

***Institutionalizing Community
Engagement Embedded***

**Augmenting Universities' social
responsiveness and increase their
impact on society**

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**2019 –
COMMUNITY ENGAGEMENT @
UNIVERSITY OF PRETORIA-
SOUTH AFRICA**

Community engagement (CE) are embedded into all the academic programs and across all academic fields...

2019 –

- **30 000 STUDENTS (45% OF ALL STUDENTS) ARE DOING EMBEDDED/CURRICULAR COMMUNITY ENGAGEMENT**
- **300 COURSES /MODULES**
- **120 lecturers**
- **1000 COMMUNITY PARTNERS**
- **3000 PROJECTS**

- Community engagement (CE) works **reciprocal**... in other words... **mutual beneficial** for students; communities; universities; lecturers academia and the academic fields....
- Ensures universities to become social responsive and adaptive to change...

COMMUNITY ENGAGEMENT IS NOT THERE TO USE
STUDENTS AS....

CHEAP LABOUR or SLAVES

**IS A POWERFUL PROCESS TOWARDS TEACHING &
LEARNING & INTRODUCING STUDENTS TO
CIVIC RESPONSIBILITY**

Defining Service Learning (SL) or Community Engagement (CE)

COMMUNITY

A specific group or segment in society within which engagement is taking place in a given scope of activities at any given time.

Service Learning / Community Engagement

Purposeful, planned activities as part of, or conducive to education, to the benefit of the Student, the IHE, Academia, Academic field and the
Community.

SUCCESS.....

- **UP contributes this year more than 400 000 EUR in working hours to the local community through its community engagement activities**
- **The imputed value of UP community engagement activities estimated to 600 000 EUR this year**

AT UP CE IMPACTS on 5 domains...

- **STRATEGIC LEVEL – POLICIES & LEGISLATION**
- **OPERATIONAL LEVEL – DEVELOPMENT OF CE MODULES & OUTCOMES**
- **LECTURING – TEACHING PRACTICE & PRACTICE OF ENGAGEMENT**
- **STUDENTS – CIVIC RESPONSIBILITY**
- **COMMUNITY LEVEL –**
 - **SKILLS & KNOWLEDGE TRANSFER**
 - **DEVELOPMENT & TRANSFORMATION**

5 TOOLS:

- Policies & Procedures
- Templates for module development & study guides
- 9 Phases of the community development process in CE
- Methodologies & PAR as CE & Community development tool
- PIA as a tool to assess impact

9 Phases of the CE process

- CE is a pragmatic process comprising nine phases – every phase starts in the same.....

TOGETHER WITH THE COMMUNITY...

- All initiatives have to happen in participation with the members of the community from **planning** and **delivery** through to **impact assessment** and **feeding forward** into the next round.

Participatory action research (PAR) is the CE and community development method / tool

- PAR is extremely effective tool in bypassing pathologies created by politics in society, such as racial power relations.
- PAR should be done together with the community for the community, to address specific challenges and problems identified by the community.
- Continuous PAR creates and sustains a process of continuous transformation.
- Outcomes for each transformational cycle are difficult to predict from the outset.
- Success depends on the commitment of all the participants.

PAR – Participatory Impact Assessment is an impact assessment tool

- Impact is not about what was done.
- Impact is about the **change / transformation** that resulted.

Success vs Impact

For the IHE's success is measured by:

- Student numbers in community projects
- Number of sites of learning in communities
- Contribution to local socio-economic development
- Graduate attributes

For Communities impact is about achieving desired outcomes:

- Community's problems, as identified by the community
- Capacity built in the community to find solutions for problems
- **Solution orientation = turning problems into solutions and development into transformation**

Towards developing diverse sustainable business models

- The practice of what is now known as SL/CE was used at the University of Pretoria (UP) since 1922 – introduced by the (then) Welfare Department and Health Sciences...
- In those years the main focus was on solving problems that related to orphans; disabled; elderly & primary health care...
- Projects turned into institutions with Government support.... (Dept of Health & Welfare)

Towards developing diverse sustainable business models

- 80's the UP followed the **world trend** of the..... **“need analysis...”** huge mistake and pitfall... created an illusion that “others” are responsible for “me and my needs...” **create a dependency problem-cycle....**
- NEED APPROACH - goes hand-in-hand with charity... by 2000 UP was largest charity organization in the southern hemisphere
- Funding came from donations UP =R1b/annum
- ?no measurable impact/projects failed **due to that ownership was not in the community...**

