Chapter 13
Community Engagement: An Instrument for Applied Rural-Based Research and Development in (South) Africa

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ABSTRACT
The chapter presents the use of community engagement as a tool to facilitate rural development in (South) Africa. In its discussion, the researcher used desktop literature review to analyze, compare, and gain insights guiding the use of community engagement to enhance social transformation and sustainable development. The discussion is advanced from the historical background of the emergence of African universities and community engagement. The focus was reflected against the backdrop of the Western approach used among various global universities. In this view, the underpinning objectives, relationship with the researched, and the role of the researching university are detailed. Practical evidence of positive collaborative results within the (South) African communities within the rural and urban communities by universities and other organizations have also been provided. A contrast of various types of community engagement is also provided.

INTRODUCTION AND BACKGROUND TO THE CHAPTER
This chapter aims to describe how community engagement (CE) has been used as an instrument for rural development among rural-based communities (in South Africa). The chapter will provide the definition of CE as widely used from the Western

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perspective and proceed to describe the same from the African perspective. Thirdly, the discussion on the objectives, the relationship with the researched, and the role of the researcher during CE are provided. Furthermore, the chapter describes the rhetoric adopted by the researcher in relation to co-researchers and participants. The chapter closes by highlighting the possible prospects in the application of CE for rural development.

THE HISTORY OF COMMUNITY ENGAGEMENT

In the early development of higher education, teaching and learning was the core function of the university (Boyer, 1996). The teaching function was even recommended and endorsed by scholars like John Elliot in 1623 and Benjamin Rush in 1798 in Northern America. In 1862, during the days of the American Civil War, President Abraham Lincoln signed the historic Land Grant Act, which gave higher education institutions (HEI) in America an opportunity to advance agricultural, technological and industrial revolutions (Boyer, 1996). Contrary to the American approach, in colonial and apartheid (South) Africa for instance, the university was structured in a way that would have facilitated a higher education system which would only advance society based on race and social class (Preece, 2013; Tumuheki, 2017). Higher education was streamlined on White and Black racial divisions (Mafukata 2019). The fruition of President Lincoln’s proclamation was noticed years later and acknowledged by the president of Harvard University, Professor Charles Eliot, and Professor Woodrow Wilson of the Princeton University in 1896. Although President Lincoln’s advancement of agricultural, technological and industrial revolutions (Boyer, 1996) in America did not categorically state that America’s higher education should be research-based, it is evident that the president’s ideas would only have been made possible through intensification and advancement of higher education research and development. The concept of higher education research in America is relatively young, appearing for the first time post-1870 when this concept was engineered and formalized in England. The concept ‘research’ was formally introduced in England in 1870 by reformers who aimed to advance teaching and learning at Cambridge and Oxford Universities. It was later introduced in the American higher education system by Daniel Coit Gilman in 1906 (Boyer, 1990).

Collaboration with communities started in the early 1800 and continued in the 1900s as land grant opportunities and contemporary collaboration in the 20th century (Cloete & Maassen, 2015; Roper & Hirth, 2005). From the inception of the university in Italy, namely the University of Bologna in 1088, the university has been known for considering teaching as its core function (Mugabi, 2015). The evolution process of the university established the added functions in teaching and