



Governance Structures for Dual Study Programmes established at Mozambican and South African HEIs, including Action Plans

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Abstract	This report presents generic good principles for creating governance structure for dual study programmes at Mozambican and South African Higher Education Institutions (HEIs) based on evidence and insights cumulated during the LaTFURE project as well as on previous research regarding dual study programmes. In addition, an overview of action plans vis-a-vis establishing governance structures in dual study programmes is being presented.
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WP4, Act 4.1.: Establish governance structures for dual study programmes at Mozambican and South African HEIs.

Generic guidelines for establishing governance structures in dual study programmes

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This report presents generic good principles for creating governance structure for dual study programmes at Mozambican and South African Higher Education Institutions (HEIs) based on evidence and insights cumulated during the LaTFURE project as well as on previous research regarding dual study programmes. A well-built governance structure should ensure accountability, provision of leadership and oversight, as well as integration and involvement of partner companies and organizations of the programme.

The report offers a guide for designing a governance structure for dual study programmes. First, this report recognizes eight generic characteristics of good governance, which are relevant in building and maintaining a functioning dual study program. Then, it presents a possible framework of a governance structure created for Mozambican and South African higher education institutions.

1. Characteristics of good dual study program governance

Internal governance structure is considered as the backbone of every higher education institution's capacity for coordination and strategic development (Arnhold et al., 2018, p. 12). Development of university-society linkages, relevance of educational services and dual study programmes are not an exception. Good HE governance structure strives for preserving the integrity of the academic value system while enabling universities interaction with their environment (Fried, 2006; Hénard and Mitterle, 2010; p. 42). Obviously, the optimal governance structure for a programme is dependent on the overall governance structure of the HEI in question. Nevertheless, there are some "universal elements of governance structures" that can be taken into account in most academic settings regardless of the details of the university's governance and organizational structures. These elements are:

1. Academic freedom and excellence
2. Professional values and relevance
3. Clarity
4. Transparency and information management
5. Accountability
6. Quality assurance
7. Collaboration
8. Leadership

1.1. Academic freedom and excellence

When discussing good governance in the field of higher education, academic freedom needs to be highlighted (Arnhold et al., 2018, p. 62). In the case of a dual study program, academic freedom has to be maintained even though the program is tightly linked with industry. HEI should be the leading institution of the dual study program, although structuring and designing the program is a collaborative effort. Internal governance arrangements should be designed to secure the academic freedom (Arnhold et al., 2018, p. 62), even though aspects of labour market relevance need to be taken into account as well.

1.2. Professional values and relevance

Especially in the case of a dual study programme, it is crucial that in addition to academic freedom and excellence, the program is highly relevant from the industrial perspective. Professionalism of the program staff has been identified before as one of the success factors when unifying higher education and vocational education (McLaughlin and Mills, 2010, p. 121). Also, the programme should offer its' students a platform to develop one's professional values, while applying and reflecting the academic knowledge in practice.

1.3. Clarity

Clarity is a characteristic of a well-functioning HE governance structure. Clear structure of the governance body is particularly important in the case of a dual study program, since the governance body consists of several stakeholders, sharing various organizational cultures and modus operandi (Graf, 2018). A clear and as simple structure increases efficiency of the governing body, clarifies the division of responsibilities and helps to avoid mismanagement within institutions. Also, reporting liabilities can be reduced to the optimal level when the governance structure is suitable (Hénard and Mitterle, 2010, p. 49.) According to the study by Graf et al. (2014, pp. 117–118), regarding transfer processes of dual study programs in different countries, dual study program's processes should be adapted to the local institutional governance structures, which differ depending on the country.

1.4. Transparency and information management

In the governance body of a dual study programme transparency is particularly important due to the above-mentioned various organizational backgrounds of the members of the governance body. Transparency is needed in order to build and maintain trust between different stakeholders, internal and external alike. Good information and knowledge management and reporting procedures enhance transparency. The governance body should be able to track the decisions made and provide information to answer to the accountability requirements such as quality assessment (Arnhold et al.,

2018, pp. 67–68).

