

**COMMUNITY ENGAGEMENT AND COMMUNITY DEVELOPMENT:
EXPLORING THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN
SUSTAINABLE COMMUNITY DEVELOPMENT THROUGH SERVICE
LEARNING**



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University of Fort Hare
Together in Excellence

**COMMUNITY ENGAGEMENT AND COMMUNITY DEVELOPMENT:
EXPLORING THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN
SUSTAINABLE COMMUNITY DEVELOPMENT THROUGH SERVICE
LEARNING**

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Supervisor: Dr SM Maistry

DECLARATION

I, Sinikhiwe Chanakira, hereby declare that unless specifically indicated to the contrary, this thesis is the result of my own work. Furthermore, I declare that the material contained in this thesis has not been submitted to this or any other university in fulfillment or partial fulfillment of the requirements for another degree.



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Signed at East London

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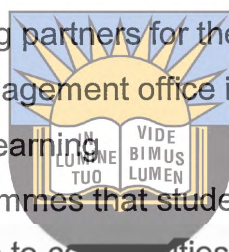
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ABSTRACT

Community Engagement (CE) has recently been identified as a core function of higher education institutions in South Africa by a number of South African higher education policy papers. The White Paper 3 (Department of Education, 1997) lays the basis for a variety of CE, including service learning (SL), as integral and core parts of South African higher education. What differentiates SL from other forms of CE is that course objectives are linked to meaningful human, health, educational, and environmental concerns that are co-determined with community partners and their clients. Students involved in SL programmes work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development. Despite its benefits CE and SL are not without their challenges. This is clearly evidenced by the various ways in which the different universities in South Africa conceptualize CE.

This dissertation focuses on SL as a form of CE in relation to three disciplines: Law, Education, and Management and Commerce; it examines the role that SL can play in sustainable community development (CD). The study is based on the assumption that CE through SL can contribute to sustainable CD, and that students in the faculties of Law, Education and Management and Commerce at the University of Fort Hare (UFH) are not generally involved in SL as part of their study programmes. This study proposes that students who do not participate in CE generally, and specifically in SL, will not be adequately equipped with necessary skills required for the world of work or civic responsibility. The main question that this research asked was: how can Law, Education and Management and Commerce students from the UFH contribute to sustainable CD through CE and SL activities? The research design was exploratory and the methodology was qualitative in nature. The case study method was adopted as the study selected the UFH as the research site. The sample comprised students, Deans and lecturers from the faculties of Law, Education and Management and Commerce; the director of the CE office of the University of Fort Hare; and officials from non-government organizations (NGOs) from the East London area who could be potential hosts for students involved in SL programmes. Interview schedules were used to collect data from respondents using

both individual interviews and focus groups. The data was analyzed using a thematic approach.

The research findings suggest that university staff, students and NGO's around East London lack a clear conceptual understanding of CE and SL. The findings also show that while there is much CE taking place in these faculties, only the Law faculty had formally incorporated a credit bearing service learning programme into their curriculum. The findings further indicate that all stakeholders are clearly willing to participate in CE and SL. The findings also demonstrate that students involved in CE through SL can have a positive impact when they work in partnership with local communities.



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LIST OF ABBREVIATIONS

CE	Community Engagement
SL	Service Learning
CD	Community Development
NGO	Non-Governmental Organization
HESA	Higher Education South Africa
HEQC	Higher Education Quality Commission
HEI	Higher Education Institutions
UFH	University of Fort Hare
CHE	Council of Higher Education
JET	Joint Education Trust
CHESP	Community Higher Education Service Partnerships
SIFE	Students in Free Enterprise
ECNGOC	Eastern Cape Non-Governmental Organization Coalition
LKA	Life Knowledge Action
RSS	Rural Support Services
FAMSA	Family and Marriage Association South Africa



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CHAPTER ONE: INTRODUCTION

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1.1 INTRODUCTION

South Africa's transformation from apartheid to democracy has brought about changes in the lives of its citizens, specifically in the lives of those who were previously disadvantaged, in areas such as health, education and welfare. The social ideology of the apartheid era educational policy led to the unequal distribution of resources according to race. Since the advent of democracy in 1994, a wide range of policies have been adopted to reshape the social, economic and political landscape in the country. One of the focus areas of transformation has been higher education because higher education institutions (HEIs) have historically assumed an 'ivory tower' image, detached from the communities around them. The introduction of community engagement (CE) as a core function of higher education in addition to teaching, learning and research attempts to remedy this image and situate HEIs as critical role players in the national development agenda. CE is defined as initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community (HEQC, 2004). By institutionalizing CE in its various forms, such as volunteerism, service learning (SL) and community outreach, HEIs are now expected to contribute to the socio-economic development of communities and promote the social and civic responsibility of students in democratic South Africa (Reddy 2004: 7).

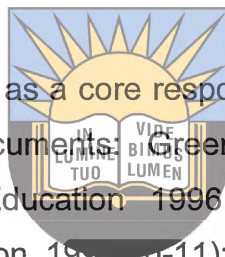
Since 1994 HEI's have been expected to play a significant role in social transformation. Much like other post-authoritarian societies in the 1990's, and post-independence African states in the 1950's, the South African Council for Higher Education has high expectations for HEI's in terms of their contribution to national development (CHE 2004:130). In recent years in South Africa the spotlight has fallen increasingly on the role of service in higher education, as an overarching strategy for the transformation of higher education in relation to community development (CD) priorities (CHE 2004:130). This is in line with expectations that higher education will fulfill its contribution to the reconstruction and development of civil society, as well as to scholarly activity, and that it will provide a complementary alternative to the

marketisation of higher education thereby strengthening the mission of HEIs to contribute to the public good (CHE 2004:130). In the main the state hopes that HEI's will contribute towards overcoming the legacies of the country's racially divided past, transform the society along democratic and more equitable lines, and make the country more competitive in the global economic system (Reddy 2004: 7).

This study explores the role of HEI's in the socioeconomic development of communities through CE, and specifically through SL. The study takes the UFH East London campus as a case study and focuses on the faculties of Management and Commerce, Law and Education.

1.2 RATIONALE OF STUDY

The positioning of CE, including SL as a core responsibility of HEIs is highlighted in the following national policy documents: Green Paper of Higher Education Transformation (Department of Education 1996:2); White Paper on Higher Education (Department of Education 1997:10-11); the National Plan for Higher Education (Ministry of Education 2001); the Founding Document of the Higher Education Quality Committee (HEQC) criteria for Institutional Audits (2001:5-6) and the HEQC criteria for accreditation (2004b: 7-8). CE can take many forms including SL, volunteerism, community outreach, community service, internships, field education and cooperative education. The founding document of the HEQC (2001) identifies knowledge based community service as a critical area through which accreditation and quality assurance of higher education can be achieved (Bender et al 2006: 3). Subsequently the HEQC incorporated CE and its various components into its national quality assurance systems. In June 2004 the HEQC released its criteria for Institutional Audits including criteria on CE (Bender et al 2006:6). In November 2004 the HEQC released its criteria for programme accreditation, including minimum requirements for SL (Bender et al 2006: 4). The Council for Higher Education's (CHE) 2006 working group stated that CE is a process of creating a shared vision among the community and its partners in society (local, provincial, national government, NGOs, HEI's, business, donors), that results in a long term collaborative programme of action with outcomes that benefit the whole community equitably (CHE, 2007).



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The problem is that most HEIs find the incorporation and implementation of CE in its various forms including SL challenging. At the UFH an increased number of students present academic staff with a number of challenges with regards to traditional approaches to teaching and research. The incorporation of CE (in the form of SL) into the curriculum presents a further challenge to the majority of disciplines, and especially faculties such as Law, Education and Management and Commerce. As a result there is a lack of implementation of SL in these disciplines. O'Brien (2005:65) writes that SL is now being chosen more often as pedagogy in disciplines which did not traditionally employ it, such as commerce, psychology, drama, Zulu, education, engineering and urban planning. The application of SL presents a challenge in all these disciplines because it has not traditionally been a part of these disciplines. SL is unique because it is reciprocal in nature and simultaneously benefits both the learner and the community (Narsavage and Lindell 2001:7). In South Africa there are also questions about its impact on communities, off-campus organizations and HEI's involved in its implementation (O'Brien 2005:74).



A distinguishing characteristic of CE and SL is that community assessment with a focus on the communities own voice is critical (Narsavage and Lindell 2001:7). Course objectives should be linked to meaningful human, health, educational, and environmental concerns that are co-determined with community partners and their clients. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development (Narsavage and Lindell 2001:7). CE through SL is hence expected to contribute to sustainable CD as it attempts to address unmet community needs. Its reciprocal nature means that, while students have the community at the center of development through addressing community needs, they are also learning through the process of engaging with communities. However, because different definitions stress different aspects of CE in its various forms, the UFH, like other universities in South Africa, is struggling with conceptualization and application of CE and SL.

Due to the fact that different definitions stress different aspects of CE and SL different universities in South Africa tend to focus on different aspects of the definition of SL. For example, Rhodes University's CE is expressed in its

commitment to sharing knowledge resources with the community of Grahamstown and the Eastern Cape, and by encouraging an ethos of community service within its staff and student body (Rhodes University Website, 2009). Hence Rhodes University has conceptualized CE in the sense of community service. At the University of Witwatersrand the emphasis is on SL which is defined as: a credit bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (University of Witwatersrand website, 2009).

At UFH disciplines such as social work and education have a CE component included in the curriculum in the form of field work practice. Social work students are required to engage with communities and organizations as part of their fieldwork practice and education students conduct teaching practice in schools. However, students are the main beneficiaries in these practical placements. This is different from SL where the focus is on a reciprocal relationship. Both students and communities are expected to benefit from the interaction and engagement of SL.



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The purpose of the field work practice in Social Work and Education is to give the students an opportunity to combine theory with practice as this ability is essential for ongoing professional development. In disciplines such as Law and Management and Commerce students complete their degrees first and practice becomes part of their employment or as a precursor to formal employment, such as the serving of articles. The latest development in the legal arena as reported by Hartley (2010) is that the South African cabinet recently approved of community service for legal graduates along similar lines to that required of doctors. As a Law graduate, the researcher believes that it would be extremely important for Law students to be involved in SL in preparation for what will be part of their career, that is community service, and thereby contributing (albeit to varying degree) to the socio economic development of communities.

The aim of this study was to explore the role of HEI's in sustainable CD through CE, with a focus on SL. It is evident that the various universities have different conceptions of CE and what it entails. Therefore, the research needed to determine how UFH staff and students from the faculties of Law, Management and Commerce and Education conceptualized CE and SL. The UFH East London campus was adopted as a case study with the sample consisting of the director of CE, lecturers, deans, students and NGO officials from East London. The main assumption of the study was that students at HEI's can contribute to sustainable CD through SL as a form of CE. Based on this assumption, the research asked the following question: how can Management and Commerce, Law, and Education students from (UFH) contribute to sustainable community development through community engagement and service learning activities?



1.3 OBJECTIVES OF THE STUDY

The aim of this study was to examine the role of HEI's in sustainable CD through CE with a focus on SL. Selecting students and staff of the faculties of Management and Commerce, Law and Education at UFH, the objectives of the research were:

1. To explore how CE and SL are conceptualized.
2. To explore the nature of CE and SL at UFH.
3. To explore the challenges and benefits of implementation of CE and SL.
4. To determine how students can impact on sustainable CD through CE and SL.
5. To gauge the extent of preparedness of staff of the three faculties to implement SL in the curriculum.

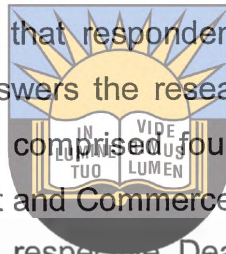
1.4 RESEARCH DESIGN AND METHODOLOGY

The research design was exploratory. This design is relevant because CE is a new area of research in South Africa. Babie (2007:87) writes that exploratory research is ideal for examining new research interests or new research subjects. The qualitative

methodology and case study approach were used in this study. Kumar (2005:113) states that the case study method is an approach to studying a social phenomenon through analysis of an individual case. In this instance, the UFH, East London campus and its faculties of Management and Commerce, Law and Education were purposively chosen as a case study.

1.4.1 Location and Sample

This study was located in the Eastern Cape at the UFH, East London campus. Sampling is the term used to define that part of the universe used to answer the research question (Friedman 1998: 47). The researcher utilized non probability purposive sampling. Oliver (2004:128) writes that the nature of qualitative research to generate detailed data requires that respondents be identified purposefully to provide information that directly answers the research questions. From the UFH, East London Campus, the sample comprised four different groups of individuals selected from the Law, Management and Commerce and Education faculties. These were students, lecturers and their respective Deans and the recently appointed director of CE. The selection of the above three faculties was based on the degree of contact students currently have with communities in relation to their specific discipline or degree programme. The assumption was that students from these faculties have no contact with the communities in relation to their specific discipline or degree programme. Students from the Law faculty are required to complete their articles after completion of their degree; practical teaching is a requirement for Education students during the course of their degree programme; and students from the faculty of Management and Commerce are not formally required to complete any fieldwork during the course of their undergraduate degree. CD practitioners or administrators from five NGO's within the East London area were included in the sample as NGOs are seen as important partners in CE activities. The total sample comprised thirty six individuals.



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1.4.2 Data Collection

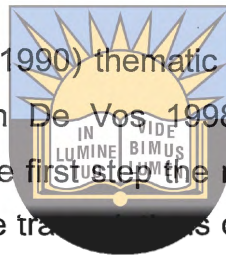
Data was collected through individual and focus group interviews. A tape recorder was used to capture the data and any useful observations made during the time spent with the sample groups was noted. With the lecturers, Deans and the NGO

administrators' semi-structured interview schedules were used. Bless and Higson Smith (2006:116) states that this kind of interview is structured in the following way: a list of issues for investigation is drawn up prior to the interview and a semi-structured schedule provides the interviewer with the freedom to formulate other questions as judged appropriate for a given situation. Three focus group discussions with the students from the final year of the Law, Accounting/Business Management and Education degrees were conducted. Focus groups refer to a selected group of people drawn together to apply their knowledge, experience, and expertise to a specific problem (De Vos, 2002: 431).

1.4.3 Data Analysis

Data was analysed using Tesch's (1990) thematic approach as outlined in De Vos (1998:343). Tesch (1990 cited in De Vos, 1998:343) proposes eight steps to consider in data analysis. During the first step the researcher will obtain a sense of the whole by reading through all the transcripts carefully, then jotting down some ideas as they come to mind. In the second step the researcher will select one interview which could be the most interesting, or the shortest or maybe the one on top of the pile and asking questions such as what is this about? and thinking about the underlying meaning in the information and then writing down thoughts that come up in the margins. The third step is whereby the researcher has completed this task for several respondents and a list is then made of all the topics. Similar topics are clustered together and formed into columns that might be arranged into major topics, unique topics and left overs.

Fourthly, the researcher will then take the list and return to the data. The topics will be abbreviated as codes and the codes written next to the appropriate segments of the text. The researcher will then try out this preliminary organizing scheme to see whether new categories and codes will emerge. During the fifth step the researcher will then have to find the most descriptive wording for the topics and turn them into categories. The researcher will then endeavor to reduce the total list of categories by grouping together topics that relate to each other. Lines will be drawn between categories to show interrelationships.



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In the sixth step, the researcher will then make a final decision on the abbreviation for each category and alphabetizes the codes. During the seventh step the data material belonging to each category will then be assembled in one place and preliminary analysis will be performed. Lastly existing data will be recoded if necessary. During this research the first, second and third step were initially skipped because the themes were predetermined prior to data collection. However, these steps were followed during the conclusion of the research.

1.5 VALUE OF STUDY

The study could be used to make recommendations to the UFH in general and more specifically to the Education, Management and Commerce and Law faculties regarding how they can successfully integrate SL into their curriculum in such a way that it could contribute to the further development of students and local communities.



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1.6 DELIMITATION OF STUDY *Together in Excellence*

CE is a new and emerging field of research in the South African higher education context. As such there is a lack of relevant and content specific literature. Another area of limitation of the research is that the findings of a case study cannot be generalized. However, the findings could serve as a basis for further comprehensive studies on CE and SL and their role in sustainable CD. Lastly, the Dean of the Faculty of Education was not available for an interview. She, however, referred the researcher to a lecturer who was knowledgeable about CE in the Faculty of Education.

1.7 ETHICAL CONSIDERATIONS

Informed consent and confidentiality were considered in conducting the study. Bailey (1987:409) writes that informed consent of participants in research is important, and that consent to participate in the study is based on information participants receive on the study and its purpose. Participants were provided with information, via electronic mail in the form of an invitation letter as well as through a hard copy of the

letter at the beginning of the interviews. They took cognizance of the fact that the proceedings would be recorded and did not object. Participants were therefore informed of the purpose, process, and consequences of the study. The identities of the participants who took part in the interviews were not disclosed in this study. Information obtained from them, through the audio recordings and field notes, was managed in confidence and with their consent.

1.8 SUMMARY OF CHAPTERS

The research report consists of five chapters. The first chapter introduces the research and is followed by an exploration of literature in relation to CE and SL in Chapter 2. In Chapter 3 the research design and methodology is described. Chapter 4 presents the data that was collected for the study and an analysis of this data. Lastly, in Chapter 5, the conclusions and recommendations are discussed.

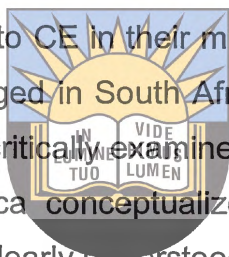


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CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this study is to explore the role of higher education institutions (HEI's) in sustainable community development (CD) through service learning (SL) as a form of community engagement (CE). To this end, a review of literature was conducted that covered: the role of HEI's and the contextualization of CE and SL in the current South African development arena; the different forms of CE, with a special focus on SL; a conceptual framework examining meanings given to CE, SL, CD, sustainable CD and the link between SL and CD; and finally the importance of partnerships and collaborations for SL to be able to contribute to sustainable CD. HEI's vary widely in the way they locate and give effect to CE in their missions. Various approaches to, and organization of, CE have emerged in South Africa (HEQC 2006: v). Therefore, literature on conceptualization was critically examined to provide an overview of how different Universities in South Africa conceptualize CE and SL so that the link between SL and sustainable CD is clearly understood.



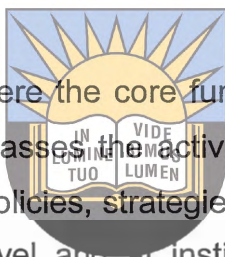
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2.2 THE ROLE OF HIGHER EDUCATION INSTITUTIONS AND CONTEXTUALIZING CE

Higher Education has three core functions as defined by the White Paper on Transformation of Higher Education of 1997 and these functions are teaching and learning, research, and more recently CE. Of these three functions CE was introduced as part of the transformation of higher education agenda of the democratic state in order to make HEI's more responsive to the socio-economic problems of the country so that there is sustained growth (CHE 2004:230). A particular higher education system was inherited from apartheid: one that was deeply divided internally, and isolated from the international community of scholars; highly fragmented in structural and governance terms; and far from being a coherent and coordinated system (CHE 2004:230). It was inherently inequitable, differentiated along the lines of 'race' and ethnicity, and designed to reproduce white and male privilege and black and female subordination in all spheres of society (CHE 2004:231).

In accordance with this design, Africans, as the largest South African demographic group, had the lowest participation rate in higher education. Institutional purposes were linked neither to the needs of the broader society nor to consistent conceptions of quality. The resources, and hence the capabilities, capacities, and outcomes of HEIs, were related to the social stratification of apartheid (CHE 2004:232). As South Africa entered a process of social, economic and political reconstruction in 1994, it was clear that mere reform of certain aspects of higher education would not suffice to meet the challenges of a democratic country aiming to take its place in the world. Rather, a comprehensive transformation of higher education was required, marking a fundamental departure from the socio-political foundations of the previous regime. This transformation touched all the functions of higher education (CHE 2004: 232).

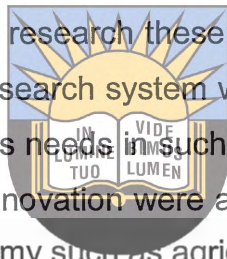


Historically teaching and learning were the core functions of higher education. The term teaching and learning encompasses the activities of teaching and learning in the classrooms of HEIs, including policies, strategies, plans, and infrastructure, both at the higher education system level and at institutional level, to support these activities (CHE/HEQC 2002a: 8). Under apartheid, higher education teaching and learning practices and the curriculum tended to be as fragmented as the institutional structure in which they were located; this presents a challenge when it comes to formulating a categorical description in retrospect. The HEI system at the time was divided according to race and language. English language universities were by and large dominated by Western academic practice. As an example, medical curricula adopted a curative focus rather than a preventive one which is more suited to a developing country. Even after 'liberal' universities were permitted to enrol black students in the early 1980s, the substance of mainstream curricula did not significantly alter to cater to a more diverse student body (CHE 2004:94).

Curriculum within Afrikaans language universities was closely tied to the concept of a "volks" (which is a German word for 'folk' meaning common people) university. The traditional view of an HEI as an autonomous community dedicated to the pursuit of truth was largely rejected in favour of conformity of belief and intellectual rationalisation of the apartheid society (CHE 2004: 94). As a reflection of this, rote learning practices were common. In African universities, teaching and learning approaches were in principle to be constructed around concepts relevant to Africa,

but in practice were antagonistic to African culture and were more frequently a 'watered-down version' of the education provided in Afrikaans language HEIs. Curriculum was manipulated to prevent the development of student political consciousness. Courses in science, mathematics, and engineering were restricted to keep skills in these areas at a low level (CHE 2004:94).

