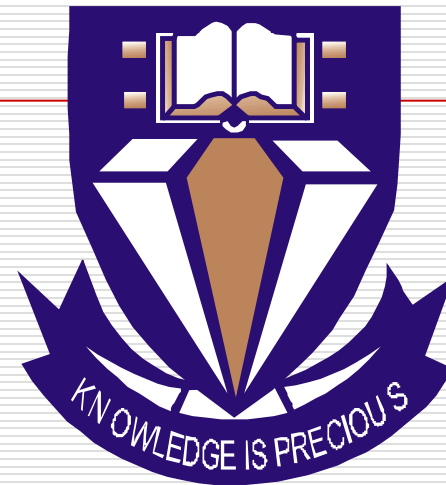


DEVELOPING A FRAMEWORK FOR COMMUNITY ENGAGEMENT AT THE UNIVERSITY OF VENDA, SA



**VO Netshandama, DCUR: Senior Lecturer Nursing Science
&
Coordinator (University-Community Development Unit)**

DEFINING CONTEXT

1. White paper on higher education 1997, subsequent policies

Education being responsive to the needs of the community

2. Constitution 101

Increasing democratic participation

3. RDP policy

Greater emphasis on development

4. Bato Pele policy

An increase in co-operative partnerships.

VISION

The University of Venda for Science and Technology, as a research and innovative comprehensive university will be a leader in offering integrated academic, professional and career-focused programmes at undergraduate and postgraduate levels for **regional, national and international development.**

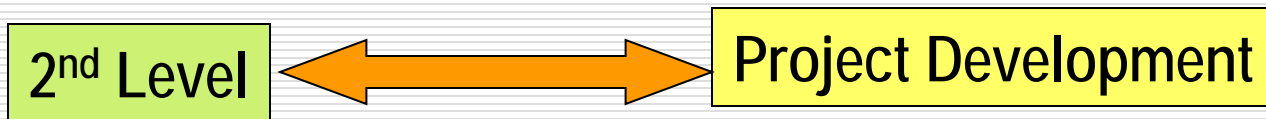
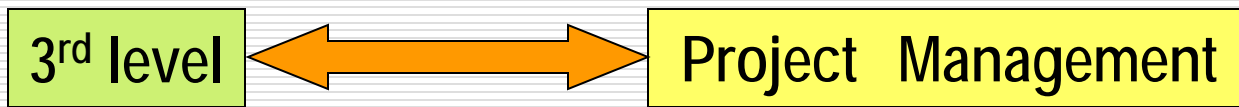
Mission

The University of Venda for Science and Technology provides, through a problem-based, project-designed curriculum, quality education and training in the academic, professional and vocational programmes to which the human and social sciences provide a social context and an **African perspective for the cultivation and empowerment of humanity, regionally, nationally and internationally.**

OUR UNDERSTANDING OF Sustainability strategy:

Research and innovation, teaching & learning as well as community work focuses on creating a development minded human capital emphasizing the importance of participatory research, education and learning.

AN EXAMPLE OF THE OUTLINE OF A BCUR PROGRAMME



Communities as partners

- ❑ Asserts (Culture, IKS, Environment)
 - ❑ Knows what its needs are and
Should inform academics and researchers about its needs (bottom-up approach)
 - ❑ Academics and researchers assist and guide communities but that the latter must be involved from the beginning to the end of the projects to ensure ownership and sustainability
-

