



UNIVERSITY OF<sup>TM</sup>  
**KWAZULU-NATAL**

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INYUVESI  
**YAKWAZULU-NATALI**

# REFLECTIONS FROM CASE STUDIES



EDGEWOOD CAMPUS



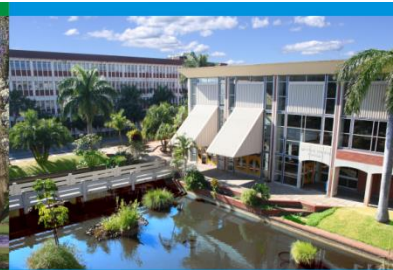
HOWARD COLLEGE CAMPUS



NELSON R MANDELA SCHOOL OF MEDICINE



PIETERMARITZBURG CAMPUS



WESTVILLE CAMPUS

UKZN INSPIRING GREATNESS

# Themes covered

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- Trust and partnerships as a central component of a relational system
- What mechanisms can facilitate these processes?

# Implications – an overview

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- The broad cross-cutting themes that emerge do not suggest that new regulations are necessarily required.
- Rather, policy should, as far as possible, create enabling environments that make the strengthening of relationships between different components of the system possible.

# Overview

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- It is important to understand that the actions will be most effective in combination.
- For example, providing education institutions with the resources to mitigate the transactional costs required to build relationships and partnerships is key.

# Overview

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- Incentivizing employers to participate in interactions with education providers may galvanize these relationships, particularly if that can be achieved at an industry or occupation level rather than firm level.
- The curriculum as should be seen as an extended process spanning basic, formal and work-based learning – need to understand transitions

# Policy issues

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- DHET has the greatest influence over the system and can act as a facilitator in bringing role players into dialogue.
- Lecturer professional development and funding the ongoing support of lecturers in colleges and UoTs

# Policy issues

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- Issue of funding the workplace components of the system needs clarity
- Work based learning/ work integrated learning?
- A policy question is loosening up the issue of narrowly tying qualifications and courses to particular NQF levels – or particular industry
- Industry specific qualifications

# Education providers?

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- Support structures for students – academic, financial, psychosocial
- Mentorship for new academic staff
- Balanced research/teaching workload
- Ngap and new lecturers



# Sector Education and Training Authorities

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- The SETAs are ideally positioned to act as a broker between education providers and employers.
- SETAs have the ability to assist in identifying the places available and getting students into the workplace, and where necessary incentivizing this for employers.

# Employers

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- Need to see training, induction and mentorship as an integral part of producing an employable person
- Education providers cannot produce work-ready graduates for every setting.
- Employers need to provide graduates with opportunities to be able to learn in the workplace

# Skills ecosystems

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- Levels of skills
- Formal and informal
- Spatial and social dynamics

# Macro-economics

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- Vacancies in the labour market are not created through training
- Setting unrealistic enrolment targets disconnected from the labour market undermines the system's capacity
- Training should not be warehousing