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Widening Higher Education Participation Taylor & Francis

The training and development of human capital in Sub-Saharan Africa (SSA) will help countries in the region diversify their economies, carry out economic transformation, and support sustainable growth. Higher education plays a key role in training qualified individuals who will be able to implement new technologies and use innovative methods to establish cost-efficient and effective enterprises and institutions. However, in order for SSA to reap the benefits of this investment in human capital, higher education institutions must secure financing to provide quality training and sound professional prospects to their students. Currently, tertiary education development is unsustainable resources per student are declining and the quality of education is affected. These issues are particularly pressing in times of financial global crisis, when available resources for tertiary education tend to diminish. The impact of the crisis that started in 2008 provides a clear illustration of the need to explore innovative ways to diversify and secure financing for

higher education in SSA. 'Financing Higher Education in Africa' provides a comprehensive overview of higher education financing in SSA. The book begins with an explanation of the fundamental problems faced by higher education institutions and students in SSA, namely the combined pressure of a rapid growth in demand and a growing scarcity of public resources, and it presents the dramatic consequences of these trends on quality. The book then turns to analyzing and comparing the current funding policies in SSA countries and it provides recommendations for improvement. Finally, the book examines the alternatives to the status quo and the policy tools needed to both diversify resources and allocate them based on performance. It will be of great interest to governments, universities, research institutions, and international organizations throughout the region.

Social Justice and Education in the 21st Century Jonathan Ball Publishers
The Ways We Stretch Toward One Another is a collection of essays on the work of Pamela Reynolds. The essays take cues from Reynolds' decades-long contributions to the field of anthropology in different ways. The authors weave Reynolds' groundbreaking scholarship on the anthropology of childhood – of labour, of family, of resistance, justice, war and suffering – through the terms of their own work, in places and contexts that may at first appear quite distant from the villages of Zimbabwe and townships of South Africa that feature in Reynolds' ethnographies. **The Ways We Stretch Toward One Another** is about anthropologists

stretching in thought and practice toward one another, between generations, toward the people encountered in the field, through worlds entered and past, and how, in turn, these worlds lean into our own. At the core of each essay is a question about how we learn, how we pass lessons on, how we assume the mantle of anthropology for understanding the contemporary world – something that often requires folding intellectual friendships into the tools of our practice. **The Ways We Stretch Toward One Another** demonstrates how a master anthropologist has come to shape the priorities of others, in terms that are both creative and aware. Contributors: Thomas Cousins, Stefanos Geroulanos, Todd Meyers, Pamela Reynolds, Fiona Ross, and Vaibhav Saria; and a Foreword by Francis B. Nyamnjoh

Staying the course John Wiley & Sons
Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the books chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Educations present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

Urban Governance in Post-Apartheid Cities Chandos Publishing
The research reflected in this volume indicates that in South Africa there are

almost three million youth between the ages of 18 and 24 who are not in education, training or employment—a situation which points not only to a grave wastage of talent, but also to the possibility of serious social disruption. The authors in this work paint a picture of the enormous reservoir of human talent which exists in the country, but is not provided with the means to develop.

Responding to the Educational Needs of Post-School Youth attempts not only to sketch the scope and extent of the current post-school educational crisis, but also to explore possible solutions through collaboration in the higher education sector. The findings reported here are a result of three distinctive but linked research components conducted by the Further Education and Training Institute (University of Western Cape), the Centre for Higher Education Transformation, and the Southern Africa Labour and Development Research Unit (University of Cape Town). The research was funded by the Ford Foundation and the project conducted in consultation with the Department of Education.

Precarious Power African Minds

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 Low-Income Students, Human Development and Higher Education in South Africa NYU Press

This book is a collection of chapters based on

original research dealing with issues of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

Assessing Academic Literacy in a Multilingual Society Taylor & Francis

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

Decolonising African Higher Education Springer

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.

Scholars in the Marketplace. The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005 Routledge

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. Each student leader's reflections are presented in a dedicated chapter that draws closely on an interview conducted in the course of 2018/19 which was followed by an interactive process of co-editing, correcting, and approving the chapter between the researchers and the student leaders. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work's license are retained by the author or authors.

Comparative and International Education African Minds

Digital technology permeates the physical world. Social media and virtual reality, accessed via internet capable devices - computers, smartphones, tablets and wearables - affect nearly all aspects of social life. The contributions to this volume apply innovative forms of ethnographic research to the digital realm. They examine the emergence of new forms of digital life, such as political participation through comments on East Greenlandic news blogs, the personal use of video broadcasting applications, the rise of transnational migrant networks facilitated by social media, or the effects of Facebook, Twitter, and Instagram on global conflicts.

Fees Must Fall Springer Nature

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.

African Universities in the Twenty-first Century: Knowledge and society African Minds
Evaluates the successes and failures of the 1996 South African Constitution following the twentieth anniversary of its enactment.

