



study

SOUTH AFRICA

The Guide to South African Higher Education | 20th Edition



**LOOKING BACK,
LOOKING FORWARD**
25 YEARS OF IEASA

INTERNATIONAL EDUCATION ASSOCIATION OF SOUTH AFRICA

The International Education Association of South Africa (IEASA) is a non-profit, member-based organisation promoting and supporting internationalisation of higher education for the benefit of its members, the South African higher education system and the country as a whole.

As the leading South African organisation with a dedicated focus on internationalisation, IEASA serves as a first point of contact for anyone wanting to engage on higher education internationalisation matters in the country.

Eighty-five per cent of the public higher education institutions in South Africa are members of IEASA. The association also has about 150 individual members. IEASA offers its members a range of services, including aspirational services to be delivered over the next few years.

ADVOCACY

- Providing a collective, independent voice for its members on internationalisation, both locally and internationally;
- Collaborating with other associations and organisations in the field.

MARKETING

- Marketing South African higher education globally via IEASA's website, Study SA publications, and social media;
- Study SA exhibitions at international conferences.

INFORMATION AND KNOWLEDGE SHARING

- Sharing information, knowledge and best practice on a wide variety of higher education internationalisation topics via the IEASA website, email distribution list, online newsletters and IEASA webinar series;
- Facilitating and disseminating research on internationalisation;
- Representing South African higher education at international conferences and events.

TRAINING AND DEVELOPMENT

- Facilitating training and development of international educators, practitioners and others involved in higher education internationalisation through the IEASA annual conference and workshops; short courses and learning programmes; leadership opportunities through involvement in IEASA structures; induction and mentoring programme for new members.

PRODUCTS AND RESOURCES

- Developing products and resources, such as the medical aid project, immigration procedure manual, code of ethical practice and crisis management framework for higher education institutions.

NETWORKING AND ENGAGEMENT

- Providing access to countrywide network of higher education internationalisation stakeholders and similar organisations and associations globally;
- Facilitating professional networking and engagement through annual conferences and other events;
- Supporting the development of regional and national communities of practice in internationalisation;
- Promoting the development of an African-centred internationalisation of higher education.



BECOME A MEMBER OF IEASA

IEASA welcomes individuals, universities and other institutions to join the association.

Find out more about the benefits and join IEASA:
<https://ieasa.studysa.org/become-a-member/>

CONTENTS

- 02 EDITORS' LETTER
- 03 PRESIDENT'S MESSAGE
- 05 USAF CEO MESSAGE
- 07 INTERNATIONALISATION
TRENDS IN SOUTH AFRICA
- 13 A LEGACY OF SUPPORT:
CELEBRATING 25 YEARS OF IEASA
- 16 INTERNATIONALISATION, TRANS-
FORMATION AND DECOLONISATION
- 18 STUDENT AND STAFF VISAS:
EXEMPTIONS IN PLACE WHILE BACK-
LOGS ARE CLEARED
- 19 BEYOND BORDERS: SOUTH AFRICA'S
UNIVERSITIES ARE IDEAL PARTNERS
FOR INTERNATIONAL COLLABORATION
- 20 UNIVERSITY PROFILES



© IEASA 2023

No part of this publication may be produced or transmitted in any form or by any means without prior permission from IEASA. Permission to use material contained in the University profiles must be obtained directly from the institutions concerned. The information in this publication was compiled from a variety of sources, and opinions expressed should not necessarily be taken to represent those of IEASA or USAf. The information on the universities was supplied by the universities themselves, or updated from the 19th Edition of Study South Africa (Study SA) or using the websites of the institutions concerned.

Every effort was made to ensure that the information contained in this Guide was accurate at the time of going to press. However, IEASA and USAf will not accept any liability resulting from any person relying on information contained herein.

ISBN: 978-0-6397-9736-6

CREDITS

Published by the International Education Association of South Africa, in association with Universities South Africa (USAf).

Publisher: IEASA
Publication committee: Savo Heleta, Editor
 Judy Peter, Deputy editor
 Tasmeera Singh
Project manager: Tohiera Bagus
Contributors: Lavern Samuels
 Savo Heleta
 Judy Peter
 Normah Zondo
 Orla Quinlan
 Phethiwe Matutu
Design and layout: Remata Print & Communication
Copy editing: Heather Dugmore

Contact details:
E: admin@ieasa.studydsa.org
T: +27 68 247 7917
W: ieasa.studydsa.org

Past Study SA publications can be found at:
<https://ieasa.studydsa.org/publications-study-sa/>



EDITORS' LETTER

by Savo Heleta and Judy Peter

It is our pleasure to introduce the 20th edition of Study South Africa guide (Study SA), published in the year that IEASA proudly celebrates its 25th anniversary.

As the only annual publication focused on South African higher education and internationalisation, Study SA is a sought-after publication by international education professionals interested in current trends and offerings in the South African public higher education sector. The guide is also used by prospective international students researching possible fields of study.

Study SA is distributed through various channels: through IEASA's participation at conferences and exhibitions such as at NAFSA, EAIE and APAIE; to foreign embassies and consulates in South Africa, and South African embassies and consulates abroad, by the Department for International Relations and Cooperation (DIRCO); and to delegations visiting the Department of Higher Education and Training (DHET).

Apart from printed copies of Study SA, the publication is available online on the IEASA website, something we will be promoting more in the future.

IEASA has contributed significantly to leading internationalisation and carving a niche in the strategic agendas of South African universities over the past twenty-five years. This success, which was no easy feat, can be attributed to the passion and tenacity of the past presidents, members of council and committees, staff working for the association and the core cohort of dedicated institutional leaders and internationalisation practitioners and professionals. IEASA has also promoted South Africa as a study destination around the world, and remains purposefully connected with seminal associations and organisations advancing the internationalisation agenda globally.

The theme of the 25th annual IEASA conference, "Looking back – looking forward", focuses on looking back at IEASA's work and achievements since 1997, when the association was established on the cusp of a new political dispensation. "Looking back" allows conference delegates to focus on and unpack the broader internationalisation field in South Africa, on the African continent and around the world,



and ask important questions about the achievements so far. The conference will also "look forward" to IEASA's, internationalisation's and higher education's future priorities, focus areas and opportunities, nationally and internationally. While the way forward for internationalisation in South Africa has been articulated in DHET's "Policy Framework for Internationalisation of Higher Education in South Africa" (2019), the onus is on leaders, practitioners and institutions to align their values, priorities and focus areas to national and institutional transformational and decolonial agendas. IEASA will continue to be a key platform for engagement on the implementation of the policy framework and the innovation needed to further promote the internationalisation of higher education in South Africa, to the benefit of all our students and staff.

We hope this edition of Study SA will again be an important source of information and insights about higher education and internationalisation in South Africa, and a platform that promotes the sector as well as the individual institutions and their offerings.

CELEBRATING PAST ACHIEVEMENTS WHILE PREPARING FOR IMPORTANT WORK AHEAD

It gives me a great pleasure to contribute to this special edition of Study SA. I write to you as the president of the International Education Association of South Africa (IEASA), serving in this role for the second time. Having served as a president in 2012-2013, I have seen the changing role and importance of internationalisation in South Africa over the past decade. I have also seen our work become part of the broader transformational project within the higher education sector aimed at rectifying injustices brought about by colonialism and apartheid in South Africa.

This edition coincides with the IEASA 25th year of existence. This is the time to reflect, celebrate and think about where we want to go as an organisation. The profound significance of looking back while also looking forward and thinking about the future means we are reflecting on our work as an organisation and its significant achievements, while also envisioning a future that is comprehensively and holistically inclusive and resilient in the complex, ever-changing, and interconnected world.

IEASA was established in 1997, at the time when South Africa was beginning to open up and reconnect with much of the globe. As a country, we were emerging after decades of apartheid and international sanctions and boycotts, which negatively affected higher education's ability to collaborate with counterparts around the world. Since its establishment, IEASA has promoted South Africa as a study destination for international students and has worked with other associations and organisations around the world to promote, strengthen and improve internationalisation practices and activities. Through its work and engagements, IEASA has also contributed to putting internationalisation on the strategic agendas of the Department of Higher Education and Training and South Africa's public universities.

When we look back, we need to celebrate past achievements but also to ask important questions on what we still need to do in our field, in South Africa and globally. For decades, internationalisation has been largely about student and staff mobility, and this has benefited only a small number of students, academics and staff. Internationalisation has also been dominated by the concepts, definitions and practices developed in the Global North and copied in the Global South, including in South Africa. Similarly, international collaboration in higher education has disproportionately been dominated by the institutions and scholars from the Global North, who often see the Global South primarily as a source of raw data to be studied, and not as an equal partner.



Dr Lavern Samuels

President: IEASA

Director: International Education and Partnerships, Durban University of Technology

As we envision the future, we must strive for inclusive internationalisation, which includes rethinking dominant concepts, definitions and practices. We also need to consider how the recent pandemic has amplified global inequalities and altered the course of history, and by implication, internationalisation of higher education. During the period of isolation imposed by the pandemic-related lockdowns and travel restrictions, we have seen international educators remain committed to deepening engagements and promoting connections and collaboration across the world despite all the challenges. The innovation we have seen has shown the remarkable resolve of a community committed to bringing the world closer together, promoting a greater understanding of diversity, and being more inclusive in our internationalisation efforts and activities. We need to keep this positive momentum going, rather than go back to the old practices.

While looking back and forward, we must critically engage on the physical international mobility record in South African higher education. Despite all our efforts, student mobility has benefited a select few. The majority of our students and academic and professional staff have not had opportunities to travel abroad and benefit from internationalisation. In addition to this, we must also consider the negative impact of physical mobility on our planet. Prioritisation of physical mobility should be critiqued in terms of both the neglect of the majority of students and staff, as well as the negative effects of international travel on the climate. Neither of these challenges is unique to South Africa, but are global. We need to work with our international partners on this and find creative ways to rethink and transform internationalisation. Mobility opportunities should complement and supplement internationalisation of the curriculum and internationalisation activities in South Africa. This should be the priority to

ensure that the majority of students and staff benefit from internationalisation. Internationalisation should be a transformational endeavour meant to contribute to the broader human project. Internationalisation also needs to contribute to addressing the historical and contemporary societal injustices and inequalities. We have an opportunity to educate and shape a new generation of leaders and change-makers. Values-based, ethical and inspired leadership foregrounded by service and support, as well as collegiality and collaboration, must be key priorities in higher education and internationalisation.

As we think about the future, we must consider the development of higher education historically and how the past affects the present and the future. We must focus on the impact of our curriculum on graduate attributes, which in turn impact the achievement of the grand global goals. In doing so, we must question the coloniality of knowledge, historical and contemporary power dynamics, inequities and inequalities, the Euro-American-centric epistemic hegemony and the exclusion of much of the world from the curriculum in most university courses and classrooms around the world. In South African higher education, our curriculum has always been 'international'. However, the quasi-internationalisation trend of the Euro-American-centric frameworks, materials and perspectives that dominate the curriculum remains prevalent. If we strive for a better future for all, we must challenge this type of internationalisation and promote epistemic decolonisation and plurality in South Africa and across the globe.

Internationalisation of higher education is a powerful vehicle to enrich lives beyond the university, unshackle minds, challenge dominant narratives and hegemonies and shape powerful and more inclusive new realities and narratives. Internationalisation can contribute to liberating the mind and imagination and colour the lives of people in unimaginable ways. This is what epistemic decolonisation is about. It is not about closing ourselves into our own spaces. Decolonisation is about dismantling epistemic hegemonies and embracing the entire world and all knowledges and perspectives equally. This is what an inclusive internationalisation should be all about.

The global challenges and plans that are embedded in the Sustainable Development Goals, as well as the continental plans embedded in the Africa Agenda 2063, are simultaneously local, regional and global. This is the time to work towards building an inclusive global commons of scholars, scholarship, knowledge and engagement. These global commons can open a way for development of a more inclusive and socially just approach to internationalisation by broadening the base of participation. The notion of global learning or a global classroom has never been more possible. International virtual collaboration and collaborative online international learning (COIL) are among the options for more inclusive international academic engagement across the borders. These opportunities can level the playing field, embrace and promote diversity and plurality, infuse social and epistemic justice in our work and bring new voices to the table.

We must work together in traditional academic endeavours, but also outside academia, with governments, civil society and the corporate world, together creating and driving opportunities to bridge different spheres of our societies locally, as well as connecting all of these actors regionally

*As we envision the future,
we must strive for inclusive
internationalisation, which includes
rethinking dominant concepts,
definitions and practices.*

and globally. We need to be inclusive in terms of involving communities, and also appreciate the diversity and contribution coming from our communities, both in the local and global contexts. It is important to acknowledge the gatekeeping role that the education and knowledge production at universities have played in denying many people access to learning, knowledge creation and upliftment. In a world filled with conflict and contestation about the past, present and future, decolonisation of knowledge is hugely important.

As international educators, we must play a role in the difficult yet crucial process of making higher education and knowledge production more inclusive and epistemically just. We must value all knowledges and promote epistemic justice, never forgetting the value of indigenous knowledges and knowledges from the peoples still at the periphery. We need to work across our national borders and include in our networks and associations the countries and regions that have previously not been at the centre – or at all part of – our collaborative efforts. This is important, not only for the sake of greater diversity, but for the democratisation of internationalisation and decolonisation of the curriculum. Epistemic decolonisation is a global project for transformation and epistemic and social justice. It calls for more, not less internationalisation, requiring broader and deeper internationalisation and engagement with all parts of the globe. Decolonisation of knowledge calls for critical engagement with all knowledges by all of us. In some cases, it calls for rewriting history and critically examining our current lived experiences and worldviews in order to chart a more just and sustainable future for all.

Internationalisation is not just about bringing the global dimension to the university or the local environment, but a dynamic and evolving two-way bridge that links the local and the global. It is about providing equally for the knowledges from the Global South to find the way to the global stage on an equal footing. We cannot continue with epistemic injustices and domination by the few over the majority of the world. We have to embrace epistemic justice and plurality, and critically engage with all knowledges. At the heart of inclusive internationalisation, which embodies decolonisation of knowledge and epistemic plurality, is collaboration, cooperation, coming together across borders and differences, and sometimes across comfort zones.

As IEASA, we have seen great achievements over the past 25 years. In looking forward as IEASA, and with our members and partners across the world, we still have a lot of work to do. Internationalisation can contribute to liberating the minds and imagination of our students and broader communities. For this to happen, we must embrace the entire world and all knowledges, peoples and perspectives equally. We also have to transform internationalisation from being exclusive, elitist and often elusive, to being inclusive and inviting and embracing of all peoples and knowledges. I look forward to seeing this important and challenging work become a reality.

SOUTH AFRICA REMAINS A COMPETITIVE STUDY DESTINATION ON THE AFRICAN CONTINENT

OUR UNIVERSITIES' LANDSCAPE

South Africa's universities, in their diversity, combine to make a formidable system that offers the most competitive study conditions on the continent. Fifteen of the 26 public universities are located within four provinces: the Free State, Gauteng, KwaZulu-Natal and the Western Cape, while the remaining 11 are situated in Limpopo, the Eastern Cape, the Northern Cape and North-West.

South Africa's university system comprises 11 traditional universities which are academic in focus, six universities of technology which are vocational education focused, and nine comprehensive universities which combine career-oriented vocational type education with teaching and research. Our universities, embedded in the rainbow nation of 60 million people, enrol over one million students annually. Our system offers an experience of a medley of cultures, a rich language tapestry and a myriad of religious beliefs, all of which combine in developing the holistic person in our students, including those choosing to come from further afield to pursue higher education on our shores.

Our research, accounting for approximately 1% of the global output, is also counted in the top 10% most cited worldwide. This is derived from all fields of knowledge. Over 55% of our research takes place at research-intensive institutions in collaboration with global counterparts (USAf, 2019). South Africa's research capability was underlined when Africa's growing research output was credited to the network of 16 research-intensive institutions affiliated under the African Research Universities Alliance (ARUA), in which six South African universities were reported to be outperforming their regional counterparts (Van Schalkwyk et al., 2019).

Notwithstanding its continent-wide standing, South Africa remains a grossly unequal higher education system -- thanks to our colonial and apartheid past that drove a wedge between predominantly white institutions and their mostly black counterparts -- a legacy still evident to date. The historically privileged former white institutions, typically located in urban metropolises, remain better resourced, are connected to more solid international collaboration networks and therefore tend to, overall, attract the more privileged and better resourced school leavers. Meanwhile the historically disadvantaged black institutions, typically rurally based and reliant predominantly on state subsidies, service students mainly from low socio-economic backgrounds whose access is enabled largely by state-funded bursaries.

ADDRESSING SYSTEM INEQUALITIES

Against that backdrop, Universities South Africa (USAf), the representative association of the 26 public universities, has made it a strategic intent to address the inter-institutional inequalities through strategically structured collaborations that foster existing excellence while building new capacities where needed, to level the playing field across the system.

Remedial mechanisms include:

- a USAF coordinated dedicated programme
- encouraging national research collaborations across university types
- intensifying the use of shared services

In addition to these sustainability mechanisms, USAf, through its Higher Education Leadership and Management (HELM) programme, runs capacity development training for the sector's middle to senior management, thus continually equipping institutional leadership to thrive in the complex and dynamic higher education environment.

OPEN ACCESS

The legacy of inequality in our system extends to deeply unequal access to scholarly journals and information databases. In pursuit of open access for all South African university communities and beyond, the USAf Board of Directors committed themselves to supporting the development of open access strategies and to engage all parties involved in scholarly publishing to achieve rapid transition for the benefit of society at large.

To that end, USAf has been an active player in national engagements seeking to bring all players on board while keeping up with the global agenda. As such, internationalisation -- for purposes of democratising knowledge and opening up universal access to scholarly journals -- is crucial for South Africa. It is through collaboration that such just causes can be achieved.

USAf was therefore part of the delegation representing South Africa at the 16th Berlin Open Access Conference in June 2023, and, as such, was party to the conference declaration and consensus:

- **For accelerated global open access transition:** Publishers must offer transformative and transitional open access agreements to all as the default, and work at pace and scale to effect a full, rapid and permanent transition away from paywalled access to research results.
- **That inequity is incompatible with scholarly publishing:** The open access transition must be truly inclusive and reflect the plurality of research disciplines, topics, languages, and outputs. Pricing for publishing services must be globally fair, transparent, affordable and sustainable.
- **Author choice and author rights must be fully enabled:** Authors' "license to publish" agreements should not limit their rights in any way. The author's choice of license should not affect the price of publication services.

The gathering of 38 nations and six continents held publishers to their commitment to the integrity of scholarly

communication. The conference compelled publishers to work with all members of the global research community to effect complete and immediate open access according to the points agreed above (Open Access 2023).

INTERNATIONAL NETWORKING AND COLLABORATION

Our member institutions participate in regional and international collaboration networks, which are integral and important mechanisms for enabling and increasing South Africa's research, education, and innovation impact. At their core, the networks enable inclusive participation of all institutions in South Africa and in the partnering nations regardless of their history, type, size and location.

