

MGD

ANNUAL REPORT

2018





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Message from the Chairperson of the Board



How rapidly this past year has raced by, marked by continued significant achievements of Matie Community Service (MGD)! The work that MGD does in terms of its skills training and development programmes continues to make an impact in historically dispossessed communities on the periphery of our university and in marginalised communities in the broader Western Cape. By the same token, communities and organisations that host our students make a commitment to enrich our students' learning, in spite of frequently having to work creatively with limited resources.

MGD is an integral part of Stellenbosch and Stellenbosch University (SU). We therefore align ourselves with the SU values of excellence, compassion, equity, respect and accountability. Nowhere are these values more pertinent than at the university–community intersection.

As a university, our core business is education and more specifically, research and teaching and learning that have an impact socially through our reciprocal and mutually beneficial partnerships. Our students benefit from their exposure to community-based work, whether it involves volunteering or more formal compulsory service learning projects. It is in these contexts that some of our students' most memorable and transformative learning experiences are consolidated to become part of an unforgettable and enduring Matie experience. When I listen to students speaking about their work in Cloetesville, Idas Valley or Kayamandi, the excitement and feeling of contributing meaningfully are palpable. Like many young people privileged enough to

attend university, they are driven by the desire to make a contribution to community building and, ultimately, nation building. It is therefore important that we remember what significant contribution community leaders, service providers and users in community projects make to preparing our students for active citizenship, a value that often stays with them beyond their university years. Many SU alumni take up leading positions locally and globally, whose formative rewarding community-based learning experiences were ignited in the MGD crucible.

We are therefore deeply indebted to community leaders, service users, managers of NGOs and the often unseen and unacknowledged actors who host our students. Hosting students seamlessly is no mean feat. It requires clear and detailed planning, the allocation of tasks (especially at the start of placements) and regular checking to see whether students are settling in.

Mutually beneficial university–community partnerships are energising to all the committed staff at MGD in the existing programmes. I eagerly anticipate the new co-curricular programmes and internships where MGD is likely to make a mark in facilitating skills development and competency- and disposition-building opportunities for and with students and community partners.

**Prof Ronelle
Carolissen**

Message from the Head of MGD and Deputy Director: Social Impact



There is growing recognition across the world of the urgency of tackling a range of difficult, multifaceted and interrelated issues that impact human well-being. These issues include food, energy and water security; the spread of infectious diseases; developments in technology and medicine; climate change; and of course education. It therefore becomes critical to look at the contribution that academia can make to understanding and addressing these global challenges as well as preparing like-minded leaders for the future.

MGD is very excited to be partnering with various NGOs, schools, community-based organisations and other stakeholders to explore innovative ways of collaborating through capacity building, research and joint projects to deepen our understanding and strengthen our impact specifically regarding the implementation of the sustainable development goals, which guide our work.

Currently, the work of MGD is located in and around SU and the greater Western Cape. In these communities, students are exposed to real-life challenges and are able to apply their academic curricula to develop real-life solutions. Our focus is on equipping students with the opportunity to engage in challenges that encourage active citizenship and provide work experience and an opportunity to share their academic knowledge with organisations and local communities.

Our growing team at MGD is dedicated to keeping our offerings relevant and ensuring as far as possible that the impact is sustainable. The increase in the number of volunteers and

beneficiaries, the valuable feedback (referenced in the annual report) that we continually receive as well as the anecdotal evidence of development in people's lives show that MGD is making a positive impact in the lives of individuals and communities.

Over the past year, MGD has been on a journey of dreaming, re-imagining and repositioning itself. Our vision is to understand how we can formalise the volunteerism in which students passionately partake and position ourselves as a modern NGO that is forward-looking and future-thinking. It is clear that the sustainability of MGD's programmes does not only lie in a return to its foundation of providing volunteer services through its students and staff, but also in the opportunities that exist in academic programmes that deliver practice-driven services to communities and formally recognising the experience gained by SU students.

