

APPLICATION FORM: NMMU ENGAGEMENT EXCELLENCE AWARDS

(CONSULT THE NMMU ENGAGEMENT EXCELLENCE AWARDS POLICY AND READ THE APPLICATION FORM BEFORE COMPLETING THE TEMPLATE IN ORDER AVOID A DUPLICATION OF INFORMATION.)
COMPLETE THIS FORM IN TYPESCRIPT. PROVIDE ONLY THE INFORMATION REQUESTED.

SECTION A: Application category			
<ul style="list-style-type: none"> Indicate with an X in the appropriate box the award you are applying for. Your application will only be considered for the award you have applied for 	<p><input checked="" type="checkbox"/> Engagement Excellence Award – Science, Technology and Engineering</p> <p><input type="checkbox"/> Engagement Excellence Award – Social Sciences and Humanities</p> <p><input type="checkbox"/> Engagement Excellence Team Award</p> <p><input type="checkbox"/> Engagement Excellence Project Award – Science, Technology and Engineering</p> <p><input type="checkbox"/> Engagement Excellence Project Award – Social Sciences and Humanities</p> <p><input type="checkbox"/> Emerging Engagement Excellence Awards <i>(note that Professors and Associate Professors are not eligible for this category)</i></p>		
Surname of Applicant/Team Leader	VAN GREUNEN		
First Name	DARELLE		
Initials	D		
Title	PROFESSOR		
Telephone numbers	041 504 2090/082 5642 356		
E-mail address	Darelle.vanGreunen@nmmu.ac.za		
Employment position held at NMMU	Professor School of ICT, Director Centre for Community Technologies		
Faculty	EBEIT		
Department	School of ICT		
Division			
Immediate line-manager	Dr Sue Petratos		
Eligibility: Are you permanently employed and/or on a long term (3 years or more) fixed contract? <i>(indicate with an X)</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; text-align: center;">Permanent x</td> <td style="width: 50%; border: none; text-align: center;">Fixed term contract</td> </tr> </table>	Permanent x	Fixed term contract
Permanent x	Fixed term contract		
If this is an application for either the Excellence Awards or the Emerging Award, provide a brief description of your engagement activities and initiatives (250 words maximum)	<p>Description: I have worked together with members of the Northern Areas in Port Elizabeth, a low income and vulnerable community, including youth, adults and elders, with</p>		

	<p>the aim of offering ways that ordinary people can change their immediate communities and recreate social constructs championed by members of these communities. All engagement initiatives are aimed at using innovation, co-creation and applied research to solve common problems affecting the places the members of the communities live, work and play daily through the use of different technologies. The various initiatives in the Northern Areas are representative of such engagement activities. These focus on youth development through the Youth Leadership Academy which was started in 2012 and that has graduated over 120 young leaders from this very vulnerable community. A further activity in this area, focuses on skills development with the offering of e-Skills training to community healthcare workers with approximately 1200 having successfully created the short learning programme and now being exposed to alternate employment opportunities. Apart from short events that engage vulnerable women, offer opportunities for skills development, there is the interventions at the Homes for the Aged in the Northern Areas. In this engagement, community healthcare workers use technology to monitor/manage the aged in their care allowing for timeous interventions when required. The introduction of free community WiFi hotspots and digital libraries in the Northern Areas enabled the extension of the footprint of interventions. These interventions resulted in a blueprint that is now replicated in other vulnerable communities. [250 words]</p>
<p>Are your Engagement activities/projects/initiatives registered on the Engagement Management Information System (E-MIS) on SharePoint? If not, please ensure that they are before you submit this application. Applications that are not registered and updated on the E-MIS will not be considered for Awards. The most recent date on E-MIS for each project update (achieved when 'submit' is clicked) must be in 2015. Provide the exact titles (as featured on the E-MIS) for all of the Engagement activities/ projects/ initiatives with which you are involved. Visit http://caec.nmmu.ac.za/Engagement-Information-and-Development/Engagement-Management-Information-System</p>	<p>Titles:</p> <ol style="list-style-type: none"> 1. Youth Leadership Academy 2. eSkills Development Community Healthcare Workers 3. Patient Management and Observation: Malabar Home for the Aged

SECTION B: Engagement categories

- *You are required to describe and report in detail on a minimum of two engagement categories (these are 1, 2, 3 and 4 below) in order to be considered for an award.*
- *If you or your team are involved in three or four of the engagement categories, report in detail on all of these categories.*
- *Applications that describe and can provide evidence of engagement activities across all four categories are encouraged.*
- *Refer to section 5 of the attached Engagement Excellence Awards policy which provides a guideline on the specific activities you should report on under each of the categories you have chosen.*

B1: Engagement through Community Interaction, Service and Outreach:

I regard engagement as an activity of providing interactions or services to any populations who might not otherwise have access to those services and interactions. A key component of our engagements is that we are not stationary, but mobile; in other words, we are meeting those in need of outreach services at the locations where those in need are. For this reason, the initiatives and engagement interventions are undertaken in the Northern Areas and then specifically in the suburbs of Gelvandale and Malabar. In my capacity as Director of the Centre for Community Technologies, it is important that I lead by example and that I have an active presence in all interventions. I therefore ensure that I visit all the different locations on a regular basis and interact with the community stakeholders as well as the beneficiaries of the interventions. Regular outreach activities include being a guest speaker at Women's Day events, Mother's Day, Youth Day and Mandela Day. During events offered on these important calendar days, I ensure participation from the Centre for Community Technologies team as well as postgraduate and undergraduate students in the School of ICT. The learners who are part of the Youth Leadership Academy are then also encouraged to play an active role in the events. The aim of this is to instill not only leadership characteristics but also that of being a servant leader. Currently all engagement activities undertaken in the Northern Areas are in partnership with not only the respective communities but also the following organisations:

