



Central University of
Technology, Free State



COMMUNITY ENGAGEMENT

ANNUAL REPORT 2014

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A WORD FROM THE MANAGER



Ms Jeeva Munsamy
Manager: Community Engagement

"If you come to help me, you can go home, but if you consider my struggle as part of your struggle for survival, then maybe we can work together."

Words used by Lilla Watson, Aboriginal elder, activist and educator from Queensland, Australia.

The above quote epitomises the stance that CUT is taking as far as Community Engagement (CE) is concerned. The Engaged Model looks at CE as a spin-in, spin-out interaction. The CE Strategy advocates the Engaged Model of CE.

Having said the above, it is time to reflect on what the year has been like. 2014 has been an amazing year with some developments. Another milestone for CE at CUT is the establishment of a database. We have gone electronic. Staff members and project leaders are now able to access the database electronically. This enables better management in terms of making inputs, etc.

May I take this opportunity to thank each one of you for making CE @ CUT pleasant, enjoyable and successful in 2014!

INTRODUCTION

The Annual report 2014, illustrates concisely the various CE projects, which were undertaken in 2014. This is indicative of the effort put into CE by our CE representatives, CE assistant and our project leaders. The value of community engagement cannot be underestimated. It is realised that community engagement not only plays a role in enhancing knowledge about subject matters being studies, but in the development of the holistic student.

In 2014, the CE office has once again been successful in creating digital copies of the brochure; Brochure 9 and 10 and four quarterly newsletters. These newsletters and brochures serve an important role in promoting the various projects and overall creating a heightened awareness in community engagement.

The involvement and collaboration of SAHECEF in CE via board and executive meetings has added value in managing CE better at CUT. Fresh ideas and networking opportunities have been established through this avenue. These affiliations allow us to keep up to date with current CE philosophy, practices, opportunities and trends. Furthermore, it also affords CE practioners a platform to come together as a collective to share resources, concerns and challenges. This exposure is invaluable in terms of developing CE at CUT.

We have participated for the past three years in the MacJannet Award competition. In 2014, the ITS CE project, by Mrs Marissa Venter, was one of fifty nine projects chosen in the semi – finalist round. This is a major feat for a small university such as ours.

The community engagement philosophy, strategy and plan have reached fruition. The next phases are the navigation around the implementation of the CE plan and the drawing up an Engagement Strategy.

With these words, I invite you to engage with us on this journey!!

Warm Regards

Jeeva Munsamy



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Community Engagement Representative Faculty
of Engineering and Information Technology



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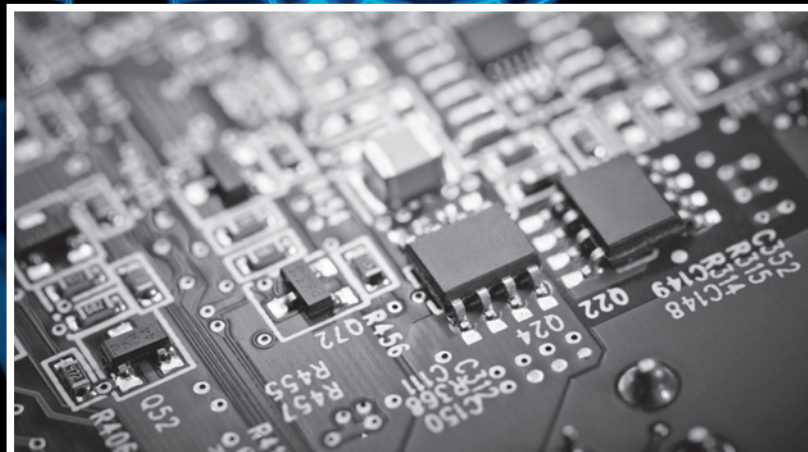
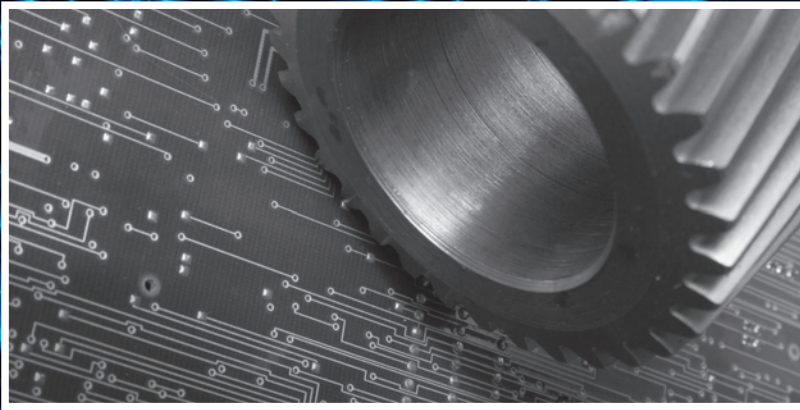
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FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGY



