

2016 Nsfas Application Form

Melanie Walker,Monica McLean

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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

Governance and the postcolony David Everett, 2019-08-01 Civil society NGOs governments and multilateral institutions all repeatedly call for improved or good governance yet they seem to speak past one another. Governance is in danger of losing all meaning precisely because it means many things to different people in varied locations. This is especially true in sub Saharan Africa. Here the postcolony takes many forms reflecting the imperial project with painful accuracy. Offering a set of multidisciplinary analyses of governance in different sectors crisis management water food security universities in different locales across sub Saharan Africa and from different theoretical approaches network to adversarial network governance this volume makes a useful addition to the growing debates on how to govern. It steers away from offering a correct definition of governance or from promoting a particular position on postcoloniality. It gives no neat conclusion but invites readers to draw their own conclusions based on these differing approaches to and analyses of governance in the postcolony. As a robust critical assessment of power and accountability in the sub Saharan context

Governance and the Postcolony Views from Africa brings together topical case studies that will be a valuable resource for those working in the field of African international relations public policy public management and administration **QUALITY OF LIFE SURVEY V (2017/18) THE QUALITY OF LIFE OF STUDENTS IN GAUTENG** Christian Hamann, Kate Joseph, 2020-07-29 GCRO Data Brief on quality of life of students *The Rise of the Radical Right in the Global South* Rosana Pinheiro-Machado, Tatiana Vargas-Maia, 2023-05-31 The Rise of the Radical Right in the Global South is the first academic study adopting an interdisciplinary and international perspective to offer a comprehensive and groundbreaking framework for understanding the emergence and consolidation of different radical right movements in Global South countries in the twenty first century From deforestation and the anti vaccine movement in Bolsonaro's Brazil to the massacre of religious minorities in Modi's India the rise of the radical right in the Global South is in the news every day Not long ago some of these countries were globally celebrated as emerging economies that consolidated vibrant democracies Nonetheless they never overcame structural problems including economic inequality social violence cultural conservatism and political authoritarianism Featuring case studies from Brazil India the Philippines and South Africa and more generally from Africa and Latin America this book analyses future scenarios and current alternatives to this political movement to the radical right It proposes a shift of focus in examining such a trend adopting a view from the Global South conventional theoretical tools developed around the experience in Global North countries are not enough The authors show that the radical right in the Global South should be analysed through specific lenses considering national historical patterns of political and economic development and instability They also warn that researching these countries may differ from contexts where democratic institutions are more reliable This does not mean abandoning a transnational understanding of the radical right rather it calls for the opposite the chapters examine how the radical right is invented adapted modified and resisted in specific regions of the globe This volume will be of interest to all those researching the radical right and the politics of development and the Global South National Youth Development Agency Annual Report South Africa. National Youth Development Agency, 2016

Utilisation of South African Research on Higher Education Jan Botha, Gabriele Vlyte, 2021-10-26 The relationship between research on the one hand and policy practice on the other hand is complicated and collaboration between scholars in research on higher education RHE and institutional research IR practitioners is often lacking This book marks a collaborative effort of a diverse range of South African RHE and IR scholars and asks the overarching questions What do we know about the utilisation of South African research on higher education SARHE and its subset of research known as Institutional Research How and by whom is this research used The book begins by looking at the historical underpinnings of SARHE and delineating the shape and size of this body of research This is followed by a series of case studies on South African Higher Education institutions and governmental bodies investigating how when and by whom are research on higher education and institutional research used in the decision making of these organisations This book is the first of its kind in

South Africa and sets out to lay the groundwork for further research into the use uptake and utilisation of RHE and IR in this country [Kaapse bibliotekaris](#) ,2016 Issues for Nov 1957 include section Accessions Aanwinste Sept 1957 **Creating the New African University** ,2023-05-25 Creating the New African University grapples with the existence of African universities particularly in post independent Africa where Higher Education Institutions HEIs are supposed to live up to the expectations of being adaptive in dealing with prevalent complex dynamic contemporary and future challenges facing African societies The book tackles the issue of what ought to be done for African universities to maintain a structure and identity that ensures their relevance in Africa s development through generating and transforming knowledge into actions for the common good It engages issues within the context of how post colonial transformative obligations have been managed in light of the prevalent epistemological and pedagogical underpinnings that form the foundations of these universities as they seek to break from the clutches of colonial legacies This book further highlights an urgent need to do away with silos and embrace a multidisciplinary interdisciplinary transdisciplinary and cross disciplinary dialogical approach towards knowledge generation Such an approach is essential in efforts aimed at enhancing the sustainable reconfiguration of university structures and functions whilst linking knowledge produced to diverse social economic and political facets of African societies in ways that promote and sustain competitiveness in a rapidly globalising world beset with technological advancements

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