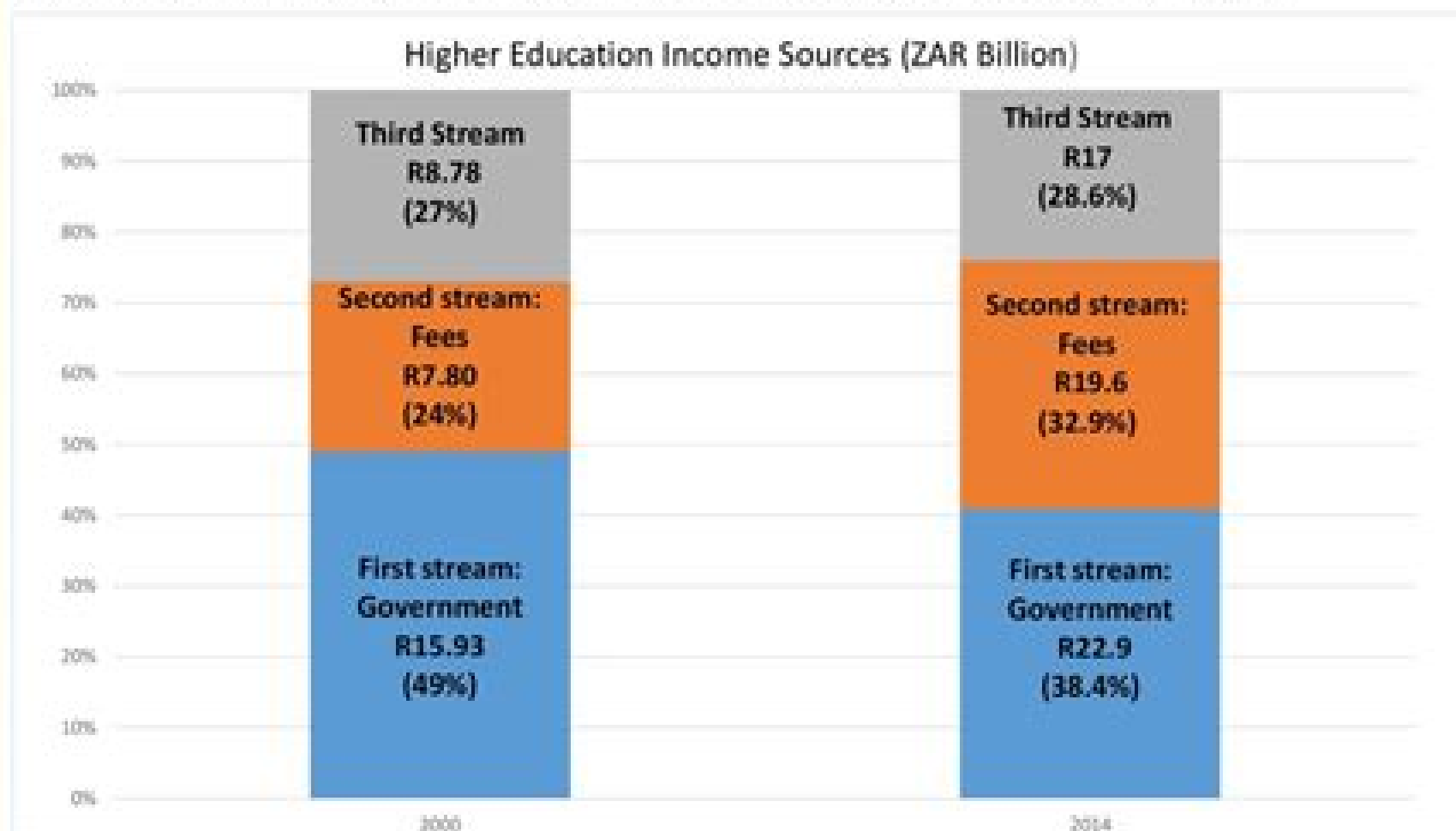


# Funding Public Universities

## Comparison of university income sources 2000 and 2014



Source: Data collected from University Annual Reports (2000 and 2014) and DHET financial analysis reports

