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Five Similarities And The Differences Between Nsfas And Other

**David Lee Featherman, Marvin
Krislov, Martin Hall**



Five Similarities And The Differences Between Nsfas And Other:

The Next Twenty-five Years David Lee Featherman, Marvin Krislov, Martin Hall, 2009-12-18 A must read for anyone who cares about the future of higher education in diverse democracies

Low-Income Students, Human Development and Higher Education in South Africa Melanie Walker, Monica McLean, 2022-07-15 This book explores learning outcomes for low income rural and township youth at five South African universities The book is framed as a contribution to southern and Africa centred scholarship adapting Amartya Sen s capability approach and a framework of key concepts capabilities functionings context conversion factors poverty and agency to investigate opportunities and obstacles to achieved student outcomes This approach allows a reimagining of inclusive learning outcomes to encompass the multi dimensional value of a university education and a plurality of valued cognitive and non cognitive outcomes for students from low income backgrounds whose experiences are strongly shaped by hardship Based on capability theorising and student voices the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to have the opportunities to be and to do what they have reason to value The book concludes that sufficient material resources are necessary to get into university and flourish while there the benefits of a university education should be rich and multi dimensional so that they can result in functionings in all areas of life as well as work and future study the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for inclusive learning outcomes to be meaningful and that universities ought to be doing more to enable black working class students to participate and succeed Low Income Students Human Development and Higher Education in South Africa makes an original contribution to capabilitarian scholarship conceptually in theorising a South based multi dimensional student well being higher education matrix and a rich reconceptualisation of learning outcomes as well as empirically by conducting rigorous longitudinal in depth mixed methods research on students lives and experiences in higher education in South Africa The audience for the book includes higher education researchers international capabilitarian scholars practitioners and policy makers

Fees Must Fall Susan Booysen, 2016-10-01 This book explores the student discontent a year after the start of the 2015 South African FeesMustFall revolt FeesMustFall the student revolt that began in October 2015 was an uprising against lack of access to and financial exclusion from higher education in South Africa More broadly it radically questioned the socio political dispensation resulting from the 1994 social pact between big business the ruling elite and the liberation movement The 2015 revolt links to national and international youth struggles of the recent past and is informed by black consciousness politics and social movements of the international left Yet its objectives are more complex than those of earlier struggles The student movement has challenged the hierarchical top down leadership system of university management and it s double speak of professing to act in workers and students interests yet entrenching a regressive system for control and governance University managements

while on one level amenable to change have also co-opted students into their ranks to create co-responsibility for the highly bureaucratised university financial aid that stands in the way of their social revolution This book maps the contours of student discontent a year after the start of the FeesMustFall revolt Student voices dissect colonialism improper compromises by the founders of democratic South Africa feminism worker rights and meaningful education In depth assessments by prominent scholars reflect on the complexities of student activism its impact on national and university governance and offer provocative analyses of the power of the revolt

Quality and Inclusion in Education N.V. Varghese, Anjana Mangalagiri, A. Mathew, 2023-05-12 This book calls for an equitable and qualitative access to education for all It proposes paradigms of educational governance that are based on coalition building between key stakeholders are grounded in local and cultural contexts sensitive to the language needs of communities It underlines the significance of gender sensitive and inclusive approaches that ensure equity for marginalized children and minorities Based on research based studies the volume focuses on equity quality and learning covering a broad spectrum from school to higher to adult education It discusses the multiple learner deprivations amongst the marginalized communities and the severe impact of events such as pandemics that exacerbate learner inequities and the recent developments in India under the National Education Policy 2020 It also presents research based country experiences in the Asian India Bangladesh China and African Ghana South Africa contexts showing how external influences on the changing priorities in policy perspectives cut across developing countries Compiled in honour of Professor R Govinda this volume of insightful articles will be of interest to students and researchers of educational policy and studies sociology of education equity and human rights It will also be useful for decision makers and think tanks