ANNUAL CAREER INFORMATION WORKSHOP FOR HIGH SCHOOL LEARNERS

The Annual Career Information Workshop for high school learners is presented by the Faculty of Engineering and Information Technology. The event took place during the winter recess, from 30 June 2014 to 02 July 2014, and was very successful. Seventy learners participated in the workshop. They were very satisfied with the presentations, information sessions and laboratory work that were presented during the workshop. Visits were undertaken to the different laboratories of Electrical, Electronic and Computer Engineering; Civil Engineering; Mechanical and Mechatronic Engineering; Built Environment; and Information Technology. General information in courses and demonstrations were provided by lecturers and student assistants of the faculty. Learners visited the Centre for Rapid Prototyping and Manufacturing (CRPM) as well as the Product Development Technology Station (PDTs). Learners also undertook site visits to the Fabrication Laboratory (FabLab), the Second Line School of Armour (Tempe), and Coca-Cola Fortune. Bloemfontein.

The 2014 Annual Career Winter School for high school learners catered for Grade 10 to 12 learners from the following schools:

- Calculus College, Bloemfontein;
- HTS Louis Botha, Bloemfontein;
- Ladybrand Hoërskool, Ladybrand;
- Christian Brothers College, Bloemfontein;
- Senakangwedi Senior Secondary School, Botshabelo;
- Kgorathuto Secondary School, Botshabelo;
- Unicom Agricultural Secondary School, Tweespruit; and
- St. Andrew's School, Bloemfontein.



COMPUTER BUILDING

In this module, the emphasis is on the hardware aspect of a personal computer (PC), with a view of enhancing curricula-based learning and teaching skills for entrepreneurial development. With CUT as the partner and first-semester students as our community, the focus areas include:

- developing skills and enhancing achievement;
- establishing entrepreneurial skills;
- serving as a practical demonstration of the curriculum; and
- Serving as a practical example of what is expected in a job environment.

The course was presented by second-semester second-year CUT students and BTech students. Presentations and active demonstrations are offered. It was observed that students' theoretical understanding of the particular topic improved since the introduction of this project. The project is curriculum-based, and students are assessed accordingly. The following topics were presented: Building a PC, research on building a PC, and delivering presentations on building a PC.

CISCO TRAINING

• Entrepreneurship courses

Eight students enrolled for this course, and five of these students passed. Students followed these courses at their own pace. Students attended free online training modules in Entrepreneurship (which supplemented the skills gained through the core NetAcad ICT curricula); An Introduction to Cyber Security (which covers trends in cyber security and provides examples of the need for cyber security skills in various industries); An Introduction to Cisco Data Centre; and Getting Connected (which focuses on getting students physically connected to desktops, mobile devices and the internet). Students who complete the course have access to other members of LinkedIn, Facebook and alumni on the Cisco site. This assisted students with preparing for new career opportunities in software development.



CONTRACTOR DEVELOPMENT PROGRAMME (CCC TRAINING)

The project involves 107 learner contractors, with the purpose of uplifting small contractor entrepreneurs to participate in the formal construction industry. This is a very unique programme, merging technical training with real project exposure under the mentorship of CUT. The training inputs are provided on request from the Department of Police, Roads and Transport, which is the stakeholder department in this regard. Four training blocks are held over a period of 26 months, with intermittent project work exposure. Construction management skills are offered to emerging small- and medium-size construction enterprises. The original scheduled dates were exceeded due to difficulties experienced in integrating learners into

practical projects. After each training session, learners embark on a practical project under a mentor. Each phase is assessed separately. After completion, a final assessment is conducted.

Internal staff participants involved in this project are from the different departments of the Faculty of Engineering and Information Technology.

COMPUTER LITERACY – DUTCH REFORMED CHURCH (KLIPKERK)

Computer literacy has become a skill required by various companies. The need for training remains high, and unfortunately the lack of equipment at community centres, which prevents more people from receiving training, remains a concern.

During 2014, CUT offered training in computer literacy to approximately 26 participants at the Dutch Reformed Church. Training was offered in the following:

- Word processing;
- Working with spreadsheets,
- Understanding computers,
- Working with operating systems,
- Creating content for publishing; and
- Creating proper PowerPoint presentations.

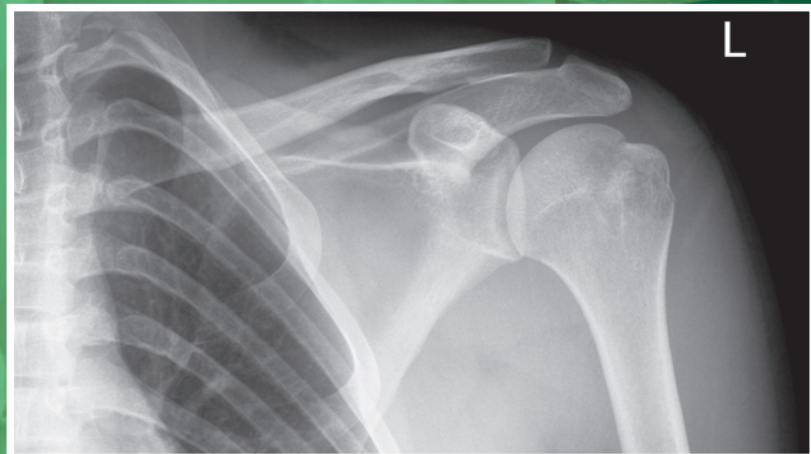
The participants included receptionists, a therapist (who was doing her PhD), telephone operators, a caterer, unemployed people, a retired teacher, small business entrepreneurs, etc.

