

**MNU AS SIMELANE, USIHLALO WESIGQEBA**  
**IYUNIVESITHI YOMZANTSI AFRIKA**  
**UKUVULWA OKUSESIKWENI KWEYUNIVESITHI KUNYE NOMSITHO**  
**WEEMBASA**  
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Mphathinkqubo, enkosi ngokundivumela ukuba ndithethe kule ndibano ibalulekekangaka namhlanje, ukuVulwa ngokuseSikweni kweYunivesithi. Ukuvulwa ngokusesikweni kweyunivesithi kusoloko kulixesha elibalulekileyo kubomi bayo nayiphi na iyunivesithi. Kusoloko kungumsitho onobuyokoyoko nonobucwebecwebe apho izifundiswa zinxibe imithika yazo yemfundo enomsila ekhuthaza abafundi neendwendwe ngokugqwesa kwemfundo, ngeloo lixa kudandalaziswa kwaye kubalulwa ixabiso lezentlalo nezozoqosho leyunivesithi njengendawo yobunkcubabuchopho obungqongqo nengxoxompikiswano apho ukwahlukana kwezimvo kukhuthazwa kwaye kuxatyisiwe. Ukongeza, kukulo msitho apho abeyunivesithi bedibana, apho iziphathamandla zeyunivesithi zisabelana ngolwazi malunga nokusebenza kweziko kwaye zimisele iajenda yonyaka. Le ajenda iquka ukumisela ekujoliswe kuko kunye nokuchongwa kwezikhombisikusebenza zeziko. Kukulo msitho apho abeyunivesithi besaziswa ngemingeni iyunivesithi enokujongana nayo

enyakeni. Kwakhona, kukumsitho onje ngalo apho abo basebenzi baye babalasele ngokungaphaya kweenkcazelomsebenzi zabo bathi babalulwe baze bawongwe ngendima yabo ebalaseleyo ekunikeni inkonzo esemgangathweni kwiUnisa nabachaphazelekayo. Mphathinkqubo, intetho yam iza kugxila kwizinto ezintandathu.

Lo nyaka, njengoko i-VC seyikhankanyile, iza kuba ngunyaka oxakekileyo, kuba iKomiti yoMgangatho weMfundo oPhezulu (Higher Education Quality Committee) (i-HEQC) iza kuqhuba uphicotho lweyunivesithi ukubona ukuba ingaba inkqubo ezimisiweyo zethu, imigaqonkqubo kunye neendlela zokusebenza ngokunjalo ziyahambelana na nezicwangcisomaqhingana zokunyusa umgangatho njengoko kumiselwe sesi sigqeba sisekwe ngokomthetho.

Mphathinkqubo, lo ngumsebenzi obalulekileyo nochulumancisayo, kwaye ndiyavuya ukuba iyunivesithi ibone kulungile ukumema iCommonwealth of Learning (iCOL) iqhube ulingo ngowe-2019 ukuncedisa ukulungiselela uphicothozincwadi oluzayo lwe-HEQC. NjengeSigqeba, silangazalela ukufumana nokuzixakekisa ngomxholo neempembelelo eziza kuvela kwingxelo yokugqibela yophicothozincwadi lweCOL. Makholwane, umgangatho, kunye namalinge okuqala okuyikhuthaza awaxoxisi nanjengoko oku kungundoqo wokuba singoobani na.

Inqaku lesibini endifuna ukuligxininisa njengelibalulekileyo, Mphathinkqubo, kukuba kulo nyaka, sigqiba isithuba sexesha seminyaka emihlanu sokuqala sokuphumeza isicwangciqhinga seUnisa 2030. Njengoko i-VC seyikhankanyile, siza kube sihlaziya isicwangcisoqhinga sangoku ukusayamanisa nemingeni iyunivesithi ehlangabezana nayo kwakunye nokuqinisekisa ukuba sigxila kakhulu ekubeni sibe liziko leAfrican ODeL lokwenene. Isindululo sokuphumeza umfuziselo weODeL ubalulekile, ngesizathu semfuneko yokubandakanya ukuSetyenziswa koBuchwepheshe bale Mihla (Fourth Industrial Revolution) esematheni.