# What Are The Four Similarities Of Nfsas

**Michael Cosser, Jacques Du Toit**



## **What Are The Four Similarities Of Nfsas:**

*Social Justice and Education in the 21st Century* Willie Pearson Jr., Vijay Reddy, 2021-04-10 The world is not an equal place There are high and low income countries and high and low income households For each group there are differential educational opportunities leading to differential educational outcomes and differential labor market opportunities This pattern often reproduces the privileges and inequalities of groups in a society This book explores this differentiation in education from a social justice lens Comparing the United States and South Africa this book analyzes each country s developmental thinking on education from human capital and human rights approaches in both primary and higher education The enclosed contributions draw from different disciplines including legal studies sociology psychology computer science and public policy

### **QUALITY OF LIFE SURVEY V (2017/18) THE QUALITY OF LIFE OF STUDENTS IN GAUTENG**

Christian Hamann, Kate Joseph, 2020-07-29 GCRO Data Brief on quality of life of students [Sustainable Construction in the Era of the Fourth Industrial Revolution](#) Clinton Aigbavboa, Benita Zulch, Wellington Thwala, 2025-07-26 Proceedings of the 16th International Conference on Applied Human Factors and Ergonomics and the Affiliated Conferences Orlando Florida USA 26 30 July 2025 [From School to Higher Education?](#) Michael Cosser, Jacques Du Toit, 2002 This substantive report is

essential reading for those involved in higher education planning and policy making **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 [Open Learning as a Means of Advancing Social Justice](#) Tabisa Mayisela, Shanali Govender, 2024-01-23 This volume investigates the uptake of open learning in South African Technical Vocational Education and Training TVET colleges and higher education institutions Comprised of 16 studies focused on activities at a range of colleges and universities across the country these chapters aim to promote a better understanding of open learning practices across the Post School Education and Training

PSET sector including issues such as recognition of prior learning access for students with disabilities work integrated learning professional development novel student funding mechanisms leadership for open educational practices institutional culture student support blended and online learning flexible learning online assessment open educational resource development models and funding and micro credentials This collection of peer reviewed chapters contributes to understanding the ways in which South African PSET institutions and educators are interpreting open learning as a means of advancing social justice It includes a historical and contemporary understanding of the economic cultural and political obstacles facing PSET drawing on Nancy Fraser s theory of social justice as participatory parity to better understand the ways in which open learning may address systemic social injustices in order to allow South African students and educators to thrive This volume emerges from research conducted by the Cases on Open Learning COOL project an initiative by the Department of Higher Education and Training in partnership with the Centre for Innovation in Learning and Teaching CILT at the University of Cape Town UCT in South Africa

*The Zuma Years* Richard Calland, 2013-08-16 The face of power in South Africa is rapidly changing for better and for worse The years since Thabo Mbeki was swept aside by Jacob Zuma s coalition of the wounded have been especially tumultuous with the rise and fall of populist politicians such as Julius Malema the terrible events at Marikana and the embarrassing Guptagate scandal What lies behind these developments How does the Zuma presidency exercise its power Who makes our foreign policy What goes on in cabinet meetings What is the state of play in the Alliance is the SACP really more powerful than before And as the landscape shifts what are the opposition s prospects In *The Zuma Years* Richard Calland attempts to answer these questions and more by holding up a mirror to the new establishment by exploring how people such as Malema Chief Justice Mogoeng Mogoeng and DA parliamentary leader Lindiwe Mazibuko have risen so fast by examining key drivers of transformation in South Africa such as the professions and the universities and by training a spotlight on the toxic mix of money and politics *The Zuma Years* is a fly on the wall insider s approach to the people who control the power that affects us all It takes you along the corridors of government and corporate power mixing solid research with vivid anecdote and interviews with key players The result is an accessible yet authoritative account of who runs South Africa and how today

**Corrupted** Jonathan D Jansen, 2023-02-01 In South African higher education the images of dysfunction are everywhere Student protests Violence Police presence Rubber or real bullets Class disruptions Burning tyres Damaged buildings Injury and sometimes death Reports of wholesale corruption Year after year often in the same set of universities the problem of routine instability seems insoluble The financial academic and reputational costs of ongoing dysfunction are high especially for those universities caught up in the never ending struggle to overcome apartheid legacies Any number of explanations have been ventured including a lack of resources shortage of capacity rural location corrupt officials and endemic conflict *Corrupted* takes a deeper look at dysfunction in an attempt to unravel the root causes in a sample of South African universities At the heart of the problem lies the vexed issue of resources

or more pertinently the relationship between resources and power who gets what and why Whatever else it aspires to be commonly a place of teaching learning research and public duty a university in an impoverished community is also a rich concentration of resources around which corrupt staff students and those outside of campus all vie for access Taking a political economic approach Jonathan Jansen describes the daily struggle for institutional resources and offers accessible sensible insights He argues that the problem won't be solved through investments in capacity building alone because the combination of institutional capacity and institutional integrity contributes to serial instability in universities Rather durable solutions would include the depoliticisation of university councils and appointments of academics with integrity and capacity to manage and lead these fragile institutions This groundbreaking and long overdue study will offer a promising way forward for universities to better serve their communities and the country more broadly