Positive feedback was received, and the training contributed to the following:

- Improved skills (participants are now better equipped for their current jobs, applying for new jobs or getting promoted);
- The ability to manage businesses (the small farm, catering company, etc.);
- The ability to continue with further studies (PhD); and
- Self-enrichment (the retired teacher).



FACULTY OF HEALTH AND ENVIRONMENTAL SCIENCES



WHEELS OF HOPE OUTREACH PROJECT

The aim of the project is to provide diagnostic treatment, training and education services to patients with cardiovascular disease in central South Africa.

Objectives include:

- Echocardiographic screening of 16- to 18-year old school learners in low socio-economic areas in central South Africa;
- Developing and providing adult cardiovascular screening services to district hospitals in central South Africa;
- Facilitating the referral and treatment of symptomatic patients to provincial health care centres;
- Providing education and training programmes to medical staff at district hospitals and primary health care clinics; and
- Collecting population data on cardiovascular disease profiles and valvular disease using prospective cross-sectional studies for the planning of treatment programmes.

Outreach design: Prospective cross-sectional study design.

Population: 16- to 18-year old learners attending schools in low socio-economic areas in central South Africa (Bloemfontein, Kimberley, Welkom and Brandfort) (2011-2014).

Special investigations include echocardiography; blood pressure (mmHg) and O₂ saturation.

Education: Clinical Technology students presented a lecture on rheumatic heart disease (RHD) during school visits, and training was offered by Cardiothoracic Surgeons in Welkom and Kimberley.



Wheels of Hope preliminary report:

- Overall: 6.9 cases per 1 000 in the 16- to 18-year old population group;
- Brandfort: 20.9 cases per 1 000;
- Bloemfontein: 7.3 cases per 1 000; and
- Kimberley and Welkom: 0 cases.
- None of the RHD patients required surgical intervention

Urban vs. rural areas: 10 of the 22 abnormal echoes were observed in rural areas.

Brandfort:

- 191 (19%) of the total number of learners screened.
- 2.1% was presented with RHD.
- Expand to rural areas:
 - Poorer population and living standards (feeding scheme); and
 - Limited access to primary and secondary health care.

Accomplishments and the future:

- Expanding the project to include adult screenings in the Free State:
 - Thabo Mofutsanyana district; and
 - Lejweleputswa districts.

Extending the existing children's programme:

- The long-term strategy is to create permanent and accessible echo services in central South Africa.
- Data collected will be published and used in cardiovascular disease management.
- Education programmes are to be held to improve service delivery to patients and raise public and government awareness.

Presentations in 2014:

- South Africa Heart Congress;
- University of the Free State (UFS) Faculty Research Forum; and
- CUT Prestige Research Day.

Publication:

- After the South Africa Heart Congress, we have received an invitation from the editor of the Cardiovascular Journal of Africa to write a publication on the preliminary results.



LUCKHOFF FARMER MENTORSHIP PROGRAMME

This project aims to mentor young previously disadvantaged farmers at the Aloekop Farm in Luckhoff, Free State, with the purpose of developing sustainable sheep and cattle production. This will ensure that farmers reap financial rewards over the long term.

The areas of intervention include:

- Sheep breeding and selection;
- Cattle breeding and selection;
- Animal health monitoring and control;
- The feeding management of cattle and sheep;
- Financial management and control;
- Acquisition of inputs and selling of products;
- Pasture establishment and management;
- Water reticulation and maintenance;
- Effective fencing against predators; and
- Job creation.

Mentoring these young farmers ensures that they are empowered to develop into sustainable commercial farmers. Furthermore, the long-term fertility of the natural resources is maintained. This opportunity is afforded to students to witness the success of young individuals and former students.



Prof. Pieter Fourie provided training in sheep dosing and husbandry to the young previously disadvantaged farmers at Luckhoff.



Prof. Carlu van der Westhuizen assisted new farmers with planning the water reticulation system on their farm, e.g. the construction of new reservoirs and refurbishing of old ones

LIFE SCIENCES STUDENT ORGANISATION (LISSO)

1. Welkom clean-up campaign

This was the first project the organisation executed in March 2014. The purpose of the project was to raise awareness of healthy living and a healthy environment. Members delivered a presentation on waste management to street vendors, community members and business owners.