Vocational Education and Training in Times of Economic Crisis African Books Collective
As the twenty-first century unfolds, African universities, and indeed universities everywhere, are undergoing unprecedented change and confronting multiple challenges brought about by the vast and complex processes of globalisation and technological change. Powerful internal and external forces - political, pecuniary and paradigmatic - are reconfiguring all aspects of university life constituted around the triple mission of teaching, research and service. The need for redefining the role and defending the importance of universities has never been greater. How are African universities trying to balance the demands of autonomy and accountability, expansion and excellence, equity and efficiency, diversification and differentiation, internationalisation and indigenisation in the face of liberalisation and privatisation, and as they address the new challenges of knowledge production and dissemination, of Africanising global scholarship and globalising African scholarship? What innovative approaches can they adopt to facilitate the sustainable development of African economies, societies and polities? The two volumes in the Codesria Book Series address these issues. They articulate new values and missions for African universities, and define effective strategies to meet the challenges. Written by some of Africa's leading educators, Volume I examines the implications of the neo-liberal reforms and the new information technologies on African higher education, while Volume II interrogates the changing social dynamics of knowledge production, university organisation, and public service and engagement.

Twenty Years of Education Transformation

in Gauteng 1994 to 2014 AFRICAN SUN MeDIA

“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 „ Ij ” . 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)

Demanding Good Governance Emerald Group Publishing

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 it 's ' 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.

Mergers and Alliances in Higher Education World Bank Publications

This report finds that, when compared internationally, England achieves a high rate of student retention. However the variation between retention rates of different institutions and the worsening of some institution's continuation rates shows that there is scope for further improvement. This will be increasingly important as access to further education is broadened, bringing in students who are likely to need more support. Amongst the recommendations are: the monitoring of retention at student, faculty and course level; the use of early-leaver surveys when problems are identified; more positive student support that emphasises ways to improve grades; identification of students eligible for Disabled Students' Allowances; the adoption of good practice from other institutions.

Global Development of the Community College Model Springer

Accountability is the cornerstone of good governance. Unless public officials can be held to account, then critical benefits associated with good governance, such as social justice, poverty reduction and development remain elusive. The impacts of non-responsive and unaccountable governance are perhaps most harshly felt by the citizens of Africa, where corruption and governance failures are broadly acknowledged as a principal obstacle to the achievement. Over the past decade, a range of social accountability practices such as participatory budgeting, independent budget analysis, participatory monitoring of public expenditure and citizen evaluation of public services have been experimented with in many Africa countries. Their outcomes and lessons have, thus far, received little attend and documentation. This volume aims to make a contribution towards filling this gap by describing and analyzing a selection of social accountability initiatives from seven Sub-Saharan countries.

Parental Involvement in Higher Education AOSIS

The challenge of widening access and participation in higher education in a manner that ensures students are successful in their studies is a major issue globally and a significant research-focus within higher education studies and higher education policy. Similarly, the challenge of under-preparedness of students entering higher education has become increasingly pertinent as universities in both developed and developing countries struggle to improve their throughput rates in a context in which schooling no longer seems to provide sufficient preparation for entering university. In this book Merridy Wilson-Strydom applies the capabilities approach to better understand university access and participation and draws on

a rich case study from South Africa to critically and innovatively explore the complex and contradictory terrain of access with success. The book integrates quantitative and qualitative research with theory and practical application to provide a new framework for considering and improving the transition from school to university. University Access and Success will appeal to academics and researchers in the field of higher education internationally. The book also contributes to the growing body of international and comparative scholarship on the capabilities approach in higher education and will therefore be of value to higher education practitioners, such as those working in the promotion of teaching and learning, higher education quality assurance, institutional research and student affairs.

indicates the implications and future needs for understanding in this domain.

Twenty Years of Education Transformation in Gauteng 1994 to 2014 The Stationery Office
The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT 's innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

Digital Environments Routledge

This volume casts light on mergers and alliances in higher education by examining developments of this type in different countries. It combines the direct experiences of those at the heart of such transformations, university leaders and senior officials responsible for higher education policy, with expert analysts of the systems concerned. Higher education in Europe faces a series of major challenges. The economic crisis has accelerated expectations of an increased role in addressing economic and societal challenges while at the same time putting pressure on available finances. Broader trends such as shifting student demographics and expectations, globalisation and mobility and new ways of working with business have contributed to these increased pressures. In the light of these trends there have been moves, both from national or regional agencies and from individual institutions to respond by combining resources, either through collaborative arrangements or more fundamentally through mergers between two or more universities. After an introductory chapter by the editors which establishes the context for mergers and alliances, the book falls into two main parts. Part 1 takes a national or regional perspective to give some sense of the historical context, the wider drivers and the importance of these developments in these cases. Included are both systemic accounts (for countries as France, Sweden, Romania, Russia, Wales and England), and specific cross-cutting initiatives including a major facility at Magurele in Romania and a Spanish programme for promoting international campuses of excellence. Part 2 is built from specific cases of universities, either in mergers or alliances, with examples from different countries (such as France, UK, Romania, Spain, Germany, Denmark, Finland, Switzerland). A concluding chapter by the editors assesses these experiences and