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# UKZN DABA



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UKZN is collaborating with Government to improve food security in South Africa.

## UKZN JOINS HANDS With Government on Food Security

The African Centre for Food Security (ACFS) at UKZN's School of Agriculture and Agribusiness has joined hands with various government sectors to tackle the issue of food security.

WORDS: LUNGA MEMELA PHOTO: SUPPLIED

**A** workshop titled: *Re-Envisioning of the Food Security Programme* was hosted by the ACFS on the Pietermaritzburg campus on July 7. The main objective of the workshop was to set a food security agenda for research and training within the University to work with Government.

Government officials in attendance included Directors, Deputy-Directors and Consultants from Provincial Departments of Agriculture, Land Reform and Rural Development and Economic Development. Several academics from the School of Agricultural Science and Agribusiness and the Dean of Science and Agriculture also attended the workshop.

The Acting Director of ACFS and Lecturer in the Centre, Dr Joyce Chitja said that although the ACFS has worked extensively on food security internationally and engaged with NEPAD and

SADC, there has been a gap in engaging the local and national food security agenda and initiatives. She said that the time has come to engage with local food security needs to be able to inform local food security initiatives and policy. This led to an interest in how the University could work hand-in-hand with various government sectors to establish a working relationship on food security.

Delegates tackled the definition of food security and its complexity. Food security consists of multidisciplinary pillars. When is an individual, let alone a country, food secure? This was one of the difficult questions that was explored.

The accessibility, availability, affordability, utilisation, assimilation and sustainability of food and its production were explored at the individual, household, community and national levels. An understanding was reached

that before any policy can be designed, reviewed and implemented, the ACFS and the government sectors should work on a comprehensive plan and strategy.

The workshop was facilitated by renowned agricultural economist and Head of Economic Research and Innovation Services (AERIS) Dr Moraka Mkhura. "We are looking for very serious research initiatives, on local food security in order to be appropriately responsive," he said.

Manager of Food Security in the Department of Agriculture, Environmental Affairs and Rural Development, Mr Zamokuhle Mchunu said that they were very excited about the partnership between government stakeholders and the University. The Deputy-Director at the Department of Rural Development and Land Reform, Ms Bongile Ngilande also expressed their delight at being involved in a re-envisioned food security programme.

## UKZN PROGRAMME Exposes US Students to SA Sport

A programme of lectures and practical sessions organised by UKZN's Department of Sports Science Education exposed visiting American students to South Africa's sporting scenario.

WORDS: NEESHA MAHARAJ PHOTO: SUPPLIED

**T**hirty three US University students who are part of the SIT (School of International Training) Study Abroad Programme participated in a programme aimed at increasing their academic and practical knowledge of sports in South Africa from June 29 to July 2.

Lecturers in the Department of Sports Science at the Faculty of Education designed a module comprising both theoretical and practical components. The theoretical aspect of the course included lectures on South Africa's sporting history; physical education and development of sports at school level; development of sports at a community level in South Africa; and human rights and affirmative action in South Africa. The practical component of the module placed emphasis on the sporting codes of soccer, softball and basketball. Linkages with community-based sporting organisations and individuals involved in developing sports took students to the township of Ches-

terville where they experienced an example of sports development at a community level.

According to Ms Daxita Rajput, a Lecturer in the Department of Sports Science Education and a co-ordinator of the four-day programme, the module presented the international students with the opportunity to learn about the role of sports across South Africa's diverse communities with a specific focus on how learners engage in sports at school level.

Ms Rajput said it was the first time that the Department of Sports Science Education had designed a module for visiting international students, adding that the American students were committed to the task of interacting with school learners who benefited from the community outreach sporting activities as it gave them first hand knowledge of how these learners managed their sport in disadvantaged environments.



US students attended a programme on SA sport at UKZN.

# HUMANITIES, DEVELOPMENT AND SOCIAL SCIENCES Welcomes new Deanery

Academics and support staff in the Faculty of Humanities, Development and Social Sciences (HDSS) welcomed the Faculty's new Deanery at the Howard College campus on July 5.

WORDS & PHOTO: LUNGA MEMELA

**P**rofessor Nhlanhla Mkhize, previously Head of the School of Psychology and Acting Deputy Dean of HDSS on the Pietermaritzburg campus has been appointed Dean. His five-year term of office began on July 1.

Professor Mkhize graduated with an Honours degree in Psychology *cum laude* at the former University of Natal. He was awarded a Fulbright scholarship to pursue a Master's degree at the University of Iowa in the United States and completed his PhD at the University of Natal. He has been a Moody Visiting Scholar at the University of Michigan and a Bram Fischer scholar at Oxford University. He is a co-principal investigator of the National Institutes of Health (NIH)-funded South African Research Ethics Training initiative and has been actively involved in the introduction of African approaches to Psychology into the curriculum. His role in the SANTED Multilingualism Project led to the development of a lexicon of isiZulu terminology in Psychology with a particular focus on social science research, piloted by the School of Psychology in 2010. Professor Mkhize said he was very glad to be back in the city of Durban, where he grew up.

Currently at the University of Swaziland, Professor Victor Ngondzashwe Muzvidziwa has been appointed as the Deputy Dean for Undergraduate Studies for



Professor Nwabufo Uzodike; Professor Sihawu Ngubane; Professor Nobuhle Hlongwa; Professor Nhlanhla Mkhize; and Professor Joseph Ayee at the HDSS handing-over ceremony.

five years, subject to the receipt of acceptance letter and date of assumption of duty. Professor Sihawu Ngubane continues to act in the position until July 31. Former Head of isiZulu Studies, Professor Nobuhle Hlongwa will act as Deputy Dean of Undergraduate Studies from August 1.

