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# When Does Nsfas Respond

**Tabisa Mayisela, Shanali Govender**



## **When Does Nsfas Respond:**

**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

**The Youth Dividend** Jan H. Hofmeyr, 2012

**Male Infertility** Sergio Oehninger, Thinus Kruger, 2007-01-23 Male factor infertility is a common problem in reproductive medicine and can have a significant effect of the outcome of IVF treatment This comprehensive book covers the diagnosis and treatment of male factor infertility in depth It opens with a section on the basic science underlying the production of male gametes There is then a major section

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 Why do some universities seem to be in a constant state of turmoil and dysfunction Jonathan Jansen explores the root causes of chronic instability in a sample of South African universities Through scrutiny of investigatory reports and interviews with more than 100 university managers and government officials Jansen finds that at the heart of the dysfunction in universities is an intense and sometimes deadly competition for resources especially on campuses located in impoverished communities It is not the lack of institutional resources but their concentration in a university that draws a mix of corrupt actors from local politicians and taxi operators to members of council and management into a never ending run on the material such as money for infrastructure and symbolic namely graduation certificates for sale assets of these institutions Jansen argues that the problem won t be solved through investments in capacity building alone because the combination of

institutional capacity and institutional integrity contributes to serial instability in universities Jansen makes an important intervention to understanding the root causes and offers interventions to produce stabilities such as the depoliticisation of university councils and appointing academics of integrity and capacity in the management and leadership of these fragile institutions This groundbreaking and long overdue study will offer a promising way forward for universities to better serve their communities and the country more broadly **Higher education for public good** Noluthando S.

Matsiliza,2023-03-01 This book focuses on the knowledge area of higher education governance organisational dynamics leadership and decolonisation We have observed that governance discourse has been excluded in debates that concern the public good The construct of public good seeks to support higher education that does not support a capitalist view of profit making arguably to respond to societal demands and needs such as developmental efforts through academic functions Higher Education focuses on interconnected multi disciplinary constructs intending to provide services for the public good The issue of public good is an interesting construct that puts universities on the spot since they are expected to be responsive to environmental changes and stakeholder needs through the functioning of accountable governance structures These governance structures are compelled to comply with policy demands within external and internal environmental factors This experience has exposed universities to systematic challenges that are local regional and global and which forces them to adapt while serving stakeholders and society This book will also interrogate the governance of South African public universities in the post decolonisation era and new demands from stakeholders Reflections of South African Student

Leaders: 1994 to 2017 Ntokozo Bhengu,Denyse Webbstock,2020-05-13 Reflections of South African Student Leaders 1994 2017 brings together the reflections of twelve former SRC leaders from across the landscape of South African universities Reviews of the previous volume 1981 2014 suggested that it contributed significantly to a better understanding of the stringent demands of visionary and transformative leadership required by university leaders in the fastchanging and increasingly complex public higher education sector This volume is based on comprehensive interviews with former student leaders each of whom provided a personal account in their own words of their experience in the position of student leadership The interviewees are from different backgrounds and of diverse political persuasions The book is important for current and future leaders of higher education institutions as it provides insights into the thinking aspirations desires fears and modus operandi of student leaders Such insight can contribute to developing and implementing appropriate strategies for achieving meaningful and constructive engagement with current and future student leaders **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 *Juta's Statutes of South Africa* South Africa,2004 *Higher Education Financing in East and Southern Africa* Pundy Pillay,2010 This nine country study of higher education financing in Africa includes three East African states Kenya Tanzania and Uganda five countries in southern Africa Botswana Lesotho Mozambique Namibia and South Africa and an Indian Ocean island state Mauritius *Higher Education Financing in East and Southern Africa* explores trends in financing policies paying particular attention to the nature and extent of public sector funding of higher education the growth of private financing including both household financing and the growth of private higher education institutions and the changing mix of financing instruments that these countries are developing in response to public sector financial constraints This unique collection of African country case studies draws attention to the remaining challenges around the financing of higher education in Africa but also identifies good practices lessons and common themes

