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Research Universities in Africa Nico Cloete, Ian Bunting, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa *The Origin and Growth of Geography as a discipline at South Africa Universities* Gustav Visser, Ronnie Donaldson, Cecil Seethal, 2016-09-20 *Consciousness, Theatre, Literature and the Arts 2015* Daniel Meyer-Dinkgräfe, 2016-12-14 This book brings together essays based on papers presented at the 6th International Conference on Consciousness Theatre Literature and the Arts CTLA held from June 10 to 12 2015 at St Francis College Brooklyn Heights New York The conference was attended by seventy delegates from twenty countries across the world the twenty three essays collected here come from delegates from twelve of those countries The range of contributions reflects the variety of material presented and discussed at the conference across the fields of philosophy literature fine arts music dance performance and theatre The book the sixth in the series will appeal to the growing international community of researchers active and interested in the study of literature theatre and the arts from a consciousness studies perspective Global Capital's 21st Century Repositioning Rewai Makamani, Artwell Nhemachena, 2021-03-11 What happens at the interface between Afrocentricity and COVID 19 is cause for wonder in a world that is anxious to short circuit global solidarity by trampling Pan Africanism Revolutions including the Fourth Industrial Revolution are rarely contextualised within the framework of Pan Africanism and Afrocentricity even when

they are celebrated as beneficial to the world Interfacing Afrocentricity COVID 19 Pan Africanism and the Fourth Industrial Revolution this book teases out the profound challenges of the 21st century Calling for African solutions premised on African solidarity the book critically engages the contemporary technological solutionism and technological evangelism that undergirds the Fourth Industrial Revolution and efforts to find vaccines for COVID 19 Unflinchingly interrogating these issues the book is useful for scholars and activists in education African languages sociology social anthropology political science history religious studies development studies communication medical sciences and legal studies **Genders, Sexualities, and Complexities in Africa** Gabi Mkhize, Stanley Osezua Ehiane, Lupenga Mphande, 2025-02-20 This book's significance is in its African centred border crossing overt and covert forces working against genders and sexualities reinforcing endemic gender and sexual based complexities Pragmatically sexualities and genders in Africa remain contested and an area of power and control contestations in both the private and public spheres Gender based violence and femicide GBVF in particular continue to escalate particularly during the COVID 19 pandemic Such GBVF at most affects young women migrants LGBTIQIA people sex workers informal street traders and widows amongst others This is happening at a time when the feminist and women's movements in Africa are experiencing fragmentations and factions that pull and push organising to the margins of prejudice internally thereby exacerbating an act of subordinated inclusion In this context the term subordinated inclusion connotes another form of complexity where the subaltern has been brought inside a room as an act of inclusion yet systemically subordinated through structure and obedience thereby compromising agency This complexity occurs in private and public domains where a continuum of contestations between structure and agency is sustained Consequently power struggles emerge and proliferate unabated into gendered and sexualised complexities including relations of state coloniality apartheid prejudice marginalization capitalism and democracy This book thus strives to surface these contestations and complexities and how they continue to thrive in an era that seeks another way possible a way out a jump off a manner of dealing and an exit from the status quo Anchored in Place Bank, Leslie, Cloete, Nico, 2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive

and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges

Doctoral Education in South Africa Nico Cloete, Johann Mouton, 2015-12-08 Worldwide in Africa and in South Africa the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade This heightened attention has not only been concerned with the traditional role of the PhD namely the provision of future academics rather it has focused on the increasingly important role that higher education and particularly high level skills is perceived to play in national development and the knowledge economy This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust CHET and the Centre for Research on Evaluation Science and Technology CREST as well as on studies from the rest of Africa and the world In addition to the historical studies new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book The findings presented in Doctoral Education in South Africa pose anew at least six tough policy questions that the country has struggled with since 1994 and continues to struggle with if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030 Discourses framed around the single imperatives of growth efficiency transformation or quality will not however generate the kind of policy discourses required to resolve these tough policy questions effectively What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously

Knowledge Production and Contradictory Functions in African Higher Education Cloete, Nico, Maassen, Peter, 2015-03-01 Reviews This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education in the development of Africa and of the world at large Based on deep knowledge of the university system in several African countries this book will reshape the debate on development in the global information economy for years to come It should be mandatory reading for academics policy makers and concerned citizens in Africa and elsewhere Manuel Castells Professor Emeritus University of California at Berkeley Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013 The dominant global discourse in higher education now focuses on world class universities inevitably located predominantly in North America Europe and increasingly East Asia The rest of the world including Africa is left to play catch up But that discourse should focus rather on the tensions even contradictions between excellence and engagement with which all universities must grapple Here the African experience has much to offer the high

participation and generously resourced systems of the so called developed world This book offers a critical review of that experience and so makes a major contribution to our understanding of higher education Sir Peter Scott former editor of Times Higher Education and Professor of Higher Education Studies University College London Institute of Education

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The Strategic Repositioning of Arts, Culture and Heritage in the 21st Century George Mugovhani, Owen Seda, 2018-06-11 The post millennium world has been experiencing several recognisable historical milestones with regard to arts culture and heritage One of these has been the resuscitation and revival of creative elements of the arts culture and heritage of previously marginalised or disadvantaged communities around the world Until recently there had been scant regard and skewed allocation of resources for these but lately attempts have been made to promote and sustain them in order to enable the socio economic aspirations of a multicultural society The contributions brought together here are the product of papers that were presented during a conference on Strategic Repositioning of Arts Culture and Heritage in the 21st Century They cover a broad spectrum of subjects such as indigeneity music song and identity politics national reconciliation education product development and national development

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