Head of the School of Politics Professor Nwabufo Uzodike will act as Deputy Dean of HDSS on the Pietermaritzburg Campus from July 1 to September 30 2010.

"The Faculty is moving towards stable leadership," said Deputy Vice-Chancellor and Head of the College of Humanities, Professor Joseph Ayee. Emphasising the importance of teamwork, he expressed his excitement at working towards the common goal of taking the Faculty to new heights.

Honoured to be appointed Dean, Professor Mkhize said:

"This is an excellent Faculty and I am looking forward to this huge task in front of us."

Handing over the Dean's file to Professor Mkhize, Professor Julian Kunnie, Acting Dean, thanked everybody who has worked with him. A special thank you was given to his colleagues on the Pietermaritzburg campus and he assured the Faculty that he will always support its growth and leadership. "There is no one person that can steer things forward... Please continue to keep the spirit of transformation in the Faculty and at the University at large. It is important to embrace change," he said.

The new 'Dean-Team' – a term coined by Professor Ayee – received the full support of the Finance and the Human Resources Divisions who also attended the ceremony.



Dean of Education, Professor Michael Samuel.

## DEAN OF EDUCATION Advises on Protection of Teachers

The Dean of the Faculty of Education at UKZN, Professor Michael Samuel has been selected by the Commonwealth Secretariat to serve on the Advisory Council on Teacher Mobility, Recruitment and Migration. He represented the African continent at the inaugural meeting of the Advisory Council from June 22-24 in Lincolnshire, England.

WORDS & PHOTO: NEESHA MAHARAJ

**T**he Advisory Council strategised over the implementation of the Commonwealth Teacher Recruitment Protocol (CTRP) which aims to ensure that the 54 Commonwealth countries adhere to socially just employment processes. The Council's intention is to ensure that teachers are protected against exploitation, are made aware of the rights and responsibilities of host and source countries during the process of recruiting and placement of teachers; are offered the requisite staff professional development support during migration; and to strengthen the information base on teacher mobility and exploitation.

Handling teacher mobility, recruitment and migration within the South African context should involve robust engagement with teacher recruitment agencies believes Professor Samuel who said: "...I am very supportive of getting the recruiting agencies into roundtable discus-

sions to share and express their interests and agendas; this allows us as the 'watchdogs' insight into their thinking, to be pre-emptive of their potentially exploitative strategies.

"Our goal must be to work with rather than against the interests of all parties concerned in the mobility, recruitment and migration processes: ministries of education, teacher education institutions, recruiting agencies, schools and teachers."

According to Professor Samuel a new challenge South Africa faced related to the possible exploitation of migrant teachers entering South Africa from other African countries. He stressed the need for the South African education ministry to look at what legislation is in place to protect against such occurrences.

Matters raised at the inaugural meeting will filter through to the Education Deans' Forum in South Africa, chaired by Professor Samuel, for further discussion.

## FINANCE DIVISION Staff enjoy Sports Day

WORDS & PHOTO: LUNGA MEMELA



Staff members participated in fun games and challenges such as soccer, tug-of-wars, and snakes and ladders amongst others at the Finance Division Sports Day on July 12.



Professor Steve de Gruchy interacting with community members in Uganda on issues relating to religion and health.

# STEVE DE GRUCHY

## A lasting legacy

The School of Religion and Theology has launched several projects to preserve the legacy of Professor Steve de Gruchy.

WORDS: VICKY CROOKES PHOTO: SUPPLIED

**P**analysed by his death, yet energised by his legacy." These words by Dr Simangaliso Kumalo, Acting Head of the School of Religion and Theology, sum up the dominant sentiment that pervades the hearts and minds of Professor Steve de Gruchy's UKZN colleagues.

Snatched away at the young age of 48, Professor de Gruchy, Head of the School of Religion and Theology, drowned in a tubing accident on the Mooi River in the KZN Midlands on February 21. The news of his untimely death reverberated around the world as colleagues, friends, scholars, students, and church leaders all expressed their shock, sadness and disbelief.

Of all the lives that he touched, Professor de Gruchy's death is most acutely felt by those people who worked alongside him on a day-to-day basis and for whom he was a real pillar of strength. According to Dr Kumalo, Professor de Gruchy possessed a unique style of leadership that combined the basic principles of management with a pastoral style.

Understandably, Professor de Gruchy's loss has placed a huge physical and emotional burden on the School. However, members experienced definite redemptive moments in the days following his death. Naturally a collegial School, members were brought even closer together and relied heavily on one another –

they shared a common space for the outpouring and sharing of their sorrow.

Dr Beverley Haddad, who has known Professor de Gruchy for 30 years, said his death has been a huge loss both professionally and personally. She reflects on his enthusiasm and exuberance and said: "He had a vision a minute and was exhausting to work with."

During his ten years at the University, Professor de Gruchy supervised nine PhD and 44 Masters students. He was an excellent teacher and supervisor with a great sense of humour who could get away with saying things for which other academics would be shot down. De Gruchy brought a human face to academia, according to Dr Kumalo.

