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Parental Involvement in Higher Education - Katherine Lynk Wartman

2008-05-02

Helicopter parents have become a recent phenomenon in higher education. Who are these parents and why have they landed on our college campuses? This monograph examines parental involvement in higher education by looking at the history of the relationship between students and institutions and institutional responses to this phenomenon. It explores alternative theoretical frameworks that highlight the benefits of strong parental relationships for today's college students, paying particular attention to the variables of gender, race, and socioeconomic class and how they inform the student-parent relationship. This text concludes with implications for practice and suggestions for policy so that all parents are included in our institutional efforts, not just the ones making all the noise. -- Back cover.

Perspectives on Student Affairs in South Africa - McGlory Speckman

2014-07-17

The goal of Perspectives on Student Affairs in South Africa is to generate interest in student affairs in South Africa. The papers contained herein are based on best practice, local experience and well-researched international and local theories. The papers in this book deal with matters pertaining to international and national trends in student affairs: academic development, access and retention, counselling, and material support for students coming from disadvantaged backgrounds. They are linked to national and international developments, as described in the first two papers. This publication will assist both young and experienced practitioners as they grow into their task of developing the students entrusted to them. All contributors are South Africans with a great deal of experience in student affairs, and all are committed to the advancement of student affairs in South Africa. The editors are former heads of student affairs portfolios at two leading South African universities.

Transformation in Higher Education - Nico Cloete 2006

This book presents the most comprehensive and most thorough study of the developments in South African higher education and research after the first democratic elections of 1994 – that is of post-Apartheid South African higher education. This volume will provide its readers with a detailed insight into the new (i.e. post-1994) South African higher education system. The large number of experienced authors and editors involved in the book guarantees that the reader will be introduced in the new SA higher education system from a large number of perspectives that are presented in a consistent and coherent way. This book will be of interest to scholars, students, administrators, policymakers and politicians interested in South Africa, higher education and research, and policy analysis. "Publications on higher education are not new. But this volume, which is the first of its kind as a collective effort of tracing and examining the twists and turns taken by processes of change in the South African higher education system in a context of profound societal and global transformation, adds a fresh dimension to the debate. In its examination of the extent to which the changes were in line with policy intentions, particularly with regard to equity, democratisation, responsiveness and efficiency, and how a new institutional landscape started emerging, it makes a momentous contribution to the current debate about higher education restructuring." Njabulo Ndebele, Vice-chancellor, University of Cape Town and Chair of the South African Association of University Vice-chancellors "This book addresses a rich variety of issues on South African higher

education. It puts these in the relevant context of the process of globalization and it shows that the South African experiences offer us a lot to learn. Highly recommended for those who are intrigued by the innovations taking place in South African higher education as well as for those who intend to grasp the effects of globalization." Frans van Vught, Rector Magnificus and founding Director of the Center for Higher Education Policy Studies, University of Twente, The Netherlands "Reflection is a crucial ingredient to learning. In this book on higher education we have reflections on a unique period in the history of a country that managed its transition to democracy in a way that was unique, but from which we can all learn. Higher education in South Africa played a vital role in that transition and was part of the many tensions, choices and influences. They have been thoughtfully captured." Brenda Gourley, Vice-chancellor, The Open University, UK and board member, Centre for Higher Education Transformation. "No contemporary higher education system has changed as dramatically as that in South Africa. This book, rich in data, examines the changes that took place and offers insights into how change frequently cannot be predicted. The analysis captures the excitement, high expectations, remarkable successes, and failures in the transformation of the apartheid system of higher education. This excellent study provides rich fare for comparative analysis." Fred M. Hayward, American Council on Education Pilot Project, Executive Vice President, Council for Higher Education Accreditation, US.

Responding to the Educational Needs of Post-school Youth - Nico Cloete 2009

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.

Race for Education - Mark Hunter 2019-01-24

An examination of families and schools in South Africa, revealing how the marketisation of schooling works to uphold the privilege of whiteness.

