



University of Venda

My Access University Of Venda

Paul Ashwin,M. Case



My Access University Of Venda:

Students with Disabilities and the Transition to Work Oliver Mutanga, 2019-07-01 This book sets out to understand how students with disabilities experience higher education and the transition to the workplace It foregrounds the voices of students and graduates in order to explore identity inclusion participation and success of youth with disabilities in higher education as well as their transition from university to employment The author proposes a new understanding of disability considered in terms of a continuum of abilities balancing empirical data theory and policy analysis with specific regard to the interests of youth with disabilities making a unique contribution to discussions on access inclusion and success in higher education and employment These discussions inform social development and educational policy planning and implementation not only in South Africa but also in countries with a similar context particularly in terms of remedial courses of action that bring social justice to people with disabilities Students with Disabilities and the Transition to Work will be of interest to all scholars and students working in the fields of disability studies particularly those with a focus on critical disability studies and disability in the global south as well as those working in higher education sociology development studies and social policy

Universities, Employability and Human Development Melanie Walker, Samuel Fongwa, 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

Higher Education Pathways Paul Ashwin, M. Case, 2018-12-13 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 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 *Research, Records and Responsibility* Amanda Harris, Nick Thieberger, Linda Barwick, 2015-10-02 The Pacific and Regional Archive for Digital Sources in Endangered Cultures PARADISEC has been on the cutting edge of digital archiving building a significant historical collection and community of practice engaged in the preservation and accessibility of research materials Over the ten years of PARADISEC's operation the repository has grown to represent over 860 languages from across the world including cultural materials from the Pacific region and South East Asia North America Africa and Europe With over 5000 hours of audio the extent of the archival material as well as the inclusion of a variety of styles such as songs narratives and elicitation has resulted in an invaluable resource for researchers and communities alike PARADISEC's innovation in archival practice allows communities to access original recordings of their own cultural heritage and provides fieldworkers with a wealth of primary material *Research Records and Responsibility* explores developments in collaborative archiving practice between archives and the communities they serve and represent incorporating case studies of historical recordings visual data and material culture It brings together the work of Australian and international scholars commemorating ten years of PARADISEC and reflects on the development of research and language archiving **Being and Becoming Indigenous Archaeologists** George Nicholas, 2016-06-16 What does being an archaeologist mean to Indigenous persons How and why do some become archaeologists What has led them down a path to what some in their communities have labeled a colonialist venture What were the challenges they have faced and the motivations that have allowed them to succeed How have they managed to balance traditional values and worldview with Western modes of inquiry And how are their contributions broadening the scope of archaeology Indigenous archaeologists have the often awkward role of trying to serve as spokespeople both for their home community and for the scientific community of archaeologists This volume tells the stories in their own words of 37 indigenous archaeologists from six continents how they became archaeologists and how their dual role affects their relationships with their community and their professional colleagues Sponsored by the World Archaeological Congress Government Annual Report of the Republic of Venda Venda (South Africa), 1984 Unlocking the chains of knowledge Monwabisi K Ralarala, Suren Pillay, Zannie Bock, Russell H. Kaschula, 2025-02-28 Unlocking the chains of knowledge Understanding the challenges remaking pedagogies and curriculum renewal addresses the complex yet imperative task of reshaping the colonial legacy embedded within South African higher education and beyond The book confronts the historical and ideological bindings that have entrenched European centric knowledge within the fabric of academia in Africa propelling a transformative journey within the Arts and Humanities At its core this work presents a tripartite focus firstly understanding the deep seated issues ingrained in the traditional university structure secondly remaking pedagogical practices and lastly renewing the curriculum Recognising the historical dominance of Eurocentric

ideas the book explores various movements theories and practices from negritude to postcolonial theory aiming to emancipate and amplify the voices and knowledge of those historically excluded With a commitment to a pluralistic approach the book scrutinises the power dynamics of language the importance of diverse perspectives and the challenging task of inclusion without replicating the divisive structures of the past Prof Christine Winberg Research Chair in Work integrated Learning Cape Peninsula University of Technology In *Unlocking the chains of knowledge Understanding the challenges remaking pedagogies and curriculum renewal* the editors provide a decisive and detailed reflection and profound understanding of complexities of knowledge generation in Southern Africa Unlike many volumes that address these intricate complexities this volume not only navigates the intricate complexities of the long history of epistemic injustices and intolerance in the Southern African higher education environment but delves deeper into the core of what is required for curriculum transformation and renewal The groundbreaking volume addresses the urgent need for linguistic inclusivity consciousness about decoloniality as well as embedding social justice in South African and Zimbabwean education and by doing so presents strategies that can be used by the rest of the African continent in addressing the scourge of coloniality Prof Pamela Maseko Executive Dean Faculty of Humanities Nelson Mandela University

