



NSFAS

onal Student Financial Aid Scheme



Similarities Between Nsfas And Other Study Loans

**U. S. Department U.S. Department Of
Education**



Similarities Between Nsfas And Other Study Loans:

Fees Must Fall Susan Booysen, 2016-10-01 This book explores the student discontent a year after the start of the 2015 South African FeesMustFall revolt FeesMustFall the student revolt that began in October 2015 was an uprising against lack of access to and financial exclusion from higher education in South Africa More broadly it radically questioned the socio political dispensation resulting from the 1994 social pact between big business the ruling elite and the liberation movement The 2015 revolt links to national and international youth struggles of the recent past and is informed by black consciousness politics and social movements of the international left Yet its objectives are more complex than those of earlier struggles The student movement has challenged the hierarchical top down leadership system of university management and its double speak of professing to act in workers and students interests yet entrenching a regressive system for control and governance University managements while on one level amenable to change have also co opted students into their ranks to create co responsibility for the highly bureaucratised university financial aid that stands in the way of their social revolution This book maps the contours of student discontent a year after the start of the FeesMustFall revolt Student voices dissect colonialism improper compromises by the founders of democratic South Africa feminism worker rights and meaningful education In depth assessments by prominent scholars reflect on the complexities of student activism its impact on national and university governance and offer provocative analyses of the power of the revolt

From School to Higher Education? Michael Cosser, Jacques Du Toit, 2002 This substantive report is essential reading for those involved in higher education planning and policy making

The Next Twenty-five Years David Lee Featherman, Marvin Krislov, Martin Hall, 2009-12-08 A penetrating exploration of affirmative action s continued place in 21st century higher education The Next Twenty five Years assembles the viewpoints of some of the most influential scholars educators university leaders and public officials Its comparative essays range the political spectrum and debates in two nations to survey the legal political social economic and moral dimensions of affirmative action and its role in helping higher education contribute to a just equitable and vital society David L Featherman is Professor of Sociology and Psychology and Founding Director of the Center for Advancing Research and Solutions for Society at the University of Michigan Martin Hall is Vice Chancellor of the University of Salford Greater Manchester and previously was Deputy Vice Chancellor at the University of Cape Town Marvin Krislov is President of Oberlin College and previously was Vice President and General Counsel at the University of Michigan

[South Africa Can Work](#)

Frans Rautenbach, 2017-08-18 What will it take to turn South Africa around In this insightful and provocative book Frans Rautenbach proposes a complete overhaul of policy thinking and provides fresh arguments that effectively address South Africa s unemployment race problems and lack of education Rautenbach examines the fundamental problem of rent seeking to which he proposes two antidotes the free market and decentralisation of government Along the way he tackles holy cows such as affirmative action trade unions labour law and welfare payments He also addresses contentious topics such as racism

white privilege political correctness state funding of higher education and mounting evidence that trade unions substantially suppress employment growth Written by a labour lawyer with a proven track record in a range of policy issues South Africa Can Work speaks effectively to a cross section of readers of all disciplines and brings sorely needed good news Let's Talk About Varsity ,2009 *ETDP SETA Scarce & Critical Skills Guide 2010/11* , *Quality and Inclusion in Education* N.V. Varghese, Anjana Mangalagiri, A. Mathew, 2023-05-12 This book calls for an equitable and qualitative access to education for all It proposes paradigms of educational governance that are based on coalition building between key stakeholders are grounded in local and cultural contexts sensitive to the language needs of communities It underlines the significance of gender sensitive and inclusive approaches that ensure equity for marginalized children and minorities Based on research based studies the volume focuses on equity quality and learning covering a broad spectrum from school to higher to adult education It discusses the multiple learner deprivations amongst the marginalized communities and the severe impact of events such as pandemics that exacerbate learner inequities and the recent developments in India under the National Education Policy 2020 It also presents research based country experiences in the Asian India Bangladesh China and African Ghana South Africa contexts showing how external influences on the changing priorities in policy perspectives cut across developing countries Compiled in honour of Professor R Govinda this volume of insightful articles will be of interest to students and researchers of educational policy and studies sociology of education equity and human rights It will also be useful for decision makers and think tanks **Annual Report** South Africa. Department of Education, 2004 **Creating the New African University** ,2023-05-25 Creating the New African University grapples with the existence of African universities particularly in post independent Africa where Higher Education Institutions HEIs are supposed to live up to the expectations of being adaptive in dealing with prevalent complex dynamic contemporary and future challenges facing African societies The book tackles the issue of what ought to be done for African universities to maintain a structure and identity that ensures their relevance in Africa s development through generating and transforming knowledge into actions for the common good It engages issues within the context of how post colonial transformative obligations have been managed in light of the prevalent epistemological and pedagogical underpinnings that form the foundations of these universities as they seek to break from the clutches of colonial legacies This book further highlights an urgent need to do away with silos and embrace a multidisciplinary interdisciplinary transdisciplinary and cross disciplinary dialogical approach towards knowledge generation Such an approach is essential in efforts aimed at enhancing the sustainable reconfiguration of university structures and functions whilst linking knowledge produced to diverse social economic and political facets of African societies in ways that promote and sustain competitiveness in a rapidly globalising world beset with technological advancements Student Loan Schemes ,2009 **Umrabulo** ,2001 **British Education Index** ,2003 National Plan for Higher Education South Africa. Ministry of Education, 2001 **Managing and Collecting Student Accounts and Loans** David R.