Religion and Theology student, Mr Sinatra Matimelo, had the privilege of working with Professor de Gruchy for seven years. Most recently, Mr Matimelo worked with him on the African Religious Health Assets Programme (ARHAP), an international research collaboration that deals with religion and health issues in Africa. He said that Professor de Gruchy brought a new dimension to the programme: instead of looking at "the leading causes of death, he focused on the leading causes of life." This "life-giving research" was well received by communities across the spectrum, ranging from Imbali in KwaZulu-Natal

to Uganda, Zambia, Kenya and even the United States.

Committed to preserving Professor de Gruchy's legacy, the School has formed the Steve de Gruchy Legacy Committee. The first task of the Committee was to secure Professor de Gruchy's vast library which his family has donated to the University. Dr Haddad is currently working on compiling a book of Professor de Gruchy's key essays which should be ready by 2011. It is hoped that its launch will coincide with the naming of the School's large postgraduate seminar room, the "Steve de Gruchy" room. In addition, Professor de Gruchy's remaining research funds will form the basis of a scholarship fund in his name for Theology and Development students. Later in the year, a call for contributions towards a *Festschrift*, a volume of essays and articles in honour of Professor de Gruchy, will be initiated.

As the School of Religion and Theology face the future without Professor de Gruchy, they believe that all is not lost. He left behind a well-managed school with abundant resources and information systems which will enable others to pick up where he left off. Dr Kumalo said that even though they still felt the pain of losing Professor de Gruchy, which would take time to heal, the School has no reason to fail. "He laid an amazing legacy for us," said Dr Kumalo.

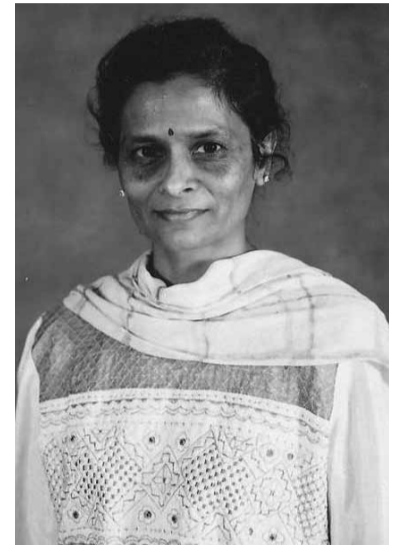
## ACADEMIC SUPERVISION

### Critical to postgraduate success

Concern over a brain drain of professionals in South Africa has prompted Government to call for an increase in master's and doctoral graduates. This highlights a critical area leading to postgraduate success – academic supervision.

WORDS: NEESHA MAHARAJ PHOTO: SUPPLIED

**A**n academic who has developed a successful track record in supervision in recent years has been Professor Reshma Sookrajh, an Associate Professor in Curriculum Studies at the School of Education Studies.



Professor Reshma Sookrajh.

Over the past six years Professor Sookrajh has simultaneously supervised five masters (part thesis) and five doctoral education students in the field of curriculum studies. The students all had their degrees conferred at the April 2010 graduation ceremonies.

According to Professor Sookrajh, two key ingredients to enhancing supervision in research were an ethic of care and negotiating identity between student and supervisor in a bid to create conditions suited for effective knowledge production and successful completion.

At the outset a supervisor and student must establish ground rules to effectively achieve research goals, said Professor Sookrajh. The basic tenets of research supervision include: determining research goals by formulating a research question; developing partnerships and encouraging students to deliberate over required skills necessary to accomplish a research project; managing the supervisory process through regular meetings; and the pastoral role of the supervisors.

Citing research on supervision issues, Professor Sookrajh said: "Traditional graduate supervision tended to be based on 'charismatic authority' where supervisors were selected by research students on the basis of their charisma as an expert scholar or researcher. This model is clearly inappropriate given our current pedagogical theories. Instead, a more systematic and managed approach to graduate supervision pedagogy is needed."

Borrowing a Butlerian idea, Professor Sookrajh added: "The supervisory relationship constitutes a negotiation of the boundaries around what it means to undertake research that is recognisable as 'academic' or 'scientific' and, simultaneously a process of subjectification, a production and negotiation of the subject and self implicated in this work – how one must conduct oneself, how one must feel about doing this work, how one must speak about it and what contexts one should speak about what one

does in which ways. This is true for both the supervisor as well as the student."

While the supervisor's main purpose is to provide academic and not emotional care to postgraduate students they supervise, Professor Sookrajh said it was important for them to make themselves accessible to students, recognise the strengths and weaknesses of their students and build their confidence to successfully embark on their research endeavours.

She indicated that supervision of the 'mature student' who has other commitments that may take them away from their research path could prove a challenge. "One has to have the proclivity to persevere and deal with serious problems that students may experience and manage these with a sense of wisdom – these are the moments when the study can easily grow cold on struggling students," she said.

Professor Sookrajh who obtained her PhD in Education ten years ago said research at the time was more complex and labour intensive in comparison to the digital age where there is an ease of access to information and knowledge.

Her suggestion for improving research supervision is the creation of active student-directed research hubs for postgraduate students to learn more about the language of research; enable analysis of qualitative and quantitative data; and provide invaluable support in editing services for which exorbitant amounts of money are being paid.

Professor Sookrajh believes that such academic research scaffoldings are critical components in successful throughput rate.