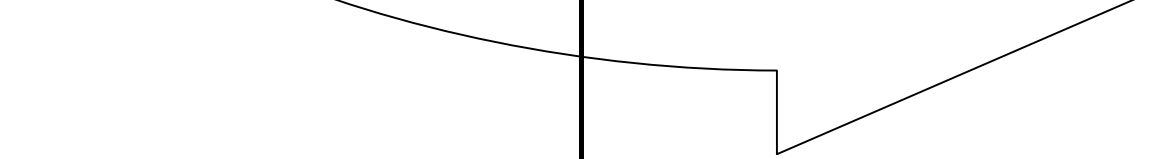
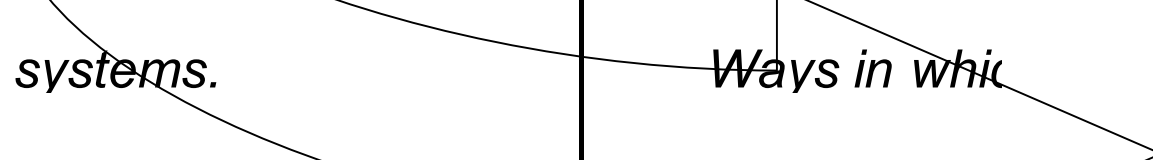
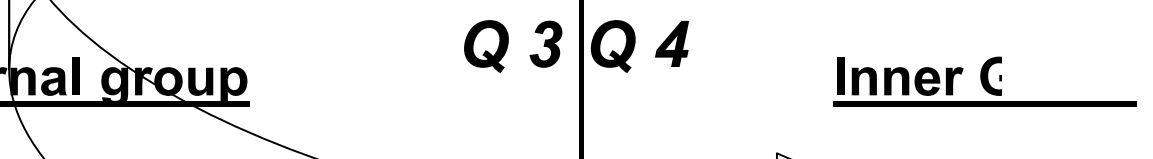
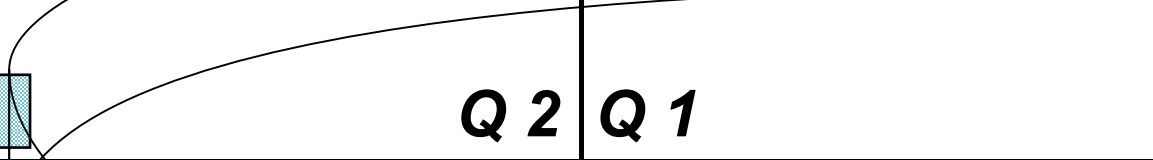
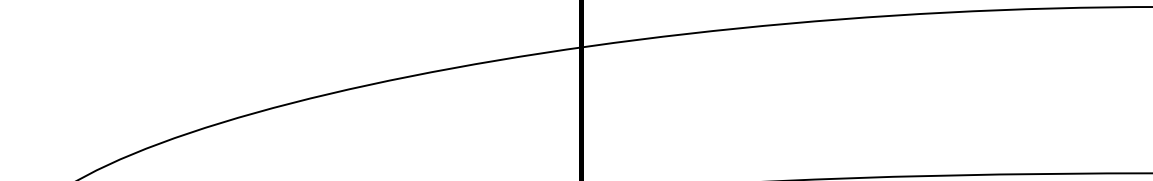
The scope of community development

External individual

Inner ind

*Skills and
knowledge.*

*Human needs
(Symptomatic*



Q 2 Q 1

Q 3 Q 4

External group

Inner G

Social systems.

Ways in whic

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Towards developing diverse sustainable business models

- Charity /**Service oriented** – not a good model in developing countries – take the service out of your service learning a.s.a.p
- Charity became fixed into the culture of UP...
by 2000 largest charity organization in southern hemisphere 20 years ago...)

Towards developing diverse sustainable business models

- ASL/CE as third mission/pillar - most universities
- ad hoc
- voluntary SL/CE or part of curricula

Depending on outside funding or limited budget...

Towards developing diverse sustainable business models

- ACL embedded/set in to CPA's (really the best mistake we have made... once someone do it... they never stop... created a huge monster... (other universities ?...))
 - Very expensive not sustainable/pet-projects
(made the same mistakes as before on a larger scale...)

Depending on outside funding or limited budget...

Towards developing diverse sustainable business models

Embedded into the curriculum

- Cost effective (17Eur/year/student)/
- Well planned and Managed
- Integrated/integral
- Development oriented – **NOT SERVICE NOT CHARITY NOT NEED BASED**
- Impact on change and transformation
- Mutual beneficial for university/lecturers/academic field/students/community

