expectations of S@M? These must be realistic and achievable.

What do you as students want to achieve from this project in terms of personal development and skills?

1.

2.

3.

4.

What does your community partner want to achieve from this process?

1.

2.

3.

4.

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Community Mapping:

What is mapping?

Mapping is a means to better understand the context within which you work. Depending on the size/scope of the project, you may wish to map a neighbourhood, a town. For the purpose of your projects, you might consider mapping key areas in the wards you will be working in. The knowledge of local people is taken as a starting point and persons wishing to work on a project learn from them by using many different locally adopted methods. The ultimate goal is to identify possible concrete actions, based on a shared understanding of the situation at hand. The attitude of members of a project determines the participation of local community members. Lecturing/extensive extractive interviews may block building of rapport. Mapping allows us to understand the context and the 'rhythms' of the community around the organisations you will be working in.

Key things to remember:
- Clearly outline purpose of gathering information
- Patience and active listening
- Respect each other's forms of dialogue
- Work with methods that open up a space for community members to express their views (ask questions)
- Use visuals and discussions instead of paper work/questionnaires alone
- ALWAYS verify the information gathered
- Remain genuine

This is a practical exercise that is done with the community partner (see steps). This must be organized as part of the Week 1 visit.

Mapping Technique: Transect Walks

The Transect walk is a useful tools to help you to map out what organisational and community resources are available to work with. You will also get to understand the challenges the organisation faces and what may have contributed to some of these.

Transect Walk (Observational walk)

A Transect Walk introduces your team to the community, its inhabitants and their area. It will assist you to begin to build a relationship with the individuals you will be working with because you will have a better understanding of their environment and the things that make them strong as well as the things that challenge them as human beings and as organisations.

The Transect walk is a way to collect information and map the area around the Community Organisation you have chosen to work with. It is critically important to understand the context you are intervening into. You will collect general information and also specific information particular to the Organisation's goal you have selected. If for example you are working on a health related goal then you will be particularly interested in the environment and how it is managed. Is there a dumping problem, leaking sewerage, public toilet facilities, food gardens, control of animals, clinics, health workers and other health services etc?

The Transect Walk is therefore used to identify opportunities and to understand the problems faced by the community. Once you have done the walk, you return to the community partner and draw the map on a large sheet of poster paper (see examples done by groups below).

Advantages of a Transect walk
- Mapping and the associated discussion quickly provide a broad overview of the situation
- They encourage a two-way communication
- They help people in seeing links, patterns and inter-relationships in their territory
- It is very participatory allowing everyone to participate, even the illiterate
- Less intrusive than questionnaires, it also encourages two way communication

Weaknesses of the tool
- Subjectivity and superficiality: mapping exercises must be complemented by information generated in other ways

What is needed:
- Notebook and pen
- Appropriate clothing and footwear
- Maps if available e.g. from google earth

For the subsequent write up:
- Large sheet of paper
- Coloured pens

Step 1: Select the local analysts

Ask the Centre Manager to identify a group of people that will talk about their perceptions of the community and the available resources. This group must be willing to walk you through the community. A group of five local analysts will be ideal and they should include some Centre staff and some community members if possible.

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Step 2: Provide Introductions and Expectations

The student group meets with the Community group and introduce themselves, explaining carefully and clearly the objectives of the walk and the discussion. Check that the local analysts understand and feel comfortable with what will be discussed. A strong focus must be on the information that is needed to meet the goal you have chosen to base your intervention. If you chose an educational goal then much of the information you gather must be around this.

Step 3: Do a Transect Walk and Produce a Transect Diagram

Discuss with the local analysts the route they would like to follow on the walk. Ask the analysts to think carefully and plan a route that covers the features they want to see and show during the walk. Explain the route does not have to be straight, but can meander if necessary.

Ask the local analysts to discuss and describe everything encountered or noticed and to explain the key characteristics of what they see. Help the discussion by asking lots of questions about details and by making observations. Make notes of all vital information gathered and draw sketches where necessary.

Walk slowly with the analysts and remember it is not necessary to stick to the planned route, deviate when useful or interesting. After the walk has finished, sit down in a suitable place with the local analysts to discuss and record the information and data collected. Prepare an illustrative diagram of the transect walk using the information. The diagram can be prepared on a large sheet of paper.

