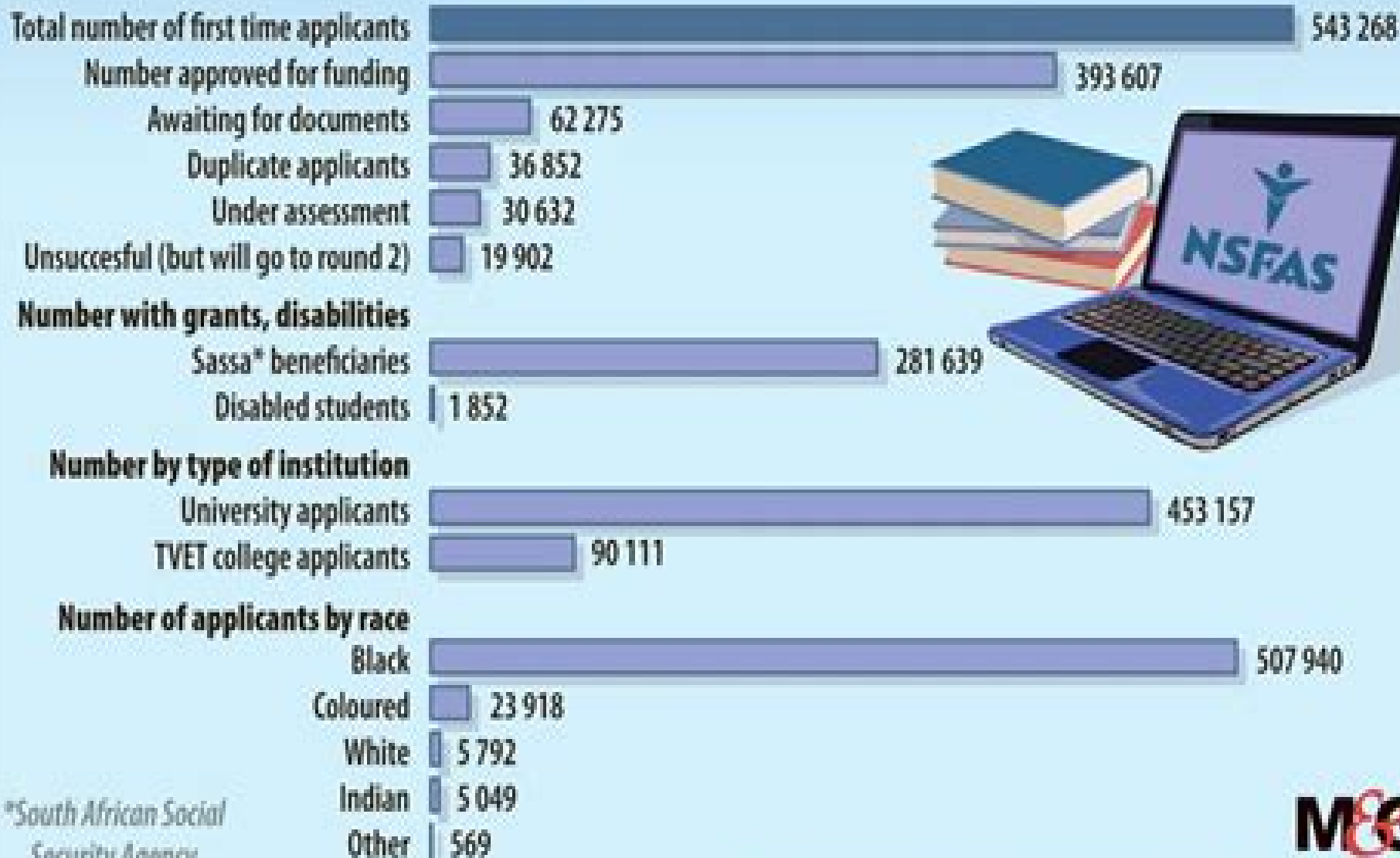


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Fees Must Fall Susan Booysen, 2016-10-01 This book explores the student discontent a year after the start of the 2015 South African FeesMustFall revolt FeesMustFall the student revolt that began in October 2015 was an uprising against lack of access 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 *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 **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 **Perspectives on Student Affairs in South Africa** McGlory Speckman, Martin Mandew, 2014-07-17 The goal of Perspectives on Student Affairs in South Africa is to generate interest in student affairs in South Africa The papers contained herein are based on best practice local experience and well researched international and local theories The papers in this book deal with matters pertaining to international and national trends in student affairs academic development

access and retention counselling and material support for students coming from disadvantaged backgrounds They are linked to national and international developments as described in the first two papers This publication will assist both young and experienced practitioners as they grow into their task of developing the students entrusted to them All contributors are South Africans with a great deal of experience in student affairs and all are committed to the advancement of student affairs in South Africa The editors are former heads of student affairs portfolios at two leading South African universities

