

**Students' Understanding of Non-racialism and Citizenship
 Framings as Imperative for a Higher Education Transformative
 Agenda Based on Inclusivity and Social Justice:
 The Case of Nelson Mandela Metropolitan University**

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ABSTRACT The aim of the paper is to illustrate within the context of South Africa how Nelson Mandela Metropolitan University (NMMU) students' popular understandings of the ideals and praxis of non-racialism and citizenship framings can provide valuable insight for an emancipatory and transformative university agenda based on social justice and inclusivity. Using a 'stop-and-ask' survey instrument, the researchers conducted a systematised enquiry among 327 NMMU students. Results based on a thematic data analysis showed that most students' intuitive understandings of non-racialism hinge on the use of racial categories. For most students, non-racialism implies no discrimination and racism, harmony between races, or constitutional equality. There were positive as well as negative responses, with most students feeling that a lot can be done to improve race relations. The students' suggestions centred mainly around an emphasis on educational activities and campaigns based on the values of diversity and unity.