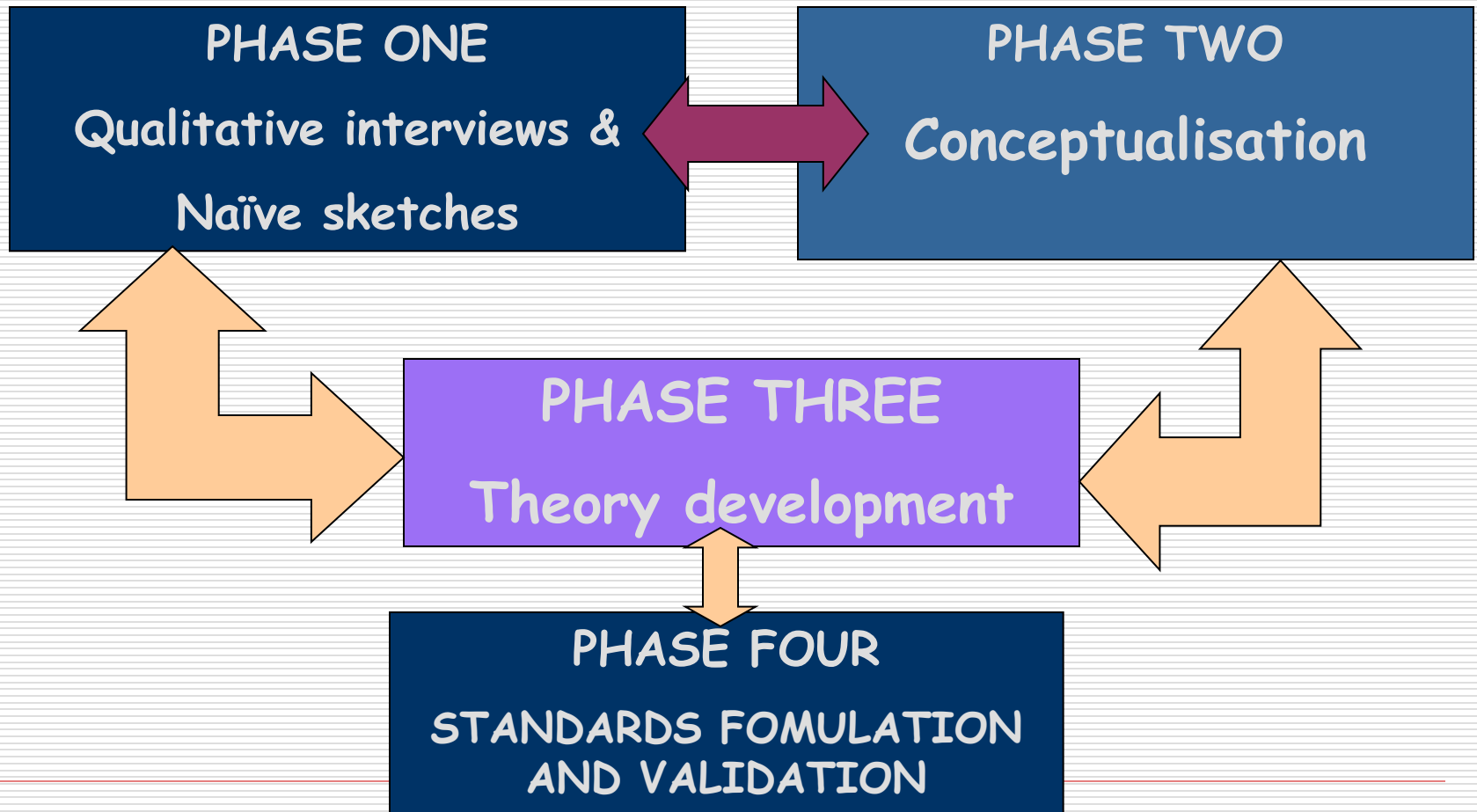
COURSE/TRAINING ETHICS

- ❑ MULTIDISCIPLINARY & INTERDISCIPLINARITY
 - ❑ METHODOLOGY OF TRAINING AND RESEARCH SHOULD BE BASED ON CRITICAL PEDAGOGY
 - ❑ SERVICE AND PROJECT WORK MUST MEET REAL NEEDS IN THE COMMUNITY
 - ❑ COMMUNITY MUST BE FULL PARTNERS IN DEVELOPMENT OF SERVICE AND PROJECT WORK
 - ❑ PARTICIPANTS, ESPECIALLY STUDENTS, ENGAGE IN REFLECTION, JOURNALS, GROUP WORK AND CRITICAL THINKING
 - ❑ THEORY AND ACADEMIC WORK SHOULD TIE DIRECTLY INTO PRACTICE AND SERVICE
 - ❑ EXPLICIT TEACHING OF AND REFLECTION ON CULTURAL AND DIVERSITY SKILLS
-