- FamHealth MediPark, Gelvandale
- Hope Foundation, Gelvandale
- Malabar Home for the Aged
- High schools in the Northern Areas (including teachers and principals)
- Nelson Mandela Bay Municipal Libraries
- Telkom
- Vodacom
- Spar Eastern Cape

Dissemination of lessons learnt in these engagements happen through formal research publications but also newspaper articles, radio interviews and social media such as Facebook and Twitter.

B2: Engagement through Teaching and Learning:

All engagement activities have both learning and community goals. To this end, the interventions are co-created between the Centre for Community Technologies team and the community partners. Students from the School of ICT are asked to apply course content to the community-based activities. In the different engagement interventions, students participate by offering IT technical support, assisting with training of community champions in the use of technology, motivational talks to the youth and supporting outreach activities on for example Mandela Day. This gives students' experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners opportunities to address significant needs. It is my opinion that teaching through community engagement benefits students, faculty, communities, and institutions of higher education. Below are some of the benefits that I have observed through the interventions in the Northern Areas:

Learning Outcomes

- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service

Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy that can lead to a variety of opportunities

In addition to the above, I have witnessed how students at undergraduate level became involved in the engagement initiatives, which in turn resulted in them identifying a community challenge as a research opportunity with such students staying on to complete a postgraduate qualification on a topic relevant to the engagement initiatives.

B3: Engagement through Profession/Discipline-Based Service Provision:

My engagement activities have contributed and continue to contribute to the advancement of not only the discipline of Information Technology but rather that of inter-disciplinary interaction and engagement. The variety of activities afford me insights into social challenges and ultimately allow me to engage with not only community stakeholders but also a variety of professionals, government decision-makers and ultimately influence policy. I am then also frequently asked to act in the following capacities:

- Deliver keynote lectures on topics that stem from the engagement initiatives
- Serve on international and national advisory boards
- Serve on peer review panels for international publications
- Serve as reviewer for the National Research Foundation as well as the IEEE Humanitarian Advisory Committee.

Below a list evidencing what is mentioned above:

Representation on institutional structures

- Member of the NMMU Council
- Member of the NMMU Council Governance Sub-committee
- Convener of the NMMU Expert Reference Group Disability
- Member of the Expert Reference Group Health Initiatives at NMMU
- Member of the Student Device Initiative Steering Committee
- Member of the CSIR-NMMU Steering Committee
- Member of the Honorary Doctorate Committee
- Member of Senate
- Strategy Facilitator for Faculty Development

Duties and responsibilities within the School of ICT include:

- Co-ordination of Marketing strategy of School of ICT
- Co-ordination of Faculty engagement policy and outreach evaluations
- Supervision of postgraduate research projects
- Member of the School Management Committee
- Member of the School RTI committee
- Liaison with industry for research collaboration
- Liaison with other higher education institutions on collaboration

Professional organisations

Board of Testing Standards in Africa

- Industry elected Director of Board

Health Education Advisory Board – National Department of Health

- Member of the Advisory Board

Living Labs of South Africa Board

- Chair of the Advisory Board

IDIA International Development Informatics Association

- Africa Representative on Advisory Board

IEEE Humanitarian Projects Committee

- Africa Representative on Project Selection Panel

HIV/AIDS Advisory Council

- Member of the Advisory Council

Institute of Information Technology Professionals

- Professional member

South African Institute of Computer Scientists and Information Technologists (SAICSIT)

- Member of the Executive Council

South African Computer Lecturers Association (SACLA)

- Member of the organisation

NATIONAL RESEARCH FOUNDATION

- Thuthuka grantholder: 2005-2008
- Reviewer of NRF grant applications
- C2 Rated Researcher

Business Women's Association of South Africa

- Member of the organisation

Keynote Address Events:

- International Conference: Empower Women 2016, Cyprus
- Science Talk, Science Forum Africa 2016, Pretoria
- Science Talk, GovTech 2016, Johannesburg
- International Conference: IST-Africa 2016, Durban, South Africa
- International Conference: South African Health Educators 2016, Port Elizabeth
- International Conference: German Academic Exchange Service (DAAD2016), Cape Town
- International Conference: Doctors for Rural Africa Conference 2016, Grahamstown,

REVIEWER FOR THE FOLLOWING CONFERENCES/INSTITUTIONS

International

- Interact
- Computer Human Interaction (SIGCHI)
- International Academy of African Business and Development (IAABD)
- World Computer Congress
- AFRIGRAPH
- The International Workshop on Internationalization and Systems IWIPS
- ICCIR
- IST Africa
- IDIA

National

- National Research Foundation (NRF)
 - Funding Grants (Focus area, Thuthuka)
 - Researcher Rating Applications
- South African Institute of Computer Scientists & Information Technologists (SAICSIT)

Journals

- South African Computer Journal
- Journal for Trans-Disciplinary Research

ADVISORY POSITIONS

- Department of Science and Technology (DST) – Strategic Roadmap for next 5 years