Step 4: Analyse the Transect Diagram

It may be useful to have a list of questions to guide the discussion about the information gathered during the transect walk. Key questions may include:

- What resources are abundant and what are scarce?
- How do these resources change through the area?
- Which resources have the most problems?
- Where do people obtain water and are there problems with this supply?
- What power do families use in their homes – candles, electricity, gas, paraffin and are there any challenges with this?
- What constraints or problems are in the different areas?
- What possibilities or opportunities are in the different areas?

Step 5: Conclude the Activity

Check again that the analysts know how the information will be used. Thank the analysts for their time and for helping you to understand the context in which you will be working.

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Asset Based Development

WHAT IS AN ASSET?

Assets refer to resources such as human and natural resources. This perspective adopts a strengths-based/asset based approach to community development as opposed to as deficit/needs based approach. Strengths could refer to the tangible (physical/infrastructure/human) resources or intangible (knowledge/experience/skills) that exist in a team. Diversity is a great asset to a team as it allows wide range of perspectives and life experiences.

Asset identification takes place before a project is started so that project objectives/goals will be handled in terms of available resources. Asset identification encourages people to pay attention to their objectives and, by doing so, lays the foundation for a community development programmes/project. It's important to recognise assets within a community and within a team before seeking out external resources to use towards advancing the project. If people recognize their assets, they can begin to use their agency. History has shown us that if people invest their assets, there is more buy in and the project will be more sustainable.

Asset identification in the student group

Individual skills, knowledge and capabilities you have as a team	What knowledge do you bring from your academic discipline?
What University networks can you draw on: are there any societies, student groups and academics you can collaborate with?	Outside networks/sources to draw on. Do you know NGO's or people with specific expertise to assist you with the project?

Asset identification in the Partner site

Organisation's human resources (skills/ capabilities/knowledge)	Natural resources near by
Infrastructure/tools/teachnology	Other relevant resources you can access

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Goal Identification

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed. An important component of setting goals is to ensure that all members participating in the programme understand and agree on the goals set. This is a negotiated process that ties listening and learning to communicate as a team.

A SMART goal is:

Specific (and strategic): Linked to position summary, departmental goals/mission, and/or overall goals and strategic plans of residence . Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time framed: Goals have a clearly defined time-frame including a target or deadline date.

EXAMPLES:

Not a SMART goal:

Work with children to improve their writing skills. Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.
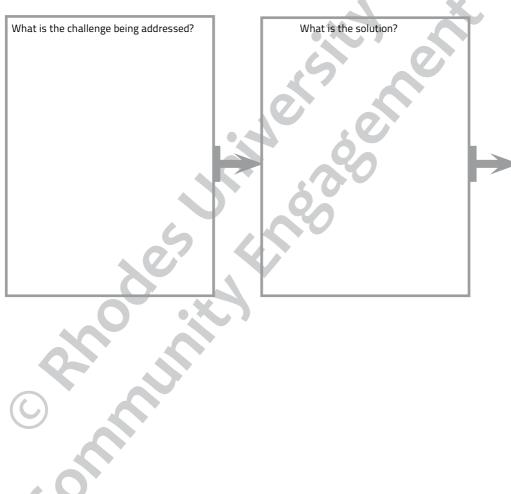
Is a SMART goal:

Our residence wants to work on literacy and work with primary and high school students . After visiting community organisations the residence has identified a goal to work with Fingo Library every week to help improve written communication skills of children and help volunteers learn basic isiXhosa communication. There are 36 people in our residence and each student will volunteer twice a term, we will have a roster in the common room to help students sign-up for volunteering. The house comm and community partner organisation will work to develop an activity box by end of first term, where books and learning materials will be available for volunteers and the library to use.
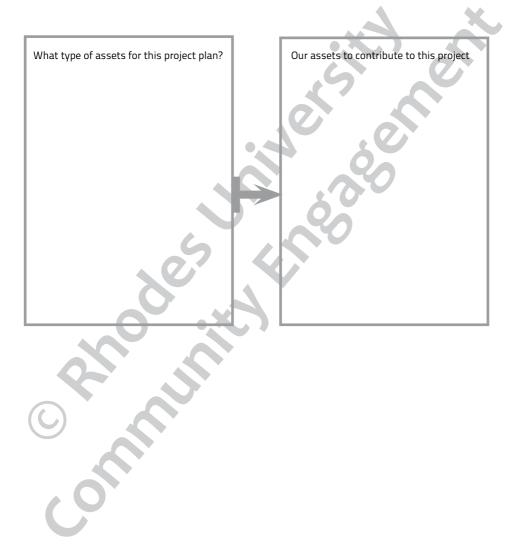
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Project plan of action

OVERALL PLAN
(specific plan later)

What is the challenge being addressed?	What is the solution?