2. Ebola awareness

LISSO recognised the need to educate high school learners about this deadly disease. LISSO visited two schools in Bloemfontein. Sexually transmitted infections (ST's), HIV and teenage pregnancy were also addressed.

LERATONG SMALL FARM, MANGAUNG METROPOLITAN MUNICIPALITY

During the second semester, service learning was undertaken at Leratong Farm. A feasibility study was conducted by the Agriculture students, with the objective to assist the previously disadvantaged women to manage a smallholder farm successfully. With the information in hand, students assisted with the compilation of a production plan for cucumbers, tomatoes and Swiss chard. Additionally, following the emerged marketing of the farm and a business plan, a list of equipment and materials required to convert the farm into a successful hydroponic farm was provided. Activities included:

- Field vegetable plots;
- Preparing the seedbeds;
- Removing beetroot from the ground;
- Applying manure to the soil; and
- Fixing the irrigation systems.

In 2015, assistance will be provided to previously disadvantage female farmers who own greenhouse tunnels.



SERVICE LEARNING IN THE SCHOOL OF HEALTH TECHNOLOGY

RADIOGRAPHY: MEDICAL IMAGING AND RADIATION PROTECTION

The purpose of service learning is to disseminate information related to the availability of medical imaging services in the region and to perform examinations such as mammograms, obstetric ultrasounds and bone densitometry examinations.

The following schools were visited:

- Brebner High School;
- Dr Blok High School;
- Sand du Plessis High School;
- St. Bernard's High School; and
- Tsosetso High School.

The following services were offered

- Preventative education to cancer;
- Maternal and fetal well-being; and
- Teenage pregnancy and osteoporosis.

The first visit was completed during first term, while the second visit was completed during second term. During the fourth term, students reflected on their visits to the high schools.

DENTAL ASSISTING PROGRAMME

The students visited the Kganya (Khanya) Day Care Centre situated in the Rocklands location. They provided oral health education to pre-primary children, their parents and their caregivers. Pre-primary school children were provided with 30 tubes of toothpaste, 30 toothbrushes, 30 rinsing cups and one toothbrush stand.

HEALTH AND AWARENESS: HEALTH-RELATED ASPECTS

This is a service learning project that focused on high school learners and prison offenders. Drug and/or substance abuse is common in many of the aforementioned institutions. The project focused on educating learners and offenders on the effects of drugs on their health. They were also educated on the causes, spreading, control and prevention of diseases.

The following places were visited:

- Heide Primary School, Heidedal, Mangaung;
- RT Mokgopa Secondary School, Thaba Nchu; and
- Grootvlei Prison, Mangaung, Free State.

The Biomedical Technology programme identified the Heide Primary School, RT Mokgopa Secondary School and Grootvlei Prison as communities for the project in 2015.

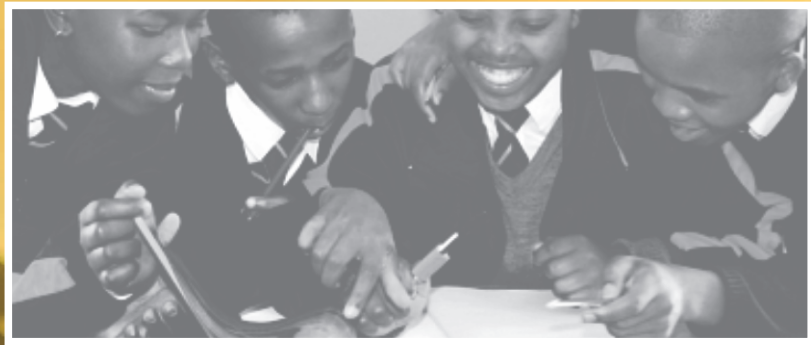
EMERGENCY SERVICE COMMUNICATION

The second-year Emergency Medical Care (EMC) students doing the Emergency Service Communication module were divided into six groups, with five to six members each, to address Grade 7-9 learners at:

- Mangaung Primary School;
- St. Bernard's School;
- Karabelo Primary School;
- Daluxolo School;
- HTS Louis Botha; and
- Sehunelo Secondary School.

The general messages the groups conveyed to their audiences were very similar. They addressed the consequences of making hoax calls or providing false information; emergency telephone numbers to call when requiring medical assistance; essential information that should be provided to the call taker at the emergency contact centre, and the importance of identifying landmarks in their immediate vicinity if they are unsure of the precise location, so that the paramedics can attend to them without unnecessary delays in getting to the scene.

FACULTY OF HUMANITIES



SEWING TECHNOLOGY AND CRAFTS

The first semester commenced with six clothing students and 11 unemployed ladies between 25 and 28 years old. Quilted/hand-stitched placemats, fabric flowers, jewellery, invitation cards and mosaic were taught. Some of the attendees work part-time, and as a result the attendance is not consistent and the drop-out rate is high.

In the following semester, fashion students did service learning in Lourier Park, and the following was taught: Machine stitching, pattern drafting, measurement taking and skirt patterns. These ladies were offered an opportunity to stitch skirts of their choice. At the end of the course, certificates of attendance were presented.