The networks also provide a critical pathway for leveraging resources for infrastructure, and the access thereto, additionality, research excellence and skills development, as well as global relevance. USAf plays a central role of coordinating sector-to-sector collaborations that, among other opportunities, offer built-in joint degrees, doctoral training programmes and scholar (staff and student) mobility across systems to accelerate young researcher cohorts into becoming leading experts and a globally competitive workforce. Existing partnerships and those in the planning stage include but are not limited to:

- The African Research Universities Alliance (ARUA);
- The Brazil, Russia, India, China and South Africa (BRICS) Network University;
- The South Africa-Japan University (SAJU) Forum for collaborative research within the United Nations' Sustainable Development Goals Framework;
- The German Rectors' Forum;
- The USAf-Universities UK collaboration on doctoral training centres;
- USAf-French universities alliance;
- South Africa-Canadian Universities Network (SACUN).

ENABLING MOBILITY TO SOUTH AFRICA

We acknowledge the diminishing enrolment of international students in our system, which stem in part, from the 2015-2017 #FeesMustFall student protests and, subsequently, COVID-19 restrictions on cross-border movement. Delays in South Africa, in the issuing of visas and work or study permits to international staff and students added another complexity to the challenge. The attention of the USAf Board of Directors was drawn, at their October 2022 meeting, to 18 universities that were affected by approximately 1059 priority cases of mostly outstanding student visa applications and applications of staff and their families or dependants.

Following engagements in January 2023 between the USAf Office and the Director General in the Department of Home Affairs (DHA), we are pleased to report that as of June 2023, over 80% of the cases reported in January have since been positively resolved – evidence of stronger relations developed between USAf and the DHA. Significantly, the DHA has since issued a policy directive to grant entry permits into South Africa on the strength of admission letters issued to students seeking study opportunities on our shores, pending the issuing of their study visas. This is solid evidence of a serious commitment to our internationalisation objectives and to our firm resolve to enable inclusive access to our university system.

CONCLUSION

Universities South Africa is committed to promoting



Dr Phethiwe Matutu

Universities SA's Chief Executive Officer

diversity on our campuses. We believe in promoting free exchange of knowledge and a plurality of ideas among people for their holistic development. We recognise the power of internationalising higher education in enriching both the study and cultural experiences of all our students, and staff. As a system, bridging the inequality gaps between our institutions enjoys priority attention. Even though some of our rurally based institutions seem geographically isolated, they do collaborate with their research-intensive counterparts, nationally, while being bilaterally plugged into some world-class institutions in the region and abroad, rendering them globally competitive in specific niche disciplines in their own right.

Through continuous advocacy and lobbying, we keep our policy environment engaged for the long-term stability and sustainability of our institutions. All things considered, ours remains the most competitive higher education system that international students would do well to tap into, recognising us for the best study destination that we are.

LIST OF REFERENCES

1. Open Access, 2023. 16th Berlin OA Conference, 6-7 June 2023 in Berlin. Available via: <https://openaccess.mpg.de/b16-final-statement>.
2. Universities South Africa, 2019. "Higher Education South Africa; social inclusion; democracy". [A PowerPoint Presentation to China's Ministry of Education during a Vice-Chancellors' visit to China in 2019].
3. Universities South Africa, 2021. "Better together: Research Collaborations in Africa". An article published from the Higher Education Conference of 2021. Available via: <https://www.usaf.ac.za/better-together-research-collaborations-in-africa/>
4. Van Schalkwyk, F., Blackenberg, J., Cloete, N., Maassen, P. & Mouton, J., 2021. "Science output up, but data-driven investment needed". *University World News – Africa Edition*. 14 January 2021.

INTERNATIONALISATION TRENDS IN SOUTH AFRICA:

STUDENT MOBILITY, INTERNATIONAL RESEARCH COLLABORATION, AND THE CONTRIBUTION OF FOREIGN SCHOLARS TO SOUTH AFRICA'S RESEARCH OUTPUT



Dr Savo Heleta

Council member: IEASA

Internationalisation specialist and researcher at Durban University of Technology

While incoming international student mobility has been a key aspect of the internationalisation of higher education in South Africa over the past few decades, there is so much more that takes place and 'counts' as internationalisation. Here, we explore available data and analyse trends in internationalisation over the past few years. We look at the overall student enrolment figures in South Africa; international student enrolments, and international enrolments by qualification type; international student enrolments in private higher education institutions and colleges; top countries of origin for international students; top countries where South African students go to study; international research collaboration trends; and the contribution of foreign academics and researchers to South Africa's research output.

INTERNATIONAL STUDENTS IN SOUTH AFRICA

This section presents a snapshot of student enrolment figures in South Africa since 2013, including the overall and international student enrolments over this period. This section is based on the Department of Higher Education and Training's (DHET) reports on the statistics on post-school education and training in South Africa since 2013, which are available on DHET's website¹.

Figure 1 shows the trends in contact and distance enrolments in South African higher education since 2013. While the enrolments have seen growth for most years, particularly when it comes to contact education and learning, the trends in distance education have remained on a similar level over the years.

Trends in overall student enrolments in public higher education in South Africa

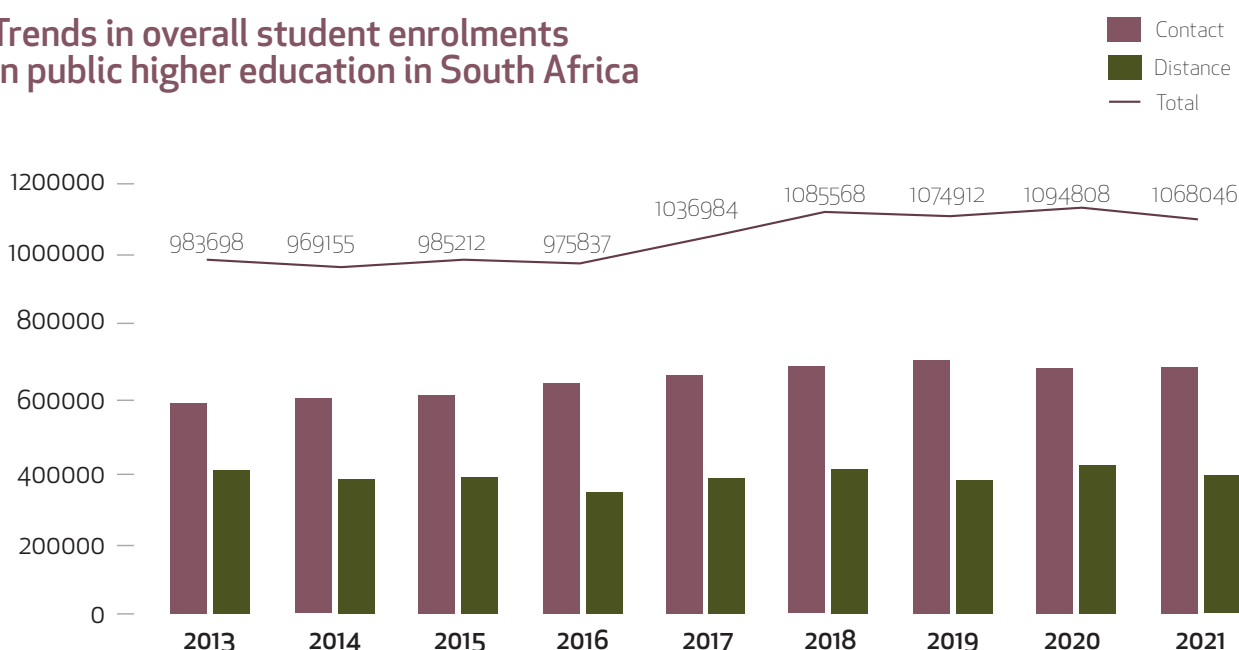


Figure 1: Trends in overall student enrolments in public higher education in South Africa, 2013-2021

¹ DHET reports can be found at https://www.dhet.gov.za/SitePages/Stat_publications.aspx

Table 1 shows the international student enrolment figures since 2013, including the breakdown between contact and distance student figures. The table shows a decline in international student numbers over the years, from 7.51% in 2013 to 4.43% of the overall student enrolment in the country

in 2021. Both the contact and distance international student enrolments have seen a decline. However, the distance enrolments have seen a more significant decline, from 33,646 students in 2013, to 14,580 in 2021.

International student enrolments in public higher education in South Africa

	2013	2014	2015	2016	2017	2018	2019	2020	2021
International students (contact)	40210	40350	40720	41755	40727	40516	38783	34145	32726
International students (distance)	33646	32649	32239	27626	26707	23502	20069	17095	14580
Total international students	73856	72999	72959	69381	67434	64018	58852	51240	47306
Overall student enrolment	983698	969155	985212	975837	1036984	1085568	1074912	1094808	1068046
% of international students	7.51%	7.53%	7.41%	7.11%	6.50%	5.90%	5.48%	4.68%	4.43%

Table 1: International student enrolments in public higher education in South Africa, 2013-2021

Overall enrolment (contact-only) in South Africa and contact-only figures for international students

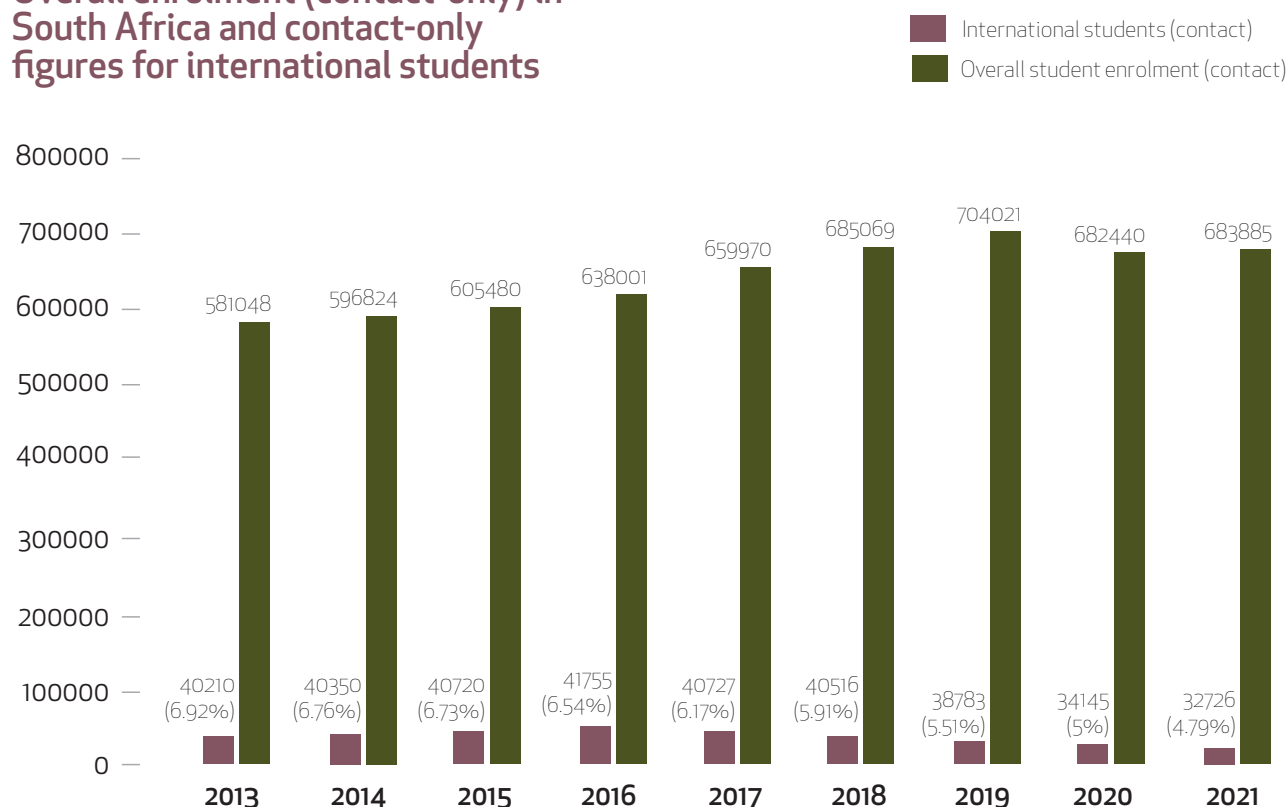


Figure 2: Overall and international student enrolment (contact-only) in South Africa, 2013-2021

Figure 2 presents overall student enrolment for the students involved in contact-only learning and teaching in South African public higher education, as well as the numbers of international students in the contact-only education during the 2013-2021 period. It is evident that, while the overall student enrolment has experienced growth for most years, international student enrolment has experienced small growth until 2017, with a significant decline since 2018.

Figure 3 highlights the international student enrolments in the 2016-2021 period by qualification type. We can see to what extent the enrolments in different qualification types have declined since 2016. While the doctoral and master's enrolments have remained relatively similar over the years,

the undergraduate-level enrolments have seen significant decline since 2016. Although the #RhodesMustFall and #FeesMustFall protests and disruptions in 2015-2016, and the COVID-19 pandemic may have had some impact on the decline in international students enrolments, another factor that needs to be taken into consideration and further unpacked by the higher education sector is the negative impact the visa delays have on international student enrolments in South African public higher education.

However, it is also important to note that the distance enrolments have seen a more significant decline (from 33,646 students in 2013 to 14,580 students in 2021) than the contact enrolments (from 40,210 in 2013 to 32,726 in 2021).

International students in South Africa, qualification type

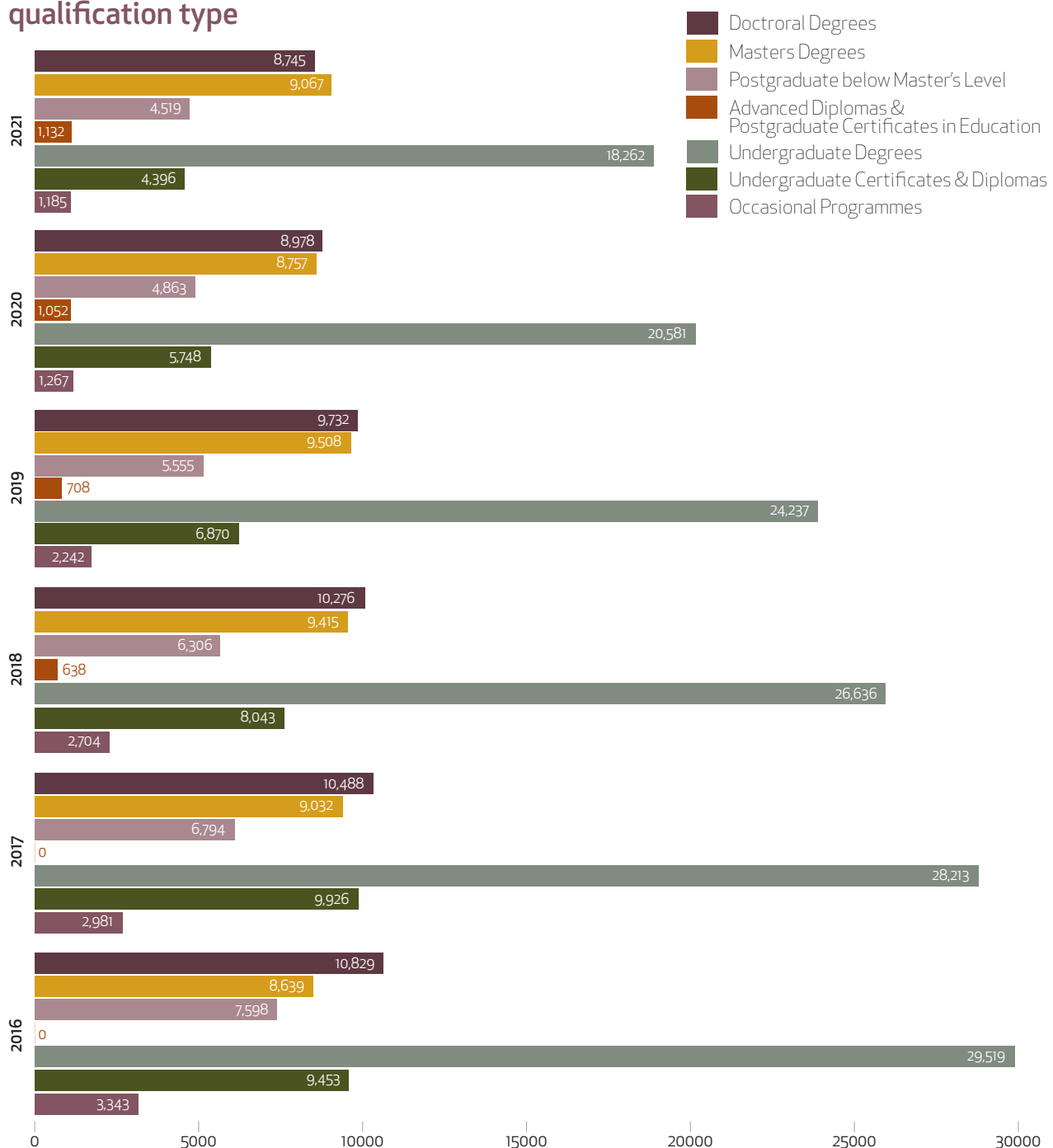


Figure 3: International student enrolments by qualification type, 2016-2021

In 2021, 32,726 (69.2%) of international students at public universities in South Africa were enrolled through a contact mode of learning and teaching, while 14,580 (30.8%) were enrolled through a distance mode of learning and teaching.

Figure 4 shows the top 10 countries of origin for international students in South African public higher education in 2021. The countries outside the top 10 are grouped under 'other countries', representing 11,321 students.

In 2021, top countries of origin for international students in private higher education in South Africa were: Namibia (4044), Zimbabwe (3118), Eswatini (1160), Democratic Republic of the Congo (547) and Botswana (328). Top countries of origin for international students enrolled in private colleges were: Zimbabwe (602), Democratic Republic of the Congo (256), Lesotho (194), Angola (127) and Botswana (89).

Apart from being part of the public higher education sector, a significant number of international students also attend private higher education institutions (HEIs) and private colleges in South Africa. Figure 5 presents the overall international student figures in public (contact and distance) and private higher education sectors since 2016, as well as at private colleges for the years that the data is available. Over the years, the international student enrolments at private higher education institutions in South Africa have ranged from 11.3% in 2013 to 6.2% in 2021. While the private sector has seen a decline in the international student numbers, it is important to note the higher overall percentage of international students in the private sector when compared to the public sector. Table 2 below presents the figures since 2013.

