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LEARNING SUSTAINABILITY & COMMUNITY ENGAGEMENT

LSCE

2014 Provisional Programme Outline

Second Semester

Postgraduate & International Office



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Introduction and Outcome

Introduction

- LSCE is an experiential learning, writing-intensive, academic credit bearing, **community engagement programme**, offered by the Postgraduate and International Office of Stellenbosch University.
- It includes theoretical and practical work.
- It is presented in collaboration with Lynedoch Primary School, located in Lynedoch Eco-village, on the outskirts of Stellenbosch.
- The overarching long-term objective of the programme is eradicating “poverties” through knowledge partnerships.
- The programme enables participants to develop their global citizenship through community engagement and to broaden their understanding of South African history and contemporary life.
- LSCE *promotes cognitive justice and constructive development at a grassroots level, combined with intellectual defense at an expert level.*
- The course aims to *go beyond post-colonial theorizations to transformative interventions in knowledge production and graduate training.*
- Programme participants *engage in fundamental reflections on knowledge, methodology and speculations that lie outside mainstream areas.*
- *Via collaboration, practical methodologies for social changes are enabled (Hoppers 2011).*
- Overarching themes include; community engagement, community development, poverties, violence, global citizenship, constructivism, feminism, cognitive justice, restorative justice, social justice, deconstructing discourse and bio-ecological systems theory

Intended Programme Outcomes

Upon completion of the **LSCE** course, participants should have;

1. an understanding of community engagement within the context of **Higher Education Institutions** in South Africa,
2. integrated academic and tacit knowledge regarding community engagement and community development,
3. broadened trans-disciplinary and multicultural perspectives,
4. an understanding of sustainability and sustainable development,
5. an understanding of globalization and the implications for community engagement and community development,
6. a systemic understanding of community development guided by bio-ecological systems theory
7. an understanding of the dynamics which characterise the development context, using psycho-dynamic theory,
8. the skills to develop knowledge partnerships with community based development agencies,
9. basic qualitative research skills and a range of writing skills,
10. the skills to co-craft development interventions with their knowledge partners,
11. the skills to engage in a dialectical process of cyclic planning, action, reflection and refinement and
12. the ability to think analytically, critically and practically about their work, and to apply theory in various settings, including; class activities, observation, reflection, supervision, planning and experience.

LSCE is a journey of personal discovery and growth

Important Notices

Meals

Participants will be provided with meals. The first and final meals are not paid for by participants. R1115 is to be paid in cash by the end of week one (07 February 2014) by all students who wish to have meals provide for them. There will be a vegetarian and non-vegetarian option. Meals include a main course, salad/sauce when appropriate, fresh fruit juice and fresh fruit. Bread and butter will be provided with certain meals, as well as cold, still water.

Transport

The PGIO will provide Taxis for the first 2 weeks, thereafter participants will travel by train. Train tickets will be provided. Tickets must be collected weekly at the PGIO office before 07h50 from Elisma on relevant days.

Books and Stationary

Participants need to purchase the following:

- 1 Big box of colouring pencils and
- Materials to make a scrap book as part of the portfolio of evidence, incorporated into the final exhibition of work.

Absenteeism

A medical certificate must be submitted and is the only acceptable grounds for absenteeism. Absentia from class without the required documentation will result in the student receiving an *incomplete status* on their academic transcript. In the case of time clashes, please inform lecturers concerned that there are no make-up classes for LSCE.

Academic progress

Participants may discuss their progress with the lecturer as the program unfolds.

N.B. Marks are issued by Stellenbosch University only, upon completion of course only.

Coursework Readings

Books

1. Conversations with my sons and daughters: Mamphela Ramphele
2. Just Transitions: explorations of sustainability in an unfair world: Swilling and Anneck
3. Thoughts about the new South Africa: Neville Alexander
4. Community Development Textbook: Swanepoel and De Beer
5. The Development Change Agent Textbook: Francois Theron
6. Community, Self and Identity: Leibowitz, Swartz, Bozalek, Carolissen, Nicholls and Rohleder

Please note

- Books 4, 5 and 6 will be provided by the lecturer
- All **primary/core and additional readings** will be available on **Moodle**
- Slides will be distributed on a weekly basis via email/ **Moodle**
- Books **1** and **2** may be borrowed from the university library.