BLOEMFONTEIN CRÈCHE WALL MURAL

The Extended Curriculum Programme (ECP): Design and Studio Art students and lecturers completed their annual community project at the Bloemfontein Crèche. The school's inner wall was in need of repainting, as the paint was in a poor condition. The planning phase of this project commenced in January 2014 when the school was identified as a potential community partner. Several of the previous ECP students were enthusiastic to participate in the project. The response from the previous students indicated that community work has a lasting impact on students' paradigms regarding community work. The ECP Programme provided the raw materials required for the project, while the ECP students designed artworks for the wall and painted wall murals as part of their curriculum. A Basotho blanket exhibition that the students attended at the Oliewenhuis Art Museum was the inspiration for the conceptualisation of the artworks. This starting point assisted the students to incorporate indigenous knowledge and cultural aspects into the wall mural.



FACULTY OF MANAGEMENT SCIENCES



NATIONAL SCHOOL OF GOVERNMENT EXECUTIVE DEVELOPMENT PROGRAMME (EDP)

The Department of Government Management has been a member of one of three consortia involved in the presentation of the Executive Development Programme (EDP) in different centres in South Africa since 2009. The EDP is one of the high-profile management development programmes of the Presidential Strategic Leadership Portfolio (PSLDP), targeting, for instance, new and aspiring Senior Managers in the South African public sector.

STRONGBOW PROJECT

The Strongbow Project is a sustainable tourism project based on natural resource management with gender balance towards women. It is a four-year capacity-building project that started in January 2011 and was scheduled to terminate at the end of December 2014. This project contributes towards realising CUT's new strategic trajectory, Vision 2020, by advancing the institution through regional, national and international partnerships, specifically focusing on the African continent.

The principal targets of achievement for staff of the five Ethiopian universities (Addis Ababa University, Jimma University, Mizan-Tepi University, Hawassa University, and Arba Minch University) are staff capacity development, curriculum revision, strengthening research skills and demand-driven action research methodologies, partnership development, and establishing mechanisms for sustainable income generation in Ethiopia.

In September 2014, Dr René Haarhoff provided training to staff members of three Ethiopian universities (Jimma University, Hawassa University and Arba Minch University) in Global Distribution Systems (GDS) such as Galileo, Sabre, Amadeus and Worldspan, which was a skills enhancement topic identified by the Ethiopian participants

themselves. The training focused on the use of a GDS in a travel environment, and included the booking of air transportation, creating a passenger name record, and successfully meeting clients' needs. For this training, a simulated virtual software programme was used, which excited participants excited and made them eager to use the programme.

The aim of the week-long workshop, which was hosted by Mizan Tepe University, was to finalise research proposals in Nature Resource Management and Eco-tourism, for submission for external funding. The workshop included a site visit to a nearby eco-tourism forest. The long walk to the hydro power station and waterfalls soon turned into a trail race, which was thoroughly enjoyed by all.



ENACTUS/RECYCLING PROJECT

LED project: Hare Kopaneng (Let's unite)

The Matjhabeng Local Municipality raised a concern regarding a piece of land that was informally occupied. Harmony Gold Mining Company Limited and the Matjhabeng Local Municipality decided on turning the Thabong industrial area into a formal business sector. Enactus CUT conducted a feasibility study, which involved compiling a questionnaire and conducting interviews with the occupants of the business area. Enactus CUT prepared a report with the findings of the feasibility study, and made recommendations that were presented to Harmony Gold and the Matjhabeng Local Municipality.

Results of the analysis included:

- A lack of financial literacy;
- Little knowledge of managing a business;
- No municipal services, such as garbage removals;
- Safety issues;
- Issues regarding work permits;
- Unregistered businesses;
- Illegal electricity;
- No sanitation services or facilities; and
- Products were not properly marketed.

Activities conducted to date (Phase 2)

Stakeholders were brought together to:

- Design a concept township plan;
- Design infrastructure and standards;
- Create a concept design of the proposed super structure;
- Conduct cost estimates;
- Finalise and approve the township and its internal services; and
- Secure land from the Matjhabeng Local Municipality.

A survey was conducted on:

- Preferred structures;
- Equipment; and
- Material for the super structure.

A meeting was held with the Steering Committee, consisting of:

- Beneficiaries;
- Consultants;
- Town planners;
- Eskom;
- Quantity Surveyors; and
- Civil Engineering students.

As this is a long-term project, Enactus CUT initiated one-to-one sessions with beneficiaries, and the following challenges were identified:

- Failure to meet the demands of customers;
- Inadequate material inventory;
- Inappropriate purchasing procedures;
- The costing of products and services;
- The need for new trees;
- Hazardous equipment;
- High competition; and
- An inability to obtain credit from suppliers.

