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APPLICATION FOR FINANCIAL ASSISTANCE TO STUDY AT A PUBLIC UNIVERSITY OR TVET COLLEGE

I confirm that by voluntarily submitting any personal information to NSFAS, in any form, it constitutes an indefinite, unconditional and specific consent for NSFAS to share such personal information with third parties, and to obtain relevant information from third parties. Third parties include government departments and entities, credit bureaus, institutions of higher learning and other agencies for the purposes of information validation, reporting, statistical analysis, credit and income verifications to assess my financial eligibility, criminal checks, legal proceedings, audit and record-keeping purposes, debt tracing and/or debt recovery purposes, securing funding on my behalf and to verify academic and registration data as required. The personal information to be obtained from SARS shall relate only to the employment status and income.

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Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
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Age Group	Percentage
18-24	10
25-34	15
35-44	20
45-54	25
55-64	30
65-74	35
75-84	40
85-94	45
95-104	50
105-114	55
115-124	60
125-134	65
135-144	70
145-154	75
155-164	80
165-174	85
175-184	90
185-194	95
195-204	100

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By signing this application form, I accept and understand that this application does not guarantee that I will receive NSFAS administered funding. I acknowledge that any personal information and supporting documentation supplied to NSFAS is done so voluntarily in order to facilitate the processing of this application. I furthermore acknowledge that the information provided by me, is to the best of my knowledge both true and correct, and that I understand that any false or inaccurate information or documentation submitted may render the application ineligible and I may be subject to legal action. I understand and accept that if my application for financial aid is approved as eligible, funding is only confirmed and processed on receipt by NSFAS of valid registration costs from a public higher education institution for an approved funded programme. I accept that funding granted would be governed by the National Bursary Rules and Guidelines of the Department of Higher Education, Science and Technology which may be amended annually, and that I will comply with the annual requirements of funding. NSFAS will email a full National Bursary Agreement on receipt of valid registration data.

SIGNATURE OF STUDENT:	
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Nfsas 2016 Application Form

Christian Drosten

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Nfsas 2016 Application Form:

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

Low-Income Students, Human Development and Higher Education in South Africa Melanie Walker, Monica McLean, 2022-07-15 This book explores learning outcomes for low income rural and township youth at five South African universities The book is framed as a contribution to southern and Africa centred scholarship adapting Amartya Sen s capability approach and a framework of key concepts capabilities functionings context conversion factors poverty and agency to investigate opportunities and obstacles to achieved student outcomes This approach allows a reimagining of inclusive learning outcomes to encompass the multi dimensional value of a university education and a plurality of valued cognitive and non cognitive outcomes for students from low income backgrounds whose experiences are strongly shaped by hardship Based on capability theorising and student voices the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to have the opportunities to be and to do what they have reason to value The book concludes that sufficient material resources are necessary to get into university and flourish while there the benefits of a university education should be rich and multi dimensional so that they can result in functionings in all areas of life as well as work and future study the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for inclusive learning outcomes to be meaningful and that universities ought to be doing more to enable black working class students to participate and succeed *Low Income Students Human Development and Higher Education in South Africa* makes an original contribution to capabilitarian scholarship conceptually in theorising a South based multi dimensional student well being higher education matrix and a rich reconceptualisation of learning outcomes as well as empirically by conducting rigorous longitudinal in depth mixed methods

research on students lives and experiences in higher education in South Africa The audience for the book includes higher education researchers international capabilities scholars practitioners and policy makers **Fees Must Fall** Susan Booyesen, 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 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 *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 *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.

The Rise of the Radical Right in the Global South Rosana Pinheiro-Machado, Tatiana Vargas-Maia, 2023-05-31

The Rise of the Radical Right in the Global South is the first academic study adopting an interdisciplinary and international perspective to offer a comprehensive and groundbreaking framework for understanding the emergence and consolidation of different radical right movements in Global South countries in the twenty-first century. From deforestation and the anti-vaccine movement in Bolsonaro's Brazil to the massacre of religious minorities in Modi's India, the rise of the radical right in the Global South is in the news every day. Not long ago, some of these countries were globally celebrated as emerging economies that consolidated vibrant democracies. Nonetheless, they never overcame structural problems including economic inequality, social violence, cultural conservatism and political authoritarianism. Featuring case studies from Brazil, India, the Philippines and South Africa and more generally from Africa and Latin America, this book analyses future scenarios and current alternatives to this political movement to the radical right. It proposes a shift of focus in examining such a trend, adopting a view from the Global South. Conventional theoretical tools developed around the experience in Global North countries are not enough. The authors show that the radical right in the Global South should be analysed through specific lenses considering national historical patterns of political and economic development and instability. They also warn that researching these countries may differ from contexts where democratic institutions are more reliable. This does not mean abandoning a transnational understanding of the radical right; rather, it calls for the opposite. The chapters examine how the radical right is invented, adapted, modified and resisted in specific regions of the globe. This volume will be of interest to all those researching the radical right and the politics of development and the Global South.

