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Rustenburg
North-West Province
Republic of South Africa

Interdesign 2005

The role of education in design
for development

Presented by Ria van Zyl

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SA Reserve Bank

Three pillars of Universities and Universities of Technologies

- Teaching
- Research
- Community service

Development of new knowledge

- Search of answers, spend time understanding problems
- Spend time understanding problems
- Develop suitable methodologies for research
- Test answers
- Interpret meaning

Dissemination and sharing of information

- Develop contents into suitable formats (peer reviewed)
- Availability of information
 - Various audiences (current and future students, researchers, practitioners, public, government and schools etc)
- Lack of South African (African) specific sources and contributors, case studies to refer students to (write our own theory)

Interdisciplinary collaboration

- Academics have special skill sets not always possible for private practitioners (specialists e.g. development communicationists, gender experts)
- Building of sustainable partnerships – beyond individual contribution (project can continue even if people leave) (Idealistic).
- Partnerships can include Funding Agencies such as NRF (structures in place, but sometimes difficult to negotiate)
- Collaboration between industry and academia

Teaching and learning go together

- Development of course content
- Research themes and focus – e.g. IP, indigenous knowledge, gender, sustainable development, project management etc.
- Not only students participants, but part of continued education and ongoing learning opportunities for practitioners
- Work towards real benefit for the communities (many success stories (University, Community and Industry))

“Inter” design

- Collaboration between industry and academia
- International
- Not only students participants, but part of continued education and ongoing learning opportunities for practitioners
- Work towards real benefit for the communities (many success stories (University, Community and Industry))