

**School of Education
Community Engagement**

..... Presents

**CREATIVE NETWORK
MAGAZINE**

About This Volume

**Students and Staff from ALL universities and members of the general public were invited to:
'Write about their current experiences in a creative way - a story, lyrics, poem, drawing etc...
including how learning can take place during this time'.**

ABOUT US

Dr Angela James (Coordinator)

Academic Leader: Community Engagement
Senior Lecturer: **Science Education**
School of Education; College of Humanities
University of KwaZulu-Natal (Edgewood Campus)

Email: jamesa1@ukzn.ac.za

Cell: 073 511 4558

Ms Phakamile Mazibuko (Editor)

| Master of Education Student
| **Curriculum Studies**
| School of Education; College of Humanities
| University of KwaZulu-Natal (Edgewood Campus)

| 215029257@stu.ukzn.ac.za

| Cell: 079 953 9498

Mr Lihle Mbatha (Editor, Layout & Graphics Designer)

| Bachelor of Education Honours Student
| **History Education**
| School of Education; College of Humanities
| University of KwaZulu-Natal (Edgewood Campus)

| 215056679@stu.ukzn.ac.za

| Cell: 072 974 9894

Mr Luthando Molefe (Editor)

Bachelor of Education Honours Student
Teacher Development Studies
School of Education; College of Humanities
University of KwaZulu-Natal (Edgewood Campus)

Email: 215029529@stu.ukzn.ac.za

Cell: 078 049 1558

Ms Mandisa Luthuli (Editor)

| Bachelor of Education First Year Student
| **Social Science Education**
| School of Education; College of Humanities
| University of KwaZulu-Natal (Edgewood Campus)

| 215046770@stu.ukzn.ac.za

| Cell: 067 696 0185

Mr Siphamandla Gumede (Graphics Designer)

| Bachelor of Education Third Year Student
| **Commerce Education**
| School of Education; College of Humanities
| University of KwaZulu-Natal (Edgewood Campus)

| 218017568@stu.ukzn.ac.za

| Cell: 063 654 0962

A voice of the silent woman

by

Busisiwe W. Mzobe

(University of KwaZulu-Natal; Edgewood Campus)

217050346@stu.ukzn.ac.za

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I cry with the silent voice, voice of the silent woman.
Having thoroughly thought about dead bodies of innocence,
Those people who are killed for silly reasons.
What about those knowing nothing about the world?
Those twinkles who should have been the future generation.

From every corner of the street,
From urban to rural areas, no peaceful, safe places.
Children are raped, women are killed.
What happened to the inner being?
Where is the conscience, people?
We need those women and those future generations.

Listen, gender inequality is a big NO.
Ooh it's a yes to equality.
The time is NOW, and the NOW is the time.
Let us react, respond and introspect.
Yes, I mean to rectify the country and to END Gender-based Violence.



South Africa, let stand together and fix our
country,
Let us unite and fight every battle.
Let us fight Gender-based Violence
Let us use our prayers as a weapon,
A weapon to fight every predicament.
Together we can,
But alone it's a big NO!

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CAN I...
by
Nicolene Butler
(University of Free State)
ButlerNM@ufs.ac.za

Can I SCREAM!
Can I SHOUT!
Can I LET IT ALL OUT!

My heart is weary...
My soul is teary...
I am heavily filled up with frustration and mixed emotions.

Can we please go back to the way things were.
We were carefree,
We were happy,
We were alive!

But now we are in lockdown...
We are in isolation,
We are suffocating,
We are trapped...

We are caught up in Covid's fearless grip!

Hang in there, because this too shall pass,
For there is a reason for every season

And we are not forgotten, nor forsaken.
Hold on, for better days are coming,
And we all will be sharing our Covid experiences with the next generation.

