



# study

## SOUTH AFRICA

The Guide to South African Higher Education | 22<sup>nd</sup> Edition



### **BRIDGING BORDERS, INSPIRING SOLUTIONS:**

INTERNATIONALISATION FOR A RESILIENT AND  
INCLUSIVE FUTURE



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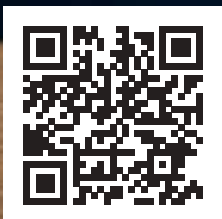
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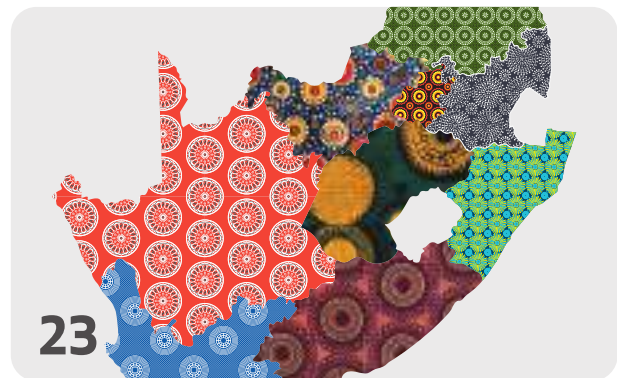
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# EDITOR'S LETTER

by Dr Carlien Jooste

Internationalisation is under attack. Whether due to a lack of knowledge on what it means to internationalise in higher education institutions (HEIs) or due to political motives, it has come under growing resistance and scrutiny worldwide. From protectionist trade policies to rising nationalism to concerns about cultural erosion, brain drain, and the uneven benefits of globalisation, critics argue that internationalisation often exacerbates inequalities and undermines local interests. This has prompted a global re-evaluation of what it means to be interconnected and to internationalise an HEI.

The 22nd Edition of IEASA's Study SA is thus published at a time when internationalists and International Offices around the globe are confronted with a reality where the roles they play in an HEI and society are being questioned. This Edition's topic: *Bridging Borders, Inspiring Solutions: Internationalisation for a resilient and inclusive future*, is thus appropriate. Ms Normah Zondo, IEASA's President, in her President's Message, highlights this by stating that this new landscape calls for audacity, not just mere adaptation. She emphatically states that "internationalisation can no longer be approached as a peripheral or technical endeavour." In the South African and African context, she calls for internationalisation to be "reimagined as a transformative project that centres Africa's knowledge systems, development imperatives, and institutional agency."

An essential review of the state of internationalisation in South Africa by Dr Tafadswa Ruzive and Dr Nico Jooste not only analyses international student enrolments in the country's public higher education system but also discusses the private higher education sector. The article concludes with a call to South African HEIs to also focus on strengthening institutional partnerships to enhance the understanding of global complexities.

This call is further explored by Ms Orla Quinlan and Ms Meekness Lunga-Ayidu as they rethink higher education partnerships in a shifting global order, with a specific focus on North-South and South-South collaborations. Ms Huba Boshoff, in her article, also addresses the impact of the shifting global order by discussing how HEIs can diversify their funding streams as they adapt to change. At the same time, Mr Phidiwe Mbhele from South Africa's Department of Home Affairs simplifies immigration procedures for international students and staff visiting the country.

Dr Savo Heleta's article calls for us to reimagine internationalisation, which is quite apt in this current climate. He asks us to work towards "decolonisation of knowledge, where pluralistic global perspectives and worldviews and genuine inclusion inform our thinking about the world and shape a better tomorrow for all."

The Edition also, for the first time, allows the voice of international students to come through. The student feedback indicates that South Africa remains a preferred study destination for international students.

The editorial team would like to extend its sincere gratitude to the contributors, IEASA university members, and the IEASA council for their participation, as well as for providing a voice from the South, while contributing to the critical discussion on the future of internationalisation not only in South Africa but also globally.



## Dr Carlien Jooste

Dr Carlien Jooste is the Director Internationalisation at Sefako Makgatho Health Sciences University.

# A WATERSHED MOMENT FOR AFRICAN INTERNATIONALISATION

by Ms Normah Zondo

The shifting global landscape of higher education demands more than adaptation - it calls for audacity. As we stand at a critical crossroads, internationalisation can no longer be approached as a peripheral or technical endeavour. Instead, it must be reimagined as a transformative project that centres Africa's knowledge systems, development imperatives, and institutional agency.

The post-pandemic recovery, coupled with mounting global geopolitical uncertainties - from Brexit to the recalibration of the United States' (US) foreign policy - has exposed the fragility and inequities underpinning traditional models of international engagement. For African institutions, and South African universities in particular, these disruptions are not abstract. They are lived realities that manifest in reduced funding for mobility, shifting development priorities, and the marginalisation of African voices in global higher education discourses.

Yet, this is not merely a moment of crisis. It is also a profound opportunity - a call to action to recalibrate internationalisation on African terms. It is a chance to dismantle entrenched dependencies, challenge Eurocentric epistemic frameworks, and foreground solidarity-driven partnerships across the Global South.

## REPOSITIONING INTERNATIONALISATION IN A SHIFTING GLOBAL ORDER

The global terrain of internationalisation in higher education is undergoing seismic shifts. Geopolitical developments such as Brexit, the reorientation of US foreign policy, and the rise of multipolar global power dynamics have placed African institutions - especially in South Africa - at a critical inflection point. These developments are not distant political tremors, they resonate deeply within the structures and systems that underpin international collaboration in academia.

One of the most visible impacts has been the gradual withdrawal or redirection of scholarship funding and aid programmes from the Global North. Long-standing academic exchange initiatives have been scaled back or repurposed, exposing the precarious and often unbalanced dependencies that characterise South-North academic relations (Jansen,

2019; Le Grange, 2020). These shifts have laid bare the structural vulnerabilities in a system historically tilted in favour of Northern hegemony.

However, within this disruption lies an urgent and generative opportunity: the chance to recast internationalisation through an African lens. A growing cadre of South African scholars have persistently critiqued the asymmetries of global knowledge flows, advocating for a radical epistemic shift - one that does not stop at inclusion, but strives for justice, co-creation, and epistemic sovereignty (Heleta, 2016; Mbembe, 2015).

This is the time to act. By strategically leveraging regional and Global South frameworks - such as BRICS, the African Union, and continental education networks - Africa can foreground its priorities in knowledge production, research mobility, and institutional innovation. Internationalisation, thus reimagined, becomes a vehicle not of dependency but of empowerment, driven by solidarity, reciprocity, and a commitment to reshaping global higher education from the South.

## TOWARDS A DECOLONIAL AND CONTEXTUALISED AFRICAN INTERNATIONALISATION

Curriculum transformation, decolonial knowledge production, and language justice remain central tenets of what Heleta (2016) describes as a "deep transformation" of the university. This does not simply entail adding African content to Eurocentric syllabi, but fundamentally restructuring the processes by which knowledge is produced, validated, and disseminated. In this context, the concept of knowledge justice (de Sousa Santos, 2015) becomes vital, foregrounding the legitimacy of African epistemologies and pedagogies as equal contributors to global academia.

Regional integration efforts, including the Association of African Universities (AAU), the Southern African Regional Universities Association (SARUA), the African Research Universities Alliance (ARUA), and the African Network for Internationalisation of Education (ANIE), exemplify the continent's drive to build resilient networks of scholarly

exchange and research collaboration. While intra-African mobility schemes such as the Intra-Africa Academic Mobility Programme are still emerging, they offer the seeds of a new academic solidarity premised on reciprocity, equity, and sustainability.

## **AFRICAN AGENCY IN THE G20 ERA: OPPORTUNITIES AND RESPONSIBILITIES**

The African Union's admission into the G20 in September 2023 signified more than symbolic inclusion. It has opened new avenues for Africa's collective agency in shaping global development, trade, and research agendas. This historic moment must galvanise African universities and stakeholders to coalesce around shared priorities - particularly in education, innovation, and skills development - thereby asserting Africa's voice not only in the global economy but in global knowledge systems (AU, 2023).

Rather than viewing internationalisation as something "done to" African institutions, this shift invites us to redefine it as a tool for continental empowerment. It aligns with what scholars such as Zeleza (2012) and Mbembe (2015) describe as a transformative praxis - one that affirms African knowledges while fostering cross-cultural collaborations rooted in mutual respect.

*"The time has come to shift from aid-dependent internationalisation to self-reliant, co-created academic ecosystems."*

## **THE ROLE OF HIGHER EDUCATION INSTITUTIONS AND STRATEGIC PARTNERSHIPS**

Higher education institutions across Africa - particularly in South Africa - must now position themselves not as passive recipients of global knowledge, but as architects of global educational futures. Institutions like the University of KwaZulu-Natal, operating within a broader vision of African scholarship, have begun cultivating partnerships that foreground African agency, languages, and heritage.

These efforts must now be scaled through collaborative platforms that extend beyond bilateral North-South frameworks. Strategic engagement with BRICS offers one such pathway, where collaboration across research, postgraduate mobility, and innovation ecosystems may be pursued without the conditionalities often attached to traditional aid-based models

*"However, within this disruption lies an urgent and generative opportunity: the chance to recast internationalisation through an African lens."*

## **TOWARDS SUSTAINABLE AND RECIPROCAL COLLABORATIONS**

The time has come to shift from aid-dependent internationalisation to self-reliant, co-created academic ecosystems. African universities should lead the charge in establishing consortia, centres of excellence, and joint qualifications that prioritise African developmental challenges - from climate change to youth unemployment and digital innovation. This vision also calls for new ethics of collaboration: ones that are grounded in fairness, transparency, and the recognition of African intellectual leadership.

IEASA, together with sister organisations such as ANIE, the AAU, and others, has a critical role in fostering this recalibration. Through knowledge-sharing forums, policy advocacy, and capacity development, these bodies can build an ecosystem where African internationalisation is no longer peripheral but central to global higher education dialogues.

## **TOWARDS A DECOLONIAL AND TRANSFORMATIVE INTERNATIONALISATION**

As Africa navigates a rapidly evolving global order, its higher education institutions are uniquely positioned to lead a new paradigm of internationalisation - one anchored in epistemic sovereignty, mutual respect, and transformative partnerships. This moment demands not a retreat from global engagement, but a redefinition of it on African terms. The time for passive participation in global academia has passed. In its place arises a bold reimagining of Africa's role - not as a peripheral participant, but as a co-architect of global knowledge and innovation.

This reimagining does not reject partnerships with the Global North; rather, it insists on their reframing towards equity, shared leadership, and reciprocal learning. It calls for a dismantling of outdated hierarchies and the co-creation of pathways that recognise the value, complexity, and dynamism of African scholarship.

The upcoming IEASA 2025 Conference in Stellenbosch stands as a vital intellectual and strategic gathering - an inflection point. It offers an opportunity not merely to reflect, but to galvanise action: to interrogate inherited assumptions,

*“As we stand at a critical crossroads, internationalisation can no longer be approached as a peripheral or technical endeavour. Instead, it must be reimagined as a transformative project that centres Africa’s knowledge systems, development imperatives, and institutional agency.”*

reframe institutional agendas, and forge alliances grounded in justice and sustainability. It is a space to dream beyond limitations and to craft futures that honour Africa’s intellectual heritage and generative possibilities.

Crucially, IEASA occupies a strategic and catalytic position in this unfolding landscape. As the premier convenor of internationalisation dialogue on the continent, IEASA is not merely a forum – it is a force. Through its thought leadership, policy advocacy, and convening power, it shapes the discourse and direction of higher education internationalisation. By championing African agency, fostering collaborative networks, and amplifying Southern voices in global arenas, IEASA ensures that internationalisation evolves not as a borrowed model but as a bold, homegrown strategy for continental renewal.

In this vision, internationalisation becomes far more than a policy imperative - it becomes a bridge between worlds, a site of resistance and renewal, and a vehicle through which Africa claims its rightful place at the forefront of global higher education.

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*“As the premier convenor of internationalisation dialogue on the continent, IEASA is not merely a forum – it is a force.”*



## Ms Normah Zondo

President of IEASA, and Executive Director of Corporate Relations Division at the University of KwaZulu-Natal.

# THE STATE OF INTERNATIONALISATION IN SOUTH AFRICA

by Dr Nico Jooste and Dr Tafadswa Ruzive

In 2014, higher education internationalists from across the world participated in a Global Dialogue co-hosted by IEASA and Nelson Mandela University's Office for International Education. The Dialogue culminated in a declaration on the future of higher education internationalisation and committed the participants, who included most of the organisations representing internationalisation activities globally, to engage with the following three areas:

- Enhancing the quality and diversity in programmes involving the mobility of students, academic staff and administrative staff;
- Increasing the focus on the internationalisation of the curriculum and of related learning outcomes; and
- Gaining commitment on a global basis to equal and ethical higher education partnerships.

Through its universities, the South African higher education system focused on these principles as they grew in stature and became a central feature of the system. Furthermore, higher education internationalisation administration saw an improved calibre of cadre, and there was a healthy expansion of the facilitation of internationalisation from the traditional public university to the private and Technical and Vocational Education and Training (TVET) sectors.

It is interesting to observe the sector developing in line with the tenets of the declaration, which have served as a guiding light for advancements in the sector. In 2020, South Africa promulgated the Policy Framework for Internationalisation of Higher Education in South Africa, providing a clear pathway for how HEIs should interpret internationalisation at their institutions. Since the COVID-19 pandemic, the South African HEI sector has recovered, although not to the strength experienced before the pandemic.

Traditional partners in the Global North have remained steadfast, while new partnerships are emerging with the Global South, specifically in Latin America and Asia. However, collaborations within the BRICS countries have

*"Since the COVID-19 pandemic, the South African HEI sector has recovered, although not to the strength experienced before the pandemic."*

not significantly increased, despite the political emphasis on this higher education grouping. While there has been some positive growth in internationalisation activities within the South African higher education sector, the developments over the last decade since the Nelson Mandela Bay Declaration have faced challenges. This article sheds light on the current state of higher education institutions in South Africa using the current, available SA Higher Education Management Information System (HEMIS) data.

## TRENDS AND PATTERNS

### Public Universities

To give context to the development of internationalisation, we will assess data from a public, private and TVET perspective. The system has shown resilience domestically in the face of the COVID-19 pandemic, with the enrolment trend remaining intact even across the distance and contact students, as shown in Figure 1 below.

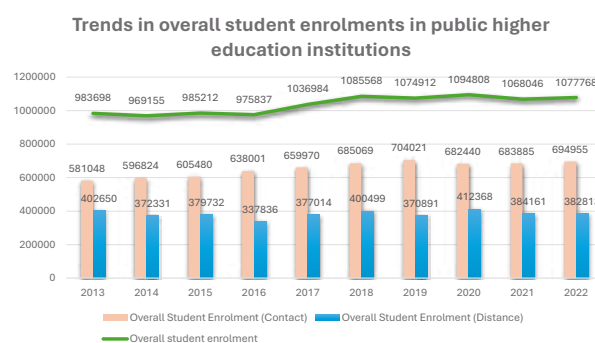


Figure 1: Overall enrolment for South African Public Universities, 2013-2022.

Figure 2 focuses more closely on local trends, illustrating the division among contact students. Although total contact enrolment has been on the rise, there has been a significant decline in the number of international students enrolling at public university campuses.

Overall Student Enrolment vs International Student Enrolment, 2013-2022

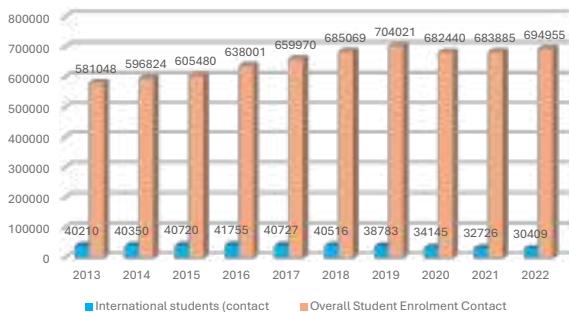


Figure 2: International student enrolments as a proportion of overall enrolment in South African public universities, 2013-2022.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
International students (Contact)	40210	40350	40720	41755	40727	40516	38783	34145	32726	30409
International students (Distance)	33646	32649	32239	27626	26707	23502	20069	17095	14580	12870
Total International students	73856	72999	72959	69381	67434	64018	58852	51240	47306	43279
Overall student enrolment	983698	969155	985212	975837	1036984	1085568	1074912	1094808	1068046	1077768
% of International students (Overall)	7,51	7,53	7,41	7,11	6,50	5,90	5,48	4,68	4,43	4,02

Table 1: Percentage of International Student enrolments in South African Public Universities.

Table 1 illustrates the percentage enrolment of international students in South African universities. It commenced with 7.51% in 2013 and declined to 4.02% as of 2022. This shows a 53% decline in inbound students. This figure is also below the 6.5% policy target stipulated by the Council on Higher Education. Figure 3 shows a snapshot of the Top 10 sending countries, with Zimbabwe being the highest sender, followed by the Democratic Republic of the Congo and Nigeria.