MGD implements a co-curricular programme that is recognised by the SU Co-Curriculum Office. The competencies learned via our new MGD training course, such as leadership, curiosity, critical thinking and adaptability, will be recognised on the students' academic transcripts. This recognition is our contribution towards making sure that SU students are more employable through our work-integrated learning programmes.

With the focus on becoming a placement agency for students within their field of expertise, MGD will expand its focus to include the placement of students from a variety of disciplines, especially students who need to

have recognised volunteer hours as part of their course requirements. The placement of 100 Social Work students with NGOs over the past five years is a good example of such an initiative.

The One-stop Student Volunteer programmes provide such learning opportunities for students through community projects that focus on real needs. Students receive training in sustainable community development and through their work in communities learn functional skills that contribute to their development as adults in society. This is directly in line with the University's Vision 2040 of providing a transformative student experience. As MGD, we want to play our part in ensuring that students leave the University with more than just a degree, and therefore the primary focus of the training centre is to equip students with both the skills and the competencies to be able to contribute meaningfully to the world.

“
We need methods of investigation that move away from reporting what has been seen, to creating what has never been seen

(Kinghorn, 2011)”

“
Creativity and innovation can create unusual products and processes to solve the complex problems of our time

(SU, Vision 2040)”

“
The educator has the duty of not being neutral.

Paulo Freire”

Ms René Hector-Kannemeyer



Matric programme



The Matric Programme was designed for adults who wish to do their matric for personal growth, to advance their careers or to study at a tertiary institution. The minimum requirement to qualify for the programme as stipulated by the Department of Education is Grade 9.

Between August and September 2018, 244 learners registered for the Matric Programme. Classes commenced in September 2018. The following subjects were offered: Afrikaans Home Language, English Home Language and First Additional Language, Mathematical Literacy, Mathematics, Life Sciences, Economics, Business Studies, Geography and History. Five of the lecturers were contracted and remunerated by the Department of Higher Education and Training, two by Stellenbosch University and two were volunteers. These subjects were taught in both English and Afrikaans, with the majority of the learners doing their subjects in English. Classes were from Monday to Thursday and on a Saturday from 18:00 to 21:00. Two subjects were taught per night to accommodate both languages. The subjects with high volumes of learners were Mathematical Literacy, Life Sciences and English First Additional Language.

Charlene Williams, one of the matric learners passed with a Bachelor's degree. This has unlocked her future and enables her to enrol at a university. Her story serves as an inspiration and motivation for other potential learners.



More and more adults today realise the necessity of completing matric. It is a step in the right direction to become qualified. Sometimes people do not want to continue studying due to their circumstances. I ultimately realised that with the current state of our country, I would have to make a plan to equip myself with the required knowledge, and that is why I enrolled for the MGD Matric Programme.

Charlene Williams, 2017/18 matric learner ”

One Stop Service – Student Volunteer Programme

The Student Volunteer Programme provides a transformative student experience by providing a hub for all student-driven social impact initiatives, providing support and enhancement to student volunteer initiatives, ensuring that programmes are sustainable and adhere to best practice principles, providing student leaders with formal training to enable them to deliver excellent support within surrounding communities and encouraging partnerships with existing community projects in order to increase the capacity and impact of the interventions. The aim of all of these is the sustainable focus on achieving long-term results in the lives of the beneficiaries.

Academic support

Student mentors provide tutoring in English, Afrikaans, Mathematics and Mathematics Literacy and form supportive relationships with the learners. They assist learners with English language development; reading, writing and comprehension and understanding school subject content; and facilitate the learning of reasoning skills. They also work on the emotional and cognitive development of the learners and offer academic programmes that help bridge the gap between primary and high school. High school learners are helped with improving their marks to gain access to tertiary education institutions. Projects are offered in collaboration with schools, teachers and other NGOs.

Life skills

These projects are aimed at the elderly and learners. For learners, the focus is on the development of important life skills, such as interpersonal skills, leadership, communication and relationship building, entrepreneurial skills, practical skills such as computer literacy, improving self-esteem and unearthing the talents of individuals.