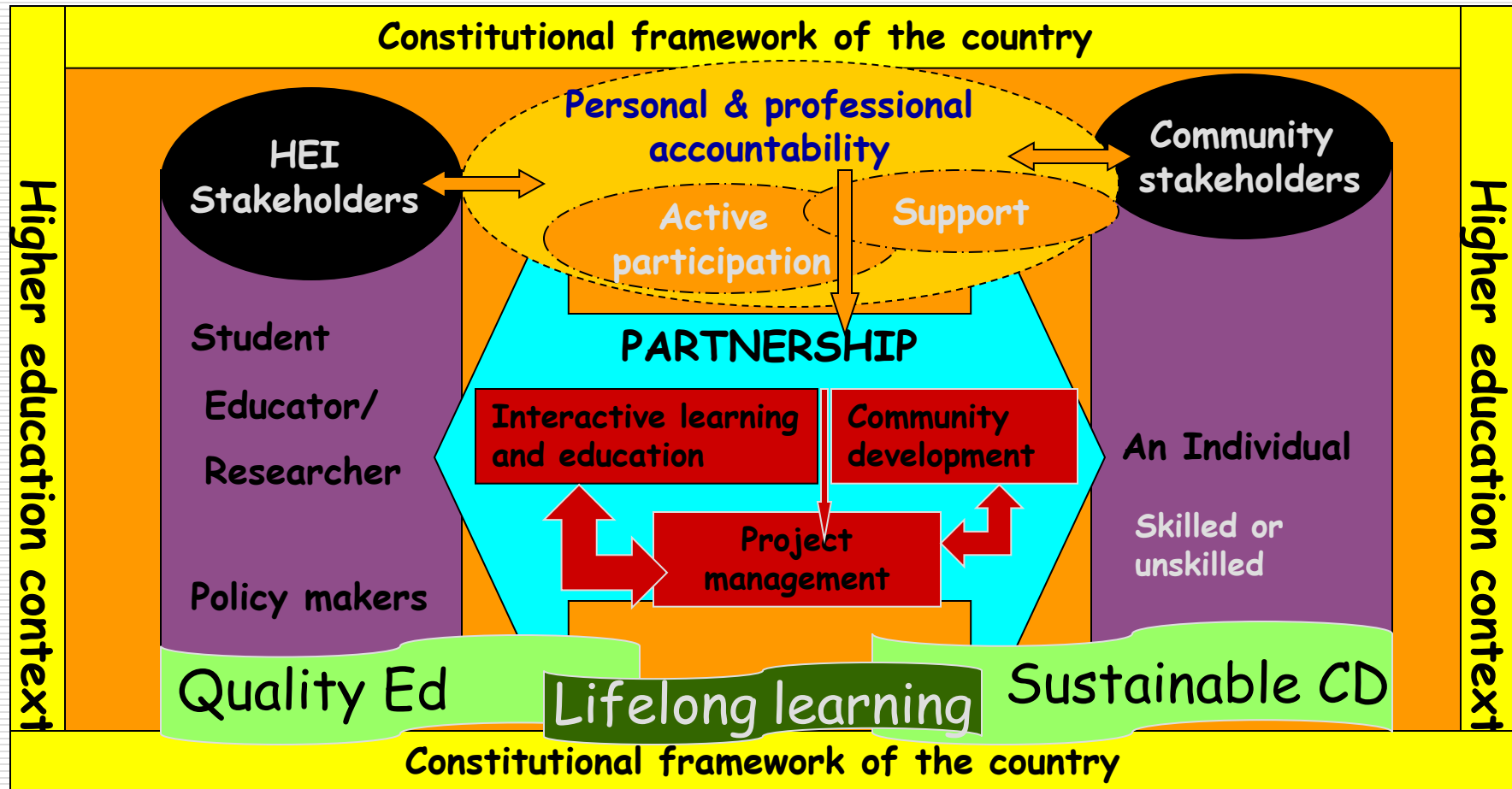
ROLES IN TRAINING AND ASSESSMENT

- ❑ ROLE OF COMMUNITY
 - ❑ ROLE OF UNIVERSITY INSTITUTIONS
 - ❑ ROLE OF FACULTY MEMBERS,
STRUCTURE OF COURSE EVALUATION,
MARKING, GRADING, ASSIGNMENTS
 - ❑ ROLE OF STUDENTS (LOCAL AND
INTERNATIONAL)
 - ❑ STRUCTURE OF STUDENT VISITS
(INTERNATIONAL)
-