# MEDICAL SCHOOL Celebrates 60 years

WORDS: GREG DARDAGAN PHOTO: SUPPLIED

**A** school established for the training of Black doctors only! That's ludicrous, farcical, irrational ... why would anyone want to do such a mindless thing?

Well, the truth is it happened in Durban a mere 60 years ago and was lauded at the time as being a landmark development.

Keep in mind those were the early apartheid days when Black people were not allowed in the same hospitals as their white counterparts, they couldn't ride on the same buses as whites; they had to live in different areas to white folk and so on. Very weird times!

So the more liberal thinkers saw the development of the University of Natal's Medical School as a breakthrough – it sounds crazy now but back then it was something to get excited about because previously so little had been done to train Black people in modern medicine. The School was viewed as a 'Black faculty in a white institution'.

How things have changed in such a relatively short period of time. That same School, which this year celebrates its 60<sup>th</sup> anniversary, is now the Nelson R Mandela School of Medicine, forming the major pillar of the University of KwaZulu-Natal's Medical Faculty. Doctors of all colours and creeds are produced there and the respected institution can still boast – even in these so-called enlightened times – that since its establishment in 1950 it has produced more than 3 000 Black African doctors.

The Medical Faculty has increased its research capacity significantly in the past decade and has achieved international headline-making breakthroughs in a variety of fields.

Its state-of-the-art research centre, the KwaZulu-Natal Research Institute for Tuberculosis and HIV (K-RITH) is under construction on the School's premises in Umbilo. The development of the multi-million US dollar research institute is being made possible by a partnership between UKZN and the Howard Hughes Medical Institute (HHMI) in the United States.

The HHMI has committed R290 million towards the cost of building the K-RITH facility and a further US\$40 million for K-RITH research initiatives over a ten-year period.

K-RITH will initially focus on developing more rapid and effective tests for TB, characterising strains of TB and immune system responses to the infection and studying recurrent TB infections.

Another major UKZN research centre is the R40-million Doris Duke Medical Research Institute which is also on the Medical School grounds. Opened in 2003, its 14 specialist laboratories have further enabled the Faculty to be a major contributor in HIV and TB research.

And in Northern KwaZulu-Natal, UKZN's Africa Centre for Health and Population Studies conducts and supports research into population and reproductive health questions.

One of the Medical School's proudest moments was in 1990 when world colossus – former State President and Nobel Peace Prize winner, Nelson Mandela – agreed to allow the institution to be named after him.

The School has gone through some tumultuous times after it became a hotbed of political activism against apartheid and was the scene of regular raids by police in their frenetic attempts to curb militant opposition to the government of the day.

The School's story begins long before its establishment. Two medical missionaries, Dr Alan Taylor and Dr John McCord, made the first attempt in 1922 to set up a "school for training young Zulus in medicine". Because of the urgent medical needs of Black people at the time, the two doctors were willing to accept lower qualifications for the students but the authorities disagreed.

Plans a few years later to establish a medical school in Johannesburg and another scheme to train students as "medical aides" flopped. In 1938 the government appointed a committee to investigate and report on the matter but nothing was done and World War 2 intervened.

In 1943, the Natal Branch of the Medical Association of South Africa took up the issue and later appointed a committee to explore the possibilities. The Council of the Natal University then decided to give its official support to the proposal to establish a Medical School under its administration.

Representations were made to Government which in 1947 announced it had approved in prin-

ciple the establishment of a Medical School in Durban under the aegis of the University of Natal.

However, in that year there was a change in Government and the National Party gained power. The new regime agreed to give financial aid for the establishment of the school on condition it admitted "non-European students" only. The University vigorously opposed the limitation without success.

The school opened in Umbilo in 1951 with an enrolment of 35 students. It set itself the goal of producing students in every respect equal to those of the established medical schools in South Africa.

There was a shock in store however. In 1957, before any student had graduated, the government gave notice that it planned to remove the "the non-European" classes and the Medical School from the control of the University.

Opposition forces gathered and started a brave struggle – which lasted two years – to hang on to the School, with an emergency meeting of the University Council adopting a variety of measures to fight the issue tooth and nail.

Despite a multitude of protests, the Minister of Education, Arts and Science told the Principal he was not prepared to make an exception for the Medical School and introduced the Separate University Education Bill in parliament. Opposition mounted at a rapid pace and the Medical Faculty dealt an ace in the fight by announcing that their full-time members had voted unanimously to resign *en bloc* if the Bill was implemented. Part-time medical staff voted to do the same.

The Government backed down and when academic segregation was finally approved by Parliament in 1959 it was stated that the restricting provisions did "not apply to non-White persons in respect of their registration and attendance as students at the Medical School".

By 1965 close to 300 students were registered – 111 Africans, 169 Indians and 71 coloured. Today more than 2 000 students of all race groups are registered with practical training taking place at nine hospital sites.

The Medical School remained the only undergraduate medical training facility for Blacks until the opening of the



Nelson Mandela unveils a plaque in 1990 commemorating the UKZN's Medical School being named after him.

Medical University of SA (Medunsa) in 1976.

Among adversities faced by students in those days were poor facilities at the Alan Taylor Residence in Wentworth, a lack of transport and inferior provisions at the King Edward VIII training hospital.

Renowned political activists and leaders who attended the school include the Premier of KwaZulu-Natal, Dr Zweli Mkhize; the late Steve Biko; the Vice-Chancellor of the Univer-

sity of KwaZulu-Natal, Professor Malegapuru Makgoba; the Minister of Home Affairs, Dr Nkosazana Dlamini Zuma, and former KZN Premiers, Dr Frank Mdlalose and Dr Ben Ngubane.