What type of assets for this project plan?	Our assets to contribute to this project

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Week	Task	Performance tracking
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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Risk assessment & sustainability

What is risk assessment?

All projects have risks or challenges they face, and it's important to think about these when you start. There are diverse kinds of risks a project can face. Consider the following risks:

- Social factors
- Economic factors
- Environmental
- Time constraints
- Over-committing
- Conflicting schedules
- Sustainability

What is sustainability?

To sustain something means to enable it to continue for a long time. Student organisations may not be part of the whole development process of community organisations they work with, but their interventions ought to not interfere with the long term sustainability of a community organisation's work. Sustainability may refer to a variety of things:

- Process: is the process followed dependent on external resources alone? Then it has a high chance of not being sustainable. Process sustainability is linked to community ownership and level of freedom from dependency and or external impositions on the organisation's thinking.
- Environmental sustainability: refers to the wellbeing of the natural systems upon which all life on earth depends, therefore its important to take cognisance of the natural resources you use and how these can be nurtured and replenished.
- Socio-political and cultural sustainability: refers to the ways in which decisions are made and the processes followed in running a programme. One kind of development may bring about unintended deficits and imbalances. Ensuring that you understand the risks and have measures in place to mitigate against these to ensure resilience at the face of challenges.
- Economic sustainability: people cannot sustain working in a programme out of sheer benevolence alone, but also need a means to provide for their livelihoods. Programmes that disrupt people's livelihood strategies are unlikely to be sustainable.

Checklist

In your teams, review and discuss your project plan so far. Ask the following questions?
- Have you made a reasonable assessment of the issues?
- What do you still need to know about the issues?
- What questions do you still need to ask to better understand the issues?

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- What experiences do you still need to have to better understand each other as a team?
- Have you communicated with all people involved in the programme?
- Have you followed the terms of engagement you decided on at the start?
- What challenges have you faced as a team?
- Has every role player's views been taken into consideration?
- Have you discussed the goals with everyone in the team?
- Does everyone in the team understand the goals?
- Have you kept the goals SIMPLE?
- Have you made an accurate assessment of the resources in your team?
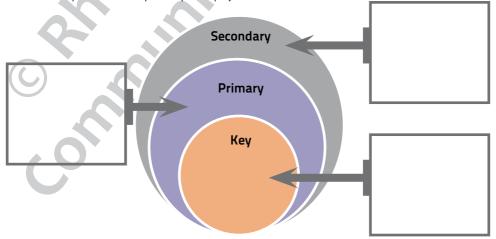- What resources/assets have you discovered within the team?

Assigning roles

Identify participants:

Each neighbourhood has participants, with varying degrees of interest in the development project and process.

- Key participants: they are the key people who are impacted by and involved in the programme. They have the greatest influence upon or importance within the project.
- Primary participants: they are the people who live/work with the people involved in the programme and are indirectly affected by the community development project. It could be the university or members of the organisation. They have great influence on the people in the project.
- Secondary participants: they are people or organisations in the surrounding areas that are indirectly affected by the community development project

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Monitoring and evaluation

When we monitor, we check how things are going with the project. Monitoring is ongoing and is key to good leadership and accountability of all members of the team. We assess the project, identify challenges and find out where we need to give support.

Evaluation is what we do at the end of a project, to measure the efficiency and the effectiveness of the project

- At every stage of the progress of the project, you need to reflect on the actions taken by the team and assess risks and deal with challenges
- Each activity is monitored with a SWOT analysis

- Looking at strengths, weaknesses/challenges, opportunities and threats

- Steps to be taken to continue the activity in the agreed direction
- Steps to be taken to continue to the next activity

Take a look at your Project Plan of Action and use it to design a Monitoring and Evaluation Plan.

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Presentations

As part of the Siyakhana@Makhanda Process, all teams will be asked to offer a 15-20 minute presentation on your journey as a team and the programme you will be running for the next 10weeks. Presentation skills are invaluable in community engagement work, and we would like to encourage all teams to improve their public speaking skills so they may become comfortable in communicating their work and encouraging others to support their cause.