Global Student Engagement Hamish Coates,Xi Gao,Fei Guo,Jinghuan Shi,2022-05-05 Drawing together major global studies from leading researchers this book presents novel results ideas and developments from the world s largest collaborative study of student engagement in higher education It builds insight into contemporary higher education practice policy and research The chapters are written by experts who lead student engagement research in nine diverse countries in Asia Pacific North and South America Europe and Africa The book presents analysis results benchmark data and case studies It deep dives into research programs analytical capabilities empirical situations and development trajectories The book updates earlier publications and charts emerging perspectives and development opportunities The research contributions are for students of higher education as well as for policymakers advisors and university administrators Higher education practitioners and leaders around the world will enjoy this book

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

Social Justice and Education in the 21st Century Willie Pearson Jr.,Vijay Reddy,2021-04-10 The world is not an equal place There are high and low income countries and high and low income households For each group there are differential educational opportunities leading to differential educational outcomes and differential labor market opportunities This pattern often reproduces the privileges and inequalities of groups in a society This book explores this differentiation in education from a social justice lens Comparing the United States and South Africa

this book analyzes each country's developmental thinking on education from human capital and human rights approaches in both primary and higher education. The enclosed contributions draw from different disciplines including legal studies, sociology, psychology, computer science, and public policy.

Decolonising African Higher Education Christopher B. Knaus, Takako Mino, Johannes Seroto, 2022-05-26 Across the African continent, college student activists have long fought to decolonise African institutions. Reflecting ongoing Western colonisation, however, Indigenous African languages, thought, and structures remain excluded from African universities. Such universities remain steeped in Eurocentric modes of knowing, teaching, researching, and communicating. Students are rarely afforded the opportunity to learn about the wealth of knowledge and sustainable wisdom that was and is generated by their own home communities. Such localised Indigenous African perspectives are critical in a world committed to anti-Black racism, capitalist materialism, and global destruction. This book thus clarifies decolonial efforts to transform higher education from its anti-Black foundation, offering hope from universities across the continent. Writers are university administrators and faculty who directly challenge contemporary colonial education, exploring tangible ways to decolonise structures, curricula, pedagogy, research, and community relationships. Ultimately, this book moves beyond structural transformation to call for a global commitment to develop Indigenous African-led systems of higher education that foster multilingual communities, local knowledges, and localised approaches to global problems. In shifting from a Western-centric lens to multifaceted African centrism, the authors reclaim decoloniality from co-optation, repositioning African intellectualism at the core of global higher education to sustain an Ubuntu-based humanity.

Student Activism in the Global South Kurauone Masungu, 2024-09-01 This book makes an original conceptual and empirical contribution to debates on the role of student activism in enhancing social justice within education in the Global South, using South Africa as a case study. The book explores the development of higher education students' political capabilities through student activism, that is, the freedom to express political ideas and engage in protests, including the following key capabilities: participation, dialogue, practical reasoning, voice, emotional expression, contextual knowledge, and physical wellbeing. The author considers the possibility of enhancing justice and democracy in higher education through the formation of such student freedoms. The book will be of interest to academics and researchers in student activism, higher education, and social justice, as well as institutional staff members with knowledge of student governance, members of student representative councils, and higher education administrators.

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. Widening Higher Education Participation Mahsood Shah, Anna Bennett, Erica Southgate, 2015-10-19. Governments have introduced policies to widen the participation of disadvantaged students in higher education. Widening participation policies are also introduced to ensure that higher education contributes to social and economic outcomes. This book includes important insights from 23 leading scholars across 11 countries on a wide range of topics that focus on government policies, institutional structures and the social and economic impacts of widening participation. While widening participation policies and outcomes in developed countries are more widely documented, the policies, achievements and challenges in other countries such as Brazil, China, Indonesia, South Africa and Palestine are not so widely disseminated. Therefore, the untold stories of policies and outcomes of widening participation are a key part of this book. The chapters are organised according to three overarching themes which include national and transnational studies of the history of widening participation and current policies, inclusive learning and academic outcomes and socioeconomic structures, concepts and theories. Engages prominent academics, earlier career researchers and research students. Provides a wide range of topics related to widening participation. Explores social and economic impact of widening student participation. Presents untold stories of widening participation in developing countries experiencing growth in youth population. Contextualised Critical Reflections on Academic Development Practices Teboho Pitso, 2021-04-20. This book offers insightful reflections on academic development practices. The contributors engage the reader painstakingly in the dynamics of professional learning and effective teaching. This volume facilitates the examination of the need for reflection that leads to professional maturity. All educational institutions seek teachers who continuously search for effective strategies in improving student success. The contributors uncover a variety of approaches as they evince proven suggestions. The chapters are refreshing and edifying. This book is essential for all teachers, lecturers and trainers who want to improve their teaching practice immensely. Professor Vuyisile T Msila, Researcher at the Thabo Mbeki African School of Public and International Affairs, University of South Africa. *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 *Practical Wisdom and Resilience Overcoming Downside Risk* Kazuyo Hanai,Rangarirai Gavin Muchetu,Laban Kithinji Kinyua,Yoichi