Another core function of HEIs is research. South Africa's research system developed from the mid-eighteenth century onward, under the impetus of various stimuli, like: exploration of the natural history of new colonial territories, including the work of astronomers who travelled to the Cape Colony; the discovery of diamonds and gold and the industrialisation of the Witwatersrand area; animal epidemics and plant diseases and centres established to research these; the endeavour of former Prime Minister Jan Smuts to construct a research system with the universities at its centre; and a focus on serving South Africa's needs in such areas as mining and agriculture (CHE 2004: 107). Other drivers of innovation were also present, especially the need to develop core sectors of the economy such as agriculture and mining.



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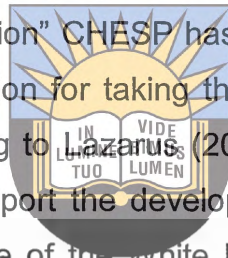
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Since 1994 an addition to the purpose of research in higher education has been made through higher education policy documents such as the White Paper (Department of Education, 1997) which has joined the call for increased responsiveness of higher education research to socio-economic realities in the areas that HEIs are located. Consequently CE is the most recent addition to the core responsibilities of HEIs. In the Glossary of the HEQC's Framework for Institutional Audits (June 2004d: 15) CE is defined as "Initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community". Even though the majority of universities engaged with communities on an informal basis prior to the White Paper of 1997, there were no policy mandates or directives for CE in South African higher education.

Given a lack of empirical research and literature on CE in South African higher education prior to 1994 and immediately thereafter, a survey was undertaken by the Joint Education Trust (JET) during 1997 to 1998 (CHE 2004: 132-133). The survey aimed to develop some understanding of CE and its potential role in South African higher education and to stimulate debate around the issue (CHE 2004: 132-133).

Key findings of the research were that the mission statement of most HEIs included the notion of community service; no HEI had a policy to operationalize the community service component of their mission statement; most HEIs had a wide range of community service projects and most projects were initiated by students and academics attempting to address specific community needs rather than as a deliberate institutional strategy (CHE 2004:132).

Building on the results of this survey the Ford Foundation made a further grant to JET in 1998 to establish this Community Higher Education Service Partnerships (CHESP) initiative (Lazarus 2007: 92). Taking its cue from the White Paper which calls for “feasibility studies and pilot programmes which explore the potential of community service in higher education” CHESP has to date essentially been a pilot initiative designed to provide direction for taking the CE and SL to scale in South African Higher Education. According to Lazarus (2007: 92) the specific operational objectives of CHESP were to support the development of pilot programmes that give expression to the CE mandate of the white Paper, to monitor, evaluate and research these programmes and to use the data generated through this research to inform HE policy and practice at a national, institutional and programmatic level.



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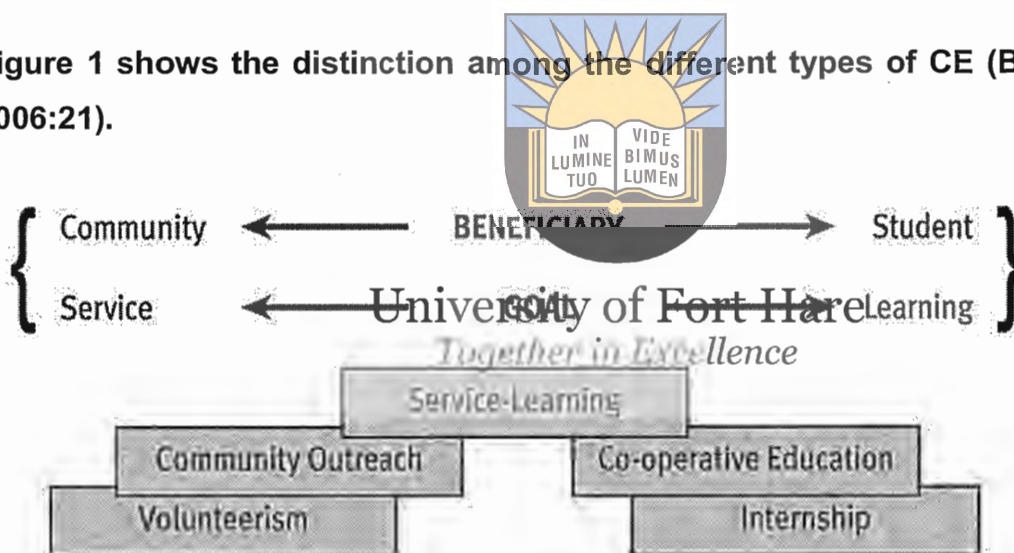
In order to achieve the above objectives JET launched complementary operational programmes simultaneously. These programmes were firstly; grant-making which entailed supporting the development of specific HEI outcomes that would contribute towards the integration, institutionalization and sustainability of CE and SL within HEIs. Secondly; capacity building which, entailed building the capacity of HE policy makers, HEI administrators, academic staff, academic planners and quality managers to conceptualize and implement CE and SL as a core function of HE. Thirdly; a monitoring, evaluation and research programme: all pilot initiatives were monitored, evaluated and researched so as to generate a body of knowledge on CE and SL in the South African context. Also launched was a resource and information service in which all of the above programmes were supported through an extensive resource and information service. Data generated through the monitoring, evaluation and research programme was used to inform higher education policy and practice (Lazarus 2007: 92).

Policy documents therefore underpin the changing role of HEIs in the development agenda of democratic South Africa and CE has been positioned such that it has a critical role to play in the transformation of HEIs and in the broader transformation context of South Africa, specifically in relation to sustainable CD.

2.3 THE VARIOUS FORMS OF COMMUNITY ENGAGEMENT

Bender et al. (2006:71) wrote that CE can take various forms within the context of higher education. These are as SL, volunteerism, community outreach, community service, internships, field education, and cooperative education.

Figure 1 shows the distinction among the different types of CE (Bender et al 2006:21).



(Adapted from Furco, 1996)

These forms will be discussed below.

2.3.1 Service learning (SL)

SL is distinguished from other approaches to experiential education by its intention to equally benefit the provider and the recipient of the service and to ensure equal focus on both the service being provided and the learning that is occurring (Furco 1996: 6). Furco (1996: 6) further elaborated that in order to do this, SL programmes must have some academic context and be designed in such a way that ensures that the service enhances the learning and the learning enhances the service. Bender et al (2007: 24) echoed the same sentiments when they stated that this form of CE is

underpinned by the assumption that service is enriched through scholarly activity and that scholarly activity, particularly student learning, is enriched through service to the community.

Unlike field education where the service is done in addition to a student's courses, a SL program integrates service into the courses. Unlike other categories of CE, SL is entrenched in a discourse that proposes the development and transformation of higher education in relation to community needs (Furco 1996: 6). It is important, according to Bender (2006:71) that SL is planned, resourced and managed in a developmental manner that takes cognizance of the needs of the staff, students and the community without compromising the quality of service provision.

2.3.2 Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided, and the primary intended beneficiary is clearly the service recipient (Furco 1996:3, Bender et al 2006:22). The inherently altruistic nature of volunteer programmes renders them as service focused, designed to benefit the service recipient. Volunteer programmes are thus essentially extracurricular activities, most often taking place during holidays and outside tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally relatively small in scale and have a loose relationship with the HEI (Bender et al. 2006:22).



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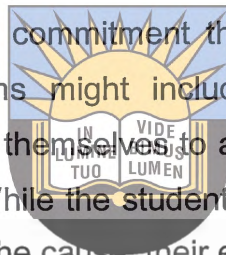
2.3.3 Community Outreach

This is also an engagement of students and sometimes academic staff in activities where the primary beneficiary is the recipient community and the primary goal is to provide a service (Bender et al. 2006: 22). These programmes are generally initiated from within the HEI by a department or a faculty, or as an institution wide initiative. In some cases recognition is given, either in the form of academic credit or in the form of research publications. As the service activities become more integrated with the academic work of the students and as the students begin to engage in formal intellectual discourse about service issues, the programme begins to resemble SL more and more (Bender et al. 2006:22). One of the main features distinguishing academically based community outreach program from SL is that the former tend to

be distinct activities and initiatives of the HEI's, whereas the latter are fully integrated into the curriculum. SL is not seen as an outreach activity; it is seen as an integral and inseparable part of the higher education curriculum (Bender et al. 2006:22).

2.3.4 Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (Furco 1996: 3). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients. According to Furco (1996: 3), as with volunteer programmes, community service programs imply altruism and charity. However, community service programmes involve more structure and student commitment than volunteer programs. School based community service programs might include semester long or yearlong activities in which students dedicate themselves to addressing a cause that meets a local community (or global) need. While the student's primary purpose for engaging in the service activity is to advance the cause, their engagement allows them to learn more about the cause and what is needed to be done to ensure the cause is furthered effectively. As the service activities become more integrated with the academic course work of the students, and as the students begin to engage in formal intellectual discourse around the various issues relevant to the cause, the community service programme moves closer to the center of the continuum to become more like SL (Furco 1996: 3).



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2.3.5 Internships

Internship programmes engage students in service activities primarily for the purpose of providing students with hands on experiences that enhance their learning or understanding of issues relevant to a particular area of study (Furco 1996: 4, Bender et al. 2007: 22). In internship programmes the students are the primary intended beneficiary and the focus of the service activity is on student learning. Students are placed in internships to acquire skills and knowledge that will enhance their academic learning and vocational development. For many students internships are performed in addition to regular course work, often after a sequence of courses has been taken. Although students provide services in internship programmes they engage in internships primarily for their own benefit and primarily for learning, as

opposed to service purposes (Furco 1996:4). Generally internships are fully integrated with the student's curriculum (Bender et al. 2007:22). Teaching internships will for example take place at a school designated by the academic institution, and with which a partnership may have been established for the purpose of the vocational development and practical experience for student teachers (Bender et al. 2006:22).

2.3.6 Field education

Field education programmes provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies (Furco 1996:6). Students perform the service as part of a programme that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided. Field education plays an important role in many service oriented professional programmes such as Social Work, Education, and Public Health. In some of the programmes, students may spend up to 2 years providing a service to a social service agency, a school, or a health agency. While strong intentions to benefit the recipients of the service are evident, the focus of field education programmes tends to be on maximizing the student's learning in the field of study (Furco 1996:6).



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2.3.7 Cooperative education

The primary beneficiary in cooperative education programmes is the student and the primary goal is student learning (Bender et al. 2007:22). Co-operative education provides students with co-curricular opportunities that are related to, but not always fully integrated with the student's curriculum. Co-operative education is used extensively in universities of technology throughout South Africa. It should be stressed that the main differences between co-operative education and SL lie not essentially in differing methodologies, but in the nature of student placements and the desired outcomes (Bender et al. 2007:22). Cooperative learner placements are basically within industry whereas SL placements are within community service agencies or directly in the community. Whereas the desired outcome of cooperative education is fundamentally student learning, SL includes the additional goal of providing a service to the community. Nevertheless, in terms of student learning outcomes, both co-operative education and SL share the goal of enriching the

students' understanding of the module content (Bender et al. 2007).

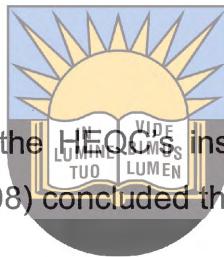
2.4 CONCEPTUALIZATION OF KEY TERMS

2.4.1 COMMUNITY ENGAGEMENT

An understanding of the term community is critical in order to understand CE and CD. O'Brien (2005: 69) remarks that one of the most important differences in relation to SL between the institutions in each country, lies in their understandings of two concepts commonly used in SL discourse; that is, the concepts of community and engagement. The concepts of community and engagement will be examined separately before attempting to explore the meaning of community engagement.

The concept of Community

In her overview of the outcome of the HEQCS institutional-level audits completed between 2004 and 2008, Lange (2008) concluded that it:

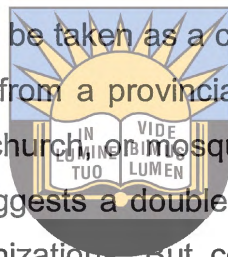


“is a vexed question as to what communities are, who they are and where they are. One of the questions we have asked of institutions in the audits (all of which have a de facto or de jure community attached to them) has been: ‘Who is your community?’ Some institutions defined their communities in historical terms, and remained stuck in the community divisions of the apartheid era. Some defined their communities in conservative terms, while others were more progressive. The question can be posed whether it is necessary to open or broaden the concept of community, since communities can be a form of democratization, tolerance and pluralism. Does the community include those living on the doorstep of the institution or those further a field? The ‘community’ could be understood to mean everybody who is outside the institution (in other words, all stakeholders), including industry, the labor market, provincial and local government and NGOs. There are no clear answers to the question of who the community is” (Lange in CHE, 2008).

Muller in the Kagisano Series Papers (CHE 2010:68) asserts that “communities” are, in practice, more or less anything that is in the university’s external environment.

Written accounts and personal experience of SL practice in the USA and in South Africa have revealed that, in the American context, community is often synonymous with organizations and institutions which provide non-profit services to that country's citizens/consumers. In South Africa, there appears to be a sharper differentiation between those who receive or are entitled to services and those who supply them. This possibly reflects a greater sensitivity to the different seats of decision making or power between communities and service providers (O'Brien 2005:69). In Hall's opinion community can, and does, mean anything from a university's own staff, students and community of practice to civic organizations, schools, townships, citizens at large and "the people" in general (CHE 2010:2).

Hall concludes that, community, can be taken as a cluster of households or an entire region, as an organization ranging from a provincial government department to an NGO, as a school, clinic, hospital, church, or mosque, or as a part of the university itself in (CHE 2010:23-24). This suggests a double meaning as communities are a loosely defined set of social organizations. But community also functions as an adjective; as a qualifier that indicates work that is socially beneficial (CHE 2010: 24). Understood in this way in the South African context, CD contributes to social or economic justice. The Council of Higher Education's (CHE) 2006 conference's working group concluded that "a community is a group of people who plan, work and learn together" (Hall in CHE 2010:25). Looking at the above different meanings of community, it is evident that there is no universal or common definition of what community entails and that it is rather relative to what the different HEI's/organizations perceive as being part of their respective locality. With that in mind we will now look at the concept of engagement.



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The Concept of Engagement

Kaniki (CHE 6:24) pointed out at the August 2008 CHE workshop that claims to engagement by HEI's can be very broad, embracing almost any form of linkage universities become involved with communities, sometimes without even having been invited by the communities. The Committee on Institutional Cooperation suggested that engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare

educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good” (Bloomfield, 2005, cited in Campus Compact, 2007). It is evident that the concept of engagement is used just as broadly as the concept of community and it is left to the HEI to establish their own sense of what community or engagement entails in relation to their specific context. A discussion on the ways in which CE is understood follows next.

Community Engagement

Different authors stress different attributes of CE in their definitions. The CHE’s 2006 working group stated that CE is a process of creating a shared vision among the community and its partners in society (local, provincial, national government, NGOs, HEI’s, business, donors), that results in a long term collaborative programme of action with outcomes that benefit the whole community equitably (CHE, 2007). In this description, it is evident that the CHE values equal partnerships when HEI’s engage in CE. In the glossary of the HEQC’s Framework for Institutional Audits (June 2004d: 15) CE is defined as “initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community”. When looking at how CE is defined in the Glossary of the HEQC’s Framework for Institutional Audits one can see that this definition stresses the sharing of expertise by the university with the community, but not necessarily in the form of an equal partnership. However, the above descriptions have one thing in common, that it should be for the benefit of the community.



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It is stated in the glossary of the HEQC’s Framework for Institutional Audits that CE typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes which address particular community needs (i.e SL programmes) (HEQC 2004d: 15) . The particular form of CE that this study is focused on is SL and the discussion below will focus on the meaning of this particular type of CE.

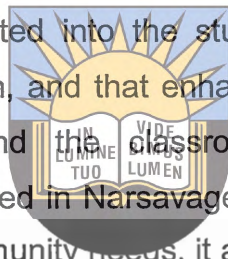
2.4.2 SERVICE LEARNING

Varying definitions of SL have been put forward. The contested nature of the term is evident in the fact that some favor the use of academic SL to emphasize the importance of SL as an academic endeavor, while others prefer to focus on the

importance of the community as a partner in the learning activity (Bender 2006:22). Bender (2006:22) writes that SL involves modules that engage students in activities where both the community and students are primary beneficiaries and where the primary goals are to provide a service to the community and, equally, to enhance student learning through rendering this service. This definition of SL gives equal importance to the academic needs of the students and the developmental needs of the community, thereby highlighting the reciprocal nature of SL where all partners participating in the SL activity benefit.

SL is also defined as a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that are integrated into the students' academic curriculum or provide structured time for reflection, and that enhance what is taught in school by extending student learning beyond the classroom and into the community (Corporation for National Service cited in Narsavage and Lindell 2001:9). While this definition bases the activity on community needs, it also, focuses on student learning without considering the mutually beneficial relationship with the community that makes SL so unique. SL has also been defined as a teaching methodology that combines community service with explicit academic learning objectives, preparation, and reflection. Students provide community service while learning about the context in which it is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer CCPIIL 2000 cited in Narsavage and Lindell 2001:9). This definition adds the aspect of students learning about their roles as citizens, that is, civic responsibility, which is also one of the aims of SL.

Bringle and Hachter (2004: 127) define the activity of SL as a course-based, credit-bearing, educational experience in which students "participate in an organized service activity that meets identified community goals and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility". This definition seems to consider the various aspects of the definitions of SL. For the purpose of this study, the definition of SL as presented by Bringle and Hachter (2004: 127) has been adopted. The definitions above all have one thing in common: they point out that SL serves a dual purpose; that is to say, it benefits the student by



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providing the opportunity to put into practice what is learnt in class and at the same time it benefits the community by addressing identified community needs.

Given that SL as part of CE is a fairly recent introduction in the higher education arena in South Africa, literature on its origins, theoretical framework, and forms were examined to gain a deeper and critical understanding of its relevance to community development.

2.4.2.1 Origins of Service Learning

The origin of SL is attributed to university and college campuses in America where community service and civic engagement have a long history beginning in the 19th century. These programmes were then revitalized in the 1960s, 1980s, and the 21st century (National Service Learning Clearing House 2008). Hutchinson (2001:2) associates the concept of SL with the progressive era and the work of Jane Addams, John Dewey, and Dorothy Day. According to Hutchinson (2001:2), the term SL appeared only sporadically in the literature until the latter part of the 1990's. It was used to describe projects linking college students with senior citizens in the 1980's, and a number of writers also connect SL with the involvement of college students in the social and political controversies of the 1960's and 1970's (Hutchinson 2001:3).



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Several professional organizations are closely connected with the history of SL. Either directly or indirectly these organizations facilitated an understanding of SL and contributed to its development (Hutchinson 2001:3). For example, the National Society for Experiential Education, founded in 1971, is often credited with promoting SL as a distinct educational process (Hutchinson 2001:3). The early to mid-1980s saw a resurgence of interest in campus service and SL, with a national initiative to promote service among undergraduate students.

In South Africa, interest in community SL is much more recent. The growth of SL has taken place in South Africa from as recently as 2000 (Lazarus et al. 2008). This growth was initiated by JET, a private sector initiative comprised of leading South African companies, through the CHESP initiative which began in 1999. Sponsored,

in part, by the Ford Foundation and the government of South Africa, the CHESP program funded the development of more than 100 SL courses, or modules, across eight HEI's in South Africa (Lazarus et. al. 2008).

Badat (2003:12) writes that SL was introduced in South Africa as a well-defined pedagogy at the time that South Africa was undergoing a “comprehensive agenda for higher education transformation” to commit resources to engage more meaningfully with the communities the HEI's served and to contribute to socio-economic development within the country. Through the CHESP initiative, teams of South Africans visited selected campuses in the United States to learn about successful SL programmes. Subsequently, practitioners from the United States traveled to South Africa to offer faculty development workshops, campus consultations, and advice on programme evaluation and research. These academic experts enthusiastically guided South African colleagues in exploring, evaluating, and advancing SL (Erasmus 2007:29). The strong American influence on SL is clearly apparent in the discussions presented in the literature.



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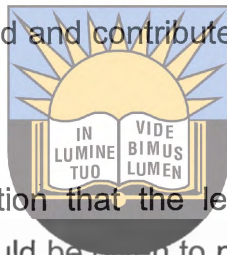
2.4.2.2 The Roots of Service Learning in the Theory of Experiential Learning

As a relatively new educational phenomenon SL has been subjected to various criticisms, one of which is that it has very little theoretical foundation. The Good Practice Guide (HEQC/JET, 2006: 16) states that the field of experiential education is the pedagogical foundation of SL. O'Brien (2005:73) is of the opinion that SL is underpinned by Deweyian notions of linking knowledge and experience, individuals with society, reflection with action, and democracy with community. This section examines literature that roots SL in Dewey's theory of experiential learning.

SL theories can be traced to John Dewey's emphasis on the interaction of knowledge and skills with experience. Dewey's educational philosophy is the basis for a pedagogy connecting practice and theory, what he called linking action and doing on the one hand, and knowledge and understanding on the other (Saltmarch 1996:15). In Dewey's thinking, students learn best not by reading great books, but by

being exposed to the experiences of everyday life. Emphasis is placed on practical learning which complements classroom learning with service within the community and enables students to reflect upon and address local and national problems (Mouton and Wildschut 2005:119). Mouton and Wildschut (2005:118) define SL as a particular form of experiential education that incorporates community service; they also cite Eyster and Giles (1999) who likewise define SL as a form of experiential education.

Dewey's formula of experience plus reflection equals learning, served as the progressive foundation for the development of different perspectives on experiential learning (Dewey 1963). Although Dewey never used the term SL, his perceptions and philosophy of education informed and contributed to this pedagogy (Mouton and Wildschut 2005:118).



Dewey did not agree with the notion that the learner is a passive recipient of knowledge and that little regard should be given to past experiences. He argued that all educational activities should involve the learner, through active participation, in experiences that are linked to the knowledge that is to be acquired. These experiences will then influence the learner's attitudes towards future experiences and have a very real effect on the individual's environment in terms of either growth or stagnation. As the individual has to be given an opportunity to interact with the natural environment, they should be taken outside the traditional classroom which is not wholly natural (Mc Elhaney 1998). Dewey also consistently called for education to be linked to social reconstruction, and looked to education as the primary means of transformation (Saltmarch 1996:19). This idea clearly links SL to community development.