The optimal design of the reporting procedures, and the needed indicators is important to be considered for the governance body to be effective. According to Hillmer (2008; Arnhold et al., 2018, p. 68) the following questions should be considered, when designing the processes related to the information and reports derived from them: What should the content of the information be? How is the content supposed to be presented? Who receives the data (e.g. top-level management or lower institutional levels or both) and what this implies for the content to be presented? When are data supposed to be delivered?

1.5. Accountability

Accountability is a widely agreed characteristic of good governance. According to Hénard & Mitterle (2010 p. 19) accountability is an increasingly important element in tertiary education governance, especially in the publicly funded higher education systems. Public interest can be sustained ensuring the academic quality and societal relevance of education. HEIs are accountable for the society at large and its' various stakeholders for the used recourses.

Including external stakeholders in the governance bodies is one of the means for ensuring accountability (Hénard & Mitterle, 2010 p. 19). Since dual study programmes have multiple stakeholders due to its' strong industry link, it has a good starting point for attaining high-level accountability. Special emphasis should be paid to defining the accountability relations between university and industry as well as programme accountability towards university and its funding bodies.

1.6. Quality assurance

Quality assurance is one of the means through which accountability can be ensured (Hénard & Mitterle, 2010 p. 19). Dual study programmes are striving for developing its' student body's academic skills and knowledge in addition to overall understanding and skills needed in a certain industry. According to Hénard & Mitterle (2010 pp. 71–72)

governance and quality assurance issues are closely entwined. Good governance fosters quality in a HEI by safeguarding the wise expenditure of public finances, helping the institution to anticipate and tackling challenges in teaching, learning, research and innovation. It also strengthens the synergy generated by institution-wide policies and secures quality in learning and knowledge transfer outcomes (ibid.).

Quality assurance is particularly important for a newly created dual study programme, where the cooperation between academic and industry stakeholders is not established yet. According to previous studies (*Wissenschaftsrat*, German Council of Science and Humanities, 2013; Wolter and Kerst, 2015, p. 521) fostering interdependence between the systematic application of newly learned theoretical knowledge in practical contexts and the theoretical reflection of practical experience is dual study programmes' challenge. Also, the compatibility of academic studies and practical experience in the first place was presented as a challenge. Both learning environments, academic and practical, should be connected to each other systematically to overcome abovementioned challenges (ibid.). A well-functioning mechanism for ensuring that the typical challenges of a dual study program are overcome and enabling feedback from all the relevant stakeholders; students, companies, teachers and administration and organizations (Hénard & Mitterle, 2010, p. 19) is an important element of good governance.

1.7 Collaboration

In the case of a dual study programme, collaboration between the stakeholders is a key characteristic. It is needed to overcome the possible obstacles like imbalance between the curricula's academic and professional dimensions and to understand what elements are needed to build a functional academic and professionally relevant study program.

In order to inbuilt the collaboration into the dual study programme, the optimal and diverse composition of a governance body is crucial. In a governance body context diversity means striving for balance of skills, experience, background among members in addition to nationality, gender and age. By having a diverse governance body, dual study programme has better chances for acknowledging more broadly its' strengths,

weaknesses and places of development. Hénard & Mitterle (2010 p. 19) highlight that external stakeholders in governing bodies are effective means for ensuring accountability. An important matter to take into account is potential conflicts of interests (Hénard & Mitterle, 2010 p. 51). National legislation allowing, governance body should contain several representatives from each industry enabling that the industry gains will benefit the industry as a whole instead of specific organizations (Graf, 2017).

The level of collaboration depends also on the integration level of the industry stakeholders. If the integration level is high also the level of collaboration is high and in a case of a low integration level also the amount of collaboration remains modest.