Reflections of South African University Leaders: 1981 to 2014 - Council on Higher Education 2016-03-17

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 2000s, of unprecedented levels of change in South African higher education. Leaders in universities, as well as those responsible for higher education policy in the government and associated statutory bodies, had no neat script to work off, nor 'manuals' or prescripts of 'good' leadership or practice. Instead, there was palpable excitement about collectively imagining and nurturing a new post-apartheid higher education system, which would contribute to the social and economic development needs of the country, the deepening of democracy and which would also be globally relevant. Most reflections touch on the coalface of leadership, which is the face-to-face interactional dimension, dealing with staff, with students, with council chairs. What comes through clearly, is the importance of what are sometimes called 'people skills'. In these accounts this is not simply presented as a human relations aptitude, for a number of reasons, first of which is the special nature of universities and their occupants. More than one points out the special challenge of managing the talented people that are academics, and their inbuilt distaste for bureaucracy, their reluctance to be managed or told what to do. The message here is consistently one of needing to be completely open with academics, the importance of maintaining the distinction between 'collegial' and 'executive' management (avoiding 'managerialism'), and the critical importance of winning and holding their trust. The inspiration for this collection arose in late 2013 in the Council on Higher Education's (CHE) Monitoring and Evaluation Directorate, the directorate responsible for conducting research on the higher education landscape and monitoring the state of the sector. They noted that conditions besetting universities had grown increasingly complex, both globally but more especially locally, and the question arose - how had this altered the challenges to university leadership over the period between the new political dispensation and the second decade of the new millennium? More particularly, how had leaders with a proven track record of visionary and strong leadership during this period faced these challenges? How did they see the main changes that needed dealing with? What challenges did these changes pose and how were they successfully overcome? What did they think, looking back, were the main constituents of successful leadership and management? What wisdom could be distilled for posterity? The Directorate decided to invite a range of vice-chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections and compile them into a publication.

A scholarly inquiry into disciplinary practices in educational institutions - Connie B. Zulu 2019-12-12

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.

Mergers and Alliances in Higher Education - Adrian Curaj 2015-03-31

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

BRICS: building education for the future; priorities for national development and international cooperation - Leclercq, François 2014-09-22

Reflections of South Africa Student Leaders 1994-2017 - Thierry M Luescher 2020-10-09

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.

Global Mobile Satellite Communications - Stojce Dimov Ilcev 2005-12-05

Global mobile satellite communications (GMSC) are specific satellite communication systems for maritime, land and aeronautical applications. It enables connections between moving objects such as ships, vehicles and aircrafts, and telecommunications subscribers through the medium of communications satellites, ground earth stations, PTT or other landline telecommunications providers. Mobile satellite communications and technology have been in use for over two decades. Its initial application is aimed at the maritime market for commercial and distress applications. In recent years, new developments and initiatives have resulted in land and aeronautical applications and the introduction of new satellite constellations in non-geostationary orbits such as Little and Big LEO configurations and hybrid satellite constellations as Ellipso Borealis and Concordia system. This book is important for modern shipping, truck, train and aeronautical societies because GMSC in the present millennium provides more effective business and trade, with emphasis on safety and commercial communications. Global Mobile Satellite Communications is written to make bridges between potential readers and current GMSC trends, mobile system concepts and network architecture using a simple mode of style with understandable technical information, characteristics, graphicons, illustrations and mathematics equations. Global Mobile Satellite Communications represents telecommunications technique and technology, which can be useful for all technical staff on vessels at sea and rivers, on all types of land vehicles, on planes, on off shore constructions and for everyone possessing satellite communications handset phones.