Calendar

Given the fact that this programme is presented in collaboration with a community partner who schedule sometimes changes, dates on calendar are provisional. These dates will probably stay the same, but may subject to change. You will be advised should any changes occur.

Weighting of coursework components and submission dates

Coursework	%	Dates
Journaling	20%	
themed reflections (10 entries)	10%	Weekly, on a Monday by 23:00
structured personal reflections (10 entries)	10%	Weekly, on a Monday by 23:00
Exploring the context	5%	
movie review	5 %	3 September
Intervention plan and materials development	5%	
proposed-activities manual	2.5%	1 August
actual activities manual incorporating a photo-story	2.5%	16 April
Special project reports	5%	
detailed project proposal	2.5%	5 September
post project analysis	2.5%	19 September
Qualitative research	5%	
comprehensive organizational profile	5%	8 August
Academic essay	10%	
assignment: application of systems theory (individual and group components: 10%	10%	19 August

Coursework	%	Dates
Semester tests	20%	
First test	10%	To be announced
Second test	10%	
Presentation and facilitation Skills	10%	
power point slide development and group involvement	2.5%	
public speaking and presentation skills	2.5%	
Theoretical knowledge and insight	5%	
Portfolio of evidence	5%	
e-copies of course work in the form of a book as prescribed	2.5%	
Scrap book containing photographs, art work, etc. of projects	2.5%	
Evaluation of practical work	5%	
partnering educator's evaluation of practical work	2%	
partnering peer's evaluation of practical work	1.5%	
self- evaluation of practical work	1.5%	
Celebration of Work	10%	
Video documentary	5%	
Exhibition of work	5%	

Date: 21 July

Orientation

Themes: orientation, preparation for entry, first meetings, placements, logistics and contracting

Overview: The purpose of this week's activities is to orientate participants. They will meet the Community Engagement lecturer, fellow participants and their knowledge partners. Various individual and group activities will be facilitated. Activity guide will be compiled for their first meetings with their knowledge partners.

Activities

- Introduction to check-in process and sharing anecdotes from childhood
- Spending some time with the learners, janitors and the educators to establish some rapport
- Community lunch
- Viewing LSCE video as an introduction to what the course entails
- Distribution of books
- Introduction to check-out/ post-session overview process
- Logistical and others arrangements: question and answer session

Objectives

Participants would have;

- made their acquaintance with the LSCE lecturer, fellow participants and knowledge partners
 - worked through their programme outcomes and participated in various group processes,
 - completed an activities guide for their first meeting with the learners
 - talk through logistical and other arrangements
 - commenced with the critical thinking and process writing activities
 - Confirmed their contact details and made meal arrangements
- Check presentation, test and assignment schedule*

Date: 25 July Interviews, assignment guidelines

- *Participants will interview the school manager in order to obtain the information required for the completion of the organisational profile.*
- *Templates will be prepared for the activities proposal, special project proposal and report.*
- *Confirmation of presentation schedule.*
- *Allocation of task teams. (Celebration of Work exhibition, documentary and Monday afternoon projects).*



Date: 28 July
Date: 1 August

Fieldwork session
Theory Lecture

Themes: Service learning, community engagement, the concept of community, the dynamics power and bio-ecological systems theory

Overview: Participants will discuss and compare service-learning and community engagement. They will also have the opportunity to debate and explore the concept of community and the dynamics of power within the development context. Given South Africa's apartheid history, deconstructing these terms and dynamics, is imperative. The final lecture session of the day will be devoted to understanding Urie Bronfenbrenner's bio-ecological systems theory and applying it to the current development context. The dynamic inter-play between the sub-systems of this model will be discussed in detail. The insights gained, will enable participants to contextualise and formulate their ideas and interventions.

Preparation

Readings

- The Theoretical Underpinnings of Service Learning: Lesley Le Grange
- Growth Points in Community Engagement in the 21st Century: Catherine Odora Hoppers
- The Quest for Development: Robert Thornton and Mamphela Ramphele
- Bio-ecological systems theory articles: Bronfenbrenner, Swick and Williams

Objectives

Participants should understand;

- the similarities and differences between service learning and community engagement,
- the complexity of "community,"
- the dynamics of power within the development context,
- the sub-systems of bio-ecological systems theory and the dynamic inter-play between these systems,
- how go gather the information required to complete their organisational profiles,
- the context in which they are working, better than a week ago.

