

STIGMA IMPEDES  
AIDS  
prevention

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'PAPER  
OUT'  
Workshop

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COLUMN  
The UKZN  
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YOUR MONTHLY CAMPUS NEWSPAPER • VOLUME 8 • NUMBER 6 • JUNE 2011

## New Chair in Industrial Studies

A new Chair in Industrial Studies was launched by the School of Development Studies at the Durban Country Club on June 6. Adjunct Associate Professor, Justin Barnes who is an expert in the field of Industrial Development, took up this position on February 1.

WORDS: LUNGA MEMELA

It is the express desire of the School of Development Studies to positively contribute to the realisation of the abundant industrial development opportunities that exist both locally and across the African continent, and we believe that the appointment of Professor Barnes will act as a catalyst to the realisation of these broader objectives,' said Senior Professor in the School, Professor Vishnu Padayachee.

Barnes is the Chairman of Benchmarking and Manufacturing Analysts which provides services to a number of successful industrial clusters across the country. He has written numerous reports and academic journal articles, and contributed to the formation of national government policies pertaining particularly to the automotive and clothing and textile sectors.

The School of Development Studies Board created the Chair in recognition of the importance of industrial development to the broader development of the national and sub-Saharan African economy. Speaking at the launch, Padayachee said, 'This is the first of what will be an annual event, with the intention of bringing over an international expert to engage the academic and broader business community on development opportunities for our industrial base.'

'It is very refreshing and rewarding to have returned to the School and to contribute to its academic development,' said Barnes. Focusing on some of South Africa's development

challenges he outlined the link between production and consumption, and redistribution and growth, along with sustainability and the need to understand competitiveness issues within South Africa and abroad.

He highlighted the need to understand global value chains, trade relationships, industrial policies, local business systems, industrial clustering, firm-level organisational competitiveness and the importance of learning people skills in industry.

'We have got to grow our industrial capabilities. The objective is to remain at the forefront of industrial studies,' said Barnes. He said that it was fitting that the Chair was established at UKZN as KwaZulu-Natal is an industrial province, and South Africa is Africa's industrial powerhouse. 'The School of Development Studies needs a very strong industrial leg,' said Barnes. He identified key industrial sectors as central determinants of South Africa's development success or failure.

Barnes identified the following challenges: the need to put growth and production on the South African development challenge map; building a new wave of industrial development students, academics and practitioners in the province; the need to engage and positively inform industrial policy development in KwaZulu-Natal, South Africa and the sub-continent; and supporting the private sector in the development of its industrial capabilities.

Acclaimed expert on the global automotive industry,



Andreas Mathios, Senior Producer at UKZN's Audio Visual Centre took this photograph of sunrise over Howard College on June 6. Staff and students are invited to submit their photographs for publication in UKZN DABA. Email: collins@ukzn.ac.za

Dr Timothy Sturgeon, gave a presentation on the effects of the global crisis on the automotive industry in developing countries at the launch.

Sturgeon is a Senior Research Affiliate at the Industrial Performance Center (IPC) at the Massachusetts Institute of Technology (MIT) and co-organiser of the Global Value Chains Initiative. He spent a week working with Barnes on local and global matters before the launch of the Chair, and

said he was very impressed with Barnes's 'world-class standards'.

Noting how development has changed over the decades, Sturgeon depicted cross-cutting trends that have led us to the current global situation, including factors such as increasing services trade, increased outsourcing, formalisation and segmentation of work tasks, and the rise of a new, global-scale supply base. He spoke about the evolution of global industries and the rise of global value chains (GVC).

'The [GVC] framework is an overarching rubric that can help to tie these trends together,' he said.

'There seems to be a space opening up for industrial policy in the country,' said Sturgeon. He proposed six options for South Africa's automotive industry which prompted a healthy discussion among the academics, industry representatives and government officials attending the launch.



# Izindlela zokwenza abafundi besaselele izifundo

OBHALILE: SITHEMBILE SHABANGU no PHUMELELE MAVANENI

**N**jengoba landa inani labafundi abangena ezikhungweni zemfundo ephakeme, nabafundisi babhekana nenkinga yokufundisa izixuku.

Ukusiza abafundisi kulesi simo, umkhakha we-Science and Agriculture eNyuvesi yaKwaZulu-Natali uhlele umkhando obubanjwe ngeyanga kaNhlaba, lapho ochwepheshe baphesheya abaqeqeshelwe lokhu, uSolwazi Simon Bates kanye noSolwazi Lorne Wolfe bezinikele ukusiza abafundisi baseNyuvesi.

UBates isazi samafiziki nomphathi weLearning and Teaching kwezesayensi e-Edinburgh University e-United Kingdom, kanti uWolfe ukwezemvelo eGeorgia Southern University eMelika.

Lemikhando ebibanjelwe esikhungweni saseMgungundlovu naseWestville ibibizwa ngokuthi “Innovative Teaching Methods for Large Undergraduate Classes”. Abafundisi bemikhakha eyahlukahlukene bazwakalise imibono yabo kanye nezinkinga ababhekana nazo uma befundisa. Kulezi zinkinga kubalwe ezolimi nezendabuko, abafundi belindele ukuthola lonke ulwazi kubafundisi, kanye nokuthikanyezwa yinani labafundi emagumbini okufundela.

UWolfe uthe ikilasi elinempumelelo liba nalezizinto: lihambisana nesikhathi, linikeza ulwazi, lunezinqinamba futhi linandise. Uthe enye indlela yokwenza abafundi bakuthakaselele ukufunda ukukhuluma ngezinto ezenzeka emhlabeni ngalesosikhathi. Uphinde wathi ukufundisa izinto ezinesidingo ikona okunemthelela kakhulu ngoba abanye abafundisi kahle bajaha



**OSolwazi Simon Bates kanye Lorne Wolfe.**

ukuqeda yonke into ekufanele bayifundise kulowonyaka.

UBates ukhombise izindlela zokwenza abafundi balalele isikhathi eside. ‘Ukuhlala nifaka iziphazamisi ekilasini njengokwenza amahlanya, wenze umsindo othile nanoma yini engajwayelekile ekilasini,’ kusho uBates. Uthe abafundisi kufanele babe nesikhathi esincane ekuqaleni kwekilasi lapho bekhumbuzwa abafundi ngabagcine bekufundile nokuthi kuxhumana kanjani nabazokufunda.

Ugcizelele nokwenza imibuzo uyinikeze abafundi ubabuzwa ngendlela ofundisa ngayo, nangezinto abangagculisekile ngazo kuko. Uthe lokhu kuzosiza ukuthi wazi ukuthi kufanele ulungise kuphi ube ubenza babe yingxenyekufundiseni ekilasini lakho.

UWolfe uncome indlela uMnuz Paulo Freire waseBrazil afundisa ngayo ebheka imfundo chamba nesikhathi. uWolfe uthi ukholelwa kakhulu ekwenzeni abafundi bayithembe lento abayifundayo nokuthi bona izoba siza kanjani ezimpilweni zabo, ube wakha ubudlelwano nabafundi

abasekilasini lakho. ‘Noma ufundisa ikilasi elikhulu, zitshela ukuthi ufundisa abantu abalishumi. Lokho kuzokwenza ukufundisa kwakho bakujabulele.’

‘Ngeke wazi bonke abafundi abangamakhulu amathathu ekilasini kodwa ungabenza bakuthakaselele ukuba sekilasini lakho ngokubancoma ngezinto abazigqokile njenge zicathulo noma izingubo.’

UBates uthe indlela yokufundisa yakudala lapho kunguthisha ochitha ulwazi kuphela isishintshile, sekufuneka imfundo ezobandakanya abafundi.

UBates uphinde wachaza ngohlelo olusha lokufundisa kusetshenziswa ama “clickers” okuyizinto zokuchofaza ezisentshenziswa abafundi uma bephendula imibuzo. Izimpendulo zifika ngaleso sikhathi ukuze kubonakale lapho abafundi bengezswanga kahle kulento abayifundiswayo. Uthe lezi zicofa ziwuphinda kabili umsebenzi otholwa abafundi ekilasini.

*See Page 3 for the English translation of this article.*

## Restructuring the College Model: lessons from Edinburgh

As part of the College Reorganisation initiative, Dr Bruce Nelson, College Registrar at the University of Edinburgh addressed an Open Forum for UKZN support staff on May 24. His talk focused on the professional support services needed in a College Model.

WORDS & PHOTO: PHUMELELE MAVANENI



**UKZN Registrar Professor Jane Meyerowitz welcomes Dr Bruce Nelson, College Registrar in the College of Science and Engineering at Edinburgh University.**

**U**KZN’s College Model was reviewed by a panel of international experts during 2010. The panel recommended the consolidation of Schools, a two-tier College management structure and the devolution of the critical support sector areas. A period of consultation with staff commenced early this year and implementation will take effect in January 2012.

The University of Edinburgh undertook a restructuring exercise ten years ago. This culminated in the formation of three Colleges of comparable size and status, each led by a Vice-Principal, with a College Office run by a College Registrar, in comparison to the initial eight Faculties. Colleges are made up of Schools, each of which is led by a Head of School. Decision-making takes place at School level. Academics have few administrative responsibilities, with professional support staff filling this role.