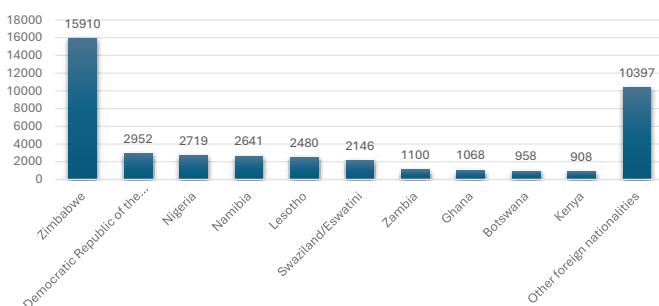


Figure 3: Top Ten Student-Sending Countries for South African Public Higher Education Institutions, 2022.

*“Traditional partners in the Global North have remained steadfast, while new partnerships are emerging with the Global South, specifically in Latin America and Asia. However, collaborations within the BRICS countries have not significantly increased, despite the political emphasis on this higher education grouping.”*

### TVET Colleges

With the recent focus on TVET colleges through skills development initiatives and bilateral agreements with many countries, the TVET system was negatively impacted by COVID-19 but has made a strong comeback. The TVET system peaked at 737 880 in 2015 and recorded 518 584 students, according to the latest data, in 2022. Inroads are yet to be made in enrolling international students in TVETs, which remains an opportunity for the future.

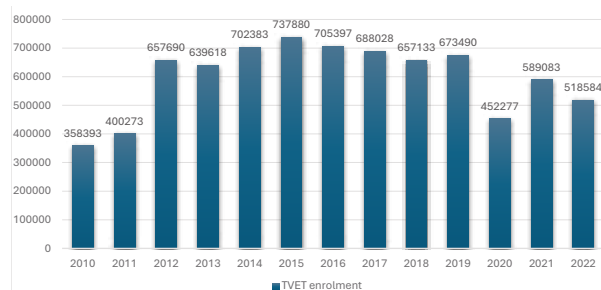


Figure 4: Total TVET enrolment 2010 to 2022.

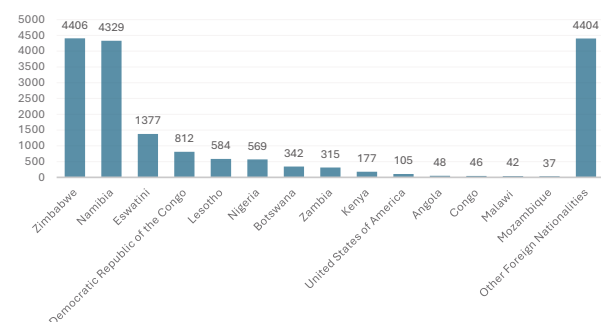


Figure 5: International Student Enrolment in Private Institutions and Colleges, 2022.

*“Although the number of international students enrolled in the Private Higher Education sector is lower than that in the public higher education sector, it plays a systemic role in the internationalisation of the South African Higher Education sector.”*

### Private Higher Education

The Private Higher Education sector in South Africa has experienced significant growth over the past decade. Due to various initiatives from the Department of Higher Education and Training and the Council for Higher Education (CHE), this sector is recognised as a vital component, providing quality programmes within the South African Higher Education landscape. Although the number of international students enrolled in the private higher education sector is lower than that in the public higher education sector, it plays a systemic role in the internationalisation of the South African higher education sector.

### CONCLUSION

There has been strong growth in the higher education sector domestically; however, internationalisation comprises a decreasing proportion of enrolments. It remains to be seen whether recovery from COVID is forthcoming and whether further government support, particularly concerning immigration issues, can be secured to reverse this trend. The uncertainties created by a disrupted international landscape, coupled with the emergence of a new post-Cold War world order, have led to significant changes in mobility patterns in higher education.

The next few years will be critical for South African higher education to position itself within this environment. The success of international activities will depend largely on how effectively internationalisation is implemented throughout the South African higher education system. The internationalisation of South African higher education should not be viewed solely as an institutional activity focused on mobility but should also emphasise the strengthening of institutional partnerships to enhance the understanding of global complexities.



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# BEYOND RESILIENCE AND PERFORMATIVE INCLUSION: REIMAGINING INTERNATIONALISATION TOWARDS PLURALITY OF KNOWLEDGES

by Dr Savo Heleta

Internationalisation of higher education has been a cornerstone of universities' activities and international engagements for decades, linking institutions, scholars and administrators across borders and continents, and creating opportunities for engagement, collaboration and learning. While physical mobility has dominated internationalisation, in recent years virtual engagements have become an important aspect of international engagements in higher education. At the same time, internationalisation of higher education – whether 'traditional' or virtual – is not without problems and challenges. For decades, the field and concepts have been developed through the practices, experiences, research and scholarship developed largely in and for the Global North and through the Western lens, paradigms and rationales (Heleta & Chasi, 2023; de Wit, 2024; Posholi, 2025). The concepts and definitions that have shaped internationalisation practices have often been replicated uncritically across the Global South, including in South Africa (Heleta & Chasi, 2023). Despite the rhetoric about fair and equitable international cooperation and collaboration in higher education, deeply rooted inequalities and unfairness between the Global North and South persist (Mkwananzi & Cin, 2021).

*“The concepts and definitions that have shaped internationalisation practices have often been replicated uncritically across the Global South, including in South Africa.”*

Resilience and inclusion are important concepts in internationalisation of higher education. While important, these concepts, if approached and engaged uncritically, can be problematic, particularly in terms of overlooking

structural and systemic factors that cause adversity in the case of resilience, or contributing to performative inclusivity. This article argues that we need to reimagine the internationalisation of higher education so that the concepts, definitions and practices are contextually relevant and can contribute to epistemic plurality and much-needed transformation in higher education, in South Africa and beyond. It further calls for critical engagement with the concepts of resilience and inclusion in higher education and internationalisation.

The article concludes with a call to work towards decolonisation of knowledge, where pluralistic global perspectives and worldviews and genuine inclusion inform our thinking about the world and shape a better tomorrow for all.

## RESILIENCE AND INCLUSION

Resilience refers to the ability of countries, systems, institutions and individuals to withstand challenging circumstances and go on with their activities and/or lives. Inclusion refers to all of us, despite our backgrounds and geographic locations, being included and accepted in internationalisation and in the activities of higher education institutions and organisations. However, there are also significant challenges with these concepts. The notion of resilience of individuals, organisations such as universities, or sectors such as internationalisation is framed around the perceived strength to get through challenging times and adversity and be able to bounce back.

While these are useful traits, resilience often overlooks historical and contemporary systemic and structural factors that cause stress and adversity. Rather, the focus is on developing the ability to get through the challenging times (Fisher & Jones, 2024). This way, we tend to learn to deal and live with systemic and structural challenges, inequalities, inequities and injustices without necessarily dismantling

them and transforming our realities and the world in the process.

Inclusion, like other similar terms in higher education and internationalisation, such as diversity and integration, are not problematic on their own, and have a great value when there is a genuine interest in systemic and structural transformation. However, these terms are frequently used for performative purposes by higher education institutions and internationalisation organisations while promoting tokenism, neglecting systemic and structural change, and maintaining existing global and local hegemonies (Makhubela, 2018; Kidman, 2020).

In internationalisation, inclusion has for decades referred to the incorporation of Africa and the Global South into the Euro-American game (Ndlovu-Gatsheni, 2021). Inclusion, like integration, is also often used in reference to international students and staff and the need for them to be included in or integrated into their host societies on surface, there is nothing wrong with this; however, these terms have significant political and ideological connotations and often imply that the 'other' must change and become more like their hosts if they are to be accepted.

*“The notion of resilience of individuals, organisations such as universities, or sectors such as internationalisation is framed around the perceived strength to get through challenging times and adversity and be able to bounce back.”*

Other important questions are who needs to be included, into what, and why (Mittelmeier, 2025). Uncritical engagement with inclusion can lead to the people and institutions from Africa and rest of the Global South being performatively included into the dominant global structures, networks and systems without much say or power to bring about change. This way dominant global hegemonies are maintained while the people and institutions from the Global South act as diverse tokens for the institutions and organisations from the Global North to be showcased in their brochures and on their websites (Kidman, 2020).

## DECOLONISATION AND INTERNATIONALISATION: TOWARDS EPISTEMIC PLURALITY

Inclusion and resilience are important concepts for higher education and internationalisation, but their uncritical incorporation can be problematic. Instead of promoting resilience in a highly unequal and unjust world – including the world of higher education and internationalisation – we should strive to fundamentally transform systems and structures that produce inequality in the world and in higher education. This in no way means that we should not work towards being resilient to the unexpected shocks and adversity, but that we should challenge and transform structures and systems that produce shocks and hardships that affect many while benefiting a few.

Genuine inclusion can only happen after global decolonisation and dismantling of existing dominant epistemic, geopolitical, economic and other hegemonies. Kumalo (2018), for example, argues that decolonisation in higher education entails dismantling of the Eurocentric epistemic hegemony and 'active inclusion' of all of world's knowledges on an equal footing. This is highly relevant for internationalisation, as the field must be underpinned by the plurality of knowledges, worldviews, perspectives and experiences (Ndlovu-Gatsheni, 2021).

Genuine inclusion also requires that we rethink internationalisation practices that continue to benefit only a few, and particularly those with the means to travel. While the COVID-19 pandemic had forced the field and the broader higher education sector to think differently and imagine a 'new normal', in recent years most institutions and internationalisation organisations have gone back to the old practices and business-as-usual. Many of these practices are directly undermining the stated commitments of institutions and organisations to global, regional and local equity and inclusion (Chasi & Heleta, 2023).

Reimagining internationalisation through a decolonial lens can contribute to epistemic plurality and much-needed transformation in higher education, in South Africa and beyond (Heleta & Chasi, 2023; Posholi, 2025). Motala (2025: 12) reminds us that performative inclusion into the existing dominant spaces, platforms or canons is not enough; we need decolonisation, 'fundamental disruption and reimagining' of our organisations, institutions, disciplines and fields.

The internationalisation of higher education must work hand-in-hand with the broader project of decolonisation of knowledge to contribute to promotion of pluralistic global perspectives and worldviews in and through higher education. Importantly, the decolonial lens calls for challenging and dismantling the Eurocentric systems and structures that

*“Inclusion and resilience are important concepts for higher education and internationalisation, but their uncritical incorporation can be problematic.”*

produce historical and contemporary global inequities and inequalities, in higher education and beyond. This directly links to the above critique of resilience. Similarly, the decolonial lens is critical of superficial and performative inclusion, calling for dismantling of existing hegemonies and critical, pluralistic and equitable engagements of and between all peoples, institutions, knowledges, perspectives and worldviews on an equal footing.

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# ADAPTING TO CHANGE: DIVERSIFYING FUNDING STREAMS IN HIGHER EDUCATION

by Ms Huba Boshoff

The funding landscape for higher education (both locally and globally) has been thrown into an intense state of flux and uncertainty. A few specific trends related to the changes in the international funding landscape can be highlighted. These include the wide range of geopolitical developments including the ending of funding (in its broadest form) from the United States of America (US) and other countries, budgetary pressures as well as shifts in national spending patterns and international funding priorities. On the local front, the South African government has made strides to enhance higher education funding through increased allocations and the introduction of targeted loan schemes on the student level, but challenges related to budget constraints, administrative inefficiencies, and sustainability remain.

International funding plays a significant role in supporting higher education in South Africa. The funding is multifaceted, involving scholarships, research collaborations, and institutional partnerships from various countries and organisations. These initiatives support academic opportunities, promote research excellence, and foster global cooperation in higher education.

The shifts in themselves are inevitable and in the current landscape much less predictable. In this article, the author refrains from analysing and discussing the legitimacy and rationality of the funding shifts on both the global and local front. Nor is there the intention to make predictions on further shifts, but rather the focus is on the possible responses on both the national and institutional levels. In particular, the author considers the opportunities for innovation and strategies towards a robust and less dependency-driven approach for funding within the higher education ecosystem. As Dr Savo Heleta wrote in the University World News in April (2025), the shifts (in reference to US funding cuts) provide an unmistakable opportunity to diversify funding and think innovatively on how international funding should support the South African higher education ecosystem.

This article explores three approaches or areas to explore

in terms of adapting to funding shifts and flux. They can be seen as individual mechanisms or even linked together. The mechanisms are having a well-defined and considered strategy for international partnerships and networks, investing in the capabilities to attract funding, and linking funding through scaffolding and scaling of initiatives.

## INTENTIONALITY IN PARTNERSHIPS AND NETWORKS

The plethora of (international) partnerships on both the national and institutional level offers an opportunity to access funding. However, partnerships should be seen as a strategic tool. It requires significant and well-planned investment in building and maintaining relationships that support action. Buck Sutton and Obst (2011) refer to transactional and transformational relationships, where the latter is directed to mutual goals, shared resources, and long-term collaboration. Building on this notion of partnerships that transcend individual needs, is the opportunity to leverage partnerships into networks. Networks have the ability to integrate broader, outward-facing approaches that give institutions access to leveraging resources for infrastructure, and access to large scale funding that would not be possible through single university-to-university partnerships.

As mentioned, this requires investment from institutions in terms of relationship building and building trust through delivery. It further requires institutions to be selective and intentional about the partners they engage with.

## INVESTMENT IN CAPABILITIES TO ATTRACT FUNDING

The second approach or method to enforce when driving the agenda of access to funding is to invest in the capabilities to attract and manage funding. There is a saying "it takes money, to make money" and although the true sense can be debated, there is some truth in it to ensure that both on the institutional and national level the higher education ecosystem is equipped with the skills, capabilities and systems to drive a resource mobilisation agenda that is diverse and robust. These

skills include (but are not limited to) identifying relevant opportunities, grant writing and proposal development, stakeholder engagement, financial management, and data and impact management. On the process and system level, accountability, monitoring, evaluation and transparent reporting are required.

A practical example of how this manifests on the institutional level is to have a dedicated support team that provides comprehensive support to researchers and research groups, facilitating access to external funding and fostering the application of research outcomes beyond academic circles.

### SCAFFOLD AND SCALING

Finally, the concept of “scaling” and “scaffolding” of funding to enhance diversity and expand the scope of funding. This can best be illustrated by using EU funding instruments as an example.

The Erasmus+ programme offers a range of instruments that can be used for establishing various elements of long-term funding. Funding for individual mobility (International Credit Mobility) can support the establishment of partnerships. The Capacity Building for Higher Education (CBHE) can be used to address specific skills and capabilities of academic and administrative staff. The CBHE programme can lay the foundation for access to larger EU funding schemes such as the Marie Skłodowska-Curie Actions under the Framework Programme Horizon Europe. This has established a pathway to funding that scales the impact of interventions and builds incrementally in terms of funding for the institution.

### CONCLUSION

As mentioned in the introduction, the article’s intention was not to analyse and discuss the legitimacy and rationality of the funding shifts on both the global and local front, but rather to focus on the possible responses on both the national and institutional level. There is a plethora of opportunities for innovation and strategies towards a robust and less dependency-driven approach for funding within the higher education ecosystem in South Africa. However, the uncovering of these opportunities rests with each institution.

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*“The Erasmus+ programme offers a range of instruments that can be used for establishing various elements of long-term funding.”*



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# NAVIGATING NORTH-SOUTH AND SOUTH-SOUTH COLLABORATIONS:

## RETHINKING HIGHER EDUCATION PARTNERSHIPS IN A SHIFTING GLOBAL ORDER

by Ms Orla Quinlan and Ms Meekness Lunga-Ayidu

As African universities seek to deepen international collaborations, they are navigating an increasingly complex global landscape. Shifting geopolitical alliances, ideological divisions, and politicised development cooperation, compounded by shrinking aid budgets, are reshaping the contours of academic partnerships. Recent decisions by some governments and funding agencies to withhold or redirect resources based on recipients' political positions, particularly regarding conflicts in Gaza and Ukraine, expose the fragility of collaborations influenced by external agendas.

Simultaneously, Africa's rising strategic importance is evident through growing engagement with emerging economies and blocs such as BRICS. The continent's youthful demographic and innovation potential present opportunities for more balanced and diversified partnerships. In this context, it is urgent to reflect on the principles and practices that can support sustainable, equitable collaboration whether North-South, South-South, or increasingly, trilateral.

Despite the intellectual ambition and institutional growth of African higher education systems, the continent's research ecosystem remains largely dependent on funding from predominantly Northern sources. The legacy of colonialism has resulted in power and resource imbalances between the Global North and Global South. These colonial structures and patterns are still surfacing in modern partnerships. As Heleta and Chasi (2022) and others have observed, this dependency is not merely financial, it extends to who defines the research agenda, which methodologies are deemed acceptable, how knowledge is disseminated, and who receives authorship and credit. In many cases, donors and institutions in the Global North control key aspects of research production and distribution.

This imbalance skews research priorities away from local needs and reinforces systemic inequities in global knowledge creation. African scholars often find themselves acting

as junior partners or implementers in externally driven projects, rather than as co-creators or intellectual leaders. These dynamics reflect broader postcolonial patterns of dependency and raise serious concerns about academic sovereignty and epistemic justice. While many partnerships are framed as capacity-building, they can function as extractive collaborations in which African knowledge systems and research priorities are subordinated to donor expectations.