Mine,2025-05-24 This book classifies and assesses the real and perceived risks associated with both the Covid 19 pandemic and government responses to it in seven African countries DR Congo Kenya Ethiopia South Africa Tanzania Uganda and Zimbabwe based on large scale quantitative and qualitative surveys conducted in 2022 2024 It also elucidates the people s resilience in overcoming the risks within their political social and cultural context Although research on COVID 19 has been conducted in various fields particularly in the medical field the analytical perspective of this book is unique COVID 19 prevention policies are considered to have seriously increased other risks such as hunger other infectious diseases interruption of education and various types of human rights violations including increased conflict violence against civilians and political abuse Therefore this book argues that COVID 19 prevention policies as well as the pandemic itself should be regarded as the downside risk that triggers the deterioration of the other potential risks to vulnerable people Depicted here is the account of how trust in government community and family within the existing political social and cultural environment created pandemic politics as elections during the pandemic instrumentalized and politicized government prevention measures Economic distress threatened people s lives more than COVID 19 during lockdowns and severe behavioral restrictions and the spread of misinformation discouraged people from being vaccinated This book will be useful to policy makers and practitioners in international society who are preparing for the next pandemic based on the lessons learned from the COVID 19 pandemic **New South African Review 6** Devan Pillay,Gilbert M Khadiagala,Roger Southall,Sarah Mosoetsa,Samuel Kariuki,2018-01-29 Wide ranging essays demonstrate how the consequences of inequality extend throughout society and the political economy Despite the transition from apartheid to democracy South Africa is the most

unequal country in the world Its extremes of wealth and poverty undermine intensifying struggles for a better life for all The wide ranging essays in this sixth volume of the New South African Review demonstrate how the consequences of inequality extend throughout society and the political economy crippling the quest for social justice polarising the politics skewing economic outcomes and bringing devastating environmental consequences in their wake Contributors survey the extent and consequences of inequality across fields as diverse as education disability agrarian reform nuclear geography and small towns and tackle some of the most difficult social political and economic issues How has the quest for greater equality affected progressive political discourse How has inequality reproduced itself despite best intentions in social policy to the detriment of the poor and the historically disadvantaged How have shifts in mining and the financialisation of the economy reshaped the contours of inequality How does inequality reach into the daily social life of South Africans and shape the way in which they interact How does the extent and shape of inequality in South Africa compare with that of other major countries of the global South which themselves are notorious for their extremes of wealth and poverty South African extremes of inequality reflect increasing inequality globally and The Crisis of Inequality will speak to all those general readers policy makers researchers and students who are demanding a more equal world

The Future We Chose Busani Ngcaweni, 2014-01-17 This book foregrounds emerging and different perspectives on the centenary of the ANC which was celebrated in February 2012 Differing in tenor methodology and style we present nineteen chapters that tackle various epochs and events in the making of the centenary of the oldest political organisation in Africa The book offers new angles to our understanding of what sustained the ANC over one hundred years in spite of all the internal and external contradictions There is arguably a view that part of what distinguishes the ANC from other revolutionary movements in the continent is that from the turn of the twentieth century its founders prioritised national unity across tribal ethnic linguistic religious gender and racial identities This ideal of national unity informed their responses to the formation of the Union of South Africa in 1910 and the declaration of the South African Republic in 1961 In principle the leadership was opposed not to these manifestations of concrete nation state formation but to the practice of excluding the majority of South African citizens according to racial markers As a contribution to the historiography of the ANC and that of South Africa which it was established to liberate the book tackles the following critical questions what traits in the ANC's genetic code have kept it alive for one hundred years Is the ANC on course to meeting its historical mission of building an equitable nonracial non sexist and socially democratic society as articulated in the Africans Claims the Freedom Charter and the Strategy and Tactics documents Finally would the ANC continue to retain relevance for a bicentenary especially as it now contends with new internal and external contradictions in an increasingly unequally society and unipolar world order This new hypothetical architecture hopefully will be employed by many others engaged in the study of the rise and fall of political organisations

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 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 **International Journal for the Study of Southern African Literature and Languages** ,2006 *Imaging and Assessing Mobile Technology for Development* Richard Musabe, John Sören Pettersson, 2024-04-08 Imaging and assessing mobile technology for development M4D means understanding the use of appropriate technologies and services and how they directly or indirectly address socio economic challenges This book adopts various perspectives to identify the obstacles to affordable digital technologies in order to enable enhance and effect development The book plays on the tension between success reports and optimistic projections on one hand and empirical evidence of technological belly splash on the other hand The areas covered include infusion of service education in computing education the Rwandan establishment of African Centres of Excellence to promote the

development of appropriate technology the metaverse's realisation in a mobile network enabled metaversity and difficulties detected when evaluating digitisation of distance learning students security awareness dissemination of agricultural information and mobile payment The decolonisation of community based media and attempts to step outside the mobile network and Internet are also covered

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