Community engagement embedded into academic programs –

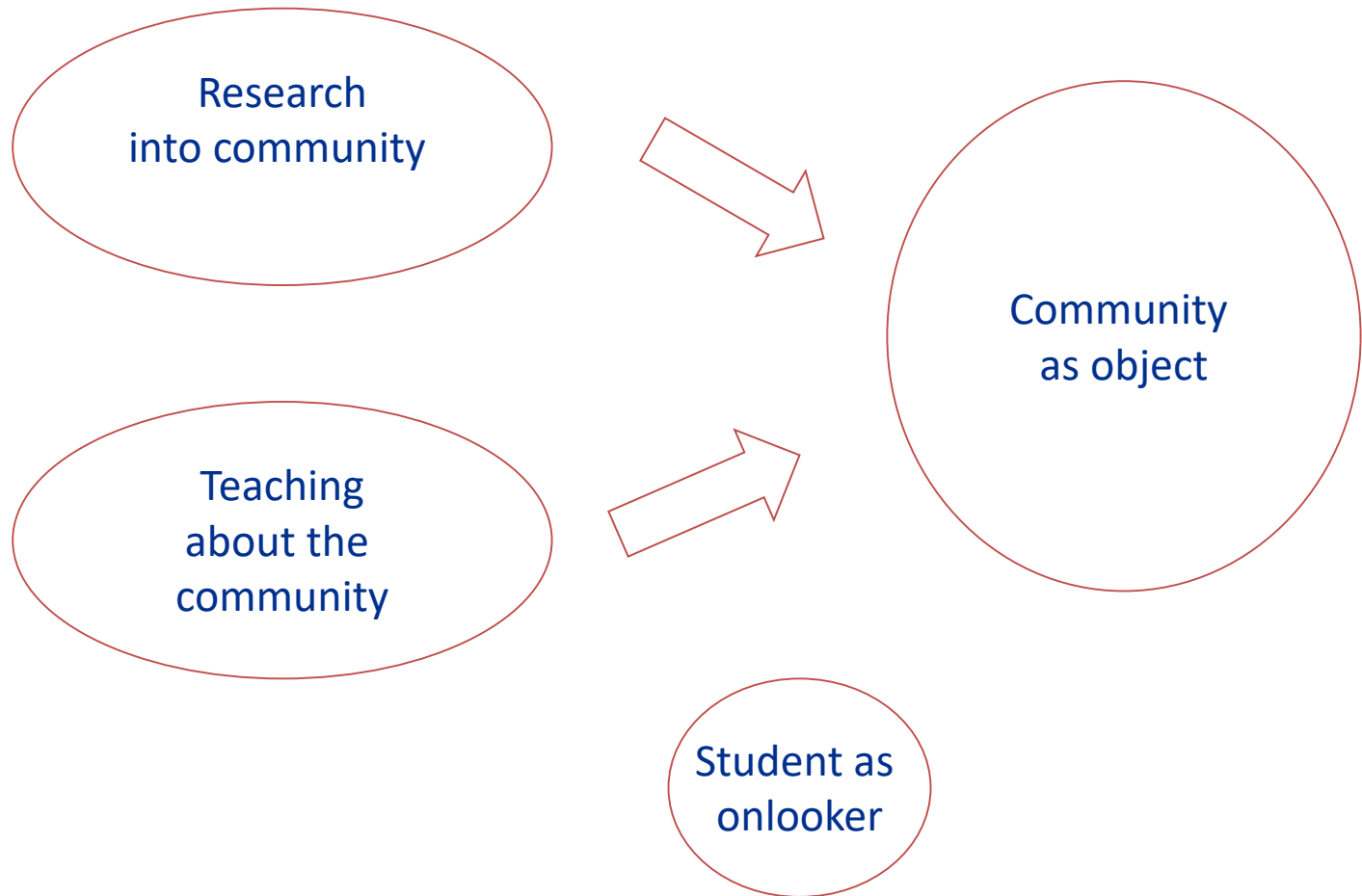
- provide deep learning experiences to students,
- fostering development of skills for
 - managing relationships,
 - problem solving
 - developing communities &
 - a sense of civic responsibility in a diverse fast changing world.

Most Universities today function within the context of highly diverse and sometimes unequal societies

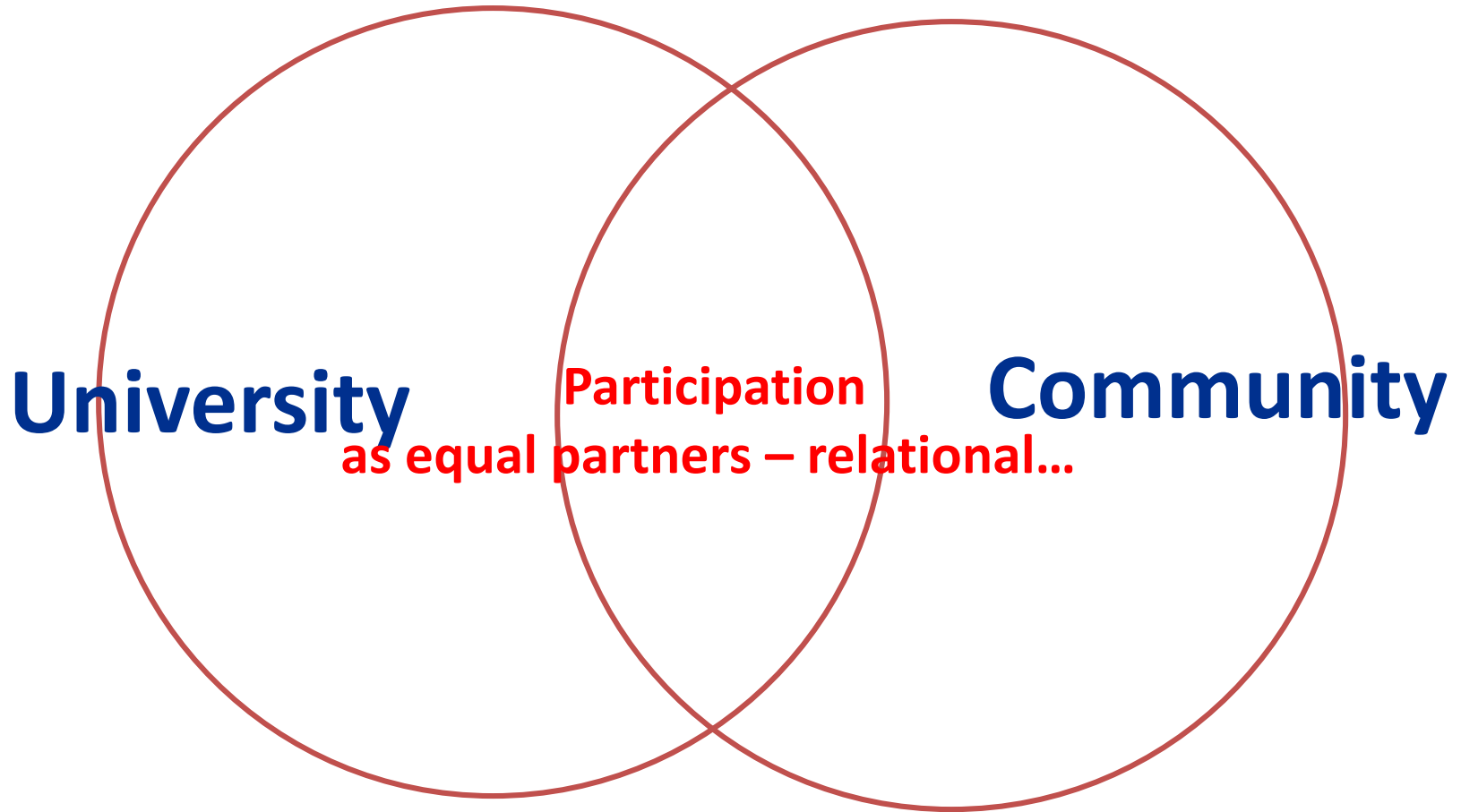
- with many of its communities impoverished in terms of
 - education,
 - social capital,
 - culture and
 - economics