Nelson said that the devolution of decision-making and financial resources to Schools resulted in increased flexibility and responsiveness; improved administrative processes; a higher level of support for academics in the Schools; more responsible and professional financial management; and a better understanding of the strategic goal of the university. ‘It also encouraged an entrepreneurial spirit in the institution,’ he added.

Although many services have been devolved to Schools,

examinations, graduation, some Human Resources services and payments are centralised.

Nelson also shared some of the challenges the University of Edinburgh faces and offered these as lessons that UKZN should be alert to and seek to avoid: ‘There are costs incurred from the flexibility Schools were given in setting up their internal organisation which results from each “doing things my way”, and there is some difficulty in aligning the professional services across the Schools to ensure that we are all headed in one direction as standardisation has decreased.’ Effective communication is an additional challenge, which Nelson feels could be overcome.

HR Specialist, Mrs Nonhlanhla Kunene found the discussion useful. She said that the experiences shared by Nelson encouraged her to embrace the adjustments at UKZN, and take full advantage of the benefits of the reorganisation.

‘Support and academic staff have been crying out for the decentralisation of finance without the extended delays and restrictions, so the devolving of finance to Colleges and Schools will be of great help ... but management must find a way to make sure that the distribution of the resource will be fair and adequate,’ said Kunene. ‘There should also be an equivalent level of site based IT services across our five campuses.’



**Abafundisi base-UKZN bemikhakha eyahlukahlukene abebethamele umkhando obubheka izindlela zokwenza abafundi besaselele izifundo zabo.**



# UNITE assists hungry students

The recent call by UKZN's Student Counseling Centre for students to assist fellow hungry students received an enthusiastic response from students enrolled for Engineering's UNITE Programme, based on the Howard College campus.

WORDS: VICKY CROOKES PHOTO: SUPPLIED

**T**ouched by the plight of starving students, UNITE students who are dependent on bursaries and financial aid, made a concerted effort to share their meagre supplies with those in need. Within a short period of time, the students had mobilised an impressive supply of non-perishable foodstuffs; sufficient to fill a couple of bellies on cold winter nights.

This magnanimous gesture

is part of the broader social awareness inculcated by UNITE of caring for self, caring for others and caring for the environment. Deputy Director of UNITE, Mr Rudi Kimmie said: 'We see this as a challenge to the rest of the student body.'

According to Kimmie, this is the third consecutive year that the UNITE students have supported a food campaign. They usually try to identify and

support initiatives off campus, but this year, when the students saw the opportunity to help their peers, they jumped at the opportunity. Although many of the students still struggle to make ends meet, they always manage to fill the donation box in the office, explained Kimmie.

UNITE students are also planning an anti-litter campaign to be launched in the second semester of 2011.



UNITE students with Ms Libby Collins (second right) from the UKZN Student Counselling Centre.



Facilitators, Ms Marie Odendaal and Mr Mandla Ndaba with workshop participants.

## Leadership Workshop inspires alumni

A two-day Leadership Workshop for alumni took place on the Westville campus from May 30-31.

WORDS: FINN CHRISTENSEN AND PHUMELELE MAVANENI PHOTO: PHUMELELE MAVANENI

**T**he workshop was organised by Alumni Relations and facilitated by Ms Marie Odendaal and Mr Mandla Ndaba of the Student Leadership Development Office

Participants ranged from recent April 2011 graduates to those with a few years work experience. The participants, a number of whom had travelled from various parts of KwaZulu-Natal, discovered the value of effective communication and personal development, while tackling issues of diversity, teamwork and conflict management.

The wide range of participants in terms of demographics, work experience, sector and level of management allowed for interesting debates around leadership challenges.

When the group reflected on important lessons they had learnt, the issue of love was at the top of the list: 'When you love yourself and have passion for your work, you infect your co-workers with renewed energy and love, and it

will encourage a more productive and ambitious manner in their work,' said one participant. Facilitator, Mr Mandla Ndaba added, 'The love of power and the fear of losing it creates a bad environment and downward spiral [in your office, home and other social institutions], but the power of love creates a beautiful environment and allows for very effective management.'

Feedback on the Workshop included 'extremely interesting', 'packed with essential information' and 'a real learning curve.'

'The Workshops are aimed at the most recent graduates, and professionals seeking skills to assist them in their work,' said Mr Finn Christensen, Manager of Alumni Relations. 'These Workshops assist in building long lasting relationships between Alumni Relations (and the University) and the graduates – many of whom are starting out on careers which require such skills as project management and leadership,' he added.

## How to make lectures relevant and entertaining

WORDS: SITHEMBILE SHABANGU AND PHUMELELE MAVANENI

**W**ith the growing number of students entering Higher Education, lecturers face the challenge of teaching large groups.

Hosted by the Faculty of Science and Agriculture, international experts on teaching methodologies for large undergraduate classes, Professors Simon Bates and Lorne Wolfe presented public lectures and ran workshops at UKZN during May to help lecturing staff come to grips with these challenges.

Bates is a physicist and Dean of Learning and Teaching in the College of Science and Engineering at Edinburgh University in the UK. Wolfe is a biologist and Professor of Biology at Georgia

Southern University, USA.

Workshops on "Innovative Teaching Methods for Large Undergraduate Classes" were held on the Pietermaritzburg and Westville campuses. Lecturers from different disciplines were asked to share their challenges and what works for them. Some of the issues that were raised included language and background differences, getting students to settle down before a lecture, students' expectation that lecture notes will be provided and the impersonal nature of large classes.

Wolfe said that a successful lecture is: relevant; informative; dynamic; challenging; and entertaining. One of the ways lecturers can capture their students' interest

is to make their lecture relevant, like putting up newsworthy articles that students can relate to. He said that less is always more as lecturers always experience pressure to complete the syllabus.

Bates introduced some ideas to combat short attention spans and to encourage student engagement. 'Always introduce interruptions in the classroom. Tell a joke or make some noise; just do something outside your normal routine,' he said. 'Have a quick session [where students] recall what was taught last time, and connect it to what has been or is being taught.'

He also advocated 'weekly short surveys of what students want you to stop doing, continue doing, and start doing as a lecturer. This will

help you understand what they like and also improve your teaching skills, whilst making them more involved in the lecturing process.'

Wolfe reinforced the work of Brazilian educator, Paulo Freire, which focuses on relevance and conscientisation in learning. Wolfe strongly believes in making students understand in what way learning content is valuable and relevant in students' lives, whilst building a personal relationship with each student. 'Even though you teach a large class, pretend to be engaging ten students; this will make your lecture presentation more engaging for students. Let's face it, in a class of 300 students, you can't know each one by name, but you can make them

feel like you are interested in them personally by commenting and complimenting things, like their shoes, or T-shirt,' he said.

Bates said that transmission of information has changed and there is now a need for interactive teaching. He discussed "clickers" which are remote personal response systems. Clickers allow for active participation by all students and provide immediate feedback to the instructor, and the students, about any confusion or misunderstanding of the material being presented. Bates said that, compared to traditional teaching methods, clickers double the amount of material absorbed during a lecture.



# NEW APPOINTMENTS



**Mr Siphelele Dlamini**  
User Support  
Consultant  
Information  
Communication  
Technology



**Ms Diane King**  
Tutor  
Language  
Centre



**Ms Nokubonga Mathimba**  
Trainee Accountant:  
Finance  
Agriculture,  
Engineering  
and Science



**Ms Thembisile Mbatha**  
User Support  
Consultant  
Information  
Communication  
Technology



**Miss Kerina Naidoo**  
Admin Assistant/  
Secretary  
School of Science,  
Mathematics and  
Technology Education



**Miss Nokuthula Ndlovu**  
Library  
Assistant  
Library  
Services

## Deputy Dean of Education appointed to Ministerial Task Team

Deputy Dean in the Faculty of Education, Professor Volker Wedekind has been appointed to a Ministerial Task Team that will advise the Minister of Higher Education and Training on improving the performance of Sector Education and Training Authorities (SETAs).

WORDS: MAKABONGWE KHANYILE PHOTO: SUPPLIED

**W**edekind said that 'it is an honour to be asked to serve on this team.' He is the only university-based member of the Task Team, which, said Wedekind, places responsibility on him to ensure that he brings both the skills and the perspectives of Higher Education into its work.

SETAs are a key mechanism for addressing the skills shortages in South Africa, but have been criticised for not delivering on

their mandate. The Task Team, comprising seven members, will be advising the Minister on ways of making the SETAs more effective. It will assess the performance of the SETAs and recommend changes to their systems of governance, finance and skills planning.

The Task Team began its work at the end of March and is due to report to the Minister at the end of June 2011.



**Professor Volker Wedekind.**

## Art students showcase their talents

Third year Centre for Visual Art students on the Pietermaritzburg campus had an exciting opportunity to exhibit their work at the Centre's end-of-semester exhibition from June 2-3.

WORDS AND PHOTO: LUNGA MEMELA

**A**lso featuring artwork by Honours student, Mr Muzi Gigaba, the eye-catching exhibition revealed an impressive level of skill and talent.

'Our students get introduced to a range of media and techniques,' said Academic Co-ordinator, Mr Vulindlela Nyoni and Mrs Faye Spencer who lectures Painting at the Centre. They dubbed the exhibitors a small but very strong group.

'The lecturers are very

supportive and encouraging,' said Gigaba who intends to pursue a Masters degree. He said that he enjoys freedom of expression in his work and is not limited to a single genre or medium. Gigaba added that the Centre offers an interactive environment for students and their lecturers.