620

**Number of volunteers
(Tygerberg One Stop +
Stellenbosch One Stop)**



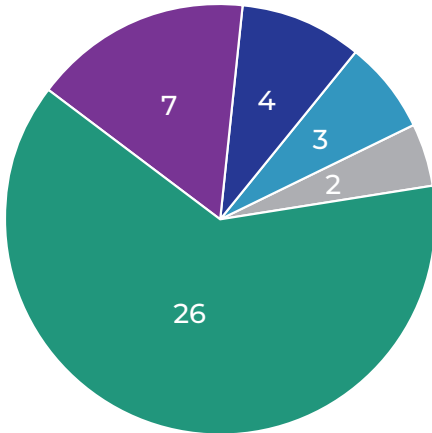
1300

Number of beneficiaries

Mentorship programmes

Some of the projects provide mentorship and support to learners, while others focus on providing companionship to the elderly or teaching communities to grow vegetables and produce their own food. Students also use sports, teamwork and the rules of sports to teach important life skills to learners. Environmental protection projects help learners and communities to become aware of how they can make a contribution to the sustainable development and the protection of their environment.

Clusters that participated in volunteering activities include AmaMaties, Vic Meyer, Rubix, Validus, Victoria, Wimbeldon and Tygerberg.



Student Initiatives by Themes

- EDUCATION FOR ALL
- FOOD SECURITY & HEALTH
- ENVIRONMENT & SUSTAINABILITY
- SOCIAL & GENDER JUSTICE
- EMPLOYMENT & INCLUSIVE ECONOMIC DEVELOPMENT

“

When I started working with MGD, I was unaware of the magnitude of the organisation. I was impressed with how much work and dedication were put in to ensure that as student leaders we were equipped with the necessary information and resources to carry out our outreaches. My experience with MGD has been amazing and has greatly increased my interest in community service and social justice. It has enriched my student experience and allowed me to constantly reflect on myself in terms of the opportunities I have helped others reach their potential so that they can receive similar opportunities.

Nolwazi Mfeka, House Committee, Huis Erica ”

Activities

Community Morning

More than 5 000 newcomer Matie students participated in the annual Social Impact Community Morning at SU, which formed part of SU's welcoming programme. The day was aimed at introducing first-year students to community partners involved in social impact initiatives. This links well with the University's vision of, among others, advancing knowledge in service of society, and the strategic theme of building purposeful partnerships and inclusive networks – in this regard within the surrounding communities of the University.

Students visited several social impact projects in and around the Stellenbosch and Tygerberg campus areas through an array of engaged activities.

Mandela Day 2018

The theme "100 ways to impact" marked this annual event, which was celebrated institutionally in various ways. Activities culminated in a collaborative event at Kylemore High School, which included sporting activities hosted by Maties Sports, an Amazing Race reading activity hosted by the Language Centre and a debate session hosted by WOW (Words Open Worlds).

To honour the legacy of Nelson Mandela, the Golden Key Stellenbosch Chapter, in partnership with MGD, hosted the annual Toasties for Tummies event. The event took place in two different locations on two different days. The Tygerberg campus hosted it on 18 July 2018 and made 1 619 sandwiches. The Stellenbosch campus hosted it on 27 July 2018 and made 8 842 sandwiches. In total, therefore, 10 461 sandwiches were made on both campuses. MGD donated 170 loaves of bread to the Disaster Unit in Stellenbosch along with lettuce, mayonnaise and polony.



Training

Training of E'Bosch community leaders

Twenty-four members from communities around Stellenbosch and the Drakenstein Municipality signed up for the E'Bosch training in 2018. Training ran from 5 May 2018, when participants presented their work to a panel. The primary themes were community development, project management and leadership. Participants received their certificates on 29 August 2018. A second E'Bosch training for 40 Kayamandi participants commenced in October 2018.

Training of student volunteers

Forty student volunteers were trained on the understanding of development, the impact of volunteerism, exploring leadership and innovative project planning in the second semester. As part of their experience, students completed 30 hours of volunteering at an NGO or institution of their choice.

Placements of Social Work students

Annually, MGD places 100 Social Work students in respective communities, where students complete their service learning experience as part of their curriculum.