Check presentation, test and assignment schedule

Date: 4 August

Fieldwork

Date: 4 August
Date: 8 August

Fieldwork session
Community Visit



Date: 11 August
Date: 15 August

Fieldwork
Presentations

Themes: Ethical guide-lines for community engagement, poverties, the development environment and knowledge partnerships

Overview: *This week sees the introduction of peer presentations.*

Within the South African community development context it is imperative that community development workers be guided by a sound understanding of concepts, context, principles and best practice guidelines. Today's class will focus on the issues as outlined in Community Development, Breaking the cycle of Poverty, by Swanepoel and De Beer.

Preparation

Readings

- Poverty, ill-being and well-being (Chapter 1)
- The Development Environment (Chapter 2)
- The features and outcomes of community Development (Chapter 5)
- The Principle of Community Development (Chapter 6)
- The Place and the role of the Community Development Worker (Chapter 8)
- Contact-making Case-study (Chapter 17)

Objectives

Participants should;

- have a basic understanding of community development concepts, context, principles and best practice guidelines.
- be able to work well within small groups,
- have mastered basic facilitation skills and
- be able to compile a power point presentation.

Date: 18 August
Date: 22 August

Fieldwork
Presentations

Themes: Exploring sustainability and sustainable development, community development and development agencies, group dynamics and leadership

Overview: This week participants will explore what is meant by sustainability and sustainable development. They will discuss the relational and practical aspects of sustainable community development. Various aspects of community development and the agencies that make this their core business will be discussed, with a focus on ethics and the dynamics of leadership.

Preparation

Readings

- Just Transitions: Swilling and Annecke (Chapter 2)
- Leadership (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February*).
- Ethics (*The articles chosen by the facilitator will be distributed electronically on Monday, (the 10th of February)*).

Objectives

Participants should know;

- what the sustainability is,
- what the rationale for and features of sustainable development are,
- what community development is,
- more about group dynamics and the dynamics of leadership,
- more about ethics and its implications for community development practice.

Date: 25 August
Date: 29 August

Fieldwork
Presentations

Themes: The politics of food, ideology and development, corporate philanthropy and social partnerships.

Overview: There are a range of variables that impact significantly on the community engagement/community development enterprises. The purpose of today's class is to explore the impact of three specific themes.

Preparation

Readings

- Ethics and the politics of food. Lien, M. E., & Anthony, R
- Going with the grain in African development. Kelsall, Y
- When Suits Meet Roots: The Antecedents and Consequences of Community Engagement Strategy Frances, B, Aloysius N, & Irene, H.

Objectives

Participants should

- Have a good understanding of the correlation between the politics of food and development
- Be aware of the how ideology drives community engagement and community development
- Have a better sense of the dynamics associated with corporate philanthropy and social partnerships
- Make the connections between the explored themes and the context within which they are working

Date: 1 September
Date: 5 September

Fieldwork
Presentations

Themes: Development challenges, definitions and community engagement within Higher Education Institutions

Overview: The politics of food and the definition of community are amongst the many issues that Higher Education Institutions' need to consider in defining its role in community engagement in the 21st century. Today's class will explore this.

Preparation

Readings

- The politics of hunger: How illusion and greed fan the food crisis: Collier et.al
- An Growth Points in Community Engagement in the 21st Century: Catherine Odora Hoppers
- The Quest for Development: Robert Thornton and Mamphela Ramphele

Objectives

Participants should

- Have a basic understanding of challenges within the development context , such as the politics of food and the ideology underlying defections of concepts such as community
- Have first-hand experience of what life is like for people living in Lynedoch.
- Be clear about the role as Community Change Agents in Lynedoch

Date: 15 September
Date: 19 September

Fieldwork
Presentations

Themes: Highlighting the concept of communities, exploring the roles of community development workers and knowledge partners, and unpacking the correlation between poverty and violence

Overview: communities are complex entities. Development within a community context is always challenging. The agencies that exist to promote community development encounter enormous barriers. Within the South African context violence was institutionalised in the form of the apartheid ideology. Levels of psychological violence in historically disadvantaged South African communities are amongst the highest in the world. It is therefore crucial that community change agents understand these features.