Your Guide to Case Study Research - Peter Rule 2011

Higher Education Financing in East and Southern Africa - Pundy Pillay 2010-07-12

This nine-country study of higher education financing in Africa includes three East African states (Kenya, Tanzania and Uganda), five countries in southern Africa (Botswana, Lesotho, Mozambique, Namibia and South Africa), and an Indian Ocean island state (Mauritius). Higher Education Financing in East and Southern Africa explores trends in financing policies, paying particular attention to the nature and extent of public sector funding of higher

education, the growth of private financing (including both household financing and the growth of private higher education institutions) and the changing mix of financing instruments that these countries are developing in response to public sector financial constraints. This unique collection of African-country case studies draws attention to the remaining challenges around the financing of higher education in Africa, but also identifies good practices, lessons and common themes.

The News Media In National And International Conflict - Andrew Arno
2019-07-11

Ironically, as telecommunications technology—the embodiment of modernity—advances, bringing people in different nations into more direct contact during conflict situations, traditional cultural factors become increasingly important as differing ways of thinking and acting collide. The mass media can be seen as a factor in the creation of international conflict; they also, claim many scholars, are the key to control and resolution of those problems. Whichever side of the coin one chooses to look at—mass communication as cause or cure of conflict—there is no doubt that the news media are no longer peripheral players on the global scene; they are important participants whose organizational patterns of behavior, values, and motivations must be taken into account in understanding national and international conflict. In this volume, a distinguished group of authors explores the variety of ways the news media—newspapers, radio, and television—are involved in conflict situations. Conflicts between the United States and Iran, India and Pakistan, and the United States and China are examined, and national-level studies in Sri Lanka, Iran, Hong Kong, and the United States provide varied contexts in which the authors look at the complex interrelationships among government, news media, and the public in conflict situations.

One World, Many Knowledges - Halvorsen, Tar 2016-05-12

Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world'? Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions. An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face, while aiming to transform higher education, and foster scholarly collaboration. The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. SANORD's primary aim is to promote multilateral research co-operation on matters of importance to the development of both regions. Our activities are based on the values of democracy, equity, and mutually beneficial academic engagement.

African Universities in the Twenty-first Century: Knowledge and society - Paul Tiyambe Zeleza 2004

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. *Universities, Employability and Human Development* - Melanie Walker 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.

Teaching Tourism - Edelheim, Johan 2022-02-22

Tourism as an activity is increasingly being criticised for its exploitative and extractive industrial approaches to business. Yet, it has the power to transform and to regenerate societies, cultures and the environment. The desire to explore the world around us is deeply embedded in many people's psyche, but it comes at a cost to the environment and often to the residents of the visited communities. Much of tourism education has been closely linked to preparing students for future professional practice, but the challenges and opportunities linked to its consumption require that its future leaders must exhibit very different values and understandings to tackle ever more complex and wicked problems from which tourism cannot dissociate itself. This compilation of values-based learning experiences can be adapted to suit the needs and disposition of individual instructors and aims not only to engage students in the subject matter but also deepen their understanding of its complexity and interconnectivity and help them become global citizens that lead lives of consequence.

Employability and Mobility of Bachelor Graduates in Europe - Harald Schomburg 2011-10-23

A decade after the Bologna Declaration has called for the establishment of a cycle system of study programmes and degrees all over Europe the changes actually having occurred in this reform process can be measured and assessed. To what extent did the bachelor students gained international experiences during or after their study program? What is the proportion of bachelor degree holders who are employed about one year after graduation? What are the labor market experiences of those bachelor graduates who started to work? Was it difficult to gain relevant employment? What are the employment conditions for bachelor graduates in terms of income, position, working time, unlimited term contracts compared to traditional graduates? To what extent are bachelor graduates working in areas with close relation to their field of study (horizontal match)? Is their level of education needed for their work tasks (vertical match)? These are the key questions which will be answered in this volume based on surveys of graduates from institutions of

higher education recently undertaken in ten European countries (Austria, Czech Republic, France, Germany, Hungary, Italy, Norway, Netherlands, Poland, and United Kingdom). The bachelor-master-structure actually implemented varies substantially between the countries and also the consequences of these reforms differ strikingly. In some countries, more students spend a period of study abroad than the goal set for the year 2020 in the Bologna Process; in other countries, not yet a quarter of the expected rate is achieved. Also the frequency of bachelor graduates differs by country who opt for further study, transfer to employment or are both employed and students. The comparative study also provides a wealth of information about the employment and work situation of bachelor graduates as compared to other graduates from institutions of higher education. The book provides relevant information for students and teaching staff at institutions of higher education, employers and politicians and administrative staff dealing with higher education issues.