Umbuzo ekumele sizibuze wona ngowokuba, umntu usiphuhlisa njani isicwangcisoqhinga seminyaka emihlanu kwimekobume eguquguqukayo nesoloko itshintsha enje ngecandelo lezefundo ephakamileyo? Impendulo kukuba isicwangcisoqhinga sethu asimanga kodwa, ngapha koko siluxwebhu eliphilayo ekufuneka luhlaziye xa iimeko ezivelayo zinyanzela njalo, okanye xa imibandela iphelelwa lixesha. Xa kuhlaziywa isicwangcisoqhinga seUnisa 2030, kubalulekile ukuqaphela izimvo zikaGeschwind (2019: 383) xa ebalula ukuba xa kuhlalutywa ubuciko botshintsho kunye nobenguqu, obazisa naluphi na uphuhliso lwesicwangcisoqhinga, ukuqonda ngokunzulu ukuba umba wokusemthethweni ubalulekile, nakubeni kukho ingqikelelo yohlalutyo enableileyo. Uxoxa ngokuba ukuba semthethweni “yingcinga okanye ingqikelelo eseyenziwe yaqheleka yokuba amanyathelo e-entithi ayimfuneko, alungile, okanye afanelekile kwinkqubo eyakhiwe

ngokwentlalo yezithethe, imikhwa esulungekileyo, iinkolelo, kunye nangokwamagatya”. Kum, izithethe ekubhekiselelwe kuzo, ziindlela ezisetyenziswa yiyunivesithi ukuphuhlisa isicwangcisoqhinga. Nanjengoko ingekokokuqala iyunivesithi iphuhlisa isicwangcisoqhinga, kubalulekile ukuqonda okuye kwasebenza ngaphambili kwaye noko kungakhange kusebenze. Okungundoqo kwizithethe eziye zasetyenziswa ngaphambili, kukuba nayiphi na inkqubo yophuhliso lwesicwangcisoqhinga kufuneka ibandakanye inkqubo yokubonisana ukuze ibe yeyesininzi sabachaphazelekayo. SisiSigqeba, siphuhlise, nangona siqonda ngokuxhalabisayo, ukuba kwiminyaka emihlanu yokuqala yesicwangcisoqhinga sangoku asizange samkelwe ngokwaneleyo luninzi lwabachaphazelekayo. Ngokucacileyo, esi sisimo esikhoyo esingavumelekanga kwaye ukuya phambili, kufuneka siqinisekise iinkqubo zezokubonisana ukuze isicwangcisoqhinga samkelwe ngokunabileyo.<sup>1</sup>

Ngokuphathelele kwimikhwa esulungekileyo, ndinoluvo lokuba imikhwa esulungekileyo esiza kuyamkela ekugqibeleni kufuneka ibe semgceni kwaye ihambelane nomnqophiso kunye nombono weziko. Kwakhona, le mikhwa isulungekileyo kufuneka ityhutyhe kuyo yonke imisebenzi yeyunivesithi, oko kukuthi, kufuneka “siyiphile”. Ndicebisa ukuba sisebenzise isixhobo ukuvavanya ukuba ingaba siyayiphila na le mikhwa isulungekileyo. Olu vavanyo kufuneka lugqibelele ekubeni thina siyenze

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<sup>1</sup> Geschwind, L. Legitimizing Change in Higher Education: Exploring the Rationales Behind Major Organizational Restructuring, *Higher Education Policy*, 32: 381–395

iUnisa ibe yiyunivesithi yama-Afrika ngokwenene nekhululweyo kumakhamndela engcinezelo, elikhaya kubo bonke kungajongwanga hlanga, ubuni okanye umgangatho.