Introduction of the Experiential Learning Opportunity: Activating Engaged Citizenship for Social Impact House Committee members

The accreditation of Activating Engaged Citizenship as a co-curricular experiential learning opportunity for students links to the core function of the University as a place that nurtures and manages partnerships with communities through collaboration between the University and the community. The One-stop Service provided an opportunity for experiential learning and engagement whereby all partners could discover knowledge and teach and learn from one another. It supports the institutional commitment to reciprocity, redress, development and transformation.

Forty Social Impact House Committee members signed up for this co-curricular offering, presented over a period of 174 hours. During this time, six formal training sessions were held, community engagement took place and reflection and evaluation sessions as well as planning sessions and meetings were held.

The following competencies and graduate attributes were linked with student activities: self-awareness, contextual leadership, intercultural communication, collaboration, adaptive thinking, proposal writing and project management.

Indicators of the quality/success of the programme include the following:

- Students' involvement through community interaction this year has had an enormous impact on the development of students and communities.
- Student projects were more focused on the seven themes of social impact this year, which helped projects to be goal-driven in terms of a theme.
- Funding initiatives could directly be linked to the individual or cluster projects.
- The offering strengthened work within the student community in terms of making students more employable and contributing to the transformative student experience.
- Partnerships with stakeholders were strengthened and new partnerships for the placement agency were built.
- Training opportunities for community leaders created opportunities to identify and address challenges of communities.

Training modules for the co-curricular offering:

Activating Engaged Citizenship

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination

Primary Health Care Programme

Kalkfontein community

The MGD Primary Health Care programme has been providing this after-hours primary care facility once a month to the Kalkfontein community for the past 10 years, with the focus on creating an environment for students to practise their clinical skills by addressing real-life health concerns. The key focus of the work is on the prevention of diseases and promotion of health, as opposed to mere curative and rehabilitative care. The provision of scripts for medication (at no charge) at the Essential Health pharmacy is part of the service offered. The holistic approach to healthcare, including the involvement of the Allied Health Sciences students, e.g. final-year Speech and Hearing students, allows for assessments of young learners referred by the school health nurse. These have proved to be very helpful, because learners who were struggling academically could return to mainstream schooling after an assessment, appropriate referral and follow-up.



The programme seeks to address conditions such as tuberculosis, sexually transmitted infections, teenage pregnancies, alcohol and drug abuse and many other social illnesses.

Over the years, meaningful partnerships have been formed with communities and other stakeholders, such as Kalkfontein Primary School, Sarepta Old Age Home, local clinics and community forums.

Based on a history with Kalkfontein Primary School and the Kalkfontein community, very strong partnerships have been built. These collaborations have allowed partners to work in a holistic way to address the needs identified by these communities. A health promotion day was held on 26 May 2018, with an NGO called @Heart that does counselling and screening for HIV. Students gave health talks on various chronic conditions such as hypertension and diabetes.

The benefits over the years have seen communities taking responsibility for their own health, seeking medical assistance early to prevent long-term complications and becoming more involved in the decision-making process regarding their own health.

The resulting impact has been a decrease in the number of children brought to the clinics by mothers for minor ailments, as health promotion topics addressed signs and symptoms of such conditions, e.g. diarrhoeal disease, which, if not treated early, could have serious consequences.

Sarepta Old Age Home

Since 2016, a very good partnership was established with the staff and residents at the Sarepta Old Age Home. Sadly, within society the aged, in most cases, have become the 'forgotten ones'. With the negativity regarding facilities such as this one, the aim was to get involved and stimulate the residents by engaging with them, playing games, having pampering sessions, etc.

The feedback from staff was that they have noticed a change in many of the residents who participated in activities. The changes included residents being more happy, smiling and interacting more with one another, an increase in their self-worth and a sense of belonging and pride.

Intentional partnerships

Within the residents' spaces, the programme's focus was not only to strengthen existing partnerships, but also to create opportunities for new partnerships to develop.

Below are examples of partnerships:

Belville Night Shelter: Students visit the shelter to interact and do various activities such as health promotion with the residents. The shelter also provides training workshops for residents to increase their opportunities to become employed.