South Africa presents a complex and somewhat exceptional case within this landscape. Its universities benefit from comparatively stronger infrastructure, more consistent state support through mechanisms like the National Research Foundation (NRF), and a well-established tradition of academic freedom. South African scholars frequently take on leadership roles in international consortia, contribute meaningfully to policy-relevant research, and increasingly challenge inequities in global academic partnerships. The country's dual role, as both a recipient and provider of development assistance in higher education, positions it as a hybrid actor, with more leverage than many of its African peers.

However, South Africa is not immune to the pressures of alignment with Northern agendas. As domestic research budgets come under strain and political scrutiny intensifies over global affiliations, institutions are forced to make difficult choices between safeguarding autonomy and securing vital resources. Recent developments, such as the threat of withholding of funding from South African institutions over their stance on the war in Gaza, underscore how geopolitical tensions are increasingly shaping the space for academic collaboration. These incidents illustrate that even relatively well-resourced systems are vulnerable when partnerships are not grounded in shared values and mutual respect.

Confronting the challenge of research funding dependency in Africa requires a multi-faceted approach including:

- » Increased national investment in research and innovation across the continent;
- » Strengthened intra-African and South–South collaborations, through joint research programmes, university networks, and mobility schemes;
- » Commitments from global partners to support Africa-led research agendas and promote equitable practices around authorship, data ownership, and dissemination.

Without such shifts, there is a risk that partnerships will continue to perpetuate outdated hierarchies, under the guise of collaboration, rather than contributing to the transformation of global knowledge systems.

Building healthy and sustainable academic relationships requires a shared purpose, mutual trust, and openness to understanding the diverse, evolving and often stressed contexts, in which each partner operates. Partnerships should be grounded in mutual benefit, co-learning, co-creation and respect for different institutional and cultural frameworks. Inevitable challenges such as visa delays, discrepancies in qualification recognition, and slow institutional processes and responses are common and can disrupt well-intentioned collaborations. However, these issues can be effectively managed through honest, transparent, and frequent communication.

Successful partnerships require more than formal agreements; they depend on the human relationships established, inter-cultural curiosity and respect, and sufficient institutional flexibility for adaptive problem-solving. While individual researchers may be deeply committed to their project goals, broader institutional and national dynamics can introduce unforeseen hurdles. A willingness to learn, adapt, and engage in continuous dialogue is essential to navigating these realities and ensuring that collaborations are truly equitable and transformative.

There is growing emphasis on “participatory partnership-based approaches” that prioritise the values, needs and concerns of Southern partners, as well as sustainability and local ownership (British Council, 2021). An example of a programme that was designed to address the issues of inequality, power and difference is the British Council’s Innovation for African Universities. While the British Council predominantly facilitates bilateral Higher Education partnerships between the United Kingdom (UK) and other countries worldwide, this programme was developed to promote both North: South and South: South collaborations through partnerships involving four African countries: Ghana, Kenya, Nigeria and South Africa – with the UK. The programme’s aim is to address youth unemployment and underemployment issues in participating African countries through institutional partnerships that strengthen the capacity and capabilities of Higher Education Institutions (HEIs) for innovation and entrepreneurship. The programme

incorporated 3 key enablers of equitable partnerships in its design: co-creation, non-hierarchical governance and mutual benefits.

#### » **Co-creation and Agenda Setting**

To counter the dominance of Northern agendas at the expense of local priorities, the programme applied a co-creation approach coined as a case of “building the plane while flying it”. Unlike most grant-funded programmes, proposals were not required during the initial application stage. Instead, during inception, partners were asked to work together to identify a problem in their local ecosystem before jointly investigating it and formulating proposed solutions. This co-creation process ensured that all partners were equally involved in setting the agenda and delivering their joint projects.

#### » **Non-hierarchical governance structure**

Hierarchical partnerships where the Northern partner is the primary partner and the Southern partner is the secondary partner are still common. To minimise such hierarchies within international partnerships, the programme’s governance structures were non-hierarchical with lead partners from the Global North and Global South in each project. This ensured equal representation and participation from all countries in decision-making processes, delivery and reporting.

#### » **Mutual benefits**

Partnerships are only viable if they bring tangible benefits to all parties involved. To avoid one-directional relationships between partners, both UK and African partners had to clearly articulate their expected benefits from the project. These benefits were then tracked and reported on as part of the monitoring and evaluation processes. While the partners from African countries benefitted from curriculum development and capacity building linked to the core aims of the programme, UK partners also benefitted in other areas such as strengthening their international strategies, improving their understanding of development challenges, and updating their research and teaching practices.

Some of the outcomes of the IAU programme so far include the development and revision of curricula to embed enterprise education across Sub-Saharan Africa. Through the projects, several digital and physical experiential learning platforms have been established, and industry-academia collaborations have been formed. The programme has shown that when partnerships are intentionally designed with equity and mutuality, they not only build relationships and institutions, but they can also transform and strengthen ecosystems to unlock the potential of African youth.

It is imperative that partnerships, whether North–South, South–South or trilateral, are non-hierarchical and built on

mutual goals, understanding and trust. Partnerships should always reflect the values and priorities of all partners, institutions and countries involved. For partnerships to be effective, deliver impact and be sustained in the long term, these principles must be actively embedded and situated at the heart of the process from the design and development stage.

## Resources that provide practical guidance to develop good practice in partnership-building include:

1. The Country Comparison tool developed by the Culture Factor: <https://www.theculturefactor.com/country-comparison-tool>;
2. The missing Pillar – Culture’s Contribution to the UN sustainable Development Goals: <https://www.britishcouncil.org/research-insight/the-missing-pillar-sdgs>
3. The Association of Commonwealth Universities (ACU) tool kit: <https://www.acu.ac.uk/our-work/projects-and-programmes/equitable-research-partnerships-toolkit>
4. Further practical guidance may be found in the recent Building Equitable Partnerships in Africa (BEPA) report: [bepa\\_revised\\_final\\_report\\_14032025\\_12.pdf](https://www.britishcouncil.org/research-insight/the-missing-pillar-sdgs)

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# SIMPLIFYING IMMIGRATION PROCEDURES

## FOR INTERNATIONAL STUDENTS AND ACADEMIC STAFF

by Mr Phindiwe Mbhele

The preamble of South Africa's Immigration Act says that visas and permanent residence permits should be given out as quickly as possible, using simple procedures and clear, fair, and reasonable requirements and criteria, and without taking up too much administrative capacity. The South African Department of Home Affairs (DHA) is responsible for processing visas and permits that allow employers to hire foreign workers. This helps foreign investment and allows highly skilled or qualified people to enter the country, which increases the number of skilled workers and academic exchanges, especially in the Southern African Development Community (SADC).

In the world of higher education, making it easier for overseas students and academic staff to immigrate has become an important problem. As institutions and nations vie for talent, the legal and administrative frameworks governing visa applications and work permits are crucial in attracting and maintaining international researchers. This response offers a thorough examination of the challenges and potential within this field, utilising insights from pertinent research studies.

### HOW VISA AND IMMIGRATION RULES AFFECT INTERNATIONAL STUDENTS AND ACADEMICS

Visa policies are a key part of how international students and academic staff can move to another country. Research shows that strict visa rules can make people less likely to apply. For example, the United States (US) has seen a drop in applications from international students because of a greater focus on national security and the difficulties brought on by the COVID-19 pandemic (Feeney et al., 2023). The United Kingdom (UK) has also experienced variations in the number of overseas students it enrolls, which are caused by changes in immigration laws and job prospects after graduation (Bitschnau, 2023).

The procedure of applying for a visa is arduous as applicants need to show proof of financial resources, language skills, and academic qualifications. However, some countries have made it easier to deal with these problems. For instance, Canada's Student Partners Program (SPP) sped up the processing of applications and raised the number of students from certain

countries. This led to a 34% rise in the number of students moving to Canada from selected countries (Gonnot & Lanati, 2024).

### WORK VISAS AND JOB OPPORTUNITIES POST-SCHOOL

International students are drawn to both work visas and job prospects when they finish their studies. A lot of countries include options for overseas students to go from studying to working, which can be a big draw. The US has Optional Practical Training (OPT), while the UK has post-study work visas that allow students to get job experience in their field of study (Grimm & Day, 2022).

However, these opportunities aren't without their problems. The US's H-1B visa programme, which is a major avenue for international students to find work, has come under fire for its restrictions and red tape. The UK's tight immigration rules have also been attacked for making it harder for international students to get long-term jobs in the country.

### BEST PRACTICES AND POLICY CHANGES FOR STREAMLINING STRATEGIES

#### MAKING THE PROCESS OF APPLYING FOR A VISA EASIER

To get more international students and academic personnel, it is important to make the visa application procedure easier. One good way to speed up the process and make it more open is to use digital platforms for visa applications. For example, Canada's use of digital application systems has made the process easier, but there are still worries about the extra work it creates for administrators.

Another option is to offer fast-track visa programmes for students from other countries. Australia's streamlined visa processing for international students has been found to improve application outcomes and cut down on processing times. The UK has also set up a points-based immigration system to attract highly trained people, such as teachers.



### IMPROVING WORK PERMITS AND JOB CHANCES AFTER GRADUATION

Countries may make it easier for overseas students to go from studying to working by making rules that make it easier for them to do so. This will improve their chances of getting a work visa and finding a job once they finish their studies. Germany's method, which combines financial rewards with generous right-to-stay options, has worked well to bring in international students.

Countries can also make rules that allow international students to work while they are studying and give them ways to become permanent residents. For example, Canada's Post-Graduation Work Permit Program (PGWPP) lets overseas students work in Canada after they graduate. This can help them get permanent residency.

### INTERNATIONAL STUDENTS HAVE TO DEAL WITH MENTAL AND FINANCIAL PROBLEMS

#### BARRIERS IN THE MIND

International students frequently encounter psychological obstacles stemming from the uncertainty and stress linked to visa and immigration procedures. Research indicates that modifications in visa procedures, exemplified by the US's decision on July 6, 2020, engendered considerable confusion and stress among international students (Park & Shimada, 2022). The COVID-19 pandemic made these problems much worse. International students had a hard time finding jobs and keeping their visa status.

#### ECONOMIC BARRIERS

Another big problem for international students is that money is hard to come by. For many students, the costs of applying

for a visa, living expenses, and tuition can be too high. Critics say that the UK's high tuition costs and harsh immigration rules have kept international students from going to school there.

### HOW TECHNOLOGY MAKES IMMIGRATION EASIER

#### AI AND AUTOMATION

The visa adjudication process in South Africa's Department of Home Affairs (DHA) is seen as slow, uneven, and prone to mistakes, which makes immigration services less efficient. Beduschi (2020) says that traditional adjudication can't keep up with the expanding number and complexity of migratory movements, hence technology is needed. According to the Migration Policy Institute (2021), rampant corruption and limited resources make it hard to process South African visas. The National Labour Migration Policy of South Africa (2022) acknowledged the necessity to digitally upgrade migration management systems. AI can help make better decisions about managing migration (IOM, 2021), but South Africa's DHA doesn't have any AI models that are based on real-world data and are specific to the situation.

Automation and artificial intelligence (AI) are being utilised more and more to make immigration processes easier. AI-powered solutions, for instance, can help to speed up the process of checking visa applications and cut down on the time it takes to do so. However, using AI to run immigration has made many worry about fairness and openness.

#### DIGITALISED APPLICATION SYSTEMS

Digital application tools could make the processes for getting a visa and a work permit more efficient. For

example, candidates can use online platforms to send in the documentation they need and see how their applications are doing in real time. But putting these mechanisms into place can also make things harder for candidates, especially those from countries where technology is hard to get.

## FUTURE DIRECTIONS AND POLICY SUGGESTIONS

### FINDING A BALANCE BETWEEN NATIONAL SECURITY AND ACADEMIC EXCHANGE

One of the biggest problems with making immigration procedures easier is finding a balance between national security and the need to make it easier for students to study abroad. Research indicates that excessively stringent visa regulations can dissuade overseas students and academic personnel, ultimately undermining a nation's competitiveness in the global knowledge economy.

### ENCOURAGING ACCEPTANCE AND HELP FOR STUDENTS FROM OTHER COUNTRIES

Countries can make policies that help international students with money, emotions, and information to make them feel welcome and supported. For instance, the UK's laws for overseas students include rules to make sure everyone has the same chances and to help them with social and educational issues.

### ADDRESSING THE EFFECT OF VISA POLICIES ON KNOWLEDGE TRANSFER

Visa policies can greatly affect how knowledge moves between countries. Studies indicate that administrative impediments to mobility, including rigorous visa stipulations, can diminish the volume and trajectory of international knowledge transfers (Orazbayev, 2016). Countries can make it easier for qualified professionals and students to move around by implementing policies like fast-track visa programmes and easier application processes.

### CONCLUSION

To attract and keep talented people in the global knowledge economy, it is important to make immigration easier for international students and academic staff. Countries may make it easier for overseas scholars to feel welcome and supported by making the process of applying for a visa easier, increasing job prospects for students when they finish their studies, and addressing psychological and economic impediments.

Using technology, such as AI and digital application platforms, can make immigration processes even faster. But it's important to find a balance between national security and the need to make it easier for people to share ideas and learn from each other.

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# SOUTH AFRICA:

## A STUDY DESTINATION OF CHOICE

by Dr Carlien Jooste

South Africa's popularity as a study destination has grown in leaps and bounds over the years. Yes, its popularity fluctuates, however the country has consistently been an exciting destination for international students seeking high-quality, affordable education in a culturally rich and diverse environment. With its internationally recognised universities, vibrant student life, and unique position as a gateway to both African and global perspectives, the country offers far more than just academic qualifications. This article explores the key reasons why students from around the world are increasingly drawn to South Africa as their destination for higher education.

IEASA asked all South African public universities, that are members of IEASA, to speak to an international student at their university and ask them: (1) why they decided to study in South Africa and (2) what the experience has been like. Thank you to all the universities below that participated.



### CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

**Student:** Likano Pule, Lesotho

**Field of Study:** Masters of Radiography in Diagnostics

*"Studying at CUT has enriched both my academic and personal growth. Thanks to their strong focus on internationalisation through the Centre for Global Engagement (CGE), I had the opportunity to learn about global healthcare through exchange programmes like Optimax, in the Netherlands. The experiences and friendships I've made along the way continue to inspire and fuel my passion for academia."*

### NORTH-WEST UNIVERSITY

**Student:** Tinashe Mushunje, Zimbabwe

**Field of Study:** LLB

*"I have been fortunate to understand the rich history, diverse cultures, and complex social dynamics of South Africa. In turn, I have gained perspectives that have deeply shaped my understanding of the world and taught me resilience that I will carry out into the world."*





## RHODES UNIVERSITY

**Student:** Tsidzo Ella Hove, Zimbabwe

**Field of Study:** Bachelor of Arts Honours in Political and International Studies

*"I feel fortunate to have found a home in South Africa as an international student early on in life. Experiencing university here has deepened my appreciation for the country's intellectual diversity – where open discourse is encouraged, appreciated and genuinely valued. This is reflected in the academic work I produce and the inclusive spaces I engage with, where my ideas, even when they deviate from the norm, are still respected. As a thinker who thrives on testing the boundaries of thought, I deeply value this environment. Studying in South Africa has truly been a privilege."*

## SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

**Student:** Samuel Olajide, Nigeria

**Field of Study:** Bachelor of Science (BSc) in Mathematics

*"I chose to study in South Africa because of its strong academic reputation and welcoming environment for international students. My experience here has been incredibly enriching – both culturally and academically. Studying at SMU has not only strengthened my passion for mathematics but also helped me grow into a more confident and independent individual."*



## STELLENBOSCH UNIVERSITY

**Student:** Bethany Barratt, United Kingdom

**Field of Study:** Law (Exchange Scheme)

*"Participating in the exchange scheme with Stellenbosch University was one of the best decisions I have ever made. Throughout the year I have spent here, I have been able to study new and exciting things while also exploring the country and learning more about South Africa's culture and history. I will cherish all these experiences and the friendships I have made; I feel so privileged to have had the opportunity to study in this incredible place."*



## UNIVERSITY OF THE FREE STATE

**Student:** Seithati Ramonaheng, Lesotho

**Field of Study:** Master of Arts in Governance and Political Transformation

*"Studying at the University of the Free State opened my eyes to the beauty of South Africa's diverse cultures. It has enabled me to engage with people from different backgrounds, not only enriching my academic journey but also teaching me the value of empathy, inclusion, and intercultural competence. This experience continues to inspire my goals and sense of purpose."*





## UNIVERSITY OF JOHANNESBURG

**Student:** Namatai Dlamini, Eswatini (Swaziland)

**Field of Study:** BA Strategic Communications

*"Studying at the University of Johannesburg as an international student has given me the tools to turn ambition into action. This experience has transformed both my personal and academic journey, reminding me that I'm capable of creating the future I've always imagined."*

## UNIVERSITY OF KWAZULU-NATAL, HOWARD COLLEGE CAMPUS

**Student:** Keith Dzwairo, Zimbabwe

**Field of Study:** Full Research Master's degree in Law

*"What we truly seek as human beings is connection, understanding, and a place where we feel seen. At UKZN, I found more than just a university – I found a community that embraced me, challenged me, and helped me grow. Studying in South Africa has been a deeply transformative journey that has touched both my heart and mind."*