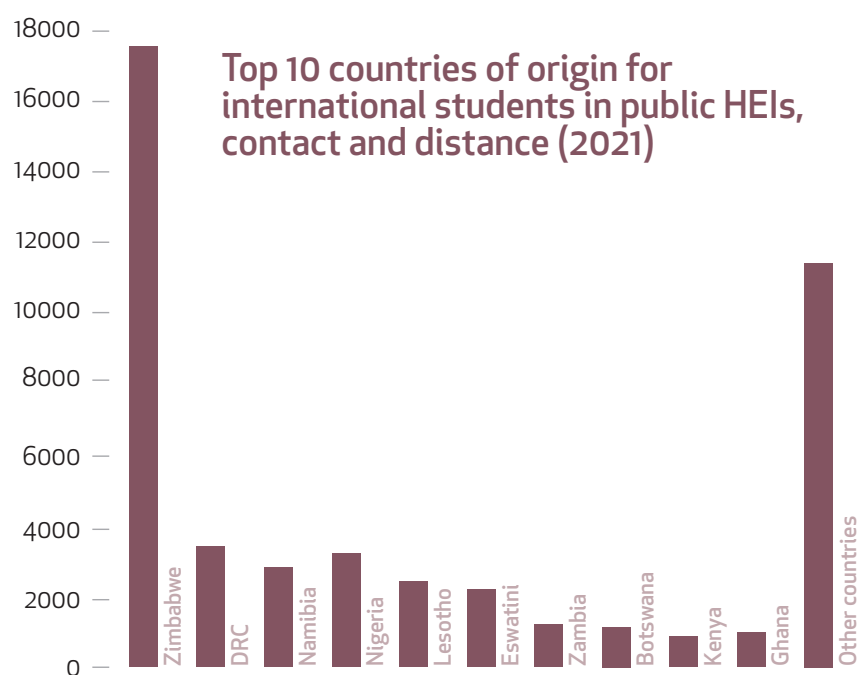


Figure 4: Top 10 countries of origin for international students in public HEIs, 2021

International students at public and private HEIs and private colleges in South Africa

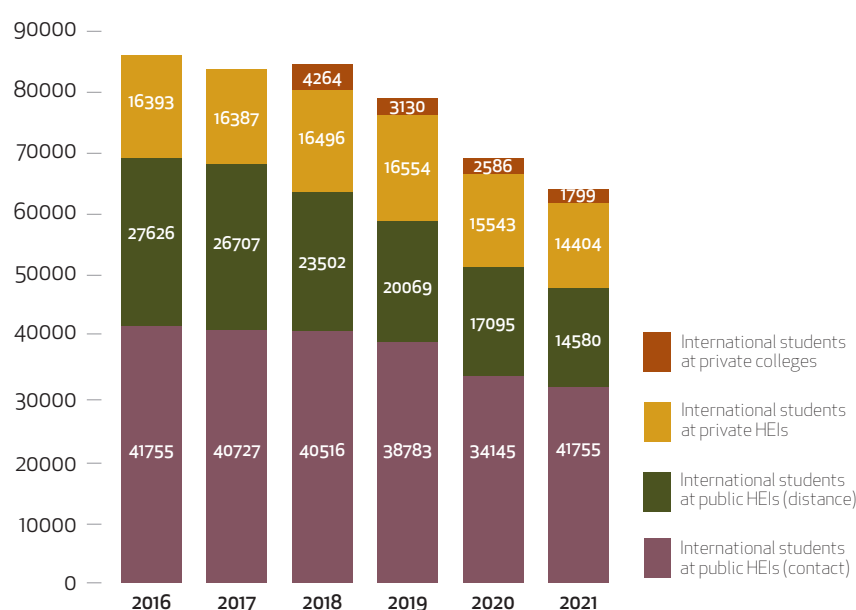


Figure 5: International students at public and private HEIs and private colleges in South Africa, 2016-2021

International student enrolment in South Africa as a percentage of total enrolment

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Percentage of international students in public higher education institutions	7.51%	7.53%	7.41%	7.11%	6.50%	5.90%	5.48%	4.68%	4.43%
Percentage of international students in private higher education institutions	11.30%	9.10%	10.60%	9.80%	8.90%	8.30%	7.90%	7.10%	6.20%

Table 2: International student enrolment in South Africa as a percentage of total enrolment, 2013-2021

OUTGOING STUDENT MOBILITY FROM SOUTH AFRICA

While the Department of Higher Education and Training's statistics do not include any figures about South African students studying abroad, the UNESCO Institute of Statistics² provides an important insight into the outgoing student mobility from South Africa.

The data in Figure 6 is from April 2023, indicating that in 2022-2023, 12,295 students from South Africa were studying abroad.

It is important to note that UNESCO does not provide a breakdown in terms of types of study abroad, such as semester, degree, undergraduate or postgraduate study. Figure 6 highlights the top 10 countries where South Africans study.

When it comes to African countries hosting South African students, the UNESCO data highlights only five countries: Mauritius (138 students), Namibia (108), Kenya (34), Egypt (12) and Morocco (12).

INTERNATIONAL RESEARCH COLLABORATION TRENDS BETWEEN SOUTH AFRICA AND REST OF THE WORLD

Since 1994, various higher education policy documents have called on South African universities to strengthen and expand research collaboration with the African continent and rest of the Global South, while also strengthening the collaboration with the Global North. While international



South African students studying abroad

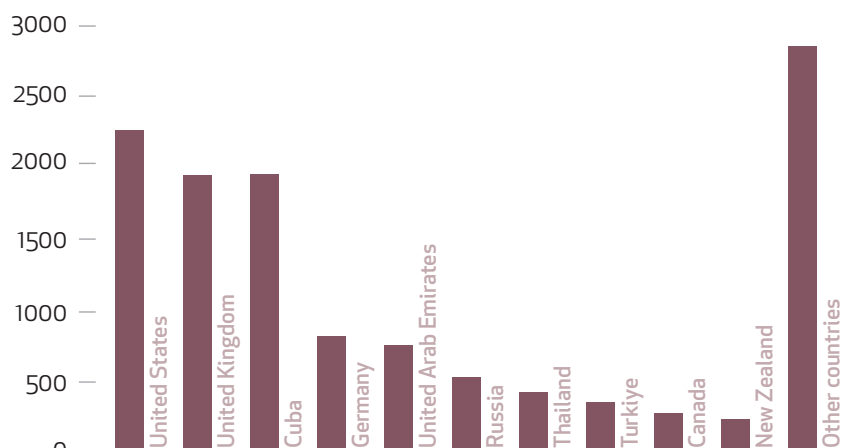


Figure 6: South African students studying abroad (UNESCO Institute of Statistics, 2023)

research collaboration (IRC) has increased significantly in South Africa over the past three decades, the South African public higher education system continues to prioritise collaboration with the Global North while largely neglecting research collaboration with Africa and the Global South.

A study of the trends in South Africa's international research collaboration between 2012 and 2021 by Heleta and Jithoo (2023)³ highlights that over this period, 48.1% of the country's research output was produced through international collaboration. Since 2012, research output produced through IRC has been increasing significantly, from 42.4% in 2012 to 54.1% in 2021.

South Africa's international research collaboration: Top 20 collaborating countries

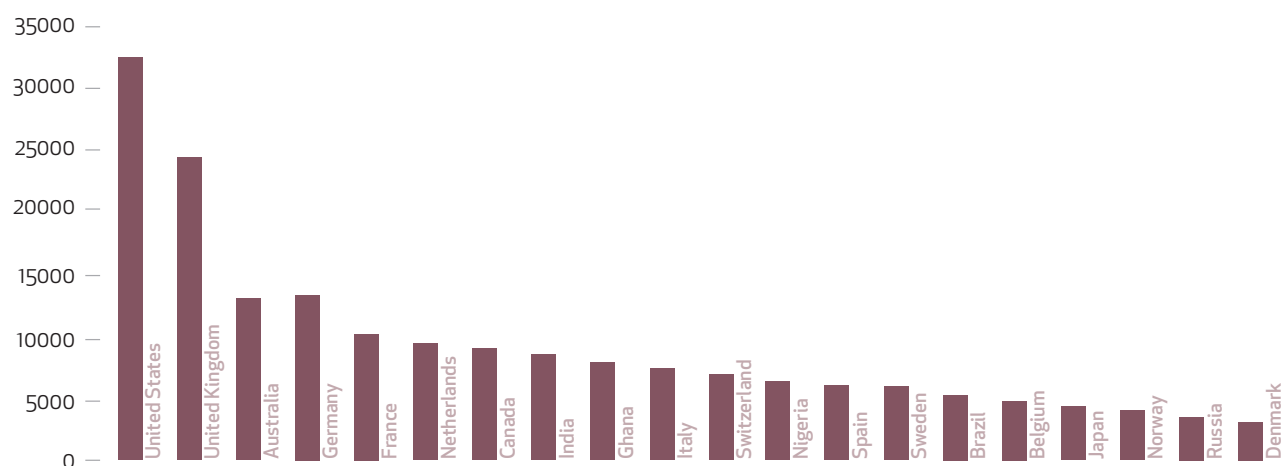


Figure 7: South Africa's international research collaboration, 2012-2021: Top collaborating countries

² UNESCO Institute of Statistics data can be found at <http://uis.unesco.org/en/uis-student-flow>

³ Heleta, S. & Jithoo, D. (2023). International research collaboration between South Africa and rest of the world: An analysis of 2012–2021 trends. *Transformation in Higher Education*, 8(0), a246. <https://doi.org/10.4102/the.v8i0.246>

Over the past decade, South Africa's public universities have collaborated largely with the Global North (64%), while the IRC with the Global South amounted to 36%. During this time, collaboration with the rest of the African continent amounted to only 13% of the overall IRC by South African universities. Figure 7 presents the top 20 countries that South Africa has collaborated with on co-authorship of research output during this period. Figure 8 presents select comparisons of South Africa's IRC with different regions and countries.

CONTRIBUTION OF FOREIGN STAFF TO SOUTH AFRICA'S RESEARCH OUTPUT

The Department of Higher Education and Training's Report on the evaluation of the 2021 universities' research output, published in 2023, provides a summary of the trends in the contribution of South African academics and researchers to the overall public higher education sector's research output. The report highlights that since 2005, the contribution of South African academics and researchers to the production of research output has been declining, while the contribution of foreign academics and researchers working at or affiliated with South African universities has been increasing significantly.

Figure 9 shows that 34.9% of South Africa's scholarly output in 2021 (journal articles, books, book chapters and conference proceedings accredited by DHET) were produced by authors who are not South African citizens but work at or are affiliated with South African public universities. In 2005, this figure was 13.5%, and in 2010 it was 21.9%. This shows a significant and steady growth in the contribution by foreign academics and researchers to South African knowledge-generation and scholarly output. The 2021 report on research output produced in 2019 highlights the particular contribution

South Africa's international research collaboration: Select comparisons

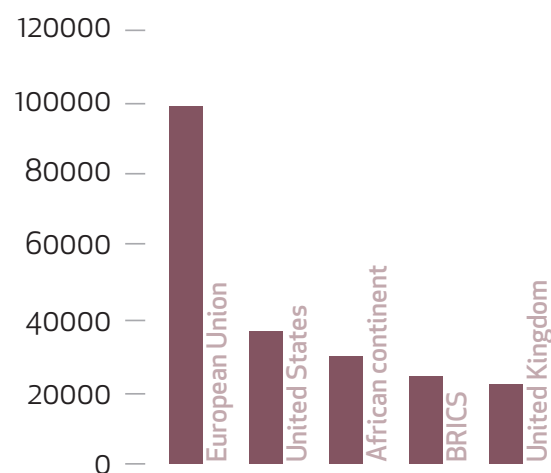


Figure 8: South Africa's international research collaboration, 2012-2021: Select comparisons

of academics and researchers from other African countries without providing any specific information. The 2021 report notes that "further disaggregation of fine-grained analyses of these trends is required. More questions about how these trends are distributed across scientific fields and universities also need to be answered" (p. 42).

Contribution of South African and foreign academics and researchers to South Africa's research output

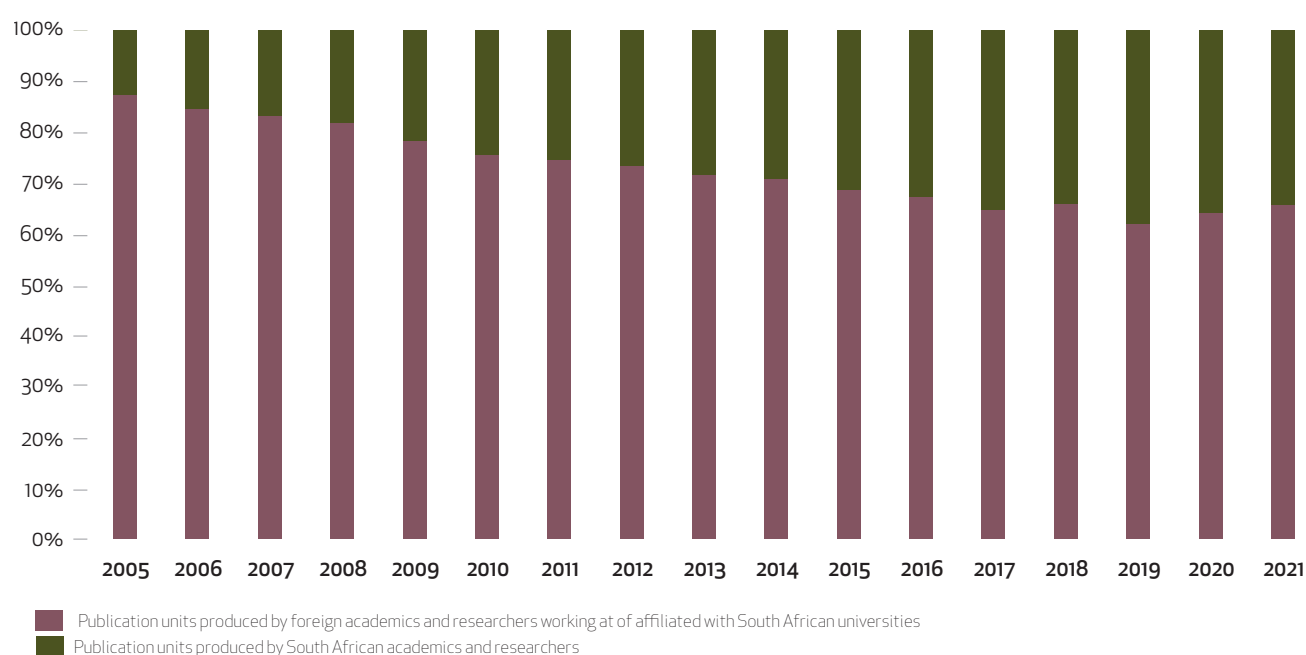


Figure 9: Contribution of South African and foreign academics and researchers to South Africa's research output, 2005-2021

A LEGACY OF SUPPORT

CELEBRATING 25 YEARS OF IEASA



Roshen Kishun

IEASA President 1997-2006

I recall vividly the message in the inaugural publication of the StudySA Guide inviting students from all over the world to consider South Africa as a preferred destination for study and research. I am proud of the fact that the publication is now “designated as a comprehensive, authoritative and up to date guide to South Africa’s public higher education system” and that the publication is widely distributed and available on-line. International education is one of the largest and fastest growing economic sectors in the world. Increased access to primary and secondary education, as well as growing wealth and employment opportunities means that the world’s student population is more mobile than it has ever been before. In 2019 the number of outward-bound students from China has risen to over 703,500, and India is now sending nearly 750,365 students abroad on an annual basis. Africa is not left out. The continent is expected to have 2.8 billion people by 2060, roughly 40 percent of the world’s total. Staggeringly, almost 60% of Africa’s population is currently under the age of 25. These young people will need to be educated. Universities are likely have a significant effect on the life and career of these young people, and the entire lifeline of the regional and global workforce. International students represent a valuable and dynamic potential for all universities but recruiting and nurturing students from abroad comes with its own unique challenges. IEASA needs to be cognizant that for today’s students higher education is much more than a

simple commodity. A university degree is an investment. Millennial consumers are far more focused on quality, value and integrity of the information shared. In short, twenty-first-century students require a lot more than flashy advertisements or a smooth sales pitch. Attracting students is a “professional engagement” based on students’ academic abilities, career goals and financial potential. IEASAs intent to provide academic, career and professional guidance to prospective students seeking higher education at South African universities should guide its core mandate. Potential students expect these engagements to be genuine, informative and timely. While recruiting international students is increasingly complicated, the new generation presents a unique and exciting challenge for South African universities. Congratulations on the publication of the 20th edition of the Study SA Guide.



Fazela Haniff

IEASA President 2006-2008

As a legal alien, Guyanese Canadian, in South Africa, I was lucky to have had the opportunity to work at Wits University as the Director of the Wits International Office (WIO) from 2006-2011. Lucky because this opportunity exposed me to IEASA. Since joining IEASA in 2006 I have remained a member even after returning to Canada in 2012. Being elected as the first woman president of IEASA in 2006 was both humbling and challenging. What I can truly say is before I knew it, I had been bitten

by the internationalisation bug. As a humanist, I was taken by the challenges faced by black and brown colleagues and especially students in this space. I saw that internationalisation in higher education, specifically, IEASA can take a leadership role to influence the lens of sister organisations around the world. I am very proud of all the work that IEASA’s leadership is doing to amplify the diversity of unheard voices in the higher education space. My warmest congratulations to IEASA for achieving this milestone of its 25th Anniversary.



David Farirai

IEASA President 2008-2010

It is with great excitement and admiration that I extend my heartfelt congratulations to IEASA on the publication of the 20th edition of Study SA. This remarkable milestone is a testament to IEASA’s unwavering commitment to international education and your relentless pursuit of excellence in providing invaluable resources and information to the higher education international community and higher education internationalisation professionals. Over the years, Study SA has established itself as a beacon of knowledge about internationalisation of higher education in South Africa. It is a publication that even South African embassies abroad used as a resource on higher education architecture in South Africa. Over the years, Study SA has illuminated pathways

for countless individuals from a multiplicity of countries and who were in pursuit on their higher education journeys. As such, South Africa has the highest number of international students in Africa. Productive and enduring international partnerships were also created over the years. The tireless efforts, dedication, and expertise invested in each edition of StudySA have consistently showcased the publication's exceptional quality and relevance as well as IEASA's commitment to higher education internationalisation. May this 20th edition serve as a stepping stone for even greater achievements in the years to come. Once again, the 20th edition of StudySA is a landmark achievement by IEASA and I congratulate all who have worked so tirelessly to make it such a resounding success. May IEASA's future endeavours be met with resounding success and may the legacy of StudySA continue to inspire the local and international generations to come.



Nico Jooste

IEASA President 2014-2016

"Study South Africa has established itself as the international mouthpiece for South African universities and, without missing a beat, has been produced by volunteers who, with enthusiasm, have dedicated their time and intellect to promote Higher Education internationalisation as well as to promote South Africa as a knowledge destination for students, academics and professional staff." With these words, I introduced the 15th edition of Study South Africa. Notwithstanding the difficult times during the COVID period Study South Africa is still the mouthpiece of South African Higher Education internationally. It should continue its mission with the same values guiding the organisation since its inception.