- Western Cape Provincial Government – e-Government for Citizens (eG4C) Strategic Advisor
- Western Cape Provincial Government – Department of Health
- Eastern Cape Provincial Government Department of Health
- Department of Science and Technology – Directorate of Inclusive Innovation
- Human Sciences Research Council Advisory Council
- National Department of Health – Policy Advisory Council

B4: Engagement through Research and Scholarship:

I like to think that I have managed to combine engagement with research and that I have used engagement challenges as research opportunities. Not only do I have a considerable number of postgraduate students who focus their research on community-related topics of research, but I have published extensively on research conducted during engagement projects. Through the exposure received by presenting this work at international forums, my research networks have increased which in turn has resulted in a multitude of partnerships and research collaboration. All engagement projects have an element of monitoring and evaluation and this has resulted in an opportunity to inform and influence policy in different areas. Below is a list that outlines achievements in the area of research and scholarship:

Research resulting in Policy Formulation/Legislation

Government Department	Topic
National Department of Health	Data Interoperability Standards (Approved by Parliament)
National Department of Health Department of Basic Education	School Health Policy change
Department of Science and Technology	Draft policy to inform Inclusive Innovation Development towards rural development
Department of Basic Education	Universal design for inclusive education hearing impaired

Principal Investigator in projects funded by national and international funding bodies:

European Union Funded Projects

mHealth4Afrika (H2020 ICT39): Electronic Medical Records for Maternal Health including the use of Clinical Sensors in rural Africa.

Common Good First (Erasmus +): Through Common Good First, we aim to support and grow the emerging South African social innovation sector by capturing and showcasing social impact projects in South Africa, connecting them to each other, academics and universities around the world.

International Grants

Discovery Foundation: Mobile application for the management and monitoring of DR-Tuberculosis in South Africa

Novartis Foundation: Use of technology to promote wellness education amongst children and educators in low resource settings

South African Grant Funded Projects

Yimpilo: Electronic Health Records on mobile devices for use by Community Healthcare Workers in remote areas.

POMA: Patient Observation and Monitoring Application for the Aged.

MHSA: Self-management application for the management of mental well-being.

Ncediso™: Community Healthcare Worker educational and look-up tool.

Child Health Assessment: Electronic child health record containing general health assessment information and records.

NMMU Engagement Projects:

- Youth Leadership Academy
- E-Skills for Community Health Workers
- E-Skills for rural community members (Amajinqi Traditional Council, Willowvale)

Journal publication:

1. Van Greunen, D. Ethics, children, and Biometric Technology. IEEE Technology and Society. Year: 2016, Volume: 35, Issue 3.

International Peer-reviewed Conference Proceedings:

1. Van Greunen, D and Veldsman, A (2016) The faceless mobile youth of Africa drive change. 2016 UNESCO Conference on Technologies for Development. May 2016 in Lausanne, Switzerland.

Research and Engagement Partners**Government:**

- Department of Science and Technology
- Department of Telecommunications and Postal Services
- Depart of Health
- Department of Basic Education

Science Councils

- CSIR
- MRC
- HSRC

South African Universities

- Stellenbosch University
- University of Cape Town
- University of the Western Cape
- Free State University
- Northwest University
- University of Johannesburg
- Rhodes University

International Universities

- Cyprus University of Technology, Cyprus
- Oslo University, Norway
- Tromso University, Norway
- Glasgow Caledonian University, Scotland
- Strathmore University, Kenya
- Chancellor College, Malawi
- University of Gondar, Ethiopia
- Fraunhofer AICOS, Portugal

NGOs/NPOs

- FamHealth MediPark
- Hope Foundation
- Amajingqi Traditional Council
- East Cape Macadamia
- Malabar Home for the Aged
- Jembi Health Information Systems

Industry

- Stone Three
- Vodacom
- Vodacom Foundation
- Intel Foundation
- Telkom

SECTION C: Descriptions	
1. Describe the impact your Engagement activities have made on stakeholders/beneficiaries/communities and provide details on how these activities are acknowledged/recognized by:	
1.1. External communities/stakeholders/beneficiaries: (not staff and students of NMMU)	<ul style="list-style-type: none"> • Increased number of partnerships • Increased funding for new initiatives that combine engagement and applied research • Increased number of invitations to speak about engagement activities and impact of projects at national and international events • Increased media exposure including SABC News, Discovery Channel Documentary, profiles in Business Day and Mail and Guardian newspapers • Feedback from schools on the positive impact the Youth Leadership Academy has on learners • Learners who attended the academy, excelling in different areas, ranging from academic achievements to moving into leadership positions • Increased employment opportunities for community healthcare workers with added skills set • Timeous interventions and ability to monitor patient wellness in Malabar Home for the Aged
1.2. Internal communities/stakeholders/beneficiaries: (staff and students of NMMU)	<ul style="list-style-type: none"> • Opportunities for inter-faculty and inter-disciplinary engagement and research activities • More opportunities for student and staff involvement • Increased number of postgraduate students doing research on real life challenges
2. Describe how your Engagement activities contribute towards faculty/department/entity engagement goals and objectives. (Refer to your Department/Faculty/Entity's strategic plan here)	
<p>The engagement goals and objectives of EBEIT are listed below:</p> <ol style="list-style-type: none"> 1. To integrate community engagement with teaching-learning and research as a core function in knowledge production, generation, application, service delivery and dissemination in EBEIT; 2. To ensure even and consistent application of meaningful community engagement in the faculty; 3. To ensure the identification and development of realistic measurable performance outcomes for EBEIT community engagement. 4. To create an enabling environment free of unnecessary policies and bureaucracies hampering effective initiatives including resource to execute community engagement. 	