**INTERESTED IN
SUBMITTING A CREATIVE
PIECE**

**Submit your piece to any
team member by e-mail or
WhatsApp by Wednesday of
every week.**

**SUBMIT - PERMISSION IS
GRANTED TO THE EDITORS
TO PUBLISH MY CREATIVE
WORK IN THE MAGAZINE.**

Forget the facade

by

Denosha Mungal

(University of KwaZulu-Natal; Edgewood Campus)

214507772@stu.ukzn.ac.za

"Looking good", they say.

But, what about the beauty of my war-torn scars?

Do I carry them around well too?

The scars from the wars fought when I lost loved ones.

The scars from the wars fought when I experienced heartbreak.

The scars from disappointments.

The scars left behind by broken dreams.

The scars from sleepless nights.

I wonder if anyone looks at me and thinks

"She fought her battles well,

She carries her scars beautifully"...

Far too often we forget the wars and scars

And focus only on the facade.

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Reforming global citizenship in a COVID-19 society

by

Dr Eugene Machimana

**Senior Education Consultant: Curricular Community Engagement
(University of Pretoria)**

eugene.machimana@up.ac.za



COVID-19 has created new challenges and opportunities in the twenty-first century. Equally so, COVID-19 has highlighted the already existing societal problems, such as alcohol and substance abuse and drying funding for non-profit organisations, that needs urgent attention. Many of these challenges can be effectively resolved through meaningful participatory engagement with the community, given its influence in higher education (HE) practice. I believe that HE should share its rich resources with the larger community that is less resourced to address social problems and improve the quality of life of its people.

I believe that the community can influence HE practices and its curriculum, by partnering with HEs in Community Engagement (CE). Scholars concur that those who participate actively in CE-partnerships have great influence on the curriculum (Butcher et al., 2003; O'Brien, 2009).

On the other hand, it is acknowledged that academics are perceived to have the ultimate power in a CE-partnership. Throughout this article, I attempt to convey the importance and relevance of Global Citizenship and Global Citizenship Education for South African HE, and therefore its impact on the curriculum. I anticipate that the implementation of participatory principles drawn from the experiences and perceptions of the community partners could be used to assist HEs

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in developing an appropriate curriculum, one that meets the demands of the twenty-first century's Global Citizenship Education.

COVID-19 has brought radical changes in society; thus, I believe that it is imperative to reform the HE-CE curriculum in order to uphold Global Citizenship Education, which recognises inclusiveness and diversity in partnerships. May I reiterate that HE and community partners should have an equal voice in the planning and implementing of HE-CE curriculum. The collaborative process of reforming HE-CE curriculum requires the appropriate structures and ample resources from community partners in order to remain relevant in the 'new normal' society of COVID-19. Like Butcher et al. (2003, p. 114), I assert that, "relevance is the key to worthwhile pedagogy" in HE-CE. This speaks to the issue of indigenising Global Citizenship in the African context. As I have alluded, I maintain that current trends advocate that CE should be embedded in the curriculum to produce tolerant, compassionate, socially trusting and responsible global citizens and improve the standard of living of the community.

References

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O'Brien, F. (2009). In pursuit of African scholarship: unpacking engagement. *Higher Education*, 58, 29-39

I had never ever been in his 'SHOES'.

by

Roxanne Andrews

(University of KwaZulu-Natal; Edgewood Campus)

217048219@stu.ukzn.ac.za

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There's a man.
Wakes up early morning,
Undeterred
By the hustle and Bustle.

There's a man
Who leaves his home?
Undiscouraged
By the little income,
Resolute and determined
Even if the rain comes.

He spreads out his plastic sheet,
Colours of blue and green.
He places a friendly smile on the face,
Smiling effervescently,
Never looking mean.

I saw him the one time,
Setting up his plugs and appliances,
Early one morning.



I sneered at HIM
And thought gingerly,
What income does he get for selling this 'Stuff?'
And then I remembered
Something very important,
I had never ever been in his SHOES.