Student Politics and Higher Education in the United States - Philip G. Altbach 1968

Decolonising Schools in South Africa - Pam Christie 2020-07-07

This book explores the challenge of dismantling colonial schooling and how entangled power relations of the past have lingered in post-apartheid South Africa. It examines the 'on the ground' history of colonialism from the vantage point of a small town in the Karoo region, showing how patterns of possession and dispossession have played out in the municipality and schools. Using the strong political and ontological critique of decoloniality theories, the book demonstrates the ways in which government interventions over many years have allowed colonial relations and the construction of racialised differences to linger in new forms, including unequal access to schooling. Written in an accessible style, the book considers how the dream of decolonial schooling might be realised, from the vantage point of research on the margins. This Karoo region also offers an interesting case study as the site where the world's largest radio telescope was recently located and highlights the contrasting logics of international 'big science' and local development needs. This book will be of interest to academics and scholars in the education field as well as to social geographers, sociologists, human geographers, historians and policy makers.

Hlomu the Wife - Dudu Busani-Dube 2015

Hlomu the wife is essentially a love story that takes its cues from life in a South African township. A young woman named Mahlomu meets Mqhele Zulu and they fall in love. Even though aspects of Mqhele's personality and past make her uncomfortable, Hlomu is happy. Their love is strong and they stand by each other through good and bad. But Mqhele and his seven brothers have a dark and tumultuous past that involves a dead warlord father, mob justice, and lots of unaccounted-for money. The Zulu brothers are rich, handsome, powerful and dangerous. They eventually become one of the wealthiest and most powerful families in Johannesburg - but the inherent danger remains.

Digital Service Delivery in Africa - Ogechi Adeola 2022-03-11

The dynamics of the world's pervasive digital technologies is transforming organisations and enabling enterprises to create sustainable competitive advantage. This presents huge economic opportunities for Africa. This book responds to the need for African enterprises and organisations—particularly those in the service sector—to fully exploit the inherent potential in digital platforms by putting in place processes to respond effectively to changing consumer demands. Digital service delivery is conceptualised as a key driver of effective management and service delivery across the value chain of businesses. The authors offer insights into the opportunities, drivers, structures, and models of digital service delivery specific to the African context, using case studies and country-based themes that highlight how the adoption of digital platforms and practices can transform service delivery for value-creation. The book examines the scope and applications of digital businesses, emphasising the emergence, value-creation, and strategic implications for Africa's private and public enterprises. Students, entrepreneurs, IT innovators, academics, and policymakers will gain a greater

understanding of how digitalisation is shaping consumer expectations, industry practices, and service delivery in Africa.

Demanding Good Governance - Mary McNeil 2010-06-23

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.

Writing to Learn - William Zinsser 2013-04-30

This is an essential book for everyone who wants to write clearly about any subject and use writing as a means of learning.

Sometimes There Is a Void - Zakes Mda 2012-01-03

Zakes Mda is the most acclaimed South African writer of the independence era. His eight novels tell stories that venture far beyond the conventional narratives of a people's struggle against apartheid. In this memoir, he tells the story of a life that intersects with the political life of his country but that at its heart is the classic adventure story of an artist, lover, father, teacher, and bon vivant. Zakes Mda was born in 1948 into a family of lawyers and grew up in Soweto's ambitious educated black class. At age fifteen he crossed the Telle River from South Africa into Basutoland (Lesotho), exiled like his father, a "founding spirit" of the Pan Africanist Congress. Exile was hard, but it was just another chapter in Mda's coming-of-age. He served as an altar boy (and was preyed on by priests), flirted with shebeen girls, feared the racist Boers, read comic books alongside the literature of the PAC, fell for the music of Dvorák and Coltrane, wrote his first stories—and felt the void at the heart of things that makes him an outsider wherever he goes. The Soweto uprisings called him to politics; playwriting brought him back to South Africa, where he became writer in residence at the famed Market Theatre; three marriages led him hither and yon; acclaim brought him to America, where he began writing the novels that are so thick with the life of his country. In all this, Mda struggled to remain his own man, and with *Sometimes There Is a Void* he shows that independence opened the way for the stories of individual South Africans in all their variety.

