



THE ERASMUS + STRENGTHENING UNIVERSITY - ENTREPRISE COOPERATION BY ENHANCING LEARNING SKILLS, SOCIAL INNOVATION AND INCLUSIVITY (SUCCESS).

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Participating Universities



Haaga-Helia

Sheffield
Hallam
University



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Experiences (Phase 1 – 2020) - Research

Research was conducted in 2020. The purpose was to:

1. Provide an overview of the existing co-operation between HEIs and enterprises in SA and the role of students in this co-operation.
2. Conduct a gap analysis focusing on the strengths and weaknesses of the HEI-enterprise cooperation from different perspectives - academic staff, enterprise representatives and students in Europe and RSA in order to identify best practices of how the cooperation could best benefit all partners.

All participating institutions participated in the research. Respondents included students, academic staff and representatives from various enterprises.



Experiences (Phase 1 – 2020) - Research

Through this research participating institution got an opportunity to:

- Establish what the industry key success factors for university-enterprise cooperation which included good relationships, open communication between parties, well considered goals, appropriate structure or formalization of collaboration agreements, incentives for collaboration, dedicated staff to deal solely with collaborations, passion and professional relationship development.
- Both lecturers and industry partners highlighted competencies that students need to develop before entering the labour market to include willingness to work/learn/take on new responsibilities, adaptability, confidence, a positive attitude, maturity, reliability, perseverance and problem solving, good work ethics, technical (industry specific) skills, teamwork and critical/analytical thinking.
- Finally, **entrepreneurship** was cited as a solution to closing the unemployment gap prevalent in South Africa.



Experiences (Phase 1 – 2020) – Recommendations of the study

- Recommendations made by this study are across two main areas: (1) career preparation through the teaching environment and (2) work readiness through collaboration.
- Career preparation through the teaching environment refers mainly to:
 - Optimisation of teaching content to align with industry expectations.
 - Awareness of career relevant competencies and skills.
 - Inclusion of entrepreneurship education / WIL / Use of Technology / practical skills and assessment, etc.
- Work readiness through collaboration includes:
 - Technology – virtual collaboration vs physical collaboration
 - Creation of database for collaboration activities
 - Higher levels of student involvement, credit-bearing and compulsory WIL / Practicals
 - Building network of industry stakeholders
 - Industry to recognise this is a two-way process
 - Collaboration projects to align with course content, etc.



Experiences (Phase 1 – 2020) Project dissemination

As part of the project dissemination of the findings, participating Universities have been able to:

1. Present the findings of the research at various platforms such as the ff:

- Instalive (15 October 2020)
- Webinar (28 October 2020)
- Various conferences
- Various workshops
- Various social media platforms (Facebook, tweets, blogs, posts etc)
- Publication of articles
- Student – talk webinars



Experiences (Phase 1 – 2020) – Project Implementation

As part of the implementation of the project participating Universities have been able to:

2. Build stronger collaboration with the industry
3. Identifying modules with which to pilot with pedagogical approaches learned during the 1st session of the training using diifferent types of technology.
4. Purchase of equiment to facilitate the use of technology for teaching and learning and also for better collaboration with the industry



Experiences – Phase 2 – 2021 (Training)

In line with the aim of the project and the findings of the research the second part of the project which is – training, commenced on the 15th February 2021 and the 2nd one on the 24 May 2021.

The second session of the training that is currently in progress. It involves discussions and presentations based on the following topics:

1. Entrepreneurial training, The needs of the enterprises in the region.
2. Students' self-understanding of their competences, self-esteem and psychological aspects
3. Industry involvement in online teaching, also in online WIL, Integrating career services to unit's academic year.
4. Universities' / units' actions in the surrounding society/communities, community perspectives, and social innovations for the benefit of the region.
5. New teaching/learning methods, Use of technology in teaching in an inclusive way, Accommodating teaching according to student diversity.



Conclusion

The project has:

- Created opportunities for networking among colleagues of all participating universities.
- Created a platform to share lessons from different universities regarding how they collaborate with the industry and include students in the collaborations.
- Encouraged lecturers to use new teaching approaches and various technologies for teaching and learning and also for collaboration with the industry.

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