Utilisation of South African Research on Higher Education Jan Botha, Gabriele Vilyte, 2021-10-26

The relationship between research on the one hand and policy practice on the other hand is complicated and collaboration between scholars in research on higher education (RHE) and institutional research (IR) practitioners is often lacking. This book marks a collaborative effort of a diverse range of South African RHE and IR scholars and asks the overarching questions: What do we know about the utilisation of South African research on higher education (SARHE) and its subset of research known as Institutional Research? How and by whom is this research used? The book begins

by looking at the historical underpinnings of SARHE and delineating the shape and size of this body of research This is followed by a series of case studies on South African Higher Education institutions and governmental bodies investigating how when and by whom are research on higher education and institutional research used in the decision making of these organisations This book is the first of its kind in South Africa and sets out to lay the groundwork for further research into the use uptake and utilisation of RHE and IR in this country

Universities, Inclusive Development and Social Innovation Claes Brundenius, Bo Göransson, José Manoel Carvalho de Mello, 2016-10-25 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

Accessing Post-School Studies Venicia McGhie & Madge du Preez, 2017-12-01 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 l j 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

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 Higher Education Pathways Paul Ashwin,M. Case,2018-12-13 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 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

No Last Place to Rest Dineo Skosana, 2025-02 Examines the impact of coal mining on the lives of rural communities in post apartheid South Africa *No Last Place to Rest Coal Mining and Dispossession in South Africa* is an exploration of the ongoing struggles faced by families in the Mpumalanga and KwaZulu Natal provinces of South Africa whose lives have been upended by the relentless expansion of coal mining operations These regions burdened with the task of fulfilling the nation's energy needs and boosting the country's economy witness daily the harsh realities of dispossession that extend far beyond the mere loss of property Dineo Skosana presents a compelling argument that dispossession remains a present day reality and crisis contradicting the notion that it is merely a relic of the past in the post apartheid landscape It challenges the narrow perspective that equates land loss in material and economic terms only Skosana considers the impact of grave relocations a common occurrence in these mining dominated locales and the profound spiritual anguish and dehumanisation communities endure as their lands are excavated In African societies connections to the land extend beyond the material land has a sacred and ancestral value Grave relocations disrupt this connection families have with their ancestors In dispossessing not only the living but also the dead from their lands the author argues that the act wounds the collective soul of a people eroding their cultural heritage and collective identity and belonging This book offers a rich ethnographic account of the experiences struggles and resistance of the affected communities as well as a critical analysis of the legal and policy frameworks that enable their exploitation In relation to the land question in South Africa *No Last Place to Rest* presents deep insights for communities activists and government sectors acting in support of social justice and redress **The Palgrave**

International Handbook of Higher Education Policy and Governance Jeroen Huisman, Harry de Boer, David D. Dill, Manuel Souto-Otero, 2016-04-29 This state of the art reference collection addresses the major themes theories and key concepts related to higher education policy and governance on an international scale in one accessible volume Mapping the field and showcasing current research and theorizations from diverse perspectives and authoritative scholars this essential guide will assist readers in navigating the myriad concepts and themes involved in higher education policy and governance research and practice Split into two sections the first explores a range of policy concepts theories and methods including

governance models policy instruments institutionalism and organizational change new public management and multi level governance The second section addresses salient themes such as institutional governance funding quality employability accountability university rankings widening participation gender inequalities technology student involvement and the role of higher education in society Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education education policy sociology social and public policy political science and for leadership

Where Am I in the Picture? Claudia Mitchell, Katarina Giritli-Nygren, Relebohile Molestane, 2023-12-18 Positionality and researcher reflexivity how to account for one's subject position remain as challenges for new researchers But they also remain as challenges for experienced researchers who are often involved in multiple research projects simultaneously *Where Am I in the Picture* sheds light on the idea of researcher positionality through visual methodologies particularly in the context of studying rurality in Canada Sweden and South Africa The book is intended for new and experienced researchers seeking to decolonize their own perspectives in research in the social sciences and humanities It incorporates photographs drawings and memory work to highlight the social constructedness of what counts as rural Drawing together compelling narratives from researchers about their positionality in studying rurality the book highlights a need for greater attention to where we are in the picture more broadly It suggests that when it comes to the rural researchers need to rethink the interplay of dominant images insider and outsider perspectives and what this interplay means in relation to interpretation *Where Am I in the Picture* presents a new vision of how to take into consideration positionality in research

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

Transformation of Higher Education Institutions in Post-Apartheid South Africa Chaunda L.

Scott, Eunice N. Ivala, 2019-02-21 This book outlines successful transformation strategies and efforts that have been developed to assist the South African higher education system in moving beyond its post apartheid state of being Through case studies authored by South African higher education scholars and scholars affiliated with South African institutions this book aims to highlight the status of transformation in the South African higher education system demonstrate the variety of transformation initiatives used in academic institutions across South Africa and offer recommendations to further advance this transformation Written for scholars and advanced students of higher education in international settings this volume aims to support quality research that benefits the demographic composition of South African academics and students and offers lessons that can inform higher education transformation in similarly multicultural societies Handbook of Research on Social Justice and Equity in Education Keengwe, Jared, 2022-05-06 There is growing pressure on teachers and other educators to understand and adopt the best ways to work with the various races cultures and languages that diverse learners represent in the ever increasing culturally diverse learning environments Establishing sound cross cultural pedagogy is also critical given that racial cultural and linguistic integration has the potential to increase academic success for all learners To that end there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners as well as support their students to become successful global citizens The Handbook of Research on Social Justice and Equity in Education highlights cross cultural perspectives challenges and opportunities pertaining to promoting cultural competence equity and social justice in education It also explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross cultural knowledge Covering topics such as diversity education and global citizenship this major reference work is ideal for academicians researchers practitioners policymakers instructors and students *National Youth Development Agency Annual Report South Africa*. National Youth Development Agency, 2016 **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

Nfsas 2016 Application Form Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Nfsas 2016 Application Form**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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