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Giles and Eyster identify two principles which form the core of Dewey's philosophy of experience:

- The principle of continuity

According to this principle all experience occurs along a continuum called the experiential continuum. This is the idea that experiences build on prior experiences and need to be aimed at the ends of growth and development. It is

the role of the teachers to shape and direct experiences that fit into this continuum. The temporal or linear dimension of experience and learning are derived from the continuity of experience (Giles and Eyer 1994:79-80).

- The principle of interaction

According to this principle interaction is the lateral dimension of experience where the internal and objective aspects interact to form a situation. Learning results from the transaction between the individual (learner) and the environment (Giles and Eyer 1994:80).

These two principles interact and unite to form the longitudinal and tangential aspects of experience. One implication of these two principles for Dewey was that for knowledge to be usable through recall and application it had to be acquired in an experiential situation, otherwise it would be separated from the experience and forgotten, or not be available for transfer to new experiences. This means that attainment, as well as application, of knowledge is dependent on context, a key aspect of which is interaction in a situation. The purpose of the interaction is to gain learning from experience through reflective thinking.



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Dewey answered his question regarding the educative application of experience by suggesting the use of educational projects. He put forward four criteria for projects to be educational: firstly, they must firmly generate interest; secondly, they must be worthwhile intrinsically; thirdly, they must present problems that awaken new curiosity and create a demand for information, and lastly, they must cover a considerable time span and be capable of fostering development over time (Gyles and Eyer 1996:81). Application of the four criteria involves linking the principles of continuity and interaction, the process of problematisation and inquiry, and the phases of reflective thought.

Giles and Eyer (1996: 81) wrote that Dewey linked his philosophy on education to that of his social and political philosophy. The locus for the practice of democracy, for Dewey, was the community, overcoming social ills through the creation of social intelligence was the process. Inquiry was not to be used as a pedagogical method in schools; rather, it was to be the means by which citizens became informed,

communicated interests, created public opinion, and made decisions (Giles and Eyler 1996: 81). Dewey's idea was that schools should be democratized so that students could experience the mutuality of social life through service (Giles and Eyler 1994).

Experiential learning is recognized as part of the foundation of SL. It suggests that learners remember more effectively when they actively do, or participate in, the activities they are expected to learn about. It also has aspects of civic and community engagement. It is stated that public opinion is a process by which citizens become informed and communicate their interests. It is not merely about educating the students; this highlights the reciprocal nature of CE and SL.



2.4.2.3 Forms of Service Learning

- Pure service learning

These are courses that send students out into the community to serve; these courses have, as their intellectual core, the idea of service to communities by students, volunteers, or engaged citizens (Mouton and Widschut 2005:120). Bender et al (2007:39) however, only considered the following five categories as being relevant to the South African context of service learning.

- Discipline based service learning

This approach is discipline specific. In this approach students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis using module content as a basis for their understanding and analysis (Bender et al. 2007:39).

- Problem based service learning

According to this model, students relate to the community as consultants working for a client. Students work with community members to understand a particular community problem or need. This model assumes that students have some knowledge they can draw upon to make recommendations to the community or

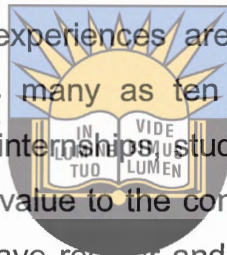
develop a solution to the problem (Bender et al. 2007: 39).

- Capstone courses

These courses are generally designed for majors in the final year of a degree course in a given discipline, and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. Bender et al. (2007: 39) wrote that these modules offer an excellent way to consolidate students' understanding of their discipline.

- Service internships

Like traditional internships, these experiences are more intense than typical SL courses, with students working as many as ten to twenty hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. They differ from traditional internships in that they have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience (Mouton and Wildschut (2005) cited in Bender et al. (2007: 39).



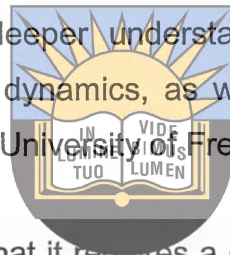
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- Undergraduate and post graduate community based action research

This is a relatively new approach that is gaining popularity. Community based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community based action research can also be effective with small classes or groups of students. In this model, students work closely with academics to learn research methodology while serving as advocates for communities (Mouton and Wildschut (2005) cited in Bender et al. (2007: 39).

Examples of how different South African Universities conceptualize CE and SL are presented below in order to show how varied the understandings of CE and SL are in the tertiary arena.

SL is described at Wits University as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Wits University website, 2010). This approach is similar to that taken by the University of Free State. SL or “community service learning” is defined by the University of Free State’s Community Service Policy of 2006 (University of Free State website, 2010) as an educational approach involving curriculum-based, credit-bearing learning experiences in which students participate in contextualized, well-structured and organized service activities aimed at addressing identified service needs in a community, and reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility (University of Free State website, 2010).



The University of Free State adds that it requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership; that is, lecturers and students, members of the communities, and representatives of the service sector. Wits University does not emphasize the importance of mutually beneficial partnerships in their understanding of SL (University of Free State website, 2010).

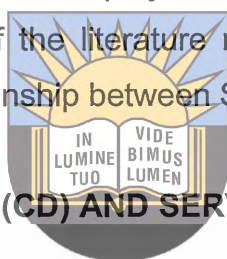
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The University of Johannesburg states on their university website that it is committed to ever closer contact with the community as embedded in its vision, which embraces the advancement of freedom, democracy, equality and human dignity. This is realized through the application of its human capital to add value to external constituencies by entering into strategic contractual partnerships and relationships that are mutually beneficial to the university community, the broader external communities which extend in to Gauteng, the country as a whole, and the SADC region. Staff and students gain simultaneous awareness of, and can thus assist the community in addressing their needs. The University of Johannesburg, like the University of Free State, emphasises the role of mutually beneficial partnerships. The University of Johannesburg defines its community in broad terms thereby

showing how important the aspect of community is to their formulation of SL.

CE at UFH refers to all negotiated and dynamic partnerships between the university and the community it serves; these consist of varied initiatives focused on the interface of teaching and research and aimed at addressing the social, cultural, and economic development objectives of society (UFH Website, 2010). This research will look further at how the UFH conceptualizes SL and what programmes are already being applied, if any, in terms of CE and more particularly SL in the faculties of Law, Education and Management and Commerce.

This research explores the role HEIs can play in sustainable CD through CE and specifically SL. The next section of the literature review will discuss the different understandings of CD and the relationship between SL and sustainable CD.



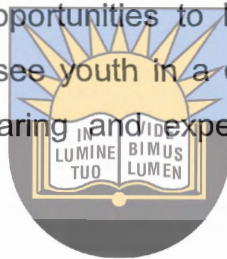
2.5 COMMUNITY DEVELOPMENT (CD) AND SERVICE LEARNING (SL)

According to Suparsad (1980:5) CD is a process which disturbs systems through changing and reorganizing of structures through grass roots endeavors. CD presupposes that development can only occur with the fullest possible reliance on the community's initiative. Lombard (1996:109) points out that CD is only one of the many strategies which can be employed for achieving the goals of development. CD distinguishes itself as an approach to develop "human material" in order for the community to improve its quality of life by itself.

Gray (1998:58) writes that CD is a method of intervention which emphasizes the involvement of people within localized communities in proposing, planning and promoting development priorities for their own communities. Fourie (2003: 34) stated that experiences in the United States have shown that many academics are trained in positivist research methods that discourage community participation. In contrast, Bender et al. (2006:24) claimed that, within the SL context, community refers to those specific local collective interest groups that participate in the SL activities in collaboration with the institution. Such communities are regarded as partners who have a full say in the identification of service needs and development challenges (Bender et al. 2006:24). SL links with CD in that students work with the communities

and NGO's to solve problems identified by the communities. Fourie (2003:32) wrote that this will lead to sustainable CD because the community fully participates in the intervention and has a stake in the ownership of the development activity.

Erllich (2000) pointed out that CD professionals address a number of community issues that may require additional knowledge and expertise beyond their skill sets or those of individual community members. Through CE, and specifically SL, students may be able to assist with these skills, thereby contributing towards meeting real needs and priorities for individuals and communities. As young people students bring new energy, capacity, and creative ideas into the development arena. Community residents also have opportunities to build positive relationships with young people. This helps them to see youth in a different way: as resources, not problems. A new generation of caring and experienced citizens, activists, and volunteers is cultivated.



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The goal of CD for Dunham is that it should be universally possible for everyone to achieve what he calls the “minimum essentials of the good life” (Dunham 1970:172). The life of the total community is what is important, not a specialized aspect or problem. Technical assistance from government sources and voluntary organizations may be provided (Dunham 1970:172). Accordingly, students involved in SL can be part of the technical support required by communities. CE through SL has the same objectives as CD as discussed in the above definitions.

CD deals with a complex unit: the total geographic community. To achieve this it utilizes a flexible dynamic approach adapted to local circumstances. A CD programme generally calls for a national ministry of CD, training programmes for all levels of staff, co-ordination of all government departments serving communities, and strong financial backing and technical assistance to backstop community self help efforts (Fitzgerald 1980:39). This implies government’s commitment to the promotion of CD. The South African national government has displayed its commitment to CD by making CE through SL mandatory for all institutions of higher learning; this helps both CD as well as the student’s holistic academic progress. In the CHESP

Implementation Grant Strategy (25 January 2001), it is stated that each SL course will address a CD priority; should integrate teaching, research, and service; will be developed in partnership between community, students, academics, and service sector agencies; should be an accredited academic course; and students should spend at least 20% of the notional hours of the course in community based learning experience (Mouton and Wildschut 2005: 122). Fourie (2003: 32) states that when discussing the role of SL in CD it seems necessary to consider the sustainability of such involvement and the effects thereof, hence a discussion of the literature around SL and sustainable CD will follow.

- **Sustainable community development**

Sustainable community development is hardly a straightforward concept. The concept is rooted, first and foremost, in the widespread recognition that human activities have placed a serious strain on the earth's carrying capacity (Bridger and Luloff 2001:460). To develop a more precise definition, it is helpful to begin with the well-known statement of the 1987 World Commission on Environment and Development (also called the Brundtland Commission), which defines sustainable development as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development 1987: 43). When looking at the role of HEI's in sustainable CD it is of importance to look at what constitutes sustainable development. The many definitions of sustainable development include the following components:

- The achievement of lasting satisfaction of human needs.
- The improvement of the quality of human life.
- The idea of self-reliant development.
- The idea of cost-effective development.
- The notion that people-centered initiatives are needed in other words; human beings are the resources in the concept (Behera & Erasmus 1999:34).

For SL to contribute to sustainable CD the following were identified and taken as a point of departure to evaluate eight service-learning projects at the University of the Free State. Firstly a strong focus on community needs; secondly, involvement of

community in the process of needs identification, planning, implementation and evaluation of projects; thirdly, establishing and maintaining effective partnerships; fourthly, acceptance of the complexities related to community development; fifth is the involvement of disadvantaged groups, for example women, youth and the elderly; lastly, integrated and iterative processes of learning by and from the community (Fourie 2003:35) .

In order to achieve its national purpose the role of HEIs in the development agenda of South Africa, CE in its various forms, has to be activated through partnerships and collaborative efforts, which are critical to sustainable community development. The next section examines literature on partnerships and collaboration in relation to SL and CD.



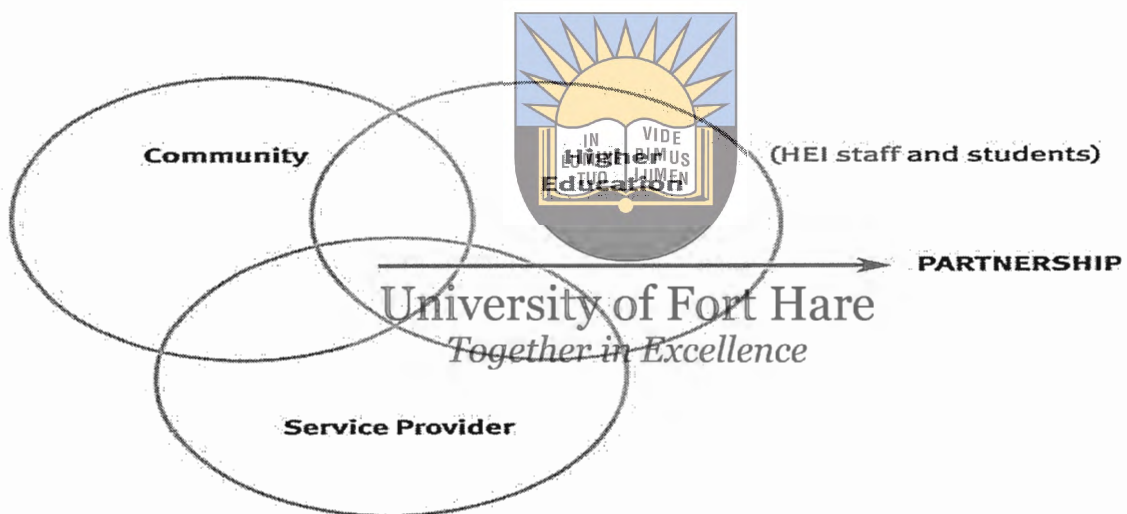
2.6 PARTNERSHIPS AND COLLABORATION IN SERVICE LEARNING

A key approach to achieving the goals of SL is the formulation and development of partnerships between universities, communities and other service providers (Mitchell and Rautenbach 2005:101). Bender et al (2006:92) posited that in SL it is necessary to formalize informal connections and relationships in order to ensure effective interaction and a participatory approach to development initiatives. Bender et al. (2006:95) went on to define partnerships as formal long term relationships agreed to by communities, universities, and service organizations to achieve common outcomes. They further described a good partnership as a joint action of more than one party, which is not just focused on intended outcomes and impact but also on the learning, development, and change that occur during the process.

According to Tennyson and Wilde (2000: 10) a partnership is an alliance between organizations from two or more sectors that commit themselves to working together to undertake a sustainable development project. Such a partnership undertakes to share risks and benefits, review the relationship regularly and revise the partnership as necessary. Partnership is also related to collaboration, cooperation, and the combined effort of developing sustainable relationships among partners (Bender et al 2006: 95).

Bender et al. (2006:95) recognized the value of partnerships in South Africa, due to their commitment to social transformation and redistribution through building and sharing capacity. CHESP identifies three partners in the South African context which could form a tripartite partnership: service providers, the community, and the university. Tennyson and Wilde (2000: 10) state that a tri-sector partnership is an approach that could ensure that economic growth and opportunity are more equitable and sustainable for the partners. The illustration below shows the tripartite partnership.

Figure 2: below shows the Community-Higher Education-Service-Partnerships tripartite model (Bender et al. 2006: 93).



(Lazarus, 2001)

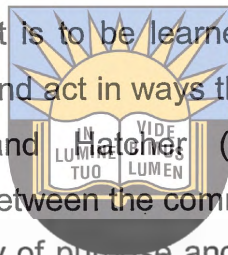
The purpose of this tripartite partnership is explained by Lazarus (2001:1) as being threefold; that is, firstly community empowerment and development, secondly transformation of the higher education system in relation to community needs; and thirdly enhancing service delivery to previously disadvantaged communities. Sustainable CD efforts can be expanded through partnerships between various stakeholders to ensure that complex social problems are overcome and to increase the impact of such interventions (Bender et al 2006: 94).

Developing partnerships for SL is regarded as fundamental since it enables the university to realize its goals of teaching and learning while simultaneously enabling community organizations to access university resources and acquire expertise in support of their activities (Gelmon et al 1998:98). Lazarus (2001:8) described

partnerships as a “vehicle for engagement” and noted that partnerships confront one with the different realities and forms of knowledge each partner brings to the relationship, and that new realities and new forms of knowledge may consequently emerge. O'Brien (2005:84-85) concedes that ideally SL is meant to benefit both the provider and the recipient of the service equally, the intention of the partnership is to extend limited resources in such a way as to inform each individual partner's strengths and contributions. Community partners in the process develop a shared vision and formulate joint strategies with academics and they also learn from and teach one another on an ongoing basis (Bender 2007:138).

Jacoby (1999:19) notes that in a SL partnership all parties are learners who simultaneously help determine what is to be learned. SL is a partnership synergy that enables a partnership to think and act in ways that surpass the capacities of the individual participants. Bringle and Hatcher (2002:504) believed that the development of good partnerships between the community and the university are the key to renewing CE, and that clarity of purpose and goals is the basis for selecting the most appropriate potential partnerships. Jacoby and Associates (2003:24-25) described campus-community partnerships as transformative relationships, and as dynamic, joint creations in which all those involved help to create knowledge, transact power, mix personal and institutional interests, and create meaning. They further stated that in order to reap the tremendous potential benefits of SL for students, universities, and communities, SL must be grounded in solid, authentic, and reciprocal partnerships (Lazarus and Associates 2003:2003:16-17). It is clear meaningful strategic partnerships are fundamental to effective SL programmes as they ensure that the goals of reciprocal gain of all participants are met.

The above discussion of CD, sustainable CD and CE through SL shows that there is a link between SL and CD. If SL is used with CD as its base it can contribute to sustainable CD. The next chapter covers the research design, methodology and process of the study.



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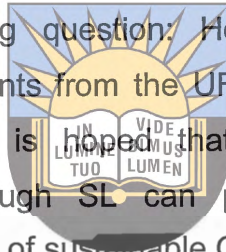
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research design, methodology, and process adopted to conduct the study. It includes the location of the study and sampling methods, data collection and data analysis. Ethical considerations guiding the research process, such as informed consent, confidentiality, and anonymity are also discussed in this chapter. The chapter concludes with a discussion on the value as well as the limitations and challenges of the study.

3.2 OBJECTIVES OF THE STUDY

The research asked the following question: How can Law, Education, and Management and Commerce students from the UFH contribute to sustainable CD through CE and SL activities? It is hoped that the study will contribute to understanding how students through SL can provide meaningful service to communities that will meet the goals of sustainable CD.



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Selecting students and staff from the faculties of Law, Management and Commerce, and Education at UFH the study has the following objectives:

1. To explore how CE and SL are conceptualized.
2. To explore the nature of CE and SL at UFH.
3. To explore the challenges and benefits of implementation of CE and SL.
4. To determine how students can impact on sustainable CD through CE and SL.
5. To gauge the extent of preparedness of staff of the three faculties to implement SL in the curriculum.

3.3 RESEARCH DESIGN AND METHODOLOGY

A research design is described as “a set of guidelines and instruction to be followed in addressing the research problem” (Mouton, 1998: 107). The design of this study

was explorative and the methodology was qualitative in order to meet the objectives of the study. Exploratory research is done “to gain insight into a situation, phenomenon, community or person” (Maykut and Morehouse, 1994: 44-45, Bless and Higson-Smith, 1995: 42-43; Burns, 2000: 464; Tereblanch, Durkheim, and Painter, 2006: 44-45). The study explored the conceptual understanding of CE and SL, perceptions about incorporation of CE through SL into the curriculum, and whether students contribute to sustainable CD through SL. CE and SL are recent additions to the South African Higher Education arena and this can be evidenced in the various conceptualizations given to it by the different universities in South Africa. The explorative design is therefore appropriate to the study.

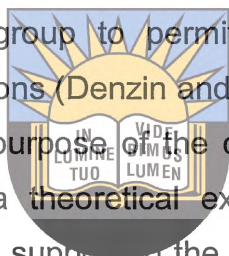
The term qualitative research refers to any type of research that produces findings not arrived at by statistical procedures or other means of quantification (Richie and Lewis 2003: 3). Denzin and Lincoln (2000:3) cited in Richie and Lewis (2003:3), attempted to explain this concept as a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena within their social worlds. Qualitative research studies things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. This study attempted to explore CE and SL and their conceptualization and contribution to sustainable CD by using the UFH as a case study. The qualitative methodology therefore well suited to the research topic.

Qualitative researchers make use of a wide range of data collection methods. For this purposes of this study the researcher made use of one on one interviews for NGO personnel, Deans and Lecturers from the various faculties and focus group interviews for the students. Interview schedules with predetermined themes where used to conduct the interviews.

The research utilized the snowballing method of sampling. According to Faugier and Sargeant (1997: 192) if the aim of the study is primarily explorative, qualitative, and descriptive, snowball sampling offers clear practical advantages in obtaining information on difficult to observe phenomena. This is in line with this research since it is explorative and qualitative in nature. Snowballing is defined as a sample design in which the respondent is asked to mention other persons, according to some

inclusion criterion defined by the researchers (Faugier and Sargeant 1997: 192). The inclusion criteria used by this researcher was that students were in the final year of either the LLB, Bachelor of Education or Bachelor of Commerce degree programme the UFH's East London campus. This was done because students in their final year would be in a better position to identify in which part of their curriculum could CE and SL be integrated since they have gone through the curriculum.

The research adopted the case study method in line with its explorative research design. A case study can be defined as "an intensive, holistic description and analysis of a single entity, phenomenon, or social unit" (Merriam, 2002:205). Case studies involve systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions (Denzin and Lincoln 2000: 440). Denzin and Lincoln (2000: 440) described the purpose of the case study as providing greater insight into an issue or refining a theoretical explanation. The case becomes secondary to the research interests, supporting the researcher to better understand the research question, as well as to reveal how the concerns of researchers and theorists in general are manifested in the case. In this study the case refers to the UFH students and staff from the East London campus in the faculties of Education, Law, and Management and Commerce.



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3.4 LOCATION OF STUDY AND SELECTION OF THE PARTICIPANTS

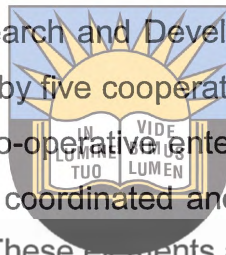
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This study was located at the UFH East London campus. CE and SL are relatively new at the UFH with the Director of CE only being appointed in 2009. However, a few CE projects were already in existence such as the Fort Hare Dairy Farm and the Agri Park.