Leolyn Jackson

IEASA President 2017-2018

The 20th Edition of the StudySA guide publication by IEASA represents a significant milestone in the organisation's efforts to advance the internationalisation of higher education in South Africa. This achievement highlights the resolute commitment and visionary leadership of IEASA over the years in fostering intercultural understanding and promoting global engagement. Over the past two decades, the StudySA guide has served as an indispensable resource for many international students and academics seeking educational opportunities in South Africa. It has not only provided comprehensive information on academic programmes, research opportunities, and campus life but has also facilitated connections between the global community and South African institutions. The journey to the 20th edition reflects a progressive trajectory of growth and evolution in international education. IEASA's dedication has played a pivotal role in positioning South Africa as a preferred destination for students worldwide. The StudySA guide has consistently showcased the wide array of academic offerings and vibrant campus experiences in South Africa. By providing up-to-date information on the South African higher education landscape, specific South African university profiles, an overview of internationalisation of South African higher education, some useful information regarding immigration and medical aid for international students. Furthermore, the 20th edition underscores IEASA's adaptability and responsiveness to the dynamic changes in the global higher education landscape. It reflects the organisation's commitment to innovation and excellence in fostering an inclusive and supportive environment for all

international students. As the world becomes increasingly interconnected, the role of internationalisation in higher education becomes paramount. IEASA's unwavering dedication to promoting diversity and inclusivity has not only enriched the educational experiences of international students but has also fostered a global community of learners and researchers. In light of this momentous occasion, I extend hearty congratulations to IEASA for its achievements in advancing the internationalisation of higher education in South Africa. The 20th edition of the StudySA guide stands as a testament to their unwavering passion, expertise, and commitment to empowering students and shaping a brighter future through education. Once again, congratulations, and I look forward to witnessing the continued success of IEASA in their noble mission of promoting international education and global understanding.



Orla Quinlan

IEASA President 2019-2020

I would like to extend my sincere congratulations to IEASA on reaching its jubilee and celebrating 25 years of dedicated advocacy and support for international students and consistent teamwork with International Office staff to promote the internationalisation of higher education in South Africa. Furthermore, IEASA has been instrumental in representing South African higher education on a wide range of international platforms, including the Network of International Education Associations (NIEA), and is held in high regard and with great affection. Having been actively and consistently involved in IEASA for over 12 years, I remain fully committed to its advancement. During my presidency in 2019-2020, my focus

was on ensuring the sustainability of IEASA beyond my term. With the support of the Council, we embarked on a programme of work to strengthen the association. The first task was an inaugural workshop on good governance, followed by the development of a code of conduct and an induction manual for Council members. Thereafter, was a review of the IEASA Constitution, the development of IEASA's first five-year strategy, followed by renewed terms of reference for committees and working groups. We, simultaneously, expanded the services to members providing more newsletters, webinars, and representation on international education platforms, enabled by the global shift of working and conferencing online in response to the COVID-19 pandemic. Additionally, to save costs, we made the decision not to renew the office lease and transitioned our staff to work remotely. Today, I firmly believe that IEASA is indispensable to South African higher education. In the face of an increasingly challenging environment, it is crucial that we come together to share our knowledge and experience to support colleagues in the field of internationalisation. Therefore, I urge the emerging professionals and academics, in the field of internationalisation of higher education in South Africa, to step forward and actively engage with IEASA, as we prepare to pass on the leadership baton. In the meantime, I look forward to supporting IEASA's advancement in any way I can, and wish IEASA continued growth and impactful success in the future.



Wiseman Jack

IEASA President 2021-2022

It is with great pleasure that I extend my congratulations to the International Education Association of South Africa (IEASA) on the

occasion of the association's Silver Jubilee. This is indeed an important milestone to celebrate! IEASA has been a special partner of South African public universities for many years, supporting their internationalisation efforts and guiding in policy reforms related to inbound international students' experience in South Africa. IEASA's efforts to promote South Africa as a preferred study destination for inbound international students is evidently supported by the increase in number of international students in the last two decades. The longevity in this business is a ringing endorsement of the professionalism, high levels of service and genuine concern for the association's members and stakeholders. The 25th Annual Conference themed "Looking back, looking forward" bears testimony to the association's commitment to serve South African higher education sector. Congratulations on this outstanding achievement. Happy Silver Anniversary.



Derek Swemmer

IEASA Treasurer from 1996 -2009

Let us pay tribute to IEASA's first President, Dr Roshen Kishun and ALL the other members of IEASA (supported by a few commissioned outsiders), who have continued to produce this very important publication annually. Roshen had the foresight and drive to make the first edition a reality. He bore the brunt of oversight for its content and publication during the decade of his period in office. From the outset, the Study SA guide provided an overview of every university in South Africa. Understandably, the annual introductory update on higher education (HE) in the country quickly became a key source of insight for prospective students and academics abroad, when study, research projects or sabbaticals in the Rainbow Nation were under consideration. IEASA is right to claim proudly that "Study SA is

the only comprehensive, authoritative and up-to-date guide to South Africa's public higher education system". Its introductory themes change annually and provide significant insight into the rapidly changing and transforming HE sector, and insight into our country itself. It is little wonder that it is a significant source for international education professionals, both at home and outside of our borders. Our diplomatic missions abroad regard it as their most valued publication, which is made available free to enquirers seeking guidance about tertiary education in RSA. Often the embassies resort to photocopies of the guide when their stock runs out. It is a success story! It is a "feel good" publication and an inspiration to many readers. It provides light even when Eskom darkens our lives. Celebrate its existence and enjoy what you read in this the 20th edition.

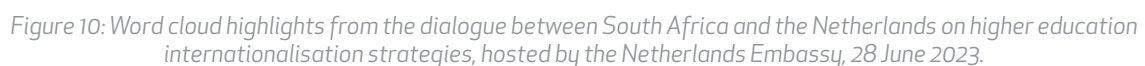


Ahmed Bawa

Professor, at Johannesburg Business School, University of Johannesburg
Former CEO of Universities SA.

It is heartwarming to share this celebration with IEASA as it brings out the 20th edition of the Study SA guide. I have wonderful memories of visiting universities and recruitment agencies in other parts of the world armed with the Study SA guide and feeling proud to have such a document available to share with potential students and with university leaders. I have always been impressed with the quality of the document and the evenness with which it covers the higher education system. Perhaps most importantly, it depicts the rich diversity of institutions in our higher education system. It speaks to the beauty of our land. When I was at Universities SA, one of the easier decisions was always to understand the need for us to partner with IEASA on its production. May it flourish for another 20 years.

solutions for the highlights that reflect the current priorities and challenges in the field. The dialogue was a meaningful conversation between bilateral partners and participants on the discursive readings on internationalisation policies, strategies and activities that include internationalisation of the curriculum, partnerships and collaboration, covering theoretical and practical examples, as well as the leadership and governance across the higher education sector.



- The Eurocentric nature and structure of universities in many parts of the Global South, including South Africa are based on Western models (Le Grange, 2019).

At regional and local level, a host of seminars and thought conversations about internationalisation and decolonisation have taken place over the past three years. The Central University of Technology has deliberated on

- The destruction of indigenous knowledges to advance the projects;
- The universality of Euro-American knowledge;
- Knowledges from the Global South were largely reduced only as they related to culture;
- The need for psychosocial transformation of the colonised peoples;



Prof Judy Peter

Council member: IEASA

Director: Strategic Initiatives and Partnerships, Cape Peninsula University of Technology

"Internationalisation, decolonisation and Africanisation: The melting pot of higher education". A second example is the thematic forum held in March 2022 and hosted by the Cape Peninsula University of Technology titled "Equity-sensitive strategies of higher education in South Africa: Internationalisation @ home in post-pandemic times." The idea of comprehensive internationalisation underpinned in the Department of Higher Education and Training's (DHET) 2019 "Framework for Internationalisation of Higher Education in South Africa" was examined, and the forum presented suggestions to DHET regarding this. CPUT further proposed that the definition of internationalisation in DHET's Policy Framework did not overtly respond to a political reading of the South African context to include the ideas of race, class, identities, gender, urban and rural bias, and colonial legacies.

Is the South African Policy inline with reality?



Figure 11: Participant responses in the dialogue between South Africa and the Netherlands on higher education internationalisation strategies, hosted by the Netherlands Embassy, 28 June 2023.

Returning to the bilateral policy dialogue between South Africa and the Netherlands on higher education internationalisation strategies, Figure 11 provides an insight into what participants saw in DHET's 'Policy Framework for Internationalisation of Higher Education in South Africa'. While consultative processes were followed to develop the policy to specify guidelines for executing internationalisation as part of the academic project, the policy is ambitious and seemingly needs more consideration to have reasonable prospects. The policy currently defines internationalisation as articulated in the Global North. Nonetheless it prioritises

research discursive partnerships with countries that are part of the BRICS, SADC, the Global South and the rest of the African continent. The legal compliance for the development of the policy aligns with DHET's and other national regulations for the intended outcome of graduating globally competitive graduates who will enhance knowledge production, intellectual capacity, and innovation. The development of Black female students, increasing the number of graduates across the board, and scarce skills remain strategic focus areas in the policy. An added emphasis on University Capacity Building Grants (UCDP) constructively centres on staff, students and curricula development outcomes. The intent of the policy is:

- To enhance international research collaboration, thus increasing knowledge production, intellectual capacity, and innovation;
- To better equip South African students and staff members of higher education institutions with the knowledge, skills, and attitudes — including intercultural skills — required to contribute to the country's socio-economic development and well-being;
- To attract highly qualified individuals to be part of South African higher education institutions to enhance the country's human capital;
- To provide the country's higher education institutions with opportunities for sustained development in all aspects of academia — internationalisation activities must aim to self-sustain financially but deliver significant non-monitory benefits, where appropriate to higher education institutions;
- To encourage and develop strategic alliances to enhance bilateral, multilateral, and regional cooperation in higher education.

The national Policy Framework for Internationalisation has been embraced by HEIs as a guiding framework. HEIs have the mandate to build on the understandings of notions such as comprehensive internationalisation, as defined by John Hudzik, Jane Knight, Hans de Wit, and Jos Beelen, and revisited by Savo Heleta and Samia Chasi, to expand the context and debunk the universality of Euro-American knowledge systems for the specific South African context. HEIs will have to continue to locate their *modus operandi* within the relevant historical and geopolitical spaces. While the decoloniality projects are minefields for innovative transformations, the areas that need more focus are:

- Establishing symmetrical and strategic research partnerships and collaborations across the globe;
- Inclusive internationalisation to embrace indigenous knowledge systems, and African and South Asian diasporas;
- Equity sensitive access;
- Capacity development of staff and students and the transformation and decolonisation of the curriculum.

REFERENCES

Department of Higher Education and Training. (2019). Policy framework for internationalisation of higher education in South Africa. <https://www.dhet.gov.za/Policy%20and%20Development%20Support/Policy%20Framework%20for%20Internationalisation%20of%20Higher%20Education%20in%20South%20Africa.pdf>

Le Grange, L. D. (2019). The curriculum case for decolonisation. In J. Jansen (ed.) *Decolonisation in universities: The politics of knowledge* (pp. 29 -48). Johannesburg: Wits University Press. <https://www.google.com/books/edition//DgKiDwAAQBAJ?hl=en&gbpv=1&pg=PA1>

STUDENT AND STAFF VISAS:

EXEMPTIONS IN PLACE WHILE BACKLOGS ARE CLEARED

IEASA continues to work collaboratively with officials in the Department of Home Affairs (DHA) to advocate on behalf of international students, staff and their families. The post-COVID period has been challenging as there were voluminous backlogs and delayed visa outcomes¹. To mitigate the delayed visa outcomes, a series of exemptions were put in place which allowed the students, staff and postdocs who were continuing their activities with the same institutions to continue with the work and studies².

The exemptions enable applicants from visa exempt countries, including the Southern African Development Community (SADC) countries, to travel home and return again to South Africa carrying only their passports and Visa Facilitation Services (VFS) receipts. Applicants from non-visa exempt countries require a visitor visa issued by the South African embassy or consulate in their home country to come back into South Africa. Applicants in this situation are advised to remain in South Africa until they have received their visa outcome.



Different issues affected those applying for new visas in the embassies and consulates outside of South Africa. For six months in 2022, the visa issuing process was centralised to Pretoria, before being decentralised to the embassies and consulates again. This created delays. Nigerian applicants, in particular, faced some difficulties as the consulate in Lagos temporarily closed earlier this year.

In April 2023, the Director of Corporate Accounts was invited to the IEASA Director's Forum, which was held at Rhodes University. The issues that the international students, staff and postdocs were experiencing and the potential negative



Ms Orla Quinlan

Treasurer: IEASA

Director: International Office, Rhodes University

impact on South African higher education, including reduced numbers of international students and reduced research output, were raised.

IEASA shared that there has been an increase in negative visa decisions, often due to the applicants not having additional documents which are not specified on the list of DHA requirements. The Director of Corporate Accounts clarified that should an adjudicator require further documentation, the correct procedure is to request this in advance of deciding the outcome of the application. This feedback will be incorporated into the training of the new adjudicators. In the meantime, applicants with negative outcomes need to pay for and go through an appeal process within ten working days of receiving the outcome, as this is the only way in which a decision may be reviewed.

The study visa renewal backlog was cleared in early June 2023. It is now anticipated that the time frames for the issuing of study visas will start normalising. In the meantime, the exemption remains in place until the end of December 2023. In addition, the Zimbabwean Exemption Permit (ZEP) has been extended until December 2023. The IEASA, DHA and VFS plan to hold a workshop before the end of 2023 to update the immigration manual that they had jointly prepared several years ago.

Important sources of information for students, staff and postdocs who plan to study or work at South African higher education institutions:

- » Immigration regulations which provide guidance on all visa requirements: http://www.dha.gov.za/images/final_Immigration_Regulations_2014_1.pdf
- » For visa renewal inside South Africa, please check the VFS website: <http://www.vfsglobal.com/dha/southafrica/>
- » For contemporary issues, gazettes or exemptions, please check the DHA website: <http://www.dha.gov.za/>

¹ An article dealing the process for study visa applications and identifying where some delays were occurring was published in University World News in June 2022. Link: <https://www.universityworldnews.com/post.php?story=20220621222657969>

² The most recent temporary measures can be found here: <http://www.dha.gov.za/index.php/notices/1660-temporary-measures-in-respect-of-foreign-nationals-in-light-of-a-backlog-experienced-in-processing-outcomes-on-waiver-applications-and-visa-applications>

BEYOND BORDERS:

SOUTH AFRICA'S UNIVERSITIES ARE IDEAL PARTNERS FOR INTERNATIONAL COLLABORATION

As the world emerges from the throes of the COVID-19 pandemic across the globe, there is a greater emphasis on rebuilding existing and forging new partnerships in different sectors. The same is true for the higher education sector, especially in South Africa, where renewed energy is being injected into internationalisation efforts, which have suffered greatly over the past three years.

We undertake this task of reviving our internationalisation endeavours buoyed by the dynamism and resilience of the higher education sector. The pandemic has wreaked havoc on people, societies, economies and universities. But the pandemic has also exposed the strengths of our higher education sector, which presents a compelling case for internationalisation. The pandemic has underscored the remarkable research capacity of South African universities. Drawing from decades of extensive work in infectious diseases, including HIV/AIDS and tuberculosis, our universities have contributed significantly to the global understanding and combat of COVID-19.

The prowess in research by South African universities is not limited to biomedicine and bioinformatics only. Over the past few years, South Africa has increased its research capacity in areas such as agriculture, engineering, and many others. It is no wonder that South African universities are constantly ranked among the top universities on the continent, with some also featuring consistently among the top 500 universities worldwide. South Africa's positioning as a hub of research and knowledge production on the African continent has positioned it as a gateway to the continent. Researchers worldwide view South Africa as a launchpad to Africa's diverse research environment. This makes South African universities the ideal partners for international institutions looking to collaborate with leading universities on the African continent, and as great study destinations for international students looking to broaden their perspectives by studying away from home.

Another important aspect is the vibrant tapestry of cultures mirrored in the 26 public universities spread across different regions in South Africa. This makes South African universities the prime destination for cultural exchange, offering diverse academic programmes and an opportunity to experience and engage with the thriving, diverse and cosmopolitan communities.

Given the nation's racially segregated past, South African universities emphasise diversity and inclusivity and undertake conscious efforts to ensure these attributes. This results in students and academics from various cultures, races, genders and religions finding a welcoming and enriching environment that values their unique contributions and perspectives. The welcoming nature of South Africa extends beyond the years of study for international students. Even after graduation, the country provides enticing post-study opportunities, thanks to its policies to attract and retain international talent in the job market. As a result, South Africa is shining brightly as a hub of education and knowledge production on the African continent. It's an irresistible beacon for students, scholars and intellectuals, offering an environment where high quality scholarship flourishes. The country frequently hosts many international conferences, symposia and academic forums, making it a crossroads of scholarly exchange.

Boasting trailblazing research and innovation, cultural diversity, academic excellence, and untapped opportunities, South Africa is a hub for international students and international collaborations in higher education, writes Normah Zondo, the deputy president of the International Education Association of South Africa (IEASA).

Most importantly, South Africa's academic allure doesn't stop at hosting international conferences and symposia. It also extends to its capability to accommodate some of the top scholars from around the world. With a robust academic infrastructure, dynamic research environment and numerous international collaborations, South Africa has become a sought-after destination for researchers aiming to make meaningful contributions in their fields. The resulting influx of intellectual talent undoubtedly strengthens South Africa's knowledge base, contributing to a shared intelligentsia that benefits the African continent and beyond.

South African universities also offer robust support services to ensure international students transition smoothly to their new environment. These services include orientation programmes, integration activities, academic support, counselling, and housing and visa assistance. This focus on student well-being is meant to enhance the experience for international students.

As South Africa's higher education institutions channel their post-pandemic renewal into enhancing their international engagements, the opportunities for groundbreaking research, cultural exchange, academic excellence and career advancement are abundant. For international students and institutions ready to embrace these prospects, South Africa is open and ready for collaboration.



Ms Normah Zondo

Deputy President: IEASA

Executive Director: Corporate Relations,
University of KwaZulu-Natal

HIGHER EDUCATION

UNIVERSITY PROFILES

The following 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.