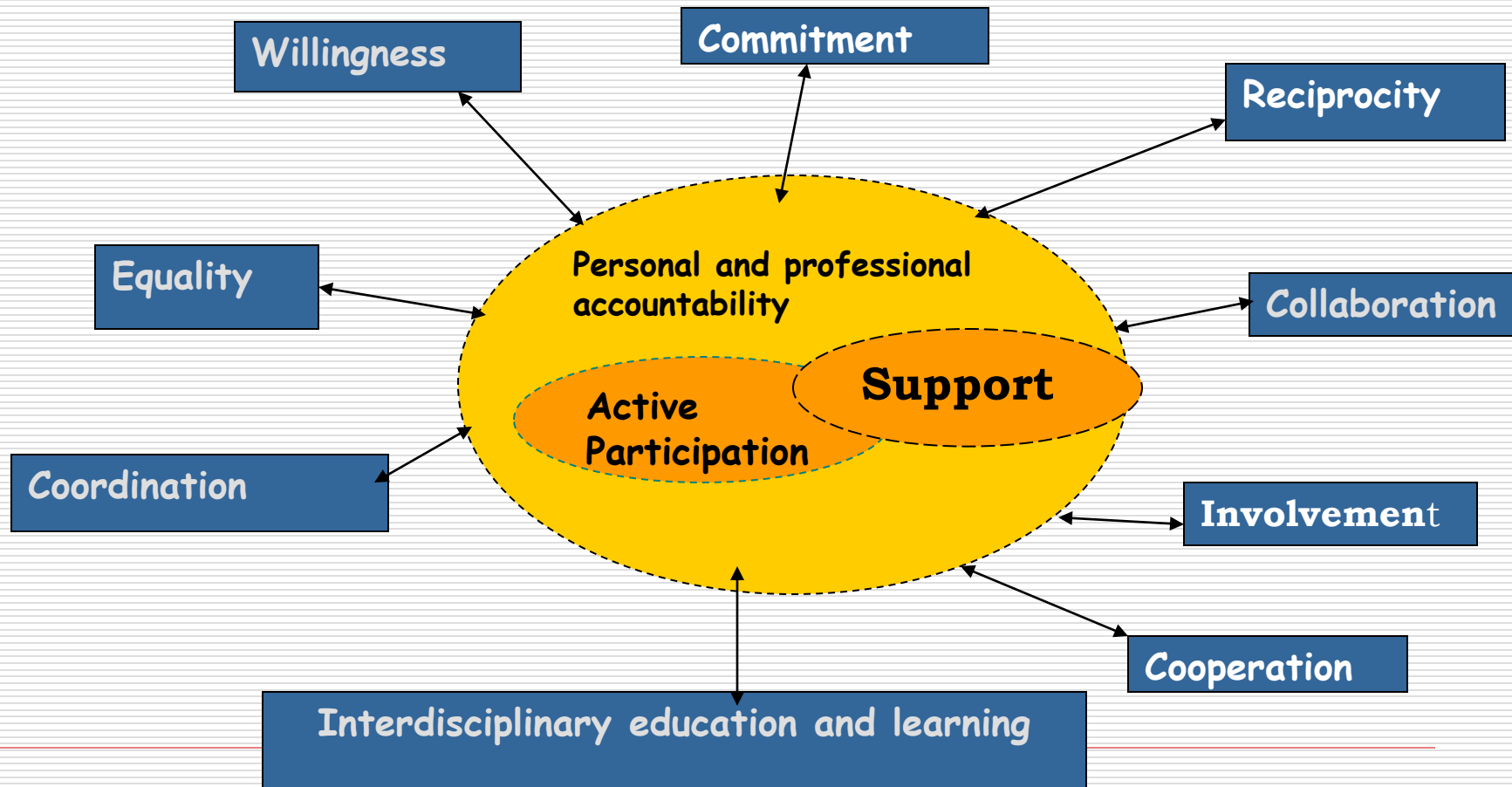
THE RESEARCH STUDY



A Model for Partnership between a University and the Community

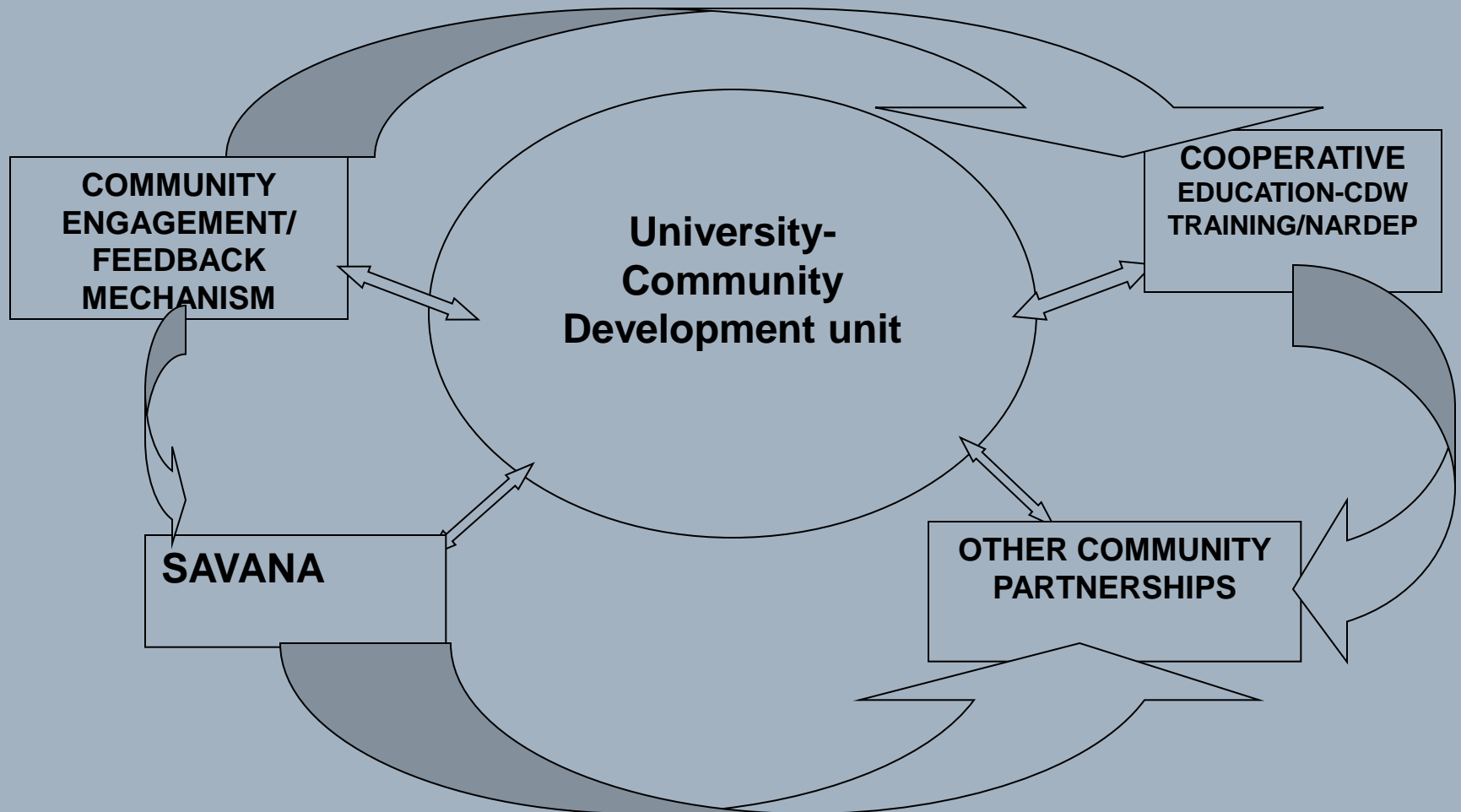


The Dynamics of Partnership between the HEI and a Community



INSTITUTIONAL ARRANGEMENT

PROBLEM BASED/PROJECT ORGANISED CURRICULUM
FACULTIES/SCHOOLS/DEPARTMENT



Faculties

1. Health, Agriculture,
Rural Development &
management
Science.

2. Human & Social
Sciences and law

3. Applied and Natural
Sciences

Schools:

- Health
- Agriculture & Rural Development
- Management Science

Attached Centres

- Centre for Rural Development

- Human & social Sciences
- Law

- School of technology
- School of Maths & Natural Sciences
- School of Post graduate & integrated studies:

Attached centres & Institute

- University-Community Development Unit
 - Centre for IKS
 - New Institute for Global Health
-

Thank you for
listening