Nmmu Nsfas Application Bursary Forms 2015

Thank you for downloading **nmmu nsfas application bursary forms 2015**. Maybe you have knowledge that, people have look hundreds times for their favorite novels like this nmmu nsfas application bursary forms 2015, but end up in harmful downloads.
Rather than enjoying a good book with a cup of tea in the afternoon, instead they are facing with some harmful bugs inside their desktop computer.

nmmu nsfas application bursary forms 2015 is available in our book collection an online access to it is set as public so you can get it instantly.
Our books collection hosts in multiple countries, allowing you to get the most less latency time to download any of our books like this one.
Merely said, the nmmu nsfas application bursary forms 2015 is universally compatible with any devices to read

Walking with Giants Sindiso Mfenyana 2017 The autobiography has as its primary focus political history, in particular the history of the ANC in South Africa and in exile. The author records in a refreshingly straightforward way how he and his peers experienced life in South Africa in the 1950's. His politicization in Cradock through such events as the 1952 Defiance Campaign and later at the University of Fort Hare give the background for his recruitment into the ANC underground. A true non-racialist with a broad view of the world, he reflects a generation of South Africans who were educated in the East European socialist countries. He was widely read and knowledgeable about global affairs; he understood the politics of most African countries and hoped to contribute to the building of a new South Africa.

Litigating Socio-economic Rights in South Africa Christopher Mbazira 2009 Litigating Socio-Economic Rights in South Africa: A choice between corrective and distributive justiceby Christopher Mbazira2009ISBN: 978-0-9814124-7-4Pages: viii 273Print version: AvailableElectronic version: Free PDF available.

The Whispering Roots Cecil Day Lewis 1935

Better Skills, Better Jobs, Better Lives Organisation for Economic Cooperation and Development 2015

Reviews of National Policies for Education Organisation for Economic Co-operation and Development 1984 A team of examiners from the Organisation for Economic Cooperation and Development (OECD) reviews Portugal's education system in a three-part report. Part One begins with the consequences of the 1974 revolution, Portugal's economic problems, its impending attachment to the European Economic Community, and rising public expectations about education. It continues with criticism of the Ministry of Education, which is overstaffed and has duplicate functions. The examiners propose reduction of branches and suggest the establishment of a national education advisory council and closer relations with other government agencies. A high priority for the compulsory school-level education (four primary and two preparatory grades) is improvement of standards in rural areas. Accepting the future

extension of compulsory schooling from 6 to 9 years, the examiners counsel step-by-step reform of the school structure and curriculum. Education of 16-to-19 year olds is a problematic issue since upper-secondary schools are not providing adequate vocational courses. The examiners feel a solution is for Portugal to adopt a comprehensive education and training policy for that age group implemented jointly by the Ministries of Education and Labor. Part Two of the report includes a record of the review meeting between the OECD examiners and the Minister of Education and his delegates and addresses five areas of concern. The third part is a summary of the Ministry of Education's Backgroud Report of the education system in Portugal. (MD)

Going to University Case, Jennifer 2018-02-09 Around the world, more young people than ever before are attending university. Student numbers in South Africa have doubled since democracy and for many families, higher education is a route to a better future for their children. But alongside the overwhelming demand for higher education, questions about its purposes have intensified. Deliberations about the curriculum, culture and costing of public higher education abound from student activists, academics, parents, civil society and policy-makers. We know, from macro research, that South African graduates generally have good employment prospects. But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses. And even less is known about what happens to those who drop out. This accessible book brings together the rich life stories of 73 young people, six years after they began their university studies. It traces how going to university influences not only their employment options, but also nurtures the agency needed to chart their own way and to engage critically with the world around them. The book offers deep insights into the ways in which public higher education is both a private and public good, and it provides significant conclusions pertinent to anyone who works in – and cares about – universities.

Crossroads Josette Cole 1987

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.

Foresight P. C. Kok 1999

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.

