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## Higher Education Pathways

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.

## Responding to the Educational Needs of Post-school Youth

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.

## Transforming Universities 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.

## Reflections of South African University Leaders: 1981 to 2014

Much has been written about the ever-growing demands on university leadership worldwide in the face of increasingly complex changes and challenges from within the academy and beyond. However, as we are reminded by Johan Muller in the Introduction to this book, "there are particular features of time and place that also throw up unique problems". It is precisely 'time and place' that make this set of reflections by university leaders quite remarkable and distinguishes it from the many biographies to be found in the literature on higher education leadership. ... In the main, this collection spans two decades, the 1990s and

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**David Baud**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the David Baud text bar.

## **Nmmu Nsfas Application:**

Achieving Nelson Mandela University? Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past. A significant State-driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities. But just over two decades later, for a variety of reasons, the higher education sector in South Africa appears beset with numerous challenges. Nelson Mandela University is one of the public universities that emerged from the restructuring process. The university is in an ongoing state of evolution, becoming. It developed out of the amalgamation of the University of Port Elizabeth, Port Elizabeth Technikon, and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005. In 2017, it was renamed Nelson Mandela University after the world-renowned statesman rather than the metropolitan area in which the university is primarily located. The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society, striving to be the academic expression of the values and ethos of its iconic namesake. Endeavouring to be something greater and different from the norm imbues its strategy, public statements, and practices. The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar. A cross-section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution. While Nelson Mandela University has performed the usual work expected of any university, it has also sought to turn the university outwards to achieve a higher purpose, framing itself as a values-based university on a journey to become something else. In *Achieving Nelson Mandela University*, the university attempts to give an account of itself. The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go. *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

**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

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