Presenting a project proposal:
- Detailed plan of the project proposal is presented
- The proposal is professionally presented and agreed upon by all parties involved in the process
- Gain feedback and insights to improve upon the plan of action

Formats and aids for presentations:
- Photographs/models: useful for visualising a process
- Posters: a great format to use photos, drawings and text and can be reused for displaying information long after the event.
- Power Point: easy to use and allows for use of music, videos, text, images etc.
- Prezi : beautiful interface and allows you to do what you do on Power Point but with more variety
- Videos: if you have the technical know-how to produce a video, it can be a great way to share information on multiple platforms long after the presentation and gives the feeling of seeing more of a place
- Drama/music/poetry/dance: interactive, collaborative and engaging way to present information

Some Tips for Presentations:

1. Give it Focus: you can do this by being organized and preparing as a team

2. Tell Compelling Stories: keep in mind the reason why you are presenting, to share the work you do. Stories do a great deal for emotional connection than any other speech technique, so keep the stories authentic and related to your learning.

3. Work as a team: allow space for members of your team to have a role in presenting the programme. There are powerful dynamics in movement and vocal inflections that will help your listeners feel your passion and energy. Take the time to create a script/running order and memorize it so you own the material. You don't have to know it word for word but you should be able to clearly articulate the key points without your notes. Then you need to rehearse... a lot.

4. Use Media Only to Enhance: PowerPoint, visuals and video are powerful presentation tools when used correctly. But they can be disastrous distractions when misused. They should never replace you as the

provider of expertise. Don't ever let your audience feel they would have been better off if you had just emailed them the deck. Ask yourself if a slide or video is truly necessary before adding anything. Visuals are good for making an emotional connection only if they are relevant and required, otherwise best to just leave the projector off and focus more on your storytelling and performance skills.

5. Create a Worthy Leave-Behind: Give your listeners something to remember you by. It might be as simple as a small flyer/poster/inspiring/intriguing thought to take-away. Whatever it is, make sure it's relevant to your compelling story and compels them to understand why you are undertaking the project.

Feedback from presentations

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Types of reflections

Journals can be used to record and reflect upon a situation/issue from a number of perspectives or view-points. The following table explores a reflection on cultural differences.

Type of reflections	Reflection on cultural differences
Observations	It was really obvious that Australian and French humour differs substantially.
Questions	Does this difference indicate deeper cultural differences between the two countries?
Speculations	It is possible that the differences in humour reflect different cultural values. These include…
Self-awareness	As ever, being able to successfully navigate cultural transition depends upon being prepared for it, understanding it when it does occur (including the natural 'ups' and 'downs') and dealing with it proactively.
Integration of theory & ideas	Kohls (1999) describes cultural disorientation as the 'psychological disorientation' most people experience when they move into a culture markedly different from their own. Kohls, Robert L. (1999). Survival Kit for Overseas Living (4th ed). Nicholas Brealey Publishing
Critique	But here lies an opportunity for me to reflect upon deeper cultural differences through a formal analysis of the concept of cultural disorientation and my own experiences.

Reflect

Reflection involves thinking about and interpreting the experience. Reflecting involves thinking about the values, beliefs and assumptions you are writing about. The reflection aims to show the development of your ideas over time.

Useful questions for reflection:

- Why did this happen in this way?
- How could it be improved? How could I improve the way I did things?
- How could the situation be improved?
- What effects would these improvements have?
- What values, beliefs, assumptions would explain this behaviour/incident/occurrence etc.

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Analyse

Analysis in a reflective journal may involve three things:

1. Analysis of experience or content
2. Integration of experience with theory
3. Demonstration of improved awareness and self development

Useful questions for analysis

- What are the advantages/strengths/disadvantages/weaknesses?
- How could the weaknesses/disadvantages be improved?
- What are the similarities & differences between this and theory?
- How could this experience/theory contribute to improving this?

Journals cover these elements:

Information: your journal should show that you've attended the classes, done the readings, understood the issues and theories involved and it should include personal interpretations of the course work. Observations: descriptions of what you've read or activities you've participated in.

Speculations: your 'wonderings' about the meaning and implications of course related events, reading, discussion and issues.

Understanding: making personal sense of issues or concepts.

Questions: these can include academic queries, your own doubts, things you would like to find out about.

Synthesis: pulling together ideas to find connections and relationships. Also, if work experience is part of your course, you need to bring together these experiences with concepts and ideas covered in class and in the readings.

Critique: identification of the strengths and weaknesses of theories, readings,   and activities in the course.

Revision: you might look back at earlier entries and realise your ideas have changed or expanded in some way. This shows the developmental nature of journal writing.

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Project Implementation

Drawing on the feedback you received on your presentation. Take a look at your project implementation plan and timeline. How will the feedback help you begin to implement your programme.