## UNIVERSITY OF THE WESTERN CAPE (UWC)

**Student:** Daisy Rose Kundai Tapfuma, Zimbabwe

**Field of Study:** Master's in Library and Information Science (MLIS)

*"Studying in South Africa has been a transformative experience that has enriched my understanding, broadened my horizons of different cultures, and strengthened my academic pursuits. The journey has been quite an experience full of growth, that has taught me resilience and adaptability and will always cherish it forever."*



## TSHWANE UNIVERSITY OF TECHNOLOGY

**Student:** Kevin Bashizi, DRC

**Field of Study:** Postgraduate Diploma in Accounting

*"My journey in South Africa has taught me that true leadership starts with personal growth. The knowledge, experiences, and opportunities I've gained here are preparing me for my greatest ambition: to serve my country as its future president."*



## UNIVERSITY OF THE WITSWATERSRAND

**Student:** Ezekiel Ngitoria Lengaram, Tanzania

**Field of Study:** PhD in Economics

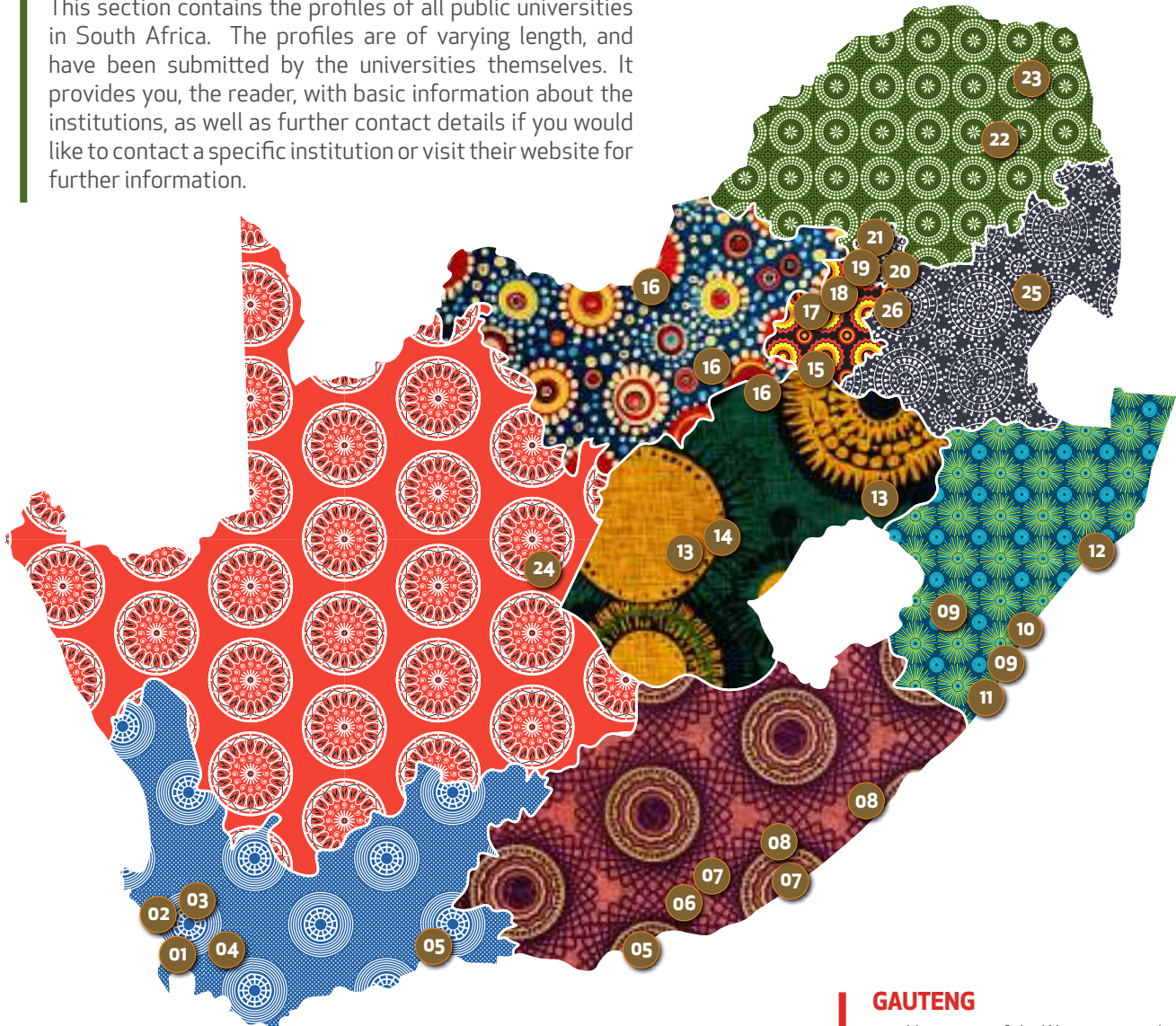
*"My name is Ezekiel Ngitoria Lengaram, currently a PhD student in Economics at Wits. I have done all my studies from undergraduate to PhD at the university. Studying at Wits is a brilliant opportunity. First it provides a brilliant and safe environment for learning and provides high quality training parallel to other global best institutions. The high standards and teaching rigour at Wits made me pursue my studies from undergraduate to PhD."*



# HIGHER EDUCATION

## UNIVERSITY PROFILES

This section contains the profiles of all public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.



Map of public university campuses in South Africa

### WESTERN CAPE

1. University of Cape Town
2. **Cape Peninsula University of Technology**
3. **University of the Western Cape**
4. **Stellenbosch University**

### EASTERN CAPE

5. Nelson Mandela University
6. **Rhodes University**
7. University of Fort Hare
8. Walter Sisulu University

### KWAZULU-NATAL

9. **University of KwaZulu-Natal**
10. Durban University of Technology
11. Mangosuthu University of Technology
12. University of Zululand

### FREE STATE

13. **University of the Free State**
14. **Central University of Technology**

### NORTH WEST

15. Vaal University of Technology
16. **North-West University**

### GAUTENG

17. University of the Witwatersrand
18. **University of Johannesburg**
19. **University of Pretoria**
20. Tshwane University of Technology
21. **University of South Africa**
26. **Sefako Makgatho Health Sciences University**

### LIMPOPO

22. **University of Limpopo**
23. University of Venda

### NORTHERN CAPE

24. Sol Plaatje University

### MPUMALANGA

25. University of Mpumalanga

# RHODES UNIVERSITY



## *Umkhombandlela: Transformation, Sustainability, Local Relevance & Global Impact*

### LOCATION OF CAMPUS

Rhodes University is a single open campus, located in the creative city of Makhanda, which hosts the annual National Arts Festival and Science Festival Africa, in the Eastern Cape, South Africa. The nearest commercial airport is in the city of Gqeberha (Port Elizabeth), which is a scenic 90-minute drive away, passing game farms, including the Addo Elephant National Park. The town of Makhanda, with its attractive architecture, is situated in an economically challenged environment. Rhodes University comprises 60% to 65% of the GDP of the Makana municipal region. Other entities in Makhanda, initiated by or incubated at Rhodes University, include the South African Institute for Aquatic Biodiversity, Amazwi: The South African Museum of Literature, the Albany History Museum, the International Library of African Music, and the Institute for Water Research. Established in 1904, Rhodes University celebrated its 120th anniversary in 2024. This milestone year featured a series of events that highlighted the many dimensions of the University's rich legacy.

### VISION, MISSION AND VALUES

Rhodes University's vision is to be foremost in the generation and advancement of locally responsive and globally engaged knowledge that seeks to create a just and sustainable society.

Our mission is to provide transformative education, rigorous scholarship and research that:

- seeks to produce knowledge that advances the frontiers of science, human understanding and wisdom;
- cultivates knowledgeable and skilled graduates; innovative and critical problem solvers; caring and engaged citizens; responsible, courageous and ethical leaders; and
- enables and drives environmental sustainability, equitable and inclusive social and economic development based on respectful and mutually beneficial partnerships with diverse communities.

The core values guiding decisions, actions and interpersonal interactions in serving Rhodes University are Excellence, Collegiality, Diversity, Compassion, Respect and Integrity, which are all underpinned by the moral duty of accountability and courage.

### UNIQUENESS OF RHODES UNIVERSITY

**Intellectual space:** A distinguishing aspect of Rhodes University is its rich, collegial and distinctive intellectual space, which has been built on a strong and sustained research culture and a reputation for quality, impact and excellence.

**Course structure:** Rhodes offers a general formative undergraduate degree, which allows students to engage with a range of subjects across disciplines in the first year before moving into specialisations in subsequent years. With state-of-the-art library facilities, a postgraduate commons and three additional subject-specific libraries on campus, every opportunity is offered to excel as a student.

**Community Engagement-Teaching Nexus:** Community engagement and service-learning form part of a student's learning experience at Rhodes University. Many courses now incorporate service learning in the formal curriculum. All Community Engagement initiatives are informed by theory, and an increasing amount of research contributing to the Scholarship of Engagement is being produced.

**More than just a number:** Rhodes University has embraced diversity and transformed from a small institution of 2,400 students in 1994 to about 9,050 students in 2025. Rhodes University places a premium on small student-to-staff ratios. As a small university with dedicated staff, Rhodes University offers a personal touch that may make the difference in a student's life. Students are encouraged to use all the professional assistance and support that is available. Rhodes strives to build a welcoming and inclusive culture for all students.

**Proximity to amenities:** Living close to the university in a small town, where traffic is never an issue, allows for high levels of productivity for staff and students alike. A student may attend class in the morning, be involved in community engagement, and, within ten minutes, be back on campus for evening activities.



**Where leaders learn:** The university strives to produce graduates who are knowledgeable intellectuals, skilled professionals, and critical, caring, and compassionate citizens who can contribute to economic and social development and an equitable, just and democratic society. Students adopt the Social Change Model of Leadership to enhance effective student leadership and governance. This model is rooted in core human values, such as self-knowledge, service, and collaboration, and encourages socially responsible leadership.

**Faculties/Programmes:** Rhodes University has six faculties: Humanities, Education, Science, Pharmacy, Law and Commerce, and 35 Academic Departments. Rhodes University also has several Schools, Research Units, Research Centres, Research Institutes and Centres of Excellence.

**Language of instruction:** The most widely spoken languages in Makhanda are isiXhosa, Afrikaans and English. While the main language of instruction is English, multilingualism is promoted and celebrated. The School of Languages and Literatures (SOLL) offers courses in the following areas of language and literary studies: African Language Studies, Afrikaans and Netherlandic Studies, Chinese Studies, Classical Studies, French Studies, and German Studies.

**Courses:** Courses on offer may be viewed by searching for Rhodes University Calendar 2025 on the Rhodes University website:

[www.ru.ac.za/media/rhodesuniversity/content/registrar/rhodesuniversitytermdates2023/Rhodes\\_Calendar\\_2025\\_Web.pdf](http://www.ru.ac.za/media/rhodesuniversity/content/registrar/rhodesuniversitytermdates2023/Rhodes_Calendar_2025_Web.pdf)

**Admission requirements:** Details of the course requirements may be located on the website by searching for the Rhodes University Admission gateway. <https://www.ru.ac.za/admissiongateway/>

## STUDENT LIFE

**Accommodation:** Almost 40% of Rhodes students live in university residences. There are also dedicated residences for postgraduates. Through a well-established structure of residence heads, residence assistants and residence committees, the residences play an important role in overall student development, including the development of leadership skills.

Off-campus students (Oppidans) also have managers and student committees, who assist with student support and well-being, including recommending accredited accommodation in town. They now have a new, dedicated Common room to socialise with other students and a new, well-lit student bus shelter for students waiting for the Oppidan bus home.

**Sports and Societies:** Students can join one or more of the 28 sporting clubs, affiliated to the Sports Council. Many of the sports teams are very successful and provide the opportunity for provincial and national travel. The Rhodes Health Suite offers weight training, aerobics and spinning classes, and instructors are available to assist with personal training programmes. The SRC oversees the operation of over 90 different clubs and societies, which include cultural interest groups (e.g., debating, drumming, creative writing and poetry), religious societies, environmental clubs, and political and awareness-raising groups.

**Student Wellness:** The Student Mental, Academic, & Social Health (SMASH) programme, hosted by the Counselling Centre psychologists, seeks to educate and support students to maximise their wellness. Topics and services covered include study skills support, exam preparation, managing exam-related stress, burnout, depression, anxiety, procrastination, self-care, and motivation.

**Living with disabilities at Rhodes University:** Students living with disabilities may be helped with Assistive technology support, Extra Time requests, Library Services support, Financial Aid support, General student support, Academic

support and Personal support. A new bus, accessible for students with disabilities, has just been purchased.

**Funding of academically deserving students:** Efforts continue to raise funds for the Isivivane Fund for academically deserving but financially challenged, students. The target for 2028 is R20m. You can visit our giving page by searching for Rhodes University Isivivane.



## RESEARCH, TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT

### 1. RESEARCH AND INNOVATION:

Rhodes University has identified six Institutional Research Themes (IRTs) to strengthen its global research profile, foster excellence, and support interdisciplinary collaboration. These themes reflect pressing societal and environmental challenges and draw on the university's established and emerging research strengths.

**Water Security** addresses the urgent need for sustainable water management in the face of climate change, biodiversity loss, governance failures, and growing demands. It focuses on water quality, access, governance, ecosystem health, and the complex links between water, health, food, and energy, building on the university's legacy in water research.

**Nanotechnology Innovation** leverages Rhodes University's expertise in chemistry and material sciences to develop nanoscale solutions for challenges in health, energy, water, and the environment. It supports interdisciplinary research and fosters innovation for societal benefit.

**Radio Astronomy** positions the university within global astrophysics research, particularly through South Africa's role in the Square Kilometre Array. It focuses on astronomical discovery, big data, instrumentation, and human capital development in science and engineering.

**Drugs, Health and Society** explores pharmaceutical and traditional medicine development, public health systems, and the social contexts of drug use. It connects science, health, and the humanities to address complex health challenges from an interdisciplinary perspective and leverages research strengths in drug discovery, formulation and diagnostics.

**Sustainable Education Futures** investigates the role of education in shaping just and sustainable societies. It explores pedagogy, policy, and educational transformation, underpinned by Rhodes University's critical education scholarship and commitment to social change.

**Environments, Ecologies and Economies** examines the interdependence of ecological systems, economic development, and social justice. It promotes integrative, place-based research to address biodiversity loss, climate change, and sustainable livelihoods.

Together, these themes reflect Rhodes University's commitment to impactful, inclusive, and forward-looking research. In 2025, Rhodes University hosts 11 research chairs, with a 12th hosted as a Rhodes Professor in the associated South African Institute of Aquatic Biodiversity (SAIAB).

**Research Office:** Research is supported across the research excellence development pipeline, starting with postgraduate students, postdoctoral fellows, early career academics, mid-career and well-established research leaders. Academic development programmes include the Accelerated Academic Development Programme, the University Capacity Development Programme (UCDP) and the Mellon Early Career Scholars programme. The university invests significantly in high end research infrastructure, with the newly opened Tebello Nyokong Institute for Nanotechnology Innovation being the latest such investment.

**Confucius Institute (CI):** Established as the first global model Confucius Institute in South Africa, the first accredited Master in Chinese Studies Programme was established in 2023 in partnership with Jinan University in Guangzhou (China). This research-based programme welcomes prospective students who have obtained their Honours degrees in Chinese Studies or relevant disciplines from across Africa and around the globe. Prospective students are afforded the opportunity to engage in extensive research in China-South Africa and BRICS relations.



### 2. TEACHING AND LEARNING:

Rhodes University contributes enormously to research on teaching and learning, which its academics draw upon to inform their pedagogical practice. Rhodes continues to have one of the best undergraduate and postgraduate throughput rates in the country, meaning that our students do not only complete their qualifications, but do so within regulation time. While the dominant mode of provision is contact learning, Rhodes University is moving towards enhanced blended learning, hybrid and online provisions.

**Centre for Higher Education Research Teaching and Learning (CHERTL):** The work of CHERTL involves the development of academic staff as professional educators, the promotion and assurance of quality in teaching and learning, and the

development of student learning in conjunction with academic departments. CHERTL supports academics at Rhodes and beyond with a well-respected doctoral programme. Rhodes University developed a Staff Accelerated Development Programme, using Mellon and Kresge funding, with great success, inspiring the national nGAP (New Generation of Academics Program) developed by the Department of Higher Education and Training. The programme continues to support a flourishing group of emerging academics.

**Centre for Postgraduate Studies (CPGS):** Postgraduate students and postdoctoral fellows are supported through the activities of the CPGS and the Centre for Higher Education Teaching and Learning (CHERTL), which provide support for writing, research design, and supervisor development courses.

**Global Engagement Division (GED):** GED also provides specialist support to international and South African students and academics involved in internationalisation programmes. GED works closely with CHERTL and CPGS, and advises academics and Directors on all dimensions of international partnerships, frameworks, agreements and travel.

These three entities have been working collaboratively on improvement plans for the postgraduate experience and creating more intentional pathways for postdoctoral fellows to strengthen their researcher profiles.