- with little access to development opportunities or knowledge.... ***which is the stock in trade of universities.***

Many IHE's still have to change from ...



to ...



Professional relationship in a mutually
beneficial partnership based on trust and respect

This ask from Universities to deliberately seek to exercise their social responsibility through its

- operations,
- practices and
- partnerships.

This in effect means....

To integrate community engagement with

- research and

- academic programs

encompass credit-bearing curricular engagement in both the

- approach

and the

- scope of

social responsible/responsibility activities

(stay true to what you are...do not turn your institution into a charity.... nor into a white elephant or ivory tower)

In terms of a Policy on Embedded Community Engagement

- each academic program should include at least one CE module or a
 - CE component within the module, or
 - as otherwise required by occupational boards and/or legislation.
-
- Challenges/risks – conceptual trap; institutional culture

Conceptualising CE or ACL – always a work-in-progress

Or, it will become a trap....

FOCUS ON BASIC PRINCIPLES:

1. Why – Civic Responsibility
2. Where – Designated communities
3. How- **service/charity or** development /transformation – reflection= X-factor
4. What – mutual transfer of knowledge or/and experience

INSTEAD OF... CONCEPTUAL TRAP -

Focus on:

Outcomes

Mutual beneficial

Solve problems

Change/Transformation

Community development

COMMUNITY IS DEFINED BY THE
ELEMENTS THAT FORM PART OF IT.

The process of institutionalising community engagement

This presentation flows from two longitudinal studies:

Community /societal development... as a continuous evolving process... 20 years... (40 years...)

Consider the development process...

.....whilst implementing and operationalizing community engagement.... 20 years

Consider how you are going to approach your community engagement...

- service or service learning / charity or outreach
- knowledge & skills transfer for development...

As a research study.....

Longitudinal studies primarily use the method of observation over a longish time frame which produces vast amounts of material and data.... to identify community as well as institutional patterns/factors...

...and how these two influence each other...

Working with **vulnerable students**, individuals, families, communities and countries.

Engaging with diverse stakeholders at all levels from **within the organisation** and from **the external environment, local, nationally and internationally**

Developing **formal community partnerships** in order to develop, strengthen and enhance service provision, both **internally and externally**

Developing, managing, leading multidisciplinary teams.

Instead - follow a **counter-traditional approach**

Instead try to understand the unique characteristics of your institution and designated community...

These unique characteristics of your institution and designated community may include...

- a local community or target group such as refugees... identifying possible risk factors and take risk factors into consideration...
- such as fragmentation, poverty, crime
- the institutional culture
- academic fields available...
- then.... integrating these elements...
- the influence and impact thereof on sustainable community engagement and community development....

Longitudinal studies.... to determine...

**long-term patterns and changes both in regard
to the individual and the group....**

THE TEXTURE OF REALITY.

WE USE A MAP OF A COMMUNITY

TO UNDERSTAND HUMANS,

WE USE A MAP OF HUMAN AWARENESS

TO UNDERSTAND A COMMUNITY.

The six building blocks of human and community life.

Food and health security.
(nutrition, clinic, orphanage, hospice)

Social security.
Healthy family and Community constellation (counseling)