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"I am not designed to talk to a camera" -
A Poem by Rachel Pappas

Dr. Betty Govinden
(University of KwaZulu-Natal)
herbyg@telkomsa.net

COVID-19 have given "distance education" a new meaning. Teachers and lecturers everywhere are missing the rapport of real classroom life with their students. Rachel Pappas, a teacher in a primary school in Texas [where public schools were closed from April, for the remainder of the school year], writes poignantly of how she is missing her learners. These are excerpts from her poem:

"Today, my classroom didn't lose a pencil,
I didn't throw away glue.
I didn't help a child,
Who didn't know what to do.

Today, my crayons went unused,
And the scissors stayed nice and sharp,
But everywhere else,
Things seemed to be falling apart.

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The world went on turning,
As people stayed in their homes,
But today my classroom stayed empty,
Silent past the morning bell tone.

Today, I didn't hug my students.
Or tell them each I loved them.
I didn't teach reading, writing,
Or how to decompose 10....

Today, I learned that the doors would stay locked,
Because this disease shows no slack.
How many pencils I would give,
Just to have my students back."

Community Engagement in COVID-19 times: Challenges and opportunities

by

Dr Nkhensani Susan Thuketana

Lecturer: Department of Early Childhood Education

(University of Pretoria)

Susan.thuketana@up.ac.za

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Community Engagement, by design, mutually benefits targeted individuals, schools, communities and the institutions conducting such engagements, depending on the outcomes set for the project. The University of Pretoria conducts community engagement projects structured into the curriculum with the aim of producing professionals with graduate attributes who will strive to find solutions for societal challenges. In the Methodology of Learning Support (JMD 351 module) in particular, student teachers engage with communities by visiting nearby schools to practise the assessment of perceptual skills development in learners and share with in-service teachers the impact that such underdevelopment has in respect of learning difficulties. Play-based pedagogy incorporating games is used during the assessments. Learners generally enjoy the programme, and many positives as well as challenges are unravelled during the assessments.!

The positives include teachers acquiring the necessary assessment skills and an understanding of the learning difficulties associated with underdeveloped perceptual skills. This has cascaded to, among other things, one school establishing a relationship with the District-Based Support Team, whose responsibility is to outsource professional support for the challenges faced by both learners and teachers at the school. Furthermore, the association initiated parental involvement, which is understood to enhance the academic and social development of learners.

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While numerous benefits have been reported on the project over the past five years, the programme could not be completed in 2020 due to the emergence of COVID-19. Since the coronavirus is known to spread through close physical contact, South Africa went into lockdown. As a result, schools and universities closed as part of a strategy to curb the spread of the virus. This initially seemed like a lost opportunity for the identified school to benefit from the project. However, the lockdown exposed issues that may strengthen community engagement projects moving forward. Firstly, it exposed the social divide between the haves and have-nots, which is perpetuating inequalities in the country. Secondly, the use of technology that can be accessed anywhere and at any time, and that can enhance the quality of the learning environment, is not a luxury anymore. Finally, yet importantly, if South Africa envisages itself as part of the global world, universities should dedicate resources to incorporate training in the use of technology in its community engagements. This is essential to avert total closure of schools, particularly for children from poor socio-economic backgrounds, and to end the vicious circle of poverty in the country.

Innocent Muhwezi

[Moi University – Faculty of Education; Kenya]

muhwezill@gmail.com

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Research!!! Research!!!! Research!!!

My passion is to know you more.

Why are you called Research?

I have always known that RE-DOING a task is so easy

But it seems that the reverse is correct,

You appear easy in pronunciation and spelling.

Easy to say but difficult to do alone,

You require Teamwork and academic sharing.

Academic critiquing makes you the simplest task

However, it's the most disgusting stage for the researcher.

These academic wars make the researcher appear as if

He or she has washed the clothes then sun-dried in the sand

Please have mercy on researchers for they need to go to the next level

Have mercy to the researcher- supervisor relation for quick accomplishment

From Literature review to problem identification

Is the way to go for scholars who focus on only success.

You have caused sleepless nights to different scholars,

I here in the process of theory development, new knowledge

And expanding the existing knowledge.

At least I have now understood your nature

Because when I am irrelevant, you appear easy.

So, researchers should embrace your other side

For it's the way to realise answers for a study problem.

How can one accomplish you in a short period?

Just a Five-chapter booklet taking years to be completed

I here that scientific knowledge should be reliable and credible

So be easy for everyone embracing you in the academic path.

The unique password of completing you softly,

Is the Research wheel that softens you

For, it promotes coherence from chapter one to the last chapter

The connection of ideas from the beginning to the end.

Hi!

Did you know that Creative Network Magazine is making an international cooperation South-South with a Brazilian magazine?

“Our magazine is called Revista Futuro do Pretérito and we would like to invite you to write us a letter about your personal experience facing Covid-19 in South Africa. We can't wait for your answer!”

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Email: revista.futuro.preterito@gmail.com

Phone number: +55 11 9 7240-1450 - Millena Miranda
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Marilia de Moraes Benini- Student at [School of Education of University of São Paulo (FE/USP); Brazil]

Right in the middle of the journey

With the new gas to start my second half

It's a challenging path (theoretically) 4 years

A transformative journey to be taken at FEUSP

Behold, we are surprised by something invisible

That left everyone with broken eyes

What is happening? Lessons canceled? But until when?

What do we do? Will we miss the semester? What about school classes?

Many doubts and uncertainties

We were pushed into this new routine

What some call the “new normal”

This is our indefatigable need to normalize things

It's another way of saying: "Get used to it"

Among the many things we have to get used to in life

It is as if from this life, which surrounds us with surprises and “abnormalities”

We call normal what just scares us, gives us fear

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As if it were a tranquilizer

(Maybe we need them)

Gradually we try to re-fit

Anguish, (in) decisions

Lock this discipline or not?

Wow, I wanted to do this face-to-face internship, "normal" ...

Remote studies, redone plans

And there were almost 5 months

Without walking the halls and lawns of FEUSP

Without seeing up close the children of EA, where I am a scholarship holder

Without seeing my classmates on a daily basis

What can I say to whoever is there, in another corner so far from the world?

I know from here at FEUSP that the fight is not vain, nor lonely

This has been my comfort, my utopia in our ailing country

I want to learn and teach how to turn power into action

Meanwhile, my routine has been like this, normal, like many people

Filled with new-old abnormalities

Living in isolation and privileges

While many follow life normally

Having to go out every day to the invisible

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<https://forms.gle/PUX7R1TgeyQjpUcS7>

We're delighted to send you the **First Announcement and Call for Abstracts** for the next **University Social Responsibility (USR) Summit** which will be held at the beautiful Future Africa campus of the University of Pretoria from **3 – 6 February 2021** with the theme: **University Social Responsibility: Priorities for the Next Decade**. Potential presenters are invited to submit abstracts of a maximum of 250 words related to the topics listed. Abstracts can be submitted online via the portal on the website by Monday 21 September 2020.

More information is available on the [conference website](#) where the topics, template and submission information as well as information regarding the venue in Pretoria can be located.



**USR Summit
2021**
University
Social Responsibility:
Priorities for
the Next Decade

3–6 February 2021
Future Africa Campus,
University of Pretoria,
Pretoria, South Africa



IMPORTANT NOTICES TO ALL AUTHORS

NOTICE 1

Dear Authors

Thank you so much to everyone who submitted their great creative piece(s) which were published in Volumes 1 - 23 and to those whose pieces are in the current publication, we are grateful for your amazing work.

Creative pieces in any language are welcome.

Kindly please note that we **ONLY** publish **8-10** “creative pieces” each week.

If your piece is not in the current publication, it will be published the following week.

Kind regards,
Creative Network Magazine Team

NOTICE 2

Dear Authors

Whenever you submit your creative piece to Dr. James, we kindly and warmly request you to please also send the following note with your submission:

I (Full name and Surname) hereby grant permission for the Creative Network Magazine to publish my submission (creative piece).