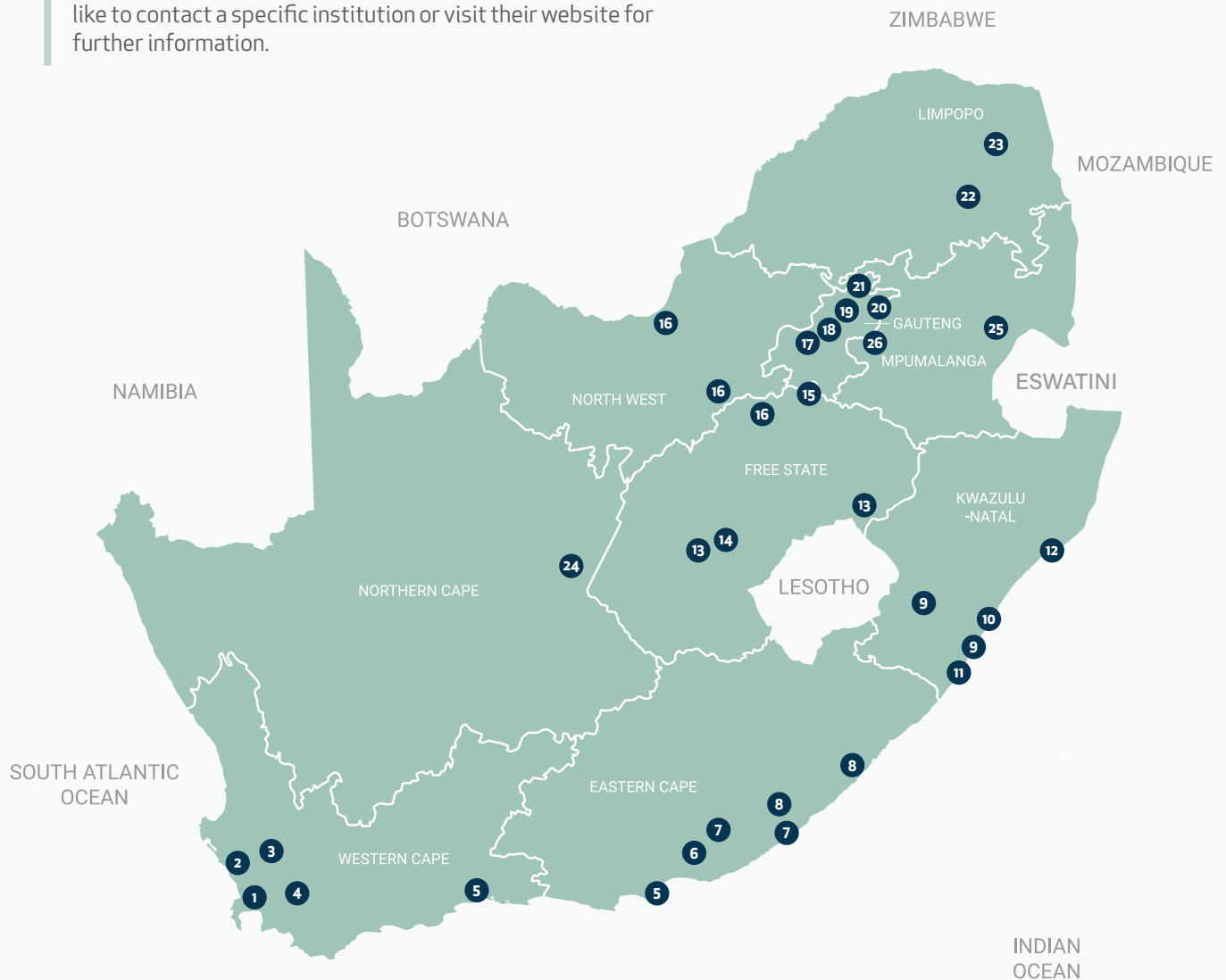


Figure 12: Map of public university campuses in South Africa

- | | | |
|--|---|---|
| 1. University of Cape Town | 10. Durban University of Technology | 19. University of Pretoria |
| 2. Cape Peninsula University of Technology | 11. Mangosuthu University of Technology | 20. Tshwane University of Technology |
| 3. University of the Western Cape | 12. University of Zululand | 21. University of South Africa |
| 4. Stellenbosch University | 13. University of the Free State | 22. University of Limpopo |
| 5. Nelson Mandela University | 14. Central University of Technology | 23. University of Venda |
| 6. Rhodes University | 15. Vaal University of Technology | 24. Sol Plaatje University |
| 7. University of Fort Hare | 16. North-West University | 25. University of Mpumalanga |
| 8. Walter Sisulu University | 17. University of the Witwatersrand | 26. Sefako Makgatho Health Science University |
| 9. University of KwaZulu-Natal | 18. University of Johannesburg | |

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.

BRIEF HISTORY

Established in 1904, Rhodes University is a 119-year-old institution. With about 2400, mainly white, students in 1994, Rhodes University now has just over 8400 students, the majority of whom are black and female. Rhodes University academics pioneered internet usage in South Africa. The first email from South Africa was sent from Rhodes University in 1988 to a university in the US. The renowned School of Journalism celebrated its 50th anniversary in 2022. Plans are underway to celebrate the 120th anniversary of Rhodes University in 2024.

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, Integrity,

UNIQUENESS OF RHODES UNIVERSITY

Intellectual space: One of the distinguishing aspects of Rhodes University lies in its rich 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: Volunteerism increasingly forms 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: As a small university with dedicated and committed staff, Rhodes University can offer that personal touch that may make a difference in a student's life. Rhodes University places a premium on small staff-to-student ratios. Students are encouraged to use all the professional assistance and support that is available.

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 within ten minutes, and 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 learn about 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. The University also has several Schools, Research Units, Institutes and Centres of Excellence. The most widely spoken languages in Makhanda are isiXhosa, Afrikaans and English. While the main language of instruction is English, multilingualism and African languages are promoted.

Courses: The courses on offer may be viewed by searching for Rhodes University Calendar 2023.

Admission requirements: Details of the course requirements may be located on the website by searching for Rhodes University Admission gateway.

STUDENT LIFE

Accommodation: Almost 50% of Rhodes students live in university residences. There are also special residences for postgraduates. Through a well-established structure of wardens, sub-wardens and residence committees, the residences play an important role in overall student development, including developing leadership skills. Off-campus students (Oppidans), also have wardens and student committees, who assist with student support and well-being, including recommending accredited accommodation in town.

Sports and Societies: Students can join one or more of the 28 sporting clubs, affiliated to the Sports Council. 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, and poetry), religious societies, political and awareness-raising groups, and environmental clubs.



Student Wellness: Since COVID-19, the university has intensified support with its SMASH (Student Mental, Academic, & Social Health) programme hosted by the Counselling Centre psychologists. SMASH 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.

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 at <https://www.ru.ac.za/isivivane/>

Graduation 2023: In the six graduation ceremonies of Autumn 2023, a total of 1849 students received their degrees, diplomas and certificates. Of these, 1124 (or 61%) were undergraduate bachelor's degrees and 725 (or 39%) were postgraduate degrees, postgraduate diplomas and postgraduate certificates. Of the 725 postgraduate students, 69 received their master's and 23 doctoral degrees. Sixty-five percent (65%) of the graduating students are female students and 11% are international students.

The honorary graduates for 2023 were the: Honourable Chief Justice Raymond Zondo; Professor Janet Cherry; Honourable Justice Mbuyiseli Madlanga; Professor Debra Roberts; and Professor Helen Rees. Another graduation ceremony exclusively for master's and doctoral graduates will be held in October 2023.

Presidential Youth Employment Initiative (PYEI): As part of the PYEI initiative, Rhodes University welcomed its second cohort of graduate interns living in our locality in 2023. The PYEI is a part of the Presidential Employment Stimulus Programme and is aimed at local university graduates. It is a multisector action plan directed at addressing South Africa's ongoing youth unemployment challenge.

RESEARCH, TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT

1. RESEARCH AND INNOVATION:

Rhodes University is a research-intensive university and has renowned research leaders in, among others, medicinal chemistry and nanotechnology, water research, physics and radio astronomy techniques, biotechnology innovation, global change and environmental sustainability. Rhodes University now hosts 13 SARChI chairs, with a 14th hosted as a Rhodes Professor in the associated South African Institute of Aquatic Biodiversity (SAIAB). Some of our many notable examples of Research and Innovation are:

Meerkat Square Kilometre Array: Rhodes University students, staff and alumni play an instrumental role in MeerKAT, a precursor to the Square Kilometre Array (SKA) in the Karoo, South Africa. Professor Justin Jonas, recently awarded the inaugural esteemed Vice-Chancellor's Distinguished Award at Rhodes University, is the Chief Technologist. The SKA will be the world's biggest radio telescope, enabling the study of the origins and evolution of objects in the universe, particularly galaxies. Astronomers believe harnessing the power of those telescopes will yield the best images of the universe ever produced.

Nanotechnology: The DST/Mintek Nanotechnology Innovation Centre, the best-equipped centre on the continent, is widely used by other South African universities and a state-of-the-art new building to house Nanotechnology

is under construction. The Centre is directed by the multi-award-winning Distinguished Professor Tebello Nyokong, an honorary fellow of the Royal Society of Chemistry and a Fellow of the Royal Society, who was recently appointed to the Pontifical Academy of Sciences. Chancellor of the Academy, Peter Kodwo Appiah Turkson, advised that Pope Francis will bestow the insignia of Professor Nyokong's appointment during a Solemn Pontifical Audience in October 2024.



Education for sustainable development: The Environmental Learning Resource Centre (ELRC) is a United Nations University Centre of Expertise in Education for Sustainable Development, with extensive partnerships across the continent and the globe. The Rhodes University Library promotes the advancement of the United Nations SDGs through the 2023 online research portal and provides access to the multidisciplinary research that has been conducted by the Rhodes University research community.

Ichthyology and Fisheries Science: The Department of Ichthyology and Fisheries Science (DIFS), an African Union (AU) Centre of Excellence, with extensive partnerships all over the world, continues to implement COTRA, an intra-Africa mobility programme. It hosted a large delegation from Liberia consisting of the University of Liberia, the National Fisheries and Aquaculture Authority (NaFAA) and the World Bank in July 2023.

Future Earth Africa: The Institute for Social and Economic Research (ISER), Environmental Learning Research Centre (ELRC), the Institute for Water Research (IWR), Rhodes University and the University of Pretoria will host the Future Earth Africa Hub Leadership Centre from 2023 to 2026. The hub will support Future Earth's mission to advance research supporting transformations to global sustainability, by growing, strengthening and coordinating Africa's voice at a global level, through the region's collaborative networks, innovative ideas and active participation of science stakeholders.

African Research Universities Alliance: Rhodes University is one of 16 members of the African Research Universities Alliance (ARUA) and was regarded as the most efficient research university in 2021. The Centre of Excellence for Water Conservation is hosted by Rhodes University's Institute for Water Research (IWR) and coordinates research

from member universities across Africa. In 2023, ARUA signed an agreement with the European Guild, and the Vice-Chancellor and interim Deputy Vice-Chancellor from Rhodes University travelled to Brussels for the occasion. ARUA is also a signatory of the Africa Charter on Transformative Research Collaborations, which was signed at the African Association of Universities 2023 Conference, hosted by the University of Namibia.



African Studies: Rhodes University continues to strengthen and advance joint projects in African Studies research and knowledge transfer from their "African Cluster Centre" within the University of Bayreuth, Germany; the University of Lagos, Nigeria; Moi University, Eldoret, Kenya; Université Joseph Ki-Zerbo, Ouagadougou, Burkina Faso network.

Confucius Institute: The Confucius Institute at Rhodes was officially established as a first global model Confucius Institute in South Africa. The first accredited Master in Chinese Studies programme of its nature was established in 2023 in South Africa, in partnership with Jinan University in Guangzhou (China). This research-based programme welcomes prospective students from across Africa and around the globe who have attained their Honours degree in Chinese Studies or relevant disciplines. 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. While the dominant mode of provision is contact learning, Rhodes University is moving towards enhanced blended learning and hybrid provisions.

Centre for Higher Education Research Teaching and Learning (CHERTL): CHERTL supports academics with a well-respected PhD supervision 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 Programme) developed by the DHET.

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

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. In addition, Rhodes University offers the only online short course in service learning in South Africa.

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 2021, RUCE published a book titled, *Challenging the "apartheids" of knowledge in higher education through social innovation*.¹

Vice Chancellor's Education Initiative Projects: These projects include a range of interventions. One such initiative, the Nine Tenths Matric Mentoring programme received the Talloires Network MacJannet Award for Global Citizenship, the first South African University to claim first prize in this global CE forum of over 388 universities in 77 countries on six continents. Mentors are trained through the rigours of an accredited NQF5 short course requiring over 100 hours of work. Please visit the Community Engagement website: <https://www.ru.ac.za/communityengagement/>

Preparing local students for Rhodes University: Rhodes University's Department of Statistics aims to equip learners for success in their final exams and teaches statistics, probability and financial mathematics to learners from local public schools through its Winter School programme.



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.

INTERNATIONALISATION AND GLOBAL ENGAGEMENT

Policy: In 2023, in a university-wide consultation process, the university revised its policy on comprehensive internationalisation, referencing the first-ever national Department of Higher Education and Training Policy Framework on Internationalisation of Higher Education in South Africa.

¹ Bezerra, J., Paterson, C., & Paphitis, S. (Eds.). (2021). *Challenging the Apartheids of Knowledge in Higher Education through Social Innovation* (1st ed.). African Sun Media.



Approximately 10% of the students enrolled are international students from 54 countries around the world. Postdocs are the most international cohort on campus but have recently been experiencing many obstacles, due to delays in visa processing.

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 the South Africa Sweden University Forum (SASUF). Most academics also have their own bilateral research relationships.

Exchange / Study Abroad / Mobility Programmes: The International Office slowly lifted the COVID-19-induced suspension of mobility programmes in 2022 and 2023.

Outgoing Mobility: Rhodes University students went to Leicester University, United Kingdom, PH Lucerne and PH Bern in Switzerland and Bowie University, Maryland in the United States of America. A team of four Rhodes University law students were the only South African team to qualify for the final oral round of the prestigious John H Jackson International Trade Law Moot Court Competition, co-hosted by the World Trade Organisation and the Geneva Graduate Institute, in Geneva in 2023.

Incoming Mobility: Students came from Ircor, France, PH Zurich, PH Bern and PH Luzern, Switzerland, Hobart and William

Smith Colleges, United States, Kassel University, Germany and Università Cattolica, Italy. As part of the European Union's Intra-Africa Academic Mobility Scheme, the African Water Resource Mobility Network (AWaRMN) hosted students from the Federal University of Technology, Nigeria, Makerere University, Uganda, the University of Kinshasa, DRC, and the National Higher School of Hydraulics TU Delft, Netherlands. The Collaborative Training in Fisheries and Aquaculture in East and Central Africa (COTRA) programme welcomed students from Makerere, Uganda; Mzuzu, Malawi; Eldoret, Kenya, and the University of Natural Resources and Life Sciences, Vienna, Austria.

Students from the Institute of physics at the University of São Paulo, Brazil, and a student from University of Sapienza, Italy visited as part of research collaborations.

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.

Internationalisation at Home: Activities included celebrations for Africa month, International Week, Africa Day and Heritage Day. In 2022, the university adopted the African Union theme of "Nutrition and Food Security" and collected food for local community kitchens. In 2023, celebrations included colourful cultural displays showcasing diverse African music, dance, attire, craft, pottery and cuisine, organised by the Eastern Cape government and hosted at the 1820 Settlers Monument. Former and current Rhodes University academics spoke at the colloquium, titled "Makhanda and the Battle of Egazini", the main event on the day.

Showcasing Eastern Cape Intellectualism Abroad: A documentary film *Intellectual Giants of the Eastern Cape*, officially premiered at the 25th Zanzibar International Film Festival (ZIFF) in June 2022. Directed by Dr Alette Schoon; scripted by Dr Schoon and Dr Hleze Kunju, with historical advice from Emeritus Professor of History, Jeff Peires, the film highlights the Eastern Cape as a hotbed of some of the country's foremost intellectual thinkers.

CONCLUSION

From life on campus itself to engagement with the local and global community, Rhodes University offers a vibrant and diverse experience to all who come here. Come and see for yourself!

Contact Details

The Student Bureau, Registrars Division

T: +27(0)46 603 8111

F: +27(0) 46 603 7350

E: registrar@ru.ac.za

The International Office

T: +27(0)46 603 8217

E: internationaloffice@ru.ac.za

www.ru.ac.za



Your health is your wealth *Live inspired*

SA's No.1

medical aid choice for more than 1 million students over the past 32 years

More affordable

healthcare benefits for more students for less

Momentum's Ingwe Option provides:

- ✓ Unlimited access to **any private hospital**
- ✓ Unlimited access to **any doctor on the Ingwe Active Network**
- ✓ Cover for **medication, dentistry and eye care**
- ✓ **Emergency/trauma** and specialist benefits
- ✓ **Unlimited emergency** transport via Netcare 911
- ✓ **Unique study visa benefit**, cover for medical report, radiology report and chest x-ray



PLUS many **FREE** Lifestyle benefits

Join or renew membership



0860 102 493 WhatsApp



studenthealthcare.co.za



studenthealth@momentum.co.za



0860 102 493 Customer care

Visit studenthealthcare.co.za for more information

momentum
medical scheme

From
R495pm
Income of less than
R825 pm

Unleashing human potential for a fair and just society



The University of Cape Town (UCT) strives to be an inclusive, research-intensive university that addresses the challenges of our time with cutting-edge teaching, research and facilities. As a university we are committed to promoting transformation, working to guarantee the sustainability of the institution and to ensure excellence in all we do.

UCT is a community of exceptionally talented students, teachers and researchers along with a wide range of professional, administrative support and service staff all of whom are committed to help change the world for the better. We encourage one another to work hard, not only to earn degrees or public recognition, but also to be leaders in this increasingly changing world.

UCT has a proud tradition of academic excellence and is currently the top-rated university in Africa and one of the top-rated universities in the world.

VISION 2030

Vision 2030 is the result of inclusive and transformative leadership at the University of Cape Town. It was developed to give expression to UCT's massive transformative purpose "Unleash human potential to create a fair and just society" in the core academic functions, the cross-cutting responsibilities of transformation and social responsiveness and the systems that support and sustain UCT's work. It belongs to, and is the responsibility of every member of the UCT community.

There are three pillars at the core of vision 2030:

- Excellence
- Transformation
- Sustainability



UNIVERSITY OF THE FUTURE (UoF) PROJECT

The university of the future project aims to create a modern, vibrant and striking University of Cape Town campus, designed to attract staff and student talent, local businesses, donors, industry interest and the broader community. The project also aims to create enhanced formal learning and social spaces, well-planned for food outlets, as well as shared spaces for improved community engagement. The vision

focuses on creating an enabling environment to unleash human potential for a fair and just society and to enable places, spaces, services and functions for the future of UCT that work towards the goals of Vision 2030 and beyond.



6 FACULTIES

The University has a comprehensive range of academic programmes offered across six faculties. Qualifications are designed to equip future professionals and leaders in various disciplines and fields, ranging from diplomas, bachelors, honours, masters and doctoral degrees with the appropriate knowledge and skills.

FACULTY OF COMMERCE

The faculty prepares students for the constantly changing business and public management environments and for participation in the global economy. The faculty continuously reviews degree curricula and outcomes to ensure that qualifications maintain academic integrity, workplace relevance and professional accreditation.

Did you know? The faculty is home to two free multilingual learning tools aimed at helping students understand key concepts and terms in their home language:

- **EcoDoc:** a translation app that provides access to over 1000 economics terms and definitions in South Africa's 11 official languages. Students can type in a concept and get the translation or an explanation in their chosen South African language.
- **Learn Accounting:** a website designed to help students understand crucial financial and accounting concepts by providing short videos in their mother tongue.

7 Academic Departments:

College of Accounting; Finance and Tax; School of Economics; School of Management Studies; Information Systems; The Nelson Mandela School of Public Governance and the Education Development Unit.



THE FACULTY OF ENGINEERING & THE BUILT ENVIRONMENT (EBE)

EBE takes pride in its people and its students, who become sought-after architects, planners, quantity surveyors, land surveyors, GIS specialists, property valuers and professional engineers in a variety of areas whether electrical, chemical, mechanical, electro-mechanical, civil, computer engineering or mechatronics.

