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Jan Botha ,Gabriele Vilyte



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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 capability 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 capability 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 its 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.

Utilisation of South African Research on Higher Education Jan Botha, Gabriele Vilyte, 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 research on higher education and institutional research is 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.

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.

Universities, Inclusive Development and Social Innovation Claes Brundenius, Bo Göransson, José Manoel Carvalho de Mello, 2016-10-25 This book examines the ways in which universities can play a crucial role in inclusive development, social innovation, and social entrepreneurship. It aims to prove the importance of inclusive development and inclusive innovation on economic growth and demonstrate the ways in which universities can be pioneers in this area through initiatives in social

responsibility and social innovation For example providing access to a university education without discrimination of race gender income status or other factors would help to diminish the increasing income differentials currently being experienced in many countries especially in the developing world The research and studies included in this book provide insight into possible actions that can be taken by universities and public and private shareholders in inclusive development social innovation social entrepreneurship and overall regional economic and social development Innovation is currently considered to be the most important and dynamic factor explaining growth and development At the same time the traditional view considering innovation as having to be commercialized at any price is being challenged Lately there has been growing interest in innovation in the public sector particularly with respect to social innovations designed to reduce income inequality To address these concepts constant exchange of ideas and information between research groups became necessary UniDev Universities in Development the Evolving Role of Academic Institutions in Innovation Systems and Development is an international research group with researchers in twelve countries interested in the role of universities in development This book features the results of research performed by eleven research groups from UniDev country communities presenting in depth and comparative case studies from universities around the world including Latin America Northern and Eastern Europe and sub Saharan Africa This title will be of interest to students academics researchers and policy makers interested in the role of universities in development social innovation and social entrepreneurship

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 **Student Politics in Africa** Luescher, Thierry M., Klemencic, Manja, 2016-05-12 The second volume of the African Higher Education Dynamics Series brings together the research of an international network of higher education scholars with interest in higher education and student politics in Africa Most authors are early career academics who teach and conduct research in universities across the continent and who came together for a research project and related workshops and a symposium on student representation in African higher education governance The book includes theoretical chapters on student organising student activism and representation chapters on historical and current developments in student politics in Anglophone and Francophone Africa and in depth case studies on student representation and activism in a cross section of universities and countries The book provides a unique resource for academics university leaders and student affairs professionals as well as student leaders and policy makers in Africa and elsewhere

Governance and the postcolony David Everatt, 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 **Higher**

Education Pathways Ashwin, Paul,Case, Jennifer M.,2018-12-14 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 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 S l j 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 *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 **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.

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 'waithood' 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.

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 *National Youth Development Agency Annual Report South Africa*. National Youth Development Agency,2016 *Institutional Research in South African Higher Education* Jan Botha,Nicole J Muller,2016-11-01 The book provides a thorough overview of Institutional Research IR i e applied higher education research undertaken within universities in South Africa It is a collection of essays focusing on the character and institutional setting of IR how IR is embedded into the mechanisms of steering shaping and reforming higher education and what the major results were of IR in select thematic areas The book is a valuable resource for higher education researchers and social researchers in South Africa interested in higher education It also deserves to be read by practitioners and policymakers in the field of higher education in South Africa It serves as an interesting case study for higher education researchers all over the world 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 *Knowledge Beyond Colour Lines* Monwabisi K. Ralarala,Salochana Lorraine Hassan,Rajani Naidoo,2021-05-25 Knowledge remains timely in education The need for academics to contemplate its relevance worth use and everything in between deems a continuous intellectual project rather than a conundrum to be solved This book takes the South African context by the horns as it challenges the often dormant and traditionalist ways in which higher education spaces see knowledge Through original research and the

voices of academics and students this book argues for repurposing knowledge generation knowledge sharing and critical pedagogy so that more inclusive teaching and learning environments can be both imagined and sustained The contentious tensionalities that this creates for LoLT and SoTL in particular are unlocked so as to trouble the South African higher education landscape with the intent to proffer alternative pathways for a knowledge beyond colour lines Prof Shan Simmonds PhD NWU This edited volume bristles with fresh scholarly approaches and insights of an emergent generation of engaged scholars grappling with the issues and problems of higher education in South Africa The issues dealt with here are varied and encompassing They are treated with intellectual delicacy and probing sensitivity articulacy informed data and bold conclusions They serve well Prof Kwesi Kwaa Prah Emeritus Professor of Sociology University of the Western Cape Founder of the Centre for Advanced Studies of African Society

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

Students' participation in university governance in South Africa Vuyo Mthethwa,2023-03-01 The purpose of this book is to examine the academic experiences of students who participated in university governance at South African universities Scrutiny is placed on the alignment of student representative council constitutions and university statutes with the actual experiences students had in discharging their roles in governance and in the way this impacted their academic progress Through a multi site case study design semi structured interviews were conducted with members of the student representative council who participated in university governance and supported by document analysis and observations to generate the data The study adopted Tinto s Integration Theory and Astin s Theory of Involvement as the two frameworks are based on the relationship between students extra curricular activity and their academic experiences The study invokes a greater awareness of students as major stakeholder in governance and informs policies and practices that may better serve students academic experiences The study will contribute to the understanding of cooperative governance principles while drawing from the perspective of the students on their understanding limitations and challenges in discharging their roles in university governance

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