



Ways The Similarities Of Nsfas

**Tennyson Mgutshini, Kunle Oparinde
, Vaneshree Govender**

Ways The Similarities Of Nsfas:

Perspectives on Student Affairs in South Africa McGlory Speckman, Martin Mandew, 2014-07-17 The goal of *Perspectives on Student Affairs in South Africa* is to generate interest in student affairs in South Africa The papers contained herein are based on best practice local experience and well researched international and local theories The papers in this book deal with matters pertaining to international and national trends in student affairs academic development access and retention counselling and material support for students coming from disadvantaged backgrounds They are linked to national and international developments as described in the first two papers This publication will assist both young and experienced practitioners as they grow into their task of developing the students entrusted to them All contributors are South Africans with a great deal of experience in student affairs and all are committed to the advancement of student affairs in South Africa The editors are former heads of student affairs portfolios at two leading South African universities **Let's Talk About**

Varsity, 2009 Corrupted Jonathan D Jansen, 2023-02 Through investigatory reports and interviews Jonathan Jansen reveals the structural conditions for chronic dysfunction in a sample of South African universities He reveals the political economy at work and the intense competition for resources on campuses He also provides interventions for these fragile institutions *Financing Access and Equity in Higher Education*, 2019-02-11 The demand for higher education worldwide is booming Governments want well educated citizens and knowledge workers but are scrambling for funds The capacity of the public sector to provide increased and equitable access to higher education is seriously challenged What are the on the ground realities of developing financial resources and policies to meet the twin goals of equity and access without jeopardizing quality This volume provides in depth reports from selected countries and sub regions Morocco Korea England Uganda Poland Oman East and southern Africa Southeast Asia Brazil and Egypt Each chapter is written by a seasoned educator participating in the Fulbright New Century Scholar program for 2007 2008 Given the near universal constraints of declining resources but increasing enrollments the authors identify common trends such as the public private divide the privatization of the public sector and diversification of funding To address these issues the chapters examine a surprising variety of policy instruments such as means testing targeted subsidies cost sharing institutional aid student bursaries and tax exemptions Transformative Curricula, Pedagogies and Epistemologies, 2021-08-04 This book presents useful insights on the regeneration of curricula and pedagogies with a particular focus on universities in South Africa and Africa in general *Transformative Curricula Pedagogies and Epistemologies Teaching and Learning in Diverse Higher Education Contexts* further explores the state of teaching and learning in different contexts together with the emerging challenges and responsibilities that African higher education in the twenty first century is faced with The analysis is put in light of the assumptions borrowed from the West for Western epistemologies and pedagogies are still dominant Instead the book presents a case on the need for rethinking pedagogies and epistemologies within African higher education that include

African culture values ethics and indigenous knowledge The new obligations of inclusive education decolonisation transformation and academic and professional experiences are of paramount importance for contemporary higher education Valuable ideas about practices and policies in epistemological and pedagogical transformative mechanisms are discussed which can be used to inform a decolonised teaching and learning curriculum most suitable for an African higher education system Above all the book goes beyond mere narratives as it explores decolonisation strategies suitable for transforming pedagogical and epistemological practices that include the education system as a whole

Global Student Engagement Hamish Coates,Xi Gao,Fei Guo,Jinghuan Shi,2022-05-05 Drawing together major global studies from leading researchers this book presents novel results ideas and developments from the world's largest collaborative study of student engagement in higher education It builds insight into contemporary higher education practice policy and research The chapters are written by experts who lead student engagement research in nine diverse countries in Asia Pacific North and South America Europe and Africa The book presents analysis results benchmark data and case studies It deep dives into research programs analytical capabilities empirical situations and development trajectories The book updates earlier publications and charts emerging perspectives and development opportunities The research contributions are for students of higher education as well as for policymakers advisors and university administrators Higher education practitioners and leaders around the world will enjoy this book

Global Development of the Community College Model Carmen L. McCrink,Heidi Whitford,Natasha C. Stubbs,2017-04-10 While the community college is a longstanding institutional type within the U S the success of this model has recently garnered international attention As countries outside the U S grapple with issues regarding access and affordability of higher education opportunity the concept of the community college has gained traction This issue explores The global expansion and development of the community college model in various countries and regions around the world Insights into the establishment and sustainability of these institutions in other countries through research and analysis and Case studies that focus on the development and implementation process of community colleges amid various social political and economic contexts This is the 177th volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today's open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission

From School to Higher Education? Michael Cosser,Jacques Du Toit,2002 This substantive report is essential reading for those involved in higher education planning and policy making