Did you know?

- **State-of-the-art facilities:** EBE laboratories make use of the latest industry standards to support modern teaching and learning.
- In the 2022 annual QS World University Rankings for engineering and technology, UCT was ranked as the **best engineering university in South Africa**.

6 Academic Departments

Architecture, Planning and Geomatics; Chemical Engineering; Civil Engineering; Construction Economics and Management; Electrical Engineering and Mechanical Engineering.



FACULTY OF HEALTH SCIENCES

The faculty is committed to improving the health of the people of South Africa and beyond. Its prestige today is rooted in over 100 years of excellence. This is the home of the oldest medical school in southern Africa, and the site of famous advances in healthcare – including the world's first successful heart transplant in 1967 and research that led to the development of the CT scan.

Did you know?

- Of the 81 **accredited research units** at UCT, 33 are in the Faculty of Health Sciences.
- Ten health science academics have had **national orders** (South Africa's highest award for citizens) bestowed on them.

13 Academic Departments:

Anaesthesia and Perioperative Medicine; Health and Rehabilitation Sciences; Health Sciences Education; Human Biology; Integrative Biomedical Sciences; Medicine; Obstetrics and Gynaecology; Paediatrics and Child Health; Pathology; Psychiatry and Mental Health; Public Health and Family Medicine; Radiation Medicine and Surgery.



FACULTY OF HUMANITIES

With close to 7000 students, the faculty comprises 19 vibrant academic departments located in three main clusters: the Arts, the Social Sciences and the Performing and Creative Arts. Common to all is a focus on the human condition in all its dimensions.

Did you know?

- The faculty has produced a number of **world-renowned graduates**, including Breyten Breytenbach (author), Philip Miller (international composer and sound artist), Roger Ebert (Pulitzer Prize winner), Richard E Grant (actor), Pretty Yende (opera singer), Akin Omotoso (film-maker) and two Nobel Prize winners – Emeritus Professor JM Coetzee (Literature) and Ralph Bunche (Peace).
- The faculty **offers 30 academic majors** as well as the opportunity to choose from 21 majors offered through other faculties. This flexibility enables students to tailor their academic experience.

19 Academic Departments

African Feminist Studies; Anthropology; African Studies and Linguistics; Centre for Film and Media Studies; Education Development Unit; English Literary Studies; Historical Studies; Knowledge and Information Stewardship; Michaelis School of Fine Art; Philosophy; Political Studies; Psychology; School of Education; School of Languages and Literatures; Social Development; Sociology; South African College of Music; The Study of Religions and Theatre; Dance and Performance Studies.



FACULTY OF LAW

The Faculty of Law has a large footprint – whether it's the impact of its staff and students on society, the largesse of its alumni or the diversity of its research. The faculty strives to make a significant contribution to legal education and intellectual discourse, both nationally and internationally.

Did you know?

- The Faculty of Law is ranked in the **top 150 law schools worldwide** and has a range of international agreements that enable students and staff to pursue exchanges and research relationships in Australia, Canada, Ethiopia, Europe, Kenya, the UK and the USA.
- The faculty runs a **funding campaign** – Excellence in Law – and contributes to student support each year from its endowment fund.

3 Academic Departments

Commercial Law; Private Law and Public Law.



FACULTY OF SCIENCE

The faculty has a long and distinguished history. Formally established in 1918 by UCT's founding act, today it's a sizable faculty consisting of 12 departments and multiple research units whose teaching and research is internationally acknowledged for excellence.

Did you know?

- The Faculty of Science is placed in the band of **51–100 top universities in Archaeology and Geography** and in the band of **101–150 in Environmental Science** according to the 2019 QS World University Rankings by Subject.
- Two alumni from the Department of Physics have won **Nobel prizes**: Alan McCormack won the Nobel Prize in Medicine in 1979 for the development of computer-assisted tomography, and Aaron Klug won the 1982 Nobel Prize in Chemistry for crystallographic electron microscopy.

12 Academic Departments

Archaeology; Astronomy; Biological Sciences; Chemistry; Computer Science; Environmental and Geographical Science; Geological Sciences; Mathematics and Applied Mathematics; Molecular and Cell Biology; Oceanography; Physics and Statistical Sciences.



THE GRADUATE SCHOOL OF BUSINESS (GSB)

The Graduate School of Business (GSB) is internationally renowned as one of just three triple-crowned business schools in Africa with endorsements from the European Foundation for Management Development, the Association to Advance Collegiate Schools of Business and the Association of MBAs. Its teaching, learning and research is directed towards building a more economically prosperous, equitable and integrated continent.

Did you know?

- The GSB is one of just three business schools in Africa with **triple-crown accreditation**
- It is ranked **top in Africa** and in the **top 50 worldwide** by the Financial Times, Quacquarelli Symonds and Eduniversal for its Executive MBA programme



Unleashing Internationalisation

• >4000 students • nearly 300 partnerships • almost 100 countries

The International Office strives to advance internationalisation through innovation for a better world. In connecting people, we address the 2030 United Nations Sustainable Development Goals and the priorities of the AU's Agenda 2063: The Africa We Want, through international scholarship and strategic partnerships globally.

The International Office facilitates internationalisation through support services and inter-institutional relationships that offer benefits to partners and a range of opportunities to local students, staff and researchers, enabling them to engage in a connected world.

Key support services offered to prospective and registered international full degree students, postdoctoral fellows and exchange students include: Pre-registration for immigration and fees clearance; study visa support services; accommodation advice; orientation programmes; exchange programmes; social and cultural events and the buddy programme.

GLOBAL SHORT-TERM ACADEMIC PROGRAMMES

The International Office promotes innovative and multi-disciplinary short-term academic programmes to international partners, organisations and individuals that are relevant, enriching and world class. With a focus on global learning, the International Office develops short-term programmes with partners, academics and the community for an impactful learning experience.

Global short-term programmes include customised programmes, faculty-led programmes, island programmes, service learning programmes and standardised programmes.



AFRICAN PARTNERSHIPS AND PROGRAMMES

Mastercard Foundation Scholars Program (MFSP)

The MFS Program allows UCT to recruit, educate and mentor talented students who are committed to changing the world around them.

The Africa Regional International Staff Student Exchange: Food Security and Sustainable Human Wellbeing (ARISE II)

ARISE II aims to increase access to quality education in Africa by promoting postgraduate studies, student retention and staff mobility.



STUDENT EXCHANGE PROGRAMME

The international student exchange programme provides students with an opportunity to spend part of their degree studying at one of UCT's international partner universities. Students registered for full degree programmes, whether at undergraduate or postgraduate level, are eligible to apply for an exchange. Undergraduate students only qualify for an exchange in the second semester of the second year of study, as all exit level courses must be completed at UCT. Postgraduate students can go on exchange at any time during their studies. Opportunities to study abroad are highly sought after and the selection process is competitive. To go on exchange, you will need to apply and meet the following criteria:

- be registered at UCT for a full degree programme at the time of application;
- must have completed the first year of study and have a grade point average (GPA) of 65% or above for students who are categorised as redress, and a GPA of 70% or above for students who are in the open category, and have the support of the faculty or academic department and
- attend an information session to find out more about exchange opportunities.

SEMESTER STUDY ABROAD

UCT offers a vibrant Semester Study Abroad (SSA) programme for international students wishing to spend one or two semesters experiencing life in Cape Town while completing a degree elsewhere. SSA students are taught alongside other UCT students and are fully integrated into academic and social life at UCT. To be accepted into the SSA programme you must:

- be a current student of a university or college outside South Africa;
- be of good academic standing at your home university;
- have a cumulative average of 65% in your current studies (this is equivalent to a grade point average (GPA) of 3.0 on a scale of 0.0 to 4.0 in the USA system or an upper range 'B' on the ECTS grading scale);
- have completed three semesters towards your degree and
- have met UCT's English language admission requirements.

The programme offers a wide range of courses and students can select from subjects established in the Faculties of Commerce, Engineering & the Built Environment, Humanities, Law and Science.

STRATEGIC GLOBAL PARTNERSHIPS

UCT enjoys strategic international partnerships that support research excellence, student and staff mobility and global networking. UCT fosters a range of partnerships to strengthen relationships across the continent and the world.

VISA AND IMMIGRATION

The International Office guides prospective international students and scholars with visa applications, visa extensions, and other immigration-related matters. The visa and immigration support offered is in accordance with the Immigration Act, 13 of 2002, of the South African Department of Home Affairs, which also provides mobile visa services at UCT. The office advises on visa types for students and scholars as well as advocates on their behalf at the consular offices and embassies abroad within the scope of the immigration regulations and processes.

CONFUCIUS INSTITUTE

The Confucius Institute located within the International Office promotes the learning of Chinese language and culture. The Institute seeks to attract more interest in the Mandarin language as well as the understanding of Chinese culture at UCT and beyond. In light of the growing education, diplomatic, business and trade relations between China and South Africa the need for learning Chinese and the understanding of its culture is increasing.



Contact Details

For further information relating to the International Office:

T: +27 (0)21 650 2822

E: iapo@uct.ac.za

www.uct.ac.za/international

Western Cape

CENTRAL UNIVERSITY OF TECHNOLOGY



Central University of
Technology, Free State

Pioneering Africa's Technological Future



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.

The qualifications on offer reside in four faculties, namely:

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

The university offers certificates and diplomas at undergraduate level, as well as advanced diplomas, postgraduate diplomas at honours level, and master's and doctoral degrees to increase the production of world-class postgraduate programmes and high-quality outputs for research.

CUT's vision is to be "a leading African University of Technology, shaping the future through innovation".

The notion of CUT as a leading African University of Technology should be seen against the background of the university's aspiration to be socially relevant and to have a positive impact on the socio-economic conditions of the community it serves. CUT is currently at the forefront of research and innovation, making the university a leading South African university in the application of additive manufacturing (AM) for the design and production of customised medical implants.

Our Design and Studio Art programme offers an unparalleled multidisciplinary approach, enabling students to explore and excel across fields like graphic design, fashion, jewellery, fine art and photography. We foster a culture of critical thinking, creative problem-solving, and real-world engagement, blending technology and artistry to nurture the next generation of trailblazing "creatives."

At our Bloemfontein campus students can experience hands-on learning at our state-of-the-art Hotel School, where we provide a comprehensive three-year diploma and

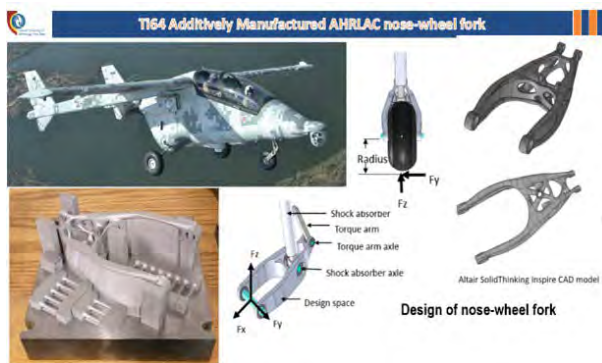


postgraduate degrees in hospitality. Our graduates are highly sought after for employment in diverse roles, from hoteliers and guesthouse managers to chefs, event managers, and beyond. Train in our exceptional in-house restaurants, One on Park and Lettuce Eat, and embark on a fulfilling career in the vibrant world of hospitality. Join CUT today and unlock your potential in design, studio art, and hospitality!

RESEARCH, INNOVATION & ENGAGEMENT

The research programmes of the university are performed through a critical mass of researchers and organised into different research centres and units.

Centre for Rapid Prototyping and Manufacturing (CRPM) - is aimed at introducing and transferring additive manufacturing (AM) technology to the South African manufacturing industry in support of sustained growth of the industry.



Nose-wheel fork printed through direct metal laser sintering

Centre for Applied Food Safety and Biotechnology (CAFSaB) - offers high quality research outputs that culminate in postgraduate qualifications, publications in high-quality journals, patentable and marketable innovations and skills.

Product Development Technology Station (PDTs) - is involved in product design, prototyping, and short run production. PDTs develops new ideas into products, or improves existing products with detailed engineering. In this way they support businesses and individuals through the entire new product development process.

Centre for Entrepreneurship and Enterprise Studies (CEES). CEES is well positioned to participate globally in research projects related to entrepreneurship and enterprise studies in the disciplines of tourism management, hospitality management, project management, public management, accounting, HR management and marketing management.

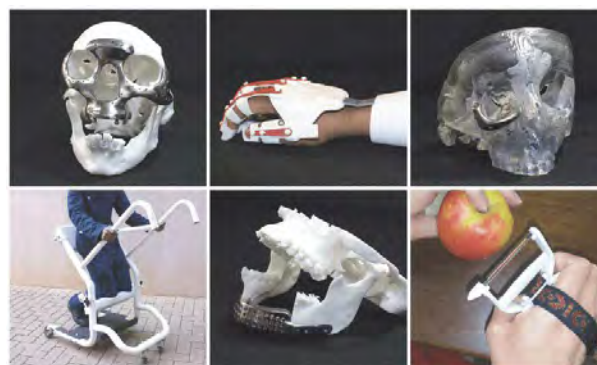


The centre focuses on research that is able to produce new technology, products, devices, structures and methodology, contributing towards the development of a Sustainable City of the Future. This research will be done utilising and exploring the possibilities of the Industrial Revolutions and in particular Industry 4.0.

The Unit for Lean Construction and Sustainability (ULCS) - represents a major advance in lean construction and sustainability teaching, learning and research in South Africa and the wider region.

Unit for Sustainable Water and Environment (USWE) - aims to provide scientific information on sustainable use of water for strategic decision support, and in doing so, enhance water security and sustainable environment.

Medical Device Additive Manufacturing Technology Demonstrator (MedAdd) - CUT is the leading South African university in the application of medical 3D printing, also known as medical additive manufacturing.



COMPREHENSIVE INTERNATIONALISATION

The CUT's Centre for Global Engagement (CGE), previously called the International Office is the knowledge hub for CUT on comprehensive internationalisation. The centre houses the Staff & Student Mobility Unit, the International Student Support Services Unit, International Academic Partnerships Unit, and the Internationalisation at Home, Recruitment and Communications Unit. At the CGE, our vision is to spearhead



CUT GLOBAL FOOTPRINT

a holistic approach to internationalisation, empowering all CUT stakeholders to actively contribute to the institution's mission of becoming a preeminent African University of Technology, pioneering the future through ground-breaking innovation. Our mission focuses on amplifying CUT's global impact in higher education while fostering a robust international student and staff services agenda. This comprehensive support framework is meticulously designed to align with and bolster the CUT Global Engagement Strategy, encompassing all facets of internationalisation endeavours to ensure seamless collaboration, enrichment, and growth for all members of the CUT internal and external community.

CGE takes immense pride in orchestrating the process of internationalisation through the establishment of strategic and dynamic global partnerships. As the university of the future, we are committed to fostering collaborative curriculum delivery and generating cutting-edge knowledge.

CGE is thrilled to facilitate and manage 69 international academic partnerships on behalf of CUT, spanning across four continents. These partnerships ensure that our students are not only industry-ready but also possess a global perspective, comprehending international challenges and opportunities. CUT's leadership in numerous EU-funded capacity building projects highlights our dedication to exposing our students to the globalised world.

Our Welkom and Bloemfontein campuses are home to students and staff from approximately 30 African states and exchange students from Europe, 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 and curriculum initiatives, such as virtual exchange programmes and collaborative online international learning (COIL), cultivating well-rounded individuals prepared to make a difference in the world.

Contact Details

Postal Address:

Private Bag X20539, Bloemfontein, 9300
Republic of South Africa

Bloemfontein Campus: +27 (0)51 507 3410

Welkom Campus: +27 (0)57 910 3500

Email: sramajoe@cut.ac.za

CUTFreeState

@cutfsonline

cutfreestate

Central University of Technology Free State

www.cut.ac.za

Free State



LOCAL LEARNING, GLOBAL IMPACT

Durban University of Technology is at the forefront of creating african knowlege enriched by international engagement

Durban University of Technology
International Education and Partnaership
 7th & 8th floor; D Block, ML Sultan Campus, Durban

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



DURBAN UNIVERSITY OF TECHNOLOGY



South Africa's Top University of Technology - Developing Adaptive Graduates

In 2022, DUT was ranked again as one of the top five universities in South Africa by the Times Higher Education World University Rankings 2023. Acting DVC for Teaching and Learning, Professor Suren Singh, has attributed the ranking to DUT's innovative and transformed curricula, citing the second to none Collaborative Online International Learning (COIL) initiatives.

Durban University of Technology (DUT) is the first choice for higher education in KwaZulu-Natal (KZN). The university is located in the beautiful cities of Durban and Pietermaritzburg and has approximately 36 000 students. DUT prioritises the quality of teaching and learning through ensuring the highest quality of academic staff.

With easy access to Durban's famous beachfront, the Drakensberg Mountains, many important historical sites, stunning wildlife and one of Africa's most important trade and industry hubs, DUT students receive an education that extends well beyond the university's walls.

A member of the International Association of Universities, DUT is a multi-campus university at the cutting edge of higher education, technological training and research. DUT's aims are: To be the leading university in technology and productive citizenship and to make knowledge useful.

ENVISION2030

The DUT institutional strategy, Envision 2030, maps out the direction and the desired strategic destination for the institution. There are four perspectives. They are: Stewardship, Systems & Processes, Sustainability and Society.

Envision 2030 states that by 2030; Our people will be creative, innovative, entrepreneurial and adaptive to changes in the world; Our people will participate productively in the development of our region, country and the world; Our state-of-the-art infrastructure and systems will enhance an ecosystem created to achieve this vision.

INTERNATIONAL EDUCATION AND PARTNERSHIPS

At DUT, internationalisation goes far beyond student and staff mobility programmes. It is embedded in every aspect of the learning process, from the design of the curriculum, to the welcoming of international staff and students into our community. As a result, DUT students receive an education that is embedded in its local, national, and international contexts.

The International Education and Partnerships (IEP) directorate supports the Durban University of Technology (DUT) in its drive towards becoming a globally positioned university of technology.

IEP encourages internationalisation by highlighting activities in our departments to international and potential partners, universities, industry, embassies, consulates, government departments and international agencies. Through these engagements, IEP promotes the image of the institution as a reputable, leading university of technology in Africa within a dynamic global context.

The IEP offers services to full degree international students as well as semester exchange students. These range from airport services and other logistical support to ensuring students adhere to all legal requirements for studying in South Africa. As of 2020, IEP offers a host of international short academic learning programmes. The IEP has also gained significant expertise in international virtual engagement (IVE) and Collaborative Online International Learning (COIL) programmes since 2016.

FULL DEGREE INTERNATIONAL STUDENTS

Durban University of Technology offers a wide range of courses through the following six faculties:

- Faculty of Accounting and Informatics
- Faculty of Applied Sciences
- Faculty of Arts and Design
- Faculty of Engineering and the Built Environment
- Faculty of Health Sciences
- Faculty of Management Sciences

In 2022, DUT successfully launched the DUT Business School within the ambit of the Faculty of Management Sciences. The flagship Master in Business Administration (MBA) commenced in 2021. The Business School also offers a variety of postgraduate diplomas, advanced diplomas and various higher certificates.