The Fort Hare Dairy Farm is an innovative scheme run on a farm outside the town of Alice, whereby a group of successful commercial farmers are mentoring black farm workers to become successful farm managers and owners. The rationale behind the programme is that, for land reform to be successful, black people have to be

equipped with the skills needed to manage farms successfully. As part of the scheme, a company called Amadlelo entered into a partnership with 600 workers from their 70 farms and an empowerment group called Vuwa Investments to create Fort Hare Dairy Trust. The UFH donated R2 million and a piece of land to the project, and the Land and Agricultural Development Bank of South Africa helped to finance it. Work began in 2007, and today the farm produces ten thousand litres of milk per day, most of which is bought by Clover. The Fort Hare Dairy Trust is providing dividends for the 600 farm workers and acts as a training centre for young agricultural science graduates (Aspire 2010: 14)

Another large project is the Agri Park. The Agri-Park is on UFH land in Alice and was initiated in 2003 to serve as a Research and Development laboratory hub for other Agri-Parks to be replicated. It is run by five cooperatives employing forty five people. The Agri-Park initiative, promoting co-operative enterprise and other related entities, comprises three linked components coordinated and driven from a centre serving a number of organized communities. These elements are: a seedling nursery providing plant-inputs to organised and trained community producers, who then supply an agro-processing facility that processes raw produce harvested and supplied by local producers; turning this raw produce into various food products; and a sizeable feeder plot within or close to the precinct of the Agri-Park that produces additional input stock for the processing facility. These elements are supported with technical capacity building and related support for communities serviced from the Agri-Park. The Agri-Park also facilitates marketing of these products (Aspire 2010: 14).



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Research Sample

Purposive selection was employed for this study in order to obtain the most characteristic, representative, or typical attributes of the population (Strydom and Devos, 1998: 198). The participants in the study consisted of: five NGO personnel from NGO's in East London; the Dean and a lecturer from the faculties of Education, Law and Management and Commerce; and ten students from each of the faculties. The recently appointed Director of CE at the UFH was also interviewed. The total sample consisted of thirty six individuals. Participants in the study were requested to participate telephonically or via electronic mail.

Copies of the interview schedule were sent via email to the Deans and lecturers so that they could reflect on the questions prior to the interviews. Two Deans were interviewed and they were both male. Three lecturers were interviewed two of whom were female and one was male. Deans and lecturers were selected to determine how faculty staff understood CE and SL and whether they were willing to add SL to the curriculum of the respective degrees. The lecturers are important because, as Berman (2006:xxv) stated teachers or in this case lecturers are one of the major role players in CE through SL. They identify educational goals for SL projects and link content, concepts, and skills with the students and structure the SL projects to ensure their safety. Hence, a well prepared and willing staff is essential in the implementation of SL. Lecturers and Deans were also interviewed in order to establish whether they think students can make an impact on sustainable CD through SL.



A copy of the questions was also sent to the Director of CE via email so that she could prepare for the interview. The Director was selected because she could provide a deeper understanding of how UFH conceptualizes CE and SL as the CE office is expected to provide support to staff and students of UFH in relation to CE. While the CE director was appointed as recently as September 2009, she joined the UFH in 2002 and held various positions in the Faculty of Management & Commerce, the Quality Management & Assurance Unit, and, since 2006, in the office of the Deputy Vice-Chancellor, where she project managed the development of the self-evaluation portfolio required for the Higher Education Quality Committee (HEQC) Institutional Audit and subsequently the development of the UFH's new Strategic Plan, 2009 - 2016. She therefore has a sound foundational knowledge of CE at the UFH and well suited to direct its future development at the university.

Ten students from each faculty were approached to participate mainly by word of mouth. The researcher holds an LLB degree from the UFH and has a relationship with some students in the Faculty of Law, as well as in other faculties. The researcher used the snowballing sampling method by asking a few students to be part of the focus group sessions and to invite other students from their classes. All students in the focus groups were in the final year of their respective degree programmes. Final year students were selected because they would be able to give

informed input about where SL could be suitably located in the curriculum, and share their willingness to participate in such a curriculum.

According to Fredericks, Kaplan, and Zeisler (2001 cited in Berman 2006: xxvii) students benefit greatly from “meaningful participation”. This implies willingness and some form of knowledge of the benefits of implementation on the part of the students. Students were also interviewed to see what programmes they would like to take part in and whether they believed they could make an impact on CD through SL. Not all students who had confirmed attendance turned up for the focus group sessions. Eight students attended from the Faculty of Management and Commerce, seven from the Faculty of Education, and from the law faculty all 10 students attended.



NGO officials from five NGOs in the East London area were interviewed. NGOs were included in the sample as they are cited as significant community partners in SL. For instance Berman (2006:xxiv) listed them as the major role players in SL. NGO officials were interviewed to obtain their understanding of SL and SL and gain insight on what students could do that would translate to meaningful service to communities and thereby having a positive impact on CD. The NGO's who participated in the study were as follows: the Eastern Cape NGO Coalition (ECNGOC); Afesis-corplan; Student Partnership Worldwide; Rural Support Services (RSS); and the Family and Marriage Association of South Africa (FAMSA). A brief description of these community organisations is presented to show their relationship and involvement in sustainable CD.

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The ECNGOC is a representative NGO for NGOs in the Eastern Cape Province that supports and promotes the work of its constituent organisations in the Eastern Cape Province. The role, aims, and objectives of the ECNGOC are advocacy (including conducting research and developing critique on policy issues, acting as a catalyst and mobilizing agent, and facilitating the effective engagement of affiliates with policy), leadership (including representing NGOs through the mandated and accountable leadership of campaigns and programmes), information sharing and dissemination (including acting as a resource base for information, and instituting and maintaining a database of Provincial development NGOs), and capacity building

(including strengthening the capacity of affiliate NGOs and the development sector in general to understand the development context and effectively engage with it). The ECNGOC's mission is to build a strong and vibrant membership that contributes to development processes for socio-economic transformation.

Afesis-corplan works with a broad range of stake holders, including municipal councillors and officials, NGO's, CBO's, low income communities, and development practitioners. The organisation focuses on four programme areas; namely, local governance, sustainable settlements, development facilitation and public awareness. Afesis-corplan strives to promote and support democratic and participatory local government processes, community based approaches to sustainable settlement development and community based projects aimed at poverty alleviation.

RSS works in the area of sustainable water and sanitation supply with the objective of facilitating increased access to water and sanitation services, lobbying and advocacy to raise awareness and to influence policy formulation and implementation in water and sanitation, and building institutional capacity.



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Student Partnership Worldwide has now been renamed Restless Development and focuses on youth development. It is a global leader in supporting young people to address the urgent health, education, and environmental issues which affect their lives, communities, and countries. They do work on HIV/AIDS issues and sexual health and train youth on sexual health as well as training peer educators. They also train youth in entrepreneurship to assist with curbing unemployment, and as a means of encouraging local economic development particularly in rural areas in the Eastern Cape.

The fifth organisation that was approached to participate in the study was the Family and Marriage Association of South Africa (FAMSA). For over 54 years FAMSA has been developing human potential by providing counseling, education, training, and social development programmes for South Africans who want help with relationship issues. Communities have developed skills and benefited from services provided by FAMSA. Its focus areas include violence and trauma, HIV/AIDS, abusive relationships; poverty and relationship breakdown. FAMSA's mission is to preserve

the family by providing preventive and remedial services which build on existing strengths in individuals, couples, groups, and communities and enable people to deal with modern day stresses and issues that threaten family life. FAMSA offers a comprehensive range of services that are divided into five main categories, each serving the specific needs of different groups in a social developmental approach. These services are: community development, counseling, employee support services, training and education.

The table below shows a summary of the respondents targeted for the study.

Table 1: Summary of respondents targeted for data collection



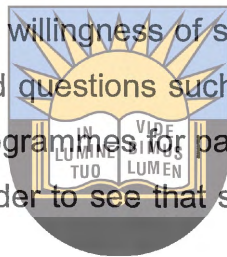
Respondents	Number Approached for interviews	Number Interviewed
University of Fort Hare Staff	7	6
University of Fort Hare Students	30	25
NGO Officials	5	5
Total	42	36

3.5 DATA COLLECTION

Structured interviews were utilized for data collection from the director of CE, the deans of the faculties, the lecturers, and NGO officials. The students were interviewed in focus group sessions. The interview schedules for the different sample groups were similar in terms of the compositions of the themes which were as follows: conceptualization and purpose of CE and SL; the nature of CE and SL as it is currently being implemented at UFH; the willingness to participate in CE and SL of all the research participants; programme implementation; incorporation of CE and SL into the curriculum; and potential challenges to and benefits of, incorporation. The last theme covered how and whether CE and SL contribute towards the development of communities.

Under conceptualization and purpose of CE and SL, the following questions were included: understanding of SL and the purpose of CE and SL for the South Africa context. The nature of CE and SL included questions such as: participation in a community project organized by the university/ department or in a SL programme; and service learning programmes conducive to Law, Education, Management and Commerce students. The third theme was incorporation into curriculum of CE and SL. Some of the questions asked under this theme were, kind of SL programmes implemented by the faculties of Law, Education, and Management and Commerce for meaningful service to the communities; benefits OF CE and SL; and challenges to CE and SL.

The fourth theme was based on the willingness of students, staff, and NGO officials to participate in CE and SL included questions such as: agreement to participate in CE and SL; form or shape of SL programmes for participation; and willingness to be in partnership with universities in order to see that students give meaningful service to communities.



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The fifth theme covered incorporation into the curriculum. The questions asked under this theme covered, preparation to add a SL component in the curriculum of the Law, Education, and Management and Commerce degree programmes; and the benefits of CE and SL within the faculty. The last theme covered the contribution of CE and SL to CD. Some of the questions asked included how students could make a contribution to sustainable CD.

Data was collected through face to face interviews and a tape recorder was used to assist with capturing the information and the researcher also took notes. All participants were informed that a tape recorder was being used. Before the interviews the researcher provided detailed information to each respondent on the purpose of the study and the respondents were also given a chance to ask questions where additional clarity was required. The interviews with the lecturers, deans, and NGO officials took on average thirty minutes to conduct while the interview with the director of CE at UFH took much longer. The first focus group interviews with the students from the different faculties took one and half to two hours to conduct. It took a total of four months and two weeks to collect the data.

The following tables show a summary of the respondents targeted for data collection and the particulars of the respondents in the focus group interviews. The first focus group with students from the Faculty of Law consisted of ten students. The students in this group were six females and four males. Five of the students were Shona speaking and five Xhosa speaking students. The table below summarizes the particulars of the students in the focus group.

Table 2: Particulars of participants in the first focus group: Faculty of Law

Participant	Age	Language	Gender
Participant 1	22	Shona	Female
Participant 2	23	Shona	Female
Participant 3	23	Xhosa	Female
Participant 4	22	Xhosa	Female
Participant 5	22	Xhosa	Female
Participant 6	23	Xhosa	Female
Participant 7	23	Shona	Male
Participant 8	23	Shona	Male
Participant 9	23	Shona	Male
Participant 10	23	Xhosa	Male

Eight students participated in the focus group interview from the Faculty of Management and Commerce comprising seven males and one female. Four were Shona speaking and four were Xhosa speaking students. Table three below is a summary of the particulars of the participants in the focus group interview.

Table 3: Particulars of participants in the second focus group: Faculty of Management and Commerce

Participant	Age	Language	Gender
Participant 1	24	Shona	Male
Participant 2	26	Shona	Male
Participant 3	23	Xhosa	Male
Participant 4	22	Xhosa	Male
Participant 5	22	Xhosa	Male

Participant 6	23	Xhosa	Female
Participant 7	23	Shona	Male
Participant 8	23	Shona	Male

The focus group with students from the Faculty of Education included seven students all of whom were females. Two of the students were English first language speakers, two were Afrikaans and three were Xhosa speaking students. Table four below summarizes the particulars of the participants in this focus group.

Table 4: Particulars of participants in the third focus group: Faculty of Education

Participant	Age	Language	Gender
Participant 1	24	English	Female
Participant 2	26	English	Female
Participant 3	23	Afrikaans	Female
Participant 4	22	Afrikaans	Female
Participant 5	22	Xhosa	Female
Participant 6	23	Xhosa	Female
Participant 7	23	Xhosa	Female

3.6 DATA ANALYSIS

Data analysis is described as the process of bringing order, structure, and meaning to the mass of collected data (De Vos 1998: 369). According to Mouton (2001: 108) data analysis involves breaking up data into manageable themes, patterns, trends, and relationships. Data was analyzed according to predetermined themes that were aligned to the study objectives and using Tesch's (1990) eight steps thematic analysis as outlined in De Vos (1998:343). The first, second and third step were initially skipped because of the predetermined themes prior but these steps were followed during the conclusion of the research.

The four categories of interview schedules for the director of CE at UFH; the Deans and lecturers from the faculties of Law, Education, and Management and Commerce at UFH; the students from the faculties of Education, Law and Management and Commerce, and the NGO officials from NGO's in East London were arranged into

predetermined themes. The themes covered the following sections: the conceptualization and purpose of CE and SL; the nature of CE and SL at UFH; incorporation of CE and SL into the curriculum; willingness to participate in CE and SL by students, lecturers, and NGO's; and the contribution of CE and SL to sustainable CD.

3.7 CHALLENGES AND LIMITATIONS

The researcher faced challenges with regard to securing appointments with some of the interviewees. Faculty staff from the UFH were particularly difficult to get a hold of and the researcher failed to interview the Dean of the Faculty of Education. Ten students from each faculty were invited for focus group interviews and only seven attended the focus group interview from the Faculty of Education and eight from the Faculty of Management and Commerce.



3.8 ETHICAL CONSIDERATIONS

The following considerations regarding ethics were made during the research.

3.8.1 Informed consent of participants

Participants were provided with information, via electronic mail in the form of an invitation letter as well as through a hard copy of the letter at the beginning of the interviews. They took cognizance of the fact that the proceedings would be recorded and did not object. Participants were therefore informed the purpose, process, and consequences of the study.

3.8.2 Privacy

The identities of the participants who took part in the interviews were not disclosed in this study. Any information obtained from them, through the audio recordings and field notes, was managed in confidence and with their consent.

3.8 CONCLUSION

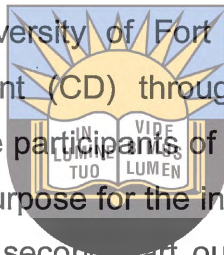
This chapter covered the research design and methodologies used to conduct the study which included the type of study, the location, sample, data collection, and data analysis employed during the study. The ethical considerations, challenges, and the value of the study were also discussed in this chapter. Chapter 4 will present the data that was collected for the study along with the analysis of this data.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

Community Engagement (CE), as a core function of Higher Education Institutions (HEI's), has the aim of contributing to the socio economic development which is sustainable of the communities in which HEI's are located. In line with this, the study explored how HEI's can contribute to the socio economic development of communities through CE and Service Learning (SL). This chapter is a presentation and analysis of the data that was collected for the study.

The aim of this study was to examine how Law, Education and Management and Commerce students from the University of Fort Hare (UFH) can contribute to sustainable community development (CD) through CE and SL activities. The presented data firstly shows how the participants of this study conceptualize CE and SL and what they perceive as the purpose for the introduction of CE and SL into the tertiary arena in South Africa. The second part outlines the nature of CE as it is practiced at the UFH by staff and students from the Faculties of Education, Law, and Management and Commerce as well as the director of CE at UFH. The third section presents issues related to the incorporation of CE and SL into the curriculum at UFH in these three faculties. The last part presents the view of the participants on how CE and SL can contribute to CD.



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The organization of data is according to the following themes: conceptualization of CE and SL; purpose of CE and SL at the higher education level; nature of CE practiced at UFH; issues of incorporation of CE and SL into the curriculum, and contribution of CE and SL to sustainable CD.

4.2 CONCEPTUALISATION AND PURPOSE OF COMMUNITY ENGAGEMENT AND SERVICE LEARNING

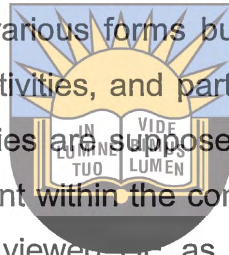
4.2.1 Community Engagement

Responses from the Staff at the University of Fort Hare

The director of CE at the UFH revealed that a conceptualization of CE that was

unique to UFH did not exist and that the process of introspection by the University was still underway in order to arrive at the university's own understanding and conceptualization of CE. Her understanding of CE at UFH thus far is that it is a blend of community outreach, volunteerism, SL, and field work practice.

Both the Dean and the lecturer from the Faculty of Management and Commerce responded that CE entails some element of giving back to the community. The Dean pointed out the importance of reciprocal gain in CE exercises while the lecturer emphasized the role of the university in advancing socio - economic development in the environments in which they are situated. The Dean from the Faculty of Law made reference to the University's CE policy. From his brief interaction with the policy he understood CE to have various forms but, in whichever form it takes, it would comprise of an activity, or activities, and partnerships between the university and external partners. These activities are supposed to add value to improving the livelihood and levels of empowerment within the communities. The lecturer from the faculty of Law on the other hand viewed CE as a process with the purpose of working with the public to address issues affecting the environment, human rights, wellbeing, development, and education. The lecturer from the Faculty of Education viewed CE simply as a way for universities to make links with what is going on around them in what she termed "the real world" as well as a way to add value to the community.



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Students' Responses

Students from all faculties struggled to answer what they understood by the term CE. In the Faculty of Management and Commerce only two students seemed confident of their answers. One of these two understood CE to be students and faculty interacting with communities in an attempt to help these communities by using the skills they acquired during the course of their studies. The other understood CE to be when companies and/ or institutions implement initiatives to give back to the communities. The rest of the six students in the focus group session all perceived CE to be community work or community outreach. One student referred to community outreach work they did on Nelson Mandela day that was organized by the CE office at the University.

In the faculty of Law seven students out of ten perceived CE to be some form of community work and welfare to assist the poor. One student referred to CE as an activity where institutions like the university give back to the community. Another viewed it as a way of fostering a culture of service within the University while taking into account the needs of the community. This student further expressed the importance of building a relationship with the community. Another student understood CE to be communities participating in their own development.

In the Faculty of Education four out seven students viewed CE as community service or community work. Three students viewed CE as some form of welfare whereby people in a better position went out to assist the poor or those in need.

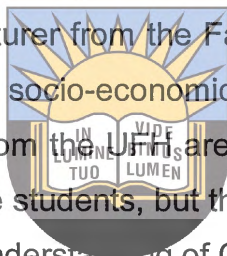
Responses of NGO Officials

The first NGO official understood CE to be the process of working with, helping, and facilitating the communities in the development process and empowering them by helping them realize their potential. NGO official two viewed CE as interaction between communities and other role players in development; they listed these role players as students, development practitioners, and government officials. This interaction would be with the aim of understanding the community and coming up with strategies for developing and improving the standards of living of that community. NGO official three viewed CE as an agreement among community members to act in certain ways and to engage strategies for development. NGO official four admitted to having only come across the term CE about a month before the interview. He understood CE to be where HEI's try to give students practical experience while also contributing towards sustainable CD. NGO five viewed CE in the light of participatory development whether it is initiated by universities or NGO's, but the community have to be participating fully.

From the above responses it is clear that the UFH does not have a conceptualization of CE that is uniform to the whole university. All the staff members from UFH emphasized a part of what is entailed by CE but none of them gave a common understanding of CE. The CHE's 2006 working group states that "CE is a process of creating a shared vision among the community and partners (local, provincial, national government, NGOs, HEI's, business, donors) in society, as equal partners,

that results in a long term collaborative programme of action with outcomes that benefit the whole community equitably” (CHE, 2007). The Dean from the Faculty of Management and Commerce emphasizes the importance of reciprocal gain and the Dean of the Faculty of Law emphasizes the importance of partnerships in CE. Both their understandings are aligned with a part of the definition by the CHE's working group as highlighted above.

In the Glossary of the HEQC's Framework for Institutional Audits (June 2004d: 15) CE is defined as “initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community.” The lecturer from the Faculty of Law is aligned to this definition as she saw CE as a process, while the lecturer from the Faculty of Management also talks about the role of the University in socio-economic development. All the various conceptualizations of CE by Staff from the University are in agreement that it is done for the benefit of the community and the students, but they all emphasize different areas of CE, showing a lack of a holistic understanding of CE.



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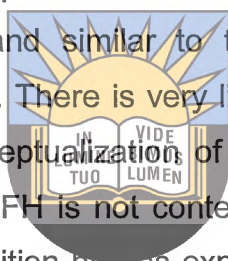
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Students showed a general lack of understanding of CE. Seventeen out of twenty five of the sample of students understood CE to be community work. It is stated in the glossary of the HEQC's Framework for Institutional Audits (June 2004d: 15) that CE finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs; hence students who thought that CE is community work were not entirely wrong. Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (Furco 1996: 3). Even the students who referred to CE as the activities they went through during the Nelson Mandela Day celebrations were correct as they referred to it as community work. One student from the Faculty of Education described CE as SL.

CE can be in the form of SL, volunteerism, community outreach, community service, internships, or field education. Out of the seven forms that CE can take in HEIs, students identified three and only one student managed to identify SL as a form of CE. The general lack of understanding by students of what CE is could be

problematic in the implementation of CE and SL as part of CE because students respond to receiving marks. Hence, if they understand to a higher extent that CE is community work where the primary beneficiary is the recipient of the service they might be reluctant to participate in CE activities and as it is stated by Fredericks, Kaplan, and Zeisler (2001) cited in Berman (2006: xxvii), students benefit more when they are willing to participate.