The current activities as outlined in this application and then with specific emphasis on the engagement activities in the Northern Areas are aligned with the goals and objectives of EBEIT in the following:

- **Volunteering:** the unselfish engagement of students and staff in activities primarily benefiting the Northern Areas, with service provision as the primary goal. This includes extra-curricular activities for which no academic or other credit is received.
- **Outreach:** with the focus on delivering a particular service such as presenting a workshop, support in the computer laboratory, training healthcare workers or assisting with functions that benefit the members of the community in the Northern Areas.
- **Internships:** activities where the student is the primary beneficiary and the goal is on student learning. Internships provide practical experience for students in their area of study; assists with achieving learning outcomes; and provide vocational experience.
- **Service learning:** to provide services to the community and equally to enhance student learning through the rendering of these services.

All activities undertaken in the Northern Areas of Port Elizabeth are done on a voluntary basis. Staff and students give of their time, effort, knowledge and passion to ensure the success of the interventions. Most activities take place after hours and over weekends.

3. Describe how your Engagement activities contribute towards the achievement of the NMMU Vision 2020 Engagement Strategic Goals and Objectives. *(Refer to the attached NMMU Engagement Strategic Goals and Objectives)*

I believe that the engagement activities combined with applied research enhance the the Vision 2020 Engagement Strategic Priority as not only positions the institution as a responsive and engaged institution that contributes to a sustainable future through relevant and critical scholarship, but it positions the NMMU as an institution that takes the Academy to the people. The engagement activities described in this application are all undertaken in the actual communities where the needs are. The activities are in response to the needs as identified by the relevant communities. This allows for responsiveness to societal needs as is evidenced in this application. Not only are the interventions responding to the needs but it allows for co-creation with the respective communities. It furthermore allows for inclusive innovation through partnerships with communities, regional, national and international stakeholders and role players. The engagement activities described in this application are integrated into the core activities of the institution cutting across teaching and learning, research and scholarship with the primary aim to develop responsible and compassionate citizens and future leaders who will strengthen democratic values and contribute to the public good whilst enhancing social, economic and ecological sustainability.

4. Describe how your Engagement activities contribute towards: *(Refer to any relevant media coverage, representation on boards or committees, scholarly publications, conference presentations etc.)*

4.1. Addressing the needs of society and various external communities served by NMMU:

I have made it my personal goal to ensure that through research and engagement, I develop a blueprint that can be replicated in different communities. It was a conscious decision to commence with the interventions in the Northern Areas of Port Elizabeth. As the holistic approach to the interventions has now yielded many positive results, this model is now ready to be replicated in other communities with a similar profile. Where required, the model will be contextualized for replication in the relevant community.

4.2. Profiling and promoting the NMMU as an engaged university:

Given my own profile and by virtue of my position as an acknowledged researcher in the ICT4D space as well being the Director of the Centre for Community Technologies, I have access to national and international forums which allows me to showcase the institution as an engaged university.

5. Describe how you have successfully integrated engagement into the Teaching and Learning and Research functions of the university. *(Refer to sections 5.1, 5.2 and 5.3 of the Engagement Excellence Awards Policy as a guideline)*

There are many ways to integrate community engagement into an existing course, depending on the learning goals, the size of the class, the academic preparation of the students, and the community partnership or project type. I have elected to use the following approaches:

- **One-time service projects:** As IT students are required to do a considerable number of hours of practical work,

the entire class is involved in a one-time service project. Arrangements for service projects are made prior to the semester and included in the course activities. This model affords the opportunity for students to gain hands-on practical experience. The learning outcomes of such one-time service projects are agreed with the appropriate staff member in advance.

- **Applied research projects:** This type of projects involves students in research within the community. The results of the research are communicated to me so that it can be used to address community needs. This approach is used where an existing relationship of trust exists with the community and enables us to identify a common research agenda. This type of project is usually part of a postgraduate study which allows for a sustainable and well-researched engagement that offers mutual benefits to both researcher and beneficiary.
- **Voluntary participation:** Community engagement is an excellent way to build upon students' cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues. Given the media exposure and active campaigns on social media, students often approach me with a request to be part of the projects as they can see the value of being involved and sharing knowledge or just giving time to the community.

6. Provide details of scholarly outputs/contributions made to a body of knowledge as a result of your engagement activities. (Refer to publications, new teaching programmes, technical reports, conference proceedings, etc.)

Journal publication:

1. Van Greunen, D. Ethics, children, and Biometric Technology. IEEE Technology and Society. Year: 2016, Volume: 35, Issue 3.

International Peer-reviewed Conference Proceedings:

2. Van Greunen, D and Veldsman, A (2016) The faceless mobile youth of Africa drive change. 2016 UNESCO Conference on Technologies for Development. May 2016 in Lausanne, Switzerland.

