



# Nsfas University Of Venda

**Jonathan D Jansen**



## **Nsfas University Of Venda:**

**Students with Disabilities and the Transition to Work** Oliver Mutanga, 2019-07-01 This book sets out to understand how students with disabilities experience higher education and the transition to the workplace It foregrounds the voices of students and graduates in order to explore identity inclusion participation and success of youth with disabilities in higher education as well as their transition from university to employment The author proposes a new understanding of disability considered in terms of a continuum of abilities balancing empirical data theory and policy analysis with specific regard to the interests of youth with disabilities making a unique contribution to discussions on access inclusion and success in higher education and employment These discussions inform social development and educational policy planning and implementation not only in South Africa but also in countries with a similar context particularly in terms of remedial courses of action that bring social justice to people with disabilities Students with Disabilities and the Transition to Work will be of interest to all scholars and students working in the fields of disability studies particularly those with a focus on critical disability studies and disability in the global south as well as those working in higher education sociology development studies and social policy

**Investigating Corruption and White-collar Crime in South African Higher Education** Bethuel Sibongiseni Ngcamu, 2025-10-16 Using an interpretivist approach this qualitative volume interrogates instances of corruption and white collar crime prevalent in South African higher education institutions and suggests pathways for the proactive detection and prevention of corrupt practices Contextualizing the author's practical experiences gained in the higher education sector over the past two decades this book employs an ethnographical method to explore the complexity of university systems structures and functions that make South Africa's formerly disadvantaged universities more susceptible to corruption In the midst of highly contested divisive and highly politicized ways of reporting corruption in the media chapters provide critical analyses guided by scientific approaches robust data sets and qualitative face to face interviews to underpin the reliability of proposed policy amendments intended to detect and prevent corruption and white collar crime as well as the suggested closure of loop holes that make the sector vulnerable to and known for a high level of criminality Making a substantial contribution to broader academic debate around corruption and university management internationally this book will be of interest to researchers and postgraduate students in the field of higher education higher education management and administration and education policy and politics Policy makers in both the Global South and North are also likely to benefit from this book

**Global Development of the Community College Model** Carmen L. McCrink, Heidi Whitford, Natasha C. Stubbs, 2017-03-13 While the community college is a longstanding institutional type within the U S the success of this model has recently garnered international attention As countries outside the U S grapple with issues regarding access and affordability of higher education opportunity the concept of the community college has gained traction This issue explores The global expansion and development of the community college model in various countries and regions around the world

Insights into the establishment and sustainability of these institutions in other countries through research and analysis and Case studies that focus on the development and implementation process of community colleges amid various social political and economic contexts This is the 177th volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission 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 **Proceedings of the Focus Conference (TFC 2024)** Manyane Makua,Mariam Akinlolu,Phiwayinkosi Gumede,Mashango Sithole,Cebo Nyondo,Ntombikhona Nene,Mandlenkosi Mhlongo,2024-12-31 This is an open access book The Teaching and Learning Development Centre TLDC at Mangosuthu University of Technology MUT invites you to the 11th Focus Conference scheduled for 14 to 16 August 2024 at Southern Sun Elangeni Hotel Durban South Africa The theme of the Conference Three Decades of Democracy reflecting on Higher Education Achievements Challenges Impact and the Future is aptly aligned with South Africa s 30 years of democracy celebration The Conference brings together leading scholars academics policymakers and practitioners in the higher education and TVET sectors to share their research and express their perspectives concerning the Conference theme and sub themes **Corrupted** Jonathan D Jansen,2023-02 Through investigatory reports and interviews Jonathan Jansen reveals the structural conditions for chronic dysfunction in a sample of South African universities He reveals the political economy at work and the intense competition for resources on campuses He also provides interventions for these fragile institutions Why do some universities seem to be in a constant state of turmoil and dysfunction Jonathan Jansen explores the root causes of chronic instability in a sample of South African universities Through scrutiny of investigatory reports and interviews with more than 100 university managers and government officials Jansen finds that at the heart of the dysfunction in universities is an intense and sometimes deadly competition for resources especially on campuses located in impoverished communities It is not the lack of institutional resources but their concentration in a university that draws a mix of corrupt actors from local politicians and taxi operators to members of council and management into a never ending run on the material such as money for infrastructure and symbolic namely graduation certificates for sale assets of these institutions Jansen 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 Jansen makes an important intervention to understanding the root causes and offers interventions to produce stabilities such as the depoliticisation of university councils and appointing academics of integrity and capacity in the management and leadership of 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

**Covid-19: Interdisciplinary Explorations of Impacts on Higher Education** Tennyson Mgutshini, Kunle Oparinde, Vaneshree Govender, 2021-06-01 Premised on the disruption and lessons learnt from the Covid 19 pandemic and in meticulous response to the impact of the pandemic on higher education especially in South Africa this collection of chapters spotlights the effects consequences and ramifications of an unprecedented pandemic in the areas of knowledge production knowledge transfer and innovation With the pandemic the traditional way of teaching and learning was completely upended It is within this context that this book presents interdisciplinary perspectives that focus on what the impact of Covid 19 implies for higher education institutions Contributors have critically reflected from within their specific academic disciplines in their attempt to proffer solutions to the disruptions brought to the South African higher education space Academics and education leaders have particularly responded to the objective of this book by focusing on how the academia could tackle the Covid 19 motivated disruption and resuscitate teaching research and innovation activities in South African higher education and the whole of Africa by extension

**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

Remote Possibilities Amy Jane Conger, 2005

**Study SA**, 2006

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