

# UNISA



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# Unisa Nsfas 2016

**Dineo Skosana**



## **Unisa Nsfas 2016:**

**Fees Must Fall** Susan Booyesen, 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.

*Handbook of Open Universities Around the World* Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally. Over 80 open universities have been established across five continents to provide a distance orientated, class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning. This mission has been continually reshaped by major developments in open education, learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education, employability, financial trends, artificial intelligence and development agendas on the regional, national and global levels. This landmark volume analyzes and reflects on the planning, organization, management, pedagogic, skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts, the internationalization of education and the integration of advanced learning technologies. Featuring contributions by internationally recognized scholars, practitioners and educational administrators, this authoritative resource provides insights into the business model, finances, operations, instructional systems, enrollment patterns, learner supports, quality assurance, professional development and more of today's open universities. Through historical trajectories, institutional profiles, case studies, lessons learned and best practices, this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself. This Handbook is primarily written for planners, managers

administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license Watch a stimulating discussion between the book's volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube

**Corrupted** Jonathan D Jansen, 2023-02-01 In South African higher education the images of dysfunction are everywhere Student protests Violence Police presence Rubber or real bullets Class disruptions Burning tyres Damaged buildings Injury and sometimes death Reports of wholesale corruption Year after year often in the same set of universities the problem of routine instability seems insoluble The financial academic and reputational costs of ongoing dysfunction are high especially for those universities caught up in the never ending struggle to overcome apartheid legacies Any number of explanations have been ventured including a lack of resources shortage of capacity rural location corrupt officials and endemic conflict **Corrupted** takes a deeper look at dysfunction in an attempt to unravel the root causes in a sample of South African universities At the heart of the problem lies the vexed issue of resources or more pertinently the relationship between resources and power who gets what and why Whatever else it aspires to be commonly a place of teaching learning research and public duty a university in an impoverished community is also a rich concentration of resources around which corrupt staff students and those outside of campus all vie for access Taking a political economic approach Jonathan Jansen describes the daily struggle for institutional resources and offers accessible sensible insights He 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 Rather durable solutions would include the depoliticisation of university councils and appointments of academics with integrity and capacity to manage and lead 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

**The Responsive University and the Crisis in South Africa**, 2021-05-31 Around the world higher education is faced with a fundamental question what is the basis for our claim of societal legitimacy In this book the authors go beyond the classical response regarding teaching research and community engagement Instead the editor puts forward the proposition that the answer lies in responsiveness the extent to which universities respond or fail to respond to societal challenges Moreover because of its intractable legacy issues and crisis of inequality the question regarding the societal legitimacy of universities is particularly clearly manifested in South Africa one

of the most unequal countries in the world The Responsive University brings together contributions on the issue of responsiveness from a number of international university leaders half of them specifically addressing the South African situation within the context of the international situation as presented by the other authors In the global discussion about the role of universities in society this book provides a conceptual framework for a way forward

**African Science Granting Councils** Teboho Moja, Okunade Samuel, 2024-01-23 This book delves into the research policy nexus as it relates to development in Africa It does so by examining four country cases Botswana Cote d'Ivoire Kenya and Zambia while referring to South Africa as a possible exemplar case The book reaffirms that the majority of governments in Africa spend less than one per cent of their GDP on research and development R D despite the commitment to raise their research funding levels contained in the Lagos Plan of Action 1980 Hence reliance on external funding for research persists on the continent To manage research engagements and public funds Science Granting Councils SGCs have been established These institutions are held accountable for how public funds are spent and how the research they fund contributes to the advancement of society To date the SGCs and researchers have demonstrated in various ways how funded research contributes to the advancement of society However there appear to be differences in opinion amongst key stakeholders in terms of what constitutes research priorities as well as expectations in terms of the returns on research investments made This book brings to the fore the importance of research and its outcome on societal development and reveals the stake that African governments hold in the process The book encourages African governments to show greater commitment to providing funding for research on the continent This is critical if governments are to assume a lead role in the continent's development agenda It would also set the stage for partnerships with other stakeholders including industry and funding organisations Researchers are also encouraged to work closely with the SGCs to ensure the valorisation of research products for societal benefit This has a potential to unlock more funding for research in Africa which in turn would drive the development of the continent

**Student Retention and Success in Higher Education** Mahsood Shah, Sally Kift, Liz Thomas, 2021-09-15 This book draws together international research to assess the quality of successful efforts to retain students The editors and contributors unite diverse global research from countries who have led student retention and success projects at national institutional faculty or program level with positive outcomes The book is underpinned by the philosophy that a more diverse student population requires higher education institutions to fundamentally change in order to facilitate the success of all students All of humanity its economies and societies are being pummelled by waves of pandemic induced crises in tandem with globalisation and demographic shifts Ultimately this book acts as a clarion to higher education institutions to better support and retain their students in order to create a more stable learning environment

**A GUIDE TO BEING AN EXTRAORDINARY STUDENT** Jeremia Lelosa, Mahlodi Kgatle, Morongwa Maifo, Sibusiso Gama, Treasure Mokalapa, Tieho Hans, 2017-03-04 This is an inspirational and motivational book for students at University and or College as well as those who

have aspirations of furthering their studies at university and or college post matric The contributors from various institutions of higher learning in South Africa share their secrets to success in this collection of experiences The contributors share their philosophies of success they share strategies they have employed which managed to assist them in graduating Students in particular junior students will benefit immensely from the comprehensive coverage of core study skills and learning strategies presented in a straightforward and relatable manner The book also helps students avoid academic exclusion and inspires them to achieve academic excellence However this book does not only cover academic success It also covers leadership and entrepreneurship which are necessary elements in today s fast and changing world Unlike any other student success guide books that are currently on the market this book is unique and offers a broad perspective from many students Again the book is written by people with a lived experience It offers an insider view This book was written by leaders of Faculty of Best Advisory FBA published and is distributed by Club Readership No Last Place to Rest Dineo Skosana,2025-02 No Last Place to Rest Coal Mining and Dispossession in South Africa is an exploration of the ongoing struggles faced by families whose lives have been upended by the relentless expansion of coal mining operations in the Mpumalanga and KwaZulu Natal provinces These regions burdened with the task of fulfilling the nation s energy needs and boosting the country s economy witness daily the harsh realities of land dispossession that extend far beyond the mere loss of property Dineo Skosana presents a compelling argument that dispossession remains a present day reality and crisis contradicting the notion that it is merely a relic of the past in the post apartheid landscape She challenges the narrow perspective that measures land loss in material and economic terms only By considering the impact of grave relocations a common occurrence in these mining dominated locales she demonstrates the profound spiritual anguish and dehumanisation communities endure as their lands are excavated and families lose their sacred connections with their ancestors Skosana argues that the act of dispossession of both the living and the dead from their land wounds the collective soul of a people eroding their cultural heritage collective identity and sense of belonging This book offers a rich ethnographic account of the experiences struggles and resistance of the affected communities as well as a critical analysis of the legal and policy frameworks that enable their exploitation In relation to the land question in South Africa No Last Place to Rest presents deep insights for communities activists and government sectors acting in support of social justice and redress 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      **Annual Report ... South Africa.** Department of Higher Education and Training,2016

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