The Central Applications Office (CAO) – www.cao.ac.za – processes applications for first-time undergraduate admission to all universities in KwaZulu-Natal. Applications for masters and doctoral studies are made directly to the relevant department.

In the research arena, DUT is leading research with niche focus areas in various disciplines. These include Water and Waste Water Technology, Enzyme Technology, Nanotechnology, Food and Nutrition Security, Computational Modelling and Bioanalytical Chemistry, Systems Science, Urban Futures, Peacebuilding, Indigenous Knowledge Systems, Energy, ICT and Society, Maternal Health Studies, Gender Justice, Transformation through Arts and Design, Space Science, Green Engineering, Smart Grids and Management Sciences.

Leading University in Technology and Productive Citizenship.

SEMESTER EXCHANGE

IEP welcomes exchange students each semester and offers them a broad spectrum of services designed to enhance their semester abroad experience, and ensure the full benefit of their international experience. Semester exchange students are able to choose modules through our different faculties while immersing themselves in the vibrant cultural environment DUT, KZN and South Africa have to offer.



INTERNATIONAL SHORT ACADEMIC PROGRAMMES AND SUMMER SCHOOL

IEP has extended their student mobility portfolio to include international short learning programmes which will have aspects of virtual engagement embedded in them. The short learning programmes were modified to hybrid models of delivery including a mixture of virtual and face-to-face methods allowing for blended learning post COVID-19.

The short learning programmes aim to develop students' academic and intercultural expertise. They also aim to provide an optimum balance between theoretical and practical knowledge through the use of different tools and experts. Standardised programmes range from Business in Africa to Contemporary South Africa.

INTERNATIONALISATION OF THE CURRICULUM, VIRTUAL EXCHANGE (VE) AND COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)

Globally the concept of the internationalisation of the curriculum (IoC) has been evolving for over twenty-five years. During this time various common practices that support IOC have been adopted, including online collaboration between staff and students.

Internationalisation is embedded in every aspect of the learning process.

In more recent years the concept of internationalisation at home (IaH) has also become more widely embedded in institutions. A key initiative in this regard is the implementation of Collaborative Online International Learning (COIL) projects. Durban University of Technology (DUT), has since 2016, become leader in the implementation of COIL within the South African higher education sector through an excellent track record and strong network.

At DUT the concept and practices associated with the original model and framework for COIL (established by the State University of New York) were the initial driver in building capacity for this innovative pedagogy. Over the past four years the COIL projects at DUT have grown significantly. The number of participating academic staff and students has also been growing. The complexity of the projects offered and geophysical location of the academic partner have increased as well.

The concept of COIL at DUT is grounded in internationalisation of the curriculum through the development of virtual projects designed and implemented by an academic from DUT working collaboratively with a partner from another area of the world. Such projects allow students from both partner countries to engage in achieving a common set of learning outcomes that promote, inter alia, intercultural collaboration, and teamwork. The projects, which are typically four to six week duration, are supported through the use of appropriate technology platforms (synchronous and/or asynchronous).

In 2020, DUT developed the Professional Development for COIL (PD4COIL) module for DUT academic staff and international partners. As a result, DUT has increased their COIL projects from 20 COIL projects in 2020 to 86 COIL projects at the end of 2022.

The responsibility for the coordination of COIL projects and all related initiatives is vested in the Directorate for International Education & Partnerships. This central coordination enables the directorate to readily identify potential partners in both similar academic fields and across disciplines. Notably the majority of successful projects implemented at DUT have been cross-curricular. To partner with us on a COIL course, please use the contact details provided on this page.



Contact Details

Durban University of Technology
International Education and Partnerships
7th and 8th Floor D Block
ML Sultan Campus Durban

T: +27 (0)31 373 5422

F: +27 (0)31 373 5116

E: international@dut.ac.za

www.dut.ac.za

A MEDICAL PLAN SPECIFICALLY FOR INTERNATIONAL STUDENTS

Learn & LIVE!

Studying abroad is an adventure, especially when you know you have a trusted, new generation healthcare provider on your side.



FOCUS ON YOUR STUDIES, WHILE WE TAKE CARE OF PROVIDING YOU WITH:

- Affordable cover that won't break the bank
- In-and-out of hospital services
- Hassle-free claims processing
- Quality healthcare services from a top contracted provider network

CompCare

Medical Scheme

studentplan.co.za

We care more.

UNIVERSITY OF PRETORIA



VISION

OUR VISION IS TO BE A leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.

MISSION

In pursuing recognition and excellence in its core functions of research, teaching and learning, and integrating engagement with society and communities into these, the University of Pretoria uses quality, relevance, diversity and sustainability as its navigational markers.

OUR GOALS ARE TO

- Enhance access and successful student learning
- Strengthen the university's research and international profile
- Foster and sustain a transformed, inclusive, and equitable university community
- Optimise resources and enhance institutional sustainability
- Strengthen the university's social responsiveness and impact on society.

#CHOOSEUP

We are a key contributor to South Africa's economic growth and social development, exerting influence through three major pathways: teaching, research and service to society.

Academic offering:

- 9 Faculties
- 1 Business School
- 4 Centres of Excellence
- 51 Research Chairs
- 82 Research Institutes and Centres
- 1 175 Study programmes
- 120 Academic departments
- 237 Degrees, certificates and diplomas

The University of Pretoria (UP) has improved its position in the 2023 Times Higher Education (THE) Impact Rankings, rising to position 69 (up from the 101-200 band in 2022) out of 1 705 universities in 115 countries.

International profile:

UP falls in the top 1% internationally in 13 fields:

- Agricultural Sciences
- Biology and Biochemistry
- Molecular Biology and Genetics
- Pharmacology and Toxicology
- Chemistry
- Clinical Medicine
- Economics and Business
- Engineering
- Environment / Ecology
- Immunology
- Microbiology
- Plant and Animal Sciences
- Social Sciences

RESEARCH MATTERS

We aspire to become an African global university that is locally responsive, but continental in scope and globally engaged in making a significant contribution to transforming the world.



In 2021, UP researchers made some noteworthy discoveries in the areas of black holes (with two papers published in the International Journal of Astronomy and Astrophysics), as well as in the reverse zoonotic transmission of Covid-19 – as researched by a team who published the only such study from Africa.

Significantly, the conversion of plant waste to supercapacitors (a component of high-powered devices), was achieved by an international team. The headway we have made has been consistent with our vision of becoming a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.

ACHIEVING WORLD RECOGNITION

The University of Pretoria (UP) has again grown its share of subjects considered to be among the best at universities in South Africa and the rest of the world. Altogether, 21 subjects offered at UP have been ranked in the 2023 Quacquarelli Symonds (QS) World Rankings by Subject. This is an increase from 20 in 2022 and 18 in 2021.

This enhanced recognition is despite growth in the number of universities included in the 2023 QS subject rankings, covering 54 disciplines offered at 1 597 institutions (1 543 in 2022) around the world.

Of the 21 disciplines in which UP was ranked this year, eight are rated first in South Africa, up from five top-rated disciplines in 2022. Two UP subjects – Mineral and Mining Engineering – are again among the top 60 worldwide. They are in the 35th position worldwide and second in South Africa. Veterinary Science is in the 51-60 global band.



Other UP subjects with high global rankings are Accounting and Finance, Agriculture and Forestry, Theology, Divinity and Religious Studies, and Law.

Meanwhile, three subjects included in the QS rankings for the first time in 2023 have moved straight into favourable domestic ranking positions. These are Materials Science (third in South Africa), Natural Sciences (fourth) and Physics and Astronomy (seventh).



For the 2023 rankings, QS grouped the 54 disciplines analysed into five broad subject areas: Arts and Humanities; Engineering and Technology; Life Sciences and Medicine; Natural Sciences, and Social Sciences and Management.

It then used five broad metrics to rank the universities. These are Academic Reputation; Employer Reputation; Research Citations per Paper; H-Index, and International Research Network (IRN).

PREPARING OUR STUDENTS FOR THE REAL WORLD

We regard graduate employability and entrepreneurship as key outcomes of studying at UP, especially given the rising levels of youth unemployment and the evolving world of work. Our students' employability skills are developed through a broad range of programmes:

- The UP-Career Mentorship Programme gives final-year students an idea of the realities of the working environment for a period of six months.
- An internship programme, resulting from a collaboration

between the Career Office and the Department of Education Innovation, offers internships in various sectors.

- UP's Ready-for-Work programme provides UP students with key employability skills. These online soft-skills training courses are accessible via ClickUp and focus on career planning, job preparation, workplace skills, and personal development.
- The Entrepreneurship Training Programme offers free support services and courses to potential and new entrepreneurs on campus, while TuksNovation is a high-tech business incubator for start-up companies.
- The online TuksCareers platform lets UP students and alumni interact with potential employers and provides access to work readiness skills development.
- Through gamification, UP enhances students' employability through gameplay. Gamification is the application of game-design elements and game principles in non-gaming contexts.
- UP is home to the first Library MakerSpace in South Africa, a creative laboratory where people with ideas can get together with people who have the technical ability to make these ideas become a reality.




Gauteng

Contact Details

Department of Enrolment and Student Administration
International and Postgraduate Recruitment Unit
Private Bag X20, Hatfield, 0028, South Africa

T: +27 (0)12 420 5901 / 4331 / 2729

E: pgrecruitment@up.ac.za

www.up.ac.za

Be globally competitive

Enroll for a postgraduate programme at the University of Pretoria.

We produce socially impactful research to find solutions for the world's most pressing issues.



Applications
for study in
2024 are open

www.up.ac.za/postgraduate-support



Make today matter

The leading ODeL University



Unisa is the largest open distance e-learning institution in Africa and the longest-standing dedicated distance education university in the world. We enrol nearly one-third of all South African students.

Founded in 1873 as the University of the Cape of Good Hope, the institution became the first public university in the world to teach exclusively by means of distance education in 1946. Throughout the years, Unisa was perhaps the only university in South Africa to have provided all people with access to education, irrespective of race, colour or creed. This vibrant past is mirrored in our rich history, more particularly our massive and impressive database of alumni, some of whom are to be found in the most senior levels of society across the world. Given our rootedness in South Africa and the African continent, Unisa today can truly claim to be the African university in the service of humanity.

We have embraced the fact that we need to adapt quickly to the fast-paced higher education environment of the 21st century and this is reflected in our management style and leadership practice. In addition, one of our main aims is to harness the new and emerging potential in information and communication technology to catapult the university into a truly digital future.

We offer an unparalleled range of study choices, ranging from short courses and certificate programmes to three- and four-year degrees and diplomas, to close to 400 000

current students. As one of the leading research institutions on the continent, our research efforts have won us numerous awards, recognitions and honours.

Whether you're beginning a new journey with us or staying involved with your alma mater, we commend you on choosing a world-class institution that has been building Africa's future for more than 150 years. As Africa's leading distance e-learning institution, we have campuses and hubs spanning across South Africa and an academic centre in Addis Ababa, Ethiopia.

IMPACT IN SOUTH AFRICA

Producing more work-equipped graduates than any other institution in the country and, indeed, on the continent, underlies the main thrust of Unisa's societal mission: making a true impact on lives, communities and society, helping to build a kinder yet more efficient world, and using academic muscle to bolster both the African and gender agendas. In short, our aim is quality impact rather than quantity without meaning. Annually, more than 54,000 students obtain certificates, diplomas and degrees from Unisa. Thus, every year the university delivers just over 54,000 skilled and competent graduates to strengthen the labour market.

SERVING AFRICA

The university's ODeL model knows no borders, and this is evidenced by the thousands of its students residing in other African countries, with many of these citizens in member



countries of the Southern African Development Community. In addition, a great many students who reside in South Africa hold citizenship of countries across the length and breadth of Africa.

ADDRESSING RACE AND GENDER INEQUALITIES

It is an unfortunate fact that women and black students remain unrepresented at many institutions of higher learning. This is not the case at Unisa: 68% of our students are women, while African students make up 80% of the student population.

AFRICAN IMPACT

Unisa takes great pride in its pioneering role on the African continent. Its unambiguous African identity means that the institution has the interests of the continent at heart. Unisa not only acknowledges its African roots, but actively fosters impact through asserting African-centred knowledge systems and research reforms, and through a range of initiatives aimed at advancing transformation and decolonised scholarship. From its Regional Learning Centre in Addis Ababa, Unisa is proud of the contribution made to the people of Ethiopia with a total of over 350 graduates with a master's degree and over 450 doctoral degrees since its establishment in 2008 to date.

LEVERAGING THE WISDOM AND GUIDANCE OF AFRICAN THOUGHT LEADERS

Unisa Chancellor and former South African President, Thabo Mbeki, is widely regarded as one of the preeminent African statesmen, with a proud legacy of rebuilding his own country and vigorously pursuing fresh and visionary pan-African initiatives. The Thabo Mbeki School of Public and International Affairs was established at Unisa. The school offers African-centred knowledge and scholarship in governance, diplomacy and state affairs with a view to advancing African Renaissance and unity, rooted in the legacy of Thabo Mbeki and other African thought leaders.

COMMUNITY ENGAGEMENT AND SOCIAL IMPACT

As an engaged university, Unisa uses the intellectual resources at its disposal to, through a number of initiatives, undertake a journey with communities and society at large from vulnerability to empowerment. Engaging in this manner is a scholarly endeavour that enhances teaching, learning and research, while concurrently pursuing the socio-

economic development imperatives of South Africa and the African continent. Projects are designed to respond to the development needs highlighted in the National Development Plan, the *White Paper on Post-School Education and Training*, the Sustainable Development Goals and the African Union's Agenda 2063. The projects are extensive in influence, impact and range, with over 100 transformative projects operating across the country and abroad.

IMPACT ON TEACHING AND LEARNING

Unisa has a 150-year history and brings a wealth of skills, knowledge and experience in higher education in general, and specifically in open distance and e-learning. The university embraces electronic teaching and learning to support its distance learning character and to meet the demands on the higher education system as needed by South Africa, the African continent and the developing world.

As a comprehensive university, Unisa offers both vocational and academic programmes from the level of under- and postgraduate certificates and diplomas to degrees, and also postgraduate diplomas, and master's and doctoral qualifications. Unisa also offers short learning programmes targeting specific needs of industry and civil society. As an open distance learning pioneer, Unisa is known for delivering well-designed, interactive study material. A wide-ranging menu of support services caters to the needs of its diverse student population and varies from tutorials, peer-group support, video conferences and satellite broadcasts to a virtual learning environment, Unisa's "lecture hall", known as myUnisa, which allows students to engage with their lecturers and e-tutors and to participate in discussion forums and wikis, among others.

One-dimensional Unisa is not, and it offers qualifications across a truly impressive range of academic disciplines at its eight colleges and one graduate school.

College of Accounting Sciences
 College of Agriculture and Environmental Sciences
 College of Economic and Management Sciences
 College of Education
 College of Human Sciences
 College of Law
 College of Science, Engineering and Technology
 College of Graduate Studies
 Graduate School of Business Leadership

RESEARCH AND INNOVATION

Unisa takes very seriously its role as a key driver of societal transformation and revitalisation through the provision of relevant, quality courseware, thoughtful and effective community engagement and, most importantly, research that will facilitate an understanding of our context. Moreover, Unisa spares no effort to create and facilitate the kind of innovation that will propel us into the future as a university, a society, a country and a continent.

The resulting innovations are very often tangible and not merely academic. Recent examples include bio-digesters transforming waste into energy in rural areas, a solar thermal energy system that goes further than existing systems in collecting, storing and harnessing the sun's rays for household heating, an entrepreneurial solution that tackles high textbook costs, new wastewater treatment technologies and solutions aimed at combating gender-based violence at open distance learning institutions.

RESEARCH NICHE AREAS

Unisa has identified five research niche areas on which to concentrate its research efforts and resources. Drawing on the particular research strengths of the university and its researchers, these areas focus on the challenges facing South Africa and the rest of the continent and lend themselves to transdisciplinary and multidisciplinary research.

The niche areas are as follows:

- Knowledge production and capacity building in response to the needs of South Africa and the African continent
- The promotion of democracy, human rights and responsible citizenship
- Innovation in science and technology
- Economic and environmental sustainability
- Open distance learning

THE UNISA SCIENCE CAMPUS

At the Unisa Science Campus the focus is on growing research capacity and supporting research activities in the fields of science, engineering and technology, as well as agriculture and environmental sciences.

With leading-edge laboratories (facilities not generally associated with open, distance and e-learning institutions), the Science Campus is the place where scientists get to do what they love to do – putting theory into practice.



ALUMNI

Every Unisa graduate is remarkable, and many are to be found in the most senior levels of society across the world. To be successful in an open distance and e-learning institution requires self-discipline and commitment, and the university takes pride in the close to one million alumni who have joined its list of remarkable graduates.

Through its dedicated Alumni Relations Office, Unisa encourages graduates to pass on their knowledge and help current and future students, thus continuing the cycle of learning. To provide valuable networking opportunities for alumni and to encourage the active participation of alumni members, 22 alumni chapters have been established in South Africa and beyond its borders.



Professor Puleng LenkaBula, Principal and Vice Chancellor of the University of South Africa

Having had the honour of affording study opportunities to former activists and struggle heroes incarcerated on Robben Island, Unisa salutes alumni such as the late President **Nelson Mandela** (Nobel laureate and former President of the Republic of South Africa), the late Archbishop Emeritus **Desmond Tutu** (South African social rights activist and Anglican bishop), the late Mr **Ahmed Kathrada** (politician) and Justice **Dikgang Moseneke** (retired Deputy Chief Judge of the Constitutional Court of South Africa) for their role in changing the course of South Africa's history.



Contact Details

Contact us:

T: +27 (0)12 429 3111

E: study-info@unisa.ac.za

www.unisa.ac.za



PEPPER

NEXUS HOLDINGS

Business. Simplified

NEED A CAR FOR MORE THAN A MONTH?



We have something for you, from as Little as R9500 per month.

Contact us: 087 265 9709 | Email: info@peppernexus.co.za | Web: www.peppernexus.co.za

The Adventure begins!

4x4 Safari Rentals
Photographic Safaris
Guided Safari Tours
Camping
Hiking

Contact us:

info@buffalosafaris.co.za

Tel: 016 454 5518

www.buffalosafaris.co.za



BUFFALO SAFARIS

"In the wild"



FACULTIES

The Vaal University of Technology (VUT) offers a wide range of qualifications through its four (4) faculties, namely:

- Faculty of Applied and Computer Sciences:
<https://www.vut.ac.za/applied-and-computer-science/>
- Faculty of Engineering and Technology:
<https://www.vut.ac.za/faculty-of-engineering-technology/>
- Faculty of Human Sciences:
<https://www.vut.ac.za/faculty-of-human-sciences/>
- Faculty of Management Sciences:
<https://www.vut.ac.za/faculty-of-management-sciences/>

At the undergraduate level, VUT offers diplomas and advanced diploma programmes. This is to enable the vertical articulation of students to the doctoral level as follows: Diploma, Advanced Diploma, Postgraduate Diploma, Master's Degree, and Doctoral Degree.