Malunga neenkolelo, ndicebisa ukuba sihambe ngesantya esiphezulu ukuqinisekisa ukuba ngokwenene siba liziko leODEL elinabiley elisebenzisa ezobuchwepheshe ukunika inkonzo esemgangathweni kubafundi nabanye abachaphazelekayo. Isizathu soku, inkolelo yethu yokuba indlela enye esinokuba sibe singabangcono ngayo kwaye sifikelele kwisigunyaziso esiphathelele kuluntu, kukuba liziko leODEL eligqibeleleyo elifikelelekelayo kuye wonke umntu kungajongangwa indawo abakuyo. Okokugqibela, yinkolelo yam yam engqingqwa ukuba ukuphumeza le njongo iphakamileyo, kubalulekile ukuba sifikelele kwisivumelwano seziko “esaneleyo” ngokwayamene namagatya athile abalulekileyo aqhubeka nokujongela phantsi umbono wethu wokuba yiYunivesithi yama-Afrika ebumba ikamva kwinkonzo yoluntu. Amanye amagatya ekufuneka siwasombulule ngale njongo aquka amagama anje ngala, ukuqhuba isiAfrika, ukukhululwa kumakhamandela engcinezelo, iODEL, ukunaba, kunye namanye amaninzi. Ngaphandle kokuba kukho ingcaciso ngokwayamene namanye ala magama endiwagxininisileyo, anqongophele amathuba okuba isicwangcisoqhinga sibe semthethweni ngokokubona kwabachaphazelekayo abohlukahlukeneyo.

Umba obalulekileyo wesithathu ka-2020, ngokoluvo lwesiGqeba kukuba iyunivesithi yenze iinzame ngamxhel'omnye ukuphucula amava omfundi, ukuquka nokwenza amaziko akhoyo ethu afikeleleke, abe nokhuseleko, akhuseleke, kwaye abe ngafanelekileyo. Kwiminyaka embalwa edlulileyo, besifumana izikhalazo ezininzi kubafundi ngokuphathelele kwiingxaki esizifumanayo eUnisa. Isigqeba sixhalabile ngokuba ingathi iyunivesithi ibonakala isokola ukuphumeza amanyathelo achanekileyo okomeleza amava abafundi. Ndibongoza iziphathamandla zeyunivesithi ukuba zihlole zonke iinkqubo, imigaqonkqubo, ukwakhiwa, ukuquka namaziko akhoyo ajongene nokomelezwa kwamava abafundi. Kule meko, izimvo zikaDougherty, K.J. & Natow, R.S. (2019: 15) zingavuselela kwaye zikhuthaze uhlobo xa bekuxoxa oko beyiyunivesithi, kufuneka siphakamise imibuzo emininzi malunga nokubaluleka kokuchaza kwethiyori enxulumene nendlela ephuculweyo yokukhetha inkqubo yobungxowankulu borhwebo olukhululekileyo esiyindululeyo kwaye sayiphumeza ngokuphathelele kumava abafundi.<sup>2</sup>

Babalula ukuba nangona ezinye zeenkqubo ezinxulumene nendlela ephuculweyo yokukhetha inkqubo yobungxowankulu borhwebo olukhululekileyo, imigaqonkqubo, kunye nolwakhiwo olundululweyo zibonakala “zivelisa ukuphucuka kwiziqhelo zokufundisa nenkxaso yabafundi, ulawulo lophando, kunye nokuveliswa kophando lwecandelo,

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<sup>2</sup> Dougherty, K.J. & Natow, R.S. 2019. Performance-based funding for higher education: How well does neoliberal theory capture neoliberal practice? *Higher Education*.

kukho ubungqina obungephi bokuba, ngokupheleleyo, oku kuvelisa amazanga ogcino nawothwesozidanga lwabafundi olungcono”, kukwavelisa futhi “iimpembelelo ezingacingelwanga” ezininzi ithiyori enxulumene nendlela ephuculweyo yokukhetha inkqubo yobungxowankulu borhwebo olukhululekileyo engazisi so ngokungaphaya. Le thiyori ikhomba ngokukuko kwiindleko zokuthobela kunye nokuhla komgangatho kwaye inciphise izinga iimpawu ezihambisanayo ezizalisekisa ngalo iimfuno zokuveliswayo kodwa iyasilela ukuqikelela ezinye iimpembelelo ezingacingelwanga ezinje ngokuhla kokuthathwa kwabafundi abahlelelekileyo, ukucutheka kweminqophiso yeziko, ukunyuka kokungalingani phakathi kwamaziko emfundo ephakamileyo, ukukhula kokuhlelwa ngokwemigangatho kwabasebenzi becala lemfundo enomsila, kunye nokutshabalala kwempembelelo kubasebenzi bemfundo ephakamileyo.

