

# Division for Social Impact

Initiative by Theme: Education for all

3 November 2018



Initiative Title	Initiative Description	Initiative Owner	Faculty
<a href="#">Part-time e-learning</a>	Learning courses to employees in the wood industry	Wessels, CB, Dr <cbw@sun.ac.za>	AgriScience
<a href="#">Agriculture Youth Training and Development Initiative</a>	The primary objective of the Agriculture Youth Training Centre is to offer skills development and vocational training in the agricultural sector, for either employed or unemployed candidates or learners. The focus however will be on the unemployed youth, women and persons with disabilities who have not finished their formal school careers. The centre will initially offer skills development and vocational training in NQF levels 3 & 4 in poultry farming, freshwater aquaculture and vegetable gardening which will include aquaponics as a technology.	Stander, HB, Mnr [hbs@sun.ac.za]	AgriScience
<a href="#">Oenology 244</a>	Students carry out a health and safety assessment and write a report for a winery in conjunction with their winery partners. The report is viewed by the Oenology lecturer and is submitted to the winery partner for their information. 2014/5 proved very successful. This will be extended to include winery waste treatment in the future.	Mckay, MA, Me <marianne@sun.ac.za>	AgriScience
<a href="#">Pinotage Youth Development Academy (June to November- Course 1)</a>	This is the fourth course run by the Department of Viticulture and Oenology in support of our PYDA community partner. This course consists of two modules over the initial six months of the PYDA new intake of students, and consists of training in chemistry and laboratory techniques, some sensory evaluation, wine marketing and legislation.	Mckay, MA, Me <marianne@sun.ac.za>	AgriScience
<a href="#">Hosting school visits: Horticulture Department</a>	Schools from disadvantaged communities are facilitated to visit the Dept of Horticulture through the involvement of one of our industry partners, the Hortgro Services (The body that is responsible for administrative services and financial administration, as well as some functional services such as transformation and training, information, communication and social programmes of the Deciduous Fruit Industry). Learners in Grade 7 or Grade 11 visit us at the Dept in groups of 20-25 learners. In our discussion/contact time we aim to stimulate an interest in science in general and to introduce horticulture as a possible career opportunity to the learners.	Cronje, Paul [paulcronje@sun.ac.za]	AgriScience

[Oenology 214 \(Service Learning\): The Wine Trade](#)

Oenology 214 Service-Learning Module: The Wine Trade. This module explores how Service Learning, as a transformative pedagogy, is applied in a science-based curriculum to enhance student learning and critical citizenship. Students in Oenology undergo a month long service placement in tasting rooms and wine estates in the Cape Winelands. Here they interact with staff, clients and workers from the wine industry, learning about products, consumers and trade aspects. Societal partners (tasting room managers, other workers and winemakers), chosen on the basis of their ability to engage the students in learning, and the feedback and success of previous placements, help to shape the student's view of themselves and their place in the broader context of the South African industry.

Mckay, MA, Me  
<marianne@sun.ac.za>

AgriScience

[Co-creating Little Books with South African Sign Language-using Deaf primary school learners](#)

This project forms part of the varied and ongoing Deaf-related social impact initiatives of the Departments of Drama, General Linguistics and Visual Arts. The purpose is to teach teachers of the Deaf how to facilitate the development of Little Books (see <http://ortnergasse.webonaut.com/m2/kb/>) by their Deaf Foundation Phase and Intermediate Phase learners. The project will have two tangible outcomes, namely (i) empowered teachers and (ii) a set of illustrated, written, signed and recorded stories in South African Sign Language (SASL). Such stories are much needed, as there is a severe shortage of literature in SASL at all grade levels (in particular literature with the purpose of stimulating language acquisition, which occurs late in Deaf children who were only diagnosed later in life) – in fact, there is almost no suitable SASL literature at any school grade. It is also foreseen that the project will lead to increased self-esteem in children from the marginalised Deaf community and to a new appreciation for the worth of their language, as well as to heightened awareness of the Deaf and their language amongst hearing communities.

Southwood, F, Dr  
[fs@sun.ac.za]

Arts and Social  
Sciences

<a href="#">Stellenbosch University Choir Academy</a>	<p>SUCA aims to offer support, knowledge and formal training to choirs and conductors who previously had no or poor access to formal music education. SUCA aims to identify talented young musicians and to provide them with help and guidance for a possible future study at SU. SUCA aims to evolve efficient mediation techniques for the development of a holistic musicianship through choral singing to positively identify children, adolescents and young adults from previously disadvantaged communities. Choirs and Choral Conductors can apply for professional development aid through the division for Choral Conducting at SU. Experienced students adopt a choir and share their knowledge and experience. The students are supervised and benefit from the teaching experience. Raised funds shall provide the choirs regularly with the greatest possible exposure to concerts of a high standard (e.g. of the Endler Concert Series). Choirs will be motivated to actively participate in special occasion concerts at the Music department organized by the division for Choral Conducting. Seminars and workshops will expose choirs and conductors to knowledge of a high standard.</p>	<p>Berger, MA &lt;maberger@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>
<a href="#">Service Learning (Art Education)</a>	<p>Students are required to work at an educational institution or NGO/NPO as an assistant educator for three weeks. A portfolio of evidence is required confirming participation or involvement to fulfill the requirements for this component. From this experience, a learning problem related to critical citizenship needs to be identified, and developed into a research question.</p>	<p>Costandius, Elmarie, Prof &lt;elmarie@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>