Activities included:

- Entrepreneurial Day;
- Negotiation with suppliers (for credit);
- Training on job card costing methods;
- A workshop on safety procedures and the dangers of fire; and
- An environmental impact assessment.

Outcomes:

- One beneficiary obtained credit worth R5 000 from GSA (2:1 average current ratio).
- One beneficiary was registered under Harmony Gold's vendors, and secured a contract worth R43 878.42.
- Entrepreneurial Day.
- Half-day training was provided to two businesses by Tiger Wheel and Tyre.
- Business relationships amongst participants: One business secured a contract worth R13 700 000 from the Department of Human Settlement to build 100 houses in Rouxville. 40 people were employed for building the houses.
- A reduction in overhead costs (from R350 to R300 in the first month).
- 20 trees were planted as part of celebrating Environmental Awareness Month. This project also obtained the first position at the Enactus National Competition in July.



THE PROMOTION OF TOURISM: SOUTH AFRICAN COLLEGE FOR TOURISM (SACT) PROJECT

The aim of the project is to render academic management and moderation services to the SACT. The CUT Hotel School was appointed as moderators for the theoretical and practical components of the Culinary Studies, Food and Beverage Studies, Housekeeping, and Front Office subjects. Excellent quality standards are maintained in the

training of 90 young ladies within the hospitality industry, and from all over the Southern African Development Community (SADC) region, primarily for job opportunities in the trans-frontier parks. The project was terminated end of 2014.



MACCAUVLEI LEARNING ACADEMY PARTNERSHIP

In 2014, CUT enrolled 52 students in the Maccauvlei Learning Academy Partnership Project. In 2014, 38 of the students graduated, and 52 students will be graduating during the March graduation ceremony in 2015.

Fourth Group: March 2015 graduation ceremony

COURSE IN ACCOUNTING TECHNICIANS (CERTIFICATE AND FURTHER EDUCATION AND TRAINING (FET) ADVANCED)

CUT, in partnership with the Association of Accounting Technicians, provides learners with finance and accounting skills. In this way, entrepreneurship is enhanced through small-, medium- and micro-sized enterprises (SMMEs). AAT (SA) offers a practical qualification targeted at all staff levels, from administration to professional accounting positions. The focus of the AAT Certificate and FET Advanced Certificate is to address business needs in terms of basic finance and bookkeeping. Candidates are empowered to perform finance and accounting functions.

On the first level for 2014, there were 47 registered students, while there were 16 registered students for the second level and 10 registered students for the third level.

Twenty students received their AAT certification in May 2014. For various reasons, some students were unable to obtain enough marks in the normal schooling system to enter directly into mainstream academic programmes at CUT, and use this course as a bridging course, thereby giving them a second chance. The course provides students with employment skills on the lower levels of the accounting chain.

Students are entering mainstream studies. They also obtain certificates and move to the next AAT level. Several students have obtained bursaries from the Free State Department of Education. Therefore, after completing their studies, they will work for the Department of Education. Students' results indicate that they are obtaining the scarce skill of performing complex management accounting tasks. There are also students with municipality bursaries in the programme. By providing students with the opportunity to take this course, we will indirectly contribute to the municipality obtaining its strategic objectives for Operation Clean Audit. Students with municipality bursaries already work at these municipalities during their vacations.

AAT is an internationally recognised accounting qualification. The Chartered Institute of Management Accountants (CIMA) is the natural progression beyond AAT. If you hold a recognised AAT accounting qualification, you can build on your skills and your career prospects with a CIMA professional qualification.

SERVICE LEARNING IN RESTAURANT SERVICE

Through this project, students gain valuable skills in restaurant service. It is also an excellent marketing opportunity for the Hotel School, as prospective students become aware of the Hospitality Management programme, and numerous applications are received because of this annual service learning project.

The following Bloemfontein schools participate in the project:

- Petunia High School;
- Navalsig High School;
- Heatherdale High School;
- Hendrik Potgieter High School; and
- Staatspresident Swart High School.

A certificate of attendance is issued to each learner who completes the module successfully. A success rate average of 75% has been achieved. Feedback is also received from the teachers who participate in the module for quality assurance purposes.

CUT SCHOOLS ADVANCEMENT ACADEMY (SAA)



SATURDAY SCHOOL PROJECT AT THE BLOEMFONTEIN CAMPUS

The Saturday School is offered to Grade 11 and 12 learners. 614 learners enrolled in the Saturday School in 2014. However, as in previous years, the numbers decreased as the year proceeded, mainly due to the fact that schools, district offices and the provincial office also arrange special interventions and camps during holidays and weekends, involving learners who had been part of the Saturday class groups. The number of participants at the end of the year was 413.

For this initiative, the focus remains on providing content, study skills and examination preparation support in Mathematics (the work of Paper 1 and Paper 2 separately), Physical Sciences (Physics and Chemistry separately), Life Sciences, English, Accounting, and Engineering Graphics and Design. The latter two subjects were introduced in the last two years due to a large demand identified among the learners, teachers and school principals, who expressed their need for additional support in these subjects.