GOAL

What are we ultimately trying to accomplish

KEY ACTIVITIES	TASKS

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TASK ALLOCATION	TIME FRAME	MONITORING

EXAMPLE

GOAL: To establish a reading corner

Activity to acheive the goal	Break the activity down to task	Task allocation	Time frame	How will you monitor?
Identify suitable books	1. What age groups and suitable books 2 . Language? 3. Consult with someone in the literacy space. e.g. librarian 4. Number of books needed?	Michael & Thobani	By the end of week 3	Short report to be submitted to the CE rep with required information
Fundraising for books	1. cost of books needed 2. Organise a fundraising drive	Sandiswa, Azola & Philisa	By the end of week 5	A quote from the bookshop
Purchase of books				
Care of books	1. Cover books in plastic 2. Session with the teacher on how to look after the books	Nosipho & Qaqamba	By the end of week 8	Books well looked after

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Timeline

Week 1:	Week 6:
Week 2:	Week 7:
Week 3:	Week 8:
Week 4:	Week 9:
Week 5:	Week 10:

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Project Evaluation

- Upon completion, the project is reassessed in terms of achievement of the goals it set out
- Team members set up an evaluation based on the purposes and objectives and activities of the project
- It is useful for community organisations to conduct an assessment of students and visa versa

End of project reflection

It's important that we reflect on your learning (and learning experiences) in different ways. Common questions arising from 'reflection' are:

- What happened? (Reflecting on actions)
- Why did it happen? (Reflecting in actions)
- What can be learnt from this for future actions? (Reflecting for actions)
- What did we find challenging?
- What did we feel we achieved?
- What could we do differently in future?

FORMULA … D-I-E-P

The following is a writing formula for reflective journal entries

D   Describe objectively what happened – Answer the question, 'What did I see and hear?'

I   Interpret the events – explain what you saw and heard. (Your new insights; your connections with other learning; your feelings; your hypotheses; your conclusions.) Answer the question, 'What might it mean?' or 'What was the reason I did this activity?'

E   Evaluate the effectiveness of what you observed/learned – make judgments clearly connected to observations made. Evaluation answers the question, 'What is my opinion about what I observed or experienced? Why?'

P   Plan how this information will be useful to you. What are your recommendations?

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Frequently Asked Questions (FAQ)

TRANSPORT: When does the bus operate?

The pick-up and return drop-off point for volunteers is will be outside the Centre for Social Development Office, next to RUCE. Please ensure you arrive 10 minutes before your allocated time. The CE office is situated at 5 Prince Alfred Street. If you have any problems with transport during the week, call **Thulani Dandile (046 603 7229)** before 4pm. Please have this number with you in case of any transport emergencies. Please note that you may not call if you were late in coming to the CE office and the bus left without you. Please ensure you sign the register on the bus every time you use it. If you have any questions, comments or complaints with respect to transport, please write these in the transport book at reception at RUCE. Volunteers placed in volunteer sites within walking distance from Rhodes University (as far as the Cathedral) do not need to make use of this transport.

BOOKING THE BUS
RUCE has a contract with a transport provider in town, and follows a clear transport schedule during the week. The RUCE transport is ONLY AVAILABLE FOR CE ACTIVITIES. Due to the high volume of volunteers taking the bus, please ensure you book AT LEAST 2 days in advance to ensure there is a space on the transport. You can book the RUCE transport by filling in the book at reception of RUCE or Email: t.dandile@ru.ac.za with the following information:

Your name, the student organisation you represent, the number of students who will be taking the bus, the trip you will be taking (based on the RUCE transport schedule), and a brief description of the CE activity you will be undertaking.

WHO CAN TAKE THE BUS?
The bus is primarily for Rhodes students, however, at times it may be necessary for community organisations working with students to undertake a community engagement activity to make use of the bus. For everyone's safety, please ensure that children who will be taking the bus are always accompanied by an adult from the organisation.

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WHAT IF OUR PROJECT RUNS SHORTER THAN 19 WEEKS?

Siyakhana@Makhanda is there to help you through the project planning and implementation process. All programmes must complete the 7 weeks of project planning, however, project implementation may be shorter. Project evaluation and reflection meetings are a compulsory component of the process, and must be built into the project implementation cycle.

CAN WE WORK WITH MORE THAN ONE PARTNER?