<a href="#">Rewriting the socio-political history of the arts in Stellenbosch</a>	<p>Through engaging the people of Stellenbosch in dialogue and collective remembering and sharing, Collaboratively rewriting the Socio-Political History of South African Arts hopes to help bridge the social divide that exists in the town due to ingrained perceptions of the past and so build a collaborative new history together. The RHAS initiative has encouraged Master's and Doctoral level research which is directly engaged with the artistic productions of the previously disadvantaged communities surrounding Stellenbosch. Students whose research forms a part of this initiative are engaging with fieldwork which is vested in these communities and conducted in consultation with local partners, in order to contribute to a broader and more inclusive understanding of the cultural heritage of Stellenbosch, informed by the diverse socio-political realities of these communities. This initiative adds value to Learning &amp; Teaching in the outputs generated from the research , which goes beyond academic publishing and dissemination through conference activities. The project is in the process of constructing a living archive of the research undertaken, which could be used for the educational context both within the university and beyond, by learners, teachers and the general public. The students that are part of this project are responsible for populating this digital archive with their research data, and in consultation with staff and community members, to curate the content for public use.</p>	<p>Costandius, Elmarie, Prof &lt;elmarie@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>
<a href="#">Visual Arts bridging course</a>	<p>Learn To Earn, an NGO in Khayelitsha and Elmarie Costandius from the Visual Art Department developed a bridging programme for black African youths interested in Visual Communication Design (Graphic Design) as a career choice. A partnership between Visual Arts and the NGO Learn to Earn was established: the role of Visual Arts is to develop the main contents of the programme, as well as to assist in teaching most of the courses. Learn To Earn has received a grant which enabled them to host the programme. Additional funds for transport for lecturers and students will have to be sourced.</p>	<p>Perold-Bull, K, Me &lt;karolien@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>
<a href="#">Tolkdiens (insluitend tolk- en vertaalslypskole)</a>	<p>Die projek is daarop gemik enersyds studente op te lei as tolke en andersyds om navorsing oor die tolkpraktyk te doen. In die proses word daar van die studente ook verwag om deurlopend 'n tolkdiens te verskaf aan die onmiddellike taalgemeenskappe.</p>	<p>Lesch, HM [hlesch@sun.ac.za]</p>	<p>Arts and Social Sciences</p>

<a href="#">Overcoming career circumscription and compromise: career guidance and development to high school learners from low income communities.</a>	<p>This community service learning and engagement project is linked to the Psychology Honours module Career psychology. After being exposed to several theories of Career Counselling and Development (including those of John Holland, Donald Super, Linda Gottfredson, and Mark Savickas) honours students are introduced to a high school context where they are required to set an intervention programme addressing the career development needs of the learners at the school. Because of adverse socio-economic conditions many learners have limited perspectives of career options and the paths to achieve their career aspirations and are inclined to circumscribe and compromise (i.e., place limits) on their potential choices. The intervention will seek to assist learners to: 1) identify their interests and other career attributes, 2) link their career attributes to career choices, 3) make informed choices about their choice of senior school subjects, 4) engage with the career barriers they encounter in their contexts, and 5) render career counselling in line with the needs of the learners. The honour students will submit an assignment in which they critically evaluate their intervention. This initiative has been piloted in Kayamandi and with funding will be extended to schools in Cloetesville, Jamestown and Klapmuts. There is also has an active research focus to the intervention involving master's and doctoral students.</p>	<p>Naidoo, AV &lt;avnaidoo@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>
<a href="#">Towards a dialect-neutral assessment instrument for the language skills of South African English and Afrikaans-speaking children</a>	<p>The research focuses on the development of a culturally and linguistically appropriate assessment instrument for the language skills of South African English- and Afrikaans-speaking children. There is currently no such instrument available; South African children of various dialect groups are generally diagnosed - and sometimes misdiagnosed - on the basis of tests developed for American and British children. The researchers on this project are working on an adaptation and translation into Afrikaans of an American assessment instrument, the Diagnostic Evaluation of Language Variation, which has been found to distinguish, among American children, between language disorder, on the one hand, and mere difference in terms of dialect, on the other. The end-goals of the project are two-fold, namely (i) to generate a published language assessment instrument with which speech-language therapists can identify South African English- and Afrikaans-speaking children with language impairment without interference from dialectal differences, and (ii) to stimulate research with the same goal for other South African languages. Because this research works closely with the communities of speakers of non-standard dialects of Afrikaans and English (mostly previously disadvantaged communities), it can be described as community-based research.</p>	<p>Southwood, F, Dr [fs@sun.ac.za]</p>	<p>Arts and Social Sciences</p>