Living African Philosophy of Higher Education Yusef Waghid,2025-08-23 This book draws on more than three decades of scholarly engagement and provides a sustained argument for a transformative philosophy grounded in three interrelated genres of human action i.e ubuntu communal dignity and respect deliberative iteration dialogue and critical engagement and political resistance oppositional agency against injustice In advancing these genres the book offers a fourth emergent genre that animates the preceding

three the imaginative use of fiction as a pedagogical and philosophical tool Through this innovative move the book provides both a rigorous exposition and a practical enactment of what it means to live African philosophy in and through higher education The chapters traverse theoretical narrative and pedagogical terrains to illuminate how African philosophy can inform curricula teaching institutional transformation and intellectual resistance The work not only revisits key African philosophers such as Kwasi Wiredu Paulin Hountondji and Sophie Oluwole but also integrates contemporary contributions like those of Blessing Chapfika It offers a deep engagement with the contested genealogies of African philosophy and emphasizes narrative pedagogy as a mode of critical inquiry identity formation and ethical action The book contributes to decolonial and humanizing imperatives within African higher education and speaks directly to scholars educators and students who seek to reimagine the university as a space of justice creativity and collective becoming Ultimately it serves as both a theoretical intervention and a call to action a text that lives through its enactment of the very philosophy it advances

Open Learning as a Means of Advancing Social Justice Tabisa Mayisela, Shanali Govender, 2024-01-23 This volume investigates the uptake of open learning in South African Technical Vocational Education and Training TVET colleges and higher education institutions Comprised of 16 studies focused on activities at a range of colleges and universities across the country these chapters aim to promote a better understanding of open learning practices across the Post School Education and Training PSET sector including issues such as recognition of prior learning access for students with disabilities work integrated learning professional development novel student funding mechanisms leadership for open educational practices institutional culture student support blended and online learning flexible learning online assessment open educational resource development models and funding and micro credentials This collection of peer reviewed chapters contributes to understanding the ways in which South African PSET institutions and educators are interpreting open learning as a means of advancing social justice It includes a historical and contemporary understanding of the economic cultural and political obstacles facing PSET drawing on Nancy Fraser s theory of social justice as participatory parity to better understand the ways in which open learning may address systemic social injustices in order to allow South African students and educators to thrive This volume emerges from research conducted by the Cases on Open Learning COOL project an initiative by the Department of Higher Education and Training in partnership with the Centre for Innovation in Learning and Teaching CILT at the University of Cape Town UCT in South Africa

Higher Education Pathways Paul Ashwin, M. Case, 2018-12-13 In what ways does access to undergraduate education have a transformative impact on people and societies What conditions are required for this impact to occur What are the pathways from an undergraduate education to the public good including inclusive economic development These questions have particular resonance in the South African higher education context which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent Higher education is recognised in core legislation as having a

distinctive and crucial role in building post apartheid society Undergraduate education is seen as central to addressing skills shortages in South Africa It is also seen to yield significant social returns including a consistent positive impact on societal institutions and the development of a range of capabilities that have public as well as private benefits This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues **Creating**

Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation

Zilungile Lungi Sosibo, Eunice Ivala, 2021-09-07 Higher education in post apartheid South Africa was always likely to attract academic interest and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds Using examples from higher education institutions across the Southern African Developing Community SADC region this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions and provides concrete recommendations for the future The book is sure to appeal to academics from a variety of disciplines from African African American and ethnic studies to education and sociology It will be of particular interest to teacher trainers administrators and policy makers working in higher education and anyone else with a stake in managing cultural diversity in education Universities, Employability and

Human Development Melanie Walker, Samuel Fongwa, 2017-01-20 The book makes a significant contribution to critical higher education studies specifically to graduate employability research and to capabilities and education research The book moves beyond the simplistic conception of alleged gaps in graduate skills and mismatches between employers and universities and instead provides an innovative multi dimensional and intersectional human capabilities conceptualisation of graduate employability The book challenges an individualised notion of employability instead locating employability issues in social and economic conditions and argues that employability choices cannot be divorced from inequality Qualitative and quantitative data from multiple case study universities in South Africa are used to explore the perceptions and experiences of diverse students lecturers support officers and employers regarding what each university is doing or should be doing to enhance graduate economic opportunities and contribute to inclusive development The book will be highly relevant to students scholars and researchers in the fields of education and sociology particularly those with an interest in graduate employability **The Attempted Erasure of the Khoekhoe and San** Jacob Cloete, 2023-11-22 The Attempted Erasure of

the Khoekhoe and San delves into the complex issue of problematic coloured identity and the ongoing erasure of the Khoekhoe and San people in South Africa Despite the end of apartheid this erasure continues to persist today starting as far back as 1652 There were two types of erasure that took place genocide and bureaucratic While the former is acknowledged by President Thabo Mbeki in his I Am an African speech the latter began in 1828 with Ordinance 50 in the Cape Colony From this point the Khoekhoe and San were bureaucratically erased culminating in the 1950 Population Registration Act Despite these attempts the Khoekhoe and San people resisted and fought for their identity resulting in their continued existence in

the present day This book documents their painful journey highlighting their struggles against subjugation and erasure since 1652 *Decolonizing African Studies Pedagogies* Nathan Andrews, Nene Ernest Khalema, 2023-11-16 Chapter 1 Re Storying African Studies Pedagogies Decolonizing Knowledge and Centering Black Agency is available open access under a Creative Commons Attribution 4.0 International License via link [springer.com](https://www.springer.com) *Juta's Statutes of South Africa* South Africa, 2004