As in previous years, the Grade 12 learners of 2014 once again had a 100% pass rate in the National Senior Certificate examinations. In the first year of the implementation of the CAPS curriculum, the number of subject distinctions that were attained was lower than in the preceding years, but generally the learners obtained acceptable marks in all the subjects being offered.

Mutual and Federal and the Council for Built Environment provided much-needed sponsorship in 2014. MerSETA committed to contribute towards the project in 2015. Interstate Bus Lines continued to provide free transport for learners to and from CUT on Saturdays, as well as for the contact sessions that were offered during the school holidays.

EDUCATOR MENTORSHIP DEVELOPMENT PROGRAMME (EMDP)

The EMDP is aimed at addressing the skills shortage among primary school educators in the specific areas of Science, Technology, Engineering and Mathematics (STEM). The focus is on foundation and intermediate phase education, with the intention to develop, empower and mentor educators in the required skills. The first phase of the EMDP was a two-year pilot project that commenced in 2012. In 2013, it was successfully implemented and concluded at three primary schools in the Mangaung area, namely Grassland Primary School, Bainsvlei Combined School and Kamohelo Primary School.

The second phase of the project commenced in 2014, and will be concluded at the end of 2015. Four primary schools form part of this phase, namely Heide Primary, Karabello Primary, Monyatsi Primary, and Kgotsafalo Intermediate Farm School. The Telkom Foundation extended their

sponsorship towards the project.

The general feedback received from mentors, educators and the Telkom Foundation was very positive. There is a vast improvement in the overall results of these schools.



Prof HJ de Jager, DVC: Academic & Research (Extreme left), Mr PHI Makgoe, MEC: Education (middle) and to his right Mr N Kunene, acting Head of Telkom Foundation, in the company of other dignitaries at a signboard for the project.



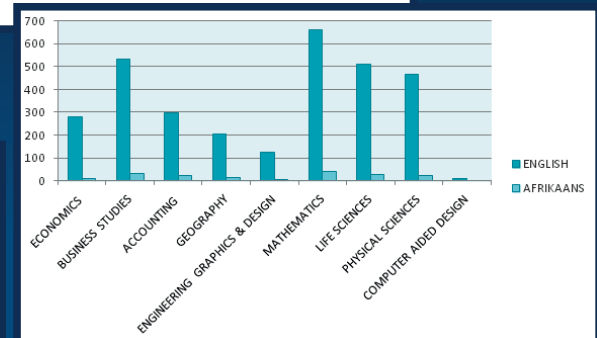
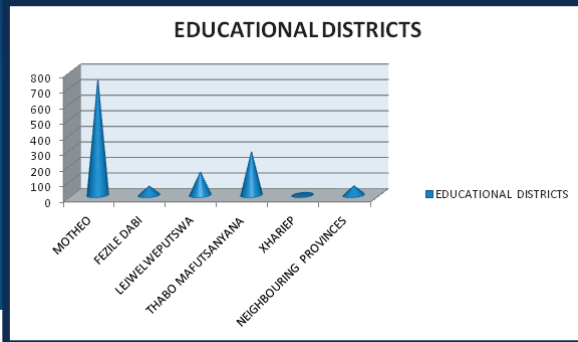
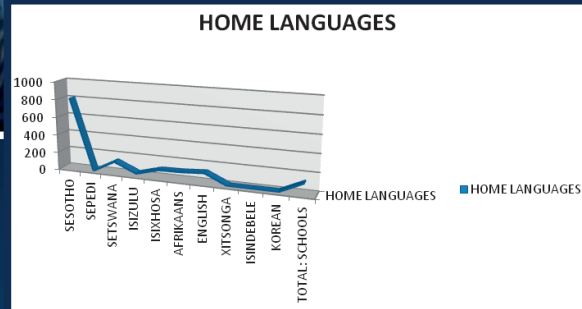
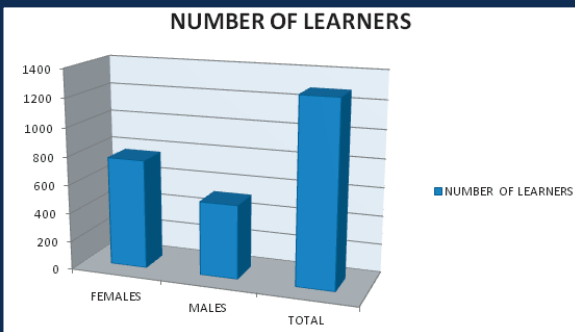
Equipment and teaching aids being handed over to the four participating schools



ANNUAL WINTER SCHOOL

The annual Winter School 2014 took place from 30 June 2014 to 11 July 2014. A total of 1 284 learners registered for the Winter School. Eight subjects were offered by 18 experienced tutors. The Engineering Graphics and Design module was offered to Computer-assisted Design learners, and 3-D Printing was also presented. Funding was obtained from Corporate Social Investment (CSI) by Standard Bank South Africa (CSI SBSA) in 2014.