**Rupturing African Philosophy on Teaching and Learning** Yusef Waghid,Faiq Waghid,Zayd Waghid,2018-05-02 This book examines African philosophy of education and the enactment of ubuntu justice through a massive open online course on Teaching for Change The authors argue that such pedagogic encounters have the potential to stimulate just and democratic human relations encounters that are critical deliberate reflective and compassionate could enable just and democratic human relations to flourish thus inducing decolonisation and decoloniality Exploring arguments for imaginative and tolerant pedagogic encounters that could help cultivate an African university where educators and students can engender morally and politically responsible pedagogical actions the authors offer pathways for thinking more imaginatively about higher education in a globalised African context This work will be of value for researchers and students of philosophy of education higher education and democratic citizenship education Academic Staff Development Nalini Chitanand,Shoba Rathilal,2023-12-01 *Academic Staff Development Disruptions Complexities Change Envisioning New Futures* by Nalini Chitanand and Shoba Rathilal delves into the transformative journey of academic staff development This collection is prompted by the magnification of the challenges faced by higher education institutions during COVID 19 particularly in South Africa and the Global South and explores the critical role of academic staff development in navigating crises With a reflexive approach and insights from diverse disciplines the book extends beyond traditional models offering new perspectives and possible contributions to postgraduate education community engagement and the broader academic role A timely and insightful contribution this book propels the evolving field of academic staff development into new horizons fostering resilience

creativity innovation and holistic growth in higher education for transformative and sustainable experiences **South Africa Can Work** Frans Rautenbach, 2017-08-18 What will it take to turn South Africa around In this insightful and provocative book Frans Rautenbach proposes a complete overhaul of policy thinking and provides fresh arguments that effectively address South Africa's unemployment race problems and lack of education Rautenbach examines the fundamental problem of rent seeking to which he proposes two antidotes the free market and decentralisation of government Along the way he tackles holy cows such as affirmative action trade unions labour law and welfare payments He also addresses contentious topics such as racism white privilege political correctness state funding of higher education and mounting evidence that trade unions substantially suppress employment growth Written by a labour lawyer with a proven track record in a range of policy issues **South Africa Can Work** speaks effectively to a cross section of readers of all disciplines and brings sorely needed good news **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 **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

**In Pursuit of Epistemic Healing in South African Universities** Wanelisa Xaba, 2025-09-30 This book demonstrates the epistemic challenges in the South African education system and asks readers to think critically about the university's role in a decolonial future Wanelisa Xaba reveals how Western colonial educational models severed indigenous ways of knowing and learning across the Global South and settler colonial contexts Presenting narratives capturing ongoing histories of violence this book shows how Black South African students navigate intersecting identities of race class gender and spirituality within university settings It shows how racial discrimination from fellow students academics and staff coupled with discriminatory language policies financial exclusion and violent colonial curricula affects Black students' wellbeing on university campuses Xaba argues that these intersecting colonial violences mirror spiritual violence hinder their holistic citizenship in South African universities and result in psycho-spiritual disease By centring Black students' voices this book provides crucial insights for educators policymakers activists healers and institutions committed to creating affirming academic spaces and epistemic healing It is an insightful read for scholars researching decoloniality in higher education as well as students of feminist studies decolonial theory educational justice and critical university studies

*Proceedings of the International Conference on Education Research* Reza Hosseini, **The Politics of Negative Emotions** Dan Degerman, 2023-04-28 Negative emotions including anger fear and shame have been at the heart of recent political events such as the protests against COVID-19 restrictions These negative emotions can be politically destructive leading people to act rashly without due concern for democratic principles However they can also accurately signal wrongdoing and motivate acts to redress the situation as displayed in the Black Lives Matter and climate change movements This volume brings together perspectives from political science and philosophy to shed new light on the political faces of negative emotions Engaging with real-world political events from Europe the US and Africa contributors critically evaluate much-discussed emotions such as anger and fear but also less prominent ones such as frustration and discomfort

*Higher Education Financing in East and Southern Africa* Pundy Pillay, 2010-07-12 This nine-country study of higher education financing in Africa includes three East African states Kenya Tanzania and Uganda five countries in southern Africa Botswana Lesotho Mozambique Namibia and South Africa and an Indian Ocean island state Mauritius Higher Education Financing in East and Southern Africa explores trends in financing policies paying particular attention to the nature and extent of public sector funding of higher education the growth of private financing including both household financing and the growth of private higher education institutions and the changing mix of financing instruments that these countries are developing in response to public sector financial constraints

This unique collection of African country case studies draws attention to the remaining challenges around the financing of higher education in Africa but also identifies good practices lessons and common themes 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 Achieving Nelson Mandela University? Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades later for a variety of reasons the higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In Achieving Nelson Mandela University the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go



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