Mphathinkqubo, ndiyavuma ukuba kukho imfuneko yohlolo oluyinyani nolunengqiqo lweenzuzo zeempembelelo neendleko zamangenelelo aphunyeziweyo, kunye nokuqinisekisa ukuba ayahambelana nomnqophiso wethu, umbono, kunye nemikhwa esulungekileyo, ukuquka nesicwangcisoqhinga ukuya phambili. Kule meko, indima yemimandla njengenkalo yokuqala yoqhagamshelwano nabafundi beyunivesithi ibalulekile. Ndiyathemba ukuba uMfuziselo woMmandla owamkelweyo, kwakunye nemingeni yamaziko enxulumeneyo yawo, uza kuphunyezwa ukomeleza isakhono seyunivesithi ukuphucula amava abafundi.

Umba wesine endifuna ukuwuvakalisa ngokufutshane kukujolisa ekuphuculeni impumelelo yabafundi kunye nothwesozidanga, ukuquka nokuqesheka kwabafundi. Oku kubalulekile nanjengoko kunxulumene nesigunyaziso soluntu sethu. Siyaqonda sonke ukuba iUnisa ayiqhubi njengoko kulindelwe ngokuphathelele kule miba. Ndicebisa ukuba le yunivesithi ilandele indlela yothabathonxaxheba ekuphumeleleni kwabafundi. Mayela noku, uChang, London kunye noFoster (2019: 481) banoluvo lokuba, “indlela zothabathonxaxheba kulwakhiwo kunye nokuqhutywa kwempumelelo yabafundi kungaqhubela phambili iingqiqo ezisemxholweni ngokungaphaya nezisabela msinya zempumelelo yabafundi kwaye zibhexeshe iinkqubo zequmrhu ukuphumeza ezi njongo zinabe ngokungaphaya”. Baxoxa bathi “iingqiqo ezikhoyo jikelele zempumelelo yabafundi zibonakalisa imidla eyahlukahlukeneyo enokuthi ingabonakalisi ngokuchanekileyo iimfuno, amathemba, okanye iminqweno evakalisiweyo yabafundi abangena kumaziko emfundo ephakamileyo kwaye/okanye icandelo kunye nabasebenzi abajonge ukubanika inkonzo” (Chang, London & Foster, 2019: 482). Ezi ngqondi zichonge iindidi ezintathu zamangenelelo ezikholelwa ukuba zijonge ekuphumezeni ezona “ngcinga zinabileyo zempumelelo yabafundi”. Oku kukulungisa ubume bamasebe nobamagumbi okufundela kusetyenziswa indlela ezisabela ngokukhawuleza ngokungaphaya kwiinkcubeko zokufundisa; kunikezwa indlela zothabathonxaxheba ezingaphaya, eziqhutywa ngokugxile

kubafundi kuphuhliso lwezifundo; kwaye nokuqwalasela ukuziva uyinxalenye yabanye ekhampasini” (Chang, London & Foster, 2019: 489).<sup>3</sup>

Izimvo ezivakaliswe apha ngentla zixhaswa kukugxila kwethu ekuqhubeni isiAfrika nokukhululwa kumakhamandela engcinezelo kweyunivesithi, ukuquka iinkqubo ezimiselweyo, imigaqonkqubo, iindlela zokusebenza kwakunye nokusebenza kwayo. Njengenxenye yale nkqubo, kuza kufuneka sihlangabezane nempembelelo enganakwanga yemigaqonkqubo enxulumene nendlela ephuculweyo yokukhetha inkqubo yobungxowankulu yorhwebo olukhululekileyo ephunyezwayo kwiyunivesithi yethu.