Sport and Recreation

Moral structure & maturity

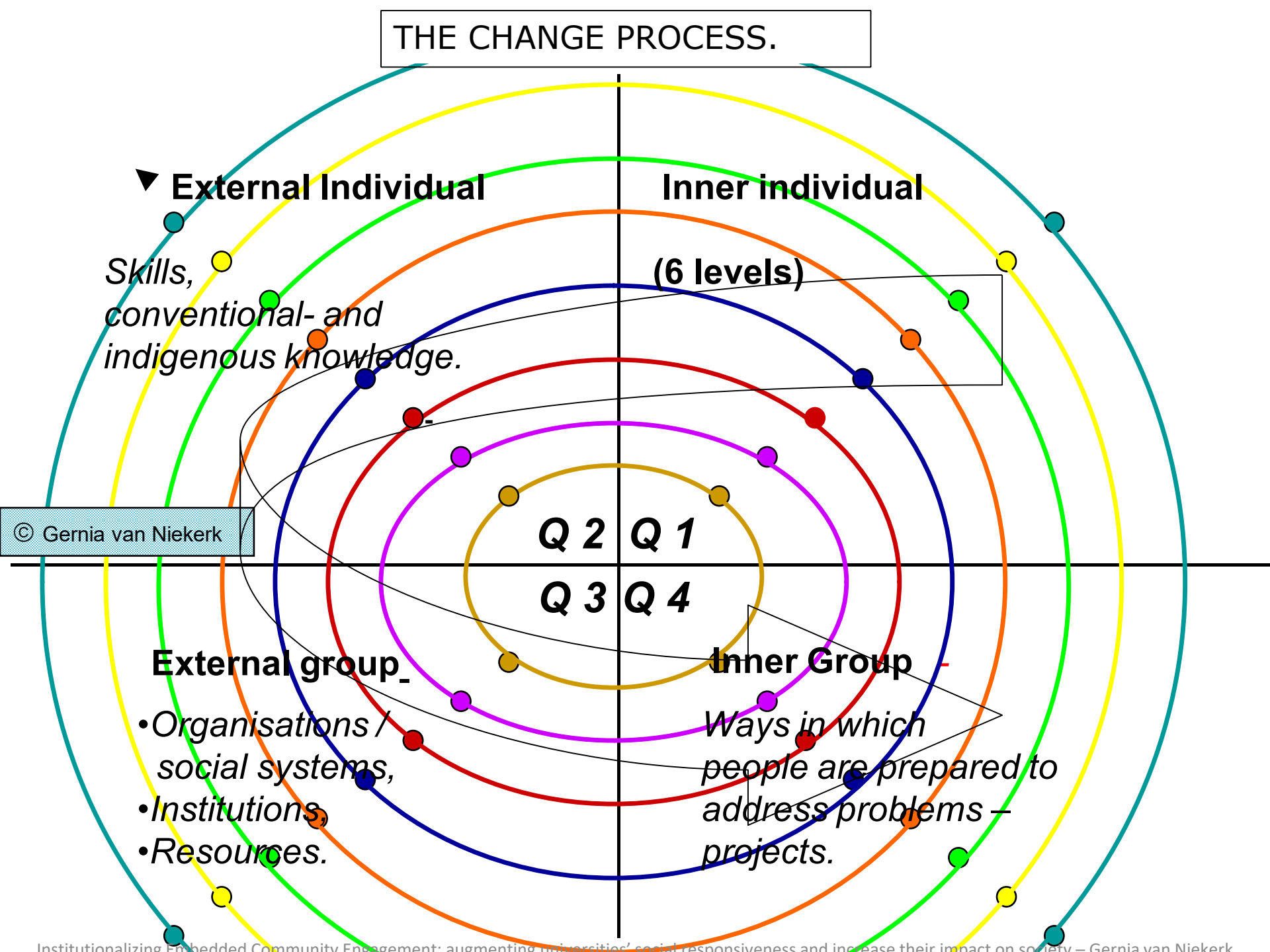
Entrepreneurship:
Micro, Small, Medium, Large Enterprises

Ekistic balance.

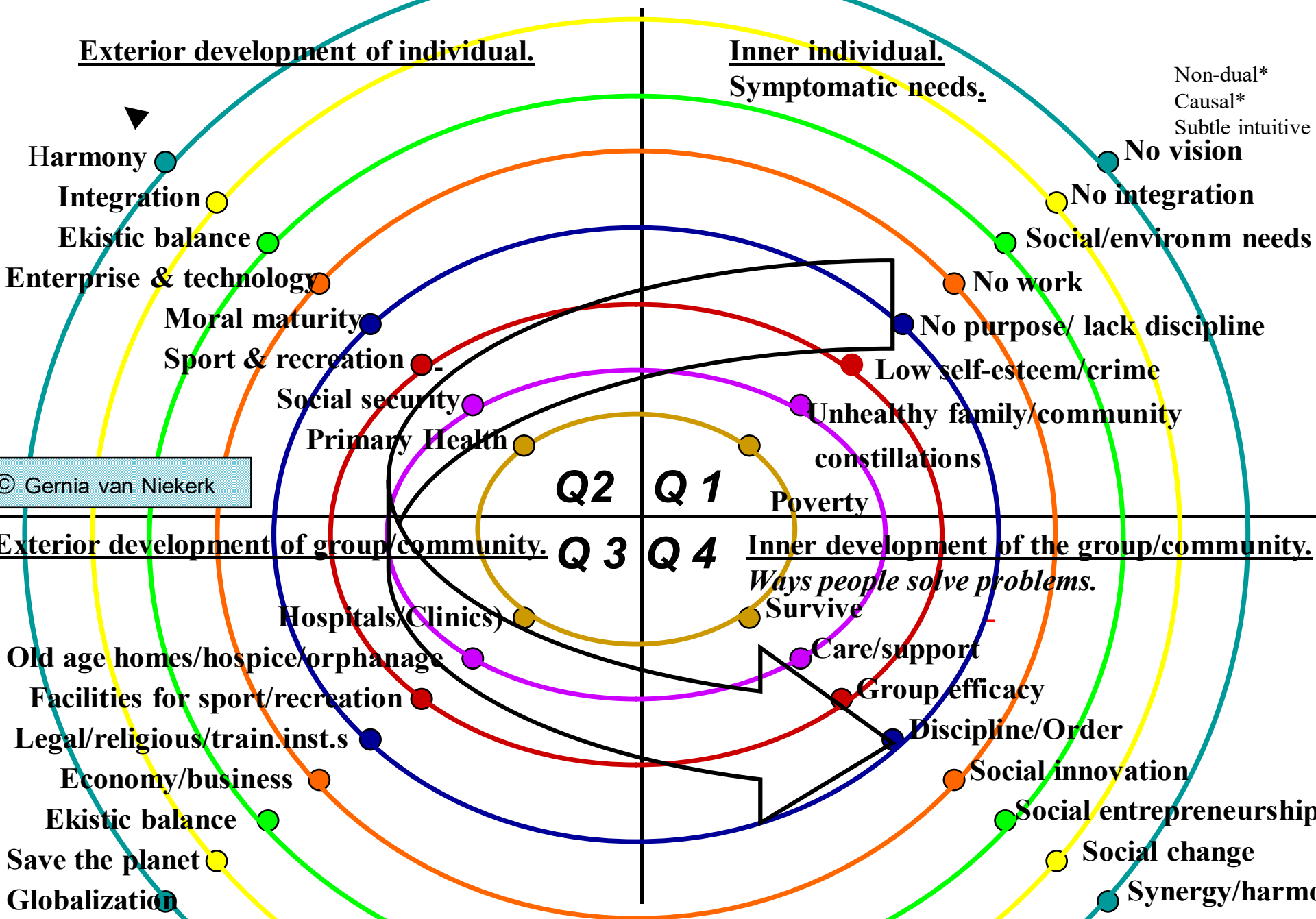
Development ends here for 75% of people .