Extended Curriculum Programmes Tennyson Mgutshini, 2022-04-30 The introduction of ECPs in South African Universities is seen by many as South Africa's key strategy for addressing the problem of poor patterns of student success and has its basis on the uncontested acceptance that an extended study duration may be necessary to bring some categories of learners to a level of parity with the readiness expectations of their course of study Even so this transformative strategic imperative has been plagued by a range of challenges that include poor systems readiness poor selection mechanisms in the identification of ECP students poor numeracy and literacy amongst students and indifferent teacher involvement in ECPs This volume offers a rare insight into many of the above recognised challenges and in so doing provides critical matter for thought for educators within the higher education sector

Transforming Universities in South Africa, 2020-08-31 The idea of transformation in higher education underpins all policy documents academic literature and on going debates in South Africa Transforming Universities in South Africa Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post apartheid experience and assess where South Africa's higher education stands across the continent and globally particularly within the country's efforts to overcome decades of socio economic imbalances It addresses the question of whether South Africa's transformation strategy from apartheid to democracy was simply a symbolic

new flag raising and new anthem singing exercise reflecting a transition akin to those limited decolonization projects elsewhere in the world or whether something more fundamental was possible and was achieved with political and policy implications for other countries in Africa and globally This volume s ultimate purpose is to provide a basis for imagining new futures in which South Africa higher education in the context of Africa and the global world takes centre stage **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 *Responsibility of Higher Education Systems* ,2020-06-29 The evolving societal political and economic landscape has led to increased demands on higher education institutions to make their contribution and benefits to society more visible and in many cases with fewer public resources This book contributes to the understanding of the responsibilities of Higher Education and the challenges posed to the production and circulation of knowledge It raises questions about the role of higher education in society its responsibility towards students and staff and regarding its intended impact The book brings together a range of topical papers and a diversity of perspectives scientific investigations of reputed scholars critical evidence based papers of third space professionals and policymakers perspectives on the daily practice and management of higher education institutions and systems The variety of both content and contributors elevates the richness of the book and its relevance for a large audience Contributors are Victor M H Borden Lex Borghans Bruno Broucker Hamish Coates Gwilym Croucher Lisa Davidson Mark Engberg Philipp Friedrich Martina Gaisch Solomon Gebreyohans Gebru Ton Kallenberg Kathi A Ketcheson Lu Liu Alfredo Marra Clare Milsom Kenneth Moore Roberto Moscati Marjolein Muskens Daniela N meyer Attila Pausits Svetlana Shenderova Wafa Singh Chuanyi Wang Denyse

Webbstock Gregory Wolniak and Jiale Yang See inside the book **Numbers & Needs** Allyson Lawless, 2005 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 *Accessing Post-School Studies* Venicia McGhie & Madge du Preez, 2017-12-01 Accessing Post School Studies A student's GPS to successful learning makes a valuable contribution to often problematic and pertinent South African higher education issues such as student access and success student learning student support and student engagement In this regard the authors draw on the works of higher education theorists such as Kuh Tinto Marton and Sij The book is primarily a helpful resource for South African learners in school students at universities life orientation teachers as well as parents of prospective university students It will especially assist students to adapt to the university environment Prof Victor N Teise Sol Plaatje University Kimberley South Africa **Transforming Transformation in Research and Teaching at South African Universities** Rob Pattman, Ronelle Carolissen, 2018-12-21 What is transformation in contemporary South African higher education How can it be facilitated through research and pedagogic practices These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities The chapters give us access to students' worlds how they construct experience and navigate their complex spheres on and off campus By engaging with students as knowledge producers we transform popular ways of thinking about race gender class sexuality disability and age as singular and natural markers of difference and diversity Rather than taking diversity as fixed and rooted in nature we explore how diversity is imagined and lived in particular contexts on and off campus **A Better Future** Jacqueline Bhabha, Wenona Giles, Faraaz Mahomed, 2020-09-17 This book explores the exclusion of underprivileged groups from higher education a critical frontier for diversity and equality endeavors **Youth In South Africa** Ariane De Lannoy, Malose Langa, 2021-05-05 South Africa is characterised by a youthful population and the challenges and possibilities that characterise the young generation are both warning signs and beacons of hope for a nation founded on social justice Youth in South Africa Agency in visibility and national development takes stock of the nation's development as it affects young people Authors offer both personal and professional insights into the ways in which the youth navigate their own pathways to adulthood These include formal and informal engagements with politics as well as protest unemployment entrepreneurship education religion experiences with sexuality and violence and a multitude of other life experiences Contributors paint a picture of the initiative agency and resilience of the youth as well as the challenges before them Authors also identify the state of wait-hood faced by those unable to make the transition out of youth into full adulthood as a result of their socio-economic circumstances and political context By engaging these experiences and insights and primarily informed by the inputs of young people the authors highlight the limitations of existing youth policies and frameworks The case is made for