Tygerberg Hospital: This partnership with the paediatric ward started a few years ago, where students read to the children who are long-term admissions.

SALT (Sharing Abundant Life Together): The aim of the project is to empower vulnerable women and children. This collaboration between the Kerkenberg residents and SALT sees students addressing health promotion on topics such as sexually transmitted infections and teenage pregnancies and doing basic screening of patients such as blood pressure and blood sugar monitoring under the direct supervision of healthcare professionals at the facility. The centre also provides services such as Saturday tutoring for Grade 10 to 12 learners and also provides a space where learners can do their homework after school. The centre works with local clinics in the area, where the focus is on early childhood development.

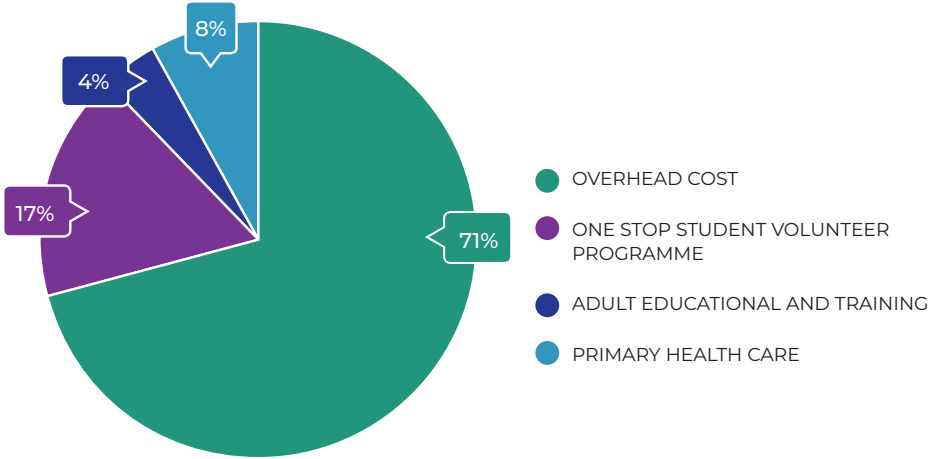
Transformative student experience

The programme provides volunteer opportunities through various projects to develop competencies. Students develop various skills sets that are not just practical skills, but soft skills as well, such as leadership skills, communication skills and how to form meaningful partnerships. The aim is for students to develop creative abilities, become responsible citizens and engage on both local and international platforms through meaningful discussions.

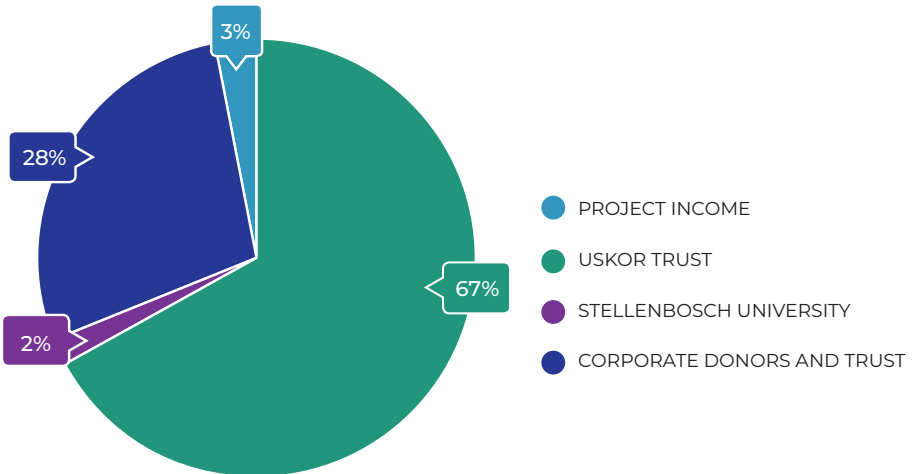
Through the co-curricular programme, students will receive formal recognition on their academic transcripts for using their classroom knowledge and applying it in the field practically.

Financial Overview

PROGRAMME EXPENSES 2018



INCOME 2018



Acknowledgements



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Donors

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