5% of people develop an awareness beyond this stage.

THE CHANGE PROCESS.



Parallels between human and community development



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**PARTICIPATIVE ACTION
RESEARCH/LEARNING.**

▶ Auditing of skills

*Skills,
conventional- and
indigenous knowledge.*

**People's needs.
(Symptomatic problems.)**

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**Q 2 Q 1
Q 3 Q 4**

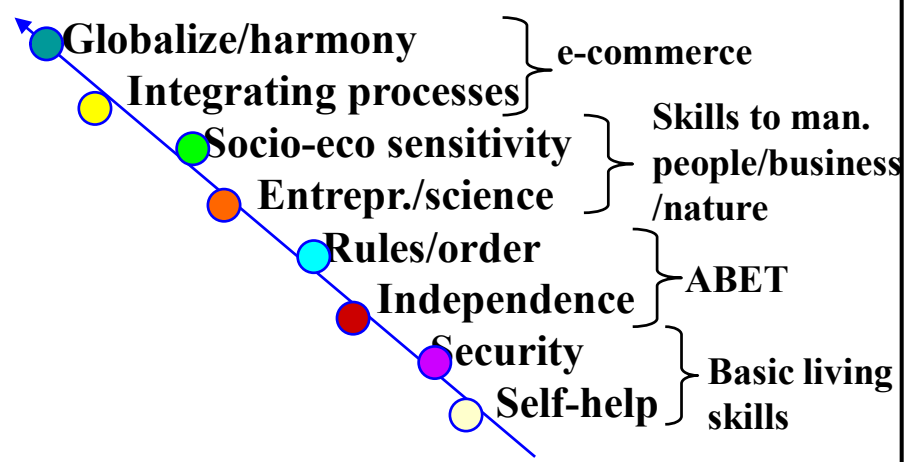
Auditing of:

- *Organisations / social systems,*
- *Institutions,*
- *Resources.*

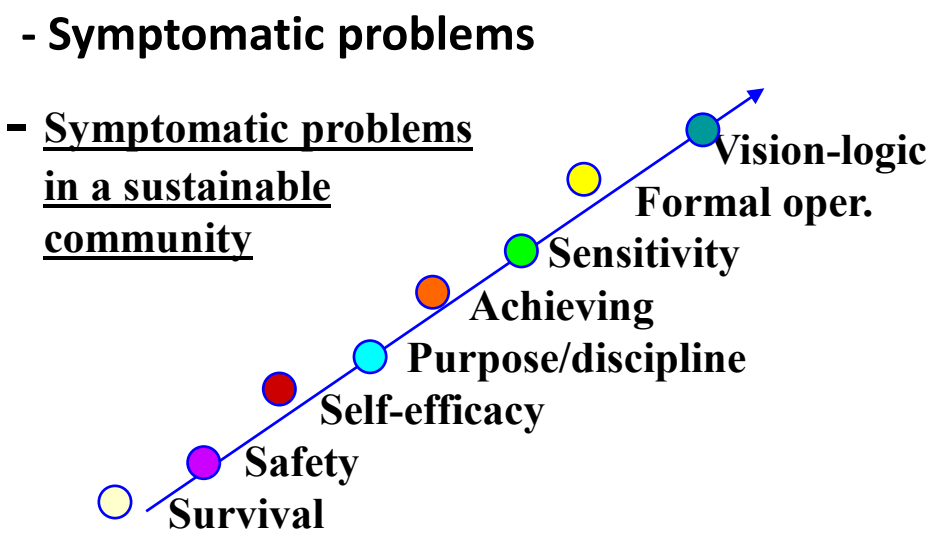
Inner Group

*Ways in which
people are prepared to
address problems –
projects.*

Learning of knowledge/skills/science to strengthen individual (Exterior development of individual)

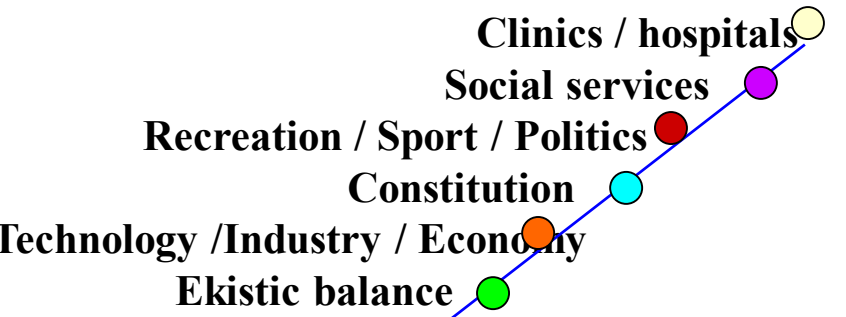


Paradigms of thinking of individual (Inner development of individual)