<a href="#">Open Studio: Educating high school learners who reside in Stellenbosch and its environs in art processes and basic jewellery manufacturing and design</a>	<p>Approximately twelve interested high school learners from the local schools in Stellenbosch and its environs will be identified and given the opportunity to participate in three separate workshops in jewellery manufacturing. The workshops will take place in 2018 during the school holidays (April, June, September). During these workshops, the learners will be introduced to basic skills in jewellery manufacturing and design. Each of these workshops will be three days long and will be presented by a full-time lecturer in the Jewellery Division of Stellenbosch University as well as a student assistant. All the necessary tools and materials will be supplied to the pupils. If necessary, arrangements will be made to transport learners from their schools to the University, where the workshop will take place. Learners will also be provided with the opportunity to showcase their work as part of the Stellenbosch Heritage Festival.</p>	<p>Groenewald, J, Mej &lt;joani@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>
<a href="#">Art in Schools - NSCAD University/Stellenbosch University</a>	<p>The Art in Schools Initiative is collaboration between the Nova Scotia College of Art and Design ( NSCAD) in Canada and the Department of Visual Arts at Stellenbosch University. The initiative explores the impact of visual arts programmes in schools to both enhance learning competency and recuperate learners' self-esteem, which in turn may enrich a community's social well-being. It also seeks to determine if the introduction of "creative learning interventions" in various subjects using visual arts projects to increase learners' engagement in coursework and raise critical and creative thinking skills that will lead to higher test scores across the curriculum. The Art in Schools Initiative's mission is to develop, encourage, and promote creative thinking amongst teachers and learners by inserting visual art projects into the curriculum. These educational interventions are designed to influence three levels: 1) as a direct transformative learning intervention in the lives of individuals; 2) as a community-building exercise that generates shared social capital through the practice of creative education; 3) as a strategic model that will provide an innovative, efficient design for distributed arts education on a wider scale. The stakes for research on the initiatives's effects are high. For communities who have for many years endured sub-par and under-resourced education in the public-school system, the effectiveness of creative thinking as a tool of empowerment is a matter of great importance.</p>	<p>Gunter, Elizabeth, Prof &lt;eg@sun.ac.za&gt;</p>	<p>Arts and Social Sciences</p>

<a href="#">BABIN Preschoolers and Honours Psychology Students: Promoting Positive Interaction</a>	<p>This multi-faceted initiative aims to promote positive interaction between the US student- and preschooler communities. BABIN provides opportunities for students to integrate theory and practice by means of giving each student the opportunity to conduct an individual child-friendly interview with a preschooler on an applied developmental psychology topic within a carefully designed and supervised credit bearing programme of service-learning. Feedback is given to the BABIN school community. The best interests of the children is the fundamental approach and objective at all times.</p>	<p>Loxton, Helene, Prof [hsl@sun.ac.za]</p>	<p>Arts and Social Sciences</p>
<a href="#">Evening language classes</a>	<p>The Department of Modern Foreign Languages offers evening languages classes in French, German, Chinese and Spanish at beginner's level.</p>	<p>Du Toit, RO, Mrs [rdt@sun.ac.za]</p>	<p>Arts and Social Sciences</p>
<a href="#">Examination Centre for International Language Proficiency Examinations for German</a>	<p>The department has accredited examiners to offer the language proficiency examinations for German of the Goethe Institute to the Stellenbosch community. The other exam centres are in Johannesburg &amp; Cape Town, so this additional examination centre provides a service to university students and the community.</p>	<p>Du Toit, RO, Mrs [rdt@sun.ac.za]</p>	<p>Arts and Social Sciences</p>
<a href="#">Young Entrepreneurs programme</a>	<p>Providing training in collaboration with Hogeschool Utrecht (Netherlands) to learners in the Stellenbosch area on entrepreneurship - including idea generation, writing a business plan. The training concluded with a presentation of the business plan by all participating teams.</p>	<p>Neethling, Adolph [acn@sun.ac.za]</p>	<p>Economic and Management Sciences</p>
<a href="#">Financial Literacy Teachers Program 2018</a>	<p>Short course presented to grade 8 and 9 Financial Literacy teachers in the Western Cape. A course will be presented on basic financial literacy (accounting equation and accounting cycles) on 25 and 26 June 2018. The course will be presented at Stellenbosch University (lecture venues to be confirmed) to an Afrikaans and an English group of teachers. All teachers from the Western Cape Schools will be invited. It is uncertain how many teachers and from which specific schools will attend. The WCED has indicated that subject advisors will encourage those teachers who need development to attend. The objective is to improve the teaching of Financial Literacy, to provide a solid foundation going forward into the field of accountancy.</p>	<p>Van Wyk, Ellane [erau@sun.ac.za]</p>	<p>Economic and Management Sciences</p>

<a href="#">Enhancing Geographical and Environmental Literacy (EGEL)</a>	This initiative is aimed at providing PGCE students first hand experience at different under-resourced secondary schools in and around Stellenbosch before entering the teaching profession. Through this initiative students will be able to observe the challenges experienced by geography and environmental teachers and learners and provide intensive support in addressing these challenges. Support will be offered to geography and environmental teachers and learners for teaching and learning challenging geographical and environmental concepts and skills such as map work, GIS, sustainability, place, environment etc. This is an opportunity for PGCE students to apply theory to practice, to build partnerships with teachers, subject advisors and the wider community in an attempt to improve geography and environmental education programmes and designs at both secondary and tertiary level.	Ontong, K, Dr <krystle@sun.ac.za>	Education
<a href="#">Count-Me-In (CMI)</a>	Service learning initiative for Foundation Phase Mathematics Education students	Wessels, HM, Dr [hwessels@sun.ac.za]	Education
<a href="#">Second chance learning in the Adult Education and training realm</a>	This service learning initiative gives B Ed Honours students the opportunity to gain first hand experience of AET. Students find placement and spend 5 sessions (or 12 hours minimum) in an Adult Education and Training Centre (AETC) or Community Learning Centre (CLC) where they observe in classes and work with adult learners. They critique policy, engage with adult learning theories and literature and then study the AET learning environment.	Daniels, D, Prof <doria@sun.ac.za>	Education
<a href="#">TRAC South Africa</a>	TRAC South Africa is a national, non-profit Physical Science intervention programme of Stellenbosch University. The objective is to support and uplift science, applied mathematics and technology education in South African secondary schools. We seek to enable and inspire our science learners to take ownership for a successful future. More than 12 000 learners from disadvantaged communities are exposed to the TRAC programme annually.	Olivier, Debbey, Ms [debbey@sun.ac.za]	Engineering
<a href="#">Women in Engineering Day</a>	Annual Women in Engineering Day where Grade 10 & 11 girls who do Mathematic and Science find out more about Engineering as a career. They are addressed by postgraduate female students as well as practising female engineers.	Ford, AD, Mrs <aford@sun.ac.za>	Engineering