Accelerating Catch-up - 2009

This book lays out a rationale, provides supporting evidence, and suggests promising pathways for Sub-Saharan Africa to sustain current economic growth by aligning its tertiary education systems with national economic strategies and labor market needs.

The Social Response to Environmental Risk - Daniel W. Bromley 2012-12-06

We have undertaken this volume in the belief that there is now sufficient research completed on environmental risk to justify a retrospective assessment of what is known. Our authors and our intended audience are eclectic indeed. Environmental risk assessment receives increasing attention in the media today. The populace is practically assaulted with stories, with anecdotes, and with conflicting evidence. It is our hope that these chapters will provide the reader with a comprehensive glimpse of a fast-growing field in public policy. No complete survey of the literature would be possible or meaningful. We offer here instead the integrative thoughts of some of the most respected analysts in the field. We believe that the coverage is coherent, the perspectives are illuminating, and the individual "treatments" deserving of careful study. We are grateful to Warren Samuels of Michigan State University who is editor of the Kluwer series on recent economic thought. We are also grateful to our Kluwer editor, Zach Rolnik. Both have been gracious in their toleration of unconscionable delays. IX The Social Response to Environmental Risk Policy Formulation in an Age of Uncertainty 1

ENTITLEMENTS AND PUBLIC POLICY IN ENVIRONMENTAL RISKS
Daniel W. Bromley* [all rights] are conditional and derivative ... they are derived from the end or purpose of the society in which they exist. They are conditional on being used to the attainment of that end.

Higher Education Pathways - Ashwin, Paul 2018-12-14

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.

Quantitative Approaches to Management - Levin 1992-02

Wellspring of Hope - Leonard Rosenberg 2007

University Community Engagement and Lifelong Learning - Julia Preece 2017-07-13

This book offers a conceptual re-think of how university community engagement functions as a lifelong learning resource for communities. While having a specific focus on the South African context, it has important implications for other universities which are concerned with their communities, and makes a compelling argument for the university as a public good, in spite of current trends towards marketization and commodification of higher education. The book draws on a theoretical framework of capabilities, asset-based community development, and the adult learning concept of dialogue, to propose a model whereby the boundary walls of the university become metaphorically 'porous', so that community members feel free to interact with the university as equal members of society. A historical outline of African universities is provided, as well as an exploration of the evolution of terms for community engagement, service learning and learning cities; and an examination of the policy and practice implications for the ideological model of a porous university.

Shadow Libraries - Joe Karaganis 2018-05-04

How students get the materials they need as opportunities for higher education expand but funding shrinks. From the top down, Shadow Libraries explores the institutions that shape the provision of educational materials, from the formal sector of universities and publishers to the broadly informal ones organized by faculty, copy shops, student unions, and students themselves. It looks at the history of policy battles over access to education in the post-World War II era and at the narrower versions that have played out in relation to research and textbooks, from library policies to book subsidies to, more recently, the several "open" publication models that have emerged in the higher education sector. From the bottom up, Shadow Libraries explores how, simply, students get the materials they need. It maps the ubiquitous practice of photocopying and what are—in many cases—the more marginal ones of buying books, visiting libraries, and downloading from unauthorized sources. It looks at the informal networks that emerge in many contexts to share materials, from face-to-face student networks to Facebook groups, and at the processes that lead to the consolidation of some of those efforts into more organized archives that circulate offline and sometimes online— the shadow libraries of the title. If Alexandra Elbakyan's Sci-Hub is the largest of these efforts to date, the more characteristic part of her story is the prologue: the personal struggle to participate in global scientific and educational communities, and the recourse to a wide array of ad hoc strategies and networks when formal, authorized means are lacking. If Elbakyan's story has