1.8. Leadership

In order to make the diverse governance body with thoughtful processes function, leadership is an aspect, which needs attention. Hénard & Mitterle (2010 p. 58–59) remind us that good leadership depends on the context of the higher education institution and is also in part a result of good governance.

The concept of collaborative but decisive leadership by the Association of Governing Boards of Universities and Colleges (AGB) is a useful leadership concept for a dual study programme. It divides HEI leadership into three layers: leadership of institution, internal leadership and external leadership (AGB, 2006, p. 10; Hénard & Mitterle, 2010 p. 58–59). Leadership of institution fosters a shared mutual understanding of expectations, responsibilities and institutional culture, the development of a strategic plan and a united front on contentious issues. Good internal leadership, in turn helps the whole programme or faculty to engage in pursuing a shared academic vision. It also helps to connect effectively with students' needs and aspirations and recognize the essential contributions of high-quality institutional staff. Successful external leadership engages stakeholders like alumni, donors and parents in a shared sense of the institution's history, recent accomplishments and future opportunities. It establishes partnerships for common civic, economic and workforce goals with policymakers and the business community. It also builds relationships and open lines of communication with all levels of local and regional news media (ibid).

2. Governance structure framework for a dual study programme

This section presents the framework of a governance structure created for dual study programs in Mozambican and South African higher education institutions. This framework is illustrated in the Figure 1. The section also links the eight characteristics of good HEI governance to the framework and presents, which bodies of the governance board are responsible for enforcing each characteristic. This is illustrated it in the Figure 2.