**Graduation 2025:** In the six graduation ceremonies of Autumn 2025, a total of 2,063 graduates received their degrees, diplomas and certificates as well as four honorary doctorates. Of these, 1,317 (64%) were undergraduate bachelor's degrees and 746 (36%) were postgraduate degrees, postgraduate diplomas and postgraduate certificates. Of the 746 postgraduate students, 659 were awarded postgraduate certificates, diplomas and Honours degrees; 57 were awarded master's degrees, and 30 were conferred with doctoral degrees. 65% of the graduating students are female students, and 8% are international students. Twenty-one Student Representative Council members graduated, 9 of them with a postgraduate qualification. At Rhodes, student leaders not only serve the student body but also excel in their academic pursuits. 108 of the graduates were supported to attain a Bachelor's pass via unconventional routes with community partners, including GADRA education, the Rhodes University bridging programme and the 9/10ths programme. The four honorary graduates were: Advocate Paul Pretorius SC, Professor Kwesi Kwaa Prah, Tsitsi Dangarembga and Mrs Eugenia Mbekeni. 2025 marks the end of Justice Lex Mpati presiding over the ceremonies as he steps down as the Chancellor for Rhodes University. Tears were shed as he received a standing ovation for his dedicated service. Another ceremony will be held in October 2025 exclusively for Master's and Doctoral candidates.

### 3. COMMUNITY ENGAGEMENT:

The community engagement-teaching nexus is evident in the number of courses incorporating service-learning into the formal curriculum. Volunteerism, which promotes engaged and democratic citizenry, increasingly forms part of a student's overall growth, development and learning experience. All

community engagement initiatives are informed by theory and there is an increasing amount of engaged research aimed at the co-creation of knowledge and contributing to the scholarship of engagement.

**Rhodes University Community Engagement (RUCE):** Rhodes University has established an engaged research hub, in partnership with UNESCO, as part of training a new generation of researchers in Community Based Participatory Research. In addition, Rhodes University offers the only online short course in Service Learning in South Africa. In 2023, RUCE launched the African Journal of Higher Education Community Engagement (AJHECE) which focuses on Community Engagement (CE) as a core function of higher education and an emerging discipline.

**Vice Chancellor's Education Initiative Projects:** Please visit the Community Engagement website. <https://www.ru.ac.za/communityengagement/>

**Student recruitment:** Open Days for local learners and campus visits for Life Orientation Teachers from Eastern Cape schools ensure an in-depth understanding of requirements for those who are aspiring to attend Rhodes University.



### 4. INTERNATIONALISATION AND GLOBAL ENGAGEMENT

**Networks:** Rhodes University belongs to a wide range of international networks, including the African Association of Universities (AAU); Association of Commonwealth Universities (ACU); Association of International Education Administrators (AIEA); African Network of International Education (ANIE); African Research Universities Alliance (ARUA); European Association of International Education (EAIE); International Association of Universities (IAU); International Education Association of South Africa (IEASA); Association of International Educators (NAFSA); Southern African Nordic Centre (SANORD); Southern African Regional Universities Association (SARUA); and South Africa Swedish University Forum (SASUF). Most academics also have extensive bilateral international relationships.

**Students:** Approximately 10% of the students enrolled are international students from 54 countries. Postdoctoral fellows are the most international cohort on campus.

**Exchange/study abroad/mobility programmes:** Active student exchanges in 2025 are with the following institutions: Antwerp University, Belgium; Boston College, USA; Friedrich-Alexander University of Erlangen-Nuremberg, Germany; Pädagogische Hochschule Bern (PH Bern), Switzerland;

Pädagogische Hochschule Schwäbisch Gmünd, Germany; Università Cattolica del Sacro Cuore, Italy; University of Leicester, UK; University of Münster, Germany.

**Integration:** International credit-bearing semester abroad students stay in integrated university residences with South African students. Visiting students are encouraged to visit the scenic and culturally interesting parts of South Africa during vacations.

**Intra Africa mobility:** In 2025, Rhodes University strengthened its role in intra-Africa academic collaboration through key partnerships under the African Water Resources Mobility Network (AWaRMN) and the Grow Green Africa (Gr2A) project. As the lead institution for AWaRMN, Rhodes University collaborates with the Federal University of Technology, Minna (Nigeria), Makerere University (Uganda), University of Kinshasa (DRC), and Ecole Nationale Supérieure d'Hydraulique (Algeria), with technical support from TU Delft (Netherlands), to build capacity in sustainable water management through funded postgraduate mobility. Additionally, through the Gr2A project, Rhodes University works with Copperbelt University (Zambia), National University of Science and Technology (Zimbabwe), Namibia University of Science and Technology, University of Eswatini, and the University of Turku (Finland) to co-develop climate-focused curricula, further advancing African-led solutions to sustainability challenges.

Rhodes University, is a founding member of the African Research Universities Alliance (ARUA) established in 2015, which continues to play a pivotal role in fostering collaborative research and capacity building across the continent. Rhodes University leads the ARUA Centre of Excellence (CoE) in Water, focusing on integrated water resource management. This CoE collaborates with institutions such as the University of Dar es Salaam (Tanzania), University of Lagos (Nigeria), Addis Ababa University (Ethiopia), and University of Cape Town (South Africa). Additionally, Rhodes University's Institute for Water Research is spearheading the "Unlocking Resilient Benefits from African Water Resources" project, part of the ARUA-UKRI research programme. This initiative brings together researchers from South Africa, Ethiopia, Rwanda, Senegal, Tanzania, Uganda, Nigeria, and the UK to address water-related Sustainable Development Goals (SDGs) through community engagement and innovative research methodologies.

In 2024, Rhodes University launched two new ARUA/The Guild Africa-Europe Clusters of Research Excellence (CoREs): the Water Resources Management CoRE, co-led by Dr. Jane Tanner, and the Creative Economies CoRE, co-led by Professor Jen Snowball. These CoREs aim to advance research education and foster collaborative efforts towards addressing sustainability challenges and creative economy development.

**Internationalisation at Home (GED):** As part of Rhodes University's commitment to comprehensive internationalisation, the Global Engagement Division (GED) plays a central role in embedding Internationalisation at Home by working collaboratively across divisions to create spaces for intercultural engagement and multidisciplinary dialogue on global themes.

**Students activities:** In 2025, GED supported student activities, including engaging residence and society leaders in promoting intercultural competencies and internationalisation in their ongoing activities. GED hosted a cultural celebration for incoming and outgoing exchange students on International Mother Tongue Day. A special graduation dinner was held for international postgraduate students.



**Africa month:** The Global Engagement Division (GED), in collaboration with internal and external partners, curated a dynamic and reflective programme to mark Africa Month. The celebration brought African identities, ideas, and innovations to the fore through exhibitions, lectures, student engagement, and performances affirming the university as a space of critical thought and global dialogue. These included a postgraduate seminar and public lecture by Logan Wort (Executive Secretary and CEO of African Tax Administration Forum (ATAF), the launch of the Africa Research and Knowledge Hub, a student dialogue on reparations in response to the African Union's 2025 theme, and a panel discussion on justice and reparation featuring Professors Ciraj Rassool, Shahid Vawda, and Pedro Tabensky. Celebrations also featured a vibrant community concert headlined by Siphon 'Hotstix' Mabuse, a multicultural "Open mic" night, an Africa Day quiz, book launches and an exhibition at Amazwi in honour of South African poet laureate Wally Serote. Throughout the month, educational campaigns, literary displays, and visual exhibitions elevated campus awareness of Africa's history, diversity, and future, culminating in the university's launch of "Multicultural Monday" under the motto: "I'm proud of my culture and curious about yours."

## CONCLUSION

From life on campus itself to engagement with the local and global community, Rhodes University offers a unique, vibrant and diverse experience to the leaders who learn here.

## CONTACT DETAILS

### The Student Bureau, Registrar's Division

T: +27(0)46 603 8111  
E: registrar@ru.ac.za

### Global Engagement Division

T: +27(0)46 603 8217  
E: internationaloffice@ru.ac.za

Website: [www.ru.ac.za](http://www.ru.ac.za)



## *Making a difference in the world from central South Africa*

### EXCELLENCE, INNOVATION AND IMPACT

The University of the Free State (UFS) is a progressive multi-campus university in central South Africa, focused on transformation as a core strategy. Apart from being a university that excels in teaching, learning, and research, we are focused on making an impact on local and global society. We are firmly rooted in our rich history dating back to 1904. Our Vision 130 is an elaboration of our strategic intent to intensify the excellence and impact of the institution and to reposition it by 2034 when we will commemorate our 130th anniversary.

### SOCIAL JUSTICE AND CARE

We value our diverse, inclusive, multilingual, and multigenerational campus community and have delivered outstanding academics, sports stars, celebrities, artists, and entrepreneurs. We are committed to continuously renewing ourselves to ensure the retention of our vitality and relevance. We pride ourselves as a research-led, student centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge. We consistently strive to impart and generate new knowledge that impactfully supports societal development.

### PROGRAMMES/FACULTIES

With three diverse campuses (two in Bloemfontein and one in Qwaqwa in the scenic Eastern Free State), we offer several undergraduate and postgraduate programmes in seven faculties:

- Economic and Management Sciences
- Education
- Health Sciences
- The Humanities
- Law
- Natural and Agricultural Sciences
- Theology and Religion

### RESEARCH

Our research is gaining excellent momentum, with five multidisciplinary research niche areas focusing on enhancing the quality of life in rural and urban communities globally. Innovative research focuses on the interface between natural and human ecosystems in unique environments, such as our Afromontane Research Unit situated at the foot of the Maluti-Drakensberg mountain range, which focuses on Southern African mountains as social-ecological systems for the development and empowerment of communities. Our Green Futures Hub is hosting the Department of Science, Technology and Innovation's (DSTI) SA Circular Agriculture Initiative (SACAI), which specialises in biological water purification, controlling invasive species and pests, sustainable bioenergy,

climate-resilient food systems, and mitigating the impact of climate change. Our health and well-being research specialises in the application of artificial intelligence in health care, novel cancer treatments, indigenous health knowledge systems, and vaccine development. Significant investments in our research infrastructure contribute to the momentum to the work of our emerging and established researchers.

### INTERNATIONALISATION AT UFS

The UFS follows a comprehensive internationalisation approach, strategically aligning and integrating programmes and activities to be globally relevant and competitive while being locally grounded. International engagements enable the UFS community to critically engage with diverse views and perspectives, foster research collaboration, achieve learning exchanges through both mobility and virtual collaboration, and promote community engagement across divides. By embracing internationalisation, students and staff contribute to addressing the United Nations SDGs, while gaining recognition for their ideas worldwide.

Collaboration with 3,070 institutions, with a total of 5,080 publications: time frame: 2021-2024. We currently have 51 active university partnerships globally, including 19 active university collaborations in Africa.

### FACILITIES

We offer a wide range of learning environments, from heritage-rich buildings to brand-new modular complexes for lecturing and engagement. We have more than 300 learning laboratories, the only digital planetarium in Southern Africa, and a 1400-hectare experimental farm. Students can also access greenhouses, computer laboratories, libraries, and studios to facilitate learning and research. We use solar energy and water harvesting on all our campuses.

### ACCOMMODATION

Our 40 on-campus residences offer different types of accommodation to cater for students' varying needs.

### CONTACT DETAILS

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Website: [www.ufs.ac.za](http://www.ufs.ac.za)



# RESEARCH AND INNOVATION ENHANCING QUALITY OF LIFE FOR THRIVING COMMUNITIES.

## PEACE, JUSTICE AND HUMAN RIGHTS

Promoting peace and justice for all people in all walks of life through the lens of international human rights principles and laws championing inclusivity, democracy and the protection human rights.

## IDENTITY, CULTURE AND HERITAGE

Enhancing the quality of life of individuals and communities through the exploration of identity formation, identity transformation and cultural heritage in the context of rapid societal changes, including systems of oppression and discrimination, intergenerational trauma, and the interface between humans and digital worlds.



### PROF. RALPH CLARK, DIRECTOR:

*Afromontane Research Unit & Associate Professor in the Department of Geography, has - in addition to leading a multidisciplinary research unit - focused research on plant diversity and endemism in Southern African mountains and mountain ecology under global change. He is Chair of the Southern African Mountain Conference series.*

## GREEN FEATURES HUB

Develops solutions to address challenges related to ecosystems including natural and agricultural ecosystems, water resources, climate change and food security.

## COMPLEX SYSTEMS FOR SUSTAINABLE DEVELOPMENT

Multidisciplinary research addressing complex societal and scientific problems through innovative infrastructure and technological advances, mathematical modelling.

## HEALTH AND WELL-BEING

Promoting health and well-being in individuals and communities through innovative tertiary, secondary and primary healthcare interventions.



### PROF. IVAN TUROK

*From the Department of Economics and Finance holds the prestigious NRF Chair in City-Region Economies. His research and teaching focuses on generating knowledge, building expertise and improving policies to support the development of city and regional economies throughout Africa.*

### PROF. CATHERINE S. NAMAKULA

*Convenes the UFS Africa Reparation Hub that is contributing uncensored discussions and pioneering scholarship to Africa's quest for reparatory justice for legacies of the past including the 400 years of enslavement of Africans, colonialism, and apartheid. Of note is the Hub's Africa Reparation Database.*



### PROF. MARTIN NYAGA

*From the UFS-NGS Unit in the Department of Biomedical Sciences specialises in whole-genome sequencing and metagenomics of enteric and respiratory virome, investigating vaccine-driven rotavirus epidemiology shifts and the clinical impact of viral communities on enteric and respiratory diseases.*



### PROF. VASU REDDY

*The Deputy Vice-Chancellor: Research, Postgraduate Studies and Internationalisation. His research focuses on the history of ideas, mainly aligned with gender and sexuality studies, including public intellectuals and food studies. Most recent publications are State of the Nation 2024: Quality of Life and Wellbeing (2024, HSRC Press) and Thinking Through Food in South Africa: Identities, Embodiment and Representation (2024, ESI Press, with Desiree Lewis, Lebo Moletsane, and Heather Thuynsma).*

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Inspiring excellence,  
transforming lives  
through quality,  
impact, and care.





# STUDY SA GUIDE 2025

## UNIVERSITY OF THE FREE STATE (UFS) | SOUTH AFRICA

### WHERE VISION MEETS GLOBAL EXCELLENCE

**Are you ready to study at a university where academic excellence meets global impact and every student's journey is valued?**

The University of the Free State (UFS) is a dynamic, research-led institution that attracts top-performing undergraduate and postgraduate students from across the world. Located in the heart of South Africa, the UFS offers an academically rigorous and socially conscious environment driven by its long-term strategic agenda – Vision130.

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**UFS**  
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SERVICES

# UNIVERSITY OF SOUTH AFRICA



## INTRODUCTION

The University of South Africa (Unisa) is the largest Comprehensive Open Distance e-learning (CODeL) institution on the African continent. It is recognised globally as a pioneering force in distance education. Established in 1873, Unisa holds a distinguished place in South Africa's history, evolving into a comprehensive university renowned for its accessibility and commitment to quality. Today, Unisa plays a vital role in advancing education by providing an inclusive platform that transcends geographic, financial, and social barriers, making higher education attainable for millions of students both in South Africa and internationally.

With eight colleges offering an extensive portfolio of programmes ranging from undergraduate to postgraduate qualifications and professional diplomas, Unisa is deeply attuned to the diverse and changing needs of the African continent and beyond. These offerings reflect Unisa's forward-thinking ethos, designed to equip students with the skills and knowledge necessary to thrive in an interconnected, dynamic global landscape.

Unisa's dedication to excellence in education is matched by its focus on impactful research and meaningful contributions to society at large. Through initiatives that address pressing societal challenges, Unisa aligns with its mission of being the African university shaping futures in the service of humanity — empowering individuals and communities to transform their lives. By fostering a culture of lifelong learning and societal contribution, Unisa remains at the forefront of educational innovation, continually enhancing its role as a beacon of accessible, quality education.

In service to its 378,000 students, Unisa has built up its capital reserves and these are: Intellectual capital which extends to the development of patents, products, and services, among others; financial resources – where some of the investment strategies she introduced catapulted the university's reserves to almost twice the figure within three years of her tenure; human capital – where the effective regimes in recruitment and retention, talent management, high performance, and a conducive working environment ensure that Unisa can maintain a robust academic environment, with over 235 NRF-rated professors; reputational capital where Unisa is highly regarded locally and globally, and remains an institution of choice; access capital where Unisa remains committed to providing access to quality and affordable education, irrespective of its students' age or geographic locations; and social capital which is rooted in stakeholder engagement as a key to Unisa's existence, and the relationships it has with partners, donors, alumni, the private and public sectors, and its students.



## UNISA'S CATALYTIC NICHE AREAS

Unisa's strategic initiatives continue to reflect its commitment to accessible, transformative education. Central to this mission is the establishment of catalytic niche areas (CNAs) aimed at fostering excellence across key aspects of higher education. These areas serve not only as a framework for Unisa's growth but also as a reflection of the changing landscape of global education driven by the changing face of global economies.