Rebuilding Higher Education Systems Impacted by Crises: Navigating Traumatic Events, Disasters, and More Kayyali, Mustafa, 2024-04-05 The resilience and adaptability of higher education systems are under unprecedented strain From natural disasters to pandemics and economic crises to political turmoil universities and colleges worldwide have grappled with a myriad of crises that disrupt their core missions of teaching research and community engagement As we find ourselves at the crossroads of these tumultuous times the imperative to reconstruct and revitalize higher education systems becomes increasingly evident *Rebuilding Higher Education Systems Impacted by Crises Navigating Traumatic Events Disasters and More* is a pioneering work that addresses the critical issues surrounding the restoration of higher education systems in the wake of various crises This book serves as a roadmap for educators administrators policymakers and stakeholders who share a commitment to preserving and advancing higher education even in the face of adversity The 21st century has witnessed a rapid escalation in the frequency and severity of crises affecting higher education institutions These crises span from the abrupt shift to online learning necessitated by the COVID 19 pandemic to the enduring ramifications of climate change on campus infrastructure Additional factors such as financial pressures evolving demographics and the ever changing technological landscape further complicate the challenge This book embarks on a deep exploration of these challenges and offers practical solutions making it an indispensable resource for anyone vested in the future of higher education

Examining Information Literacy in Academic Libraries Chizwina, Sabelo, Moyo, Mathew, 2024-04-09 In the 21st century information literacy emerges as the cornerstone of educational development Despite its paramount significance a stark reality persists students often traverse the corridors of academia without acquiring essential information literacy skills This deficiency is exacerbated by a shortage

of faculty training leaving academic libraries to shoulder the responsibility of cultivating information savvy individuals Examining Information Literacy in Academic Libraries delves into the core challenges and solutions surrounding this critical educational imperative This book illuminates the role of academic libraries as bastions of information literacy instruction The capacity of students and information consumers to seek evaluate and utilize information is paramount for informed decision making ethically and legally Regardless of whether or not students were brought up in the digital age many lack the fundamental information literacy skills required for higher education This deficiency manifests in academic malpractices such as plagiarism which compromise the integrity of educational institutions Moreover this imperative work contends that the Fourth Industrial Revolution 4IR is not a distant concept but a present reality The recent global upheaval caused by the Coronavirus pandemic accelerated the adoption of new technologies necessitating a swift reassessment of our collective ability to navigate this everchanging digital and information landscape Focusing on media literacy data literacy and digital literacy with information literacy as the overarching domain this book serves as a beacon for educators librarians and policymakers

Universities and Global Human Development Alejandra Boni,Melanie Walker,2016-04-14 This book makes the case for a critical turn in development thinking around universities and their contributions in making a more equal post 2015 world It puts forward a normative approach based on human development and the capability approach one which can gain a hearing from policy scholarship and practitioners dealing with practical issues of understanding policy democratising research and knowledge and fostering student learning all key university functions The book argues that such an approach can elucidate development debates drawing on local national and international issues and examples to show why higher education matters for sustainable development goals both in educational and social terms It advocates a new arena of engagement with universities as key sites of development and freedoms beyond human capital and challenges development omissions and gaps around university education The book explores how the human development approach addresses the following core ideas the meaning of well being the idea of agency participation and democratic citizenship how to address inequalities the relation between local and global and the idea of equitable partnerships This book is addressed to researchers and postgraduate students in development studies university education the capability approach and human development community