7. Describe the important role performed by you or the team in:

7.1. The leadership and management of the engagement activities and initiatives:

I assume the role of the sponsor and the lead in all the engagement activities and initiatives and ensure that I have a hands-on approach. Whilst I am leading the initiatives, I also have a younger member of the Centre for Community Technologies or School of ICT who is being mentored by me to ensure the transfer of knowledge and skills for years to come. It is important to ensure that there is a succession plan in place for sustainability. It is also important to identify suitable champions from the different communities to drive the initiatives from within the community. This ensures that all engagement interventions are needs driven and a response to real needs. It also allows the community to take ownership of the initiatives and provides for a positive buy-in to support the initiatives and contribute to their success.

All activities are scrutinized to ensure there is no breach of ethics and if required, ethical clearance is sought. At all times, it is also made clear to members of the communities that should they not wish to be part of any


7.2. The level and extent of partnerships/collaborations/networks/linkages formed internally and externally:

As part of ensuring that the institution is positioned as an engaged university, I constantly seek to forge partnerships as is evidenced in the list provided in this section. The partnerships are not only local to the Nelson Mandela Metro but also national and international. Given the fact that all engagement activities are approached in a holistic manner, it is of critical importance to ensure not only academic partnerships but also with Science Councils, industry and then community based NGOs and NPOs. The success and sustainability of engagement is also dependent on mutually beneficial partnerships. In the case of the Northern Areas initiatives, the community partners are championing the ownership of the initiatives whilst private sector partners such as Spar Eastern Cape, Vodacom and Telkom are ensuring certain levels of service delivery. As initiator of the interventions, I also initiate partnerships with appropriate stakeholders both internal to the NMMU as well as externally. I also ensure that there is constant feedback to all partners and that appropriate monitoring and evaluation measures are in place to enable appropriate reporting.

a. Internally (inter-departmental, inter-faculty and interdisciplinary):

Below a list of partnerships that all contribute to some element of the engagement and research agenda and then more specifically the engagement activities in the Northern Areas:

- Faculty of Health Sciences (all schools)
- Faculty of Education
 - Centre for Community Schools
- Faculty of Arts

	<ul style="list-style-type: none"> o Department of Music • ICT Services
b. Externally <i>(at local, national and international level):</i>	<p>Below a list of partnerships that all contribute to some element of the engagement and research agenda and then more specifically the engagement activities in the Northern Areas:</p> <p>Research and Engagement Partners</p> <p>Government:</p> <ul style="list-style-type: none"> • Department of Science and Technology • Department of Telecommunications and Postal Services • Department of Health • Department of Basic Education • Nelson Mandela Metro <p>Science Councils</p> <ul style="list-style-type: none"> • MRC • HSRC <p>South African Universities</p> <ul style="list-style-type: none"> • University of the Western Cape • Rhodes University <p>International Universities</p> <ul style="list-style-type: none"> • Cyprus University of Technology, Cyprus • Tromso University, Norway • Glasgow Caledonian University, Scotland • Fraunhofer AICOS, Portugal <p>NGOs/NPOs</p> <ul style="list-style-type: none"> • FamHealth MediPark • Hope Foundation • Malabar Home for the Aged <p>Industry</p> <ul style="list-style-type: none"> • Vodacom • Vodacom Foundation • Intel Foundation • Telkom
SECTION D: Signature	
Applicant Signature	
Date	26 May 2017
SECTION E: FOR OFFICE USE	
<i>(Administered by the Centre for Academic Engagement and Collaboration and the NMMU Engagement Committee)</i>	
Resolution regarding application from Awards Committee:	
Feedback to applicant:	

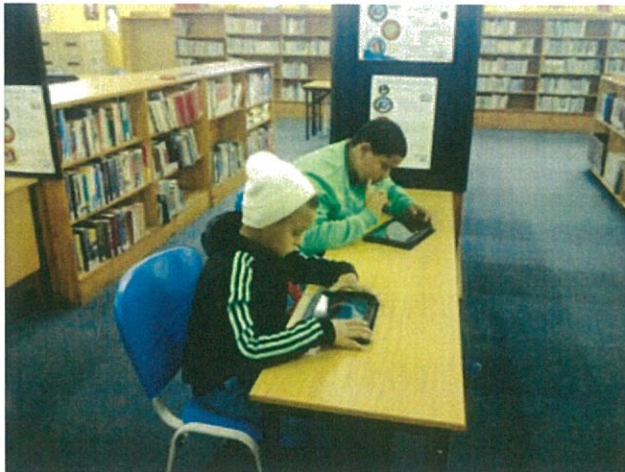
SECTION F: Portfolio of Evidence

Attach any relevant documents as a portfolio of evidence to support your application. **Limit this portfolio of evidence to a maximum of 20 pages.** This can include photographs, promotional material, commendations from stakeholders/beneficiaries etc., publication references, (extracts from) annual or project reports to funders/sponsors etc., or any other relevant materials that may serve as evidence.

List of supporting documents submitted along with this application as addendums:

Please ensure that the documentary evidence below is clearly cross-referenced with the relevant section and number in the application template, for example Section B1 or Section C4.

Digital Library



Digital library – Gelvandale Library



Youth Leadership Academy

MISSION

The FamHealth-NMMU Youth Leadership Academy's mission is to educate the youth, strengthen the family and rebuild the community by aiding and supporting the educational, spiritual, moral and social development of at-risk-youth.

ACADEMY OBJECTIVES

Over decades millions of rands and countless volunteer hours were used to attack the problems facing youth across the nation. Yet, by most standards, problems have worsened. There are no simple answers as the obstacles that today's youth have to overcome, are many and formidable. It is the aim of this initiative to create a concentrated effort in the Gelvandale area to address a number of the challenges faced by at-risk-youth in this area. The program aims to provide solutions to equip youth with the tools they need to successfully overcome their circumstances.