Choosing Elites Out Of Print 1985-05-14 Klitgaard's book provides both the analytical framework and the facts about what measures predict "success" at the university and in later life. It covers the analysis of the benefits and costs of preferential treatment, using the example of affirmative action for black students, and examines our goals for selecting elites in the first place.

Repositioning Higher Education Frank Coffield 1997-01-01 The writers in this book envisage a system of higher education fit for the new millennium. They challenge the fatalism of much current thinking about mass higher education and identify the ways universities must take the initiative in defining radically different models of their futures. They look to universities which are accessible, accountable and growing steadily with adequate resources. They envisage institutions which promote democratic values, offer high quality lifelong learning opportunities and are based on a new contract with, and vision for, the society they serve. Repositioning Higher Education develops a powerful critique of current orthodoxies in higher education and will provoke further open debate about the role of higher education in modern society.

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. Environ mental 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.

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.

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 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.

Women, Economic Development, and Higher Education Diane E. Eynon 2017-06-19 This book is a multi-disciplinary exploration of the intersection, relationship, and connection between higher education, economic development, and gender in post-Apartheid South Africa. In just twenty years, South Africa has rewritten its constitution, restructured its macroeconomic growth and development policies, restructured its higher education system, and made a commitment to provide opportunity for all its citizens, specifically those who have historically been marginalized, women and blacks. Eynon weaves together these unique perspectives to illustrate how these multiple domains map onto women and the critical role they play in the present and future of the country. Gender equality and women's empowerment and education were considered key drivers to South Africa's transformation.

Income-contingent Student Loans Terrence J. Thomas 1994

The Art of Framing Gail T. Fairhurst 1996-01-26 Leadership doesn't just exist behind the podium. This thoughtful, practical guide shows how the best leaders seize every opportunity--from the dramatic to the mundane--to manage meaning, gain support for their vision, and spur action from their constituents.

University Teaching and Learning Lotte Rienecker 2015-01-15 University Teaching and Learning is based on the notion that good teaching is focused on student learning. Therefore, the central topic of this book is learning activities, both in and between teaching sessions. The book includes experience- and research-based suggestions for how to plan, conduct, evaluate and develop teaching within the framework provided by the university and research, whether this be traditional lectures and supervision tasks; case- and project work, or e-learning. The book furthermore equips the individual teacher with tools to reflect the theoretical foundation of his or her teaching. University Teaching and Learning is written with university teacher training and other introductions to university teaching and learning in mind. In addition to new lecturers, the book is also aimed at the seasoned lecturer looking for inspiration for his or her own, the team s or department s teaching. University Teaching and

Learning is co-authored by a number of lecturers, developers and researchers affiliated with the Danish Network for Educational Development in Higher Education.

Handbook of Comparative Studies on Community Colleges and Global Counterparts Rosalind Latiner Raby 2018-08-14 This book explores the complexities of community colleges and global counterparts by focusing on critical analysis of governance, leadership, and mission. These complexities represent emerging and evolving phenomena that impact the institutions' ability to a) serve students; b) offer sound curricula; c) admit and retain students; d) increase completion rates; e) create viable and sustained partnerships locally and internationally; f) address the needs of unique populations; g) funding and sustainability, and h) support staff development to enhance faculty and staff excellence. This work will introduce and elaborate upon these topics to highlight not only the challenges of the field in a variety of countries worldwide, but to also begin to build comparative understanding of the field at large. In that these institutions are now identified, it is time to academically address their role in higher education.

Higher Education Financing in East and Southern Africa Pundy Pillay 2010 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.

Framework for Managing Programme Performance Information National Treasury (South Africa) 2007

Student Retention & Graduate Destination Moeketsi Letseka 2010 Student attrition has been a perennial theme in South African higher education throughout the decade. In its National Plan for Higher Education (2001), the Department of Education attributed high dropout rates primarily to financial and/or academic exclusions. Four years later, it reported that 30% of students dropped out in their first year of study and a further 20% during their second and third years. Against this backdrop, the erstwhile research programme on Human Resources Development initiated a research project to investigate more thoroughly why students dropped out, what led them to persist in higher education to graduation, and what made for a successful transition to the labour market. The chapters in this volume address these issues in relation to one or more of seven institutional case studies conducted in 2005.