Mphathinkqubo, ndikhankanya le miba ngenxa yokuba ukuba siyasilela ukuhlangabezana nomakungalingwane kwiziko lethu, asizi kuphumelela ukuphumeza isigunyaziso soluntu sethu, sokunikeza ubulungisa kufikelelo, amathuba, kunye neziphumo kubasebenzi, kubafundi, kunye nakwabanye abachaphazelekayo, ukuquka ufikelelo kulwazi oluntlobo ngeentlobo.

Umba wesihlanu endifuna ukuwugxininisa njengobalulekileyo walo msitho umayela nokuhlangabezana nemeko yezimali yeziko, ukuquka nozinzo lwezimali lwalo. Esi sisoyikiso esibonakalayo kuzinzo lweyunivesithi kodwa futhi seyona sichasiweyo ngenxa yeemeko ezingquzulanayo eziveliswe

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<sup>3</sup> Chang, E., London, R.A. & Foster, S.S. 2019. Reimagining Student Success: Equity-Oriented Responses to Traditional Notions of Success. *Innovative Higher Education*, 44:481–496

ngabachaphazelekileyo abahlukeneyo kwiyunivesithi, okuthetha ukuthi akukho luvo lufanayo ngemeko yezimali zeyunivesithi. Ezi mpikiswano zaphakanyiswa ngokucacileyo ngelixa lothethathethwano ngemivuzo lwakutshanje olwathi ngokulusizi lwehlela kwizinga olwehlela kulo kwiiveki ezimbini ezidlulileyo. Ndibongoza iziphathamandla zeyunivesithi ukuba zibonisane ngokunyanisekileyo nemibutho yabasebenzi kwakunye neenkokeli zabafundi ukwabelana ngolwazi ngalo mcimbi. Ndikwabongoza abo basebenzi bangaphakathi abathabatha inxaxheba kwiSigqeba ukuba badlale indima ukufundisa abeyunivesithi ngokubanzi ngendlela ekuthathwa ngayo isigqibo kwiintlanganiso zeSigqeba ezinxulumene nezemali zeyunivesithi kwaye nendlela ekunokuqinisekiswa ngayo uzinzo lwezemali zayo. SisiSigqeba, saziwe ngeendleko ezinyuka okokoko zabasebenzi kwaye sigocagoce izicwangciso zeziphathamandla zeyunivesithi ukuba zihlangabezane noku, kodwa kuye kucaca ukuba la mangenelelo awavelisi ziphumo zifunekayo. Sifuna ukuzinikela kweziko kuye wonke ubani ukuqinisekisa uzinzo lwezemali lweli ziko libalulekileyo. Akukho ngakumbi. Kule meko, imeko yase-UKZN kwangoko nje emva kwendibano phaya koo-2005 ingasifundisa okubalulekileyo thina sonke.

Umba wesithandathu endifuna ukuwuvakalisa wayamene nesidima seyunivesithi. Mphathinkqubo, kunyaka odlulileyo, iyunivesithi ibisezindabeni ngezizathu ezingezizo. Kwakulusizi ukubona ukuba uninzi lwamabali awayekumaphephandaba ayenikwe ngabasebenzi bangaphakathi, ababona bengcungcuthesikiwe yiyunivesithi ngenye

indlela. Ndibongoza bonke abasebenzi ukuba bazise izikhalazo zabo kwiyunivesithi besebenzisa iinkqubo zangaphakathi kwaye baqinisekise ukuba zonke iinkalo zangaphakathi zifinciwe phambi kokuba baye kumaphephandaba okanye bathumele okubakhathazayo kumakhasi onxibelelwano. Indima yabanye abachaphazelekayo, abanje ngabafundi, ialumnayi, kunye neqela lentlangano ukukhupha ulwazi oluyimfihlo kumajelo osasazo kwakunye nokusa oko kumaqonga amakhasi onxibelelwano kufuneka nako kungakhuthazwa. Kukho iinkqubo zangaphakathi emazilandelwe ukuba umntu ubona ngathi amalungelo akhe awathathelwanga ngqalelo. Nceda landela le nkqubo phambi kokuba uhlazise iyunivesithi kwaye ke ngoko ube ungcolisa isidima sayo. Ndiwuveze ngabom lo mcimbi wokuvezwa kolwazi oluyimfihlo kumajelo endaba ngendlela, endenze ngayo, kuba oku kuye kusingabi nakulawuleka. Kufuneka sikuyeke oku. Ukuba oku kuthetha ukuba kujongwe kwakhona umgaqonkqubo wethu wokohlwaya nendlela yokusebenza, ndicebisa ukuba senze njalo, ukukhusela isidima seyunivesithi.