Preparation

Readings

- The development change agent: Theron (Chapter 1)
- Understanding communities: Theron (Chapter 4)
- Interpreting drawings: Reading the racialised politics of space: Leibowitz, *et al.* (Chapter 7)
- Using cognitive maps to heal the legacies of apartheid: Leibowitz, *et al.* (Chapter 8)

Objectives

Participants should

- have a solid understanding of the development context in which they are working,
- have developed an appreciation for the challenges that characterise community organisations,
- understand the dynamic interplay between poverty and violence.

Date: 22 September
Date: 26 September

Fieldwork Session
Presentations

Themes: Roles within partnerships and the lessons to be learnt from feminism.

Overview: By this point in time participants would have completed 50% of the LSCE programme. It would be a very valuable exercise to reflect on the lessons learnt to date and to incorporate the insights they've gained, into how we think about the roles of various community development stakeholders. To this end, the organisation in which the programme is located will be used as a reference.

Preparation

Readings

- Feminism (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February.*)
- Globalisation (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February.*)
- Constructivism (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February.*)

Out comes

Participants should

- be comfortable in their roles as community development workers,
- appreciate the need to collaborate,
- have developed a sense of the tenacity and patience that characterises community development work,
- know that being critical is crucial,
- realise that they are directly and vicariously involved in research on an on-going.

Date: 29 September
Date: 03 October

Fieldwork
Presentations

Themes: Justice

Overview: In an unjust world, justice must be understood and enforced in order to enable empowerment.

Preparation

Readings

- Cognitive Justice (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February*).
- Restorative Justice (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February*).
- Social Justice (*The articles chosen by the facilitator will be distributed electronically on Monday, the 10th of February*).

Objectives

Participants should

- understand the various forms of justice

Date: 06October
Date: 10 October

Fieldwork Session
Presentations

Themes: Perspectives of the South African Landscape

Preparation

Readings

- *Conversations with my sons and daughters: Mamphela Ramphele*
- *Knowledge in the Blood: Jonathan Jansen*
- *Challenges of the new South Africa: Neville & Alexander*

Objectives

Participants should

- have a clear sense of various perspectives of the South African socio-political landscape

Date: 13 October

Fieldwork

Date: 17 October

Termination of Theory Class

Themes: Course- work test, consolidation, preparation for termination and life beyond participation in the LSCE programme

Overview: This week is about consolidation preparing to exit the LSCE programme

Preparation

Study for the course work test

The completion of your letter to fellow participants.

The preparation of your letter to incumbent LSCE participants.

Objectives and outcomes

Participants will

- finalise and submit their video documentaries and exhibition of work,
- have the opportunity to take leave from their knowledge partners,
- take a coursework test and provide their peers with feedback,
- talk about their plans beyond involvement in LSCE programme,

be debriefed.

Date: 20 October
Date: 21 October

Termination of Fieldwork
Celebration of Work event



Coursework Criteria

Journaling

Themed Reflections (see prompts for journals 1 – 10 on page 26)

Fieldwork Diary

You are **not restricted** in terms of the length of these entries. You must however incorporate the following categories;

- Lessons learnt from and about your knowledge partners,
- Lessons learnt about yourself,
- How your new insights will impact on your engagement in the future,
- How your field of study ties into the lessons you learnt today,
- Has your sense of civic duty and global citizenship been impacted in any way by the events of today? (Explain!)
- Other insights

Movie Reviews

Skin

Having watched the movie *Skin*, write a narrative incorporating the following themes:

- The impact of racism on individual and collective psyches and the shaping of identities
- Feelings that the movie evoked and lessons you learned from this about prejudice
- How this movie has impacted and shaped your thinking about the world you live in and the implications for how you will respond.
- Anything else that you wish to expand upon, because you are of the opinion that it was impactful and significant

Intervention Plans and Materials Development

Using the template you've been provided with, compile an activities proposal. This assignment may be completed by the small group in which you've been placed, but must be submitted individually via email.

Upon completion of your fieldwork, compile an activities manual incorporating the actual activities you engaged in, supported by photographic evidence. Your manual should also mirror the materials development skills you've developed over the weeks.

Qualitative Research

Using the principles of community-based participatory action research, interview members of the community in which you are working, to compile a comprehensive profile. An example will be provided to guide you in the formulation of your ideas.