Glezerman, Dennis DeSantis, 2008-01-01 *Your Federal Student Loans- Learn the Basics and Manage Your Debt* U. S. Department of Education, 2014-05-12 When you're considering college or some form of education after high school financial aid almost always comes to mind. While you have the primary responsibility of paying for college, sometimes those funds just aren't enough and you need to look at other resources. The U.S. Department of Education provides more than 150 billion in federal student aid grants, work study, and loans each year to students seeking a postsecondary education, a degree after high school. About 14 million students currently receive federal student aid, with a majority receiving federal student loans. In addition to federal student aid, financial aid is also available from colleges, companies, private scholarship funds, or the state in which you live. So there are resources to help you pay for college, but you have to utilize them. As you explore your financial aid options, make sure to consider federal student loans. These loans are a possibility for everyone because not all federal student loans are based solely on financial need. If you have any questions or concerns about getting a federal student loan, then make sure to review this publication.

Choice Architecture Versus Price Xiaoling Ang, 2016 We show that changes in choice architecture have a large effect on student loan decisions, while we do not find significant effects of sizeable interest rate changes. We evaluate the effect of two policies implemented in 2010 by the U.S. Department of Education: 1) the requirement that all applicants for private student loans fill out a Self-Certification Form which includes various disclosures about federal aid, and 2) the prohibition of presenting a private student loan as a default option on a financial aid offer without disclosure of the relationship between the school and the creditor. Using difference and difference and matching techniques on a proprietary dataset of private student loan originations from the Consumer Financial Protection Bureau and survey and administrative data from the Department of Education, we show that these changes decreased private student loan originations by 33% at public four-year institutions, 18% at private not-for-profit four-year institutions, and 55% at four-year for-profit institutions. In contrast, we find no consumer response when analyzing 60 basis point decreases in the price of federal Parent PLUS loans at some schools using the same datasets and similar estimation techniques.

Federal Student Loans Made Under the Federal Family Education Loan Program and the William D. Ford Federal Direct Loan Program David P. Smole, 2013-03-13 The William D. Ford Federal Direct Loan (DL) program, authorized under Title IV Part D of the Higher Education Act of 1965 (HEA) as amended, is the primary federal student loan program administered by the U.S. Department of Education (ED). The program makes available loans to undergraduate and graduate students and the parents of dependent undergraduate students to help them finance their postsecondary education expenses. The following types of loans are currently offered through the DL program: Subsidized Stafford Loans for undergraduate students; Unsubsidized Stafford Loans for undergraduate and graduate students; PLUS Loans for graduate students and the parents of dependent undergraduate students; and Consolidation Loans through which borrowers may combine multiple loans into a single loan. For FY2013, ED estimates that 22.5 million loans, not including Consolidation Loans,

