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7 Higher Education Transformation in Namibia: Road to Reform and Reconciliation or Rock of Sisyphus?8 Historically Disadvantaged Technikons in an Era of Transformation: Answering the Call, Confronting the Challenges; Conclusion: Implications for Policy and Practice; Index; About the Editors and Contributors

Sommario/riassunto

The South African higher education system has historically been characterized by racial and gender inequities inherited from the discriminatory policies of the apartheid era. From the ascent to power of the National Party in 1948, tertiary institutions were divided along ethno-linguistic lines in accordance with the segregationist policies of the apartheid system. The 1990s ushered in a new political era characterized by the un-banning of political parties, the release of political prisoners, and the shift of political power from the Nationalist party to the government of national unity led by the African National Congress. Since the change of government in 1994 there has been a concerted effort to transform the system of higher education from one in which race, gender, and class determine access and success, to a more equitable one. The demise of apartheid in South Africa requires that educational institutions transform in order to reflect the changing nature of the country. This volume includes case studies on South African tertiary institutions immersed in the process of transformation, examining the issue of language policy at Afrikaans-medium institutions, the challenges that the historically white, English-medium institutions face when including a previously excluded group, the experiences of Black South African students enrolled at such institutions, and the challenges faced by historically disadvantaged institutions.

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