Special Projects

Each group needs to identify a special project in collaboration with the educator, learners and parents. You need to invest a minimum of 30 hours in this project and may invest more if you so choose. This project requires you to compile and submit both a planning report and a post-project SWOT-analysis, including photographs. This project needs to be done outside of the time set aside for contact each Monday.

Semester Tests

The first test will cover the work completed during the first six weeks and test two will cover the work completed up to week twelve.

Video Documentary and Exhibition of Work

You will be divided into one of two groups. You must compile a 20-30 minute video documentary on an allocated theme. This term the theme will be transformation. The documentary should exhibit a comprehensive knowledge of theory.

The exhibition of work is a visual display which must incorporate the following:

- Photographic displays
- Examples of arts and crafts

- Clear evidence of themes
- Must display innovation and creativity

Evaluation of Practical Work

There are three components to the practical evaluation of your work, totalling 5%. Your work will be assessed by the partnering educator, your fellow small group members, and yourself.

Portfolio of Evidence

You are expected to submit an e-copy of your work in the form of a book/manual. You must also include copies of the contracts you've signed, your timesheets, and practical assessments. These will be scanned and mailed to you once you have submitted hard copies.

Presentation and Facilitation Skills

Each participant will be given a theme or chapter which needs to be presented in class. You will have 75 minutes to complete your presentation and discussion/debate/class exercise. Marks will be awarded for: *Content, insight, effort, quality of slides, class participation/exercises.*

Academic Essay

Write an essay in which you analyse and discuss the life of a child who is growing up in the Lynedoch community.

- Use Urie Bronfenbrenner's Bio-ecological Systems Theory as a framework, focussing on the Micro-system sub-systems only.
- Arrange yourselves into 6 groups of 4
- Each person must write 3-4 pages and use 6-8 references, following the APA referencing format, using the Arial font and 1.5 spacing.
- One person in each of the groups must cover one of the 4 sub-systems listed below;
 - Physiology and Physical well-being/ill-being
 - The family
 - The school and the neighbourhood
 - Faith-based institutions, like the church *and* peers



- Your essay must read as if it were written by one author. It must therefore be carefully edited before submitting it.
- It must be submitted using turn-it-in.

Journal Themes

1st Journal Theme

This being your fourth visit to the school, articulate and briefly discuss your impressions at this point in time, highlighting what you think the implications of these may be. Your journal entry must be approximately 200 - 220 words. You may **not** exceed the prescribed limit.

2nd Journal Theme

Within the community development context, it is very important to be mindful of the power differentials that exist between stakeholders. Based on the articles you've read and the discussions in class, write a paragraph of approximately 200 - 220 words in which you reflect on how this may manifest within the context you'll be working.

3rd Journal Theme

Respectful relationships provide the foundation for effective community engagement. Write a paragraph of approximately 200 - 220 words in which you comment on this dynamic within your small group, yourself and the community agency you've partnered with and the group you working with.

4th Journal Theme

The community must be the main actor in community development initiatives. Write a paragraph of approximately 200 - 220 words in which you comment on this principle within the community development context that you are working.

5th Journal Theme

In class much attention was devoted to barriers to community development initiatives. Write a paragraph of approximately 200 - 220 words in which you reflect on your experiences regarding this topic.

6th Journal Theme

Reciprocity is about bi-directional exchanges. Write a paragraph of approximately 200 - 220 words commenting on how this dynamic is playing out in your community engagement work.

7th Journal Theme

Based on what you've learnt about Poverty/Poverties, write a paragraph of approximately 200 - 220 words in which you reflect on these practice as it pertains to your community engagement work.

8th Journal Theme

The interpersonal dynamics within the small groups impacts significantly on the dynamics within the grade groups; Write a paragraph of approximately 200 - 220 words, focussing on the theme of "Group Dynamics."

9th Journal Theme

The dialectical process of learning, doing and reflecting is a central component of service learning. Write a paragraph of approximately 200 - 220 words reflecting on how what you've learnt and done in class over the past 4 days has impacted you.

10th Journal Theme

In community development enabling empowerment is about creating awareness and hope. Write a paragraph of approximately 200 - 220 words in which you reflect on the extent to which this has been achieved by you and your group.



Journal Articles

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