'We look for excellence in what we do,' said Nyoni. Proud that the standard of work produced by the students matches that of other tertiary institutions, Nyoni said they encourage students

to find their own voice as they progress. 'There are a lot of successful people who have come from this line of creativity in the current contemporary art scene,' he added.

The lecturers agreed that it is difficult for non-artists to understand their work as research; however, they encourage students to reflect on their role as generators of knowledge and constantly create new borders of knowledge.



**The third-year student exhibition.**



**Stoma Therapist at McCord Hospital, Ms Maggie Coyle and Artist and Motivational Speaker, Mr Musa Zulu at the launch of the Colorectal Cancer and Stoma Support Group.**

## New Support Group gives hope to patients

The Colorectal Cancer and Stoma Support Group (CCSSG) launched at UKZN on May 31 aims to assist patients with cancer of the bowel.

WORDS & PHOTO: SITHEMBILE SHABANGU

**T**he Support Group has been established under the auspices of the Colorectal Unit based in the Department of Surgery, at the Nelson R Mandela School of Medicine and the Inkosi Albert Luthuli Central Hospital. The launch took the form of a fund raising dinner.

Colorectal Cancer, a cancer of the large bowel, is the third most common cancer worldwide and is the second most common cause of death. In South Africa 5 000 cases are diagnosed annually. Contributing to this high mortality rate is lack of information and support for the patients and their relatives.

Speaking at the launch, the Head of the Department of Surgery and Colorectal Unit, Professor Thandinkosi Madiba, said that people are afraid of speaking about symptoms related to the large bowel because this is regarded as a taboo subject.

Madiba added that there are no support groups available for patients who have been diagnosed with colorectal cancer or who are living with stomas. A stoma is a surgically created opening in the body that replaces a normal opening. It is needed when the normal opening is blocked by a tumour or has been altered as part of cancer treatment.

Madiba encouraged people to seek medical attention as soon

as they notice symptoms related to the large bowel so that the disease can be picked up earlier, thus giving the patient the chance of a cure.

KwaZulu-Natal MEC for Health Dr Sibongiseni Dhlomo encouraged people to lead a healthy lifestyle and exercise so as to decrease exposure to such diseases. He added that the age of patients diagnosed with cancer gets younger every year and that children are losing mothers at a young age.

One of South Africa's First ladies, Mrs Thobeka Madiba-Zuma, said that she is saddened that so many people continue to be infected and affected by chronic diseases. She noted that contributing factors include poverty, gender discrimination, violence against women and HIV/AIDS. She expressed her concern that many women still require their husband's permission to be screened for cancer.

Stoma Therapist at McCord Hospital, Ms Maggie Coyle supports patients with stomas. She emphasised the importance of learning to live with adversity and to learn to be positive.

**Contact the Support Group on:**  
**Tel** – 031 260 4780 (Mondays and Thursdays)  
**Website** – <http://ccssg.ukzn.ac.za>  
**Email** – [ccssg@ukzn.ac.za](mailto:ccssg@ukzn.ac.za)



# NEW APPOINTMENTS



**Mr Phillip Noall**  
Accountant:  
Finance  
Agriculture,  
Engineering  
and Science



**Mr Marvin Robson**  
Laboratory  
Consultant  
Information  
Communication  
Technology



**Miss Lungile Sikhakhane**  
Student Support  
Services  
Accountant:  
Finance



**Mr Philip Tinago**  
Student Support  
Services  
Supervisor:  
Finance



**Miss Thabile Zondi**  
Library  
Assistant  
Library Services

*Information supplied  
by Human Resources  
Division*

## Book celebrates 100 years of university rugby

*The Time of Our Lives: 100 Years of Natal University and UKZN Rugby* is a collection of memoirs from alumni and former rugby players who have contributed to raising the status of the game, both locally and internationally.

WORDS: GQWESA NYIKANA

**T**he research for the book was conducted by alumni, including Harry Champion, who spent many hours at the UKZN archives, co-ordinator Mark Schulze and freelance sports journalist John Bishop. Information was sourced from various archives, scrapbooks and interviews with prominent former players.

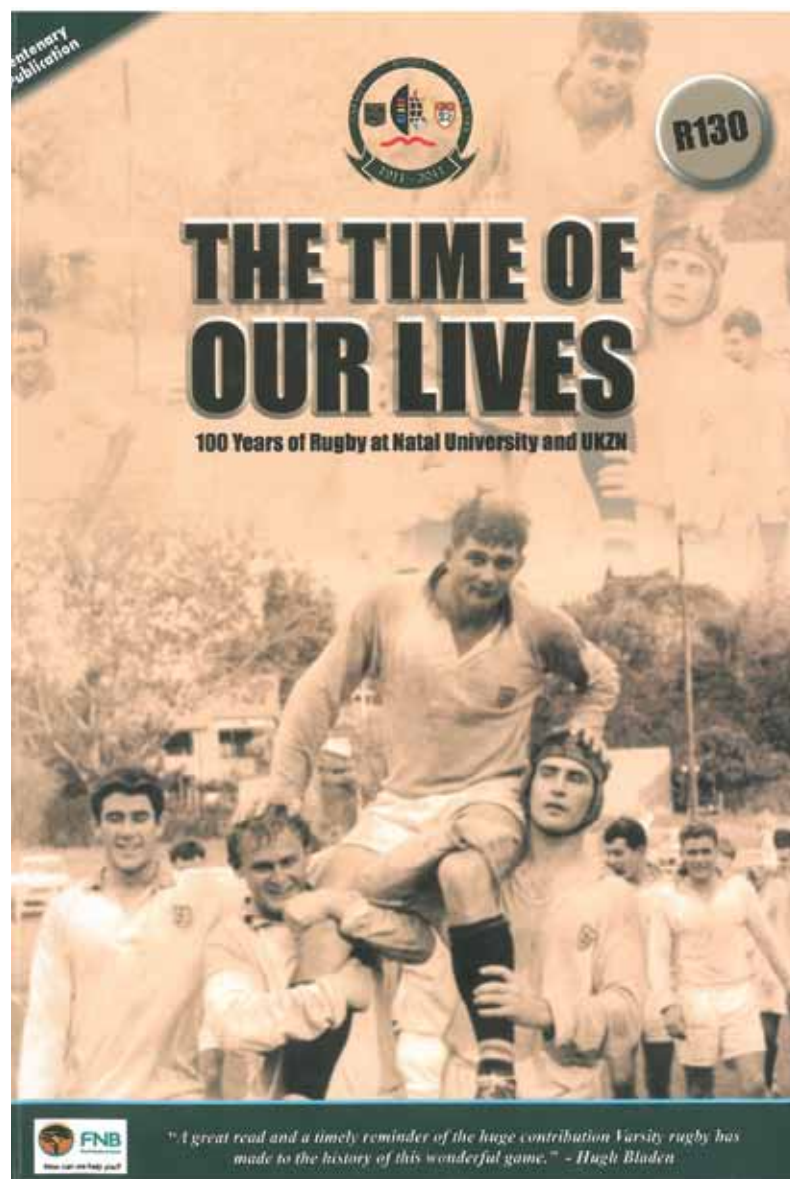
The brochure took seven months to compile with much of the information received from alumni.

‘The centenary’s objective is to enable Rugby Alumni to reunite with their former teammates and get reacquainted with the present day University and its rugby teams. A written record of Varsity rugby in the past 100 years, acknowledging some of the characters who contributed in establishing and maintaining Varsity Rugby will certainly help achieve this goal,’ said Schulze.

Insightful contributions from legendary alumni, such as Adriaan “Doc” Louw who played varsity rugby during the 1970s and was selected to play for the South African Gazelles against the 1976 All Blacks and the Junior Springboks against the 1977 World XV; Craig Jamieson, a former Maritzburg Varsity rugby captain, who later led Natal to its first Currie Cup victory in 1990; and Tom Bedford who despite his relatively small physique, continuously rose to the occasion as the Durban Varsity Captain and was regularly selected to represent the Springboks in the 1960s lived up the text.

The personal memoirs highlight the importance of pride, camaraderie, teamwork and a general enthusiastic passion for student rugby. These personal encounters serve as a vivid reminder to the current Durban and Pietermaritzburg teams of the heritage of the club, and illustrate how players before them contributed to the establishment of a revered rugby environment.

The Impi, as the current combined UKZN selection are



fondly known, therefore have a reputation to maintain. Impi is derived from the isiZulu language meaning a group of Zulu Warriors. This is extremely significant because the varsity team is based in KwaZulu-Natal and like Zulu warriors instinctively attempt to fend off their opponents.

Jamieson recalls the kind of impact varsity rugby had on students and the rugby community in the 1980s: ‘In my days on campus, Maritzburg Varsity reigned supreme in the U20 Frank Norris Cup and, apart from the abundance of talent, we had such a tremendous team spirit. Natal University were also the champions off the field and proved it in a series of memorable nights.’

Varsity rugby was first recorded in 1911 at the former

Natal University College (NUC) in Pietermaritzburg. The Durban and Pietermaritzburg campus teams have since collected an assortment of silverware including the Murray Cup and the former Inter-City title in 1930, the Moor Cup in 1957 (Durban Varsity), 1962 (Maritzburg Varsity) and 1988 (Durban Varsity), and countless age-group titles. UKZN’s Impi who are taking part in the 2011 Varsity Shield, can gain inspiration from this proud record.