SisiSigqeba, sinenkxalabo ngoku kungcoliswa kuzingileyo nokungapheliyo kwesidima seyunivesithi. ISingqeba sinenkxalabo ngokuphuma kwamaphepha eemviwo ngondlelamnyama nanjengoko oku kubekela phantsi isidima seprojekthi yezemfundo yeyunivesithi, ukuquka neziqinisekiso zemfundo zayo. Okunye okuxhalabisayo kukuba sibonakala singakwazi ukunqanda oku kungalunganga kusaqala. Nangona kubandakanywe nokumiselwa kwezokhuseleko lwesizwe, le ngxaki

ayipheli. Ingaba oku kuthetha ukuba le yingxaki yangaphakathi enxulumene nendlela iimviwo ezicwangciswa nezilawulwa ngayo eyunivesithi, ukuquka nokuqeshwa kwabagadi beemviwo Ukuba kunjalo, ingaba sikuthathele na ingqalelo ukuthumela abasebenzi bethu, ukuquka izifundiswa ukuba zibe ngabagadi beemviwo? Lo mba wokugqibela uza kuba ngofanelekileyo, ukuba ngaba, ingxaki yintsusa yenkqubo yokugadwa kweemviwo. Ndibongoza iziphathamandla zeyunivesithi ukuba ziphuhlise iindlela ezinobuchule zokuhlangabezana nalo mcimbi kube kanye qwaba. Asinako ukuba siphinde sibe namanye amaphepha eemviwo aphumayo ngondlelamnyama ngowe-2020.

Mphathinkqubo, oku akuthethi ukuba akukho nto yenziweyo ngaphambili ukuhlangabezana nale ngxaki yesidima seziko. Silangazelela ukufumana ingxelo ngempembelelo la mangenelelo ayenzileyo ekuhlangabezeni nesidima seyunivesithi. Ndinoluvo lokuba ukuhlangabezana nokungcoliswa kwegama nesidima, kufuneka sijongane nemekobume yeziko engentlanga kunye nezithethe ezenziwe zaqheleka eyunivesithi. Sikhumbule ezi zithethe zingazihlanga kwaye nendlela ezi zithethe ziye zenziwa zaqheleka ngayo luphando olwaluqhutywa ngowe-2018 yiKomishini yamaLungelo oLuntu yoMzantsi Afrika (South African Human Rights Commission) (i-SAHRC) emva kwesicelo seyunivesithi. IKomishini yenza le migqaliselo ilandelayo, phakathi kweminye:

- Kukho imingeni ephathelele ekwenzeni ngendlela emisiweyo kunye nangokuphathelele kwiziko eUnisa enokusonjululwa ngendlela enye yongenelelo.
- IUnisa isaqhubeka nokuba namazinga aphezulu entiyo ngokobuhlanga, ukoyikisa, ucalucalulo ngokwesini, kunye nocalucalulo oluphathelele kwizizathu ezithintelwayo zobuhlanga kunye nezesini, nangona ikhona imigaqonkqubo.
- Ukungaphumeleli kokuphunyezwa kwemigaqonkqubo (ukusilela kwemiphumela yokungathobeli) nokusilela kokuzinikela kutshintsho.
- Kubonakala ngathi kukho ukukholelwa kwizityholo zokuba kukho isithethe socalucalulo ngokobuhlanga, ucalucalulo ngokwesini, ukuxhatshazwa, kunye nokoyikiswa eUnisa.
- Amaqumrhu olawulo aseUnisa awasebenzisani ngokwaneleyo ekuncedeni kwiajenda yotshintsho.