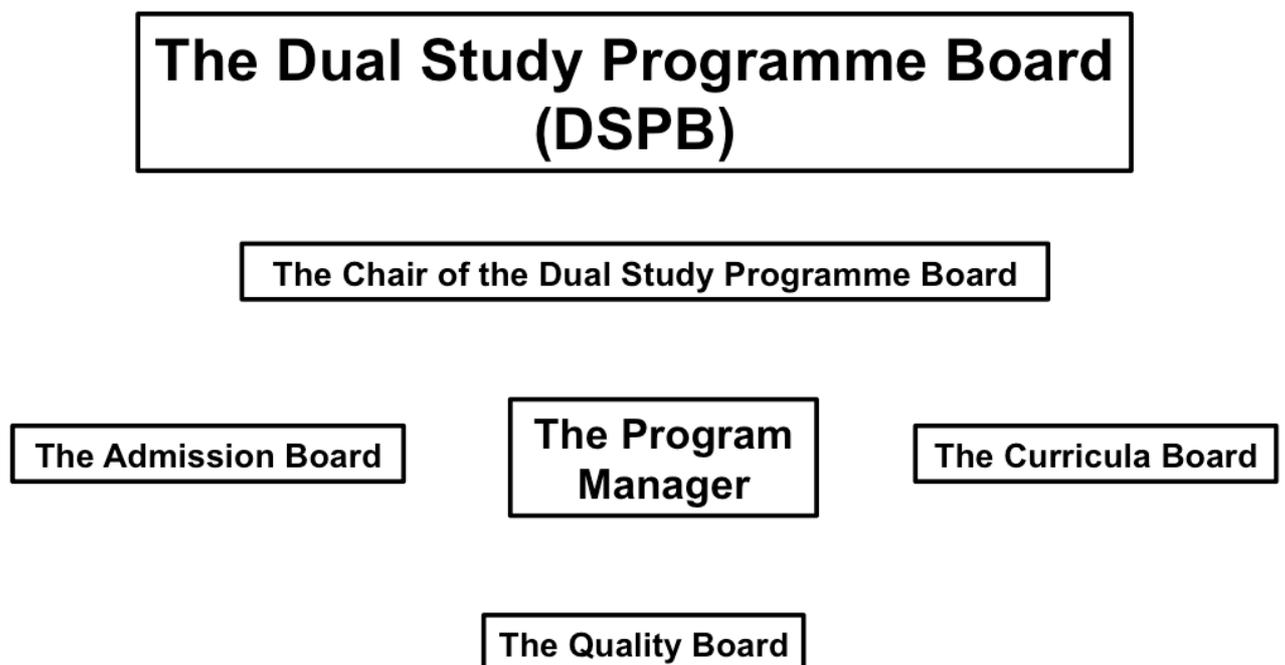


Figure 1, The Governance structure framework for a dual study programme

2.1 The Chair of the Dual Study Programme Board

The Chair of the Dual Study Programme Board is responsible for managing the Dual Study Programme Board (DSPB) i.e. the stakeholders and ensures that all of them, especially the industry partners, are optimally involved in the board. Thus, the characteristic of collaboration is on the responsibility of the Chair of the Board as well

as the leadership, since the Chair of the board leads the decision making body of the dual study programme.

2.2 The Dual Study Programme Board

The Dual Study Programme Board (DSPB) is the directing body of the programme. It handles the financial matters and makes the final decisions based on the suggestions made by the three sub-boards. Each stakeholder is represented in the DSPB.

The DSPB is in the end in charge of monitoring that all of the eight characteristics are well present in the governance of the dual study programme. Especially the characteristics of clarity, transparency and information management and accountability are important, since their level of realization is defined by the DSPB. The DSPB sets objectives and performance indicators for the dual study programme, which are then used by the Admission Board and Curricula Board, when constructing the dual study program and by the Quality Board, when assessing the performance of programme's different sections.

2.3. The Admissions Board

The Admission Board is responsible for the selection of the student body operationalizing the admissions process and admission criteria created by the DSPB. All the stakeholders should be represented in the Admission Board. The DSPB makes the final decisions regarding the student selections prepared by the Admission Board. The Admission Board is responsible of academic freedom and excellence and professional values and relevance regarding the admission process.

2.4 The Curricula Board

The Curricula Board is responsible for designing the curricula for the dual study programme. All the stakeholders should be represented in this board as well. The characteristics the Curricula Board is responsible for realizing are academic freedom and excellence and professional values and relevance regarding the contents of the study program.

2.5 The Quality Board

The Quality Board is responsible for reviewing and enhancing the quality of the dual study programme regarding the objectives set by the DSPB. This means that the Quality Board is responsible for the quality assurance and will present their reports of the quality of the program to the DSPB. The Quality Program should not have identical members as in the Curricula and Admission Boards, since its' mandate is to review the work of these boards.

2.5 The Program Manager

The Program Manager leads and manages the Dual Study Programme, reports to the DSPB and chairs the three sub-boards. The Program Manager is responsible for the executing the decisions made by the DSPB. The role of the Programme Manager resembles the one of a CEO – she or he is responsible of recruiting the staff of the program and keeping up with the budget as well as leading the staff to the direction decided by the DSPB. The Programme Manager is responsible for the practical-level collaboration with the stakeholders and creating and maintaining a high-quality dual study programme. The Program Manager is also responsible for the leadership of the program as well as the actualization of academic freedom and excellence as well as professional values and relevance in the dual study programme.