<a href="#">Ubuntu Learning Community (with Prison-to-College Pipeline South Africa)</a>	<p>The Ubuntu Learning Community (“ULC”) is a new Stellenbosch University-prison partnership – the first of its kind in South Africa. Its aim is to rehumanise learning by focusing on learning’s social, ubuntu-focused dimensions – collaboration, community-building and connectedness. It conceives of collaborative education as the “practice of freedom” (Paolo Freire) – a tool for transformation and empowerment. ULC has three components: an educational partnership between Stellenbosch University (SU) and the Department of Correctional Services (DCS); social support and reintegration for incarcerated students post-incarceration; and a student-led initiative aimed at educating and sensitising SU students (and wider community) about the incarceration system. The educational component entails SU students and students in prison studying together under SU academics, learning with and from each other through dialogue and the sharing of experience.</p>	Nel, Mary [mnel@sun.ac.za]	Law
<a href="#">Western Cape High School Learner Engagement Programme – Science and Research</a>	<p>This project aims to engage high school learners from the Western Cape about both basic education on Tuberculosis as well as giving them some insight into a career as a researcher/scientist. Presentations and small demonstrations will be given to the learners.</p>	Kinnear, CJ, Dr [gkin@sun.ac.za]	Medicine and Health Sciences
<a href="#">DeafNET - access to Higher Education for Deaf persons</a>	<p>Working with the DeafNET Centre of Knowledge (www.deafnet.org ) in Worcester, the aim of the initiative is to increase access for persons who are Deaf and dependent on Sign Language, to Higher Education. Specific activities include: supporting students who have the necessary qualifications to enrol in Higher Education, but who need Sign Language and other communication support in order to access, participate and contribute fully.</p>	Geiger, Martha <mgeiger@sun.ac.za>	Medicine and Health Sciences
<a href="#">SALT (Sharing Abundant Life Together)</a>	<p>Human rights in South Africa are not adequately met. This results in a lack of freedom of choice, unemployment, disempowerment and increased health issues. SALT believes that everybody should have equal opportunities and have their human rights met. SALT’s response to the challenges at hand is to provide opportunities for people to restore their dignity, establish food security, and have access to quality education. Every Thursday the women and under five children visit the NPO to access food and basic counselling on accessing basic services from the government. Our role is to bridge the gap with sexual and reproductive health education initiative every two Thursdays a month.</p>	Kaura, DK, Dr [dkm@sun.ac.za]	Medicine and Health Sciences
<a href="#">PJB Cona Primary School</a>	<p>Developmental stimulation program for Gr R and Gr 1 learners</p>	Duvenage, Catharina, Ms <miad@sun.ac.za>	Medicine and Health Sciences

<a href="#">Community Nutrition 478</a>	Ensuring and supplying Primary Health Care services to previously disadvantaged communities is part of the bigger plan of addressing inequity in South Africa. The project entails rendering of health and nutrition services at Community - and Health facility levels. Relevant interactions and interventions at community-based and non-governmental organisation is an important focus after completion of a community profile.	Du Plessis, LM, Dr <Imdup@sun.ac.za>	Medicine and Health Sciences
<a href="#">Avian Park Youth Program (L.I.F.E)</a>	After school youth program for grade 4-6 learners of Avian Park. The focus of the group is on the development of healthy life skills to facilitate resilient attributes. This is a interdisciplinary project involving collaboration between the principal of the local primary school, the person in charge of the soup kitchen, community volunteers and UKWANDA staff.	Bester, J, Me <jbes@sun.ac.za>	Medicine and Health Sciences
<a href="#">Zwelihle school programme</a>	Skoolprogram wat plaasvind by Lukhanyo Primêre skool in die Zwelihle gemeenskap net buite Hermanus. Dit is n Xhosa sprekende gemeenskap. 'n Groot behoefte bestaan vir grof en fyn motoriese en perseptuele stimulasie van kinders en die program is spesifiek daarop gemik. Sedert 2012 is die fokus baie sterk op die bemagtinging van die onderwysers ten einde die programme te kan inkorporeer as deel van die kurrikulum.	Bester, J, Me <jbes@sun.ac.za>	Medicine and Health Sciences
<a href="#">Rural Retention for undergraduate students of the Faculty of Medicine and Health Science; Ukwanda Rural Clinical School</a>	Support for undergraduate Longitudinal Integrated Model (LIM) students on a decentralised training platform based at district health care facilities to enable the transition from the tradition rotation based learning approach to an integrated learning approach in order to ensure the retention of undergraduate students for rural health.	Coetzee, JF, Dr <franna@sun.ac.za>	Medicine and Health Sciences