Four out of the five NGO officials showed that they had not come across the term CE, but were simply explaining their understanding from the meaning of the words that make up CE. Only one NGO official had actually read about CE and was giving an informed definition. However, in spite of not knowing the term, most of the NGO's had some understanding of CE and similar to the faculty staff and students, emphasized different aspects of CE. There is very little agreement from the various sample groups on the holistic conceptualization of CE. One can deduce from the various responses that CE at the UFH is not contextualized as one form of CE or defined according to a specific definition but, as expressed by the Director of CE at UFH, it is contextualized and conceptualized as a blend of the various forms of CE. One can also deduce from how the various sample groups conceptualize CE that they understand CE to be a means for students to impact on CD because all the activities that they pointed out as CE have the community at the center. This reflects positively for the impact that CE could make on sustainable CD because the involvement of the community is very important for CD to be sustainable. Fourie (2003: 35) states that at the University of Free State they have discovered that one of the conditions for SL as a form of CE to contribute sustainable CD is the involvement of community in the process of needs identification, planning, implementation and evaluation of projects. Hence, if the whole sample understands the importance of the community being at the center of CE, then CE would contribute to sustainable CD.



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4.2.2 Service Learning

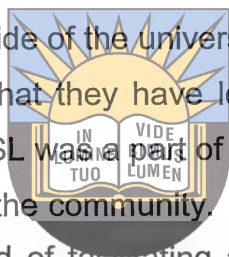
Responses from the Staff at the University of Fort Hare

The director of CE expressed that the University was still examining different types of

CE including SL. Currently UFH does not have a definition of SL. As the director of CE her conceptualization of SL is as the practice of the theory that students learn in class.

The Dean and lecturer from the Faculty of Management and Commerce both understood SL to be an exercise where students get placed in the industries related to their studies to gain practical experience. The lecturer from the Faculty of Education was of the same understanding that is that SL is students being trained on the job.

The Dean from the Faculty of Law understood SL in light of the UFH's CE policy. He understood it as students going outside of the university to gain hands on experience or applied learning of the content that they have learnt during the course of their studies. He found it interesting that SL was a part of CE as he believed that students stood to benefit more from SL than the community. The lecturer from the Faculty of Law understood SL to be a method of facilitating active teaching and learning by integrating community service into academic modules.



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Responses from Students

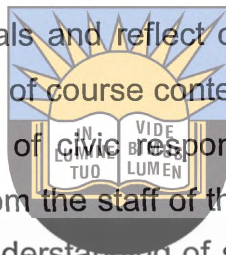
Four out of the eight students from the Faculty of Management and Commerce understood SL to be work placements. One of the students was not sure what SL was but also ended up saying that it was work placements. Three of the students did not know what the term SL meant. Six students out of the group of ten from the Faculty of Law had not come across the term. One student likened it to work placements or the articles that Law graduates do. One student likened it to the work that Law students do at their legal aid clinic where they give indigent clients free legal advice. One student understood SL to be using one's knowledge and learning to address issues in the community, or learning that is directed to specific realities in the community. From the Faculty of Education all students claimed that they had not come across the term.

Responses of the NGO officials

The first NGO official understood SL to be work placement, where students are attached to organizations to get practical experience. NGO official two knew the

term and even its origins in America. In her understanding it referred to a situation where a students went to a community to learn about that community and also to share their knowledge with that community. She held that the exercise should be mutually beneficial. NGO official three understood SL as providing a service to the communities that is linked to a certain field of study. NGO official four had not come across the concept of SL, but supposed that it was about providing a service to the community and learning in the process. NGO official number five placed SL within experiential and action learning or learning while you are working.

Bringle and Hachter (2004: 127) define SL as “a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community goals and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” When this definition is examined in light of the response from the staff of the UFH, it is evident that they do not have a complete or common understanding of service learning. Some veiw SL as work placements or internships, yet work placement is but only one of the forms of SL. They, however, did not view SL in terms of benefiting the community, and only one respondent stressed the importance of partnerships within SL. This shows that lecturers could not place SL as a form of CE, because if they could they would be able to point out the importance of the community in the SL activity. This lack of understanding of SL being part of CE by the staff at the UFH and the resulting lack of understanding of the importance of the community in SL would be a challenge for the designing of SL modules as they would be designed in a way that only students benefit and this would take away from the intention of SL which is sustainable CD and students also gaining a sense of civic responsibility (Bringle and Hachter 2004: 127).

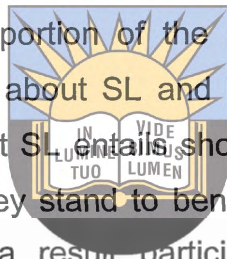


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It should also be noted that internships as a form of SL are different from internships in the traditional sense. Service internships differ from traditional internships in that they have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline based theories. Service internships are further distinguished from traditional internships through their focus on reciprocity; the idea that the community and the student benefit equally from the experience (Mouton and

Wildschut 2005: 121). Hence it would also be important that if the UFH staff are going to relate SL to internships, that the distinction between traditional internships and SL internships be highlighted in order for them to achieve the goals of SL.

Seven out of the twenty five students interviewed understood SL to be work placements or internships and, like the UFH staff, they were not entirely wrong as internships are one form of SL. SL can take the form of pure SL, discipline based SL, problem based SL, capstone courses, service internships, or undergraduate and post-graduate community based action research. Only two students viewed SL in line with the definition even though they also left out certain aspects of SL such as community involvement, the importance of partnership, and the fact that it must be developmentally oriented. A large portion of the student sample (sixteen out of twenty five) did not know anything about SL and had not come across the term. Students lack of knowledge on what SL entails shows that students would need to be educated about SL and what they stand to benefit in order for them participate willingly in SL activities and as a result participate in making an impact on sustainable CD.



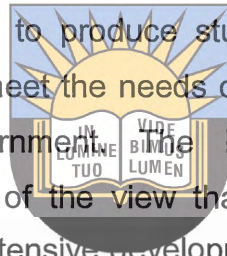
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One out of the five NGO officials interviewed understood SL as work placements. Three out of the five understood the term to include mutually beneficial partnerships and to be aimed at assisting the needy in the communities. One out of the five had not come across the term SL. The entire sample group could not identify that SL is also for the purpose of instilling a sense of civic responsibility in students. Seifer (2000 cited in Narsavage and Lindell 2001:9) states that students provide community service while learning about the context in which it is provided, the connection between the service and their academic coursework, and their roles as citizens, while Bringle and Hachter (2004: 127) state that students are supposed to gain an enhanced sense of civic responsibility. This also goes to prove that the sample lacked a holistic understanding of SL. It is evident that SL at UFH is currently conceptualized mainly as work placements and internships in the three faculties therefore the whole sample would require further clarification on the importance of the community in the SL activity if SL is to result in sustainable CD and to enhance the students' sense of civic responsibility.

4.3 PURPOSE FOR INTRODUCING COMMUNITY ENGAGEMENT AND SERVICE LEARNING IN SOUTH AFRICAN HEIs

Responses of the Staff at the University of Fort Hare

The director of CE was of the understanding that CE was introduced into the tertiary arena because South Africa was a country in transition, particularly around the period of 1994 when so much needed to be done in terms of transformation. The aim was to get everyone involved in the transformation process. She added that it was also to give students practical exposure to what they were learning in class. The Dean of the Faculty of Management and Commerce was of the opinion that it was introduced in order for universities to produce students who are well grounded, critically minded, and prepared to meet the needs of their different industries in the country, communities, and government. The lecturer from the Faculty of Management and Commerce was of the view that CE in South Africa, being a country in transition and needing extensive development, was a way for the national government to draw universities to take part in development. He also viewed SL as being introduced in order to make graduates more employable by equipping them with practical experience.



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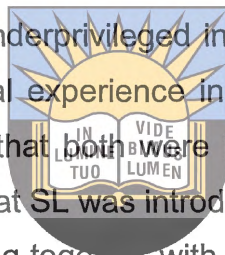
The Dean of the Faculty of Law made reference to the Higher Education White Paper (Department of Education, 1997) that introduced CE and SL and stated that he knew the rationale for introducing CE and SL was outlined in the document, but could not remember what was stated. His understanding was that universities hold enormous intellectual and human capital and are often situated in environments that feature extreme poverty and low levels of empowerment. He viewed CE and SL as ways of addressing poverty and underdevelopment in societies that may otherwise not experience the benefits of democracy and transformation, and as a way of sensitizing academics and students to the issues around them because academics and students are becoming elitist and aloof to the challenges around them. The lecturer from the Faculty of Law was of the opinion that CE and SL were introduced because they can contribute positively to addressing the legal, social, and environmental challenges prevalent in our communities, while simultaneously sensitizing learners to engage with the social, legal, cultural, and environmental ills

of society.

The lecturer from the Faculty of Education stated that CE and SL are a consequence of the context of transformation when the whole idea of the rainbow nation was engrained in people's minds. Hence this introduction might have been a way to get people who are not normally part of a certain community to understand that community better and share experiences with that community. This would help to make the South African context of diversity become real for people.

Students Responses

Five out of the eight students from the Faculty of Management and Commerce viewed the purposes of the introduction of CE and SL as separate. They viewed the introduction of CE as helping the underprivileged in communities and that of SL as ensuring that students gain practical experience in relation to the theory that they learn in class. One student stated that both were introduced to help the needy in communities. One student stated that SL was introduced to instill unity among South African citizens with students working together with lecturers and the less privileged in communities and hence unifying them.



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Four out of ten students from the Faculty of Law were of the opinion that CE and SL were introduced to help the needy and for poverty alleviation. Two other students thought that it was to involve more people in nation building. One of the students stated that it was for universities to give back to the communities in which they are located. One student was of the opinion that it was in order to get students to work with communities. Another student stated that it was to contextualize learning experiences and help students to engage with their communities better.

Five of the seven students from the Faculty of Education were of the view that CE and SL were introduced to help the needy in communities.

Reddy (2004: 34-40) mentions the transformation of higher education following the apartheid era where universities were divided into white and black universities. The establishment of the National Commission on Higher Education in 1995 was based on the assumption that higher education can play a pivotal role in the political, economic, and cultural reconstruction and development of South Africa (Reddy

2004:35). The Education White Paper 3 (Department of Education, 1997) identified the following goals for higher education: firstly, to meet individual learning needs; secondly, to meet the development needs of society and to provide a skilled workforce for a “knowledge-driven and knowledge-dependent society”; and, thirdly, “to contribute to the socialization of enlightened, responsible, and constructively critical citizens” (Reddy 2004: 37).

The White Paper 3 (Department of Education, 1997) lays the basis for making community service an integral and core part of higher education in South Africa. The White Paper further posits one of the goals of higher education as the promotion and development, among students, of an awareness of higher education’s role in social and economic development through SL programmes (Bender et al. 2006:4). Looking at why CE and SL were introduced, it appears that the entire sample of faculty staff where correct in seeing the introduction of SL in terms of the period of transformation in South Africa and the realization that universities could take part in this development. The students saw CE and SL as a way to either help the needy, or to gain practical experience of what they are studying. They however failed to contextualize it in terms of the transition from apartheid to democracy and the transformation of HEI’s. The students not being able to contextualize CE and SL in terms of transformation from apartheid to democracy could hinder them from engaging in CE and SL projects that are relevant to community needs, and this would hinder SL contributing to sustainable CD. The students need to contextualize CE and SL with the issues that came with transition like the escalation of the levels of poverty that beckoned an integrated approach to CD.

None of the responses from the sample refer to CE and SL being introduced for students to gain an enhanced sense of civic responsibility (Bringle and Hachter 2004: 127). Simply involving students in a service experience does not necessarily result in students gaining a better understanding of the importance and complexities of civic responsibility (Gottlieb and Robinson 2002 cited in Netshandama 2010: 344). It is imperative therefore that CE programmes embrace values associated with producing well-rounded, socially responsible students. The challenge for the faculty therefore is to organize curricula in a way that indicates the interconnectedness between SL, social responsibility and reasons for being in the context of higher



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education. The fact that the faculty staff does not see the connectedness of the introduction of CE and SL with civic responsibility presents a further challenge for the CE and SL programmes to instill or enhance civic responsibility in students.

4.3.1 Service learning: providing students with skills and knowledge for increased relevance of academic skills

Responses Staff at the University of Fort Hare

The Dean of the Faculty of Management and Commerce was of the opinion that SL gives students hands on use of skills and knowledge that will increase the relevance of their academic skills. SL would build the confidence of students, and they would be able to learn while gaining an understanding of the demands of the market outside of the class. The lecturer from the Faculty of Management and Commerce felt that SL provided students with hands on experience that would increase the relevance of their academic skills which acts as a leverage point for students. He thought that students would gain experience, which is important for the employability of students.



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The Dean of the Faculty of Law was also of the opinion that SL gives students hands on use of skills and knowledge that will increase the relevance of their academic skills. He was of the view that students who get involved in SL will be more sensitized to the challenges of socio-economic development. The lecturer also mentioned that when she was studying towards an LLB she worked as a legal adviser at a University Legal Aid Clinic where she continuously increased the relevance of her academic skills through problem based SL. The lecturer from the Faculty of Education was of the view that it actually depends on who is providing the SL and whether they have the resources in terms of time and experienced staff. If done well it would give students hands on experience.

Responses from Students

The majority of students were in agreement that SL would provide them with skills and knowledge that would enhance their academic knowledge. Most of (six out of eight) the students from the Faculty of Management and Commerce agreed that SL would give them practical experience of what they were learning and this would in

turn make them more employable. One student thought it would do this by fostering responsibility in students. Another thought that SL would achieve this by giving students an opportunity to familiarize themselves with the work environment.

Seven out of the ten students from the Faculty of Law were of the opinion that SL allowed them to practice what they learnt in class leading to a better understanding of academic content. SL gave them an opportunity to engage with real life cases. Another student was of the view that they would learn how to appreciate and accept other people's views and to respect them in their academic life. All seven students from the Faculty of Education were of the opinion that SL would assist them to better understand the content of their curriculum.

Bellner and Pommery (2005:88-89) suggest the following benefits of SL for students:

- has a positive effect on interpersonal development and the ability to work well with others and to develop leadership and communication skills.
- has positive effect on students' academic learning.
- improves students' ability to apply what they have learnt.
- impacts demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development.
- contributes to career development.

Staff and students at the UFH are in agreement that SL provides students with hands on skills and knowledge that will increase the relevance of their academic skills for the reasons suggested (Bellner and Pommery 2005:88-89). It would be ideal for students to benefit from SL activities because it is important for there to be reciprocal benefit for both communities and students. Furco (1996:6) states that SL is distinguished from other approaches to experiential education by its intention to equally benefit the provider and the recipient of the service and to ensure equal focus on both the service being provided and the learning that is occurring. Further, staff and students at the UFH agreeing that SL provides students with hands on skills and knowledge that will increase the relevance of their academic skills shows that they can all see the benefits of SL and this will lead to willing participation in SL activities which is essential if SL is to be a success (Berman 2006: xxv).

4.3.2 Community service better prepares students for the professional world

Responses from Staff from the University of Fort Hare

The Dean of the Faculty of Management and Commerce agreed that community service prepares students for the professional world when they have graduated because when students have experienced life outside the university they are prepared for different environments of work. The lecturer from the same faculty stated that from his observation of his students involved in the Students in Free Enterprise (SIFE) project he found that they gained confidence, networking skills, and broadened horizons. These experiences will be useful when they graduate and join the working world.



The Dean from the Faculty of Law mentioned that community service will be valuable in preparing students for a larger form of community service because they will have worked with real life clients and will therefore have an idea on how to engage with clients. The lecturer from the Faculty of Law was also of the opinion that students involved in community service would be better prepared for the working world because she had received positive feedback from professionals like directors of law firms regarding the quality of law graduates who have been required to undergo SL as part of their law degree. The said professionals have observed that these graduates are markedly better equipped and prepared for legal practice. The lecturer from the Faculty of Education hoped that community service would make students better prepared for the professional world after they graduate. This has been one of the criticisms of university education; it has created an artificial “ivory towerish” ideal situation and CE prepares students for real life situations.

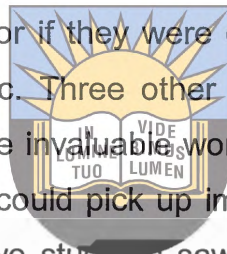
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Responses from Students

Four out of the eight students from the Faculty of Management and Commerce were of the opinion that in their degrees such as information technology, accounting, or business management, they did not understand how community service would help them to advance professionally because it is not related to what they were studying. Two students were of the view that community service did not have to be related to what they were studying for them to benefit, they viewed community service as a

way to gain other skills such as dealing with clients and imagined they could find this useful in the future. One student thought they would benefit personally and grow as a person, but they wouldn't benefit academically, or in terms of being prepared for the professional world. Another student was of the opinion that it would help students prepare for the professional world because it is important to know what is happening in the environment which one is supposed to work, and community service provides the opportunity to go out of the university and see what is happening outside the university walls.

From the Faculty of Law four out of the ten students were of the opinion that community service would only prepare them for the professional world if it was legal in nature, such as *pro bono* work, or if they were doing the kind of work that was done in the campus legal aid clinic. Three other students were of the view that community service could prove to be invaluable work experience and that, although it might not be related to law, they could pick up important attributes that would be useful in the professional world. Two students saw no benefit in doing community service in terms of preparing them for the professional world. One student thought it would help them to be prepared for the professional world in that companies were keen to do community service as this would hold them in good stead with future employers.



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In the Faculty of Education six out of the seven participants were of the opinion that community service would prepare them for the working world by providing them with practical experience. One student questioned whether they actually needed the experience through community service when they already have their school experience module. One student was of the opinion that they would benefit from community service because it might broaden their minds to what else is available for them. Their focus is on becoming teachers but there might be other avenues available to them.

The list cited above from Bellner and Pommery (2005:88-89) mentioned the benefits that students obtain from their involvement in SL and incorporating community service into the curriculum is one of the ways of teaching effectively using SL. Community service when used as a way of applying SL can prepare students for the

professional world through the benefits listed above. Twenty one out of twenty five of the total sample of students was of the opinion that community service would prepare them for the professional world, but they were also of the opinion that it would have to be related to their studies otherwise it would not contribute to preparing them for the professional world. Four out of twenty five of the sample of students were of the opinion that community service would not in any way prepare them for the professional world because it is not related to what they are studying. This shows that students understood that it is essential that the community service that they undergo be related to their studies in order for them to benefit fully from SL.

4.4 NATURE OF COMMUNITY ENGAGEMENT



4.4.1 Nature of Community engagement projects undertaken within the faculties

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Response of Director of Community Engagement

The Director of Community Engagement at the UFH outlined the projects in the table below as the CE activities taking place in the three faculties.

Table 5: Community engagement projects in the faculties of Law, Management and Commerce according to the Director of Community Engagement Fort Hare

FACULTY	PROJECT	DESCRIPTION
Law	Life Knowledge Action (LKA) Grounding programme	LKA is a collective brainchild of the community of the UFH. It has emerged out of a series of reflective discussions amongst students, staff and other members of the UFH community. It is an accredited course required for all incoming undergraduate students at the UFH. The objective of the programme is to provide a trans-

		disciplinary experience for all entering undergraduate students, allowing students to engage with societal issues from different perspectives. The objective is to create an environment where students can grapple with issues of identity, meaning, and purpose in a complex world. The program has different themes and is delivered in different ways. There are arts, music, poetry, and all sorts of different forms of involvement. The Law faculty have incorporated it into the curriculum and it is credit bearing.
Education	The Nelson Mandela Institute of Education and Rural Development	This is part of the faculty of Education and they focus entirely on working with communities as per their mandate. They look at new pedagogies and issues of rural schooling.
	Exchange Programme with the University of Sweden	This is an international community and UFH sends students for a semester to Sweden and staff teach there for a semester, and vice versa teachers and students also come to the UFH.
Management and Commerce	New Economic Horizons and Students in Free Enterprise	The Center for Enterprise Development and the Sanlam Chair have been conducting financial literacy training with local communities.
	The East London Computer Society	The Computer Society engages schools in East London, Duncan Village in particular, and spends time with grades 11 and 12 giving them some computer exposure so that they are informed when they move on to university.

Faculty Management and Commerce

The Dean and the lecturer from the Faculty of Management and Commerce

identified what is illustrated in the table below as the projects implemented in their faculty. All eight students in the focus group interview stated that they had not taken part in any CE activity and were not aware of any within the university.

Table 6: Community Engagement in the Faculty of Management and Commerce

PROJECT	DESCRIPTION
Students in Free Enterprise	<p>This programme hosts a number of projects such as</p> <ul style="list-style-type: none"> • a shuttle service to and from Alice that was started by students which created an economic opportunity for students and unemployed youth. • work being done with FNB through a project sponsored by Sanlam delivered by the Center for Enterprise Development. The project seeks to create financially independent individuals and groups by increasing knowledge on budgeting, borrowing, investing, cash flow management and book keeping, business planning, management, and development. The project targets business groups, church members, cooperatives, employees, the unemployed, as well as high school and university students. • Partnership project with the Mdantsane Daily Dispatch newspaper. In this local business owners are interviewed and profiled on the newspaper as a way of marketing them. SIFE-UFH then analyze the profile of the business and offer advice for improvement as well as attempting to answer any questions the business owners may have. The analysis and answers are also posted in the newspaper so as to assist other business with

	<p>similar issues.</p> <ul style="list-style-type: none"> • A youth project to share information on business start up and successful running of a business enterprise. With assistance from a USAID grant, SIFE-UFH was able to share information with ten young people under the supervision of successful entrepreneurs already in business and the Center for Enterprise Development within the University. Ten percent of those individuals were able to start a business, acquire office space and create employment for one individual.
Johannesburg Stock Exchange Project	<p>The Department of Accounting has a community project with the Johannesburg Stock exchange where they teach grade 11 and 12 students in rural communities what the stock exchange is about.</p>
Community projects	<p>The Department of Economics and Business Management are involved in community projects in black townships like Mdantsane and in Alice and Fort Beufort where they train business owners how to manage their businesses in areas such as bookkeeping, financial management, and human resources.</p>
The National Budget Speech Competition	<p>This is a competition where students come up with a budget for the country and address the various economic issues. It starts as a competition with other universities and results in a meeting with the Minister of Finance.</p>
Learnership Projects in local government and public administration	<p>Students are involved in building capacity with the NGO's and researching on HIV/AIDS.</p>

The Dean of the Faculty of Law identified the Legal Aid clinic as their form of CE. He however, stated that there could be a lot more that the clinic could be doing and that the faculty is working towards increasing the activities. This information is illustrated in the table below.