Specific aims include:

- To teach the youth skills that they will need in order to become successful adults.
- To creating new relationships with adults and peers, further connecting them to their community and enlarging their support network.
- To gain a better understanding of the community and its diversity.
- To assist youth to acquire a more positive stature in the community.
- To assist youth in gaining a better appreciation for adults and the multiple roles they can play.
- To assist youth to see their own potential as limitless.
- To assist youth to view the world, and their ability to affect it, in a positive way.
- To create a platform where youth feel needed and useful.
- To create a feeling amongst youth of enhanced power, autonomy, and self-esteem.

Venue for activities

FamHealth Medipark, Springbok Street, Gelvandale (unless otherwise specified)

Communication

Participants will receive an SMS message to confirm the time and date of the next activity.

Refreshments

At each event, refreshments will be served. These are sponsored by Spar Eastern Cape.

Supervision

Please note that all activities are undertaken under the supervision of one of the co-ordinators or a designated member of either FamHealth or NMMU.

Attendance and completion of course

Although we do not include a formal assessment, we award bronze, silver, gold and platinum certificates at the end of the course. These are based on attendance and participation.

The Leader's Creed

I will always start with the end in mind, and remember that my real job is to effectively lead others, honestly create value for society and make the world a better place through my actions.

I will do my very best to apply the things that I know to be true and will "do the right thing" in all my actions so as to be respected by others and guard my self-respect. I will be a person who creates clear vision. I will think strategically and look at the "big picture" in serving my peers, family and community.

I will work hard to make my activities both effective and efficient in achieving results, and I will do my level best to make it easier for people to get things done and feel appreciated, respected and empowered.

I will not confuse being busy with being productive. I will stay focused on the results that need to be achieved and the daily actions that drive these results in every area of my life.

I will not waste time: not mine nor that of other people.

I will remember that good relationships are more valuable than gold, excellent listening skills are critical in every area of my life, and that my attitude will always have a profound effect on others and outcomes.

I will use my talent, time and treasure to serve my family, friends, and community and will always look for the good in others.

I will work hard to maintain balance in every area of my life and practice continuous improvement both personally and professionally all my days!

I will live my life without regrets, making the most of every day!

I will always remember that life, health, work, money, food, clothing, people, leading and learning are all blessings that must never be taken for granted!

CHARACTERISTICS THAT MAKE A GOOD LEADER

Honesty

Ability to delegate and empower others

Communication

Sense of humour

Confidence – believing in yourself

Commitment

Positive attitude

Creativity

Intuition – “gut feel”