<a href="#">The Chaeli Campaign (Interdisciplinary Journal Club and Writing Project)</a>	<p>The Chaeli Campaign is a formally registered, well-established NGO and the interdisciplinary therapists in its Therapy Programme provide physio-, occupational and/or communication therapy to children in diverse under-resourced communities across the Cape Peninsula. With inputs from the Centre for Rehabilitation Studies and the Centre for Evidence Based Health Care (in the Dept of Interdisciplinary Studies at Stellenbosch University), this team has begun publishing some of the good practice models and case studies from their grassroots work. This has incorporated: (a) the application of research evidence from journal club readings in their therapy practices and in their own writing and (b) the implementation and publication of relevant, practice-based research in peer-reviewed journals. The Chaeli Campaign Therapy Programme has also provided service-learning opportunities for undergraduate students from the SU Division of Speech, Language and Hearing Therapy. Opportunities for expanding these links with SU include: continuing the current grass-roots practice-based research and writing activities and responding to the call from other NGO's (e.g. St Joseph's Children's Home Therapy Team) to assist with the establishment of similar practice-based research and writing activities with and for them, as well as extending the service-learning opportunities to other disciplines within SU.</p>	<p>Geiger, Martha &lt;mgeiger@sun.ac.za&gt;</p>	<p>Medicine and Health Sciences</p>
<a href="#">The Ceres Community Partnership Function: an Ukwanda Centre for Rural Health initiative</a>	<p>The Community Partnership Function (CPF) is aimed at providing an opportunity for students from the FMHS who work in Ceres and the Ceres community to collaboratively reflect on projects they have been involved in. The event is a celebration of partnerships within the university and between the university and local partners ranging from governmental, NGOs, NPOs and community residents. The aim of the event is aligned with the Stellenbosch University strategy on Social Impact by providing an opportunity for inclusivity and transformation by using innovative community engagement, which embraces diversity, to collaboratively reach excellence moving forward. The event in itself holds potential for both transformative learning and active citizenship. The aim of the CPF is therefore in line with FMHS vision and mission. Prof Jimmy Volmink, in reference to the Worcester CPF spoke of 4 C's that were evident during the day's events: Community, Context, Collaboration and Compassion. The event has in other environments aided the development of projects that focus on active, responsible and critical citizenship of students and staff in the local communities.</p>	<p>Muller, JV, Mev &lt;janamuller@sun.ac.za&gt;</p>	<p>Medicine and Health Sciences</p>

<a href="#">The Reading Project</a>	<p>Reading with speed and comprehension is an essential skill for academic success. However, this skill is lacking in many of the learners entering High school. The programme consists of three activities specifically aimed at improving reading for academic success. These activities are The Amazing Reading Race, Reading Placement test and The Reading Support Workshop for educators. Amazing Reading Race is an activity aimed at creating awareness amongst the Grade 8 learners of the importance of reading skills. It is a fun and interactive programme, which aims to encourage the willingness to read with speed and comprehension. Duration: 2hrs</p> <p>The reading placement is a test to establish the speed at which learners read and the degree to which learners can read with comprehension. Test will be performed in class and all test material will be supplied. The test results are shared with the school and a discussion of the results will follow. Duration: 1h30min</p> <p>The target audience of the workshop are educators who have challenges with learners, struggling to read with comprehension. The focus of the workshop is collaborative strategic reading as a technique whereby educators can help their learners read with comprehension. Duration: 6hr (negotiable)</p>	Haroun, F, Me [faika@sun.ac.za]	Professional and Support Services
<a href="#">WOW Projek</a>	<p>Die WOW-projek is 'n taalbemaatrigingsprojek van die US Woordfees en het hoofsaaklik 4 fokusse bestaande uit Taal, Lees, Kunste en Werwing. Die projek fokus op Afrikaans, maar is nie uitsluitend van ander tale nie. The WOW project lends itself to research possibilities in the field of literacy, performing arts and education.</p>	Crotz, SA [adminwow@sun.ac.za]	Professional and Support Services
<a href="#">High Science meets High Schools</a>	<p>The High Science meets High Schools initiative is geared towards High School Learners. The aim is to expose them to top Stellenbosch University Researchers and make Science understandable in an accessible way. This interactive event also aims to inspire learners to consider research careers in science, engineering, and technology. High Science meets High Schools is an initiative of the Division for Social Impact.</p>	Nyakatya, Mawethu [nyakatya@sun.ac.za]	Professional and Support Services
<a href="#">limbovane: Exploring South African Biodiversity and Change Outreach Initiative</a>	<p>limbovane is a curriculum-based education initiative focused towards Grade 10 life science learners at 18 schools across the Western Cape Province. Learners investigate the diversity and distribution of ants species in pristine (usually nature reserves) and modified landscapes (their school grounds). The hands-on nature of the project learners enables the learners to turn the abstract theory of biodiversity and how it changes over time into a well understood reality.</p>	Du Plessis, D, Me <dorette@sun.ac.za>	Science