The main reference sources for this article were:

\* A History of the University of Natal by EH Brookes (University of Natal Press 1966).

\* Various University of KwaZulu-Natal publications.

The following activities are among those being held in celebration of the 60<sup>th</sup> anniversary of the Nelson R Mandela School of Medicine and form part of the University's commemoration of 100 years of academia in KwaZulu-Natal:

- July 28: 60<sup>th</sup> Anniversary Research Symposium (9am-1pm). The Symposium in the Steve Biko Lecture Theatre will provide a platform to celebrate six decades of research excellence at the Medical School.
- July 28: Steve Biko Memorial Lecture (5pm-7pm). The Lecture commemorates the 33rd anniversary of the death of Steven Bantu Biko, a former UKZN medical student, political activist and founder of the Black Consciousness Movement who died at the hands of the security police on September 12, 1977. The commemoration is held annually to remind society of Biko's philosophy and ideals.
- July 29: Medical Students Clinical Conference (8.30-3pm).
- July 30: Cultural Festival (9am-3pm). The Day will showcase cultures and traditions of students at the Medical School. Performances by students will feature African dance, poetry, story-telling and traditional dress.

All UKZN students, staff and alumni are invited to attend. For more information contact MaryAnn Francis on telephone 031-2602525 or e-mail francism@ukzn.ac.za

# WORKSHOP ENRICHES Maths and Science Teachers

The Minister of Basic Education, Mrs Angelina Matsie Motshekga gave the keynote address at a five-day Educators' Workshop conducted by the Moses Kotane Institute at UKZN on July 8.

WORDS: LUNGA MEMELA PHOTO: ALBERT HIRASEN

**T**he Moses Kotane Institute (MKI) was established with the aim of making a contribution to addressing the shortfalls in performance in Science, Technology, Engineering and Mathematics (STEM) in the province.

The MKI workshop was used as a 'bootcamp' to enrich teachers of Maths, Science and English. It was attended by teachers from a number of KwaZulu-Natal schools.

Mrs Motshekga said a new education design is under way, which focuses on a knowledge-driven teaching and learning curriculum and aims to adequately equip school pupils with specialist knowledge long before they go into Higher Education.

Announcing the closure of the chapter on the Outcomes Based Education (OBE) system, she invited the teachers to participate in the rewriting and change of infrastructure in the curriculum statement, policy and assessment. "What are learners supposed to have learnt at specific levels of the primary and secondary education ...? Students, especially from disadvantaged communities,

don't survive higher education," she said.

Chief Executive Officer of the Institute, Professor Albert Them-binkosi Modi said it was a huge concern that in some rural communities there are pupils who are good at the subjects and want to become scientists and mathematicians, but they have never been inside a science laboratory. He introduced a science laboratory kit that can be used at disadvantaged schools.

"Our system stands and falls on teachers... Sadly, in KwaZulu-Natal some schools are faced with very difficult learning conditions and this impacts on both teachers and learners," said Mrs Motshekga. With the new curriculum design, grades 3, 6 and 9 will write external examinations to assess whether students are learning and being taught accordingly.

Apart from the STEM crisis, English was identified as the dominant language of transfer in the country and globally suggesting that the teaching of English also needs attention.

Some of the concerns raised by teachers were the shortage of trained teachers; the challenges

faced by teachers who want to study further but are unable to do so because they have to take unpaid leave to study; an inadequate supply of teaching resources; and experimental education reform models such as OBE.

The minister assured the teachers that teaching and learning in vernacular languages has been considered and will be most effective if introduced to pupils in their early years of schooling.

Head of Mathematics and Accounting at Rossburgh High School Mrs Precious Mkhize said: "(The Workshop) was empowering and emphasised all the things that make teaching easier. We need more of these kinds of workshops; even in the districts."

"We are very proud that institutes such as the Moses Kotane Institute exist to assist government. They are the key to the development of education," said Mrs Motshekga. She thanked the teachers for their dedication to their demanding profession, saying the biggest luxury of being a teacher is the school holidays. Foregoing a week of their holidays to attend the Workshop was an indication of their commitment.



Ms Shubnum Khan.

## ALUMNUS SHORTLISTED For African Fiction Prize

UKZN graduate Ms Shubnum Khan's novel, *Onion Tears*, has been shortlisted for the inaugural Penguin Prize for African Writing.

WORDS: LUNGA MEMELA PHOTO: SUPPLIED

**T**he novel was written as her Masters thesis in Creative Writing under the English Studies Programme at the Howard College campus. Ms Khan graduated in April this year.

*Onion Tears* is the tale of three generations of Indian Muslim women living in suburban South Africa. It explores identity through secrets people keep, words they swallow and emotions they mute. Every person suffers something in their life and the novel asks: "What makes people the way they are?" Asked for a short synopsis, Ms Khan said that tragedy is never far away in this book; it is always looming in the distance and it is what eventually brings together or tears apart this family. In many respects, the book was inspired by the author's own life, including Muslim culture, the women who influenced her life, and their stories which display the strength of the human spirit.

Penguin Books South Africa received approximately 250 submissions in the fiction category and 50 in the non-fiction category from countries all over Africa. The names of the six shortlisted authors for the inaugural Penguin Prize for African Writing were announced recently. The award seeks to highlight the diverse writing talent on the African continent and make new African fiction and non-fiction available to a wider readership.