*The Time of Our Lives: 100 Years of Natal University and UKZN Rugby* is available at selected retail stores, at a cost of R130. Proceeds will go towards a bursary fund for young rugby players.

For further information, e-mail: [pmb rugby@ukzn.ac.za](mailto:pmb rugby@ukzn.ac.za) or call 079 39 59 441.

## New Masters degree a first for South Africa

In a first for South Africa, the School of Audiology, Occupational Therapy and Speech-Language Pathology has launched a Masters of Philosophy in Group Therapy.

WORDS AND PHOTO: SITHEMBILE SHABANGU

**H**ead of School, Professor Robin Joubert said that the idea to start the programme originated with Mrs Vivian Alers, an occupational therapist from Gauteng, six years ago when she realised how expensive it was for South Africans to study abroad.

The main focus of the degree is to prepare therapists and psychologists to be able to run interactive groups that have a therapeutic focus. This would enable them to deal more effectively with issues facing South Africa, such as the large numbers of mental health care users in institutions as well as living in the community. These include survivors of trauma, victims of abuse and victims of serious crime who may also be suffering from post traumatic stress disorder.

The degree is multidisciplinary which allows any practitioner with the correct health professional degree e.g. occupational therapist, psychologist or social worker, to study and become an expert in the use of group therapy in various contexts.

The degree was approved in 2010 by the Department of Higher Education and Training and the Higher Education Quality Committee (HEQC),

to be offered at UKZN as from 2011. Modules are presented over a one week block and the first group of students is currently in the second module.

One of the founders of the programme, Dr Rosemary Crouch, (formerly of Wits University) commented on the extensive need for therapeutic services in South Africa, including group therapeutic interventions. She said that the new degree will equip practitioners to become experts in group therapy. She congratulated the first group of seven that has enrolled and wished them luck.

Student, Ms Nazeema Soomar said, ‘I hope I can do justice to the amount of work and experience that has been passed on to me.’

Chief Psychiatrist, Dr Suvira Ramlall, a lecturer on the course, said that she is pleased to have been part of the discussions and the planning for the degree. She added that South Africans can go out and get knowledge, but it is time that the country showcases its resources and teaches other countries how we do things in Africa.

The degree will be offered by the School every two years. Mrs Thev Gurayah, from Occupational Therapy, is the academic co-ordinator for the degree.



**From left - Mrs Thea Beech, Professor Robin Joubert, Dr Rosemary Crouch, Mrs Vivian Alers and Dr Suvira Ramlall.**



# Stigma impedes AIDS prevention

Medical advances cannot help those who deny they are at risk of HIV and avoid HIV tests. Professor Salim S Abdool Karim describes how such attitudes may be overcome.

On June 5, 1981 30 years ago, the United States Centres for Disease Control and Prevention (CDC) published a report from California of a strange pneumonia in five men who have sex with men. Several more cases from New York, Texas, and beyond the USA came flooding in almost immediately thereafter. Thus, the world witnessed the inauspicious start to AIDS, the worst epidemic in the history of humankind.

During the first decade of AIDS, the disease brought death, pain and suffering, made worse by the stigma that accompanied infection. As a newly qualified doctor in South Africa, it was agonising for me to watch hundreds of patients die from AIDS – unable to do much more than treat their tuberculosis or pneumonia infections and make their last days comfortable.

However, reflecting now on the last 30 years of the AIDS epidemic, there is much to celebrate regarding progress in the treatment and prevention of the disease. Within the past year alone, several studies have revealed that antiretroviral drugs can prevent the sexual transmission of HIV.

Yet worldwide, many people who are potentially exposed to the virus avoid finding out whether they carry it, or deny that they are at risk of contracting it. Unless people establish whether they are infected, they will not be able to be adopt the most appropriate preventive measures. As scientists and clinicians, our ability to overcome this denialism will determine whether we ultimately succeed in using combinations of all the preventive and therapeutic tools now available to slow, and eventually stop, the HIV/AIDS pandemic.

## Science brings hope

Amid the despair of the AIDS epidemic, charlatans and “snake-oil” cures were plentiful. The real hope among the medical community was that science would produce a vaccine or a cure. This hope was not entirely misplaced. The most significant advance in the second decade of the epidemic was the development of antiretroviral drugs to treat AIDS patients and to prevent pregnant women from passing on HIV to their children.

In the late 1990s, “triple” antiretroviral therapy transformed AIDS from a uniformly fatal condition to a treatable chronic disease – but only in those countries that could afford the roughly R200 000 a year that it cost to treat each patient.

For Africa, the turning point came in 2000, at the 13<sup>th</sup>



Professor Quarraisha Abdool Karim explains how to use an applicator at the Caprisa clinic. Photo: Rajesh Jantilal

International AIDS Conference in Durban, South Africa, when community groups, activists, patients, scientists and health-care workers jointly protested against drug companies and governments, and called for an end to global inequities in access to AIDS treatment. Within a few years, antiretroviral therapy became a reality throughout most of the continent, mainly thanks to funding from the Global Fund to Fight AIDS, Tuberculosis and Malaria, and the US President’s Emergency Plan for AIDS Relief (PEPFAR).

## AIDS denial

Events took a different course in South Africa, where today 5.4 million people are thought to be infected – more than in any other country. Until 2004, government hospitals were barred from giving antiretrovirals – whether to prevent rape victims from acquiring HIV or to treat patients dying from AIDS. At that time, President Thabo Mbeki denied that AIDS existed. He and his supporters saw the assertion that a new sexually transmitted disease was sweeping through Africa as a racially motivated attack against Blacks and a way for pharmaceutical companies to exploit the poor.

Following persistent activism, advocacy, litigation and mass mobilisation involving people living with HIV, the Mbeki government eventually initiated a national antiretroviral rollout in 2004. The delay caused an estimated 330 000 unnecessary deaths and some 35 000 avoidable HIV infections in babies.

Back in 1999, I was asked to join Mbeki’s advisory panel, established to assess whether HIV causes AIDS. Sitting on that panel, engaging in futile debate with AIDS denialists while the

epidemic raged on, marked the lowest point in my life. I never imagined that a decade later, long after Mbeki had stepped down, one of the biggest obstacles to curbing the epidemic, both in South Africa and throughout the world, would be another form of denial – this time at the individual and community level. The two kinds of denialism are very different. But both illustrate that scientific knowledge and innovation alone are not enough to save lives.

## New HIV prevention

In the epidemic’s third decade, compelling evidence accumulated from clinical trials that male circumcision reduces the likelihood of men contracting HIV from infected women by more than 50%. Last year, we showed through the CAPRISA 004 study, that an antiretroviral drug called tenofovir, formulated as a vaginal gel, reduces the chance of heterosexual women contracting HIV by 39%. Also in 2010, epidemiologists showed that a combination of oral tenofovir and another oral antiretroviral, emtricitabine, reduces the likelihood of men who have sex with men acquiring HIV by 44%. Most promising of all, the results of a multinational clinical trial released last month suggest that antiretroviral treatment can reduce the transmission of HIV from infected men and women to their uninfected partners by 96%.

With these tools – circumcision plus antiretroviral drugs that can treat AIDS patients, prevent mother-to-child transmission of HIV and block the sexual transmission of the virus – stopping the epidemic is within our grasp. But only if more people acknowledge their risk of contracting HIV and find out their HIV status.

Acknowledging infection risk is a first step to getting tested for HIV or taking precautions. Risk awareness must be sustained, as taking preventive antiretroviral pills or applying the microbicide gel inconsistently can lessen their effectiveness. Also, it is crucial that people who do take preventive measures know whether they already carry HIV, because exposing infected individuals to a single antiretroviral drug designed to prevent uninfected people from contracting the virus could facilitate the emergence of drug resistance.

Moreover, when people know they have HIV, they may be less likely to pass on the virus to uninfected partners. For instance, American men and women who are unaware that they carry HIV are 3.5 times more likely to transmit the virus to others than those who know they are infected.

## Getting tested

Ensuring that people are sufficiently aware of their level of risk and that they seek regular testing for HIV has proved difficult the world over.

In South Africa, the most recent national HIV survey revealed that 74% of those most at risk of acquiring the virus (including women aged 20-34) were unaware of their HIV status, even though their answers to survey questions indicated that they were well informed about the disease. In 2008, the CDC surveyed more than 8 000 men who have sex with men, and found that more than 40% of those infected did not know it. Relatively few of those at risk who are uninfected are taking antiretroviral drugs as a preventive measure, which the CDC recommends.

The numbers volunteering for HIV tests paint a similar picture. Although testing has increased significantly in sub-Saharan Africa in recent years, only about 20% of men and 28% of women in South Africa received an HIV test and result within the past year. Similarly, in Kenya, the 2007 national AIDS survey of 18 000 individuals from nearly 10 000 households found that only 17% of those testing HIV positive reported knowing that they were infected. China fares a little better: about 44% of people living with HIV know that they are infected.

Denial is not the only factor hampering HIV testing and the use of antiretroviral drugs. Here, in South Africa, the public health-care system is already overwhelmed by tens of thousands of AIDS patients. Long queues and overstretched



Professor Salim S Abdool Karim.

staff discourage many from trying to obtain medical help. But in countries ranging from France to India the practical problems hampering testing and uptake of antiretrovirals are compounded by people seeking care only after they have developed the symptoms of full-blown AIDS.

