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# The Similarities And Differences Between Funza And Nsfas

**Melanie Walker, Monica McLean**



## **The Similarities And Differences Between Funza And Nsfas:**

*Empowering Novice Academics for Student Success* Dr Johann Hugo, 2021-04-26 This book is essential for academics that enter the field of higher education and training as it focuses on preparing teachers and trainers to respond appropriately to student success challenges. Student success is a burning issue both globally and locally. While student achievement is determined by a combination of factors, teachers and their teaching practices do matter. Higher education teachers are expected to fulfil different roles at different times such as planning for curriculum implementation, mentorship and coaching, facilitating learning resource development and student assessment. Against this background, the primary purpose of *Empowering novice academics for student success* Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughput.

**Learning to teach in post-apartheid South Africa** Yusuf Sayed, 2018-11-30 Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse and challenging school context. *Learning to Teach in post apartheid South Africa: Student Teachers Encounters with Initial Teacher Education* addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers' academics' teacher education providers' policy makers' and students' understanding of the importance to address equity, redress and quality in South African education in a post apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges faced in designing and delivering successful Initial Teacher Education programmes and the impact this has on delivering equitable and quality education.

**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 capabilitarian scholars practitioners and policy makers      Youth In South Africa Ariane De Lannoy, Malose Langa, 2021-05-05 South Africa is characterised by a youthful population and the challenges and possibilities that characterise the young generation are both warning signs and beacons of hope for a nation founded on social justice Youth in South Africa Agency in visibility and national development takes stock of the nation s development as it affects young people Authors offer both personal and professional insights into the ways in which the youth navigate their own pathways to adulthood These include formal and informal engagements with politics as well as protest un employment entrepreneurship education religion experiences with sexuality and violence and a multitude of other life experiences Contributors paint a picture of the initiative agency and resilience of the youth as well as the challenges before them Authors also identify the state of waithood faced by those unable to make the transition out of youth into full adulthood as a result of their socio economic circumstances and political context By engaging these experiences and insights and primarily informed by the inputs of young people the authors highlight the limitations of existing youth policies and frameworks The case is made for policy instruments to be informed by the lived experiences of the youth as they navigate a complex macrosocial environment and by the messages the youth communicate about the limitations of current approaches

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