Rhodes University Community Engagement (RUCE)
Strategic Plan 2020 - 2025
Sustainable Community Development Goals

1. Sustainable Development Goals
2. National Development Goals
3. RU Institutional Development Plan
4. RU Institutional Transformation Plan
SDG 1: NO POVERTY
SDG 2: ZERO HUNGER
SDG 3: GOOD HEALTH & WELLBEING
SDG 4: QUALITY EDUCATION
SDG 5: GENDER EQUALITY
SDG 6: CLEAN WATER
SDG 17: PARTNERSHIPS FOR THE GOALS

PEOPLE: WELL-BEING

NEXUS: TEACHING, RESEARCH AND CE
- VC's Education Initiative – Multi-stakeholder approach (Nine Tenths Matric Mentoring Programme)

NEXUS: TEACHING AND CE
- Vulindlela – RU Parent Education & Academic support – Gr 1-5 staff RU
- Service Learning - Journalism 3rd Years – SD Card Campaign for Grade 12’s
- Siyakhana@Makana – CUP with 15 ECD sites and 52 Residences – teams developing solutions to problems
- (SL) RU Psychology Counselling Centre partnership Local schools – online workshops and short videos on mental health strategies to cope with COVID

NEXUS: RESEARCH AND CE
- Makhanda Food Security- COVID observatories
- CoU- Food Security Cluster – monthly meetings of all stakeholders. Research led by Dr Lausanne Olvitt
PLANET: SUSTAINABILITY

NEXUS: RESEARCH, TEACHING & CE
- Biotechnology – Science Comm & Engagement – Sustainable development in water usage
- Environmental Learning Research Centre: One Ocean HUB – ELRC
- Tsitsikama Project: the Meaning of the Tsitsikama - Participatory Mapping, Digital storytelling for healing

NEXUS: RESEARCH & CE
- Circle of Unity – Makhanda Food Security Cluster CUP Dept Soc Dev, NGO’s, RU. Dr Lausanne Olvitt lead researcher, 3 Chairs.

NEXUS: TEACHING AND CE
- RU Growing Project (Student Organisation) – in partnership with COTT (NGO) and Schools

SDG 6-15 & 17
SDG 6: CLEAN WATER & SANITATION
SDG 7: AFFORDABLE & CLEAN ENERGY
SDG 8: DECENT WORK & ECONOMIC GROWTH
SDG 9: INDUSTRY, INNOVATION & INFRASTRUCTURE
SDG 10: REDUCED INEQUALITY
SDG 11: SUSTAINABLE CITIES & COMMUNITIES
SDG 12: RESPONSIBLE CONSUMPTION & PRODUCTION
SDG 13: CLIMATE CHANGE
SDG 14: LIFE BELOW WATER
SDG 15: LIFE ON LAND
SDG 17: PARTNERSHIPS FOR GOALS
PLACES: COLLABORATION

NEXUS: RESEARCH, TEACHING & CE
- Shared 3rd spaces: ADC, Joza Youth Hub, Social Innovation Hub
- Tsisikama Heritage Proj - participatory mapping & DST
- CGF & SHAER Project – Social Innovation Portal, DST course. SHAER Digital Storytelling for healing Trauma and Gender Based Violence
- RU Science Team, Grocotts Mail and RUCE partnership – COVID crisis response

NEXUS: RESEARCH & CE
- Makhanda COVID 19 Observatories – impact of C19 on isiXhosa Community with regards to food security, cultural practices – and responses to the pandemic

NEXUS: TEACHING & CE
- ECD Forum/RUCE/CE CUP Partnership - children’s rights (parliamentary contributions to Bill)
- Partnership with the Uyinene Foundation - GBV

SDG 10, 16 & 17

SDG 10: REDUCED INEQUALITY
SDG 16: PEACE, JUSTICE & STRONG INSTITUTIONS
SDG 17: PARTNERSHIPS FOR THE GOALS
Theories guiding CE Programmes

1. **Social justice** challenges injustices; is the movement of society towards more equality, support for diversity, economic fairness, nonviolent conflict resolution and participatory democracy.

   • A fundamental valuing of fairness and equity in resources; rights and fair treatment of marginalised individuals or groups of people who do not share equal power in society because of their status (socio-economic, age, ethnicity, religion, physical ability, race, class, gender etc.)

   • In conditions of social justice, people are not discriminated against, nor is their welfare and well-being constrained or prejudiced on the basis of the above status (Adams, 1997; Constantine, Hage & Kindaichi, 2007)

2. **Epistemic Justice** supports the voices\knowledge and issues of otherwise marginalized and disempowered communities through research and other related activities; requires establishing meaningful collaborations between universities, community based organizations and community members that can move forward together to address social and epistemological issues. (Unfairness related to knowledge). (Catala, 2015; Hall & Tandon, 2017)

3. **Ecosystems Theory** acknowledges the interconnectedness and the interrelatedness of human and social needs and problems which cannot be perceived and addressed in an isolated and fragmented manner; provides a framework for multidisciplinary and multi-sectoral approaches to community engagement and development. Its essence is the integration and systematization of knowledge about the interrelationships of people with each other and with their environments (Pillari, 2002)
4. **Transformation/Transformative Learning** is the profound shift in individual and collective consciousness that impacts on our thinking and actions-from individualism and selfishness towards selflessness, compassion and concern for others and the public good. An understanding of the interdependency and interconnectedness of all forms of life (Kaplan, 1996; Cranton, 2016)

5. **Healing and Development** is an integral part of community development. Individual and community transformations go hand in hand. Healing ourselves, our communities and nation and the earth depends on our capacity to understand ourselves - who we are as human beings and how we grow and develop as individuals and communities (Bopp, Bopp & Lane 1998)

6. **Social capital** understands the value and need to build the capacity of individuals and the community; is a positive resource comprising trust, norms and networks that can through “Bonding” and “Bridging” foster social relationships and cohesion; networks together with shared norms, values and understandings that facilitate cooperation within or among groups (Putnam 2002; Keeley, 2007)

7. **Social Innovation** enhances the creativity of humans in the process of 'being' for oneself and the collective good; takes place in daily life, in social relationships and behaviour and in the home and is, therefore, not trapped by any standard measures of economic activity; aims to create social value for the wider community rather than for personal profit (Hazelkorn, 2010).

8. **Ethics of Care**: caring is innate and should form the core of educational systems; students encouraged to demonstrate care towards others-associated with connection and relationships and component of socially responsible behaviour and attitude (Noddings, 1984; Owens & Ennis, 2005)
Philosophy of Ubuntu highlights the interconnectedness and interdependence of all human beings; the individual is not an isolated being but lives in an interdependent relationship with others. Ubuntu is used in communities as an estimate to measure ‘humanness’. Attributes of Ubuntu are respect for any human being, for human dignity and for human life; collective sharing; obedience; humility; solidarity; caring; hospitality; interdependence and communalism (Kamwangamalu, 1999).
REFERENCES


Bopp, M., Bopp, J., & Lane, P. 1998. Community healing and Aboriginal social security reform: a study prepared for the Assembly of First Nations Aboriginal Social Security Reform Strategic Initiative. Lethbridge, Alta: Four Worlds International Institute for Human and Community Development


Hall, B. L., & Tandon, R. 2017. Decolonisation of knowledge, epistemicide, participatory research and higher education. Research for All, 1(1), 6-19.

REFERENCES