totaling 120.8 billion will be made to students and their parents through the DL program. Until July 1, 2010, Subsidized Stafford Loans, Unsubsidized Stafford Loans, PLUS Loans, and Consolidation Loans were also available through the Federal Family Education Loan (FFEL) program authorized under Title IV Part B of the HEA. The SAFRA Act, part of the Health Care and Education Reconciliation Act of 2010 (H.R. 1111), terminated the authority to make new loans under the FFEL program after June 30, 2010. While new loans may no longer be made through the FFEL program, approximately 289 billion in FFEL program loans are outstanding and are due to be repaid over the coming years. FFEL and DL program loans are low interest loans with maximum interest rates for each type of loan established by statute. Subsidized Stafford Loans are unique in that they are only available to undergraduate students demonstrating financial need. With certain exceptions, the federal government pays the interest that accrues on Subsidized Stafford Loans while the borrower is enrolled in school on at least a half-time basis during a six-month grace period thereafter and during periods of authorized deferment. Unsubsidized Stafford Loans and PLUS Loans are available to borrowers irrespective of their financial need, and borrowers are responsible for paying all the interest that accrues on these loans. FFEL and DL program loans have terms and conditions that may be more favorable to borrowers than private and other non-federal loans. These beneficial terms and conditions include interest rates that are often lower than rates that might be obtained from other lenders, opportunities for repayment relief through deferment and forbearance, loan consolidation, and several loan forgiveness programs. In the recent years, numerous changes were made to the terms and conditions of DL program loans. The Budget Control Act of 2011 (B.C.A.) P.L. 112-25 eliminated the availability of Subsidized Stafford Loans to graduate and professional students for periods of instruction beginning on or after July 1, 2012, and terminated the availability of certain repayment incentives for loans made on or after July 1, 2012. The Consolidated Appropriations Act, FY2012 (P.L. 112-74) eliminated interest subsidies during the six-month post-enrollment grace period on Subsidized Stafford Loans disbursed between July 1, 2012, and June 30, 2014. The Moving Ahead for Progress in the 21st Century Act (MAP-21) P.L. 112-141 lowered the interest rate from 6.8% to 3.4% on Subsidized Stafford Loans made between July 1, 2012, and June 30, 2013. Also for individuals who are new borrowers on or after July 1, 2013, MAP-21 restricted both the period during which individuals may borrow Subsidized Stafford Loans and the period during which the in-school interest subsidy may be provided to 150% of the published length of their educational program.

Can Student Loans Improve Accessibility to Higher Education and Student Performance? An Impact Study of the Case of Sofes, Mexico

Erik J.F. Canton, 2016. Financial aid to students in tertiary education can contribute to human capital accumulation through two channels: increased enrollment and improved student performance. Canton and Blom analyze the quantitative importance of both channels in the context of a student loan program (SOFES) implemented at private universities in Mexico. With regard to the first channel, enrollment results from the Mexican household survey indicate that financial support has a strong positive effect on university enrollment. Given completion of upper secondary education, the probability of entering

higher education rises 24 percent The authors use two data sources to investigate the second channel student performance They analyze administrative data provided by SOFES using a regression discontinuity design and survey data enable them to perform a similar analysis using a different control group Empirical results suggest that SOFES recipients show better academic performance than students without a credit from SOFES However the results cannot be interpreted as a purely causal impact of the student loan program since the impacts also could reflect self selection of students This paper a product of the Human Development Sector Unit Latin America and the Caribbean Region is part of a larger effort in the region to measure and evaluate the impact of the unit s programs

Private Student Loans and Bankruptcy Xiaoling Ang,2018 Since 1976 Congress has progressively amended the bankruptcy laws to treat some types of student loans differently from other unsecured debt In 2005 student loans originated by private companies loans granted only to credit worthy individuals and risk priced at origination were added to the list of educational loans that are presumptively nondischargeable in bankruptcy Proponents of this change argued that it was necessary to prevent strategic borrower behavior and reduce the cost of consumer credit Focusing on consumers decision making biases opponents predicted that there would be no discernible change in the cost of consumer credit or loan volumes We develop and test theoretical models predicting the effects of the law change on private student loans granted to students at four year undergraduate institutions Using a unique dataset of private student loan originations we test those predictions using ordinary least squares regression Blinder Oaxaca matching and difference in difference methods We find that both opponents and proponents of bankruptcy reform were wrong about the effect of that reform The overall cost of private student loans at four year undergraduate institutions increased by an average of 35 basis points as a result of the law change We also find that the law change caused an expansion of credit for less credit worthy borrowers although the average borrower credit score only decreased slightly in practical terms We attribute a 200% increase in loan volumes to the law change

Student Loans and Their Effect on Parental Views of Education Financing Terrance Martin,2017 Using the 2012 wave National Longitudinal Survey of Youth 1979 this study examines the effect that parents student debt have on their decision to use tax advantage education vehicles to save for their children s college We also examine parental decisions on obtaining student loans on behalf of their children The results show that parents who report having student loans are 61% less likely than those that report no student loan debt to use tax advantaged education saving vehicles However we find no difference in the effect of having student loans on the decision to obtain debt to fund their children s college education

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