Reflections of South African University Leaders: 1981 to 2014 Council on Higher Education, 2016-03-17 Much has been written about the ever growing demands on university leadership worldwide in the face of increasingly complex changes and challenges from within the academy and beyond However as we are reminded by Johan Muller in the Introduction to this book there are particular features of time and place that also throw up unique problems It is precisely time and place that make this set of reflections by university leaders quite remarkable and distinguishes it from the many biographies to be found in the literature on higher education leadership In the main this collection spans two decades the 1990s and 2000s of unprecedented levels of change in South African higher education Leaders in universities as well as those responsible for higher education policy in the government and associated statutory bodies had no neat script to work off nor manuals or prescripts of good leadership or practice Instead there was palpable excitement about collectively imagining and nurturing a new post apartheid higher education system which would contribute to the social and economic development needs of the country the deepening of democracy and which would also be globally relevant Most reflections touch on the coalface of leadership which is the face to face interactional dimension dealing with staff with students with council chairs What comes through clearly is the importance of what are sometimes called people skills In these accounts this is not simply presented as a human relations aptitude for a number of reasons first of which is the special nature of universities and their occupants More than one points out the special challenge of managing the talented people that are academics and their inbuilt distaste for bureaucracy their reluctance to be managed or told what to do The message here is consistently one of needing to be completely open with academics the importance of maintaining the distinction between collegial and executive management avoiding managerialism and the critical importance of winning and holding their trust The inspiration for this collection arose in late 2013 in the Council on Higher Education's CHE Monitoring and Evaluation Directorate the directorate responsible for conducting research on the higher education landscape and monitoring the state of the sector They noted that conditions besetting universities had grown increasingly complex both globally but more especially locally and the question arose how had this altered the challenges to university leadership over the period between the new political dispensation and the second decade of the new millennium More particularly how had leaders with a proven track record of visionary and strong leadership during this period faced these challenges How did they see the main changes that needed dealing with What challenges did these changes pose and how were they successfully overcome What did they think looking back were the main constituents of successful leadership and management What wisdom could be distilled for

posterity The Directorate decided to invite a range of vice chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections and compile them into a publication

Decolonising the Built Environment Kundani Makakavhule, Karina Landman, 2025-02-07 Decolonising the Built Environment Process Product and Pedagogy provides an important and much needed comprehensive overview of how decolonisation is shaping the built environment in theory in practice and as a process project today The contributors provide an inclusive and trans national conversation between a diverse set of academics design practitioners and thinkers and activists This book is structured around three thematic and practical categories Part 1 studies decolonisation conceptually Part 2 studies decolonisation as a process and Part 3 studies the products of decolonisation as materialised in the form of buildings urban design planning policy and social practices Essential reading for students teachers and practitioners this book presents the project of decolonisation as a pedagogy and an ongoing process

New South African Review 6 Devan Pillay, Gilbert M Khadiagala, Roger Southall, Sarah Mosoetsa, Samuel Kariuki, 2018-01-29 Wide ranging essays demonstrate how the consequences of inequality extend throughout society and the political economy Despite the transition from apartheid to democracy South Africa is the most unequal country in the world Its extremes of wealth and poverty undermine intensifying struggles for a better life for all The wide ranging essays in this sixth volume of the New South African Review demonstrate how the consequences of inequality extend throughout society and the political economy crippling the quest for social justice polarising the politics skewing economic outcomes and bringing devastating environmental consequences in their wake Contributors survey the extent and consequences of inequality across fields as diverse as education disability agrarian reform nuclear geography and small towns and tackle some of the most difficult social political and economic issues How has the quest for greater equality affected progressive political discourse How has inequality reproduced itself despite best intentions in social policy to the detriment of the poor and the historically disadvantaged How have shifts in mining and the financialisation of the economy reshaped the contours of inequality How does inequality reach into the daily social life of South Africans and shape the way in which they interact How does the extent and shape of inequality in South Africa compare with that of other major countries of the global South which themselves are notorious for their extremes of wealth and poverty South African extremes of inequality reflect increasing inequality globally and The Crisis of Inequality will speak to all those general readers policy makers researchers and students who are demanding a more equal world

Covid-19: Interdisciplinary Explorations of Impacts on Higher Education Tennyson Mgutshini, Kunle Oparinde, Vaneshree Govender, 2021-06-01 Premised on the disruption and lessons learnt from the Covid 19 pandemic and in meticulous response to the impact of the pandemic on higher education especially in South Africa this collection of chapters spotlights the effects consequences and ramifications of an unprecedented pandemic in the areas of knowledge production knowledge transfer and innovation With the pandemic the traditional way of teaching and learning was completely upended It is within this context

that this book presents interdisciplinary perspectives that focus on what the impact of Covid 19 implies for higher education institutions Contributors have critically reflected from within their specific academic disciplines in their attempt to proffer solutions to the disruptions brought to the South African higher education space Academics and education leaders have particularly responded to the objective of this book by focusing on how the academia could tackle the Covid 19 motivated disruption and resuscitate teaching research and innovation activities in South African higher education and the whole of Africa by extension

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