Table 7: Community Engagement activities in the Legal Aid Clinic and future plans.

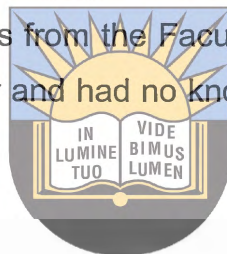
Current activities	<p>The law clinic has recently been moved from Alice to East London and is currently settling down. When it is fully functional students take turns working in the clinic under the supervision of an attorney and the clients that they see are indigent people (persons who cannot afford to use normal lawyers) such as the elderly seeking assistance for their grants; disabled people whose disability grants have been unfairly withdrawn or improperly withdrawn; divorced or separated persons who might be in need of protection orders; and abused wives needing protection.</p>
Future plans	<p>There is an attempt to engage with the NGO's around East London so that the NGOs can send vulnerable people to the clinic. There is also an attempt to join forces with the local policing forum so that through the police the clinic can become more alert to the needs of the local community. Included is the development of outreach interventions that could be tailored to the needs of the local community.</p>

The lecturer in the Faculty of Law mentioned that informal CE projects initiated by students exist and do not involve staff input. Eight out of ten of the students from the faculty of Law said they had never taken part in any CE activity and were not aware

of any within their faculty. Two out of the ten had taken part in the Nelson Mandela Day Celebrations that were organized by the CE office where students were involved in gardening, painting, distribution of clothes in the community, and visits to orphanages.

Faculty of Education

The lecturer from the Faculty of Education stated that the students in the education faculty were not involved in formal projects. Students are involved in schools and sometimes participate in outreach work that their lecturers will be involved in. For example, a year ago an informal project was developed by a lecturer and students who fundraised for a school so that pupils in that school could have books or birthday presents. All seven students from the Faculty of Education stated that they had not taken part in any CE activity and had no knowledge of any within the faculty or university.



It is important for the implementation of SL at the UFH to take into account the already existing CE engagement projects that are being implemented at the UFH. These projects could be the point of departure for future SL projects. However the fact that they are all not integrated into formal modules and are not compulsory nor credit bearing is a challenge for the implementation of SL because in order to meet the criterion number one of programme accreditation there should be enabling mechanisms (which may include incentives) that are in place to support the implementation of SL (HEQC, 2004b: 7-8). Attaching marks or credits to SL projects would be ample incentive for students.

4.4.2 Service learning within the faculties

All students from all three faculties stated that they had not taken part in any SL programmes. They all also stated that they had not been enrolled for a module or course at UFH which included CE or SL.

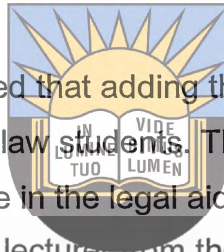
4.4.3 Service learning programmes that are conducive for students

Faculty of Management and Commerce

The Dean of the faculty of Management and Commerce was of the view that students in the faculty of Management and Commerce should be involved in SL in the form of internships. He was of the opinion that students should have a six month period to do practical work in their relevant industries. The lecturer from the Faculty of Management and Commerce felt that projects such as SIFE were the kind of projects that all students should be involved in because they help students develop business skills and require them to think critically.

Faculty of Law

The Dean of the Faculty of Law stated that adding the legal aid internship to the four year legal degree would be ideal for law students. They want to add a module where students in their final year spend time in the legal aid clinic for two semesters and will be graded on the work they do. The lecturer from the law faculty felt that compulsory involvement in the legal aid clinic would be an ideal way for students to do SL, acting as legal advisors to indigent members of the community and being involved in activities related to street law, human rights awareness programmes, and prison visits.



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Faculty of Education

The lecturer from the Faculty of Education believed that the school experience students in the Faculty of Education are exposed to is useful to students. However, she felt that other aspects could be added to it such as life orientation issues.

The Dean and lecturer from the Faculty of Management and Commerce stated that they feel that the appropriate form of SL for the students from that faculty would be by way of internships, while those from the Faculty of Law pointed out street law, human rights awareness, prison visits and pro bono work in the legal aid clinic. The lecturer from the Faculty of Education pointed out the school practice that students

from that faculty undergo. It is clear that these faculties would require different forms of SL that relate to the nature of their disciplines. Identifying them would be the first step to designing and implementing SL programmes that would be applicable to their disciplines. Bender et al. (2006: 38) write that in designing a new module or reconstructing an existing module to integrate service-learning, academic staff need to explore an appropriate approach. Hence the faculties would have to decide which approach is suitable for their discipline from the following; discipline-based service-learning; Community-based action research; Problem-based service-learning; Capstone modules; or Service internships (Bender et al. 2006: 38).

4.4.4 Incorporation of community engagement and service learning into curriculum



Plans that the UFH has for the implementation of Community Engagement

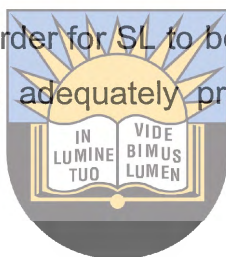
The Director of CE at the University of Fort Hare stated that a question to be put forward to any university would be: how can one integrate CE into the curriculum? The Law Faculty has integrated the LKA programme into their curriculum. She added that plans were in motion to try and get CE integrated into all programmes at the university. However, this needed to follow the universities unique conceptualization of CE. She also pointed out that it would be erroneous to assume that CE did not exist in the curricula. What is needed was a curricula review process where engagement spaces could be identified.

4.4.5. Willingness of Faculty staff to integrate community engagement into the curriculum.

Both the Dean and the lecturer from the Faculty of Management and Commerce showed great enthusiasm and willingness to have CE integrated into the curriculum as they believed that integrating theory and practice was the best way of teaching. The Dean of the Faculty of Law said he would be more than interested and was actually working on a Legal Aid Internship that was being planned for integration into

the LLB degree. The aim of the internship is for students to do some work on a consistent basis throughout the year at the clinic to serve indigent clients and also be involved in outreach initiatives in the community such as providing human rights training to high schools, local clubs of business women, and sports people.

The lecturer from the Faculty of Law said she would also be willing to have CE integrated into the curriculum. The lecturer from the Faculty of Education was of the view that it is already being done in the teaching practice module. All the staff from UFH showed a willingness to participate in SL. This would make the implementation of SL most likely to be a success and to meet the aims of SL because it is of great importance for staff to be willing in order for SL to be a success. Berman (2006:xxv) indicates the importance of having adequately prepared and willing staff in the implementation of SL.



4.4.6 Locating a space for the incorporation of CE/SL in the curriculum

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Staff from the University of Fort Hare

The Dean and the lecturer from the Faculty of Management and Commerce were of the opinion that CE could be added at any level of learning. The lecturer added that in SIFE they had students from first year up to the final year and they all benefited equally from participating in the programme. The Dean from the Faculty of Law felt that CE should be incorporated in the fourth year curriculum only as due to the nature of law, it would not be prudent to have students who have little background knowledge to work with the community because of the potential to do more harm than good.

The lecturer from the Faculty of Law responded that CE should be included in the professional skills module which is a third year module because in this module students should be learning the practical side of the legal profession. The lecturer from the Faculty of Education was of the view that it should be included in their school experience or teaching practice module.

Students Responses

- **Management and Commerce**

Six out of the eight students from the Faculty of Management and Commerce were of the opinion that SL should be added as a separate module since they didn't have anything remotely practical in their current modules. Two out of the eight thought it could be added to the accounting or financial management modules since the principles in these modules could be relevant when training small business people. The principles of these modules could be applied in practice.

- **Law**

All students from the Faculty of Law responded that it could either be integrated into their professional skills module or their human rights law module depending on the nature of the programmes that they would be implementing.



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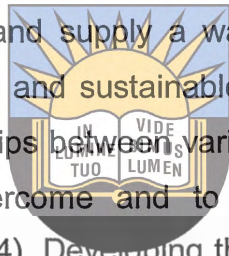
- **Education**

All students from the Faculty of Education were of the opinion that it should be added to their school experience module since it was practical experience.

It is positive that the staff and students from the UFH could point out modules or courses where SL could be relevant as this would make it easier for the design and implementation of SL at the UFH. It would be sound if a SL module could be included in an already existing module as is stated in the Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning (CHE 2006: 6) that when a SL programme is designed it should articulate well with other existing programmes. Hence having a SL programme being integrated into one of the already existing modules would make it more likely to be linked with the module content.

4.4.7 Suitable Service Learning partners for the different Faculties

The Director of CE at the UFH stated that the partners for Management and Commerce in the School of Economic Enterprise could be found in the corporate world, such as accounting firms for the School of Accounting. For the School of Public Management and Development, in the Faculty of Management of Commerce, SL partners would include government or civic society. In the Faculty of Education, SL partners could be at two levels: the district support level and the schools. In the faculty of Law, the legal industry, which could be public or private and community clinics could also be partners. Mitchell and Rautenbach (2005:101) state that a key approach to achieving the goals of SL is the formulation and development of partnerships between universities, communities, and other service providers. These partnerships have to be strategic and supply a way to achieve the goals of SL, naturally enhanced student learning and sustainable CD. Efforts at sustainable CD can be expanded through partnerships between various stakeholders to ensure that complex social problems are overcome and to increase the impact of such interventions (Bender et al. 2006: 94). Developing the correct partnerships for SL is fundamental because it enables the university to realize its goals of teaching and learning, and simultaneously enables community organizations to access university resources and acquire expertise in support of their activities (Gelmon et al 1998:98). Identifying strategic partners for SL is very important for it to be successful particularly in order for it to contribute towards sustainable CD.



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4.4.8 Support community engagement office is willing to give faculties in implementing community engagement

The Director of CE pointed to the shortage of human resources in the office of CE at the UFH. The CE office currently comprised the Director and an intern who is based in Alice. However, her experience at the UFH has given her a strong understanding of the institution and she therefore will be able to assist in the areas of curriculum development with regards to SL. There is a Senate Committee on CE which is comprised of academic and nonacademic staff, students, and seven community members who cut across corporate government. This is a good support system because that committee will be engaging on integrating CE into the curriculum, and on issues such as what CE means to the UFH. Even though the support the CE office can give is limited it is important that there is support by the university in terms

of implementation of SL within the faculties because according to the Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning the university should ensure that there is adequate institutional support for the development and implementation of SL (CHE 2006: 23).

4.4.9 Service learning programmes that students could implement to give meaningful service to the communities.

The programmes that students from the faculties could implement to give meaningful service to communities are summarized in the table below.

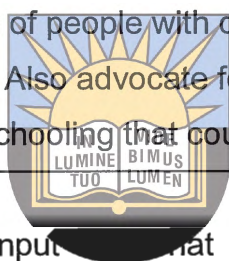
Table 8: The table below shows the programmes that the respective respondents thought students could implement to give meaningful service to communities

Person	Faculty	Suitable programme
Director of Community Engagement	Management and Commerce	There's scope to get involved in existing organizations like NGO's and CBO's or formal organizations like government where students could apply their learning through a SL model.
	Law	Doing pro bono work in legal aid clinics and doing human rights awareness campaigns.
	Education	In the Faculty of Education students could conduct activities when they go into schools, then they would be engaging with the community of the school. There is also scope for doing some work with the district education offices.
NGO 1	Management and Commerce	These students could help with entrepreneurship income generating manuals that best suit the in and out of school youth in the communities. They can also help with career guidance; linking these young people with different companies or different businesses, and play a facilitation role so that these young people can understand how businesses run and what opportunities exist in the business world. They can also invite inspirational role

		models for young people to emulate and learn about the processes one has to follow in order to be a successful business person.
	Law	<p>NGO 1 highlighted that not too many people are aware of the legal system and their rights. A programme of awareness raising on the legal system and human rights law could be initiated. They can also do research on the extent to which people know their human rights, and the legal system, and use that to design a programme that would close identified gaps. Some organizations could also use capacity building around human rights and the legal system. At university there is a lot of theory that students learn and if that can be summarized and packaged so that a layman can easily understand; for example, a legal text that is very simple or having a translated version in Xhosa. In all these programmes legal students could take part to give meaningful service to communities.</p>
	Education	<p>Education students could be involved in schools; there are lots of challenges that are there in the education sector, for example, very low pass rate, high teenage pregnancies and high school dropout rate. It would be useful to start by looking at the problems at hand. What's causing that whole situation? It would be useful if students could compare, contrast, and integrate the informal participatory approaches used by NGO's with the formal education system.</p>
NGO 2	Management and Commerce	<p>In South Africa most people in the community have not been exposed to enterprise development. Communities need to be given the opportunity to learn more about community economics such as the use of banks.</p>

	Law	The law students could work closely with paralegal advice offices to identify the most pressing needs that affect human rights and also help to reduce the backlog in the offices, answer questions, direct people to the right offices or person, and assist patients with legal issues in hospitals.
	Education	Education students can get involved at all levels, starting from early childhood level. There are many communities that don't have access to crèches and where there are Early Childhood Development centers they are often not being run in a professional way. The students could go there and help train these people on some educational model or take time in a week to go to these crèches and do something educational with the teachers. In the schools, students can assist with reading and writing, career guidance for pupils, and basic adult education / literacy.
NGO 3	Management and Commerce	Bachelor of Commerce students can do business skills workshops to educate people in the community on how to run their own businesses.
	Law	Law students can conduct information workshops about human rights and legal processes in the communities.
	Education	Education students can implement tutoring programmes for learners at schools and literacy programmes for illiterate community members. They can also be involved in youth development programs.
NGO 4	Management and commerce	
	Law	Legal students could look at issues like land access and land tenure looking at alternative forms of land tenure, land ownership and alternative forms of property

		administration.
	Education	Education students could help with developing training materials on different topics such how to access land or what is an Integrated Development Programme and how to get involved in integrated development planning.
NGO 5	Management and commerce	
	Law	Advocacy initiatives for rights and access to services.
	Education	One area that education students can work in is the integration of people with disabilities to mainstream schooling. Also advocate for children's rights to education and free schooling that could help the communities.



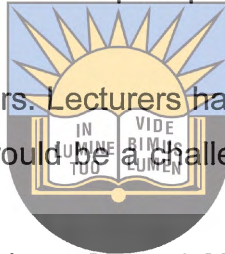
The NGO officials gave valuable input that projects the students could be involved in, in order to give meaningful service to the communities. It is evident that the projects that they highlighted are addressing some CD issues that the students and university staff had not identified. This shows that in order for SL to indeed be successful and to impact on sustainable CD it is of importance for HEI's to partner with NGO's. Lazarus (2001:1) explains the purpose of partnerships is for community empowerment and development, transformation of the higher education system in relation to community needs and enhancing service delivery to previously disadvantaged communities and the projects highlighted by the NGO officials above are in line with purpose of partnerships as stated by Lazarus. Bender et al. (2006: 94) also states that CD efforts can be expanded through partnerships between various stakeholders to ensure that complex social problems are overcome and to increase the impact of such interventions.

4.4.10 Possible challenges for implementation of CE

Responses from Staff and students of the University of Fort Hare

The challenges of implementing CE put forward by the respondents are as follows:

- There is a large volume of students versus the availability of partners.
- There are limited institutional resources because the practice of CE and SL is an unfunded mandate.
- Geography; the UFH is a multi-campus university encompassing an urban, peri-urban, and rural set up. One would face challenges such as transporting students.
- Some of the faculties may have a full curriculum or one that is dictated by industry or board in which case it would be difficult to change.
- Human resources would be a challenge. Students have to be monitored during engagement with communities. This requires properly qualified people or the SL programme will not work. CE and SL require people to guide the students while also managing them.
- Getting commitment from lecturers. Lecturers have a lot of work to do and to get them committed to CE and SL would be a challenge because it adds on to their work load.
- There is very limited knowledge about CE and SL.
- Linking SL to credits that are acceptable according to national government accreditation standards.
- Students might not be interested in doing SL.



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Responses from NGO's

- The issue of consistency, normally one would find that CE and SL programmes would be done as a once off project and with development it doesn't work very well if students are working within the community for a brief period.
- Communities are over studied and get many people coming to do research, but all they do is get information and leave. Communities are suspicious and skeptical because very few have managed to come back to provide feedback. So communities end up feeling like they are just being used as a source of information but it's not actually improving their conditions.
- SL through internships may be a challenge if there is not enough work for the

intern to do that is of relevance to what the student is studying. The student may end up at the reception answering phone calls and actually not doing the work they have studied for.

- There's an issue of expectations on both sides particularly on the side of the communities. They might start having expectations that the students might come and solve all their problems or misunderstandings could arise among the different role players about what they might actually be able to achieve. This will have to be addressed to minimize its occurrence.
- There can be lack of communication between the students and the community and this can lead to conflict.
- Academics might not want to engage in SL.
- The logistics to ensure that every programme has an aspect of SL and CE will be very difficult.



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The identification of the above challenges by the UFH staff, students and NGO officials will make planning for the implementation of SL at the UFH more effective and successful as more thought and planning can be put into avoiding and/or overcoming these challenges.

4.4.11 Benefits of Community Engagement

The benefits to CE put forward by the respondents are as follows:

For the students

- Life experience
- Networking
- New skills development.
- Application of their learning: putting theory into practice.
- It gives students a sense of 'is this me?' Young people today are not necessarily

definite about their career and follow a study programme because of circumstances, for example, because there's a scholarship not because they want to be teachers. It could open up new avenues that could change their life's direction.

For the communities

- Development is not one man's agenda, it needs different parties and role players to take part; by joining hands it becomes easier to address this complex challenge.
- Projects can be started and maintained by the communities when there are leaders who are willing to invest their time and their resources. If the intention is to contribute to sustainable CD and if ownership is left to the community to drive and mobilize others and resources, it has the potential to really change communities.



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- The community would receive free service which they would otherwise have to pay for.
- The community will be capacitated through training.

For the NGO's

- Students come with a lot of energy, new experience, and different perspectives that will help and add to the richness of the organization.

For the University

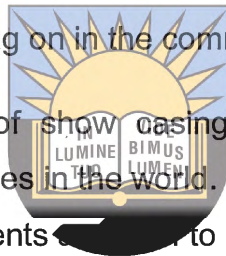
- It will help the university to have a stronger sense of self and a sense of it's role in society. It will bring the university and the community into the same space so that the university is not seen as an ivory tower.
- It could bring new networks and knowledge into the university if we define the communities as national and international. It's also a way to promote the

university.

- It could be a way to influence the kind of teaching and research that the university does. What kind of research actually takes place that is related to the communities within the university?
- It could bring in new resources to the university like in science and agriculture the Animal Traction Unit has made its own tools because the ones they trialed from Brazil or India didn't really suit the Eastern Cape context and they could sell them if they wanted to. Resources could also be in terms of attracting new staff.

For the Faculties

- The faculty will be doing research on their teaching and hence their teaching will become informed by what is going on in the community.
- Doing CE and SL is a way of showcasing or marketing the faculty and benchmarking it with other faculties in the world.
- It's a way of attracting both students and staff to a faculty.
- It's an excellent way of increasing research within faculties.
- It helps to conscientize both academics and learners of the needs of the people in the community especially the needs of the vulnerable and poor.
- It is a way to produce quality graduates.



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The UFH staff, students and NGO officials identified benefits of SL for the UFH, for the students, for the communities, for the NGO's and for the faculties. This shows that SL can be applied and have the reciprocal benefits to all parties involved as stated by Furco (1996: 5-6).

4.5 CONTRIBUTION TO SUSTAINABLE COMMUNITY DEVELOPMENT

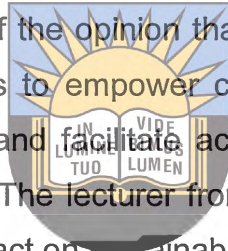
4.5.1 Does Service learning impact on sustainable Community Development?

Responses from the Staff from the University of Fort Hare

The lecturer and the Dean of the Faculty of Management and Commerce were both of the view that SL impacts on sustainable CD. The Dean stressed the point on research; students could assist through researching the needs of communities and

coming up with solutions to problems through SL. The lecturer noted that when viewing the university or the students as a community, education is a big part of development so it does contribute to sustainable CD. The students get educated and gain experience through SL, and are employed, and that affects the unemployment rate.

The Dean and the lecturer of Faculty of Law were also of the view that SL could definitely impact on sustainable CD. The Dean stated that he could see the rationale behind implementing SL and as a theory one could see that it can definitely impact on sustainable CD. However, he was not sure regarding the practical side of how far the university could implement it properly so that it reaches the desired goals for all parties involved. The lecturer was of the opinion that students could use their skills and knowledge in outreach projects to empower communities, protect rights, and promote human rights awareness, and facilitate access to justice and in that way contribute towards sustainable CD. The lecturer from the Faculty of Education was also of the opinion that SL does impact on sustainable CD. She added that there has to be an understanding from whoever is going into the community that they are not just taking from that community. They also have to give to the community and understand that that community is giving to them, because often people go into a community and think that they are a God send. There needs to be respect on both sides, continuity, and sustainability.



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In the CHESP Implementation Grant Strategy (25 January 2001), it is stated that each SL course will address a CD priority; should integrate teaching, research, and service; will be developed in partnership between community, students, academics and service sector agencies; should be an accredited academic course: and students should spend at least 20% of the notional hours of the course in community based learning experience (Mouton and Wildschut 2005: 122). This clearly shows that SL is supposed to impact on the development of communities because it is supposed to address CD priorities.