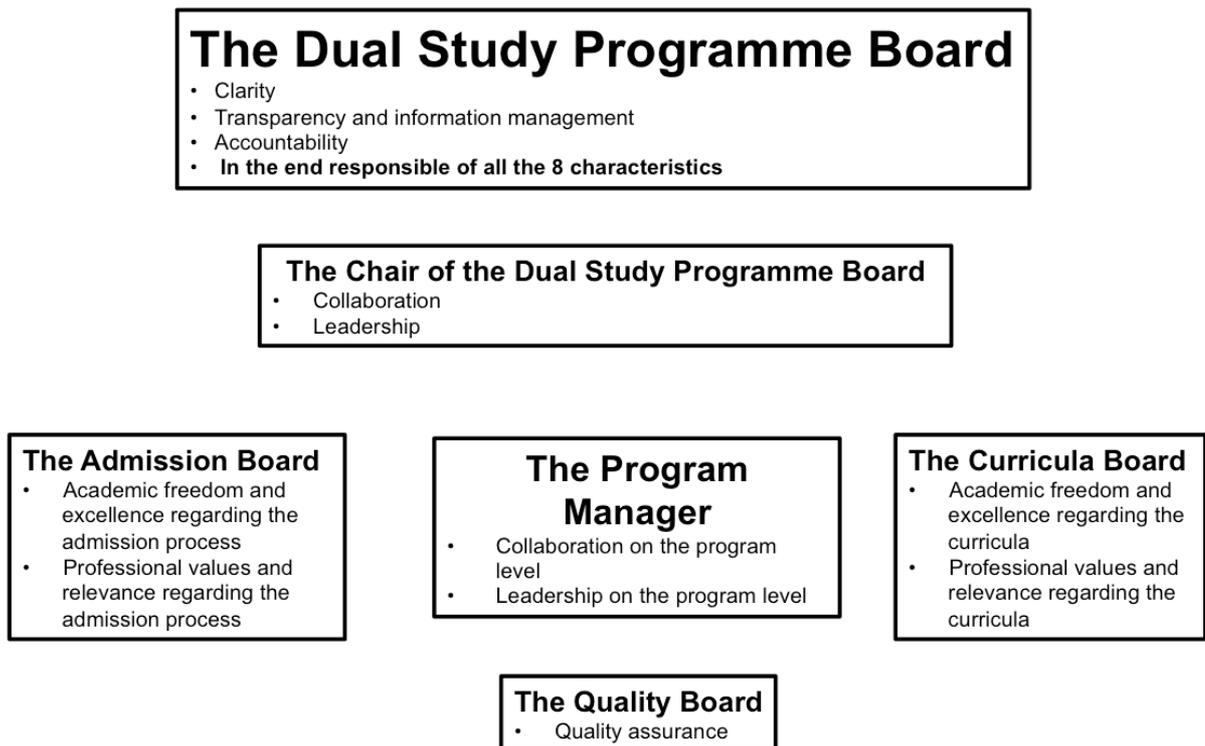


Figure 2. The division of responsibility of the eight characteristics of good HE governance in the dual study programme governance structure framework

In addition to what was said before, there could be alternative arrangements in cases where national legislation, institutional rules, regulations or culture set constraints for direct involvement of external stakeholders in governance bodies. Also, national legislation or institutional rules may not allow programme level governance bodies (Dual Study programme Boards) or positions (Programme Manager) to be established. In these cases, the industry representatives can be involved, for instance, in departmental or faculty level Advisory Boards and contribute towards some aspects of the curriculum development or review. The Advisory Boards can be chaired by the university/faculty/department representatives when it is not desired or possible for external stakeholders to take this role. Normally decision making bodies related to admissions, curricula and quality are also controlled by the HEI staff and students, but they can involve industrial partners according to the practices and culture of each institution. Furthermore, the practicalities can be discussed directly with industry stakeholders and the Department Heads. Key aspect is taking care of the responsibility of ensuring that students are properly placed in vocation training periods and that

integrated learning (academic and vocational) is achieved throughout the programme duration.

Some takeaways for training sessions:

- Governance structures in dual study programmes are established to ensure accountability, the provision of leadership and oversight, as well as the integration and involvement of companies in dual study programmes.

Key takeaway: *Identify and balance the roles and responsibilities in governance structure related to accountability, leadership, oversight and involvement of companies.*

- Designing programme level governance structure for dual study programmes is tied with the framework of formal governance structure of higher education institutions and their sub-units, as well as with the national legislative framework.