Ms Khan said it was quite surreal to be short-listed.

"This is my first novel and this is a prestigious award. I waited with bated breath for months for the shortlist and eventually I almost gave up. I think I was driving my mother mad with all the Penguin Prize talk... This is about as good as it gets for an emerging writer," she said.

Ms Khan has published

articles in *O the Oprah* magazine. She has written short stories and penned many poems on her blog, but her creative work has not been published yet.

Her Masters supervisor, Mr Kobus Moolman, described her as very talented for one so young. The 25-year old completed a year of Fine Art through UNISA then switched to UKZN and completed a Bachelor of Social Science degree majoring in English Studies and Culture, Communication and Media Studies. She went on to complete Honours in CCMS (*summa cum laude*) and her Masters degree, which she also received *cum laude*.

Ms Khan said that although people always advise you to follow your dreams, her book is an example of working on your dreams. "All my life I wanted to be a writer ... I harboured that hope for a long while, but did nothing to follow it through," she said.

Not surprisingly, Ms Khan is an avid reader. She hopes to publish many books and to travel the world. "I would at some point like to start a teenage magazine and host workshops for teenage girls on body image. The low self esteem of young girls today is extremely troubling," she said.

The shortlisted authors for the Penguin Prize for African fiction Writing are: Ellen Aaku (Zambia), Moraa Gitaa (Kenya), Chika Ezeanya (Nigeria), Shubnum Khan (South Africa), Isabella Morris (South Africa) and Mũkoma wa Ngũgĩ (Kenya).

The winner will be announced on September 4 at the *Mail and Guardian* Literary Festival. Ms Khan is holding thumbs that she will receive the winning prize of R50 000 and a publishing contract with Penguin Books South Africa, with worldwide distribution *via* Penguin Group companies.



Minister of Basic Education, Mrs Angelina Matsie Motshekga (middle) with Director of University Relations and Marketing Support, Mr Len Mzimela (left); and Chief Executive of the Moses Kotane Institute, Professor Albert Them-binkosi Modi.

# COMMEMORATING National Women's Day

August 9 is National Women's Day. UKZN DABA explores the history of this Day and canvasses the views of a cross-section of UKZN women.

WORDS: LUNGA MEMELA AND DEANNE COLLINS PHOTOS: LUNGA MEMELA; SUPPLIED

**A**lthough African men had been required to carry passes for many decades, only in the 1950s did the South African government impose pass laws on African women. African women were not allowed to live in towns unless they had permission to be employed there, and extending pass laws to them made it more difficult for women without jobs to take their children and join their husbands in town.

Across the country, dozens of protests against pass laws for African women took place before the Federation of South African Women (formed in 1955) and the African National Congress Women's League organised a massive protest march in Pretoria.

On August 9, 1956, 20 000 women, representing all racial backgrounds, came from all over South Africa to march on the Union Buildings, where they stood in silent protest for 30 minutes



Helen Jospheh, Rahima Moosa, Sophy Williams and Lilian Ngoyi led the Women's March to the Union Buildings.

composed especially for the occasion:

*Wathint' abafazi, Strijdom!  
Wathint' imbokodo uzo kufa!*  
Now you have touched the women, Strijdom!  
You have struck a rock  
You will be crushed!

Many men in the anti-apartheid movement were surprised by the women's militancy, and the protest contributed to women playing a bigger role in the struggle for freedom and democracy. The first National Women's Day was celebrated in 1995 and since then annual celebrations have taken place throughout the country.

While much has changed since the advent of democracy, women in South Africa, and indeed the world over, are still living in a male-dominated society.

UKZN DABA asked a cross-section of women at UKZN for their views on the challenges facing women today.

while petitions with 100 000 signatures were delivered to Prime

Minister JG Strijdom's office. The women concluded their

demonstration by singing freedom songs, including a new one

## "Women must challenge ideologies that weaken them"

Women are generally good leaders because they lead by example, said Professor Nobuhle Hlongwa who takes up the position of Acting Deputy Dean in the Faculty of Humanities, Development and Social Sciences on August 1. She added that women can make changes to many lives so they should challenge the ideology that weakens the position of women in our societies.

After 13 years of academic service at the Institution, Professor Hlongwa said she sees a new era in the history of education in South Africa where women have every opportunity to get high-quality education.

"Today the democratisation policy of the government supports education for everyone. Have a dream, and start living towards your dream," she said.

Asked about the challenges she has faced as a woman in her profession Professor Hlongwa cited cultural, social and financial challenges. Whilst studying, she lived in Umlazi, far away from the University campus. Transport was a huge challenge, and the fear of rape was ever-present as social unrest at that time was



Professor Nobuhle Hlongwa.

rife. Living in the township also meant that she had limited access to learning resources like books and the internet.

"There are many challenges that you encounter as a women, especially a young Black women. In many cases you are a target for equity reasons because of the lim-

ited number of Black people in the same position or of the same sex. At home you have to play your role as a mother and a wife. Dealing with male colleagues older than you was also a challenge culturally, but it demanded sound and firm academic decisions on my part," she said.

## "Women make the world go round"

"Since there are more women than men in the world, I believe leadership roles should be representative ... Women make the world go round".

UKZN Senior Faculty Officer, Ms Pamela Sweet (55), has served the University for just less than two decades.