2 1

Creation of institutions/social systems to strengthen group

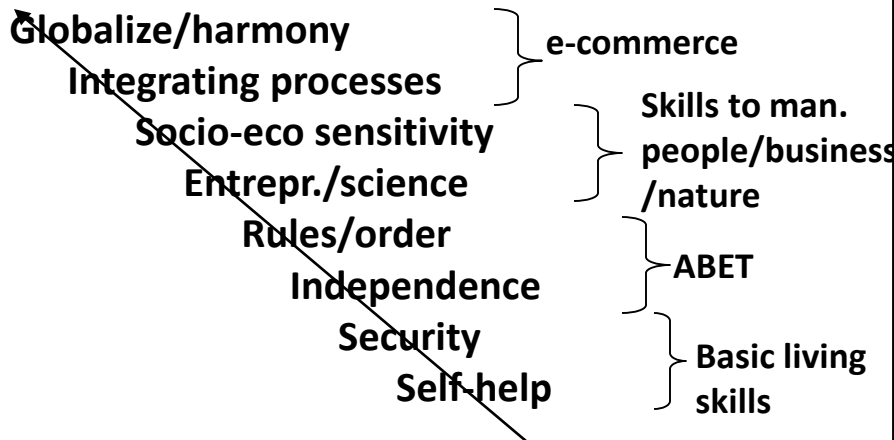


3 4

PSYCHOLOGICAL OWNERSHIP OF PROBLEMS & SOLUTIONS.

(Exterior development of the group)

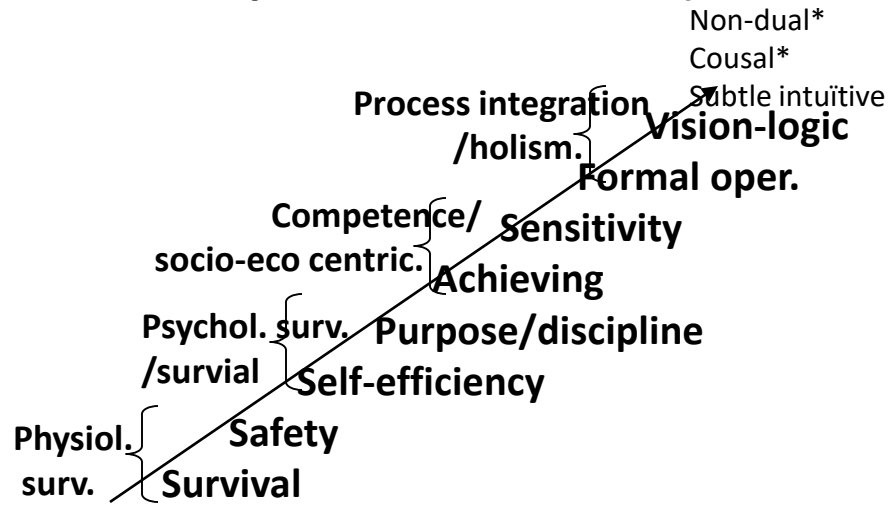
**Learning of knowledge/skills
/science to strengthen individual
(Exterior development of individual)**



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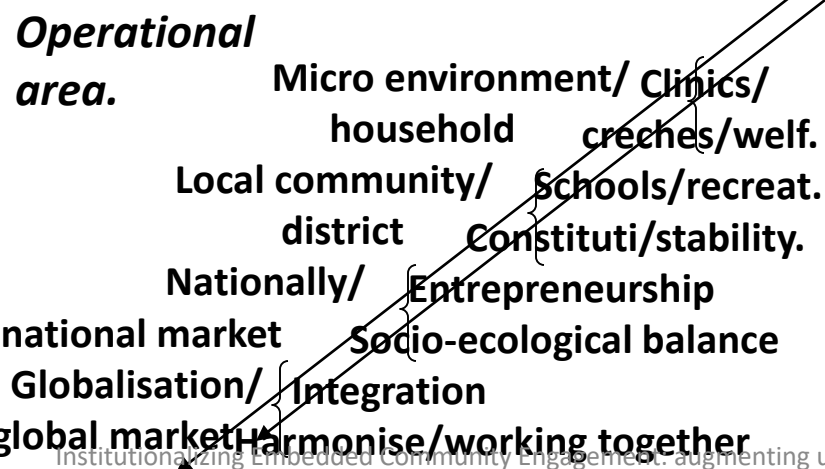
Q-2

