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# When Does Funza Bursary Pay Out 2015

**Ariane De Lannoy, Malose Langa**



### **When Does Funza Bursary Pay Out 2015:**

*Being a Teacher in Post-Apartheid South Africa* Yusuf Sayed, Marcina Singh, 2025-05-01 In a compelling exploration of the challenges faced by newly qualified teachers NQTs in South Africa's evolving educational landscape this book provides an empirically grounded account of their experiences Drawing on extensive research it offers a poignant narrative that seeks to illuminate the nuanced journey these educators embark upon as they transition from teacher education spaces to the complex reality of classrooms in post Apartheid South Africa The book acts as a crucial platform for the voices of NQTs shedding light on the myriad enablers and disablers they encounter during this transformative period Timely and relevant it tackles pressing questions about the readiness of teacher education to prepare students for the demands of South African schools The book charts the transition from teacher education to active teacher for NQTs The lessons distilled from this research present a clarion call for a re assessment of teacher education policies and practices This book arrives at a pivotal moment as South Africa reviews its teacher education policies With the quality of initial teacher education programmes under scrutiny the book's critiques findings and recommendations serve as indispensable tools for policymakers arguing for the need to reconceptualise South African teacher education policies As South Africa strives to avoid a cycle of developing new teachers only to lose them due to inadequate support this book seeks to support educators policymakers and all those invested in the future of South African education toward creating a more socially just education system recognising the highly unequal society in which teachers work

*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 capability 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 capability scholars practitioners and policy makers

*South African Schooling: The Enigma of Inequality* Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**Getting Skills Right: Good Practice in Adapting to Changing Skill Needs A Perspective on France, Italy, Spain, South Africa and the United Kingdom** OECD, 2017-07-10 This report identifies effective strategies to tackle skills imbalances based on five country specific policy notes for France Italy Spain South Africa and the United Kingdom

**Annual Report** South Africa. Department of Basic Education, 2016

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      Faculty Perspectives on Vocational Training in South Africa Eunice Ivala,Chaunda

Scott,2019-03-06 The Cape Peninsula University of Technology CPUT is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training This book presents faculty experiences of CPUT s innovative work integrated learning and teaching model as well as findings from practice based research being done in the institution The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa

Political Transformations and Teacher Education Programs Miriam Ben-Peretz,Sharon Feiman-Nemser,2017-11-01 Political transformations have a decisive power to shape education systems in general and teacher education programs in particular How these processes unfold is especially interesting in educational systems which are not generally known to Anglo Saxon educators like Germany Russia or China Several chapters in this volume discuss the impact of statewide political transformation on teacher education programs Political transformation is one of the important features of societies in the second half of the 20th century Political transformations and changing ideologies are part of the history of teaching and teacher education It is important to be aware of this process in order to keep the accumulated experience of the teaching profession alive and contribute to present day education policy and practice Bringing ideological political perspectives to bear on teacher education can deepen our understanding of the relation between society and teacher education Moreover it highlights the pivotal role that teachers play in any society This volume presents different ways of analyzing teacher education programs through the lens of different ideologies and the influence of societal transformations      **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

*Learning to teach in post-apartheid South Africa* Yusuf Sayed, Nazir Carrim, Azeem Badroodien, Zahraa McDonald, Marcina Singh, 2018-11-28 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 face in designing and delivering successful Initial Teacher Education programmes and the impact this has on delivering equitable and quality education

*States and the Making of Others* Jeanne Bouyat, Amandine Le Bellec, Lucas Puygrenier, 2024-06-17 This volume offers a unique interdisciplinary and comparative perspective on contemporary processes of othering by state institutions in relation to dynamics of racism xenophobia sexism homo transphobia as well as ethnic and class based discriminations It focuses on eight original case studies empirically grounded in various domains of the social state in Southern African and Western European contexts the education and health care systems the regulation of work and of procreation rights and institutions in charge of granting asylum The authors provide key insights on how states produce Others and on how othering contributes in turn to the process of state formation and the politicization of public action

*Annual Report ... South Africa.* Department of Higher Education and Training, 2016

*Annual Report* Mpumalanga (South Africa). Department of Education, 2017

*Global Education Systems* Mason Ross, AI, 2025-03-11 Global Education Systems offers an insightful exploration into education worldwide emphasizing how cultural contexts shape student learning outcomes It delves into diverse education systems examining structures pedagogies and philosophies that underpin learning globally The book

highlights the impact of cultural values on curriculum design and the role of policy in shaping educational equity illustrating how culture economics and politics influence education One key insight is that educational success isn't a uniform concept but is intertwined with cultural economic and political realities The book progresses from foundational concepts in comparative education to examining specific countries systems highlighting their strengths and weaknesses Case studies serve as a backbone supporting the central argument through detailed analysis and comparative insights It addresses future trends like technological integration and equitable resource distribution The book uniquely combines quantitative data with qualitative narratives offering a rounded analysis and emphasizing the importance of understanding local contexts

**International Faculty in Higher Education** Maria Yudkevich, Philip G. Altbach, Laura E. Rumbley, 2016-11-25 In an interconnected and globally competitive environment faculty mobility across countries has become widespread yet is little understood Grounded in qualitative methodology this volume offers a cutting edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities Providing a range of research based insights from case studies in key countries this resource offers higher education scholars and administrators a comparative perspective helping to explain the impact that international faculty have on the local university as well as issues of retention promotion salaries and the challenges faced by these internationally mobile academics

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