Key takeaway: *Identify what are the different options available for designing a governance structure. If programme-level structure is not feasible or possible to establish, implement corresponding elements of roles and responsibilities within the context other bodies of HEI governance structure (e.g. Departmental Advisory Boards, Department or Faculty Councils, roles and responsibilities of Department Head or Dean).*

- Several principles of good governance were identified based on literature. These were:
 - Academic freedom and excellence
 - Professional values and relevance
 - Clarity
 - Transparency and information management

- Accountability
- Quality assurance
- Collaboration
- Leadership

Key takeaway: *Balance the principles of good governance between collective governance bodies (Programme level boards, Advisory Boards, Department or Faculty Councils) and individual leadership positions (Programme managers, Department heads, Deans) as this is important for well-functioning governance structure.*

- Once governance structures are established, their work should be evaluated periodically.

Key takeaway: *Evaluate the established governance structures periodically by using the principles of good governance as evaluation criteria. After the evaluation, re-design or adjust the governance structure if necessary.*

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STATUS AND PERSPECTIVES OF
“ESTABLISH GOVERNANCE
STRUCTURES FOR DUAL STUDY
PROGRAMMES AT MOZAMBICAN AND
SOUTH AFRICAN HEIS”
(ACT 4.1)

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TAMPERE UNIVERSITY, 7.7.2020

ACT 4.1

Objectives

- 1) Establish governance structures for dual study programmes
- 2) Build a governance structure framework
- 3) Produce clearly defined legal/strategic/operational documents:
 - a. Governance bodies established at partner HEIs, with responsibilities, accountabilities and work programmes clearly defined in corresponding legal/strategic/operational documents.
 - b. Each governance body has at least two industry partners for each pilot study programme.
 - c. Each governance body holds at least one kick-off meeting

Output format

- 13 pages report “**Generic guidelines for establishing governance structures in dual study programmes**” now ready
- Comments asked and received in November 2019

REPORT OBJECTIVES

The report offers

- a guide for **designing a governance structure** for dual study programmes
- recognizes **eight generic characteristics of good governance**, which are relevant in building and maintaining a functioning dual study program
- presents a **possible framework** of a governance structure created for Mozambican and South African higher education institutions.

CHARACTERISTICS OF GOOD DUAL STUDY PROGRAMME GOVERNANCE

1/2

The characteristics have been dismantled under eight following categories:

- 1. Academic freedom and excellence** – ensuring academic freedom and excellence taking labour market relevance into account
- 2. Professional values and relevance** – encouraging the development of high-level professional values, content of the programme shall be relevant academically and industry-wise
- 3. Clarity** – clear and simplistic governance structure is important, since several different stakeholders are involved
- 4. Transparency and information management** – needed to build and maintain trust between the stakeholders, optimal information management enables transparency and effective management

CHARACTERISTICS OF GOOD DUAL STUDY PROGRAMME GOVERNANCE

2/2

5. Accountability – for society at large and all for of the involved stakeholders, well done transparency and information management enables it

6. Quality assurance – for assuring accountability, it is important to make sure that the right balance between academic studies and practical applicability is found

7. Collaboration – needed in order to create a dual study programme, which balances academic excellence with professional relevance

8. Leadership – collaborative but decisive leadership; leadership of institution, internal leadership and external leadership needed in order to succeed

FRAMEWORK FOR A DUAL STUDY PROGRAMME GOVERNANCE

The Dual Study Programme Board

- Clarity
- Transparency and information management
- Accountability
- **In the end responsible of all the 8 characteristics**

The Chair of the Dual Study Programme Board

- Collaboration
- Leadership

The Admission Board

- Academic freedom and excellence regarding the admission process
- Professional values and relevance regarding the admission process

The Program Manager

- Collaboration on the program level
- Leadership on the program level

The Curricula Board

- Academic freedom and excellence regarding the curricula
- Professional values and relevance regarding the curricula

The Quality Board

- Quality assurance

THANK YOU!



WP4, Act 4.1.: Action plans in relation to establishing governance structures for dual study programmes at Mozambican and South African HEIs.