Proceedings of the Focus Conference (TFC 2024) Manyane Makua,Mariam Akinlolu,Phiwayinkosi Gumede,Mashango Sithole,Cebo Nyondo,Ntombikhona Nene,Mandlenkosi Mhlongo,2024-12-31 This is an open access book The Teaching and Learning Development Centre TLDC at Mangosuthu University of Technology MUT invites you to the 11th Focus Conference scheduled for 14 to 16 August 2024 at Southern Sun Elangeni Hotel Durban South Africa The theme of the Conference Three Decades of Democracy reflecting on Higher Education Achievements Challenges Impact and the Future is aptly aligned with South Africa s 30 years of democracy celebration The Conference brings together leading scholars academics policymakers and practitioners in the higher education and TVET sectors to share their research

and express their perspectives concerning the Conference theme and sub themes

In His Own Words Nelson Mandela, 2025-04-08 In spreading the message of freedom equality and human dignity Nelson Mandela helped transform not only his own nation but the entire world Now his most important speeches are collected in a single volume From the eve of his imprisonment to his release twenty seven years later from his acceptance of the Nobel Peace Prize to his election as South Africa's first black president these speeches span some of the most pivotal moments of Mandela's life and his country's history Arranged thematically and accompanied by tributes from leading world figures Mandela's addresses memorably illustrate his lasting commitment to freedom and reconciliation democracy and development culture and diversity and international peace and well being The extraordinary power of this volume is in the moving words and intimate tone of Mandela himself one of the most courageous and articulate men of our time There is no easy way to walk to freedom anywhere and many of us will have to pass through the valley of the shadow of death again and again before we reach the mountain tops of our desires Nelson Mandela September 1953

Shakespeare in and Out of Africa Jane Plastow, Martin Banham, 2013 This volume takes as its starting point an interrogation of the African contributions to the Globe to Globe festival staged in London in 2012 where 37 Shakespeare productions were offered each from a different nation Five African companies were invited to perform and there are articles on four of these productions examining issues of interculturalism postcolonialism language interpretation and reception The contributors are both Shakespeare and African theatre scholars promoting discourse from a range of geographical and cultural perspectives A critical debate about the process of the Globe to Globe festival is initiated in the form of a discussion article featuring some of its directors and actors Two further articles look at Shakespeare productions made purely for Africa from Mauritius and Cape Verde and leading Nigerian playwright and cultural commentator Femi Osofisan provides an overview article examining Shakespeare in Africa in the 21st century The playscript in this volume of African Theatre is Femi Osofisan's *Wesoo Hamlet or the Resurrection of Hamlet* Volume Editor JANE PLASTOW Series Editors Martin Banham Emeritus Professor of Drama James Gibbs Senior Visiting Research Fellow University of the West of England Femi Osofisan Professor of Drama at the University of Ibadan Jane Plastow Professor of African Theatre University of Leeds Yvette Hutchison Associate Professor Department of Theatre Performance Studies University of Warwick

Conjectures James Leatt, 2022-11-11 James Leatt was nine when the Nationalist Party came to power and eleven when he saw a documentary of the Allied forces liberating Nazi death camps For most of his life the shadows of apartheid and the Holocaust have dogged his beliefs about faith the meaning of life and the moral challenges humankind faces *Conjectures* is a philosophical reflection on his life and times as he grapples with the realities of parish work in black communities teaching ethics in a business school under apartheid managing a university in the dying days of the Nationalist regime and eventually working in higher education in post apartheid South Africa Weaving strands of his personal life with the questions of theodicy and modernity as well as drawing upon the Western philosophical tradition and

the wisdom of East Asian traditions such as Taoism and Buddhism he comes to terms with a disenchanted reality which has no need for supernatural or magical thought and practice He has learned to live with questions If you no longer believe in God and a sacred text what are your sources of meaning What kind of moral GPS allows you to find your way Is what might be called a secular spirituality even possible Conjectures traces the author's search for a secular way of being that is meaningful mindful and reverent *A Scientific Bibliography of the Waterberg, Makgabeng Plateau, Blouberg and Soutpansberg* Rodney Moffet, 2025-06-16 The Scientific Bibliography of the Waterberg Makgabeng Plateau Blouberg and Soutpansberg follows two similar bibliographies of other mountain areas of South Africa This bibliography is particularly relevant as it covers many disciplines in two recently declared Biosphere Reserves by UNESCO namely Waterberg and Vembeh