<a href="#">Warwick in Africa Project</a>	This is a partnership with Warwick University in Africa. Through interventions in schools, the project aims to improve education and therefore the life chances for children in some of Africa's poorest schools. Volunteer teachers teach in secondary schools and offer high-quality professional development for local teachers.	Howell, K-T, Dr <kthowell@sun.ac.za>	Science
<a href="#">Chemistry Dept: Guidance to learners and popularisation of science</a>	Special lectures, judging panel, workshop presentations, consultations (paid or unpaid), community support (i.e. CAPS content monitoring).	May, SYLETTE <smay@sun.ac.za>	Science
<a href="#">The Ingcungcu Initiative: Restoring migration routes for nectar feeding birds, building biodiversity leadership.</a>	The City of Cape Town combines high human density with exceptionally high biological diversity. An ongoing challenge for the City is how to mitigate the impacts of the expanding city on its natural environment, while at the same time harness the benefits that biodiversity brings. A unique aspect of the Fynbos vegetation that surrounds the city is that the dominant shrubs depend on birds for pollination and subsequent seed production. However, the city is a barrier to the migration of these birds. The Ingcungcu Initiative tackles this problem by reopening a migration corridor for nectar-feeding birds across the City by planting gardens of bird-pollinated plants on school grounds. The corridor relinks isolated urban conservation areas, including the Table Mountain National Park, with the extensive Boland mountains around Stellenbosch. Simultaneously, the corridor connects urban school children to the wider natural world that surrounds them, making them active players in the creation of a more sustainable future. The Municipality is directly involved in the initiative through the involvement of team member Bongani Mnisi (head of Nature Conservation, City of Cape Town).	Pauw, Anton <apauw@sun.ac.za>	Science
<a href="#">Metabolic Syndrome and Cancer</a>	The metabolic syndrome is a cluster of metabolic risk factors that predispose to future onset of diabetes, heart diseases and cancer. This includes both developed and developing nations and is projected to significantly increase the burden of disease of especially poorer countries. The metabolic syndrome typically consists of any three of the following risk factors: abdominal obesity, hypertension, raised triglycerides, reduced high density lipoprotein cholesterol, and elevated blood glucose levels. However, despite these alarming projections, very limited evidence exists for developing nations during urbanisation, especially within sub-Saharan Africa. The study (ongoing) will undertake a comprehensive investigation into an under-studied urbanisation trends and risk for developing associated diseases of lifestyle in a Western Cape population. Two publications (one published) and one in process of review have so far originated from this study.	Nell, Theo, Dr <tnell@sun.ac.za>	Science

<a href="#">Microbiology: Public Lectures</a>	Scientific lectures presented to the broader public community	Khan, W, Prof <wesaal@sun.ac.za>	Science
<a href="#">Briding the gap between school and university mathematics</a>	The project aims to assist in bridging the gap between school and university mathematics through school visits and workshops with teachers.	Howell, K-T, Dr <kthowell@sun.ac.za>	Science
<a href="#">Mediaskakeling en popularisering van die wetenskap - Mikrobiologie</a>	Bevordering van mikrobiologie in die nuus - radio, TV, koerantberigte en populêre tydskrifte.	Khan, W, Prof <wesaal@sun.ac.za>	Science
<a href="#">Microbiology: Professional Services</a>	Microbiology staff participation in professional bodies and other community spheres.	Khan, W, Prof <wesaal@sun.ac.za>	Science
<a href="#">Mathematics Olympiad Training</a>	The aim of this initiative is to expose high school learners to interesting mathematical topics and problem solving strategies and to show them that mathematics can be an exciting and enjoyable subject. In addition, it prepares learners for their participation in mathematical competitions, such as the South African Mathematics Olympiad and the South African Mathematics Team Competition.	Basson, DJ, Dr [djbasson@sun.ac.za]	Science
<a href="#">The SUN Chemistry Outreach Initiative</a>	The department of Chemistry and Polymer Science aims to assist disadvantaged high schools with their prescribed chemistry practicals by inviting students to do their experimental work in one of the university's fully equipped laboratories, particularly at times when these are not utilised. The primary goals of this outreach program are three-fold: firstly, to provide much needed infrastructure support by offering students and their teachers the necessary laboratory environment to work in; secondly, to develop a deeper understanding of the conceptually challenging topics of their prescribed syllabus (SUNCOI Practical with Purpose) and thirdly, to collaborate with the education faculty through involvement of pre-service teacher education students in practical work with in-service teachers and their learners as well as post-graduate chemistry students and chemistry lecturer/researchers (SUNCOI Teaching the Teacher the Nuts and Bolts of Chemistry).	Malgas-Enus, R, Dr <rehana@sun.ac.za>	Science
<a href="#">Contributions towards the secondary school system</a>	Eskom Expo for Young Scientists (Microbiology) - Staff and Students of the Microbiology department provide assistance to learners with high school research projects.	Khan, W, Prof <wesaal@sun.ac.za>	Science
<a href="#">Science Café Stellenbosch</a>	Science Café Stellenbosch is an initiative of the Faculty of Science at Stellenbosch University to promote the public discussion of science issues in a language that everyone can understand.	Fourie-Basson, WE, Mev <sciencecafe@sun.ac.za>	Science
<a href="#">Basic Molecular Biology - Bloemhof High School</a>	Postgraduate students from the Department of Microbiology present basic molecular biology concepts to grade 12 learners from Bloemhof High School.	Khan, W, Prof <wesaal@sun.ac.za>	Science