Ms Sweet said she strongly challenges the notion of women being considered as a minority group for equity profiling and dares the daughters of the 21<sup>st</sup> century to dream big and equip themselves with a good education.

"The students make me passionate about my job. I enjoy meeting students from all over the world and interacting with them," she said.

Ms Sweet completed her undergraduate degree at the age of 51 and is currently registered for a Bachelor of Arts Honours degree in Political Science.

Since she started working at the University in 1991, she has juggled the responsibilities of being a mother of two and finally plucking up the courage to pursue her studies. "Nothing is cast in stone. A career could change many times during the course of

your working life. I started out as a chef, I'm currently an administrator and I plan on becoming a humanitarian aid worker when I retire," she said.

Asked about her take on women and leadership, she said, "Fortunately this Institution is addressing this; we have a number of women in executive and leadership positions. Obviously women leaders would be more understanding of women's issues." Her advice to women around the world is to stay strong and to believe in their self worth.



Ms Pamela Sweet.

## “Balancing our roles is a continuous challenge”

Encouraging women to stay true to themselves, Acting Director of the African Centre for Food Security and Dean’s Assistant at the Pietermaritzburg campus, Dr Joyce Chitja says this will strengthen your future path and leadership.

Dr Chitja (36) is passionate about teaching and her discipline, and like many of today’s working women, she agrees that a woman’s professional life is complex. “As females we have many other roles and balancing then remains a continuous challenge,” she said. She believes that women need several mentors in different areas of life. “Many of my mentors when I started out were females. Nevertheless, they are rare,” she said.

In the spirit of Women’s Day, Dr Chitja said she would like for all men in the world to know this, “That we love them, we need each other. Cherish us, let us soar, our success is your success. A happy and fulfilled woman is a happy and fulfilled family and society.”

Dr Chitja said she was blessed to have a strong social support,



Dr Joyce Chitja.

but faith and her family have been her main support. She advises younger women to decide what they want, believe in themselves, build their faith and be open to learning.

## “Life as a cleaner is a daily struggle”

Miss Nomusa Mvubu has been employed as a cleaner on the Westville campus by Kukula Cleaning since 2008. She lives in a two-roomed dwelling in a back yard in Umlazi with her four children: two boys and two girls. Her children’s father and his three brothers were killed in a hijacking the day before she was due to get married in 1990.

Miss Mvubu faces a daily struggle to put food on her family’s table, pay for transport and school fees and clothe her children.

Her Women’s Day wish is that she could find a better job that would give her the financial freedom to build a better house for her family.



Miss Nomusa Mvubu.

## “The University endorses gender equality”

Ms Joanne Korte is a second year student in Optometry at the Faculty of Health Sciences.

Apart from a lifelong passion for the health care profession, one of the things she likes about her studies at UKZN is the gender equality practiced at the Institution and the support students receive from their lecturers.

She believes that the sky is the limit for South African women today.

“I love it here and wouldn’t mind working at the Institution or around Durban,” said Ms Korte. She dreams of working overseas for a few years before she returns to the country to carry on practicing Optometry.



Ms Joanne Korte.

## “Nothing is impossible for women”

Dean of the Faculty of Management Studies, Professor Lesley Stainbank says women have proved themselves to be leaders.

The Chartered Accountant (CA), mother and wife sets a good example, as the majority of CAs in South Africa are men. She has served the University for nearly 30 years.

Professor Stainbank acknowledges that women have to constantly juggle different roles: “When my children were young, it was a bit of a balancing act trying to be a mother, wife, academic (teaching and research), and complete a doctoral degree.”

Asked about what makes her passionate about the accounting profession she said, “I enjoy being in an environment where I can use the skills I learned as a Chartered Accountant, impart my knowledge to others and

facilitate their learning. I am very proud when I see my past students succeeding in the corporate world or in academia ... I have enjoyed developing myself at the same time”.

She also has a passion for research in accounting and believes there are many interesting areas which can be researched.

To the younger generation of South African women in the country she had this to say: “Academia is a career which develops many facets of an individual. It enables one to study and develop one’s own knowledge, to research, facilitate teaching and learning, be involved in University service and community engagement.”

“Nothing is impossible for South African women,” she added.



Professor Lesley Stainbank.

## “Women are more aware of their rights”

Head of the School of Public Administration and Development Management on the Westville campus Dr Pregala Pillay notes that there has been a paradigm shift in the trend of women’s rights and privileges: “Women have become more aware and familiar with their Constitutional rights and are taking an interest in charting their own destiny. If you look at education globally, lack of education is an obstacle for women. The Department of Education is emphasising the need for more women to enter the Higher Education arena. If you educate a woman, you educate a nation.”

Dr Pillay notes that women play an important role, not just on the home front, but in the growth and development of the economy. “Women are becoming entrepreneurs and career women. Today many women are occupying more senior positions than men. They are serving on boards of professional bodies and as role models.” She cites Professors Fatima Meer, Nadine Gordimer, Navi Pillay, Mamphele Ramphela, and Rachel Gumbi as women who serve as role models to other women.

Dr Pillay adds that we live in a patriarchal society. “Sometimes we find that we are not the key decision-makers and we need to get the approval of a male.” She singles out gender-based violence as one of the biggest challenges facing women today: “It is not adequately dealt with and often swept under the carpet.”

“Women are saluted for their contribution to society and appreciated for their inspiration” is the message of celebration from the Head of School.



Dr Pregala Pillay.