If the project goals are shared by more than one organisation, you may work with more than one partner, however, you will still need to complete the process with all partners you work with. We strongly recommend you try to work with one organisation at a time so as to ensure you build meaningful relationships with the partner organisations. The partner organisations may also need to work together, so ensure that you have discussed additional partners from the onset of the project.

WHAT IF WE ALREADY HAVE A PARTNER ORGANISATION, CAN WE STILL JOIN?

Yes, Siyakhana@Makhanda is a learning process that would be invaluable for any student organisations working with community based organisations.

CAN WE COLLABORATE WITH OTHER STUDENT ORGANISATIONS?

Yes, we encourage collaboration between student organisations, but we strongly recommend that this collaboration be thought through carefully and ensure that all parties have key roles to play in the process. The focus is on joint planning, joint implementation and joint reflections and evaluation.

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REFLECTIONS

The Reflection Cycle

The aim of reflection is to develop an action cycle where reflection leads to improvement and/or insight. A reflective journal is a personal/collective record of your learning experiences. It is a space where you can record and reflect upon your observations and responses to situations, which can then be used later to explore and analyse ways of thinking and being in contexts. Journals, although generally written, can also contain images, drawings and other types of reference materials. Thinking is as important as learning. Although you're familiar with this approach in your personal life you probably haven't had the opportunity to use this approach in volunteering or community engagement work. The rationale for the reflective journal is that it contributes to the building of generic skills such as problem-solving, communication and awareness of personal learning strategies. Educators assert that the emergence of reflective practice is part of a change that acknowledges the need for students to act and to think professionally as an integral part of learning throughout their courses of study, integrating theory and practice from the outset (George 2002, Smith 2001). A reflective journal is not simply a summary of all the things you did or meetings you had. It focuses more on your reactions to what you've read, what you have discussed in meetings, what you have observed whilst participating in community engagement.

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Rhodes University Community Engagement Volunteer Managers 2022

Nolly Shelle
CSD Toy Library
OPPIDAN HALL

Luleka Che
Lithalethu Pre-School
HOBSON HALL

Mfundo Balakisi
Phaphani Pretty School
ST MARY HALL

Vathiswa Bentele
Ikhaya Losizo Home
VICTORIA MXENGE

Christell Marhinus
Happy Kids ECD Centre
MIRIAM MAKEBA HALL

Mpumie Frans
CM Vellem School
NELSON MANDELA HALL

Nondumiso Quza
Boy Boy Mginywa
Pre-School
COURTNEY LATIMER HALL

Thandeka Sandi
Luzuko Pre-School
ALLAN WEB HALL

Erica Plaatjies
Care Hugs ECD Centre
KIMBERLY HALL

Zukiswa Baba
Nompumelelo Pre-School
LILIAN NGOYI HALL

Lelethu Sandi
Noncedo Pre-School
DROSDTY HALL

Nandipha Nurse
Nokwandile Day Care
Centre
JAN SMUTS HALL

Berenise Roberts
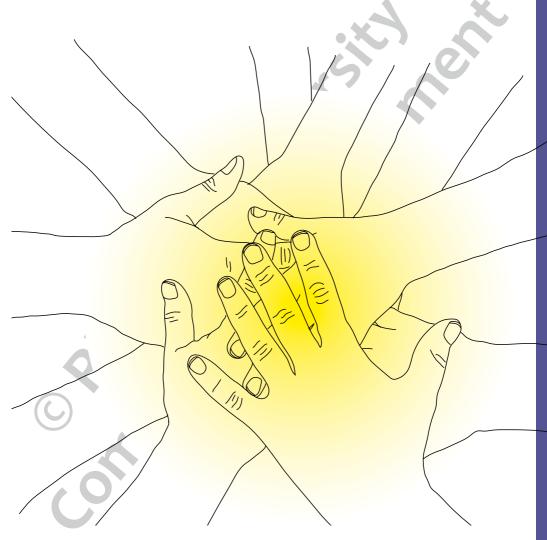Cozy Nest ECD Centre
HILL TOP HALL

Essie Davies
Rhodes Day Care Centre
DESMOND TUTU HALL

Busisiwe Booi
Pumpkin Patch Day Care Centre
FOUNDERS HALL

s@m

s@m

RHODES UNIVERSITY
Where leaders learn

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Rhodes University
Grahamstown,
6140

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046 603 7482
046 603 7230

Website:
Website : http://www.ru.ac.za/communityengagement/volunteerism/siyakhanamakana

or follow us on:
Facebook: RUCE: Rhodes University Community Engagement
Twitter: @RUEngagement

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