Social Computing and Social Media. Design, Human Behavior and Analytics Gabriele Meiselwitz 2019-07-10 This two-volume set LNCS 11578 and 11579 constitutes the refereed proceedings of the 11th International Conference on Social Computing and Social Media, SCSM 2019, held in July 2019 as part of HCI International 2019 in Orlando, FL, USA. HCII 2019 received a total of 5029 submissions, of which 1275 papers and 209 posters were

accepted for publication after a careful reviewing process. The 81 papers presented in these two volumes are organized in topical sections named: Social Media Design and Development, Human Behaviour in Social Media, Social Network Analysis, Community Engagement and Social Participation, Computer Mediated Communication, Healthcare Communities, Social Media in Education, Digital Marketing and Consumer Experience.

Career Construction Theory Mark Savickas 2019-11 Academic textbook paper backDescribes a theory of vocational behavior

Engaging the Six Cultures of the Academy William H. Bergquist 2007-10-19 In The Four Cultures of the Academy, William H. Bergquist identified four different, yet interrelated, cultures found in North American higher education: collegial, managerial, developmental, and advocacy. In this new and expanded edition of that classic work, Bergquist and coauthor Kenneth Pawlak propose that there are additional external influences in our global culture that are pressing upon the academic institution, forcing it to alter the way it goes about its business. Two new cultures are now emerging in the academic institution as a result of these global, external forces: the virtual culture, prompted by the technological and social forces that have emerged over the past twenty years, and the tangible culture, which values its roots, community, and physical location and has only recently been evident as a separate culture partly in response to emergence of the virtual culture. These two cultures interact with the previous four, creating new dynamics.

Public Audit (Wales) Act 2004 H. M. Government 2021-06-07 Public Audit (Wales) Act 2004, written by HM Government describes about an Act to confer further functions on the Auditor General for Wales; to make provision about the audit of accounts of public bodies in Wales and related matters.

... Agent's Manual ... Michigan Mutual Life Insurance Company 1870

From Hope to Action through Knowledge Ramesh Bharuthram 2020-10-27 Its November 2001. A university in dire straits, financially bankrupt burdening a debt in excess of R100-million, a disillusioned and demoralised staff complement still reeling from the trauma of retrenchments, coupled with an academic project facing collapse as student numbers dwindle by a third to less than 10 000. Is there a future for such an institution, described by some as a 'basket case' with very bleak prospects of survival? This was the landscape that confronted the newly-appointed Vice-Chancellor and Chief Executive Officer (CEO) of the University of the Western Cape. Fast forward to December 2014. The CEO retires from office, bestowing upon his successor a financially sound institution with a flourishing academic project, recording unprecedented achievements, enriching the lives of more than 20 000 students, and widely acknowledged as a research-led university. This book narrates how visionary leadership with the steadfast belief that your past does not determine your future, galvanised an entire organisation into believing that a better outcome was indeed achievable, and the will to move forward as a collective with a redefined purpose and commitment to achieve that which was once deemed impossible.

Literary Studies in English Tess Clarke 2016-06-03 This book aims to examine multiple literary texts and works by applying various cultural and literary theories & criticism. The application of these theories helps in deciphering novel meanings and understanding of the

textual elements. The book encompasses texts and articles from the literary canon as well as contemporary literature from around the world which offer a broader perspective on the interaction between various socio-cultural elements that shape literary works. It aims to understand the formation of new meanings and paradigms that emerge out these literary analyses and reviews. This book is a great resource for all the students, academicians and critics who are looking for recent perspectives on different literary texts and works.