The following table provides information on the registration of learners in terms of the following categories: Gender, home language and educational districts



A detailed report on the Winter School 2014 also includes areas on the project's impact, as viewed by attendees and tutors alike. Generally, the responses displayed high levels of satisfaction and excitement, and the Winter School was rated a worthwhile endeavour.

COMMUNITY ENGAGEMENT SYMPOSIUM 2014 (WORLD CAFÉ STYLE)

On 26 November 2014, CUT had the opportunity of hosting a symposium on 'Best Practices of CE at CUT'. This symposium used the World Café as a means of engaging in interactive, fruitful and vibrant discussions. The participants were a good mix comprising of:



- Project leaders and staff members of CUT (Bloemfontein and Welkom campuses);
- Postgraduate students of the Young Scientists Summer Programme (UFS);
- Apostgraduate student supervisor;
- Community Engagement staff from the UFS; and
- A visiting staff member of the Polytechnic University of Namibia.

The World Café is a creative process for facilitating collaborative dialogue with a view to sharing of knowledge and ideas. A café ambiance was created with colourful tablecloths and vases of flowers, which were picked from our own garden at the Science Park. Participants discussed questions and issues in small groups of nine around the café tables.

The table hosts were:

- Table 1: Ms Marisa Venter;
- Table 2: Mr Parks Makhoahle;



- Table 3: Mr Giel de Villiers; and
- Table 4: Mr Christo Hurter.

Participants moved to a new table at regular intervals. The event concluded with a plenary, where the key ideas and conclusions were established.

The following comments were made during the discussions:

- Good initiatives aimed at the education of learners to improve lifestyles, enhance health, and improve the learning of Mathematics and Science.
- It was realised that CE provides a good platform to learning, and that it is linked to the Community Engagement Strategy. It is curriculum-based.
- Skills such as social, communication, cognitive and presentation skills are learnt.
- The SAA is aligned with the National Development Plan 2030.
- The focus is on addressing challenges.
- Partnerships with various communities are necessary to render a service to the community.
- Contributions are made by university academics via research, which leads to better problem solving and knowledge creation, and contributes to the knowledge economy.



Challenges confronting integrated CE include:

- Project leaders should consider participatory research in these projects.
- Better collaboration with other CUT schools and faculties is required.
- The approach that is used in these projects seems to be a one-way approach – from CUT to the communities. Therefore, it is questionable what students learn from the communities.
- The poor academic performance of school learners further slows down the process of bringing them to a particular standard.
- Project leaders need to take cognisance of the National Development Plan 2030 and the educator development need to be synergised. Sustainability cannot be achieved by focusing on students only; hence, it is crucial to develop educators as well.
- More schools from rural areas should be involved.

- There is no follow-up with learners that are part of these projects (the Saturday School, Winter School, etc.).

Recommendations in this regard include:

- Better interaction with all faculties and the involvement of students as part of the graduate attributes.
- An integrated approach to CE is required; thus, more involvement in CE research.

MacJannet Awards competition 2014

In 2014, the ITS CE project headed by Ms Marisa Venter was one of 59 projects in the semi- final round. This is a major feat for a small university such as ours.

Vice-Chancellor's Excellence Awards 2014

The preliminary round for the VC Excellence Awards was held on the 24 June 2014. Three faculties participated; Faculty of Humanities, Faculty of Management Sciences and Faculty of Health and Environmental Sciences. The VC-excellence awards 2014 winner was Mr Parks Makhoahle for his service learning project HEALTH AND AWARENESS: HEALTH-RELATED ASPECTS from the Faculty of Health and Environmental Sciences.

South African Higher Education Community Engagement Forum

South African Higher Education Community Engagement Forum (SAHECEF) was first conceptualized in 2008. In 2009 SAHECEF's Constitution was accepted and the organization was officially launched. SAHECEF has succeeded in mobilizing staff that are involved in various CE and are committed to a scholarship of engagement. SAHECEF is a regional partner of the Talloires Network and a member of the Global Universities Network for Innovation.

SAHECEF has been committed to:

- Advocating, promoting, supporting, monitoring, and strengthening community engagement at South African Higher Education Institutions;
- Furthering community engagement at Higher Education Institutions in partnership with all stakeholders with a sustainable social and economic impact on South African society; and
- Fostering an understanding of community engagement as integral to the core business of higher education.
- Facilitate the dissemination of new knowledge in the field of community engagement;
- Promote community engagement as a vehicle for development and transformation;
- Facilitating the establishment of a national community engagement resource centre;
- Facilitating the organisation of national community engagement conferences and provide platforms for debate about practices, monitoring and evaluation; and
- Promote debate about innovative practices in the field of community engagement in the context of Higher Education.

CONCLUSION

2014 was a fruitful year, as project leaders embraced the use of the CE Model. The utilisation of this template has ultimately assisted in making the focus of projects more specific.