Women and Militancy Basuli Deb, 2007 **Rodents of Sub-Saharan Africa** Ara Monadjem, Peter J. Taylor, Christiane Denys, Fenton P.D. Cotterill, 2015-02-17 This comprehensive handbook covers all the rodents occurring in Southern Central East and West Africa south of the Sahara Genus and species accounts include diagnostic descriptions systematics and taxonomy biogeographical environment fossil species photographs of skull and mandible illustrations of molar dentition photographs of live animals distribution maps and tables of standard museum measurements Co-teaching and co-research in contexts of inequality Phindile Zifikile Shangase, Daniela Gachago, Eunice Ndeto Ivala, 2023-05-09 There has been a recent surge of interest in the concept of co teaching and co research across institutions of HE locally and globally as a response to limited international mobility due to COVID 19 We see co teaching and co research as teaching and research that connects educators and learners across different institutions and different contexts be it across South Africa Africa or the world Co teaching and co research is linked in this book to the term networked learning following the Networked Learning Editorial Collective's emphasis on relationships and collaboration rather than technology and foregrounding our strong commitment to social justice Our collective experiences have shown that co teaching and co research are not easy endeavours especially when they involve differently positioned and differently resourced contexts students and academics While these collaborations are enriching and exciting they need careful support preparation and time for sustained relationship building topics that we find are not necessarily discussed in the literature around co teaching and co research This book is an attempt towards closing this gap in knowledge by providing a range of chapters documenting personal experiences of academics and practitioners engaging in co teaching and co research across the African continent and beyond facilitated by various networked learning tools and technologies Framed by a spirit of sharing and connection the book provides insights into the benefits and challenges of such collaborations affordances of technologies to bridge unequal divides emerging practices of continental collaboration and beyond Additionally the book provides an unusually honest and nuanced view on co teaching and co research across contexts of inequalities foregrounding relationship and community building rather than technology and emphasising the importance of sustained connection and reflection in these

collaborations Applying a wide range of critical theoretical frameworks these evidence based but also reflective and reflexive contributions are a unique and important reminder that behind and through our screens we connect as humans who yearn to learn from each other but also need to learn how to learn from each other when we do not share the same world views

Psychosocial Pathways Towards Reinventing the South African University Sabrina Liccardo, 2020-11-02 This book proposes a conceptual empirical framework for exploring forms of continuity and change along psychosocial pathways in South African universities It illustrates how the psychosocial pathways are grounded in the symbolic narratives and knowledges of young scientists engineers and architects all interlocutors in the research from which this book is based Alala Mamoratwa Welile Odirile Kaiya Amirah Takalani Nosakhele Naila Ambani Khanyisile Itumeleng Ethwasa and Kgnaya provide collective standpoints in the multiplicities within and between the lived lives and told stories of young Black South African women in Science Technology Engineering and Mathematics STEM fields In doing so this compelling work advances possibilities for demythologising scientific endeavour as a white male achievement and shifting knowledge communities across gendered racialised class and national divides This book presents an innovative narrative methodology utilising the myth of the Minotaur to examine the state of the university at the heart of the hierarchical labyrinth in post apartheid South Africa Throughout the work the author wrestles with and self reflexively highlights her own positionality as a white middle class South African woman to examine how this affects the production of this research in ways which serve to preserve the colonial knowledge system With the rise of the Rhodes Must Fall and Fees Must Fall student movement in South Africa demanding for the fall of institutionalised racial hierarchies the author uses the cover image of narrative formations in the spirit of exploration to think with and through undulating networked forms that could possibly forge new psychosocial pathways towards decolonising and reinventing South African universities This work offers a unique conceptual and methodological resource for students and scholars of psychosocial and narrative theory as well as those who are concerned about the politics of higher education both in South Africa and in other contexts around the world

Health, Disability and the Capability Approach Sophie Mitra, Jennifer Prah Ruger, 2019-04-17 This book focuses on two areas of substantial and growing importance to the human development and capability approach health and disability The research on disability health and the capability approach has been diverse in the topics it covers and the conceptual frameworks and methodologies it uses beginning over a decade and a half ago in health and more than a decade ago in disability This book shares a set of contributions in these two areas the first set of chapters focusing on disability and the second set focusing on health and the health capability paradigm HCP in particular This book was originally published as a special issue of the Journal of Human Development and Capabilities

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