<a href="#">BotZoo Bafunde iLanga (BotZoo Sun Learn)</a>	<p>The Botany and Zoology Department's social outreach initiative (BotZoo Bafunde iLanga/BotZoo Sun Learn) is aimed at providing support for schools which do not have access to resources in order to teach Biology. We have identified a school (Floreath Primary School) on the Cape Flats, whose science laboratory serves as a focal point for several other schools in the area (Sullivan Primary School, Steenberg Primary School, Delta Primary School). Since the launch of Bafunde iLanga in 2016, we have contributed books to the school's library and equipment to their science laboratory. Moreover, we have also been engaging with the science teachers and learners, via visits to the school and hosting the learners at the Botany and Zoology Department.</p>	<p>Valentine, AJ, Prof &lt;ajv@sun.ac.za&gt;</p>	<p>Science</p>
<a href="#">ESII (Earth Sciences Introduction-Inspiration)</a>	<p>The department of Earth Sciences has in 2017 set up an initiative to introduce primary school learners to various aspects of geology. Topics range from minerals and rock types to fossils, from ore to metal, and environmental geology. Visits to the department give the pupils a feeling of what it is like to be at a university. They include a lecture as well as a tour or quiz related to our rock, mineral and fossil exhibition. The learners have the chance to gain hands-on experience with an exercise they work on. With this initiative we want to: enhance the awareness of the geological aspects of the nature around us; emphasise how crucial resources and their respectful use is for the societies wellbeing; create awareness how environmental geology can influence our daily lives.</p>	<p>Frei, M, Dr [mfrei@sun.ac.za]</p>	<p>Science</p>
<a href="#">Physics Department Annual Road Trip</a>	<p>Every year post graduate students from the Physics department go on a road trip during the September university holidays. During this week they visit schools (up to 10 different schools), promoting science to the senior learners through Physics demonstrations and discussions. Each year a different region is targeted.</p>	<p>Neethling, PH, Dr &lt;pietern@sun.ac.za&gt;</p>	<p>Science</p>
<a href="#">Biochemistry: Transfer of expertise to the public</a>	<p>Handling of telephonic or email inquiries from the public as well as giving publicity talks on invitation from the public regarding specialist or other topical topics relevant to the sciences. Radio talks on actuality programs and newspaper or magazine articles in popular daily newspapers and agricultural journals. Here, either expert opinions are provided to the public, or general questions about natural science are answered / Hantering van telefoniese of epos navrae vanaf publiek asook die gee van voorligtingspraatjies op uitnodiging van die publiek oor spesialis of ander aktuele onderwerpe van toepassing op die wetenskappe. Radiopraatjies op aktualiteitsprogramme en koerant of tydskrif artikels in populêre dagblaaie en landbou tydskrifte. Hier tydens word òf spesialismenings aan die publiek verskaf, òf algemene vrae oor die natuurwetenskap beantwoord.</p>	<p>Verhoog, NJD, Dr &lt;nverhoog@sun.ac.za&gt;</p>	<p>Science</p>

<a href="#">TSEC: Transatlantic Science Educational Cooperative</a>	<p>This initiative focuses on three objectives, namely: 1) Scientific skill set and literacy development among R-12 students within the Western Cape and in collaboration with the Western Cape Education District, 2) Establishment of collaboration between Stellenbosch University, North Carolina State University, and the Western Cape Education District and 3) Capacity building for teachers to develop in-class experimental and observation learning projects.</p>	<p>Tucker, R, Dr &lt;tucker@sun.ac.za&gt;</p>	<p>Science</p>
<a href="#">Teaching the blind</a>	<p>Cooperation between the School for the Blind in Worcester and Computer Science at Stellenbosch, for automating some of the time-consuming manual processes currently in place in their classrooms. Computer Science (CS) and the school collaborates in finding software projects that are implemented by Honours students as part of their curriculum. The school provides the ideas for the projects, and provide data and time as needed - the vice-principal regularly visits the CS department. After completion of the software by an Honours student, we implement the software on at least one school computer. There is currently one such software program used by the school, namely, a program that takes an Afrikaans text file and produces a file that can be sent directly to a Braille printer. There is an existing commercial module that can translate from Afrikaans text to Braille, but it does not satisfy the needs of the school. The grammar rules that it uses are outdated, it cannot handle contractions per the South African curriculum, and it is a closed system. Our software allows the school to change existing rules, or add additional rules in a user-friendly way. It also allows for various levels of contractions, according to the school curriculum. For 2018, Mr Cameron Raven (Hons student) will implement a system that takes a picture of sheet music, and produces in real time a file that is readable by blind students during music classes.</p>	<p>Van Zijl, L, Prof &lt;lvzijl@sun.ac.za&gt;</p>	<p>Science</p>
<a href="#">Maties Science Winter week</a>	<p>Om 'n diens te lewer aan voornemende studente om meer oor die kursusse en beroepe in die natuurwetenskap te bekom.</p>	<p>Van den Worm, M &lt;mvdworm@sun.ac.za&gt;</p>	<p>Science</p>