Planning, Implementing, and Assessing Micro-credentialing for Higher Education Institutions Julie Ann Steuber 2020 "This book explores the current research and practices of micro-credentials in higher education institutions"--

Race, Class, and the Post-Apartheid Democratic State Ben Fine 2019-08-27 This book provides an overdue critical re-engagement with the analytical approach exemplified by the work of Harold Wolpe, who was a key theorist within the liberation movement. It probes the following broad questions: how do we understand the trajectory of the post-apartheid period, how did the current situation come about in the transformation, how does the current situation relate to how a post-apartheid society was conceived in anticipation, and what are the implications of what have been failed ambitions for progressives? The contributions to this volume cohere around the following themes: labour and capital in post-apartheid South Africa, the post-apartheid South African economy, the state and transformation of South African society, and social policy in post-apartheid South Africa. The aim is not to provide a common or coherent theoretical perspective, but rather to probe a core problematic and set of theoretical concerns. The contributing authors explore not only historical and contemporary specifics, but deploy and reflect on theoretical tools that allow us to make sense of those specifics and to engage with the dynamics of race and class, and the form and functioning of the state, including its articulation with an increasingly financialised form of global capitalism.

Accounting Info Systems Steinbart Romney 1999-09

Shaping the Future of South Africa's Youth Helene Perold 2012 Why solving ongoing problems with the NQF (National Qualifications Framework) matters -- The challenges unemployment imposes on youth -- The challenge of youth-to-work transitions: an international perspective -- A statistical overview of further education and training colleges -- Strengthening the capacity of FET Colleges to meet the needs of young people -- Higher education and an expanded post-school educational system -- Trends in training in South Africa -- Key issues in the assessment of South Africa's national skills development strategy -- Opening the doors of learning? Viewing the post-school education and training landscape from a youth perspective.

Community College Models Rosalind Latiner Raby 2009-03-22 Increasingly, students worldwide are seeking post-secondary education to acquire new skill-sets and credentials. There is an explosion of community college models that provide educational opportunities and alternative pathways for students who do not fit the traditional higher educational profile. This book focuses on economic models to help local and national economies develop strong workforce training, humanitarian models to bring about social mobility and peace, transformative models to help institutions expand and keep up with societal needs, and newly created models that respond to the educational and training needs of a constantly changing

world. These models seek to capture the imagination of those who are committed to learning about what works in higher education and in particular, the impact community college models are having on the changing nature of world social, political and economic landscapes. With contributors representing 30 countries, this book presents an international perspective.

Skills Beyond School Oecd 2014 Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university programmes? How can employers and unions be engaged? This report synthesises the findings of the series of country reports done on skills beyond school. Chapters cover the following areas: Chapter 1. The hidden world of professional education and training; Chapter 2. Enhancing the profile of professional education and training; Chapter 3. Three key elements of high-quality post-secondary programmes; Chapter 4. Transparency in learning outcomes; Chapter 5. Clearer pathways for learners; Chapter 6. Key characteristics of effective vocational systems

The University of the Future Kenneth A Grant 2020-08-06

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.

Female Fear Factory Pumla Dineo Gqola 2022-02-25 Patriarchy does not respect national boundaries. It is unabashedly promiscuous in its influences and tethers. Yet, it does use nationalism very productively. An empty street at night. A crowded bus. A lecture hall. All sites of female fear, instilled in women and those who have been constructed female, from an early age. Drawing on examples from around the world - from Uganda, Nigeria, South Africa to Saudi Arabia, the Americas and Europe, Gqola traces the construction and machinations of the female fear factory by exposing its lies, myths, and seductions. She shows how seemingly disparate effects, like driving bans, street harassment, and coercive professors, are the product of the ever-turning machinery of the female fear factory, and its use of fear as a tool of patriarchal subjugation and punishment. Female Fear Factory: Gender and Patriarchy under Racial Capitalism is a sobering account of patriarchal violence in the world, and a hopeful vision for the work of unapologetic feminist imaginative strategies across the globe.

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.