Ability to inspire others

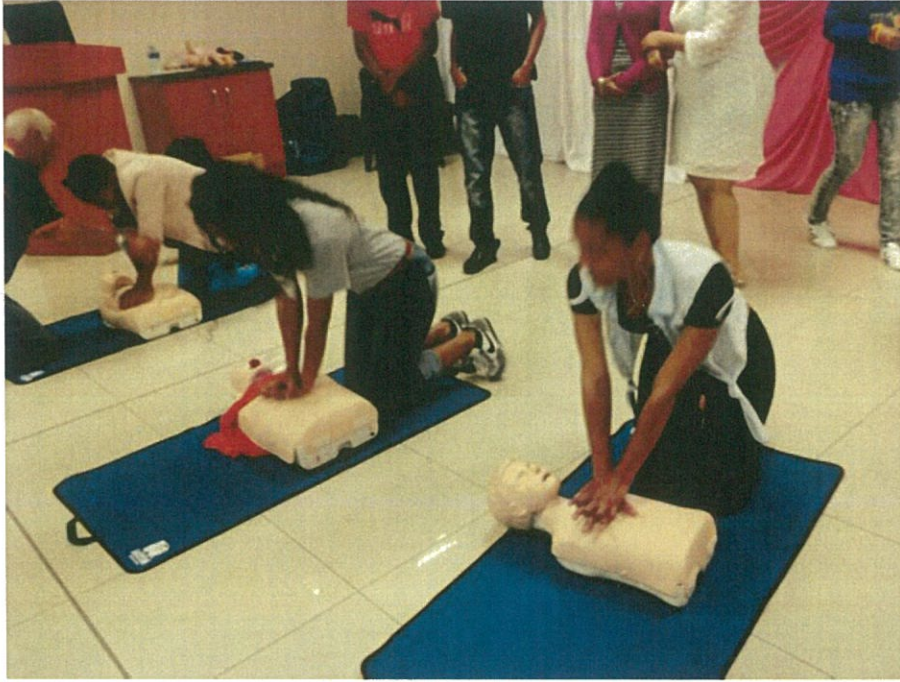
Activities and Events Program 2016

Date	Time	Topic	Presenter(s)
19 Mar	14:00	Introduction to Youth Leadership Academy	D van Greunen
2 April	14:00	The Journey to become a leader	J Govender
9 April	14:00	Street law – what are my rights?	D Davids & team
23 April	14:00	Building meaningful relationships	Sr G Jacobs
30 April	14:00	Personal and spiritual wellness	B Damons
14 May	14:00	Social entrepreneurship	N Campher
21 May	14:00	Asset Based Community Development	B Dolley
28 May	14:00	Achieving your dream	S Knipp
11 June	14:00	Study techniques	A Terblance
25 June	14:00	Sexual harassment	R-A Levendal
9 July	14:00	Gangsterism, violence, drugs - the social impacts	J Oliphant
23 July	14:00	Career Guidance – where do I fit in?	A Sandison
6 Aug	14:00	Relationship management, networking and assertiveness	T Levack
20 Aug	14:00	The mind a powerful tool	L Bruce
3 Sept	14:00	Innovation and sustainable entrepreneurship	K Levack
17 Sept	14:00	Using the Arts for Community Development	B Paulson
1 Oct	10:00	Cyber Security	K-L Thomson
15 Oct	10:00	Public Speaking	R Botha
29 Oct	09:00	The media and the leader	H Robertson
12 Nov	14:00	Basic First Aid	E Ricks
26 Nov	14:00	Economics, entrepreneurship and role of business & government in society	A Mannie
3 Dec	14:00	Emotional intelligence	L Stroud
10 Dec	09:00	Team Building Day	FH & NMMU
12 Dec	18:00	Graduation ceremony	FH & NMMU

Note:

At times as the need arise, some sessions will be changed to suit the schedule of the presenters. All participants will be notified via SMS of any changes.







eSkills Training for Community Healthcare Workers



Free WiFi

Deputy Minister of Telecommunications and Postal Services Prof Hlengiwe Mkhize with Prof Darelle van Greunen at the launch of the Free WiFi in the Northern Areas



Woman's Day Celebrations in Gelvendale

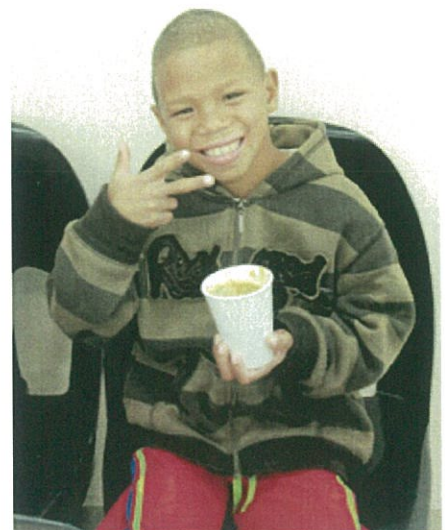


Motivational talk for the ladies from the Northern Areas on Women's Day

Mandela Day Celebrations in Gelvandale



Preparing and serving soup after
free medical screening on
Mandela Day in the Northern



Section B2: Engagement through Teaching and Learning
Patient Observation and Monitoring (POMA)
Malabar Home for the Aged





Undergraduate students preparing software for community healthcare workers at Malabar Home for the Aged (B2: Engagement through Teaching and Learning)

Section C7

**Press Coverage and publicity to position NMMU as engaged institution
Gelvandale Library**



BURGER (Oos Kaap)
02 Oct 2014, p.6



Die leerders (van links) Shirmonique Maaka, Laurent Harker en Nolitha January (naasregs) is opgewonde oor hul digitale biblioteek. By hulle is Vernon Sauls (derde van links) en Nomcebisi Xata (derde van regs) van die Gelvandale-biblioteek en prof. Darelle van Greunen (heel regs) van NMMU se sentrum vir gemeenskapstegnologie. Foto: WERNER HILLS

Digitale biblioteek is 'n eerste vir vasteland

PORT ELIZABETH. – In 'n gebied wat deurtrek is met benedegeweld kan tegnologie en kennis 'n uitweg vir kinders en jongmense bied voordat hulle in dié leefstyl verstremel raak.

Dit is die idee waarop die Baai se eerste digitale biblioteek gebou is – en dit in die hartjie van Gelvandale.

Die nuwe digitale afdeling van die Gelvandale-biblioteek, wat gesamentlik deur die Nelson Mandelabaai-munisipaliteit en die Nelson Mandela Metropolitaanse universiteit (NMMU) se sentrum vir gemeenskapstegnologie (CCT) op die been gebring is, is gister ampelik bekend gestel.

Besoekers aan die digitale biblioteek sal nou kan kies en keur uit tablette, e-boeke en toepassings vir ensiklopedieë.

“Dié biblioteek is die eerste in sy soort in die hele Afrika,” het prof. Darelle van Greunen, CCT-direkteur, gesê.

Daar is selfs gespesialiseerde tablette met vergroterde skrif om koerant- en tydskriflesers vir dié met swakker sig makliker te maak. Besoekers sal ook Kindle-leesapparate kan uitneem.

As dié projek goed ontvang word, kan dit selfs na ander biblioteke in die metro uitgebrei word, het Nkosinathi Sikhosana, 'n munisipale bibliotekaris, gesê. – **Medewerker**



Youth Leadership Academy Press

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Free WiFi – Northern Areas



SABC News – Free WiFi in Northern Areas

Gang-ridden Gelvandale gets free Wi-Fi going

16 MAY 2016 · 07:55 by HEATHER DUGMORE



THE signal is strong and free in Gelvandale. The northern suburb of Nelson Mandela Bay, Eastern Cape, which is frequently in the news for gang violence, is the first area in SA to benefit from free community Wi-Fi as part of the government's broadband access campaign, SA Connect.

Deputy Minister of Telecommunications and Postal Services Hlengiwe Mkhize launched the free Wi-Fi initiative last month at the CCT FamHealth Computer Labs Centre in Gelvandale. Community members were introduced to unlimited data and a strong signal.