<a href="#">The MTh Practical Theology (Ministry Practice) 50784:889</a>	<p>The Faculty of Theology offers a two year structured MTh in Practical Theology (Ministry Practice). The programme aims to build missional leadership capacity through reading, vigorous theological dialogue, participation in spiritual disciplines, experimentation with missional leadership challenges and personal reflection (journaling) and direction. The focus and content of the different modules are based on research done in congregations of the Partnership for Missional Churches in Southern Africa (SAPMC). Topics addressed in the MTh Programme: Congregational ministry and spiritual formation; Rethinking our faith: The Gospel, Missio Dei and the Triune God; Pastoral care, spirituality and discipleship; Leading God's people (in partnership with the University of Stellenbosch Business School); Historical and contemporary practices in spiritual direction and community formation; Missiology and missional spirituality for the building of Kingdom communities; Unique Learning Experience. The programme offers students a unique learning experience. It focuses on developing students' skills as missional leaders by reading academic books and articles, reflecting in a learning community, exercising in practice, and articulating and integrating theory through assignments and a research assignment. The point of departure of the learning experience is based on the ecumenical community formed by the students, which is why attendance of modules is compulsory. During the modules missional faith disciplines are practised to establish a culture of faith discernment.</p>	Robertson, DD, Mrs <dr@sun.ac.za>	Theology
<a href="#">Unit For Moral Leadership: Beacon Of Hope (Homes Of Possibility Through Education)</a>	<p>The vision of the Unit for Moral Leadership is to facilitate moral leadership and human development in communities in South Africa, and also wider, in order to enhance the quality of people's lives. The goals of the Unit include providing well-researched information to positively influence the moral landscape in South Africa within a diversity of religious and secular contexts. It also aims to secure safe spaces and sustainable practices through which central moral values and human/social capital can be developed; where people's character can be built and developed; to strengthen and support community leaders and to build a stronger society (through people capital and social cohesion) where everyone can live a good life.</p>	Robertson, DD, Mrs <dr@sun.ac.za>	Theology
<a href="#">Praktiese Teologie en Missiologie 112</a>	<p>Die metodologie van praktiese teologie en missiologie. Studente moet twee kritiese analyses in verband met mekaar kan bring: die teorie oor die kerk en die situasie van die gemeente/gemeenskap waar hulle geroep word om te dien en leiding te verskaf.</p>	Nell, IA, Prof <ianell@sun.ac.za>	Theology

<a href="#">SKLAS Conferences</a>	<p>The annual conferences of the Synodical Commission for Doctrine and Current Affairs of the Uniting Reformed Church in Southern Africa (Cape Synod) and the Beyers Naudé Centre for Public Theology, focus upon the broader theme of Congregations and Public Life. Together we explore the potential of congregational practices for the transformation of all walks of life.</p>	<p>Snyman, MM, Me [maritasnyman@sun.ac.za]</p>	<p>Theology</p>
<a href="#">Winter School</a>	<p>The annual Winter School presented by the Faculty of Theology, Stellenbosch University, is a three day conference for pastors and laity on theological, public and congregational issues. In 2017 the conference took place from Tuesday 13 June to Thursday 15 June 2017 and focussed on the theme Reforming the Church, Society and Ourselves. In the light of the 500 -year celebration of the Reformation the Winter School of 2017 engaged with the need for an ongoing reformation of the church, society, and people. The focus was on what we can learn from the Reformation, but also on discussing ways in which we need to go further and seek new modes of being church in a rapidly changing society. The keynote speakers were Dr Ishmael Noko, President of the Inter-faith Action for Peace in Africa, Judge Steven Majiedt, judge of the Supreme Court of Appeal, and Dr Margaret Blackie, lecturer at the Department of Chemistry and Polymer Science, Stellenbosch University. The plenary sessions were supplemented with a wide range of related parallel sessions.</p>	<p>Robertson, DD, Mrs &lt;dr@sun.ac.za&gt;</p>	<p>Theology</p>
<a href="#">Revised Common Lectionary (RCL) South Africa</a>	<p>Word and Worship is an ecumenical resource for worship. Word and Worship is based on the texts of the Revised Common Lectionary. It contains both liturgical and preaching resources. Now in its 7th edition, it has come about due to a collaborative venture between clergy from a number of denominations. It is published annual under the auspices of Ekklesia. There are sermon outlines for each Sunday. A brief hermeneutical exposition is provided with sermon suggestions. These outlines can be adapted to various traditions and contexts. Not every minister may have access to a theological library and these outlines are very user friendly. To accommodate various feast days, allowance have been made for this. The editors of Word and Worship is only too aware of additional feast days, such as Youth Day and Freedom Day amongst others, that are peculiar only to South Africa.</p>	<p>Robertson, DD, Mrs &lt;dr@sun.ac.za&gt;</p>	<p>Theology</p>

Theology and development

OBJECTIVES are: a) Cultivating new knowledge and developing young scholars knowledgeable on the relationship between theology, development and role of faith communities in development on the continent of Africa. b) Offering young scholars across Africa opportunities to collaborate with established scholars and publishing their research on a variety of themes related to theology and development. c) To collaborate with and strengthen networks with NGO's and FBO's working in developmental projects across Africa. d) Examples of issues are: development and theology/faith communities, development and the ecology,- gender justice, - health challenges, - socio-political challenges, - violence and war, - education and theological training,- curriculum development etc.

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Theology