### **Financing Higher Education**

**Worldwide** D. Bruce Johnstone, Pamela N. Marcucci, 2010-06-07 No issue in higher education is as salient or as controversial as finance As demand for higher education around the world grows so do the costs associated with it especially as governments shoulder less of the burden Tuition fees rise and student loan debt grows Who pays for these surging costs Who should pay D Bruce Johnstone and Pamela N Marcucci examine the universal phenomenon of cost sharing in higher education where financial responsibility shifts from governments and taxpayers to students and families They find that growing costs for education far outpace public revenue streams that once supported it Even with financial aid and scholarships defraying some of these costs students are responsible for a greater share of the cost of higher education Featuring comprehensive economic and policy data the authors international comparative approach shows how economically diverse countries all face similar cost sharing challenges So who should pay for higher education While cost sharing is both politically and ideologically debated Johnstone and Marcucci contend that for almost all countries it is imperative for the financial health of colleges and universities bringing better efficiency equity and responsiveness Financing Higher Education Worldwide combines sophisticated economic explanations with sensitive political and cultural analyses of the financial pressures facing higher education throughout the world

[Juta's Statutes of South Africa](#) South Africa, 2004 [Whiteness and Stigma in the Workplace](#) Anne Crafford, 2022-08-24 Drawing on theories of whiteness stigma identity formation and identity work this monograph aims to explore the ways in which racial categories continue to structure the lives of professionals of colour in South Africa Using a Bourdieusian lens it draws on personal narratives of professionals in the fields of accounting engineering and industrial psychology examining how stigma and whiteness continue to constrain their identity development in the public professional and personal spaces they inhabit Examining the unique post Apartheid situation of South Africa this book will be valuable reading to scholars interested in the intersection of race professions and organisation

**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

**Routledge Handbook of African Social Work Education** Susan Levy,Uzoma Odera Okoye,Pius T. Tanga,Richard Ingram,2024-06-06 This timely Routledge Handbook creates a much needed space to explore what makes social work uniquely African as well as shaping informing and influencing a new culturally relevant era of social work The specific focus on social work education offers approaches to transition away from the hegemony of Western literature knowledge and practice models underpinning African social work education The authors identify what is relevant and meaningful to inform influence and reconceptualise culturally relevant social work curriculum Covering Botswana Cameroon Ethiopia Ghana Guinea Kenya Malawi Nigeria South Africa Tanzania Uganda Zambia and Zimbabwe the Handbook comprises both empirical and conceptual chapters multiple approaches case studies and key debates on social work education It is structured in four parts Approaches to Indigenising Decolonising and Developing Culturally Relevant Social Work Education Social Work Education Evolution across Contexts Embedding Field Practicum into Social Work Education Knowledge Exchange between the Global South and Global North The range of indigenous local knowledge that the Handbook presents is crucial to social work evolving and facilitating for reciprocal learning and knowledge exchange between the Global South and Global North Whilst the context of the Handbook is Africa the topics covered are relevant to a global audience engaged in social justice work across social work social welfare social development and sustainability

*Feeling lives: An intersectional exploration of past experiences and present living* Lindsay Clowes,LJ Theo,Nadia Sanger,Landa Mabenge,Sisa Ngabaza,2023-11-15 We each make sense of the world through our embodied feeling lives We do it through the social groupings contexts and processes which history rather than biology presents and assigns to us In this collection we aim to illustrate how these embodied feelings and emotions underpin contemporary theorising by sharing reflective autobiographical writing by individuals from a wide range of backgrounds and contexts This somewhat unruly collection unsettles conventional academic writing precisely because authors have grounded

themselves in the tangible and the personal rather than in abstract theory We hope that readers might see aspects of their own lives in some of these stories develop better understandings of lives that are experienced very differently and start or continue to theorise their own lives