SA Connect plans to deliver free broadband access to 90% of the country's population by 2020, and 100% by 2030, one area at a time. In his 2015 budget speech, former finance minister Nhlanhla Nene allocated R1.1bn to the expansion of broadband connectivity at state institutions and schools.

Given the magnitude of the project, the government needs local partners to help kickstart it, which is what got Gelvandale going. Driving the initiative is Nelson Mandela Metropolitan University's (NMMU's) Centre for Community Technologies (CCT), headed by Darelle van Greunen.

The centre is teaming up with FamHealth Medipark, a family health-care practice in Gelvandale that medical doctor and community health-care activist Jeff Govender has run for more than 30 years.

UNESCO Chair Conference on Technologies for Development
FROM INNOVATION TO SOCIAL IMPACT



The Faceless Mobile Youth of Africa Drive Change

Darelle van Greunen
Centre for Community Technologies
Nelson Mandela Metropolitan University
Port Elizabeth, South Africa

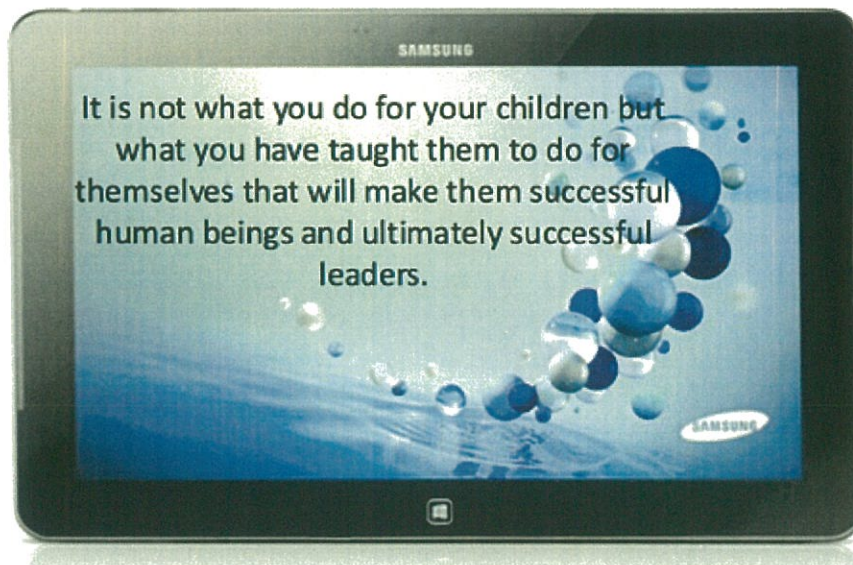
Tech4Dev -- From Innovation to Social Impact -- 2 - 4 May 2016 -- EPFL, Lausanne, Switzerland

Objective of Project

- To determine how ICT can be used to act as the driver of change without excluding human participation.
- What social structural factors relate to unique patterns in youth mobile phone usage in low-income areas faced with severe social challenges?

End Results

- Individual identity and self-expression.
- Strong interpersonal relationships with peers.
- Convergence of online and offline spaces.
- Civic engagement via technology.



Thank you for your attention.

For more information about the different projects:

<http://cct.nmmu.ac.za>

Ethics, Children, and Biometric Technology

Darelle van Greunen

The responsibility of the Department of Social Development in South Africa is to provide an enabling environment to reduce poverty [1], [2]. The first step towards this goal is the introduction of appropriate social policy. According to the Minister of Social Development, the department is determined to protect the most vulnerable groups in society, including the elderly, women, children, and victims of crime. The social assistance program provides social grant payouts to over 16 million people in South Africa.

The South African Social Security Agency (SASSA) is responsible for managing, administering, and paying social grants to the qualifying recipients. This includes monitoring the processing and approval of applications, management of payments by contractors, delivery of quality of service, and fraud prevention [2]. The new payment system rolled out in 2012 includes the use of biometrics for identification. This has resulted in the termination of many fraudulent activities, according to a 2013 report from the Department of Social Development. Other improvements were also made. For example, beneficiaries can now receive their grants anywhere in the country and not only at designated pay points.

SASSA's motto is to "pay the right social grant, to the right person, at the right time and place." One aspect of payment that has not received adequate attention to date is the identification of children using biometrics. This article investigates suitable biometrics for the identification of children. It describes the different properties of a good biometric, and concludes with some recommendations regarding ethics and the use of biometrics for children.

Literature Review

Multiple literature reviews were conducted focusing on the use of biometrics in general. The findings included the following: the accepted characteristics of a biometric as reported in the literature, the proliferation of uses of biometrics (such as law enforcement, banking, and government services), problems with biometrics (noise issues, function creep, privacy concerns, and error rates), preference for certain biometric features over others, processes required for biometrics (enrollment, verification, and authentication), securing of biometric data and, the increasing adoption of multi-modal biometrics.

The literature review on South African social grants revealed information about the government's commitment to reduce poverty, about the Department of Public Service and Administration (DPSA) and its duty in this regard, as well as about the South African Social Security Agency, which is responsible for the grants. Information was also obtained on the Batho Pele principles and on community development workers put in place to improve service delivery in government departments in South Africa, which have also influenced the execution of the social assistance program.

The literature review also considered challenges and lessons learned from the social assistance program in South Africa as extracted from public newspaper reports over recent years. Some of the findings from this third review are mostly from the South African context, but also include some comments from abroad: