

**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'.**

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Does Poetry Matter?

by

Bala Mudaly

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(Melbourne, Australia)

1

It's wonderful that the Creative Network Magazine has wholeheartedly inspired the student population into creative writing. Truly remarkable, too, how poetry has come alive in each and every edition of the Magazine.

Stray lines of poetry, learnt by heart in my school years, often drift into my consciousness, intrusive as ghosts that haunt people's dreams.

- *I wandered lonely as a cloud;*
- *Under a spreading chestnut tree, the village smithy stands;*
- *I must down to the sea again, to the lonely sea and sky;*
- *Is there anybody there? Said the traveller, knocking on the moonlit door;*

However, I'm feeling somewhat daunted by poetry writing. I wish someone would explain what makes poetry, poetry. In fact, I view poems with respectful awe, especially where their intended meaning and purpose elude me. Writing poetry as a personal pursuit is one thing, but to invite the public to read them is quite something else. It requires some measure of courage and confidence. While I may read and readily express an opinion on a book or short story, I hesitate to do so with poetry. It's just that I can't seem to tell what's acceptable, and what's not, especially since free verse has become so popular. Perhaps there's no such thing as good or bad poetry. It's all a matter of personal taste. Beauty, they say, is in the eye of the beholder.

I have attended a few poetry slam sessions in Melbourne where budding poets take to the stage and recite their latest poems to a live audience, who then offer spontaneous feedback. Often, when the poet read his creative attempt aloud, all his intended elements in verse (such as meaning, and rhythm) became evident, thereby enabling the audience to enjoy and appreciate the poem that much more, both at an emotional and intellectual level.

>>>>>

The late Es'kia Mphahlele, writes in his memoir, *Africa My Music* (1984):

'I was constantly asking myself questions about the value of poetry for me and my students, and for the township culture we were sharing.... Of what use was poetry in a social climate that generated so much physical violence? ... a social climate that made the study of literature, particularly in a foreign but official language like English.'

Mphahlele is reflecting on his time as a teacher in township schools in the late 1940s and 1950s. How then did he resolve this thorny issue to become, in his lifetime, a celebrated writer, a scholar of English Literature and a doyen of African Literature? Well, I suggest you read his memoir to find out.

In his admirable book *Reading Revolution*, Ashwin Desai, tells of how political prisoners on Robben Island, including Nelson Mandela, found much inspiration in Shakespeare, although some labelled him as a tool of the British empire. They saw the harsh reality of their own lives mirrored in the universal themes of Shakespeare's plays and sonnets. *Macbeth*, *Julius Caesar* and *The Tempest* were most popular. Almost every line of poetry resonated with them. They created a shared literary world in prison. Literature fed them hope and courage to endure *incarceration, hard-labour and social isolation, nurtured wisdom in the human condition*. The voice of Shakespeare through his characters still echo in the memories of the few who survived apartheid and Robben Island.

O, gentleman, the time of life is short!

The weight of this sad time we must obey

All the world's a stage

Sweet are the uses of adversity

If music be the food of love play on...

As for myself, I hope one day to crack the secret of poetry, taste its very essence and enjoy in full measure the likes of Mongane Wally Serote, Dennis Brutus, Ingrid Jonker and Rupi Kaur.

**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.

Unintelligence

by

Nicolene Butler

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2

What a meaningful word to describe things and people that make your life miserable...

Instead of calling them funny names,

This word explains their attitude, behaviour and the way they think,

So do not allow them to upset you,

Just know that they are unintelligent and that you cannot change them!

Psychological Services in a Global South context during the COVID-19 pandemic

by

Donné Bernard

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3

In modern times globalisation has had a noticeable impact on the provision of healthcare and related services, including various psychological services. With this in mind, and given the current COVID-19 pandemic, one cannot disregard the effect it has had within a vulnerable healthcare system, specifically the availability of appropriate postmodern psychological and other health support services in South Africa.

During times of crisis, access to, and the sharing of strategic psychological knowledge and resources within a globalised environment should undoubtedly be emphasised. Although globalisation might be a well-known concept in developed nations, it has been slow to reach specific rural communities around the world due to the excessive influence and power the West holds over developing countries. This being one of the main concerns related to post-colonial theory. During my research, I found that global trends have thus far had an undeniable and definite effect on the general development of individuals who reside in poorly resourced contexts across the globe. The prolonged consumption of resources in developing nations, without providing adequate infrastructure and sustainable long-term education and growth plans has undeniably harmed these poorly resourced communities.

The COVID-19 pandemic has also made it clear that there exists an unequal distribution of specialist services around the world to counter its effects. Unfortunately, individuals who reside in high-risk contexts seemed isolated in terms of access to healthcare support, basic psychological support and other essential resources. Despite these inequalities, the pandemic has seemingly increased awareness of the gaping structural discrepancies, which has expedited and motivated change in several sectors.

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Considerable criticism of globalisation alludes to the fact that colonialism and the effects thereof have not yet come to an end. Many countries around the world are still experiencing the severe effects of colonialism. The accepted approach amongst former colonised countries has traditionally been to merely denounce the concept, its effects, the architects thereof and to offer monetary compensation as restitution for their nations' failures. One of the resultant outcomes is that Western interpretations and perceptions of colonialism are reinforced instead of challenged, which has and could further lead to a gross misrepresentation of the realities of non-Western groups.

The regrettable aftermath in a post-colonialist, pandemic-stricken context is that the gap between developing and developed countries has increased significantly. This is mainly attributable to globalisation, which has placed a focus on inequality and revealed the existing structural disparity. A global re-evaluation of health and psychological practices in the African context is therefore long overdue.

The rate of globalisation encourages psychology and related health systems to keep up with the pace of development, although psychology is still seen as decontextualized. One would consequently hope to facilitate a more relevant and solution-focused discussion on available psychological support services, seeing as the COVID-19 pandemic has contributed to an even greater need for relevant, equal and accessible support services in the Global South.

GARDENING FOR COMMUNITY DEVELOPMENT

by

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4

What created your interest in gardening?

The garden was established from various perspectives. The word of God consistently encourages faith with action as contained in NIV Bible (James 2:17). After being occupied with this verse, one received the vision to establish a garden around the church so that it (the church) could be involved in the community, whilst bringing good news to people.

Secondly, the interest was raised by a need to respond to the prevalence of the unemployment rate and ensuring food security. Whilst thinking of the process, it dawned that the unemployed could find something they could do for themselves and learn ways to make their lives better.

As a young woman in the past, our parents used to involve us in the garden which was used to sustain the family vegetables and these went a long way. Some of the tricks we learnt then did not make sense, but now they do.

The other perspective that raised the interest of gardening was the need to respond to "Going Green" theme in the caring for creation. This also caused a stir to advocate for the theme through tangible actions. In Gen 2: 15, God expects us humans to care for his creation.

When COVID-19 pandemic struck, the garden became a hobby and a response to the high need of food for those affected by it. Food parcels could be secured from the garden harvest over and above financial contributions received from the parishioners.

>>>>

Who are you gardening with?

This garden project is run with people who are unemployed and willing to assist. They have to support their families and members of the family and church. Their involvement will be determined by where the garden is and what sort of role have they decided to play in the process. Currently the project is run from various pieces of land or spaces. The space can be divided into the following categories:

- Gardening occurring in the church premises where vegetables are planted.
- Gardening where families are encouraged to have small backyard gardens
- Portable gardens created to assist those with no space at all by recycling various items to act as gardens during lockdown and closed spaces
- Gardenless gardens which occur where those with funds to share in the upkeep of the garden give financial support and are entitled to receive some portions from harvest where there is excess.



There is a team that is supporting the garden and they have various responsibilities at various points depending on which category they belong to.

CATEGORY	TEAM MEMBERS	RESPONSIBILITY / ROLE
Church premises	Pinkie	Overseeing the operations of the garden
	Ishmael	Providing physical support when available
	Agatha (MaNtombela)	Breaking the ground and preparing the soil for planting, planting, weeding and mulching (AS)
	Hloni	Helping with planting, watering the church gardens & mulching (AS)
	Siyamthanda	Helping with planting, watering the church gardens & mulching (SM)
Ad hoc member	Taylor	Watering the church garden (SM)
Ad hoc member	Sandile M	Helping with planting, watering the church gardens & mulching (SM)
Backyard gardens	Samke	Helping with planting, watering the church gardens & mulching (SM)
	Zanele	Preparing the soil for planting and planting, watering the garden (SM)
	Agatha (MaNtombela)	Preparing the soil for planting, planting, removing weeds, mulching (MyHome)
	Zanele	Preparing the soil for planting and planting, watering the garden (PG & SM)
	Samke	Helping with planting, watering the church gardens & mulching (MyHome & SM)
	Siyamthanda	Helping with planting, watering, weed removal & mulching (PG & SM)
	Fikile	Preparing for planting, planting, weed removal, & general upkeep until harvesting (PG)
Catherine	Preparing for planting, planting, weed removal & general upkeep until harvesting (PG)	
Portable gardens	Sandile M	Helping with planting, watering & mulching (SM&PG)
	Pinkie	Preparing recycling containers, planting, watering, tending till harvest (All gardens)
Gardenless gardens	Nonto	Tendering the portable garden
	Zonke	Financial support
	Kelvin	Financial support
	Pinkie	Financial support

Legend:

PG = Private garden

SM= St Marks AS= All Saints

>>>>>

What do you do with the produce of your garden?

The garden has produced various vegetables as per season, since its establishment in 2019.

- The harvest is used for those in need and they are supported with the vegetables harvested.
- The harvest from private gardens and portable gardens, in excess, is sent to Malvern Children's Home, as they were identified in need of various supplies.
- The people working in the garden who are unemployed, are provided with vegetable supplies as needed.
- Some of it is utilised by those who prefer to make financial contribution to the garden as they share in the harvest.

Where do you believe the growth or future of this gardening lies within the church community? Within the greater community?

The garden is seen as a link between the community and the church. If there is a wider space, the church could also be able to offer some support to those in need or have been affected by life adversities and negative circumstances.

It is always never easy to make money available, but food will always be an immediate need. The church can create soup kitchens for those in need and also play a role in providing employment for them to gain the skill to do gardening through Farming God's way principle and also assuring them of food availability.

Lastly, the church may use it to skill young people in gardening and thereby teaching them how to fish for the future. Linkages with other community institutions that are providing necessary support, may assist in the life of the garden.



Vet Books for Africa and COVID-19
by
The Vet Books Team
(Faculty of Veterinary Science)

5

Vet Books for Africa is a truly unique, student-driven, initiative established in 1993. This initiative distributes veterinary textbooks, journals and other educational equipment/tools to veterinary faculties in several southern and central African countries. Since our modest beginning, we have made 13 trips, reached eight countries, seven universities, driven approximately 84 000km and distributed an estimated 2 300 books. After the previous successful expedition at the end of 2018, the current committee was entrusted with planning the next expedition to take place at the end of 2020 to the selected countries- Zimbabwe, Zambia, Tanzania, Kenya, Uganda and Malawi.



Our long-term goal is to play a role in helping the universities produce veterinarians of higher quality for years to come while building relationships with our future colleagues in Africa. We hope that through this, we are successful in empowering learning institutes for a lifetime.

Although we have been faced with the COVID-19 pandemic, we have been determined to continue working towards achieving our collective goal. By remaining motivated, we have overcome a lot of obstacles the pandemic brought with it. The most significant is finances; during this challenging time sponsorships became few and far between. But, we stood up to the challenge and created a sponsorship strategy that has proven to work well. Another obstacle we needed to adapt to was the challenge of doing everything remotely/online. Although these challenges did not make it any easier to plan and prepare for our expedition, we have remained dead set on making our goal a reality. As a result, we can now say we will be able to complete our trip at the end of 2020 successfully, permitted that the cross-country borders are open.

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To help make the difference we set out to achieve, we decided to partner with some organisations to work together in 'Unlocking the true potential of Conservation in Africa through the education of its people', and these partners are listed below. Our longest partner, the University of Pretoria, through Vet Books for Africa, is a registered society. Wildlife Conservation Trust (WCT), a like-minded Public benefit organisation (PBO) sharing our mission of working towards the conservation of endangered and vulnerable species. International Veterinary Students Association (IVSA), who have supported us for many years and Vet Books for Africa (VB4A) has played a role in helping them bring veterinary students from all over the world together. Our most recent partner is Lessons in Conservation (LiC); they also share our mission, to make an impact in the lives of both animals and people by working towards conservation through education.

Vet Books for Africa strives to globally represent the veterinary profession, to create a positive ripple effect in the struggling world of conservation. We plan to use our passion for animals and medicine to find common ground upon which unique relationships between South Africa and fellow African countries can be formed. Through our actions, we hope to unite the veterinary students and faculties across Africa and contribute towards creating a sustainable world for animals and people alike.



For more information on our journey, please visit our website: <http://www.vetbooksforafrica.org>

Or find us on Facebook-Vet Books for Africa and Instagram-@vetbooksforafrica

OR Contact us directly info@vetbooksforafrica.org

6

Grace – A Novel
by *Barbara Boswell*

Reviewed by Dr. Betty Govinden

(University of KwaZulu-Natal)

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"For the first time, Grace felt unafraid of life. She breathed in that mountain, and in it, caught a glimpse of what she could be like: towering, rooted and strong. Then she grasped her packed suitcase and, without looking back, walked away from that apartment and her old life. When the door slammed behind her, she knew she was free."

This is the last paragraph of Barbara Boswell's novel, *Grace*, published in 2017.

Set in the Cape Flats, *Grace* is the story of a young girl, who has memories of a childhood marked by violence, both personal and political, and family trauma. It is also the story of breaking the cycle of violence, and moving out of the prison-house of the past.

Barbara Boswell, is a professor of English Literature at UCT. Her debut novel, *Grace*, won the University of Johannesburg Book Prize in 2018.



Special Friend
by
Nicolene Butler
(University of Free State)
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7

You are my fortress,
You are my comfort,
You are my solid rock,
My anchor,
My everything.
I trust you with my whole life.
You uplift me,
You give me strength,
I rely on you,
Because I now you always have my back.
I appreciate you and I love you, MY SPECIAL FRIEND!

RESEARCH BYTES

8

Working in teams, students in Service-e-learning (SeL) use technologies such as teleconferencing, blogs, virtual classrooms, online videos, discussion boards, digital storytelling, etc. As a consequence, they are able to address needs and issues beyond their local contexts, develop cultural understanding, and engage in Service-Learning projects that expand from local to global.

Preradovic (2015, p. 4)
DOI: 10.1007/978-981-287-532-7_130-1

Boyer (1996, p, 20) positions the scholarship of engagement as an activity that connects the resources of a university with pressing social, civic and ethical problems with a larger purpose in order to create 'a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other'.

Service-Learning - An Introductory Guide to Service-Learning.

Community-University partnerships for engaged learning through integrating classroom and community goals. This introductory guide is intended to inspire and direct academic staff at all levels of experience at Rhodes University who intend to design, implement and run service-learning courses.

<https://www.ru.ac.za/communityengagement/servicelearning/servicelearning>

Conventional

9

Who said that
you have to start
in the top left hand corner,
or even that there should
be only one poem per page?

Hopefully it tastes better

The coffee machine dribbles me a drink,
like a careful man
finishing off
at the urinal.

Ongoing

Who I was this morning is already
different to the person I am becoming;
even completed poems are capable of evolving...

John Roff (Nature Guide) johnroff1@gmail.com

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Closing: 28 February 2021.



APPLY AT: WWW.ZABURSARIES.CO.ZA

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 - 36 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).