## The implementation challenge

We must not allow the fourth decade of the AIDS epidemic to be the decade of missed opportunity.

The post-Mbeki government has shown commitment to both HIV treatment and HIV prevention. Every HIV prevention programme should now involve a combination of interventions tailored to the risks and vulnerabilities of the people receiving them. In most of southern Africa, for instance, teenage girls are up to eight times more likely to contract HIV than boys of the same age. For them, a microbicide gel that they can control is likely to be critical to reducing their risk of infection. Meanwhile, male circumcision is likely to have most impact for men in their early twenties.

The challenge is how to implement these strategies effectively with the limited funds available, so that the successes emerging from clinical trials translate into real-world benefits. The recent call by the CDC and the US National Institutes of Health for proposals for “implementation science” programmes to address the global epidemic is a step in the right direction. Together, these agencies are committing about \$50 million from PEPFAR to programmes involving interventions known to be effective in clinical trials, and which in combination are likely to improve HIV prevention, treatment and care in poor communities.

Most important, any programme of biomedical interventions should include strategies aimed at encouraging people to acknowledge their risk of contracting HIV.

*Continued on page 7 ...*



# Traditional Medicine Programme reaches out to Free State practitioners

The Traditional Medicine Programme headed by the Nelson R Mandela School of Medicine's Professor Nceba Gqaleni hosted the Free State Department of Health and traditional healers on Africa Day, May 25. Gqaleni is the South African Research Chairs Initiative (SARChI) Chair of Indigenous Health Care Systems.

WORDS & PHOTO: PHUMELELE MAVANENI

The 13-person Free State delegation, consisting of 10 traditional practitioners and three Department of Health personnel were on a two-day visit to KwaZulu-Natal to learn from the cutting-edge research being done in the province on traditional medicine.

The delegation met with the KwaZulu-Natal Department of Health and its partners, UKZN's Traditional Medicine Programme, the eThekweni Municipality, and local traditional healers. Gqaleni hosted a meeting at the Traditional Medicine Laboratory with the delegation; and the eThekweni Municipality took the delegation on a tour to Silverglen Nature Reserve, where they witnessed the cultivation of indigenous medicinal plants, and to the Durban Muthi Market, where traditional healers ply their wares.

Colourful traditional wear and accessories, as well as drumbeats and song, characterised the

meeting at UKZN. The proceedings began with a Zulu praise song and a prayer to God and the ancestors – an unusual occurrence at the University.

Gqaleni gave a presentation on the purpose, research and academic programmes within the Traditional Medicines Laboratory. He said that the interprovincial connection will allow Free State healers to get involved with rare research opportunities and develop the dignity of traditional medicine and healers in South Africa.

Gqaleni explained that 'The work of the Programme is to preserve and verify the effects of traditional medicines in HIV treatment and the immune system through research and academia. We want the world to know that something comes out of Africa and its indigenous knowledge that is of great importance.' He cited a number of examples of "stolen" African knowledge that has benefited medical history without acknowledging

its African origins. Through research, the Programme hopes to put an end to such practices.

Dr Sandile Tshabalala from the KwaZulu-Natal Department of Health said that healers need to come together and empower themselves by having one organisation that stands up for their rights as health practitioners before they attempt to address the government. 'This way healers will have the power to establish an agreement with the government on what work they want to achieve together, and not have the government dictate to them what they can and cannot do,' said Dr Tshabalala.

Ms Moeder Khokho, Deputy Director General of the Free State Department of Health reiterated the sentiments of Dr Tshabalala and stated that healers need to collaborate with the government at a professional level and put forward proposals that are well co-ordinated in order to be taken seriously when it comes to funding opportunities.

# Lecture Honours late Activist

Staff, students and political activists gathered at UKZN's Westville campus on Africa Day, to honour the life of the late journalist, and political and human rights activist, Mr Strini Moodley.

WORDS & PHOTO: LUNGA MEMELA

The Strini Moodley Annual Memorial Lecture was presented by noted Pan African scholar and writer, Professor Horace Campbell, who is Professor of African American Studies and Political Science at Syracuse University, New York. The lecture was titled "Towards an Africa without borders in the 21<sup>st</sup> century: Without Unity and Peace, there is no future for South Africa".

Professor David Macharia from the Umtapo Centre, which partners with UKZN in hosting the Lecture, said it was fitting to commemorate Africa Day in this manner. The Umtapo Centre is a non-profit development organisation whose mission is to engage in education, training, community mobilisation, and networking in order to empower people, particularly youth, to take control of their own lives in the struggle for sustainable development, peace, and human rights.

Campbell was introduced by Umtapo Board Member, Dr Farida Patel who referred to the late Moodley as a 'veteran peace activist'.

'There is need for a new orientation on liberation and peace to conceptualise the values of *Ubuntu* as the basis for transformation,' said Campbell. He explained that *Ubuntu* incorporates values of sharing, co-operation, and spiritual health, and argued that *Ubuntu*, emancipatory politics, and reparations are the key concepts for liberation today and tomorrow. 'The attainment of *Ubuntu* in the Pan African context is bound up with the political union of the peoples of Africa,' he said.

Umtapo Board Member and former Vice-Chancellor of the University of Fort Hare, Professor Mbulelo Mzamane congratulated Campbell on his speech. He said



Professor Horace Campbell.

that lectures and discussions such as these 'tease [out] what might be best [for] our curriculum as universities.' Mzamane flagged UKZN's vision to be the Premier University of African Scholarship as a plausible basis for an imagined "Africa without borders".

Deputy Vice-Chancellor: Research at UKZN, Professor Nelson Ijumba acknowledged late heroes Moodley and Steve Biko, as well as the Moodley family, which was present at the lecture. He praised the partnership between UKZN and the Umtapo Centre.

The Strini Moodley Annual Memorial Lecture Award was received by four awardees this year. Umtapo Peace, Human Rights and Anti-Racism Educators, Mr Moses Mampha and Ms Luleka Nkwateni; and former Club Organisers, Ms Nolubabalo Kwayimani at Thembelihle Senior Secondary School and Mr Tsumbo Nephawe, at Tshiawelo Secondary School were excited to receive the prestigious award.



Professor Nceba Gqaleni, (in front) with representatives from the Free State's Department of Health and the Province's traditional healers.

Continued from page 6 ...

## Working together

We cannot assume that demand for antiretroviral drugs, or for any other prevention technology, exists just because the need does.

Our government's past attempt to introduce female condoms in South Africa in 1995 illustrated the pitfalls of rolling something out without concomitantly creating a demand for it. The R18 million effort to distribute 1.3 million condoms to women proved ineffectual because patients did not request them and health-service providers did not

adequately promote them.

Simply giving people facts and information is not enough. Fear and avoidance must be understood in the context of both the individual and society. Health practitioners and researchers worldwide must engage local communities to find out what factors are preventing people from making the best choices in terms of prevention and treatment. Community members and patients are best placed to advise doctors, nurses and other health care workers how to couch advice and information in ways that are likely to be effective.

This approach has already proved successful in some cases. For instance, my co-workers and I designed a dosing strategy for the tenofovir microbicide gel whereby women apply one dose of gel within 12 hours before sex and a second as soon as possible within 12 hours after sex. We selected this strategy partly on the basis of scientific information about the drug and its effectiveness in animal studies – but also as a result of detailed consultations with rural women in South Africa revealing that having some flexibility over when to apply the gel was essential. With

this dosing approach, nearly 900 women enrolled in a clinical trial were able to successfully apply the gel about 80% of the time.

An underlying obstacle to finding effective ways to intervene is the separation between biomedical and behavioural research in HIV/AIDS. This emanates not only from our failure, as researchers, funders and clinicians, to fully appreciate that every biomedical prevention strategy includes a behavioural change, but also from counter-productive hierarchies and territorialism within science. If behavioural and biomedical scientists

work together with communities to develop solutions, the coming decade may prove to be the one when the tide was turned against the global AIDS epidemic.

Salim S Abdool Karim is Pro-Vice-Chancellor (Research) and Director at the Centre for the AIDS Programme of Research in South Africa (CAPRISA), at UKZN and Professor of Epidemiology at Columbia University, New York.

The article is an edited version of an article in the journal, Nature and was published in The Mercury on 7 June 2011.



# ‘Paper Out’ Workshop empowers women academics

An innovative mentoring initiative aimed at supporting mid-career level women academics has taken off in KwaZulu-Natal. The first ‘Paper Out’ Initiative got underway in the serene settings of the Pumula Beach Hotel on KwaZulu-Natal’s lower south coast on May 25.

WORDS: SUPPLIED PHOTOS: SITHEMBILE SHABANGU

**T**his is the first programme of its kind in the country,’ said Professor Cheryl Potgieter, UKZN’s Dean of Research. ‘We need to increase the number of women and particularly Black women on the continent who are contributing to knowledge. For us it is also significant that workshop started on “Africa Day”.’ In an effort to increase women’s publications in accredited journals UKZN recently established the Women in Research Academy under the leadership of Potgieter. The ‘Paper Out’ Initiative is a pilot programme in a series of interventions towards this objective.

All women who were selected to participate in the programme responded to a call to submit a journal article which was in draft form for a particular journal or an article that had been submitted to a journal and that had been returned with various levels of suggested changes before re-submission.