Action plans vis-a-vis establishing governance structures in dual study programmes

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Based on the prior report developed in this work package on Principles for creating governance structure for dual study programmes and on Partners' project implementation reports we further summarize the steps taken and action plans foreseen by Mozambican and South African Higher Education Institutions (HEIs). The analysis is streamlined according to the eight "universal elements of governance structures" identified before:

1. Academic freedom and excellence
2. Professional values and relevance
3. Clarity
4. Transparency and information management
5. Accountability
6. Quality assurance
7. Collaboration
8. Leadership

The blank boxes in the Table below indicate that information was not explicitly mentioned in the reports.

Partner	1. Academic freedom and excellence	2. Professional values and relevance	3. Clarity	4. Transparency and information management
Universidade Eduardo Mondlane (Eduardo Mondlane University), Mozambique (UEM)				Setting up a new online platform for partner HEIs in Mozambique to manage collaboration and content of Dual Studies.
Lurio University, Mozambique (UL)				
Zambeze University, Mozambique (UZ)		Foster the cooperation between the partner HEIs and the world of work through diversification of learning and funding opportunities. The curriculum, which was co-developed by several stakeholders including takes into account present and future needs of the practice and context of employment.	-clear university strategies in place with links to dual education principles -priority actions and goals set in the five-year strategic plan	
University of the Western Cape, South Africa (UWC)			The online two day training workshop offered by LaTFURE allowed project participants to gain an in-depth understanding of the conceptual and theoretical frameworks of	sharing the learnings of the LaTFURE Project within South African higher education

			dual education, processes and challenges of implementation, as well as the structures and support needed in a university to implement	
Cape Peninsula University of Technology, South Africa (CPUT)		Offering work readiness classes to develop soft skills	Academic supervisor visits the students at their place of work to assess how they are doing and there are open communication channels between the student, the department and the host company throughout the period of WIL.	There is a contract signed with the students when they go into the workplace.
University of the Witwatersrand Johannesburg, South Africa (Wits)				
University of Limpopo, South Africa (ULP)				
University of Cape Town, South Africa (UCT)				
University of Mpumalanga, South Africa (UMP)		established relationship with industry stakeholders ensures that there is a match between industry needs and academia		the university through various Schools has memorandums of understanding with

				various industry partners to take students for Work Integrated Learning
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Table continued

Partner	5.Accountability	6. Quality assurance	7. Collaboration	8. Leadership
Universidade Eduardo Mondlane (Eduardo Mondlane University), Mozambique (UEM)			<p>-UEM and Mpumalanga signed a MoU to collaborate in Dual study programs</p> <p>-signed MoU with FH Johanneum for academic exchange of students and staff in the areas of Tourism</p>	Organized policy seminars with ministries, HEIs and industry both in Mozambique and SA.
Lurio University, Mozambique (UL)			<p>- A key success factor is in the collaboration they had with Zambeze University towards the development and launch of the Master's program in Conservation Biology.</p> <p>-The majority of external stakeholders are of small and medium sizes. This affect the capacity of hosting students as their interns and workers. However, all stakeholders consulted in a LaTFURE</p>	

			<p>dissemination workshop showed interest in collaborating for the implementation of DE.</p> <p>-Action plan: Finding other industry partners beyond Mozambique Island to augment the capacity of hosting students</p> <p>- Advocating for introduction of tax incentives in benefit of the partners to encourage them to cooperate</p>	
Zambeze University, Mozambique (UZ)	demand-driven approach. The stakeholders where involved in the planning of the training program and their involvement continued in the delivery and governance of the training program.	<p>Comparative evaluation and adaptation of joint MSc Conservation Biology;</p> <p>Internal bodies of the consortium in charge for QA of the Master's program: • Scientific Council • Pedagogical Council • Coordinator of the Master's program • Coordinator of the Consortium</p>	<p>Collaborated with 2 other HEIs in Mozambique (Lúrio University, Manica Superior Polytechnic Institute) and an industry partner (Gorongosa National Park) as well as an overseas HEI and piloted a Master's level program</p>	<p>SWOT analysis</p> <p>participatory approach</p>
University of the Western Cape, South Africa (UWC)		<p>undertook a comprehensive study on education and training frameworks within South African and Mozambique;</p>	<p>part of Cape Higher Education Consortium</p> <p>-received a dual education grant based on research emanating from</p>	<p>created a space for government ministries from Mozambique and South Africa to</p>