Introductory text adapted from [www.overcomingapartheid.msu.edu/multimedia](http://www.overcomingapartheid.msu.edu/multimedia)

# The UKZN Griot Of Absences and Presences

The blathering neo-colonial road show euphemistically called the World Cup has moved on to its next target, Brazil. Perhaps we should take stock of the consequences of South Africa temporarily ceding its governance and economy to imperialist raiders from the North.



WORDS: KEYAN G TOMASELLI

Who can forget the Kulula 'alternative carrier' ad that did not depict a soccer ball, cup or stadium? Or, the hapless corner café owner who in 2009 wrote "2010" on his shop blackboard? Dire warnings were immediately issued by FIFA's trademark police. This, while simultaneously complaining about the lack of Cup publicity.

Innocently wearing branded short pants at the Cricket World Cup some years ago we witnessed a bunch of schoolkids being evicted from a stadium because they were deemed to have committed the crime of "ambush marketing". Thus are the innocent treated like criminals by corporate sports' global enforcers. Trade marking is now visible on just about every form of casual wear. Damned if we do and damned if we don't.

The information age has trademarked real words (or the absence of them), sequences of numbers and who can advertise what, when and how.

So what were the benefits of World Cup mania for UKZN? The foolishness of Football Fridays? Some students got to study popular resistance in Durban in the context of the event. Academics got to have an extra-long mid-year vacation.

Now, the public thinks that academics are always on vacation. We know this because some academics never apply for leave. So if they have not taken leave they cannot be accused of being absent. Like FIFA, which sues companies for absence/presence, these invisibles are protected by leave policy designed by legislators who have no idea what it is that academics actually do, what kinds of leave they require to do it, when they do it, and how often and for how long they need to do (or not) do it.

I once calculated the number of days annually I was required to represent UKZN on NRF committees in Pretoria. To my horror the number was greater than the total available to me through my Special Leave (SL) allowance.

Many disciplines take their students into the field for practicals. I was once threatened with disciplinary action because I had dared to vacate the concrete neon-lit, airless classroom that

resembled a prison. My so-called line manager told me that the University offers a 'service' to students that requires that we remain in the classroom at all times, teach out of a book that someone else has written, and treat students as 'clients'. This from someone who could never be found because he was never on leave! Well, the students' told him off. He whimpered back to his swimming pool.

So what do we do with SL? If we take it we soon exhaust it. I am now banking my SL and no doubt will soon be called to account for the growing deficit caused by attending NRF meetings and dragging students through radio stations in remote towns and in the bush where they learn about the real world. These activities are not recognized by Excel spreadsheets or predetermined HR categories. UKZN rewards academics via the Research Office to do research. Human Resources penalizes them when they need to conduct that research – or educate students – in the field. The solution: we are told to "override" the software by submitting the application on hard copy. This tends to make line managers very nervous. Geography, geology, zoology, botany, and others must all have similar qualms about the leave categories by which we are policed, restricted, and contained.

I am the first to agree that universities should know what their academic staff are doing and where they are. But the leave categories that work on the factory floor or the headquarters of the investment house are anachronistic in learning and research environments. They just get in the way. They are demoralizing and they result in undue caution. Innovation falters, creativity is muted and lateral thought is narrowed. Certainly, Professor Charlie Epps, a physicist and FBI consultant in the TV series *Numbers* could not do either of his jobs (which exist in a synergetic relationship) had he had to negotiate the byzantine leave system that applies at UKZN. The fictional FBI would be all the poorer for it. So would physics, maths and crime detection. Branding is not just a badge. It's a short-hand sign that communicates our institutional personality, the values of the

# UKZN STUDENTS Work at Soccer World Cup

A crew of students from UKZN is over the moon at having had the once in a lifetime opportunity to work at Moses Mabhida Stadium during the 2010 FIFA Soccer World Cup for international company, Host Broadcast Services (HBS).

WORDS: LUNGA MEMELA PHOTO: SUPPLIED

HBS is a specialist host broadcast organisation which was originally established with the core mandate of producing the television and radio signals for the 2002 and 2006 FIFA World Cups™.

Around 30 UKZN students were split into various departments and worked as production interns. The students received extensive training from May 2009 to be ready for the games and are overjoyed to have played a major helping hand in the smooth-running of the event.

Majoring in Mathematics, Science and Technology at UKZN's School of Education Studies, Mr Mxolisi Sithole was one of the students working at the stadium. "It was so overwhelming and an unforgettable experience. Meeting all those tourists



UKZN students and their colleagues who worked at the Moses Mabhida Stadium during the FIFA 2010 Soccer World Cup.

and working so closely with HBS was amazing."

"Knowing that the world was watching the World Cup through our work was pushing us and motivating us to do a fantastic job," said Mr Rogerant Tshibangu.

Commentary Manager for

audio communication circuits, Mr Karl Malone from Ireland said it was a pleasure to work with the students. "The students were ... hard-working and always managed to put in extra hours in this once in a lifetime opportunity," he said.

## Sudoku

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	9						1	3
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		4				3		
	6		3	2		7		4

institution, and the reliability of our product – the development of learning strategies, knowledge, and educated graduates.

So endeth my fifth column. I am still employed and still quantifying outputs for the never-ending demands issued by UKZN computerized systems whose appetite for information (whether realistic or not) is relentless.

*Keyan Tomaselli is Director of the Centre for Communication, Media and Society.*

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