Applications were then screened by a senior panel of UKZN academics and 16 candidates selected for the Paper Out. Dr Nthabiseng Motsemme who has recently been appointed in Potgieter’s office to direct the University’s capacity development programme said: ‘The selection of participants followed a rigorous selection process involving applicants from UKZN, the Durban University of Technology (DUT) and one candidate from Tswane University of Technology (TUT).’ Potgieter and Motsemme pointed out that they had many more applicants but all papers were not ready for the Paper Out. A contractual condition of the Paper Out is that the re-worked article be sent to a journal 30 days after the workshop. Regular reports during the

30 days have to be sent to the Women in Research Academy. The funding for the workshop which Potgieter received from Dr Gansen Pillay of the National Research Foundation (NRF) was to support women at UKZN and DUT. However, an academic from TUT who had recently completed a PhD asked Potgieter if she could be included. Potgieter felt that the woman was enthusiastic and desperate to publish and she could not turn her down ‘just because she was not at either UKZN or DUT’.

Potgieter points out that the mentors are from various South African universities across disciplines. She has worked with many of them previously and they all have a commitment to capacity development. The mentors had been sent the papers prior to the workshop and provided detailed feedback at the workshop. Journal editors and people with editorial experience were also part of the workshop. Potgieter said that women’s inability to publish is not only related to lack of skills or finance, but also to aspects of confidence and the micro-politics at institutional level. It is for this reason that Potgieter and Motsemme engaged with mentors in a conversation titled “what we learned and nobody told you”, which was set at the end of the first day. ‘A lively engaging session took place with mentors sharing very personal information and which mentees clearly appreciated,’ Potgieter remarked.

Paper Out received many applications and those who did not meet the eligibility criteria will be invited to attend the “Introductory Writing For Publication” workshops which the Academy will host.



Mentor, Professor Labby Ramrathan, gives advice to Dr Joyce Chitja on aspects of publishing during a plenary session held at the Research Office ‘Paper-Out’ Workshop.

Taking time out to share her experiences of the Paper Out Initiative, Dr Thirusha Naidu, a clinical psychologist who lectures at UKZN’S Medical School, talked about a new, and somewhat *avant-garde* approach of presenting research in poetry form. Naidu said she had received good advice on how best to use this novel technique in documenting untold stories of primary caregivers dealing with terminally ill HIV/AIDS sufferers.

Other article topics under discussion ranged from the impact of climate change on coastal management, public sector governance and whistleblowing, to ensuring that rural health workers are trained in new technologies and skills arising from the latest medical research.

In feedback sessions, participants were given wide and all-encompassing advice on planning and writing their

articles, and also encouraged to engage with “the public space”, including the media, to spark debate on issues deserving attention. In the closing session, participant after participant voiced appreciation for the dedicated input, assistance and advice they had been given by the Academy and the mentors.

**Dr Thirusha Naidu (UKZN):** ‘It’s really a privilege to be in an environment where you’re meeting people who are so willing to share their knowledge in such an open way. There are now opportunities to network across the University, to enhance research initiatives by putting people who are thinking in similar ways together. That’s what I found very useful.’

**Dr Simonia Magardie (TUT):** ‘For the first time I feel that I’ve had constructive criticism in a safe environment. I feel motivated. I feel I know where I am going, and have direction. I am grateful for the opportunity which Professor Potgieter has accorded me.’

**Dr Joyce Chitja (UKZN):** ‘To be able to come here and find two people, who are specialists and highly rated in issues of language and education, to sit side-by-side with me, and help me. I wouldn’t naturally find this in agriculture where I am.’

**Dr Catherine Blanchard (UKZN):** ‘For me the most valuable thing was to get a fresh perspective. To hear something different helps, and also not to be in a vacuum.’

**Dr Rosemary Chimbala (UKZN):** ‘I thought it (publishing) was a lonely road and you just had to wait, you couldn’t consult or ask.’

**Dr Nirmala Dorasamy (DUT):** ‘It’s been a self-esteem booster.’

Potgieter said that: ‘The obvious question that we need to pin down is: why is women’s development important or, put differently, why is it essential to increase women’s participation in knowledge production?’ She added: ‘I believe that for Africa and South Africa to grow or sustain growth in the next decade or two high levels of innovation and creativity are crucial. Humanity consists of both men and women. Supporting women in forums such as this Paper Out is essentially about women’s development but we all know women’s development is linked to the economic development of the country. We have to grow a knowledge base which is able to create and sustain levels of innovation which contribute to annual GDP *per capita* growth as well as ensure scientific and technological innovation and I believe that what we are doing here today is contributing to a much larger goal.’

Closing the Workshop, Motsemme said it was important to keep the momentum going, and that the Women in Research Academy would facilitate further engagement amongst participants over the next few weeks to ensure that the articles are sent to journals within 30 days.

‘My wish is that two years from now, those who are currently participants will not only have an active research portfolio, but more importantly, be mentoring others,’ said Potgieter.

This article can be accessed on <http://ern.nrf.ac.za/>



Dean of Research, Professor Cheryl Potgieter (far right) with some of the attendees at the Workshop.



# Writing Workshop encourages publishing

A motivated group of UKZN academic staff attended a *Writing for Publication Workshop* from May 23 to 27. The Workshop was hosted by the University Teaching and Learning Office (UTLO).

WORDS & PHOTO: LUNGA MEMELA

Conducted by a team of expert consultants experienced in improving publications for universities, the workshop was aimed at academic staff who already were in possession of a draft manuscript but who consider themselves novice authors, have a limited publications record and are trying to improve their publications output.

Professor Renuka Vithal, DVC: Teaching and Learning, said that in its pursuit of cultivating a culture of evidence-led scholarship of teaching and learning, the University was steadily growing a community of scholars engaging in innovative teaching and learning strategies and related research. Adopting a research-driven approach to teaching and learning has multiple rewards, she noted. Firstly, it forces academics to confront the tacit theories underpinning their classroom practices, which in turn informs new possibilities for responsive innovation. Secondly, writing about their praxis allows academics to put up for scrutiny the pedagogic merits of their endeavours and contributes to the expanding body of knowledge in the field of teaching and learning research.

One of the most valuable components of the workshop for staff members attending was receiving step-by-step guidance and coaching directly related to an article which they had to have already written based on the outcomes of their individual



Workshop participants.

research. In developing their confidence to publish in peer-reviewed journals; participants received expert peer reviews as well as feedback on their work from experienced critical readers and accredited language editors. The support received will develop each participant's article until it is ready to be submitted for publication.

Professor Brian McArthur, who Heads UKZN's School of Information Systems and Technology said he found the workshop most useful. He added that there were numerous frameworks dispensing useful tips on rigorous self editing and noted the various developmental stages of writing and editing which result in 'a good final product'.

Mrs Nondumiso Shangase who lectures at UKZN's School of Nursing said she liked the way the workshop included hands-on experience in equipping participants with writing skills. 'It was very informative, linking

concepts and jargon the way we should be in our writing,' she said.

Dr Rubby Dhunpath, a Director in the Teaching & Learning Office and Co-ordinator of the writing workshop emphasised that the workshop was part of UTLO's productivity oriented, process-driven model which involves providing a continuous loop of scholarly activities through identifying needs, creating opportunities for innovation and research and availing participants with ongoing support so that the activities culminate in tangible academic outputs. He encouraged academics to take advantage of the many opportunities offered by UTLO in supporting their scholarly work in teaching and learning. These include various teaching and learning grants, the UTLO Seminar Series, the Annual Teaching & Learning Conference and a host of workshops and symposia.



Mr Linda Sikhakhane with his music pupils at Hill View Primary School.

# Bursary enables student to reach out to learners

Second-year Music student Mr Linda Sikhakhane has been awarded a bursary by the Leeds Youth Big Band to cover his tuition fees for 2011.

WORDS: MAKABONGWE KHANYILE PHOTO: SUPPLIED

Sikhakhane, who is enrolled for a diploma in music specialising in saxophone, received the bursary after jamming with the Leeds Youth Big Band when it performed at UKZN's Jazz Centre last year. The Band is keen to increase the number of horn-players in Durban.

Dr Mageshen Naidoo, the Acting Head of the School of Music, was asked to identify students to jam with the Band. Based on his performance in class, Sikhakhane was one of those chosen.

'I cannot find ... a way to express my gratitude to the School of Music and the Leeds Youth Big Band for what they have done for me,' Sikhakhane said. 'I had received bursaries from SAMRO and National Arts Council in the previous semesters ... [but] I did not receive those bursaries this year ... if it was not for the Leeds Youth Big Band and the School of Music, it would have been difficult for me this year,' he added.

Part of the bursary agreement is that he will offer music lessons to pupils from grades 4 to 7 at Hill View Primary School, which the Leeds Big Youth Band visited last year. The multi-talented tenor saxophonist is not new to teaching. He has been

offering music lessons to youth at Siyakhula Music Centre in Umlazi Township for almost two years.

Sikhakhane has already begun teaching the "future artists" the fundamental theory to develop music reading skills and will offer practical lessons later in the year at Hill View Primary School and Siyakhula Music Centre.

'Working with young stars is great. They appreciate music and I am learning a lot from them,' he said. He hopes that his young learners will eventually study at UKZN.