Given that Africa has the youngest population, this change has highlighted the need for Africa to take its role in resourcing the future in order to crystallise its competitive edge. By prioritising technology advancement, quality mediated learning, enhanced research, engaged scholarship, and robust student support, Unisa is well positioned to be an influential contributor as a pipeline for educated human capital to meet needs of the future.

The Unisa catalytic niche areas are the instruments being used to shape the future of education and development in Africa, as they are focused on the areas emerging as priorities that require resourcing:

- **Marine studies:** Unlocking the plethora of commercial activities and trade along the 2,800km coastline of South Africa
- **Aviation and aeronautical studies:** Unlocking studies in aviation mechanics and engineering, electronics, operations and safety policy space in accordance with international standards and conventions, as well as traveller experience.
- **Automotive studies:** Exploring the possibilities of enhancing automotive industry growth which has the potential to grow from 600,000 to 1.4 million vehicles a year in production at its peak.
- **Energy studies:** Exploring possibilities to enhance opportunities in solar energy, wind energy and nuclear energy generation.
- **Space studies and the Square Kilometre Array:** Participation in the development of the sophisticated and far-reaching telescopes that have a huge capacity to collect information and communications technology hardware and software, and related functions and capabilities.
- **Fourth Industrial Revolution and digitalisation:** Exploring the support professions that will enable the 4th Industrial Revolution in the disciplines of legal, commercial and technology fields.
- **Biotechnological studies:** Improving and rapidly developing research capacity and technology in biotechnological studies.
- **Health/Pharmaceutical studies:** Developing the capacity to continue training medical specialists in different areas that may be deemed critical and urgent at the emergence of any other future pandemics and life-threatening diseases.
- **Feminist/Womanist/Bosadi theorisations:** Bosadi is a theory for the context of black South African women encompassing racial oppression, sexist African culture, classism, as well as general sexism. It is a crucial field of research and studies, as the African woman of the future emerges.
- **Student support and co-curricular activities:** Equipping students with life skills beyond academics is critical and is embedded in the ethos of the institution's academic fabric.

These niche areas contribute to Unisa's vision of a well-rounded education model that addresses local and global challenges. By fostering skills that align with global developmental goals, Unisa ensures that its graduates are not only job-ready but also prepared to contribute meaningfully to the continent's future, driving social and economic progress. Through these catalytic niche areas, Unisa is creating a legacy of impactful education, ensuring that African students can lead and innovate in a global context.

### RESOURCING THE FUTURE: AFFORDABLE, OPEN DISTANCE E-LEARNING

Unisa's dedication to resourcing the future is perhaps best embodied by its commitment to affordable, high-quality open distance e-learning. As education costs continue to rise, Unisa's CODEL model offers a sustainable alternative, making tertiary education accessible to a broader segment of the population. The model aligns with Unisa's long-term vision of fostering a

continent where education is a right, not a privilege, enabling learners from diverse backgrounds to pursue academic and professional growth.

### STUDENT-CENTREDNESS: STRENGTHENING STUDENT SUPPORT SERVICES

Unisa's foundation is built on the promise of fostering environments that allow for life-long learning by ensuring a student-centred approach that keeps the students and their needs at the core of all engagement and interaction. This commitment to place students at the core of all institutional activities recognises the unique challenges of distance learning.

### PROPELLING RESEARCH AND INNOVATION

Propelling research and innovation forms another cornerstone of Unisa's catalytic niche areas. Research remains a vital function for any university, enabling the exploration of new ideas and solutions to pressing global challenges. For Unisa, fostering a research-driven environment ensures an academic culture of consistently digging beyond the surface of thought to unlock the unknown.

The focus on research and innovation is not just about academic prestige but also about finding actionable, Africa-specific solutions that resonate on a global scale, thus aligning with Unisa's ambition to make a global impact.



### IN IMPROVING THE INTERNATIONAL FOOTPRINT:

UNISA is engaged in collaborations with local and international universities through various collaboration agreements which involve student and staff exchange, research, scholarships and teaching programmes, etc. as well as with TVET colleges.

These include Botswana Open University; Hawassa University, Ethiopia; Kenyatta University, Kenya; Fern Universität Hagen, Germany; Times Higher Education; University of Namibia; eThekweni Municipality; City of Tshwane; UCT; Department of Correctional Services; The Spanish National Distance Education (UNED); Uganda Management Institute; University of Cienfuegos, Cuba; and Yonsei University, South Korea. About two years ago, Prof. Puleng LenkaBula and Prof. Evelyn Welch, the University of Bristol's Vice-Chancellor and President, signed a memorandum of understanding to strengthen collaboration in science, research and innovation. This agreement comes on the back of the successful launch of the Africa Charter for Transformative Research Collaborations.

This Charter aims to develop transformative research collaborations that will serve to advance a more just and richer pluriversal global scientific effort across the formal, natural and social sciences, as well as the arts and humanities, in which Africa takes its rightful place. It has become a globally defining document on partnerships between the Global South and Global North, having been adopted by 88 universities during and following its launch at the African Association of Universities' Biennial Conference of Rectors and Vice-Chancellors in Namibia earlier this year.

### COMMUNITY ENGAGEMENT AND DEVELOPMENT

Unisa demonstrates a deep commitment to social responsibility through initiatives that focus on community engagement and societal upliftment. Through programmes designed to address pressing social issues, Unisa partners with local communities to promote sustainable development. Such targeted community development projects include literacy initiatives in under-resourced schools, and health outreach programmes that provide essential health education and services. These projects have had a measurable impact, from raising literacy rates to increasing community awareness around critical health issues. Furthermore, initiatives like environmental conservation programmes underscore Unisa's commitment to creating socially and environmentally responsible citizens.

Unisa's remarkable advancements in research and innovation are a testament to the necessity of strategic, forward-thinking leadership, which is crucial to navigating the university's extensive strategic responsibilities in a competitive global education landscape. Through the catalytic niche areas, Unisa leverages its unique strengths to drive impactful change, transforming challenges into opportunities for progress.

This strategic direction elevates the university's academic and research standards while simultaneously strengthening its commitment to addressing pressing societal needs. The strategic focus under which Unisa is being directed is key to sustaining the institution's growth and influence within Africa and beyond. UNISA has been at the core of rethinking how to shape society, and how to resource society with knowledge, research, and engaged scholarship outputs. For instance, the university supported Ethiopia's transformation in the aftermath of the civil war, where Unisa was the only South African university allowed to set up a campus.



The students, academics, professional and administrative staff, and alumni are committed to ensuring that this university reclaims itself, shapes the future, and becomes one of the leading science institutes in our country and the world. That's the vision for the future.

### CONTACT DETAILS

T: +27(0)12 429 3111  
E: [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za)

Website: [www.unisa.ac.za](http://www.unisa.ac.za)



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# CAPE PENINSULA UNIVERSITY OF TECHNOLOGY



The Cape Peninsula University of Technology (CPUT) was established on 1 January 2005, formed as a result of the merger between the Cape Technikon and Peninsula Technikon. This merger was part of the process of national redress and transformation of the higher education landscape in South Africa. This year, CPUT celebrates 20 years of growing from great.

## VISION

CPUT is Africa's leading Smart University of Technology, globally renowned for innovation, with graduates that shape a better world for humanity.

## MISSION

CPUT transforms its students, through world-class researchers who inspire knowledge production and innovation that are cutting edge.

### #ONENESS

Focuses on **human-centricity** through our smart people and the smart CPUT community that **values and embraces unity** (*ubunye*) **in diversity** (*ukungafani*).

### #SMARTNESS

The **smartness dimension** of the strategy is focused on **technological developments and innovations** as considered by the current and future industrial revolutions.

## V2030: CPUT'S STRATEGIC PLAN UNPACKED

Focus Area(s)	Strategic Intent
Focus Area 1	Smart ITC environment and ITC workforce
Focus Area 2	Smart Teaching and Learning and Learning Environments
Focus Area 3	Smart RTIP that is relevant and excellent in its knowledge production
Focus Area 4	Smart Human Capital and Talent
Focus Area 5	Smart Internationalisation
Focus Area 6	Smart engagement and strong links with quintuple helix partners
Focus Area 7	Smart student engagement and learning experiences



## WHY CHOOSE CPUT

- CPUT is the only university of technology in the Western Cape and is the largest university in the region, with more than 30,000 students. CPUT is a multi-campus university with four service points and offers more than 70 programmes across its five campuses.
- Six faculties Spread over 5 campuses: Faculty of Applied Sciences, Faculty of Business and Management Sciences, Faculty of Informatics & Design, Faculty of Health & Wellness Sciences, Faculty of Education, Faculty of Engineering and the Built Environment.
- CPUT offers just under 100 career-focused courses ranging from Diplomas to Doctoral Degrees.
- **Enrolment Statistics (2024):**
  - » Undergraduate: 33,142
  - » Postgraduate: 2,821
  - » Grand Total: 35,963

## RESEARCH FOCUS AREAS

- Bio-economic and Biotechnology
- Space science, engineering and technology
- Smart energy
- The environment, climate change and sustainability
- Human, health and social dynamics
- The digital society

## The Cape Peninsula University of Technology celebrates 20 years

### CPUT PIONEERED THE DEVELOPMENT OF AFRICA'S FIRST NANOSATELLITE ZACUBE-1



CPUT is at the forefront of Africa's aerospace engineering endeavours. The institution's node of the French South African Institute of Technology (F'SATI) and its African Space Innovation Centre (ASIC) pioneered the development of Africa's first nanosatellite ZACUBE-1 in 2013, and the second most advanced CubeSat in 2018.

### SOUTH AFRICAN RESEARCH CHAIR INITIATIVE (SARCHI)

- Cardiometabolic Health Research Centre (CHRC).
- Centre for International Teacher Education (CITE)
- Innovative Small Satellite Technology & Applications for Africa (ISSTAA)
- Work-Integrated Learning (WIL)
- Governance and Economics for Water and Sanitation Sector Institutions.

### CPUT-FUNDED RESEARCH CHAIRS

- Biotechnology
- Energy
- Innovation in Society (Service Design)
- Literacy Development
- Oceans Economy
- Sustainable Tourism and Global Change

### SETA RESEARCH CHAIRS

- Work-Integrated Learning (ETDP-SETA)

### STRATEGIC INITIATIVES AND PARTNERSHIPS DIRECTORATE

The Strategic Initiatives and Partnerships Directorate, in partnership with an internationalisation ecosystem, stakeholders, and Departments at CPUT, is responsible for comprehensive internationalisation, promoting Internationalisation at Home (IaH), Internationalisation of the Curriculum (IoC), and Internationalisation of Research.

### CONTACT DETAILS:

#### Professor Dina Burger

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International Relations Officer  
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# SEFAKO MAKGATHO

## HEALTH SCIENCES UNIVERSITY

*Knowledge for Quality Health Services*



### *Sefako Makgatho Health Sciences University: A Legacy of Local and Global Impact in Healthcare*

With an unwavering commitment to excellence, Sefako Makgatho Health Sciences University (SMU) has carved out a distinguished reputation as a centre of academic excellence with societal impact that not only serves local communities but also reverberates across global health and science landscapes. As a uniquely African institution, SMU, which was born from the Medical University of South Africa (MEDUNSA), boasts a half-century of experience and has claimed its rightful position as a member of the global community of scholars and health practitioners.

Located in the heart of South Africa's Ga-Rankuwa community, the university was established following the de-merger of MEDUNSA from the University of Limpopo. The institution is the only dedicated health sciences university in Southern Africa and provides professional training and education in a range of fields through excellence in teaching, learning, innovative research, and community engagement. Students at the institution also conduct in-service training and attend practical demonstrations at the Dr George Mukhari Academic Hospital, which is located next to SMU.

The University's vision is to transform health services through excellence and innovation. There are currently approximately 7,000 students registered in five schools i.e. School of Medicine, School of Pharmacy, School of Dentistry, School of Health Care Sciences, and School of Science and Technology.

#### **AT THE FOREFRONT OF MEDICAL INNOVATION**

SMU is strategically positioned to focus on multidisciplinary health research that will provide solutions to ease the quadruple burden of disease facing our country and continent. The university prides itself on offering researchers an environment that allows academic freedom, as they participate in the production, dissemination, and utilisation of new knowledge for quality health services. To this end, SMU boasts some firsts on the Africa continent, for example:

- Acting Dean in the School of Medicine, Prof. Risenga Chauke and his cardiothoracic team at DGMHAH who performed the first Yang Procedure and Double Valve Replacement on the African continent.
- Prof. Zack Koto, internationally acclaimed surgeon and Head of Department of Surgery at SMU, who was the first surgeon in the country to make use of the Hot Axios Stent Technique (HAST) to relieve a patient suffering from jaundice due to an obstruction in their bile duct.
- Head of SMU's South African Vaccination and Immunisation Centre, Prof. Hannelie Meyer, who currently serves on the National Advisory Group on Immunisations (NAGI) and as an expert member on the international Pharmaceutical Federation (FIP) Policy Committee.

- The first African female Professor of Surgery in South Africa: Prof. Dikeledi Mokone.
- Dr Winnie Mathe, Acting Head of SMU's Department of Head and Neck Surgery, who performed the first Trans-oral Endoscopic Thyroidectomy Vestibular Approach (TOETVA) in South Africa.
- Dr Nsizwenye Ntokozi Mkhwanazi, a specialist General Surgeon from SMU, made history as the first black African candidate to receive the prestigious Douglas Award – Fellowship of College of Surgeons (FCS) medal from the College of Medicine of South Africa (CMSA) in 2024.

SMU recently celebrated the registration of its first patent. The patent was registered in the School of Pharmacy based on the discovery of Raloxifene Hydrochloride Hydrate solvate drug for cancer and osteoporosis treatment. Two provisional patents are also currently under review.

#### **INTERNATIONALISATION AT SMU**

We are deliberate in embracing internationalisation as a state of mind that is borderless and extends to all academic, administrative, cultural, and social issues. In that sense, SMU has committed to engendering an international dimension into the activities and functions of the University to assist in moulding global citizens. The institution is immersed in its local, regional, and international context and therefore it is intentional in embedding comprehensive internationalisation across the University to the benefit of our students, staff, collaborators, and partners.

#### **OUR CONTACT DETAILS**

##### **Physical Address:**

Molotlegi Street,  
Ga-Rankuwa, Pretoria  
Gauteng

##### **Postal Address:**

Registry  
P.O Box 60  
Medunsa, 0204

T: (012) 521 5759 | 5760 | 4464 | 5060  
E: [international@smu.ac.za](mailto:international@smu.ac.za)

Website: [www.smu.ac.za](http://www.smu.ac.za)





SEFAKO MAKGATHO  
HEALTH SCIENCES UNIVERSITY

# Transforming Health Services through Excellence and Innovation

Sefako Makgatho Health Sciences University (SMU) is the only dedicated health sciences university in Southern Africa. Nestled in the heart of the Ga-Rankuwa community, SMU provides professional training and education in a range of fields through excellence in teaching, learning, innovative research and community engagement.

The University further boasts with a dedicated Dental Teaching Hospital on campus, as well as the Dr George Mukhari Academic Hospital, the institutions teaching hospital, on its doorstep.

## SCHOOLS:

- School of Medicine
- School of Pharmacy
- School of Dentistry
- School of Health Care Sciences
- School of Science & Technology



[www.smu.ac.za](http://www.smu.ac.za) Molotlegi Street | Ga-Rankuwa | Pretoria | Gauteng

 Sefako Makgatho Health Sciences University  @SMU\_SA  smu\_\_sa  SMU TV  @smu\_online

# STELLENBOSCH UNIVERSITY



Stellenbosch  
UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

forward together  
sonke siya phambili  
saam vorentoe



## OUR STORY

Rooted in Africa with a global reach, Stellenbosch University (SU) has been shaping knowledge and innovation for over a century. As a leading institution, we drive world-class research, pioneering technological advancements, and transformative education. Our commitment to sustainability, inclusivity, and collaboration empowers us to address society's most pressing challenges – both locally and globally. Agile, forward-thinking, and impact-driven, we are moving forward, together.

Our dynamic and diverse campus community includes over 35,000 students and more than 4,000 academic and support staff across ten faculties and five campuses. The main campus, nestled along the historic, oak-lined streets of Stellenbosch and just 50 km from Cape Town, serves as the heart of this vibrant hub of learning, innovation, and collaboration. Our undergraduate and postgraduate community includes over 3,500 international students from 100 countries, fostering a truly global learning environment.

## STUDYING IN STELLENBOSCH

### Applications

Applications to study at Stellenbosch University are submitted

online at [www.sun.ac.za/english](http://www.sun.ac.za/english). Minimum entry requirements for each programme can be found in the respective faculties' yearbooks.

### Living in Stellenbosch

As a residential university, we continue to offer classroom-based, face-to-face teaching while embracing new technologies to expand learning spaces and reach new knowledge markets. Accommodation options include undergraduate and senior residences, several Private Student Organisation wards, and our Listen, Live, and Learn houses

## RESEARCH FOR IMPACT

Our research agenda is shaped by five strategic areas:

- The natural environment
- Health and human security,
- Social justice and development
- Human creativity and social innovation
- Systems and technologies for the future.