4.5.2 How does service learning impact on community development?

The director of CE was of the view that SL impacts on sustainable CD through job creation, new knowledge creation, infrastructural development, access to resources,

access to and information sharing. She provided an example of the Alice Regeneration Project which involves the UFH, the Alice community, Provincial and Local Government, and the nonprofit sector. The community of Alice working closely with the Amathole Development Agency called ASPIRE have 'workshopped' their notion of how to revitalize Alice and their vision of Alice as a developed university town. The UFH is a key stakeholder and the process has achieved some of the benefits listed above.

4.5.3 How do students impact on community development through service learning?

Staff at the University of Fort Hare




The Dean of the Faculty of Management and Commerce was of the view that education is for community empowerment. If one is educated and they are not empowering the community then their education is useless. From his faculty he would like to see students impact development by helping those people who sell on the street, and helping the people to gain knowledge of accounting and small business management. The lecturer gave an example of the work being done by students through the SIFE project. He likened the Project to a nonprofit organization between the university and businesses. The students get to learn while at the same time servicing the community. It is through such work that what students are doing in class can impact on sustainable CD.

The Dean of the Faculty of Law was of the view that the kind of work that students are already doing in the legal aid clinic like servicing indigent clients should be improved and done on a larger scale. Students could also do human rights awareness work and address issues facing women who experience violence at home. The lecturer from the Faculty of Law stated that students can impact on sustainable CD through human rights awareness and through sharing skills and knowledge. The lecturer of the Faculty of Education was of the view that education students could impact on sustainable CD if they actually went back to the communities that they were drawn from. She highlighted that they had tried to have

students from all regions of the Eastern Cape in order to help with development particularly of rural schools but that would only work if the students went back to those areas after qualifying.

Students

All eight of the students from the Faculty of Management and Commerce agreed that students from their faculty could impact on the development of communities. Six of the eight students were of the view that they could impact sustainable CD by imparting the knowledge that they have on business management, accounting, and computer literacy. One of the students was of the view that they could contribute by opening a tuck-shop that would be run by the students based on the business principles that they learnt in class. Assuming that the business would be running at a profit the students would donate the proceeds to community projects that are in need of funds. One other student was of the view that students could impact on sustainable CD by donating money or old clothes to the needy in the communities.



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All ten students from the Law faculty also agreed that they could make a positive impact on sustainable CD. Six out of the ten were of the view that they could do this through human rights awareness campaigns and helping to ensure people claim and access these rights. One student stated that they could make an impact by reducing the backlog in the justice system. Another stated that through SL lawyers could be seen in a more positive light and maybe more people would then approach them for assistance. One student was of the opinion that they could assist by informing people on how the legal process works. For example, not all people are aware that if they get assaulted they can go to the police and not only report the assaults, but also get a restraining order against that person.

Three of the students from the Faculty of Education were of the impression that education is a big part of development and that for many people it is one of the ways to get themselves out of poverty. Three students stated they could work with

teachers in informal crèches or Early Childhood Development Centers and impart knowledge to them on some teaching models since the teaching they learnt was at foundation phase. One student was of the opinion that they could impact on sustainable CD by organizing community initiatives on literacy.

NGOs

How students from the three faculties can impact on sustainable CD through service according to the mandate of each the 5 NGOs that were interviewed is summarized in the table below.

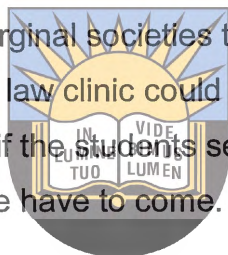
Table 9: How students can impact on CD through SL

NGO	Faculty	How students can impact on sustainable community development according to the mandate of organization
NGO 1	Management and Commerce	Commerce fits with the organization's livelihoods programme where the organization has programmes on entrepreneurship to train out of school youth who are encouraged to initiate income generation projects. Students who have commerce background and knowledge will help boost these programmes in the communities through packaging the training manuals that the organization uses in their youth development centers and for their volunteers. With these programmes the organization is trying to address the issues of the high unemployment rates and getting youth off the streets.
	Law	Legal students could help the advocacy section and the human rights section of their programmes. They could also help in the communities by providing knowledge on the legal processes.
	Education	NGO 1 works with in and out of school youth through their sexual reproductive health, life skills, and livelihoods programmes. Hence, education students would appreciate their methodology on non-formal education approach. That

		would help them understand the issues for education in the communities from a developmental perspective and not only their formal approach. If they combine the two then that will enrich their experience and help the organization better their teaching methods.
NGO 2	Management and Commerce	The Management and Commerce students can look at community economic transactions, commercial transactions and sharing of knowledge to enable the communities to see things from their own small household level or village level. To link activities that happen in the community to what is going on outside whether it is at a district level or international level. That link is often missing especially where communities have not had any exposure and are not literate and cannot understand those concepts. The students can simplify and explain to the communities about these concepts.
	Law	The main focus for NGO 2 is on advocacy on human rights which are entrenched in the Constitution of South Africa. The challenge especially in developing communities is around awareness not only of the rights, but also knowledge on how to exercise rights at the grass roots level. Law students have a role to play in terms of communicating that information and also learning from the realities of the community. The students could also take back information and hopefully change the way law is developed and implemented in practice.
	Education	In the field of education students could get a better understanding of the challenges of learning at a community level, which can be used to design curriculum and to improve on the design and implementation of education initiatives. By a student going to a community they are trying to bridge the gap between the theory of education and the reality in the community because in most instances there is a lot that is abstract and cannot be translated to beneficial initiatives at a

		community level.
NGO 3	Management and Commerce	Bachelor of Commerce students can work with the organization and form part of its youth development programme. Youth in communities especially those that are unemployed can be equipped with business and entrepreneurship skills.
	Law	Legal students could assist by giving legal advice to a number of the organization's clients who approach the organization needing advice on legal matters.
	Education	Students can form partnerships with the organization and plan sustainable CD initiatives such as literacy programmes that can be implemented in the community. The aim of these programmes would be to improve the quality of life and social functioning of community members.
NGO 4	Management and Commerce	Often what is required in setting up organizations. These organizations would benefit from having their own bank account, constitution, meetings, basic financial administration, financial book keeping, drawing up budgets, business plans and funding proposals. Hence students could train community organisations in basic business and financial skills like auditing of books and preparing organisations financial books for auditing. Students could also help with municipal finance, explaining for communities' municipal finance and municipal budgets. They could do research on municipal budgets and simplify them so that it's understandable for community groups.
	Law	Legal students could give legal advice to communities who are struggling to get support on land issues and eviction. From a local governance point of view may be legal students could help in terms of the right to know legislation, the right to information, we often see that communities are struggling to get information and clear answers from the municipality,

		<p>government, and the Department of Water Affairs. Hence legal students could assist communities in submitting the necessary forms and following the appropriate channels that are available in the Promotion of Administrative Justice Act, to get information from municipalities. Often these processes take time and communities are not aware of all these steps and all the forms that need to be filled in. In the development facilitation area of the organization's work community organisations have to be set up to deal with contracts with suppliers to provide them with services. Students could assist with contractual law and business law. It is usually the more rural and marginal societies that face challenges so something like a mobile law clinic could provide better reach for more people than if the students set up an advice office in one place where people have to come.</p>
	<p>Education</p>	<p>Education students could do work around adult basic education because many of the community groups that NGOs deal with are particularly in rural areas where people lack basic skills like numeracy and literacy. Some communities express that they would benefit from Business English, many community groups are able to speak English, but many of the terms used in development and business are unique to those sectors and difficult to understand.</p>
<p>NGO 5</p>	<p>Management and Commerce</p>	<p>Economic development is very important in communities, particularly rural communities. These communities need help understanding certain economic policies, trade methods and how they influence people's lives. There is a lot of value that Management and Commerce students can add by sharing knowledge on Local Economic Development strategies and the impact of trade, imports and exports, tax laws and how they impact on people. Commerce students have a sense of how government is run economically so they can identify gaps</p>



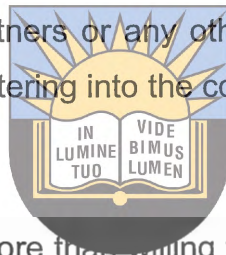
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		and that would make economics more people centered. The Management and Commerce students can assist by equipping communities with basic financial skills, knowledge on how money works, and information on what can be done with the stokvels and funeral savings groups.
	Law	The organization does not work with any of the legal resource centers which is where legal students could make a huge difference. Students could get involved in work with NGO's so that they can see what is happening in the community. They could assist by going into communities and researching to what extent people's rights are realized.
	Education	Any organization would like to think that teachers mould our leaders for the future. Often teachers try to separate the home environment from the work environment. They expect everybody to perform a certain level using the same teaching style. Not understanding why a pupil attends class appearing tired. Not understanding that the child perhaps didn't have anything to eat that morning. It's important to have a feel of community development for education students so that they can deal with these issues because they affect the learning of children. In poor communities education is very important; it is a means out of poverty.

The projects stated above by the UFH staff, students and NGO officials could all contribute towards sustainable CD however it is of importance that students be trained or oriented on how to handle themselves when they reach these communities otherwise the SL activity will end up being of benefit only to the student and the university but not contributing in any way to sustainable CD. Bender et al. (2006: 105) state that it is important to conduct student orientation, training and supervision in order to ensure that students give meaningful service to the communities.

4.6 WILLINGNESS OF NGOS TO BE IN PARTNERSHIP WITH UNIVERSITIES TO MAKE SURE COMMUNITY ENGAGEMENT AND SERVICE LEARNING ARE A SUCCESS.

All NGO officials said they would be willing to work with universities to make sure that students could give communities meaningful service through SL. NGO 1 stated that they were already working with the UFH by taking students in for field work practice; they work with students mostly in Social Work and some from FHISER, the Fort Hare Institute for Social and Economic Research. NGO 2 added that they would like to work with the university to give input on their experience regarding the curriculum, to also get information from the university about research that is done by the students, finding solutions to some of the issues that might be raised by the university and students, finding partners or any other role players who can assist, and also facilitating the university entering into the communities.



NGO 3 stated that they would be more than willing to liaise with students to engage with them in the upliftment and development of the communities. NGO 4 was of the opinion that they would do their utmost to work with universities. The arrangement would require more investigation and resources, universities should not expect NGO's give their services for free as it takes time to go to meetings, set up programmes and to engage with communities. The willingness of NGO's to participate in SL is important because Berman (2006:xxiv) lists them as the major role players in SL.

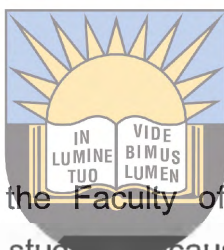
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4.7 WILLINGNESS OF STUDENTS TO PARTICIPATE IN COMMUNITY ENGAGEMENT AND SERVICE LEARNING

Students from the Faculty of Management and Commerce were skeptical about whether they would actually do CE related to their degrees. Four out of the eight students interviewed stated that they would do CE related to their studies if they had the time. The general feeling of the group was that the Bachelor of Commerce degree particularly for accounting students and especially in the final year level left them with no time for much else besides their studies. Two students from the eight

said they didn't find CE or service interesting, and if they had a choice they would not be involved. One student stated that they would participate because the skills they would gain through interaction with the communities would be important in future. One student said they would enroll simply to give back to the community.

Four out of the ten law students interviewed were of the opinion that they would enroll for CE if it was related to their degrees and helped them understand what they were learning better. Three said they would participate because practice would give them experience and this would always be beneficial for their CV's. Two students saw it as a good opportunity to give back to the community and hence they would participate for that reason.



Five of the seven students from the Faculty of Education stated they would participate in CE related to their studies because it would allow them to do something for the community and at the same time help them progress academically. Two students stated they would participate in order to get practical experience.

Twenty three out of twenty five of the sample of students stated that they were willing to take part in SL. This means that they would benefit more since they benefit more if they are willing to do SL activities (Fredericks, Kaplan, and Zeisler 2001 cited in Berman 2006: xxvii).

4.7.1 Form of service learning students would like to be involved in

Management and commerce

Four students from the faculty of Management and Commerce were of the opinion that they would prefer to be involved in training programmes or imparting of

knowledge to small business owners in the community. They could share knowledge on business management, accounting, and financial management to help small businesses like Spaza shops improve their businesses. Two students stated that they would prefer to do training on something more technical like computer skills training. Two students were in support of the idea of opening a tuck shop run by students based on business skills that they learn in class and then donating the proceeds to community projects.

Law

Three students from the group of ten stated that they would prefer to do CE through the legal aid clinic, giving free legal advice to indigent clients. Three students stated that they would prefer to be attached to an attorney or advocate in a law firm while they are doing *pro bono* work. Two students said they would prefer to do human rights awareness campaigns in the community. One student was of the opinion that working in the legal aid clinic would be ideal for first and second year students starting their LLB but in the later stages of the degree, it would be ideal to be working in an actual law firm attached to an attorney or advocate. Another student preferred providing legal advice to communities and directing people through the right legal channel for free.

Education

All seven students from the faculty of Education were of the opinion that they would prefer to work in community crèches that are informal. They could work with the children and train the people running these crèches.

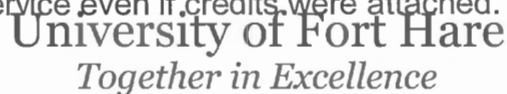
As stated by Fredericks, Kaplan, and Zeisler (2001) cited in Berman (2006: xxvii), students benefit when their participation is “meaningful participation”. As can be seen by all the programmes cited by the students above as the types of programmes they would like to do, these are programmes that would be meaningful to the communities in that they are directed at developmental issues. These programmes are also linked

to their studies hence they would meet the ends of SL: impacting on development of communities through service that is linked to their studies.

4.7.2 Willingness to do community service for credits

Management and Commerce

Six students out of the eight stated that they would participate in CE if there were credits attached because they would be gaining credits which will contribute to their graduating and at the same time helping the communities and gaining experience. Another student noted that if there are credits involved students tend to take things more seriously over and above the idea of giving back to communities and students actually get rewarded for their hard work. One student stated that community work and community service are not things they found interesting and hence they would not enroll for community service even if credits were attached.



Law

Four students stated that they would enroll for community service if it was for credits because they would be gaining experience as well as earning credits. One student said they would agree because it would give them experience in relation to the day to day experiences of a lawyer. Another student was of the opinion that academic credits would be an added advantage and would increase the chances of them actually enrolling for community service. Another student stated that SL would be ideal for students who are not good at assignments and tests and are better expressed practically. Another student expressed that they would enroll because it would be a good opportunity to gain in-depth understanding of the theory that is learnt in class. A student was of the view that experience outside the class is just as important as what is taught in class and making CE credit bearing would make the experience that much more valuable.

Education

Four students out of the seven from the Faculty of Education stated that they would like to do community work that is related to their studies and earning credits for it would make it even better for them. One student said they would do it because they would be gaining experience and earning credits at the same time. One student said they would enjoy working with the community in a different environment from teaching practice and earning credits for it. Another student thought it was a good idea adding credits because it would make students take the community service more seriously.

The fact that students would take SL more seriously if it had credits attached to it would be good because the more serious the students are the more likely that SL is to meet sustainable CD priorities because the students will be working harder to make their projects a success. Bringle and Hachter (2004: 127) define SL as “a course-based, credit-bearing educational experience”, hence it is good that students would be willing to do community service for credits because that is the nature of SL (it is done by way of implementing community service projects and making them credit bearing). However, students only taking SL seriously if they are going to benefit in the form of receiving marks raises questions of whether the SL projects will provide students with a sense of enhanced civic responsibility as they are supposed to (Bringle and Hachter 2004: 127). Having civic responsibility would have more to do with nurturing humane values that would encourage the students to want assist their communities without necessarily getting anything in return.

4.7.3 Revision of curriculum to include service learning

Management and Commerce

Seven out of the eight students from the Faculty of Management and Commerce thought it would be ideal to revise the current curriculum to include SL because, as it exists presently, it is only academic with no interaction with any practical work.

Hence students find it difficult to adjust when they finally get to the work place. One of the students thought it would be bad because it will add more work on top of an already dynamic programme. Management and Commerce on its own is very demanding.

Law

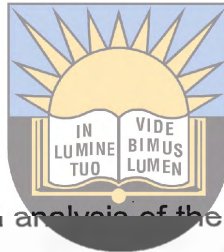
Four students from the faculty of Law were of the view that it would be good to include SL into the curriculum of the LLB degree because it would ensure that they get experience and that they are up to date with the legal fraternity. Three students thought it would be bad because there is already so much for students to do; adding more work might be too much work for students. Another student thought it would be a good, if it was an actual part of the curriculum and students would be benefiting. Another student thought it was good because it would give people a break from the routine lectures they would enjoy doing something outside the lecture room. Another student was of the view that people should do work in communities voluntarily and if it is included in the curriculum it should be an elective not a compulsory course because they wouldn't want to be forced to participate in SL.

Education

Three students were of the opinion that it would be a good to revise the curriculum to include SL because as education students, different forms of teaching and learning should be employed in order for students to learn effectively. So adding SL to the curriculum would be beneficial to students and communities as well. One of the students stated that it could be a good initiative to get students to help the surrounding communities while they gain experience. Another was of the opinion that SL would encourage students to do community work where they otherwise wouldn't. One other student was of the opinion that it would be a good way for students to give back to the communities while they practice what they will have learnt in class.

The voice of the student has been identified as an essential element of SL programmes (Eyler et al., 1996; Sigmon 1996), coinciding with the role that the student has to play in curriculum development. Carl (2000: 51) states that teachers and students should work cooperatively when making curriculum decisions. Hence it is important to the success of SL programmes implemented at the UFH for the students to express their willingness for the curriculum to be revised to include SL. Carl (2000:51) further states that personal feelings, indications, values, and experiences are regarded as necessary in order to obtain maximal learning outcomes. Hence, if SL is to achieve its student learning goal, then students' opinions have to be heard. Students of the three faculties expressed their willingness to participate in SL, which is an important factor for success.

4.8 CONCLUSION



This chapter was a presentation and analysis of the data that was gathered from the research participants, that is, the lecturers, deans, and students from the Faculties of Management and Commerce, Law, and Education from the UFH, the Director of CE at the UFH and NGO officials from NGOs around East London. The presentation and analysis shows that the understanding of CE and SL and its purpose is varied. It further shows that there are various CE projects that are already in existence at the UFH and that Faculty staff, students, and NGOs are willing to participate in CE and SL. There is also an indication from the data that the participants are of the opinion that SL can impact on sustainable CD.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This last chapter presents a conclusion to the research and recommendations based on the study. The organization of the conclusions is according to the following themes: conceptualization of CE and SL; purpose of CE and SL at the higher education level; nature of CE practiced at the UFH; issues of incorporation of CE and SL into the curriculum, and contribution of CE and SL to sustainable CD.

5.2 CONCLUSIONS



5.2.1 Conceptualization and Purpose of Community Engagement and Service Learning

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In the glossary of the HEQC's Framework for Institutional Audits (June 2004d: 15) 'community engagement' is defined as "Initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community". The CHE's 2006 working group states that "community engagement is a process of creating a shared vision among the community and partners (local, provincial, national government, NGOs, higher education institutions, business, donors) in society, as equal partners, that results in a long term collaborative programme of action with outcomes that benefit the whole community equitably" (CHE, 2007). In terms of the findings the staff and students from the UFH and the NGO officials have varied understanding of CE. The director of CE at the UFH views CE as a blend of community outreach, volunteerism, SL, and fieldwork practice while the Dean and the lecturer from the Faculty of Management and Commerce view it as a way of giving back to the community, and having a partnership of reciprocal gain that will lead to the socio-economic development of communities. The Dean from the Faculty of Law valued partnerships that lead to improvement of livelihoods of communities and the lecturer viewed CE as a way to

add value to the community. The students viewed CE as community work and community outreach while the NGO officials were of the opinion that CE should have the community at its center. In light of the findings of this study it is evident that CE at the UFH, when it is being conceptualized and in order for students to impact on sustainable CD, should show the importance of partnerships with the NGOs in order for students to give meaningful service.

Service Learning

Bringle and Hatcher (2004: 127) define SL as “a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community goals and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” In light of the findings it is clear that staff from the UFH do not have a holistic understanding of SL but rather focus on aspects of SL. The main aspects that the lecturers dwell on are students gaining practical experience through work placements and internships. Until they gain a holistic understanding of SL it would be difficult for the developmental goals of SL to be achieved because work placements and internships, particularly in the traditional sense, focus only on student benefit. The findings revealed that the students have not come across the term SL and this shows that students have not been participating in SL programmes. The NGO officials without having come across the term SL could come to an understanding of SL that was also not holistic, but in some ways aligned to the definition of SL. For instance, one of the NGO officials understood SL to be work placements or internships; the rest understood the term to include mutually beneficial partnerships and should be aimed at assisting the needy in the communities. This is evidence that UFH students and staff could benefit from having NGOs as partners in SL and this might help them in coming to a holistic understanding of SL.

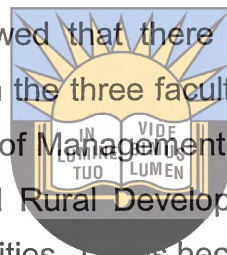
National governments purpose for introducing community engagement and service learning

The White Paper 3 (Department of Education 1997) posits one of the goals of higher education as the promotion and development, among students, of an awareness of higher education’s role in social and economic development through SL programmes

(Bender et al. 2006:4). Reddy (2004: 34-40) contextualizes this White Paper during the time of transformation from apartheid to democracy in South Africa. The staff from the UFH understood the introduction of SL in terms of the period of transition and related developmental issues. The students and the NGO officials only linked it to developmental issues. The fact that the whole sample linked the introduction of CE and SL to developmental issues reveals that they all understand that in implementing SL the aim is to impact on sustainable CD hence they are more likely to implement programmes that will give meaningful service to communities.