struck a chord, it is in part because it brings this contradiction in the academic project into sharp relief—universalist in principle and unequal in practice. Shadow Libraries is a study of that tension in the digital era. Contributors Balázs Bodó, Laura Czerniewicz, Mirosław Filiciak, Mariana Fossatti, Jorge Gemetto, Eve Gray, Evelin Heidel, Joe Karaganis, Lawrence Liang, Pedro Mizukami, Jhessica Reia, Alek Tarkowski

First Generation Entry Into Higher Education - Thomas, Liz 2006-12-01

Drawing on international comparative research, this book explores the access and success of under-represented groups in tertiary education through the lens of 'first generation entrants'. It considers the participation and success of targeted equity groups in higher education internationally.

Using Evidence in Policy and Practice - Ian Goldman 2020-06-10

This book asks how governments in Africa can use evidence to improve their policies and programmes, and ultimately, to achieve positive change for their citizens. Looking at different evidence sources across a range of contexts, the book brings policy makers and researchers together to uncover what does and doesn't work and why. Case studies are drawn from five countries and the ECOWAS (west African) region, and a range of sectors from education, wildlife, sanitation, through to government procurement processes. The book is supported by a range of policy briefs and videos intended to be both practical and critically rigorous. It uses evidence sources such as evaluations, research synthesis and citizen engagement to show how these cases succeeded in informing policy and practice. The voices of policy makers are key to the book, ensuring that the examples deployed are useful to practitioners and researchers alike. This innovative book will be perfect for policy makers, practitioners in government and civil society, and researchers and academics with an interest in how evidence can be used to support policy making in Africa. The Open Access version of this book, available at

<https://doi.org/10.4324/9781003007043>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

Transforming Transformation in Research and Teaching at South African Universities - Rob Pattman 2018-12-20

What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students' worlds; how they construct, experience and navigate their complex spheres, on and off campus.

An Incomplete Transition - The World Bank Group 2018-05-15

In preparation for its 2019-2022 Country Partnership Framework with South Africa, the World Bank Group has drafted a Systematic Country Diagnostic (SCD) which forms the basis of this book. Its aim is to strengthen understanding of the constraints in achieving two goals in South Africa: to eliminate poverty by 2030, and to boost shared prosperity. These goals are enshrined in South Africa's Vision 2030 in the National Development Plan. This book is the result of consultations and conversations with key government departments, the National Planning Commission, the private sector, academics and trade unions. It identifies five broad policy priorities: to build South Africa's skills base; to reduce the highly skewed distribution of land and productive assets; to increase competitiveness and the country's participation in global and regional value chains; to overcome apartheid spatial patterns; and to increase the country's strategic adaptation to climate change. The key obstacle to growth that has been identified is 'the legacy of exclusion'. Undoing this is a long-term process, but renewed commitment by the political leadership to strengthen institutions and rebuild the social contract present an enormous opportunity in achieving progress towards South Africa's Vision 2030.

Higher Education and Graduate Employment in Europe - Harald Schomburg 2007-01-29

This book explores a noteworthy variety among economically advanced countries in the competences fostered by higher education, and the emphasis placed either on laying a broad basis of knowledge or direct preparation for professional tasks. In some countries, universities are closely involved in ensuring a rapid transition from student to employee; in others, students

typically face a long period after graduation for the search of a suitable career.

Ancient Monuments in Wales - Great Britain. Department of the Environment 1975

Universities as Political Institutions - Leasa Weimer 2020-04-06

Universities as Political Institutions explores the contested political spaces where universities reside in the crossroads of social, cultural, and economic pressures. Papers and keynotes from the 2017 Consortium of Higher Education Researchers (CHER) present various theoretical frameworks and methods to study universities as political institutions.