Each aligns with South Africa's National Development Plan, the African Union's Agenda 2063, and the UN's Sustainable Development Goals, ensuring our scholarship serves society locally, regionally and globally.



### INTERNATIONALISATION AT SU

SU is a globally connected research institution with more than 350 partners in over 60 countries and membership in more than 20 international networks. SU fosters collaboration at every level – from departmental and faculty-driven initiatives to broad institutional agreements. These partnerships not only drive innovative solutions but also create valuable opportunities for staff and student mobility, promoting a transformative and enriching academic and research experience for all Maties.

For more on SU's international activities and support for staff and students, visit: [www.sun.ac.za/english/SUInternational](http://www.sun.ac.za/english/SUInternational)

### OUR CAMPUSES

- 1 Stellenbosch campus
- 2 Tygerberg campus
- 3 Bellville Park campus
- 4 Worcester campus
- 5 Saldanha campus



### CONTACT DETAILS

**General international enquires:**

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**International Undergraduate Admissions:**

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E: [suiundergrads@sun.ac.za](mailto:suiundergrads@sun.ac.za)

**International Postgraduate Admissions:**

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E: [postgraduate@sun.ac.za](mailto:postgraduate@sun.ac.za)

**Postal address:**

Private Bag X1, Matieland 7602, South Africa

Website: [www.sun.ac.za/english](http://www.sun.ac.za/english)



UNIVERSITY OF  
**KWAZULU-NATAL**™  
INYUVESI  
**YAKWAZULU-NATALI**

*UKZN – Where you Grow,  
Excel, Discover, and  
Connect!*



Set against the breathtaking landscapes of **KwaZulu-Natal**, the University of KwaZulu-Natal (UKZN) is a vibrant, research-driven institution that blends **academic excellence, cultural diversity, and an unforgettable student experience**. Recognised as one of South Africa's top universities and a leading institution in Africa, UKZN is the perfect place to **study, grow, and connect with the world**.

UKZN's reputation is built on **innovative research** in health, science, engineering, humanities, law, agriculture, and business, coupled with **exceptional teaching** and a commitment to real-world impact.

With **five dynamic campuses**, four in the bustling coastal city of **Durban** and one in the historic town of Pietermaritzburg, UKZN offers a truly **immersive South African experience**. UKZN's campuses are alive with energy, creativity, and cultural exchange, creating an inspiring atmosphere for learning, innovation, and personal growth. Each campus is designed for **academic success and personal enrichment**, featuring:

- » Cutting-edge research labs and extensive libraries
- » Modern lecture halls and collaborative learning spaces
- » World-class sporting and recreational facilities
- » A safe, welcoming, and culturally diverse student environment

UKZN's international student community is an essential part of campus life, bringing fresh perspectives and **enhancing the university's global outlook**. Beyond academics, students can immerse themselves in **South Africa's rich heritage, scenic beauty, and dynamic city life**, from Durban's golden beaches

to the lush Midlands and awe-inspiring Drakensberg mountains. International students enjoy a **supportive and inclusive environment**, with opportunities to participate in community projects, gain hands-on experience, and **make a lasting impact**.

### APPLYING TO UKZN

International applicants must meet admission requirements based on their level of study:

- » **Undergraduate students** require an evaluation from **Universities South Africa (USAf)** confirming the equivalency of their high school qualifications.
- » **Postgraduate applicants** need a qualification assessment from the **South African Qualifications Authority (SAQA)** to ensure their degrees meet local academic standards.

All non-English documents must be submitted with **certified English translations**.

At UKZN, you'll gain more than just a degree – you'll **discover new perspectives, form lifelong connections, and be part of a university that inspires greatness**.

**Apply today and begin your UKZN journey!**

### VISIT OUR WEBSITE

[www.ukzn.ac.za](http://www.ukzn.ac.za)  
to get more information.



# APPLICATIONS

FOR 2026 ARE OPEN

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[www.cao.ac.za](http://www.cao.ac.za)

# UNIVERSITY OF LIMPOPO



The University of Limpopo (UL), based in South Africa's Limpopo Province, offers a diverse range of academic programmes, a stimulating learning environment, and a vibrant student community founded on inclusivity and equity. With a commitment to excellence in teaching, research, and community engagement, the university is an ideal centre for academic excellence where students can thrive, discover their true calling and make a difference in their lives and communities. Boasting state-of-the-art facilities, dedicated faculties with top class researchers and teaching staff, and a range of innovative programmes, the university equips students with the knowledge and skills needed for success in their chosen fields.

In its 65 years of existence, the UL stands among the most vibrant universities in the country, with a strong focus on finding solutions for Africa whether in healthcare, technology, education, science, or agriculture and the environment. The university is poised to embrace the future through its programmes in digital and science offerings, enabling students to take advantage of the rise in the digital revolution globally while ensuring a formidable footprint of expertise in Africa.

With every study area of the university accredited by both industry and the accreditation councils, you can be sure that a degree from the University of Limpopo puts every student in the fast lane to the world of work, entrepreneurship, and continuing education.

## STRATEGIC LOCATION, DIVERSE STUDENT COMMUNITY

Located in the scenic Limpopo Province in the northern part of South Africa, the university borders both Mozambique and Zimbabwe, giving it a natural gateway into the rest of the continent. Our vibrant campus community is home to more than 24,000 students from diverse backgrounds, including Indian, African, White, and Coloured communities, as well as international students from across the SADC region, including Lesotho, Botswana, Eswatini, Namibia, Malawi, Nigeria, and Ghana.

## OUR PROGRAMMES: DESIGNED FOR GLOBAL RELEVANCE

UL's Programme Qualification Mix (PQM) is purposefully designed to empower students with skills and knowledge that are both locally relevant and globally competitive. Our graduates are prepared not just for the job market, but to be agents of change – tackling unemployment, poverty, and inequality across Africa.

### Faculty of Science and Agriculture

- School of Agriculture and Environmental Sciences
- School of Mathematical and Computer Sciences
- School of Molecular and Life Sciences
- School of Physical and Mineral Sciences



### Faculty of Management and Law

- School of Law
- School of Economics and Management
- School of Accountancy

### Faculty of Health Sciences

- School of Health Care Science
- School of Medicine

### Faculty of Humanities

- School of Education
- School of Social Sciences
- School of Languages and Communication Studies

## TURFLOOP GRADUATE SCHOOL OF LEADERSHIP (TGSL)

Housed under the Faculty of Management and Law, TGSL is one of South Africa's top 10 leadership schools. It offers world-class postgraduate qualifications, including the Master of Business Administration, Master of Development in Planning and Management, and Master of Public Administration and Management. The School's vision is to be Africa's leading centre of excellence in academic leadership, management, and public service.

## EXCELLENCE IN RESEARCH

Driven by Goal 5 of UL's Strategic Plan (2019–2023), the university has established a dynamic research culture that aligns with national and continental development priorities. Key research niche areas include:

- Mental Health
- Indigenous Knowledge Systems
- Climate Change
- Women's Health
- Medicinal Plants

To support research excellence, UL offers writing retreats, research workshops, staff development programmes, doctoral supervision support, and a range of funding and incentive schemes. We also collaborate closely with the National Research Foundation (NRF) and private funders to support our researchers and postgraduate students.

The University is deeply embedded in the global academic community, thanks to its Office of International Affairs,

which facilitates staff and student exchanges, international scholarships, and strategic partnerships.

Our alumni form a growing global network of UL ambassadors who are making a meaningful impact across the world. Notable alumni include:

- President Lazarus Chakwera (Malawi)
- President Cyril Ramaphosa (South Africa)
- Judge Hosea Angula (Deputy Judge President, Namibia)



## A VIBRANT, INCLUSIVE CAMPUS EXPERIENCE

UL is more than just a place to study – it's a vibrant, safe, and inclusive community. Our campus is a home away from home, where students from all backgrounds can connect, grow, and thrive. Beyond the classroom, students are encouraged to explore their talents through extramural activities such as football, volleyball, dance, rugby, netball, cricket, and more. Social cohesion and cultural celebration are an integral part of student life at UL.

## CONTACT DETAILS

Marketing and Communication : 015 268 2121  
Website: [www.ul.ac.za](http://www.ul.ac.za) to learn more.



# UNIVERSITY OF MPUMALANGA



UNIVERSITY OF  
MPUMALANGA

*An African University Leading in Creating Opportunities for Sustainable Development through Innovation*



The University of Mpumalanga (UMP) is a Comprehensive University which offers a variety of undergraduate and postgraduate studies in the fields of, inter alia, Agriculture, Nature Conservation, Hospitality and Tourism Management, Information Communication Technology, Development Studies, Early Childhood Education, Administration, and Economics. Qualifications offered range from Higher Certificates to Doctoral Degrees offered on two campuses (Mbombela and Siyabuswa).

UMP was established in 2013, and has experienced rapid and gratifying growth since its establishment. In 2024, UMP enrolled 11,754 (5% postgraduate) and offers 78 programmes accredited by the Council on Higher Education. The university celebrated its 10th anniversary in 2023 under the theme A Decade of Excellence and Creating Opportunities.

Outstanding attributions of the University include inter alia its iconic infrastructure, the highly regarded Centre for Entrepreneurship Rapid Incubator, a Research Chair in Biodiversity Conservation, its prominent suite of national and international partnerships in support of both undergraduate education and postgraduate and research, and a unique and recognised approach to Engagement.

## INTERNATIONAL PARTNERSHIPS

The University of Mpumalanga has a comprehensive partnership approach, and focuses on mutually-beneficial, inclusive collaboration that offers, inter alia, faculty and staff exchanges, joint research activities and publications, special short-term academic programmes, and short and medium-term research visits for graduate students (Masters' and

Doctoral) and postdoctoral fellows. The university has 75 partnerships and collaborations, of which 42 are within international countries, including Europe (15), Southeast Asia (12), Africa (10), America (5) and Australia (2). The seven Institutional Research Themes of the University are addressed with the current suite of partnerships.

Amongst others, the university is a member of the following networks:

- Australia-Africa University Network (AAUN)
- Association of Commonwealth Universities (ACU)
- SA-Sweden University Forum (SASUF)
- Regional University Forum for Capacity Building in Agriculture (RUFORUM)
- Sustainable Development Solutions Network (SDSN).

## TEACHING AND LEARNING – TAKES CENTRE STAGE TO ADVANCE THE ACADEMIC PROJECT

Teaching and Learning at UMP focuses on the development of its students as independent and critical thinkers with a passion for knowledge and its application. Our approach to teaching is theoretically informed, pedagogically appropriate, and sensitive to diversity in all its forms in the educational environment. Therefore, continuously developing qualifications and curricula are context responsive.

UMP has been able to attract and retain established academics in various disciplines. Currently 57% of UMP academic staff have Doctoral Degrees (one of the highest levels in South Africa). First Time Entering students (FTEN) are supported in the transition from school to university by a well-developed Orientation Week and a First Year Experience



(FYE). Ongoing support is provided by peer mentors and tutors. As a result of these interventions, student success is generally high with a pass rate of 85%.

The university seeks to produce quality graduates who are (a) resourceful, responsive, and responsible, (b) innovative and entrepreneurial, (c) confident and effective communicators, (d) ethically and socially aware change agents, (e) adaptable, and (f) have sound disciplinary knowledge. UMP has graduated 6,010 students since its establishment.

### RESEARCH AND INNOVATION - GENERATING NEW KNOWLEDGE IN SUPPORT OF SOCIAL AND ECONOMIC DEVELOPMENT

UMP conducts research that contributes to local, regional, national, and global sustainability. Focusing on research has placed UMP in an advanced position among the institutions of higher learning despite it being one of the two new universities established in post-apartheid South Africa. We have developed rapidly in terms of research capacity development, research disciplines, national and international research partnerships, and research outputs.

The university's current research areas of interest include agriculture, biological and environmental sciences, information and communication technology, developmental studies, hospitality management and tourism, and education. Amongst some of the key research highlights since our establishment are the year-on-year increase in external research funding, and being awarded the National

Research Foundation (NRF) Excelleration Award in 2022 which acknowledges South African research institutions for achieving the most improved research performance. In 2023 UMP was awarded the NRF CEO's Special Recognition Award, acknowledging our continued progress and commitment to excellence in research performance.

UMP's research output increases significantly year-on-year, as well as the number of NRF-rated researchers (a national peer-review mechanism recognising excellence and competitiveness of researchers). With state-of-the-art research infrastructure, and numerous national and international research linkages, the university's prowess and recognition in the research environment is rapidly growing.

### CONTACT DETAILS

#### Mbombela Campus:

Cnr R40 and D725 Roads, Mbombela 1200

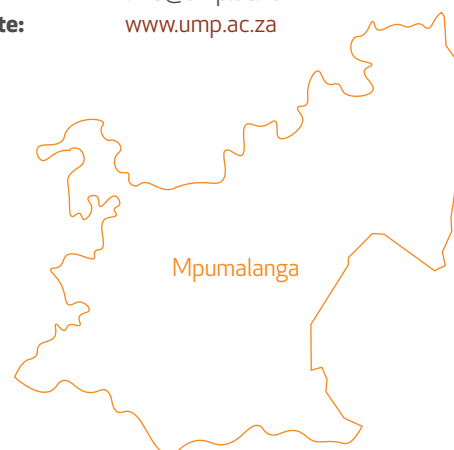
#### Siyabuswa Campus:

Bheki Mfundo Drive, Siyabuswa, South Africa

**Switchboard:** 013 002 0049/50

**Email:** [info@ump.ac.za](mailto:info@ump.ac.za)

**Website:** [www.ump.ac.za](http://www.ump.ac.za)



# UNIVERSITY OF VENDA



University of Venda  
Creating Future Leaders



## *A University Leading in Engaged Scholarship*

### **VISION**

A University Leading in Engaged Scholarship

### **MISSION**

The University of Venda produces graduates that are locally relevant and globally competitive

### **ABOUT UNIVEN**

The University of Venda (UNIVEN), located in Thohoyandou, Limpopo Province, South Africa, was established in 1982 and has undergone significant growth and transformation over the years. Initially drawing staff from different South African backgrounds, by 1994, it began recruiting from other African nations and beyond. This diverse institution fostered a unique atmosphere conducive to innovative ideas. Following the democratic transition in 1994, UNIVEN focused on science and technology, leading to the introduction of new programmes and a rise in student enrolment in these fields.

In 2002, the Department of Education mandated UNIVEN to evolve into a comprehensive university offering career-focused programmes. Even before this directive, the

university had started emphasising science and technology. Throughout its transformation, UNIVEN aligned its vision with the community's needs, leading to improved governance, curriculum changes, and enhanced faculty qualifications and student profiles. Today, UNIVEN is recognised as a vital institution within South Africa's higher education landscape, contributing significantly to the development of human resources in the country and region.

### **UNIVEN STRATEGY**

The Strategic Plan for 2021-2025 aims to rejuvenate UNIVEN's impact and relevance, focusing on enhancing student learning experiences, high-impact research, entrepreneurial development, and strategic partnerships. The COVID-19 pandemic accelerated the adoption of digitalisation at UNIVEN, facilitating international collaboration through programmes like Collaborative Online International Learning (COIL), which enhances curriculum transformation and teaching quality.

UNIVEN is engaged with local traditional authorities and employs local economic development officers to address

community developmental needs. Its partnerships extend to national and international universities and entities, strengthening research collaboration through initiatives like the Limpopo Research Forum and the Limpopo Integrated Innovation Forum.

### ACCOMMODATION

UNIVEN provides on-campus and accredited off-campus accommodation, creating a supportive community for students. The vibrant student life includes various support services, extracurricular activities, and facilities that promote academic and personal development, ensuring a well-rounded university experience.

### RESEARCH LINKAGES, COLLABORATION, AND PARTNERSHIPS

UNIVEN supports research linkages and partnerships. UNIVEN has linkages and collaborations with other universities nationally and internationally and also partners with other entities such as government departments, NGOs, private sector and industry. A strong research partnership exists currently with the Limpopo provincial government through the Limpopo Research Forum and the Limpopo



Integrated Innovation Forum which bring together managers of research and developers of technologies in the provincial tertiary institutions, provincial government departments, private sector, NGOs and industry. The fora look into various aspects that will avoid duplication and promote excellent multidisciplinary research and innovation in the province.

### CONTACT DETAILS

Tel: +2715962 9347/8  
 Email: [international.admissions@univen.ac.za](mailto:international.admissions@univen.ac.za)  
 Web: [www.univen.ac.za](http://www.univen.ac.za)



### FOUR FACULTIES IN THE UNIVERSITY OF VENDA:

#### FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

- African Languages
- Arts and Social Sciences
- Early Childhood Education
- Education Studies
- English, Media Studies and Linguistics
- Indigenous Knowledge Systems and Heritage Studies
- Professional and Curriculum Studies
- Social Work
- Youth in Development

#### FACULTY OF MANAGEMENT, COMMERCE AND LAW

- Accountancy
- Business Information Systems
- Business Management
- Criminal Justice
- Economics
- Human Resources Management and Labour Relations
- Mercantile & Private Law
- Public and Development Administration
- Public Law

#### FACULTY OF SCIENCE, ENGINEERING AND AGRICULTURE

- Food Science and Technology
- Animal Science
- Plant and Soil Sciences
- Agricultural Economics and Agribusiness
- Forestry
- Physics
- Chemistry
- Biological Sciences
- Biochemistry and Microbiology
- Mathematical and Computational Sciences
- Geography and Environmental Sciences
- Science Foundation
- Earth Sciences
- Urban and Regional Planning
- Agricultural and Rural Engineering

#### FACULTY OF HEALTH SCIENCES

- Advanced Nursing Science
- Psychology
- Public Health
- Human Nutrition and Dietetics
- Biokinetics, Recreation and Sport Science

# CENTRAL UNIVERSITY OF TECHNOLOGY



## Your Gateway to Innovation, Applied Research and African Impact

CUT is the foremost higher education institution in the heartland of South Africa. The university has two campuses, one in Bloemfontein, the judicial capital of South Africa, and one in Welkom, in the heart of the Free State goldfields. The university offers opportunities to full time degree and exchange students in several technological fields, including science, technology, engineering, and mathematics (STEM), management sciences, humanities and education.