**Paradigms of thinking of individual
(Inner development of individual)**



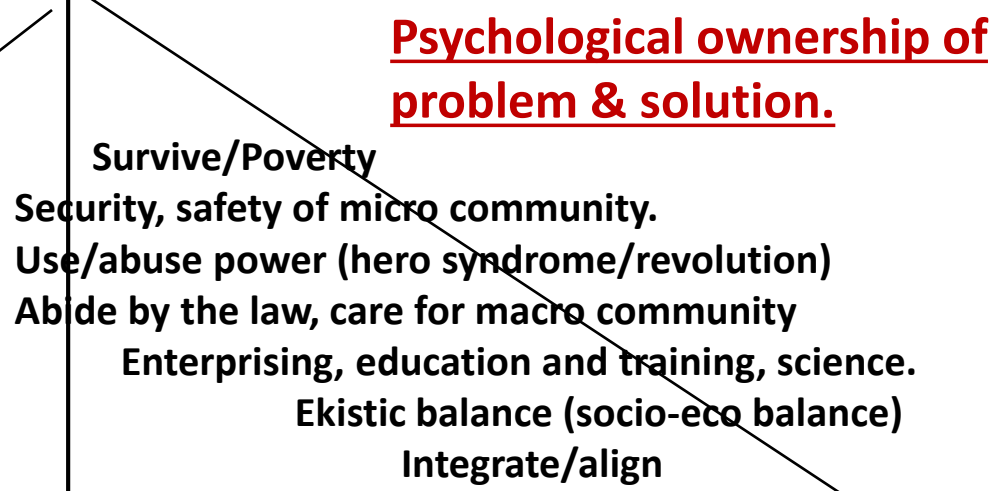
Q-1 - **Sustainable community**

**Creation of institutions/social
systems to strengthen group
(Exterior development of the group)**

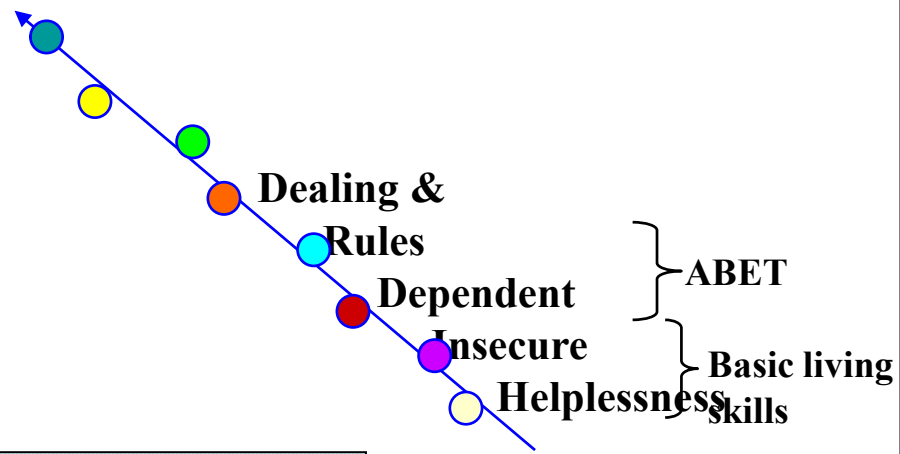


Q-3

**Q-4 Paradigms of thinking of the group
(Inner development of the group)**

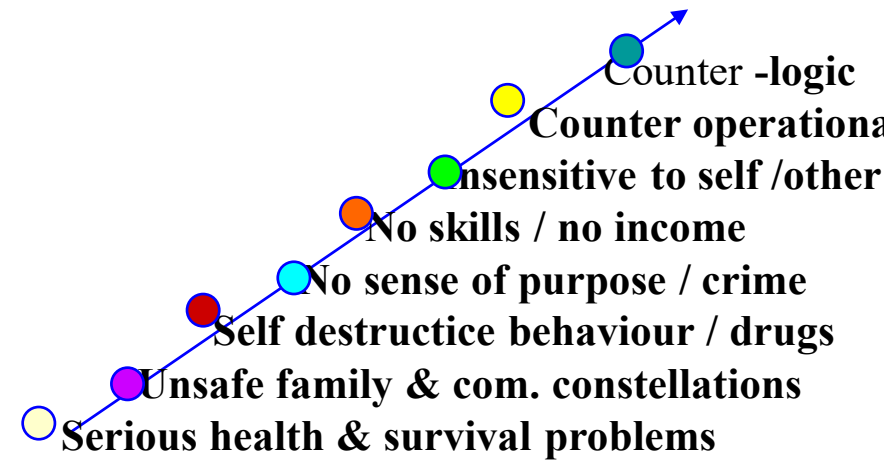


Learning of knowledge/skills/science to strengthen individual
(Exterior development of individual)



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Paradigms of thinking of individual
(Inner development of individual)
 - Symptomatic problems



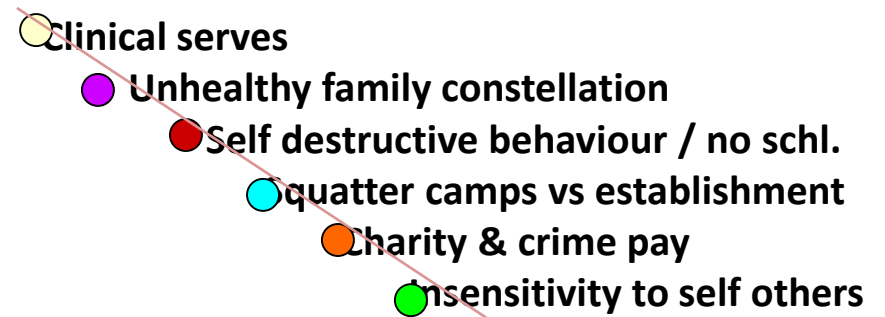
2 1

Creation of institutions/social systems to strengthen group.

ACCEPT/TAKE WHAT LANDLORDS OFFER.

(Exterior development of the group)

3 4 **Collective mindset, shared values, worldvision – *refugee / squatter camps***



NO OWNERSHIP OF PROBLEMS OR SOLUTIONS

(Inner development of the group)

Faculty	Curricular community engagement, work integrated and practical work
	Number of Modules per Faculty
EMS	13
EBIT	15
Education	9
Health Sciences	89
Humanities	31
LAW	3
NAS	84
Theology	2
Veterinary Science	26
TOTAL MODULES	296
TOTAL STUDENTS	29000+ 1000 FOR BURSARY PURPOSES, ETC= 30 000