		identified university program areas, quality assurance and governance frameworks that need to be taken into account for the introduction of dual higher education programs	the LATFURE project	convene and coordinate a process to adapt European dual learning definitions and frameworks to a Southern African context.
Cape Peninsula University of Technology, South Africa (CPUT)		As a result of program review in the light of DE principles the work placement period was scheduled for the end of the studies to allow for easy absorption of students by the industry.	-support of the South African government -During periods of WIL, students are treated as employees and enter into binding contracts with their host companies, with some employers offering monthly stipends.	The department has a dedicated WIL coordinator
University of the Witwatersrand Johannesburg, South Africa (Wits)		Reviewed how WIL has been implemented in the mining industry in the past and how the concept of “bringing the workplace to the University” can be applied.	Industry supplied work experiences during vacations; individual final projects; final mine design; Mine tour to various mines; and Links with Gold Fields (from 2018) and African Rainbow Minerals (from 2020) for sponsoring undergraduate students. The use of Smart classrooms will facilitate further collaboration and save costs.	

University of Limpopo, South Africa (ULP)			managed to further strengthen their relationship with mining companies in their region and secured sites for field trips every year for their honours students	
University of Cape Town, South Africa (UCT)		Courses reviewed with regard to possible changes in Dual education direction and QA team is set up;	Finding host companies for placement for students has become more and more difficult over the years with companies becoming less inclined to host students.	
University of Mpumalanga, South Africa (UMP)	Each department has an advisory board which includes industry stakeholders		-Industry partnerships have been strengthened through the formation of: Programme Advisory Boards-career exhibition on campus	The university has a <u>policy document on programme advisory board</u> and industry advisory board where it constantly receives feedback from industry.

Recommendations for future Action plans:

After analyzing the LaTFURE partner reports along the 8 principles of good governance, we can see that the major focus was given to Collaboration, Professional relevance, Leadership and Quality Assurance elements. The inclusion of the industry representatives in the advisory board of the program can be seen as a good governance practice along with external leadership activities where universities reached out to other stakeholders for promoting DE and sharing the lessons learned. At the same time, many elements of good governance were not mentioned, partly because they were not explicitly asked about. Hence, we would like to recommend to the partners to get acquainted again with the WP 4.1 report on Generic guidelines for establishing governance structures in dual study programs and reflect on the missing elements in their program descriptions or when developing new programs: academic freedom and excellence, clarity; transparency and information management. Our other key recommendations on Action plans with regard to governance of Dual education programs are given below:

Professional values and relevance

- Survey the employers on the skills and competences needed in the industries

Transparency and information management

- Maintain the dual education platforms developed during LaTFURE serving as hubs for sharing best practices with other universities and stakeholders

Accountability

- Include external stakeholders in governing bodies; share reports and survey results on program implementation with other stakeholders

Quality assurance

- Collect student, alumni and industry representatives feedback on dual education programs to further improve them

Collaboration

- Maintain the bilateral and mutual partnership with European, national and regional partners to create a sustainable DUAL STUDY framework.
- Change industry perception to support dual study programs so that students are not viewed as liabilities but as assets.
- Try to extrapolate the experience of developing LaTFURE dual education programs to other programs by sharing the best practices

Leadership

- Develop an internal and external governance structures; represent them graphically including the distribution of roles (see WP 4.1 report on Generic guidelines for establishing governance structures in dual study programs)