5.2.2 Nature of Community Engagement and Service Learning at the University of Fort Hare

The data that was presented showed that there is a substantial amount of CE activities that are taking place within the three faculties. For example the LKA in the Law faculty, the SIFE in the Faculty of Management and Commerce, and the Nelson Mandela Institute of Education and Rural Development in the Education Faculty. There is, however, a lack of SL activities. This is because none of the CE activities of the three faculties (except the LKA) are integrated in to the curriculum or credit bearing. The faculty of Education has a school practice module where students are placed in schools to do teaching practice. However, this is not formally recognized as SL because it is solely for the benefit of the students to gain practical teaching experience and does not in a way address development priorities. CE activities not being integrated into the curriculum within these faculties may be related to the fact that the staff and students lack a holistic understanding of what SL is and hence that makes it difficult for SL to be implemented.



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5.2.3 Issues of incorporation into curriculum

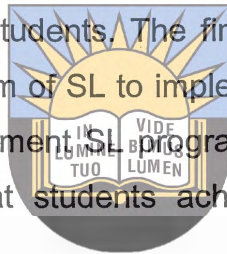
Plans that the University of Fort Hare has on implementation of Community Engagement and the role of Legal, Education and Management and Commerce students have to play in it.

According to the Director of CE at UFH the university is currently undergoing an introspection process which will, amongst other things result in a conceptualization of CE and SL that is unique to the UFH. This would be followed by a curriculum review process in which SL, if relevant, could be integrated into the curriculum. This study

could assist the three faculties that participated in the research as the Deans, lecturers, and students have identified SL spaces within their curricula and a curriculum review process could take these identified spaces as a point of departure.

Forms of Service Learning suitable for students

Findings of the study revealed that work placements and internships were seen to be the most suitable type of SL for Management and Commerce students. Doing *pro bono* work as legal advisers at the legal aid clinic was seen as the most suitable type of SL for Law students. Although it was stated that more can be added to the school experience or teaching practice that is done by education students like life orientation, school experience or teaching practice was still seen as the most suitable form of SL for Education students. The findings of this study could guide these faculties in terms of which form of SL to implement. The findings also showed that the students preferred to implement SL programmes that are developmentally oriented as this would ensure that students achieve the goal of impacting on sustainable CD through SL.



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Suitable Service learning partners for the different faculties

The school of Economic Enterprise in the faculty of Management and Commerce identified their suitable partners within the corporate world such as accounting firms. In the school of Public Management and Development it would be government sector and the NGOs. The Faculty of Education identified partners at two levels; the district support level and the schools themselves. For the Faculty of Law the legal industry (public or private) and the community legal aid clinics were identified as suitable partners.

Support community engagement office is willing to give to faculties in implementing community engagement

The office of the Director of CE is limited in terms of the kind of support it could provide given that it is recently established and currently an office of one person. However, the Director of CE provides strategic support to the extent that is possible with the limited resources. There is also a senate committee on CE which is comprised of academic and non-academic staff, students, and seven community members who are cut across corporate government and serves as a good support

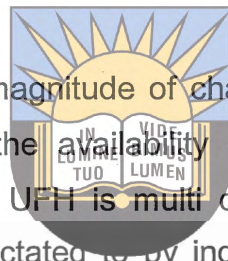
system in ways such as initiating dialogue around integrating CE into the curriculum, and on issues such as what CE means to the UFH.

Willingness to participate in Service Learning

The whole sample of staff and NGO officials showed willingness to participate in SL. The majority of the students showed a willingness to participate even though some were skeptical; students showed more interest if the CE and SL were related to their studies and credit bearing. Faculty staff also showed that they would be interested in participating in SL and having it incorporated in the curriculum. The willingness to participate of all role players in SL is important for achieving the goals of SL.

Benefits and challenges

The findings show that there is a magnitude of challenges facing SL such as: the large volume of students versus the availability of partners, limited institutional resources, geography-because the UFH is multi campus university, some of the faculties curricula may be full or dictated to by industry, getting commitment from lecturers, lack of knowledge about CE and linking SL to credits in a way that is acceptable according to national government accreditation standards, communities being over studied hence being suspicious, skeptical and feeling like they are being used as a source of information without benefiting anything, SL through internships may be a challenge if there is not enough work for the intern to do that is of relevance to what the student is studying, misunderstandings could arise among the different role players about what they might actually be able to achieve, there can be lack of communication between the students and the community and this can lead to conflict and academics and students not being interested in doing SL. However, the fact that all role players are aware of the challenges means that necessary planning could be done in order to make SL a success. The extent of benefits for the community, the students, the faculties, and the NGOs far outweighed the challenges showing that the reciprocal gain of all parties involved can be achieved if SL is implemented properly.



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Bellner and Pommery (2005:88-89) claim that SL has enormous benefits for students; for example, it has been shown to have a positive effect on interpersonal

development and the ability to work well with others and to develop leadership and communication skills; it has a positive effect on students' academic learning, it improves students' ability to apply what they have learnt, it impacts demonstrated complexity of understanding, problem analysis, critical thinking and cognitive development, and it contributes to career development. According to the data presented students and staff agreed that SL will provide students with hands on use of skills and knowledge that will increase the relevance of their academic skills and also that community service better prepares students for the professional world as one of the benefits of SL. Other benefits for students are: life experience, networking, new skills development and application of their learning.

Benefits for the communities are: projects can be started and maintained by the community. If the intention is to contribute to sustainable CD and ownership is left to the community to drive and mobilize others and resources, then the goal of sustainable CD can be achieved. Communities would receive free service from students which they would otherwise have to pay for and communities could be capacitated through training. NGOs would benefit from new experience, and different perspectives that will help and add to the richness of the organization.



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CE and SL would help the university to have a stronger sense of self and a sense of its role in society. It could bring new networks and knowledge into the university if the communities are defined as local, national and international. CE and SL are a way to promote the university, it could be a way to influence the kind of teaching and research that the university does in terms of what kind of research actually takes place that is related to the communities within the university and it could bring in new resources to the university. The faculties could benefit from CE and SL through research on their teaching and the teaching would be informed by what is going on in their communities. CE and SL are a way of marketing the faculty and benchmarking it with other faculties in the world. It is a way of attracting both students and staff to a faculty and helps to conscientize them of the needs of the people in the community, especially the needs of the vulnerable and poor. CE and SL and are means towards producing quality graduates.

5.2.4 The impact of SL on sustainable CD

The findings show that all the respondents were of the opinion that SL impacts on sustainable CD through job creation, new knowledge creation, infrastructural development, access to resources, and information sharing. The findings also showed that students could assist with researching the needs of communities and assist the community to problem-solve through SL. Students are educated and gain experience through SL. The experience could assist them in gaining employment and that reduces the unemployment rate in the country. In the CHESP Implementation Grant Strategy (25 January 2001), it is stated that each SL course will address a CD priority (Mouton and Wildschut 2005: 122) thereby showing that SL is supposed to impact on the development of communities.



5.3 RECOMMENDATIONS

In light of the findings and conclusions, the researcher makes the following recommendations to ensure that SL can be implemented at the UFH in the Faculties of Management and Commerce, Law and Education in a way that they give meaningful service to the communities and impact on the development of communities and students.

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Conceptualization and purpose of Community Engagement and Service Learning

In light of the findings, it is evident that the staff and students of the UFH and the NGO officials lack a clear understanding of both CE and SL.

Recommendation 1: It is recommended that an orientation package for staff and NGO officials on what is CE and SL is created, where clear conceptual understandings are provided. An introductory module on the theory of CE and SL could be introduced to students perhaps at first year so that when they reach the stage where they are required to do SL they have a clear conceptual understanding of CE and SL. This module could also prepare the students on how to behave when they come into contact with the communities and providing them with meaningful service that would impact on sustainable CD.

Nature of Community Engagement and Service Learning at the University of Fort Hare

The findings presented show that there are a substantial amount of CE activities that are taking place within the three faculties. However, excluding the Life Knowledge Action programme in the Law Faculty none of these activities are formal or credit bearing.

Recommendation 2: It is recommended that a curriculum review process be the first stage for the faculties towards implementing SL, the existing programmes could be used as a point of departure in identifying SL opportunities.

Incorporation of Service Learning into the Curriculum

The findings of this research have identified the forms of SL that the students from the various faculties would like to be involved in; the suitable SL partners for the three faculties, and the forms of SL that the faculty staff think would be suitable for the students. It has also identified the programmes that students could implement to provide service that would contribute towards the sustainable development of their communities.

Recommendation 3:

It is recommended that these findings be taken into consideration when the faculties start implementing their SL programmes.

Support community engagement office is willing to give faculties in implementing community engagement

The findings revealed that the CE office is only able to give limited support because it is an office of one individual, that is, the Director of CE.

Recommendation 4:

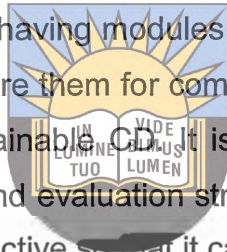
It is recommended that if the office is to play a supportive role in the implementation of SL at the University it should be provided with more human, financial, and spatial resources.

Service learning impacting on sustainable CD

The findings show that all the respondents were of the opinion that SL does impact on sustainable CD. In the CHESP Implementation Grant Strategy (25 January 2001), it is stated that each SL course will address a CD priority (Mouton and Wildschut 2005: 122).

Recommendation 5:

It is recommended that if SL is to be effective it has to address sustainable CD priorities. In order for students to give meaningful service to communities it is recommended that the UFH form partnerships with NGO's or CBO's that work in the development sector specifically aimed at sustainable CD. It is also recommended that students be prepared for SL by having modules that will inform them on how SL can be done effectively and to prepare them for community service in such a way as to ensure that they impact on sustainable CD. It is further recommended that the university have a good monitoring and evaluation strategy in order to ensure that SL is done in a way that will make it effective so that it can impact on sustainable CD.



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6. FINAL CONCLUSION

The research has explored the issue of how students from the faculties of Management and Commerce, Law, and Education can impact on sustainable CD through SL programmes. It was found that students can impact on sustainable CD given that they give meaningful service to a community that is directed at resolving CD priorities. It was also found that UFH is still undergoing a process of introspection in terms of conceptualizing what CE and SL is to them and that it is not yet fully aligned to implementing SL. It is hoped that through this research, it will provide guidance and ideas to develop and formulate frameworks for the three faculties that will help them implement SL in a manner that will lead to them giving meaningful service to the communities. It was also found that the university staff, students, and NGO's are willing to participate in SL in order to make it a success and impact positively on sustainable CD.

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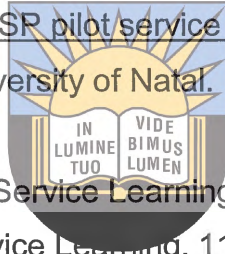
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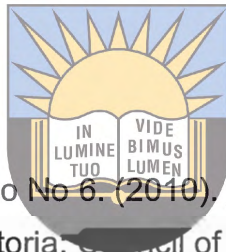
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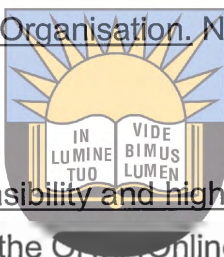
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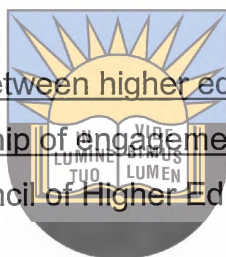
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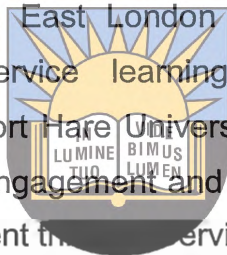
Appendix A

INTERVIEW SCHEDULE

Students from the faculties of Law, Education and Management and Commerce

Introduction

The researcher Ms Sinikhiwe Chanakira is currently reading for a Master of Social Science (Social Work specializing in Community Development) Degree at the University of Fort Hare East London campus. The purpose of the research is to explore how Community Engagement and Service Learning can impact on the sustainable development of communities. To achieve this the research will look at how students, staff and NGOs in East London conceptualize and understand Community Engagement and Service learning, the nature of Community Engagement already available at Fort Hare University and issues for students and NGOs participation in Community Engagement and Service Learning as well as the integration of Community Engagement and Service Learning into the curriculum.



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Your participation in the study *To assist in Exploring* the understanding of how Community Engagement and Service Learning are conceptualized at Fort Hare University; what has already been put in place in terms of Community Engagement and Service Learning and what still has to be done to firmly establish Community Engagement at UFH. It is hoped that the study will contribute in understanding how students through Service Learning can provide meaningful service to communities that will meet the goals of community development.

CONCEPTULIZATION AND PURPOSE

1. What is your understanding of community engagement?

.....
.....

2. What is your understanding of service learning?

.....
.....

3. What do you think is the purpose of Community Engagement and Service

Learning for the South African context?

.....
.....

4. Do you think service learning will provide you with practical skills and knowledge that will increase the relevance of your academic skills?

.....
.....

5. Do you think participating in community service activities would prepare you for the professional world after graduation?

.....
.....

6. Do you think lawyers/educators/accountants can make a positive contribution to society through service learning? If yes, how? If no, please explain why not.



.....
.....

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NATURE OF COMMUNITY ENGAGEMENT AND SERVICE LEARNING

1. Have you taken part in community engagement or in a community project organized by the university/department? If yes could you please explain this Engagement/ project?

.....
.....

2. Have you taken part in a service learning programme? If yes could you please give details of this service learning programme?

.....
.....

3. Have you been enrolled for a module/course at Fort Hare University which included community engagement or service learning? If yes could you please give details of the course/module?

.....
.....

STUDENT'S PARTICIPATION

1. Would you agree to and participate in community engagement or service learning that is related to your Degree? Yes/No. Please explain

.....
.....What form/shape of service learning programmes as a legal/education/management and commerce student would you like to be involved in?

.....
.....

2. Would you agree to and participate in community service for academic credits? Yes/No. Please explain.



.....
.....

4. Do you think it would be a good idea to revise the current curriculum in law/education/management and commerce to include Service Learning? Yes/No. Please explain.

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.....
.....

5. Would you enroll for a module that includes Service Learning? Yes/No. Please explain.

.....
.....

6. In which one of your modules do you think Service Learning could be integrated?

.....
.....

7. How would you/students benefit if Service Learning was integrated into the curriculum?

.....
.....

8. What do you think would be the challenges if Service Learning was integrated into the curriculum?

.....
.....

CONTRIBUTION TO COMMUNITY DEVELOPMENT

1. Do you think Law/ Education/ Management and Commerce students who take part in Service Learning can make a positive impact on Community development? Yes/No. Please explain.

.....
.....

2. How do you think Legal/ Education/ Management and Commerce students can contribute towards Community Development?

.....
.....



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Appendix B

INTERVIEW SCHEDULE: NGO OFFICIALS

Introduction

The researcher Ms Sinikhiwe Chanakira is currently reading for a Master of Social Science (Social Work specializing in Community Development) Degree at the University of Fort Hare East London campus. The purpose of the research is to explore how Community Engagement and Service Learning can impact on the sustainable development of communities. To achieve this the research will look at how students, staff and NGOs in East London conceptualize and understand Community Engagement and Service learning, the nature of Community Engagement already available at Fort Hare University and issues for students and NGOs participation in Community Engagement and Service Learning as well as the integration of Community Engagement through Service Learning into the curriculum.



Your participation in the study will assist in ensuring the understanding of how Community Engagement and Service Learning are conceptualized by NGO's in East London. It is hoped that the study will contribute in understanding how students through Service Learning can provide meaningful service to communities that will meet the goals of community development.

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CONCEPTULIZATION AND PURPOSE

1. What is your understanding of community engagement?

.....
.....

2. What is your understanding of Service Learning?

.....
.....

CONTRIBUTION TO COMMUNITY DEVELOPMENT

1. How do you think service learning by Legal students can impact on community development in terms of the mandate of your organization generally?

.....
.....

2. How do you think service learning by Education students can impact on community development in terms of the mandate of your organization generally?

.....
.....

3. How do you think service learning by Bachelor of Commerce students can impact on community development in terms of the mandate of your organization generally?



.....
.....

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INCORPORATION INTO CURRICULUM

1. What kind of service learning programmes do you think these students could implement in order to give meaningful service to the communities?

.....
.....

2. What do you think would be the benefits to community engagement and service learning?

.....
.....

3. What do you think would be the challenges to community engagement and service learning?

.....

.....

NGO PARTICIPATION

1. Would you be willing to be in partnership with Universities in order to see that students give meaningful service to communities?

2.
.....



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Appendix C

Interview Schedule

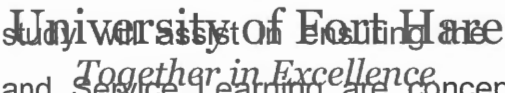
THE DEANS OF THE FACULTIES AND LECTURERS

Introduction

The researcher Ms Sinikhiwe Chanakira is currently reading for a Master of Social Science (Social Work specializing in Community Development) Degree at the University of Fort Hare East London campus. The purpose of the research is to explore how Community Engagement and Service Learning can impact on the sustainable development of communities. To achieve this the research will look at how students, staff and NGOs in East London conceptualize and understand Community Engagement and Service Learning, the nature of Community Engagement already available at Fort Hare University and issues for students and NGOs participation in Community Engagement and Service Learning as well as the integration of Community Engagement through Service Learning into the curriculum.



Your participation in the study will assist in understanding of how Community Engagement and Service Learning are conceptualized at Fort Hare University; what has already been put in place in terms of Community Engagement and Service Learning and what still has to be done to firmly establish Community Engagement at UFH. It is hoped that the study will contribute in understanding how students through Service Learning can provide meaningful service to communities that will meet the goals of community development..



CONCEPTULIZATION AND PURPOSE

1. What is your understanding of Community Engagement?

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.....

2. What is your understanding of Service Learning?

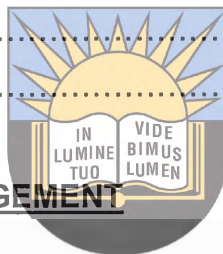
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3. What do you think is the purpose of Community Engagement and Service

Learning for the South African context?

.....
.....
4. Do you think service learning will provide students with hands on use of skills and knowledge that will increase the relevance of their academic skills? Yes/No. Please explain.

.....
.....
5. Do you think students' participating in community service activities would be better prepared for the professional world when they have graduated? Yes/ No. Please explain.



NATURE OF COMMUNITY ENGAGEMENT

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1. Are you aware of any community projects that are being done by students in the Law/Education/Management and Commerce faculty? If yes could you give more details about the projects?

.....
.....
2. What kind of service learning programmes do you think are conducive for legal/ education/ management and commerce students?

INCORPORATION INTO CURRICULUM

1. Would you be prepared to add a service learning component in the curriculum of the Legal/ Education/ Management and Commerce degree? Yes/No. Please explain.

.....
.....
2. In which part of the curriculum do you think such programmes would be most suitable to be put?

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.....
6. What do you think would be the benefits of community engagement and service learning within the faculty?

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.....
7. What do you think would be the challenges of community engagement and service learning within the faculty?



CONTRIBUTION TO COMMUNITY DEVELOPMENT **University of Hare**
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1. How do you think what the students are learning in class could help impact on the development of their communities?

.....
.....
2. Do you think Service Learning can contribute to Community Development? If yes why, if no why not? Please explain.

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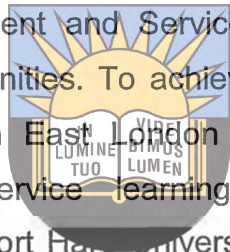
Appendix D

Interview Schedule

THE DIRECTOR OF COMMUNITY ENGAGEMENT AT THE UNIVERSITY OF FORT HARE

Introduction

The researcher Ms Sinikhiwe Chanakira is currently reading for a Master of Social Science (Social Work specializing in Community Development) Degree at the University of Fort Hare East London campus. The purpose of the research is to explore how Community Engagement and Service Learning can impact on the sustainable development of communities. To achieve this the research will look at how students, staff and NGOs in East London conceptualize and understand Community Engagement and Service Learning, the nature of Community Engagement already available at Fort Hare University and issues for students and NGOs participation in Community Engagement and Service Learning as well as the integration of Community Engagement through Service Learning into the curriculum.



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Your participation in the study will assist in ensuring the understanding of how Community Engagement and Service Learning are conceptualized at Fort Hare University; what has already been put in place in terms of Community Engagement and Service Learning and what still has to be done to firmly establish Community Engagement at UFH. It is hoped that the study will contribute in understanding how students through Service Learning can provide meaningful service to communities that will meet the goals of community development.

CONCEPTULIZATION AND PURPOSE

1. What is the University of Fort Hare's conceptualization of Community Engagement?

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2. What is your conceptualization of Community Engagement as Director of Community Engagement at UFH?

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.....

3. What is the University of Fort Hare’s conceptualization of Service Learning?

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.....

4. What is your conceptualization of Service Learning as Director of Community Engagement?



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.....

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5. What do you think is the national government’s purpose for introducing Community Engagement and Service Learning at the Higher Education level?

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.....

NATURE OF COMMUNITY ENGAGEMENT

1. What kind of community engagement projects, if any, are being undertaken by students in the faculties of Law, Education and Management and Commerce?

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INCORPORATION INTO CURRICULUM

1. What plan does the University have, if any to incorporate community engagement

into the law, education and management and commerce curriculum?

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3. What kind of Service Learning programmes would be suitable for Legal, Education and Management and Commerce students?

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.....

4. Which organizations would make good service learning partners for the respective disciplines (law, Education, Commerce and Management)?

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5. What challenges do you think would be faced in terms of implementation by the respective faculties?

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6. What kind of support is the community engagement office able to give faculties/disciplines and students if they want to incorporate service learning into their curriculum?

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7. What are the benefits of community engagement and service learning to students?

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8. What are the benefits of Community Engagement and Service Learning to the University?

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CONTRIBUTION TO COMMUNITY DEVELOPMENT

1. How does community engagement and service learning impact on the development of communities?

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