### VISION 2030

By 2030, Central University of Technology, Free State will be a leading African university of technology, shaping the future through innovation.

The university offers undergraduate and postgraduate qualifications from four faculties:

- Health and Environmental Sciences
- Humanities
- Engineering, Built Environment, and Information Technology
- Management Sciences

### RESEARCH & INNOVATION

CUT is currently at the forefront of research and innovation through the following research centres:

- Centre for Rapid Prototyping and Manufacturing (CRPM)
- Centre for Entrepreneurship and Enterprise Studies (CEES)
- Centre for Applied Food Security and Biotechnology (CAFSaB)
- Centre For Sustainable Smart City (CSSC)
- Centre for Quality of Health and Living (CQHL)
- Product Development Technology Station (PDTs)
- Unit for Sustainable Water and Environment (USWE)
- Unit for Lean Construction and Sustainability (ULCS)
- Unit for Drug Discovery.

### GLOBAL ENGAGEMENT

The CUT's Centre for Global Engagement (CGE), previously called the "International Office", is the knowledge hub for CUT on comprehensive internationalisation. CGE facilitate and manage 66 international academic partnerships on behalf of CUT, spanning across four continents. Our Bloemfontein and Welkom campuses are home to students from approximately 15 African states and exchange students,



creating a diverse blend that enriches the learning experience for all. This multicultural environment enables many local students to enjoy an international experience through CUT's Internationalisation at Home (I@H) and Curriculum initiatives, such as, virtual mobility programmes, collaborative online international learning (COIL), cultivating well-rounded individuals prepared to make a difference in the world.

### CONTACT DETAILS

#### Central University of Technology, Free State

Private Bag X20539, Bloemfontein, 9300

Republic of South Africa

Bloemfontein Campus: +27 (0) 51 507 3410

Welkom Campus: +27 (0) 57 910 3500

#### Centre for Global Engagement (CGE)

Email: [sramajoe@cut.ac.za](mailto:sramajoe@cut.ac.za)

Website: [www.cut.ac.za](http://www.cut.ac.za)



# NORTH-WEST UNIVERSITY



## Explore your best at North-West University!

Choosing where to study in South Africa is no small decision, especially with so many world-class universities. So why choose North-West University (NWU)? Because here, your best journey begins.

### CAMPUS LOCATIONS

Set against the backdrop of South Africa's breathtaking North West and Gauteng provinces – home to mountains, valleys, and culture-rich landscapes – NWU is where opportunity and inspiration meet. With vibrant campuses in **Mahikeng**, **Potchefstroom**, and **Vanderbijlpark**, the university offers students a place to soar.

From theatre productions and art exhibitions to musical performances, creativity pulses through its renowned student life. NWU is also a sporting powerhouse, with students excelling nationally and internationally.

When it's time to unwind, nearby gems like **Sun City**, the **Cradle of Humankind**, and **Hartbeespoort Dam** offer unforgettable weekend escapes.

### EXCELLENCE THROUGH EIGHT FACULTIES

NWU delivers high-quality, accessible education through eight faculties: **Economic and Management Sciences**, **Education**, **Engineering**, **Health Sciences**, **Humanities**, **Law**, **Natural and Agricultural Sciences**, and **Theology**.

### A GLOBAL AND SUPPORTIVE COMMUNITY

With students from over **60 countries**, you'll fit right in. NWU's **Global Engagement Office** ensures international students feel welcomed and supported. The university celebrates diversity and fosters an inclusive environment where different cultures are embraced and respected.

*"North-West University is one of the best universities in South Africa. Not only is it the best in terms of an amazing student life but also its safety. It prioritises leadership and being accountable students who are preparing for the workplace. There is immense beauty of nature and wildlife... Networking is made easier and permits growth in the best way possible."*  
– student review on *EDU Opinions*, where NWU holds an impressive 4.5 rating based on over 180 student reviews.

### MAKING A MEANINGFUL IMPACT

NWU academic excellence goes hand-in-hand with social responsibility. Guided by an **ethic of care**, the university



works closely with communities to co-create solutions for real-world challenges, making a lasting impact locally and globally.

### RESEARCH THAT MATTERS

With **5 Centres of Excellence**, **6 Niche Areas**, and **20 Research Focus Areas**, NWU's commitment to impactful, interdisciplinary research sets it apart. Whether it's sustainable development, healthcare innovation, or environmental conservation, NWU research changes lives. The university is also the proud home to more than **300 National Research Foundation-rated researchers**, leading innovation and academic excellence.

NWU is more than a university – it's the best start to your future. It all starts here.

### CONTACT DETAILS

#### Global Engagement Office:

<https://www.nwu.ac.za/Internationalisation>

#### Research and Innovation:

<https://www.nwu.ac.za/research-and-innovation>

WhatsApp: +27 (0) 60 070 2606

E-mail: [studies@nwu.ac.za](mailto:studies@nwu.ac.za)

Website: [www.nwu.ac.za](http://www.nwu.ac.za)



# UNIVERSITY OF JOHANNESBURG



20  
2005  
2025  
YEARS



Vibrant, multicultural and dynamic, the University of Johannesburg (UJ) shares the pace and energy of cosmopolitan Johannesburg, the city whose name it carries. Proudly South African, the university is alive down to its African roots, and well-prepared for its role in actualising the potential that higher education holds for the continent's development. UJ has transformed into a diverse, inclusive, transformational and collegial institution, with a student population of over 50,000, of whom more than 4,500 are international students from over 80 countries. This makes UJ one of the largest contact universities in South Africa (SA) from the 26 public universities that make up the higher education system.

The vision of the UJ is to be "international University of choice, anchored in Africa and the global south, dynamically shaping a sustainable future." The mission can be described as follows: "To transform and serve humanity through innovation and the collective and collaborative pursuit of knowledge."

Our four campuses (Auckland Park, Bunting Road, Doornfontein and Soweto), offer our students a choice of study programmes in seven faculties and one college. UJ hosts more than 65 research centres and institutes, including a DSI-NRF Centre of Excellence; more than 25 Research and Innovation Chairs, including SARCHI Chairs, industry chairs, and UNESCO Chairs. The university is home to over 300 NRF-rated researchers. Our DSI-NRF Centre of Excellence (CoE) for Integrated Mineral and Energy Resource Analysis (CIMERA) is hosted by the Department of Geology at the University of Johannesburg (UJ), and co-hosted by the School of Geosciences at the University of the Witwatersrand (Wits). UJ also focuses on a number of research areas which include Applied Data Science, Ecological Intelligence, Neurodiversity, Sustainable Material and Construction Technologies (SMaCT), Philosophy of Epidemiology, Medicine, and Public Health, Comparative Labour and Social Security Law, and Plant Metabolomics.

The Division for Global Engagement is equipped to provide comprehensive support to all international students. The

University of Johannesburg International Student Society (UJISS) also plays an important role in supporting international students by providing advice, mobilising participation in on campus activities, arranging events and working with Global Engagement to assist with any challenges that international students face.



## CONTACT DETAILS:

### Physical address:

Corner Kingsway and University Road,  
Auckland Park

### Postal address:

University of Johannesburg  
PO Box 524, Auckland Park,  
2006, South Africa

Tel: +27 (0) 11 559 4555

Website: [www.uj.ac.za](http://www.uj.ac.za)





UNIVERSITY of the  
WESTERN CAPE

UWC has a proud history of serving humanity with its scholarly and socially engaged contributions. In defying the apartheid government through activism and struggle, the University of the Western Cape (UWC) has become the leading historically black teaching and learning, research-led institution, one of the most influential universities in South Africa and the continent.

More than 60 years later UWC remains committed to its values of social justice and human rights, by uplifting communities locally and globally.

## DID YOU KNOW?



**The SKA:** UWC is instrumental in the development of the international Square Kilometre Array (SKA) project that is building the most powerful and advanced radio telescope in the world, enabling astronomers to see the universe in unprecedented detail.



**SANBI:** The South African National Bioinformatics Institute (SANBI) at UWC conducts bioinformatics and computational biology research relevant to South African, African and global populations.



**UN SDGs:** UWC finds global solutions to UN Sustainable Development Goals (SDGs): UWC's response to SDGs: Driving Research And Innovation; Data Science Masters Programme; Enabling Learning Management Systems; Combating Inequality; Enhancing Sustainability and Promoting Student Development and Wellness.



**The South African Democratic Constitution:** The South African interim Constitution and final Constitution were drafted at UWC in 1994, shortly after several academics joined President Nelson Mandela's government in ministerial and advisory positions.

## APPLY NOW

Apply now for our exciting undergraduate and postgraduate programmes in the Faculties of Arts & Humanities, Dentistry, Economic & Management Sciences, Education, Community & Health Sciences, Natural Sciences and Law.

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**Postgraduate study queries:** Call 021 959 2451 or email [postgradstudies@uwc.ac.za](mailto:postgradstudies@uwc.ac.za)

Visit [www.uwc.ac.za](http://www.uwc.ac.za) for more information.



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### FACULTY OF EDUCATION

Be part of the drivers of knowledge that impact lives for a brighter future. With the Faculty of Education, we aspire to create and share knowledge that mould policies and practices in education communities that epitomizes compassion, courage, care and commitment.

Apply to one of our three distinct programme offerings, namely:

- Bachelor of Education (Honours) Curriculum Studies
- Postgraduate Diploma in Mathematics Education
- Master of Education

For more information, contact [postgrad.edu@spu.ac.za](mailto:postgrad.edu@spu.ac.za)

### FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

The Faculty of Economic and Management Sciences continually aims to meet the demands of the fast-changing economic and management environment. Join a dynamic and inspiring Faculty that conducts ground-breaking academic research and delivers innovative teaching.

Choose from one of the following exciting programmes:

- Advanced Diploma in Management
- Postgraduate Diploma: Public Management
- Postgraduate Diploma: Entrepreneurship
- Master of Public Management and Governance

For more information, contact [postgrad.ems@spu.ac.za](mailto:postgrad.ems@spu.ac.za)

### FACULTY OF HUMANITIES

Join a Faculty that is set in a landscape of rich human, natural, cultural and linguistic heritage offering a unique opportunity to make global contributions to the intellectual development and understanding of Humanities.

Our postgraduate programmes are set within three internal departments, namely:

#### Department of Heritage Studies

- Bachelor of Social Science Honours (Archaeology)
- Bachelor of Social Science Honours (Heritage Studies)
- Master of Arts by Research (Heritage Studies)
- Master of Arts by Research (Archaeology)

#### Department of Languages and Communication

- Bachelor of Arts Honours in Languages (Afrikaans)
- Bachelor of Arts Honours in Languages (English)
- Bachelor of Arts Honours in Languages (Setswana)
- Master of Arts by Research (Afrikaans)
- Master of Arts by Research (English)

#### Department of Social Sciences

- Bachelor of Social Science Honours (Anthropology)
- Bachelor of Social Science Honours (History)
- Bachelor of Social Science Honours (Sociology)
- Master of Arts by Coursework
- Master of Arts by Research (Anthropology)
- Master of Arts by Research (History)
- Master of Arts by Research (Sociology)

For more information, contact [postgrad.hum@spu.ac.za](mailto:postgrad.hum@spu.ac.za)

### FACULTY OF NATURAL AND APPLIED SCIENCES

The Faculty of Natural and Applied Sciences offers an exciting range of programmes with high-calibre teaching for astute thinkers who are interested in the fields of science and technology. Driven by passion, professionalism, integrity and high work ethic, you are guaranteed to be an expert in your chosen field.

Postgraduate Programmes include:

- Bachelor of Science (Honours) Biological Sciences (Botany and Zoology)
- Bachelor of Science (Honours) Computer Science
- Bachelor of Science (Honours) Data Science
- Bachelor of Science (Honours) – Mathematical Sciences (Mathematics, Applied Mathematics and Statistics)
- Bachelor of Science (Honours) – Physical Sciences (Chemistry, Geography and Physics)
- Master of Science in Biological Sciences (Botany, Zoology and Ecology)
- Master of Science in Computer and Information Sciences (Computer Science and Data Science)
- Master of Science (e-Science)

For more information, contact [postgrad.nas@spu.ac.za](mailto:postgrad.nas@spu.ac.za)

# OTHER PUBLIC UNIVERSITIES

## CONTACT DETAILS



### DURBAN UNIVERSITY OF TECHNOLOGY

**Tel:** +27 (0)31 373 5422  
**Email:** international@dut.ac.za  
**Web:** www.dut.ac.za



### UNIVERSITY OF FORT HARE

**Tel:** +27 (0)40 602 2244  
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**Web:** www.ufh.ac.za



### MANGOSUTHU UNIVERSITY OF TECHNOLOGY

**Tel:** +27 (0) 68 159 3238 (WhatsApp)  
**Email:** studentrecruitment@mut.ac.za  
**Web:** www.mut.ac.za



### UNIVERSITY OF PRETORIA

**Tel:** +27 (0)12 420 2729  
**Email:** pgrecruitment@up.ac.za  
**Web:** www.up.ac.za



### NELSON MANDELA UNIVERSITY

**Tel:** +27 (0)41 504 2161  
**Email:** international@mandela.ac.za  
**Web:** www.international.mandela.ac.za



### UNIVERSITY OF THE WITWATERSRAND

**Tel:** +27 (0)11 717 1054  
**Email:** studysa.international@wits.ac.za  
**Web:** www.wits.ac.za



### TSHWANE UNIVERSITY OF TECHNOLOGY

**Tel:** +27 (0) 86 110 2421  
**Email:** general@tut.ac.za  
**Web:** www.tut.ac.za



### THE UNIVERSITY OF ZULULAND

**Tel:** +27 (0) 35 902 6548  
**Email:** cebekhulu@unizulu.ac.za  
**Web:** www.unizulu.ac.za



### THE UNIVERSITY OF CAPE TOWN

**Tel:** +27 (0)21 650 2822  
**Email:** iapo@uct.ac.za  
**Web:** www.uct.ac.za/international



### VAAL UNIVERSITY OF TECHNOLOGY

**Tel:** +27 (0)16 950 9318  
**Email:** international@vut.ac.za  
**Web:** www.vut.ac.za



### WALTER SISULU UNIVERSITY

**Web:** www.wsu.ac.za



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### How to apply

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✉ [international.students@simekahealth.co.za](mailto:international.students@simekahealth.co.za)

☎ 0860 100 380

The application can be submitted using the same details.

Alternatively, prospective students can also obtain further information by visiting the websites below:

**1. Momentum Medical Scheme, Ingwe:**  
[www.ingwehealth.co.za](http://www.ingwehealth.co.za)

**2. CompCare Medical Scheme, Umbono:**  
[www.studentplan.co.za](http://www.studentplan.co.za)

### Medical scheme products that suit your needs

Annually, Simeka Health reviews the medical scheme product options and selects medical scheme products suitable to international students' needs.

### Simeka Health's services to international students

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# ACKNOWLEDGEMENTS AND APPRECIATION

The International Education Association of South Africa (IEASA) extends its sincere gratitude to all those who continue to support and contribute to its mission. As a volunteer-driven organisation with a small staff complement, IEASA relies significantly on the dedication of its members, partners, and collaborators to fulfil its objectives in advancing the internationalisation of higher education.

We acknowledge, with deep appreciation, the invaluable support of our partners from both the public and private sectors. Your continued engagement is instrumental in enabling the work of the Association.

A particular word of thanks is reserved for our *Study SA* publishing partner and proofreader, whose professionalism and commitment have ensured the quality and integrity of this publication.

We are equally grateful to all our contributors who have taken the time to share their insights, reflections, and expertise. Your contributions enrich this edition of *Study SA* and help to broaden dialogue around key issues in internationalisation and higher education.

Our thanks also go to the partners involved in the medical aid project. Your financial contributions and collaborative spirit have had a tangible impact on our capacity to serve IEASA's members effectively.

Finally, we extend heartfelt appreciation to the members of the IEASA Council and the Directors' Forum. Your continued leadership, guidance, and active participation are deeply valued and remain essential to the advancement of the internationalisation agenda in South Africa and beyond.

## IEASA MEMBERS OF COUNCIL

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Ms Normah Zondo, President 2025 – 2026	University of KwaZulu-Natal
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**IEASA**

International Education  
Association of South Africa

**For more information:**

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