Le yimigqaliselo emikhulu. SisiSigqeba, siyaqonda ukuba iyunivesithi ivelise iinkqubo zokujongana noku. Silindele ingxelo yokuba iziphathamandla zeyunivesithi zihambe umgama ongakanani na ukuhlangabezana neminye yale miba kuba nanjengoko sendikhankanyile, igama kunye nesidima ziqhagamshelene neemekobume zeziko nezithethe kananjalo. Ukungcoliswa kwegama nesidima luphawu lweziko olungaluhlanga nolungamkelekiyo.

Xa ndiphetha, sonke siyaqonda ukuba oku kukuVulwa ngokuseSikweni kokugqibela konyaka wokuFunda yiNqununu neNgqonyela yangoku, uNjing Mandla Makhanya, obekulawulo iminyaka elishumi (10) edlulileyo. SisiSigqeba, siyabulela ngakwenzileyo kule minyaka kwaye silangazelela ukufumana iNqununu neNgqonyela entsha eza kusa iyunivesithi phambili. Njengoko i-VC ikhankanyile kumyalezo wayo wokwamkela abasebenzi ekuqaleni konyaka, iSigqeba sikhokela inkqubo yokugaya, ukuchonga nokuqesha i-VC entsha. Uluntu lweyunivesithi luza kwaziswa kungekudala ngenkqubo elandelwayo. Ngoko ke, akukho mfuneko yakuxhalaba. Ndithatha eli thuba ukubongoza bonke abakhoyo, ukuba baqhubeke nesigunyaziso sethu sokunika inkonzo esemgangathweni kwabachaphazelekayo abangundoqo bethu, ngelixa siyekela inkqubo yokuqesha iNgqonyela entsha ukuba iqhubeke.

Ekugqibeleni, kulo msitho, siza kube sinikezela iimbasa, ukuquka neMbasakaSihlalo wesiGqeba, kubasebenzi kunye nabafundi abebengoonozakuzaku beyunivesithi ngokuqhuba ngokungaphaya kwabakuqeshelweyo baze benze kangangoko ukwenza iUnisa ibe yiyunivesithi ephila imikhwa esulungekileyo yayo. Sibanika imbeko kuba sifuna ukukhuthaza abanye ukuba balandele emkhondweni wabo. Ukutyunjelwa imbasa yeyona ndlela iphakamileyo yokwaziwa ngumphathi wakho, oontanga, ukuquka nokusebenza ngokugqwesileyo kokuthile okufundelweyo. Ndingwenela ukuvuyisana nabo bonke abo bafumana iimbasa namhlanje kwaye ndibabongoza ukuba baqhubeke nokusebenza

ngamazinga aphezulu ngenjongo yokukhuthaza abanye kwiinkalo zabo zokusebenza ukuba benze kwanjalo. Kuxa sonke sisebenza ngokungaphaya apho siza kuthi sibe nako ukuhlangabezana neengxaki zeenkonzozaseUnisa. Ndiyazi ukuba impembelelo yenkonzo esemgangathweni ingavakala kuphela xa iphunyezwa liqela hayi ngokuzimeleyo. Kule meko, kubalulekile ukuqonda ukuba amazinga omthengi olwaneliseko abulingana nokulindelweyo okucingwe kwangaphambili kwinkonzo esemgangathweni.

Umzekelo

- Ukuba inkonzo enikeziweyo iyasilela ukuhambelana nokulindelweyo, ngoko ke abathengi babona unikezonkonzo lukumgangatho ophantsi.
- Ukuba unikezonkonzo luhambelana nokulindelweyo, umthengi ke uyaneliseka.
- Ukuba unikezonkonzo ludlulela ngaphaya kokulindelweyo, umthengi ke uhlala ngengqondo yokuba unikezonkonzo lugqwesile <sup>4</sup>

Sazisa aba sisebenza nabo namhlanje kuba bazi le nyaniso ilula malunga nenkonzo. Kubo bonke aba basebenzi kunye nabafundi, ndivuyisana nani kwaye nizonwabele iimbasa zenu.

Enkosi.

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<sup>4</sup> Joseph, M., Yakho, M. and Stone, G. 2005. An institution's quest for service quality: Customers' perspective. *Quality Assurance in Education*, 13 (1): 66 - 82.