policy instruments to be informed by the lived experiences of the youth as they navigate a complex macrosocial environment and by the messages the youth communicate about the limitations of current approaches *University Access and Success* Merridy Wilson-Strydom, 2015-02-11 The challenge of widening access and participation in higher education in a manner that ensures students are successful in their studies is a major issue globally and a significant research focus within higher education studies and higher education policy Similarly the challenge of under preparedness of students entering higher education has become increasingly pertinent as universities in both developed and developing countries struggle to improve their throughput rates in a context in which schooling no longer seems to provide sufficient preparation for entering university In this book Merridy Wilson Strydom applies the capabilities approach to better understand university access and participation and draws on a rich case study from South Africa to critically and innovatively explore the complex and contradictory terrain of access with success The book integrates quantitative and qualitative research with theory and practical application to provide a new framework for considering and improving the transition from school to university *University Access and Success* will appeal to academics and researchers in the field of higher education internationally The book also contributes to the growing body of international and comparative scholarship on the capabilities approach in higher education and will therefore be of value to higher education practitioners such as those working in the promotion of teaching and learning higher education quality assurance institutional research and student affairs Understanding Experiences of First Generation University Students Amani Bell, Lorri J. Santamaría, 2019-08-22 Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from societal participation and higher education for reasons associated with racial ethnic socio economic and or linguistic diversity Many of these students are first generation or first in their family to attend university While some progress has been made in responding to the needs of these internationally underserved learners many challenges remain This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students With reference to culturally responsive and sustaining research methodologies undertaken in Australia Canada New Zealand South Africa the UK and the USA the contributors critically examine how these students demonstrate resilience within university and ways in which success and challenges are articulated Elements that are unique to context and shared across the international higher education milieu are explored The book is replete with diverse student voices and compelling implications for practice and future research The studies featured are centred on underlying theories of identity and intersectionality while valuing student voices and experiences Throughout the emphasis is on using strengths based indigenous and decolonised methodologies Through these culturally sustaining approaches which include critical incident technique participatory learning and action talanoa and narrative inquiry the book explores rich data on first generation student experiences at seven institutions in six countries across four continents

Flight of the Flamingos Michael Kahn, 2004 Over the past four decades South Africa has experienced a significant outflow of research and development R D workers a mobility trend that this pioneering study analyzes to address the troubling loss of science engineering and technology knowledge that South Africa is currently facing **Breaking a Rainbow, Building a Nation** Rekgotsofetse Chikane, 2018-10-01 Breaking a Rainbow Building a Nation is a first hand account of the university protests that gripped South Africa between 2015 and 2017 widely better known as the FeesMustFall Chikane outlines the nature of student politics in the country before during and after the emergence of MustFall politics exploring the political dynamics that informed and drove the student protests and the effect that these MustFall movements have had on the nature of youth politics in the country Chikane looks at how the current nature of youth politics is different from previous youth upheavals that have defined South Africa specifically due to the fact that the protests were being led by so called coconuts who are part of the black elite Breaking a Rainbow Building a Nation poses the provocative question can coconuts be trusted with the revolution *Faculty Perspectives on Vocational Training in South Africa* Eunice Ivala, Chaunda Scott, 2019-03-06 The Cape Peninsula University of Technology CPUT is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training This book presents faculty experiences of CPUT s innovative work integrated learning and teaching model as well as findings from practice based research being done in the institution The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa South Africa Yearbook 2004/05 Government Communication & Information System (South Africa), 2004

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