**Human Rights Literacies** Cornelia Roux, Anne Becker, 2018-12-29 This book adds impetus to the nexus between human rights human rights education and material reality The dissonance between these aspects is of growing concern for most human rights educators in various social contexts The first part of the book opens up new discourses and presents new ontologies and epistemologies from scholars in human rights human rights education and human rights literacies to critique and or justify the understandings of human rights complex applications Today s rapidly changing social contexts and new languages attempting to understand ongoing dehumanization and violations put enormous pressure on higher education educators individuals working in social sciences policy makers and scholars engaged in curricula making The second part demonstrates how global interactions between citizens from different countries with diverse understandings of human rights from developed and developing democracies question the link between human rights and it s in ex clusive Western philosophies Continuing inhumane actions around the globe reflect the failure of human rights law and human rights education in schools higher education and society at large The book shows that human rights education is no longer a blueprint for understanding human rights and its universal or contextual values presented for multicomplex societies The final chapters argue for new ontologies and epistemologies of human rights human rights education and human rights literacies to open up difficult conversations and to give space to dissonant and disruptive discourses The many opportunities for human rights education and literacies lies in these conversations

**Cost-sharing and Accessibility in Higher Education: A Fairer Deal?** Pedro N. Teixeira, D. Bruce Johnstone, Maria J. Rosa, Hans Vossensteyn, 2007-11-23 Higher education finances lie at the crossroads in many Western countries Hence worldwide the most common approach to the need for increasing revenue was to use some form or forms of cost sharing or the shift of some of the higher educational per student costs from governments and taxpayers to parents and students This raises several important challenges to higher education systems First there is the political and social controversy associated with most forms of cost sharing particularly with tuition fees Secondly there are important issues in terms of the broad context of social policy such as the role of families and students and the relationship that the state establishes with each of them Third there is the comparison of alternative instruments of cost sharing and the direct and indirect effects of each of them notably in terms of educational equality Overall underlying cost sharing debates are fundamental questions about social choice individual opportunities and the role of government in society

**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

**Handbook of Open Universities Around the World** Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally Over 80 open universities have been established across five continents to provide a distance orientated class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning This mission has been continually reshaped by major developments in open education learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education employability financial trends artificial intelligence and development agendas on the regional national and global levels This landmark volume analyzes and reflects on the planning organization management pedagogic skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts the internationalization of education and the integration of advanced learning technologies Featuring contributions by internationally recognized scholars practitioners and educational administrators this authoritative resource provides insights into the business model finances operations instructional systems enrollment patterns learner supports quality assurance professional development and more of today s open universities Through historical trajectories institutional profiles case studies lessons learned and best practices this book provides rich analytical perspectives on the status and challenges of



single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself This Handbook is primarily written for planners managers administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license Watch a stimulating discussion between the book's volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube [Student Activism in the Global South](#) Kurauone Masungu, 2024-09-01 This book makes an original conceptual and empirical contribution to debates on the role of student activism in enhancing social justice within education in the Global South using South Africa as a case study The book explores the development of higher education students political capabilities through student activism that is the freedom to express political ideas and engage in protests including the following key capabilities participation dialogue practical reasoning voice emotional expression contextual knowledge and physical wellbeing The author considers the possibility of enhancing justice and democracy in higher education through the formation of such student freedoms The book will be of interest to academics and researchers in student activism higher education and social justice as well as institutional staff members with knowledge of student governance members of student representative councils and higher education administrators *Online Teaching and Learning in Higher Education* Mariam Akinlolu, Manyane Makua, Nomalungelo Ngubane, 2024-06-03 This edited volume explores current practices in African higher education during and post the global pandemic It fills a gap in the existing literature by focusing on student engagement and online learning in South Africa and examines how pandemic restrictions amplified pre-existing inequalities within the higher education sector The book is divided into 3 sections The first section discusses various methods of instruction and the use of online tools for facilitating learning succeeded by a section focusing on the resource implications of moving to online learning platforms from a social justice perspective and finally the last section considers issues and concerns about online assessments and quality assurance Drawing on lessons from the experiences of South African educators and students during the pandemic this book provides a knowledge base essential for the effective management of online teaching and learning in Africa It is intended for academic stakeholders to develop and engender an improved higher education climate

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