The principal of the Hill View Primary School said the school is blessed to have such a young and humble man with passion, knowledge, skills and love for what he does.

Sikhakhane developed his music reading skills as a member of the Salvation Church Army Band and later joined the Siyakhula Band that performs at the Grahamstown Jazz festival. He will be performing with Brian Thusi at the Grahamstown Jazz Festival in July.

'I had a dream like any child. I have always had a love and passion for music. Now I am in the process [of realising] my dream to become a tenor saxophonist,' he said.

## Michigan State University students attend classes at UKZN



Students from the Michigan State University attended classes at UKZN as part of the Multi-Racial Unity Living Experience (MRULE) Program. They are seen with Acting Head of School of Literary Studies, Media and Creative Arts Professor Priya Narismulu, the director of the MRULE program, Dr Jeanne Gazel, and renowned South African author, Ms Lauretta Ngcobo.



# Launch celebrates Bushmen culture

The art of acclaimed bushman artist, the late Mr Vetkat Kruiper and his wife, Ms Belinda Kruiper's poetry, is celebrated in the book *Mooi Loop*, which was launched on June 1.

WORDS & PHOTO: PHUMELELE MAVANENI

The launch at the Bergtheil Museum in Westville was a collaboration between Art, Culture & Heritage for Peace (ARROWSA), UKZN's Centre for Communication, Media & Society (CCMS), and the Durban University of Technology (DUT), and was supported by the eThekweni Municipality's Local History Museum.

DUT Fine Arts and Jewelry students exhibited jewelry inspired by *Mooi Loop* and a trip they undertook to the Kalahari. Bechet High School students performed an extract from the play, *Oliver Twist*, which they had made socially relevant with rap and beat boxing. ARROW and CCMS students work with Bechet High School in a number of projects to promote social change and development.

Each page in *Mooi Loop* leads the reader further along the artistic and spiritual journey of Vetkat's sacred artwork that he did not want to sell and the poetry accompanying each of those. A central message in the book is the importance of staying connected to and respecting God and nature.

According to ARROW's Ms Mary Lange, 'They [Vetkat



From left: Ms Mary Lange (ARROW) and Professor Joan Connolly (DUT) celebrating the launch of *Mooi Loop*.

and Belinda] said that they could not explain the art he created to someone, knowing that different people interpret messages and images differently'. She added that the artwork and poetry acts like an archive of the history, spiritual awareness, and the lives of the bushman community.

Professor Joan Connolly from DUT noted that the oral traditional of knowledge is perceived as a

fraction and not a whole by literate people. 'The vast percentage is like an iceberg and the bulk of the knowledge lies underneath. It takes a special capacity to be able to access those understandings... I'm inspired by this book as Vetkat saw a world in which these different ways could come together and could be one in a way that nothing was lost, changed but not lost,' she added.

## Workshop advises consumers of their rights

Consumer rights expert and Professor of Law at UKZN, Professor Tanya Woker, informed consumers of their rights at the "Getting to grips with the Consumer Protection Act" workshop, the first offered by the Faculty of Law as part of their community service initiative.

WORDS: SITHEMBILE SHABANGU PHOTO: THANDIWE MADIKAZI

People often get "stuck" with defective goods that they cannot return to the suppliers. They pay for unwanted goods because they either did not read the contract properly until they ran into difficulties, or they just don't have the time to follow up with the supplier and they end up paying for it anyway.

The new Consumer Protection Act (CPA) gives consumers the right to return defective products for up to six months after purchase and cancel long-term contracts.

The purpose of the CPA is to reduce the problems faced by consumers who are disadvantaged, vulnerable, or do not have the ability to read or understand the terms of the contracts. The Act will ensure that consumers do not have to pay for something they did not receive simply because they did

not have the money to fight their case in court.

Section 14 of the Act allows the consumer to cancel long-term contracts by giving the supplier 20 business days notice. This only applies to contracts signed after April 1, 2011. These include cellphone, gym and similar contracts. However, the supplier is allowed to charge a reasonable penalty upon cancellation. Suppliers are now required to explain the contract fully so that consumers know what they are getting themselves into.

The Act will also ensure that there are reasonable marketing and sales practices. Some of these include unwanted direct marketing, regulation of the time of contacting consumers (companies not allowed to call after a certain time of the day), and maximum amounts that can be charged for promotional



Professor Tanya Woker.

competitions. Salespersons are not allowed to use pressure to sell a product.

Woker said that there was also a need for the police to be trained on the provisions of the Act so that when suppliers commit acts which are criminal offences these can be properly investigated and prosecuted.



Mr Jayson Kuppusamy from Merck Chemicals demonstrates his company's equipment to (left-right) MSc Biochemistry student, Ms Kayleen Brien, Head of School, Professor Bala Pillay and Professor Theresa Coetzer.

## Research Day promotes collaboration

For the fourth consecutive year, the School of Biochemistry, Genetics and Microbiology held its annual postgraduate research day on UKZN's Pietermaritzburg campus.

WORDS: VICKY CROOKES PHOTO: SUPPLIED

According to Head of School, Professor Bala Pillay, the event was designed 'to showcase the research projects within the various disciplines of the School and to promote interdisciplinary synergy and collaboration amongst researchers'.

Expertly organised by Professor Theresa Coetzer and her team, the event provided an ideal platform for the School and University to nurture and provide training for the future generation of scientists. The programme for the day included a selection of presentations by 11 of the School's Master's and Doctoral students, as well as three invited talks from staff members. The presentations focused on a range of research topics including infectious diseases, cancer, wound repair, fermentation, hydrocarbon degradation, genetic evaluation and diversity, nutrient uptake, microflora and bioprocessing.

The three staff presentations featured Professor Trevor Anderson who will be leaving the University at the end of July to take up a position at Purdue University in the United States; and Dr Gueguim Kana and Mrs Jamal-Ally, both from the discipline of Microbiology.

Presenting the opening address, Dean of Science and Agriculture, Professor Deo Jaganyi, said the research day was a great opportunity to strongly discuss and interrogate research findings. He was encouraged by the make-up of presentations as he said they featured a "mixture", ranging from ones presented by 'the generation exiting the system, those in the system and those aspiring to be part of the system'. He urged the students

to join the knowledge economy of the country by engaging in PhD studies. 'You have to be prepared to generate and share knowledge; to put your name out there amongst your peers,' said Jaganyi.

The research day was supported by a variety of sponsors who contributed generously towards the prize money for the winners and hosted exhibits in the foyer area, showcasing their products and services. An honorary award was presented to Mr Jayson Kuppusamy of Merck Chemicals "in recognition of continued support to undergraduate students and research in the School of Biochemistry, Genetics and Microbiology".

The students' presentations were judged according to scientific content and their ability to communicate it effectively. After long and hard discussions as to the worthy winners, the following students were announced as the First, Second and Third Prize winners respectively: Mr Kyle Goetsch, Ms Heather Tredgold and Mr Shaun Groenink. One of the judges, Deputy Head of School, Professor Dean Goldring, commented that it was the students who were able to keep to time during the presentations, and not the staff members. He said: 'As one ages, one seems to lose that ability.'

In closing, Professor Pillay said that despite the reconfiguration of Schools next year, he hoped to see the tradition of showcasing postgraduate research continuing. He highlighted the importance for the students to translate their research into publications as, he said: 'It is the ultimate worth of what you are doing.'



# Medical School congratulates new Fellows

The Nelson R Mandela School of Medicine (NRMSM) hosted a congratulatory cocktail party in celebration of the newly graduated Colleges of Medicine of South Africa (CMSA) Fellows on June 6. Fellowships are obtained by examination in specialist fields.

WORDS & PHOTO: LUNGA MEMELA

The NRMSM proudly announced that 77 of its registrars in training had successfully passed the examinations and obtained Fellowships in the specialist fields of Anaesthetics, Neonatology, Rheumatology, Internal Medicine, Dermatology, Family Medicine, Neurosurgery, Obstetrics and Gynaecology, Orthopaedics, Otorhinolaryngologists (ENT), Paediatrics, Public Health, Anatomical Pathology, Virology, Microbiology Pathology, Plastic Surgery, Psychiatry, Radio Oncology and Urology.

‘It feels like a whole new world awaits after a lot of hard work,’ said new CMSA fellow, Dr Sachin Moethilalh who hopes to have secured his PhD and a productive career in the next five years.

Prince Mshiyeni Memorial Hospital’s Dr Sizwe Mthiyane who graduated as a Specialist Physician said ‘the feeling is great’. He said his studies were both challenging and fulfilling.

‘It is very important for us to celebrate,’ said Deputy Vice-Chancellor and Head of the College of Health Sciences, Professor Tahir Pillay. Pillay said the exams are a major hurdle but important for developing a postgraduate career.

Encouraging the spirit of camaraderie among the new Fellows, the Dean of the NRMSM,



At the cocktail party were (back l-r): Dr Warren Kuhn, Dr Ntando Duze, Dr Sachin Moethilalh, Dr Michelle Raykaran, Dr Sizwe Mthiyane, Dr Nathi Luthuli, and Dr Pumeshen Bisetty. Front (l-r): Professors Umesh Laloo and Tahir Pillay.

