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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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**Magda Fourie-Malherbe, Ruth  
Albertyn, Eli Bitzer**



## **Nmmu 2015 Application Forms:**

**Daily Graphic** Ransford Tetteh, 2014-09-15      Daily Graphic Kingsley Inkoom, 2014-09      *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 what it developed out of the amalgamation of the University of 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, it 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.

Postgraduate Supervision Magda Fourie-Malherbe, Ruth Albertyn, Eli Bitzer, 2016-11-21 The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society. The chapters move from deliberations on challenges for postgraduate supervision at macro level, such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions, to meso-level matters: the form and function of postgraduate education in specific countries, to the micro-rich case studies of individual institutions, programmes, and supervisors.

*Academic Autoethnographies* Daisy Pillay, Inbanathan Naicker, Kathleen Pithouse-Morgan, 2016-02-10 *Academic Autoethnographies: Inside Teaching in Higher Education* invites readers to experience autoethnography as a challenging, complex, and creative research methodology that can produce personally, professionally, and socially useful understandings of teaching and researching in higher education. The peer-reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal

autobiographies lived educational experiences and wider social and cultural concerns across diverse disciplines and university contexts This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings This research is complemented by contributions from Canadian and Swedish scholars The sociocultural educational and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self reflexive transformative and creative research methodologies and methods This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do The creative representations of the lived experience of doing autoethnography sets the book apart both methodologically and theoretically revealing how rigor and critical distance can serve to position autoethnography not only as a personal self development tool but a tradition and method in its own right

Hyleen Mariaye Associate Professor Mauritius Institute of Education Mauritius This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education Rich evocative and authentic accounts reveal unique possibilities for the transformation of teaching learning and research at personal professional and socio cultural levels Nithi Muthukrishna Professor Emerita University of KwaZulu Natal South Africa      *Modern State Development, Capacity, and Institutions* Derica Lambrechts, 2017-07-31 This book makes an important original conceptual and theoretical contribution to our understanding of modern state development the role of the state and the South African transition to democracy Its focus on related concepts such as state capacity political trust and tolerance adds to insights on the dynamics of political and democratic transitions Furthermore the selected focus areas as well as the comparative approach add new insights into the peculiarities of the South African transition state development state capacity and state institutions Its focus on societal dynamics and state society relations is a significant contribution      Engaging Higher Education Curricula Elmarie Costandius, 2015-06-30 The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education Rather than promoting a blueprint for change the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground This book together with its Coda that takes the conversation beyond critical citizenship education to include responsible citizenship provides compelling reasons and sound suggestions for a way forward      *Singing, Speaking and Writing Politics* Mirjana N. Dedaić, 2015-10-15 The discourses of the post apartheid South Africa embody symbols of change and promises of new lessons in history This is the first volume that brings together analyses of a variety of discourses produced in South Africa through which we follow the evolution of transitional processes in the country's political institutions and in the opinions of its populace The book offers to the reader a visit to the Parliament a peek into the internet forums

analyses of the country's official papers and speeches and the media accounts. Through all these discourses we see the burning questions "Who Are We Now and Who Do We Want To Be" being repetitively examined and identities cross formed while the country deals with new post apartheid challenges as well as successes.

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