Professor Umesh Laloo reminded them of the abundant research opportunities available within the NRMSM. ‘We [UKZN] have a phenomenal growth path,’ said Laloo. Highlighting some of the Institution’s prestigious grants, international research partnerships and various programmes available at the NRMSM, he assured the graduates that UKZN is the best place to pursue their PhD studies within their areas of specialisation.

Pillay reminded the graduates that the University’s current

Chancellor, Vice-Chancellor, College of Health Sciences Deputy Vice-Chancellor and the Dean of the NRMSM are all graduates of the University’s Medical School. ‘We are at a threshold because the NRMSM is a very well resourced Institution with funding from five major biomedical institutions in the world.’ He said there are many things to look forward to and ‘we hope to get the Medical School of our dream.’

‘Welcome to the club... and don’t underestimate your achievement,’ said Laloo.



Master’s student, Mr Simphiwe Ngcobo working hands-on during his research for his Honours degree.

## Young Scientist determined to make a difference

Young Environmental scientists are busy presenting their Master’s and Postdoctoral (PhD) research proposals. One such scientist is Mr Simphiwe Ngcobo from the School of Bioresources Engineering and Environmental Hydrology (BEEH).

WORDS: GQWESA NYIKANA PHOTO: SUPPLIED

Ngcobo grew up on a farm in Howick on the outskirts of Pietermaritzburg, where he attended local schools. He has achieved an undergraduate degree in Hydrology and Soil Science, an Honours degree in Hydrology and is pursuing his Master’s degree in Hydrology.

Like many high school pupils, Ngcobo was not entirely certain which degree to pursue, but he knew it would have to be a combination of his passion for pure science and applied science. At UKZN, he discovered his passion for Hydrology.

‘I live quite close to the Midmar Dam and ... my fascination with my chosen degree stemmed from that ... I am keenly interested in the process-based side of hydrology as well as the applied side of the discipline,’ said Ngcobo.

Ngcobo’s research proposal is titled, ‘The Impacts of Climate Change on Water Quality Constituents and Implications for Adaptation’. His focus is the critical importance of developing the climate change-related adaptation strategies necessary in water quality management within the Mngeni catchment area. His research project is funded by BEEH, and the Water Research Committee.

Ngcobo is supervised by the BEEH’s experienced researchers Mr Trevor Lumsden and Mrs Sabine Stuart Hill and co-

supervised by Professor Graham Jewitt.

‘Certain aspects of my research topic are heavily discussed and published however, practically nothing has emerged with regard to connecting the basic catchment processes (hydrological processes) that drive water quality variability with the impacts of climate change in the near future,’ said Ngcobo

Now that his research proposal has been approved, he plans to conduct his research in Wartburg, ten minutes from Pietermaritzburg. ‘I will be conducting research using sediment yield and nutrient delivery data collected in the Wartburg research catchment for the hydrological and climate change modelling exercises ... This catchment also provides an appropriate setting for a classic agricultural catchment (agriculture is the biggest contributor to water quality deterioration in the Mngeni catchment).

‘This will enable us to assess the behavior of what we’re interested in such as the contribution of sediments and phosphorus on water quality deterioration,’ he said.

Ngcobo hopes that his research will provide local water users with relevant solutions with regard to water quality management thus contributing towards reducing the vulnerability of the most sensitive sectors of the local economy.

## First Things First Prize Giving

Innovative Medicines South Africa (IMSA) and Sanofi Aventis hosted a prize giving event for four KwaZulu-Natal universities that participated in the First Things First HIV/AIDS campaign.

WORDS & PHOTO: GQWESA NYIKANA

UKZN launched its the First Things First campaign on the Howard College and Westville campuses in mid-March.

The Campaign, which is in line with the Department of Health’s HIV/AIDS Strategic Plan, aims to help South African students be responsible

and get tested for HIV. It is primarily targeted at first year students. This initiative was supported by 17 universities across the country.



(From left) Ms Thulani Ndamane, Sanofi Aventis; UKZN HIV/AIDS Programme Manager Ms Nomonde Magantolo, and UKZN winner Ms Thobile Mthimkhulu.



# The UKZN Griot Of Educators and Fordism



“I’m taking early retirement because I want to teach. Can’t stand educational fordism.”

WORDS: KEYAN G TOMASELLI

This complaint about the production line that the tertiary sector has become in the so-called postmodern era, made to me while a colleague and I were taking a leak in a MTB men’s room, reminded me of the absolute astonishment that usually greeted my comments at public lectures in the USA during the 1980s.

These always drew forth the question: ‘How is it that your University allows you to be so politically radical?’ Yes, I was a Marxist in those days. And, my Centre did have the protection of a security gate at a time when these were unheard of, just in case someone tried to bomb us like they did Laurie Schlemmer’s office. My response was that the four anti-apartheid liberal universities were democratic beacons in a sea of neo-fascism: ‘we elect our Deans and if they do not represent our concerns then we can unelect them’. The noise was sometimes deafening as my US colleagues raged on about their own Deans – many of whom acted like petty tyrants – who often got in the way of them doing their jobs. This, in the society that claims to be the model of democracy globally.

In the mid-1990s, I remember Mervyn Frost, then Professor of Politics, warning of the fordism to come. Corporatism duly arrived

in the late 1990s and was fine-tuned at the time of the merger in 2004. Prior to 2000, Deans represented their constituents – the academics on whose behalf they worked and to whom they were accountable. A reversal has since occurred. Deans are now responsible to upper management, senior administrators; anyone but academics. Many Deans do try to balance between inexorable top-down, bottom-up pressures, but this is the surest way to getting an ulcer. An analogy is when the newspaper industry corporatised in the early 1990s and editors found themselves held accountable to their marketing and subscription departments. Their autonomy and editorial freedom was compromised. Some left the profession in protest to pee in more conducive environments. Hence, my pissing buddy claiming that being a lecturer is nowadays anything but. This, of course, is a recurring theme in my columns.

In the UK, academics started an e-zine on “The Death of the University”. The situation there is much more dire, as the ruling Conservatives try to impose the ultimate spreadsheet regime. *Malice in Blunderland* (edited by TL Martin, 1973) is the best reference for discussing these matters. Martin discusses kludgeman-ship,

the study of glitches. Murphy’s laws hang out here: ‘If something can go wrong, it will’. The revision of Murphy’s First Law adds that: ‘If anything can go wrong, it will, and generally at the moment that the system becomes indispensable’. Just think of what happens when the LAN is down, or the electricity goes off. Everybody goes home.

There is a chapter on Hierarchy, how bureaucracy has permeated every aspect of our lives. The Peter Principle is best known in this category. Martin’s Law, Comitology, states that: a committee is a group of people who, individually, can do nothing, but collectively can meet and decide that nothing can be done. Fuglemanship is the art of science and leadership, another word for (mis)management. Machiavelli is this category’s key character. Lastly, is Academocracy, the study of the educational bureaucracy. Martin’s book was written at an earlier time when the academy was engaged in education.

Where *aca-democracy* means academic democracy, *aca-dementia* could signify collective academic psychosis. Academ-entia describes the institution globally. So, my real concern, then, in this column is how to hack through academ-entia. In the education system the people are represented

by two separate divisions: the academics who generate knowledge and the administrators who manage the academics. In many tertiary institutions there are more managers/administrators than academics. One might ask the question why? The only way I can answer this question without getting fired is not to ask. So, I respond to it by referring to a tautology written on a bowl that my mother bought when I was a child:

Why do rabbits have more fun than people?

Because there are more rabbits.

Why are there more rabbits?

Because rabbits have more fun than people.

Maybe the managers have more fun than academics? They reproduce faster – bureaucratically, that is. Why do they reproduce faster? Because there are more managers. Why do academics no longer have any fun? Because the managers have taken the fun out of the academy. Filling in spread sheets is no fun (unless one is an accountant or an administrator). Responding to our Deputy President’s lament that South Africans want everything for free, one might quote Barzun’s Lament: ‘Education is a passion and a paradox. Millions want it and commend it, at the same time they are willing to degrade it by

trying to get it free of charge and free of work’. This is the result of open admissions, free marks, grade inflation and the popular assumption that institutions can afford to accept everybody.

Too many students result in overload in the toilets, and academics will no longer have anywhere to debate why the academy is the most inappropriate site if one wants to be a lecturer. A well-known political economist once commented that he found it very difficult to trace the source of decisions made by the Nationalists during the apartheid era as many of them were made while at the urinal!

So, my advice to my toilet friend is take the package, go out and educate, procreate and multiply. Democracy must be re-made in different spheres.

*Tomaselli is Director of the Centre for Communication, Media and Society. He and his colleague use the most heavily trafficked men’s room on the campus. Pity the cleaning staff whose job it is to keep it clean.*

**Disclaimer: The views expressed in this column are the author’s own.**

## Sudoku

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		7	6	8		2		

## Concert honours jazz legend

The Centre for Jazz and Popular Music in conjunction with the School of Music hosted a concert and jam session in honour of the late Mr Zim Ngqawana on May 17. The celebrated jazz musician, UKZN alumnus and former staff member passed away after suffering a stroke. Ngqawana’s life was celebrated by musicians who had a long association with him, including staff and students who either studied with him or under his tutelage. The session also featured the poetry of long-time friend Professor Ari Sitas, percussionist/storyteller Mama Nomusa and multi-instrumentalist Ndikho Xaba.



Zim Ngqawana - Photo Supplied: [www.musicreview.co.za](http://www.musicreview.co.za)

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