RESEARCH EXCELLENCE AT VUT

Research at VUT was developed to offer postgraduates the best masters and doctorate courses in South Africa.

With a total of nine centres of excellence and fourteen NRF-rated professors, VUT prides itself in its association

with world-class academics and researchers who not only produce groundbreaking research that solves real life problems, but also empower aspiring researchers to engage the most experienced minds in a number of research fields as supervisors and aides.

Not only does VUT have a dedicated Research Department to support researchers, but it also honours deserving ones who exceed expectations in their respective fields. Awards include Faculty Research Awards, VUT Excellence Awards, and the VUT Achievement Awards to mention a few.

VIBRANT, ENGAGING AND HUMANISING STUDENT LIFE EXPERIENCE

Through its Department of Student Life and Governance, VUT creates training and development opportunities for its students as well as fostering and supporting a vibrant, engaging, and humanising student life experience.

It is the university's undertaking to produce holistically developed graduates who can make a difference in their immediate communities.

VUT INTERNATIONALISATION

VUT adopts a vision of comprehensive Internationalisation,



specifically focusing on academic excellence, research and innovation. The university integrates international and intercultural dimensions in all aspects of its core business and service functions. It specifically focuses on research and innovation's international visibility, impact, and connectedness. It aspires to excellence in all aspects of its internationalisation process, including the support for international students and staff.

The institution is engaged in ongoing efforts to boost its co-operation and partnerships with its international peers – something which is underpinned by one of its strategic objectives of strengthening international university alliances. Recently, VUT signed an MOU with Maasai Mara University from Kenya which is expected to result in several interdisciplinary projects between the two universities.

TECHNOLOGY TRANSFER AND INNOVATION (TTI)

VUT's TTI is a strategic technology hub which endeavours to promote South African SMEs and industrial competitiveness. The strategic location, available infrastructure as well as the current entrepreneurial culture make the TTI an ideal implementing agency for driving regional government programmes within the Southern Gauteng region. The hub operates a unique world-class Advanced Manufacturing Precinct to assist entrepreneurs develop product prototypes.

Technology Station for Material Processing Technologies (TSMPT)

TSMPT offers industrial design, testing and analysis, product and process improvement, prototyping and training & technology demonstration. It assists SME manufacturers of metal-based products and composite-based products not only to improve their products, but their product knowledge, processes, process knowledge and skills. VUT willingly assists

and guides potential clients with any viable and marketable products and ideas. This support extends to the acquisition of potential funding through various institutions.

Advanced Manufacturing Precinct (AMP)

The VUT AMP functions as a service bureau supporting local industry and entrepreneurs, as well as providing research support to local and international researchers.

Engineering Manufacturing Unit (EMU)

EMU is equipped with CNC milling machines, CNC lathe and other conventional engineering machines and equipment. These include metal fabrication equipment for sheet metal, welding and other processes.

The Casting Simulation Network (CSN)

CSN is a network supported by the Department of Science and Technology's Technology Localisation Implementation Unit (TLIU) through a sector-wide technology assistance package. It provides access to casting simulation software for the foundry industry through a network of support centres.

COMMUNITY ENGAGEMENT

Community Engagement at VUT is guided by the principle of engaged scholarship and thus entails research that is informed and aims to solve community problems.

This is an add-on to a philanthropic and outreach model towards mutually crafting developmental solutions as academics, scholars and communities from a perspective of equality in terms of bearers and custodians of knowledge. Most noteworthy, whilst there are benefits for communities, which will ideally be sustainable, there will be positive spin-offs for the university especially in terms of research outputs and workplace readiness for VUT scholars.



Contact Details

Email us:

international@vut.ac.za

Contact us:

+27 (0)16 950 9318

www.vut.ac.za



**VAAAL UNIVERSITY
OF TECHNOLOGY**

Inspiring thought. Shaping talent.



VUT AT A GLANCE

The University was first established as a college for advanced technical education in 1966 and then transitioned into a Technikon in 1979. With the restructuring of the higher education landscape, the institution became a University of Technology in 2004 and has seen significant growth in its activities and reach since that time.

The University now operates from its main campus in Vanderbijlpark. The University also has the Science and Technology Park at the Sebokeng Campus where there is ample vacant land for future expansion.

VUT moved four notches up in the recent global university rankings, from number 23 to 19 in South Africa.

VUT STRATEGIC PLAN 2020-2024

VISION

An African university that leads in quality teaching and learning, informed by research and driven by innovation and technology.

MISSION

To produce employable and entrepreneurial graduates who can make and impact in society.

VALUES

Excellence, Creativity, Mutual Respect, Collegiality, Honesty and Integrity, Tolerance, and Diversity.

QUALITY TEACHING & LEARNING

GOAL 1



To deliver quality teaching and learning, enhanced by the effective use of ICT, which meets the needs of society through a PQM that supports a multi- and interdisciplinary approach.

INCREASE RESEARCH PRODUCTIVITY

GOAL 2



Enhance research output, innovation, technology Transfer and commercialisation.

IMPROVE FINANCIAL VIABILITY

GOAL 3



Achieve financial sustainability and controlled growth through improved institutional effectiveness and sound financial discipline and control.

CREATE A PERFORMANCE CULTURE

GOAL 4



Create an enabling environment to enhance a performance culture supported by effective management of human resources.

ENHANCE LEADERSHIP & GOVERNANCE

GOAL 5



Create an enabling environment for effective strategic and ethical leadership and good governance.

UNIVERSITY OF THE WITWATERSRAND



Wits has a reputation built on research and academic excellence, a commitment to social justice, and the advancement of the public good.

CHANGING OUR WORLD. FOR GOOD

We live in a world characterised by global change and inequality, energy and water insecurity, inadequate healthcare and burdens of disease, unemployment and poverty, sub-standard primary and secondary education, gender-based harm and xenophobia, and a lack of ethics and governance across society. These are just some of the complex planetary problems confronting society every day, many of which are exacerbated in Africa and the Global South.

Wits' 100-year record of academic and research excellence, our innovation, our commitment to social justice and the advancement of society, and our locale in the Global South, place us in good stead to address some of these challenges, and others yet to come.

OUR VALUES

We make a positive impact on society by remaining true to our values:

- to search for and stand up for the truth,
- to hold those in power to account,
- to act with integrity,
- to entrench proper governance systems,
- to guard our academic freedom and institutional autonomy,
- to tolerate differences of opinion, and
- to stand up for democracy, justice, equality and freedom.

OUR PURPOSE

Our purpose is to make a positive impact on society through creating and advancing global knowledge and nurturing graduates who lead with integrity. We do this by advancing academic excellence; enabling social impact; fostering a shared identity and ensuring our sustainability. This is underpinned by excellence, innovation, collaboration, collegiality, impact, and people-centredness.

OUR LOCATION

Wits is located in the heart of Africa's economic heartland - Johannesburg — and is spread across six campuses, including the Wits Rural Campus in Mpumalanga. Our position on the continent, our strategic partnerships and networks, and our 200 000 illustrious alumni making their mark across the world, enable us to connect across the public and private sectors, academia, and civil society; across geographical and intellectual borders and rural and urban communities, to serve as a catalyst for change, for good.

ADVANCING TEACHING AND LEARNING. FOR GOOD

www.wits.ac.za/teaching-and-learning/

Wits is increasing flexible and lifelong learning opportunities: enhancing the training of academics as university teachers; strengthening institutional capacity for curriculum development and renewal; diversifying our assessment methods; expanding postgraduate education; creating innovative formal and informal learning spaces; and using data analytics to promote student success. We offer an excellent education and student experience both within and beyond the classroom, eliminate barriers to student success, and ensure that more students graduate in time. We are growing our postgraduate cohort in a tech-savvy, multidisciplinary, flexible academic environment.

Wits is home to five faculties and 33 schools.

- **COMMERCE, LAW AND MANAGEMENT (CLM):** offers world-class educational programmes that equip future leaders with business, management and legal skills.
- **ENGINEERING AND THE BUILT ENVIRONMENT (EBE):** addresses South Africa's social spatial and infrastructural needs and includes architecture, urban and regional planning, property studies and construction studies.
- **HEALTH SCIENCES:** pioneers African and global research that improves and saves lives.
- **HUMANITIES:** is among Africa's leading centres of study in the Arts, Social Sciences, Human and Community Development, Education and Literature and Media.
- **SCIENCE:** has a long tradition of excellence in teaching and research. Studying in sciences opens doors to careers in fields like research, chemistry, and biotechnology.

RESEARCH. FOR GOOD



WORLD-CLASS RESEARCH AND INNOVATION. FOR GOOD

www.wits.ac.za/research and www.wits.ac.za/innovation

Wits is creating and advancing collaborative cross-, trans- and inter-disciplinary knowledge (discovery, applied and innovative) to profoundly impact on the world, for good. We

use our intellectual prowess to tackle current and future challenges, be it through translating research into innovative technologies, policies, social innovation or commercial endeavours.

Some of our focus areas include:

- o Climate change, sustainability and energy security;
- o Social justice and inequality;
- o Better healthcare for all;
- o Technologies for societal development; and
- o The future of work and the economy.

DEVELOPING GLOBAL LEADERS. FOR GOOD

We nurture graduates who are socially responsible, ethical, employable critical thinkers and entrepreneurial leaders. These are students who are resilient, tech-savvy, innovative, adaptable change-makers and scholars, who use their diverse high-level skills, and their place in the world, to change society for good.

FINDING SOLUTIONS. FOR GOOD

Wits brings the best of our intellectual talent, knowledge, expertise, experience, research, innovation and entrepreneurial activity to bear to tackle current and future global challenges, from our locale in the Global South, for the benefit of the public good.

BUILDING PARTNERSHIPS. FOR GOOD

The university has many academic cooperation agreements with universities and institutions around the world. These vary in nature from staff and student mobility agreements, to joint degrees and the use of specialised equipment located outside of the country. We have identified some of these as being strategic and as such are dedicating more resources to this handful of partnerships. These partners are University College London (UK), University of Edinburgh (UK), Queen's University Belfast (UK), Massachusetts Institute of Technology (MIT from the USA), Emory University (USA), Vanderbilt University (USA), UNAM (Mexico), Tsinghua University (China) and the Universities of Limpopo and Venda (South Africa). This list is supplemented with the 15 other members of the African Research Universities Alliance.

Another way in which we pursue collaborations is through membership of university networks that allow us to engage

with like-minded universities to ensure that we remain at the forefront of transnational research exchanges.

The university is a full member of the following networks:

- African Research Universities Alliance (ARUA);
- The BRICS Network University;
- Association of Commonwealth Universities (ACU);
- Association of African Universities (AAU);
- The European Association for International Education (EAIE);
- NAFSA: Association of International Educators;
- International Education Association of South Africa (IEASA);
- The Open Society University Network (OSUN);
- CIVIS — a network of 11 European and 5 African universities.
- African Engineering and Technology Network (AFRETEC)

For more information go to <https://www.wits.ac.za/research/strategic-partnerships-office/>

STUDY ABROAD

Wits welcomes study abroad students. As a study abroad student, you can experience what Wits has to offer across its faculties, while immersing yourself in a vibrant city and a dynamic society in transition in the Global South. International students may study at Wits for one or two semesters for non-degree purposes. The International Students Office also facilitates other programmes creating opportunities for students to study or conduct research at partner universities abroad. Visit <https://wits.ac.za/internationalstudents/study-abroad-students/>

HELP @ HAND

The International Students Office seeks to complement the services provided by faculties and academic departments to international students. In addition to the university's services for students, the International Students Office offers additional support, including guidance for the application and renewal of study visas; advice on medical cover; interaction with the Department of Home Affairs and provides information and guidance on obtaining a Matriculation Exemption and facilitates city and cultural orientation and excursions.

Contact Details

University of the Witwatersrand, Johannesburg
International Students Office, Private Bag X3
University of the Witwatersrand,
Johannesburg, 2050, Republic of South Africa

Contact us:

T: +27 (0)11 717 1054

E: studysa.international@wits.ac.za

📞 WitsInternationalStudentsOffice

🌐 witsinternational

www.wits.ac.za



WITS

A WORLD-CLASS UNIVERSITY

Wits is a remarkable university that is internationally distinguished for its excellent research, high academic standards and commitment to social justice. We advance innovations borne from world-class research and publications, connecting researchers, faculties, and enabling partners to drive Innovation at Wits and the continent.

In 2022, Wits celebrated **100 years** of academic and research excellence, social justice and the advancement of the public good. Our history is inextricably linked to that of mining, the City, and civic and political activism.

Wits is a leading African university that is ranked in the **TOP 1%** of universities in the world.

Top
20
in Canada
& Australia

Top
80
in the
EU & US

Top
35
in the UK

Located in the Economic Hub of Africa

- **400** buildings, **7** campuses, including the Wits Rural Facility
- **11** Libraries, **18** Residences, **2** commercial companies – Wits Health Consortium and Wits Enterprise

Wits is ranked **number 1** in the Times Higher Education Ranking of Sub-Saharan Universities – 2023

Wits administers **R1 billion** in student financial aid, scholarships and bursaries annually. There are numerous services available for students.

Developing Employable Graduates

About **10 000**
highly employable students graduate annually

↓
Of those employed,
96% find jobs within
6 months of graduating



+200 000
graduates in
100 years

Postgraduate
students
now make up
almost
40%
of Wits students



26 A-rated
researchers

Recognised by peers
internationally as global
leaders in their field.

6

DSI/NRF Centres of
Excellence
Highest of all SA universities

97%

of our research
is published in
**internationally
competitive journals**

Ranked
98th

in the world for Alumni
Employability (CWUR)

**IF YOU WANT TO MAKE AN INDELIBLE MARK ON THE WORLD, MAKE WITS
YOUR FIRST CHOICE FOR POSTGRADUATE STUDIES.**

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



100
1922
2022

www.wits.ac.za/innovation/wits-innovation-centre/
www.wits.ac.za/postgraduate/

UNIVERSITY OF FORT HARE



University of Fort Hare
Together in Excellence



A HISTORICAL PLACE TO STUDY

The South African Native College, later the University of Fort Hare (UFH), was founded in 1916 on the site of the earlier British military stronghold. Thus, UFH is one of the oldest universities in the SADC (The Southern African Development Community) region. Since its inception, UFH has been a university of choice for African students across the continent. Since opening its doors of learning in 1916, it has amongst its alumni five African former Heads of State. The university also boasts alumni such as Nelson Mandela, Robert Mugabe, Seretse Khama, Oliver Tambo, Govan Mbeki, Robert Sobukwe, Mangosuthu Buthelezi and many more.

Amongst the distinctive features of UFH is the fact that it received a special award for exceptional contribution to black academic training and leadership development on the African continent.

INTRODUCTION

The University of Fort Hare is a vibrant, global and competitive pan-African university committed to meeting the needs of a diverse range of national and international staff and students by providing competitive academic programmes underpinned by innovative research, scholarship and

professional practice. The university's mission is to provide quality education and conduct innovative research focusing on niche areas that contribute to the advancement of knowledge that is socially and contextually relevant, with an overall emphasis on the application of digital technologies.

The university is committed to producing graduates who are global citizens, committed to lifelong learning and who contribute to the development of their communities.

LOCATION AND CAMPUSES

The UFH is a multi-campus university with three campuses located in a rural area (Alice campus), a semi-urban area (Bisho campus) and a coastal city (East London campus).

MAIN CAMPUS – ALICE CAMPUS

The main campus of the university of Fort Hare is situated in a fertile valley, some 120 kilometres due west of East London. It is located in Alice, a small town in a rural setting and the capital of Raymond Mhlaba Municipality. The campus has approximately 9000 registered students, the majority of whom live in the small town and contribute considerably to the development of its economy.



EAST LONDON CAMPUS

The second main campus of the university is in East London, which is a metropolitan city along the coast of the Indian Ocean. The location of this campus in one of the largest metropolitan cities in South Africa lends itself as an ideal learning centre to a varied mix of students and staff. The campus has approximately 7000 students. It also caters for part-time students with diverse programmes that easily meet the academic needs of the population.

BHISHO CAMPUS

The Bhisho campus, which is just outside Qonce (formerly King William's Town) and situated close to the seat of present-day Eastern Cape provincial government, has developed a reputation in public-service-related courses. It has approximately 1000 registered students.

These campuses provide the perfect environment for urban-rural cultural integration and production of knowledge, which addresses the regional, national, African and global challenges of the 21st century.

VISION AND MISSION OF THE UNIVERSITY

The UFH has the following as its Vision and Mission as outlined in the Strategic Plan 2022-2026, entitled "Towards a Decade of Renewal".

VISION

To be a distinctive African university, advancing excellence and innovation in research, teaching, learning, administration, and social engagement. This vision articulates our ambition to epitomise excellence when conducting our work and rendering services to our clients.

MISSION

To provide quality education and conduct innovative research focusing on niche areas that contribute to the advancement of knowledge that is socially and contextually relevant, with an overall emphasis on the application of digital technologies.

FACULTIES

The university has a comprehensive range of academic and career-oriented programmes, from undergraduate to postgraduate level. These are offered across six faculties:

- Faculty of Education
- Faculty of Health Sciences
- Faculty of Law
- Faculty of Management and Commerce
- Faculty of Science and Agriculture
- Faculty of Social Sciences and Humanities

Contact Details

Alice (Main) Campus:

Private Bag X1314, King William's Town Road, Alice, 5700
T: +27 (0)40 602 2244
E: ckukubo@ufh.ac.za

East London Campus:

Private Bag X9083, 50 Church Street, East London, 5201
T: +27 (0)43 704 7666/7690
E: mmpoli@ufh.ac.za

Facebook: uf1916 Twitter: @ufh1916 Instagram: @ufh1916

www.ufh.ac.za

Eastern Cape



UNIVERSITY OF KWAZULU-NATAL™

INYUVESI YAKWAZULU-NATALI

Nestled amidst the picturesque landscapes of KwaZulu-Natal, the University of KwaZulu-Natal (UKZN) stands tall as a beacon of African scholarship. With five sprawling campuses, UKZN has carved a name for itself as one of the top universities in South Africa and, indeed, the African continent.

Since its formation in 2004 through the merger of the University of Natal and the University of Durban-Westville, UKZN has grown to become the most transformed university in the country. The student body at UKZN is a true reflection of South Africa's diverse demographics, thanks to the university's steadfast commitment to diversity and inclusiveness.

Despite the disruptions caused by the COVID-19 pandemic, UKZN has continued to attract a growing number of international students. In 2022, the university had approximately 1500 international students enrolled, a testament to its reputation as a premier institution of African scholarship.

UKZN's commitment to student success extends beyond academics, as the university is responsive to the needs of its students and the communities around it.

Over the years, UKZN has made a lasting impact on the lives of countless students from underprivileged backgrounds, helping them progress to prominent roles in both the private and public sectors. The university provides comprehensive financial aid and support, including social and psychological assistance, to help these students succeed in their studies.

UKZN is a research-led institution and home to some of the world's leading researchers in various fields. The university's researchers continue to produce groundbreaking work that pushes the boundaries of knowledge and influences the world.

UKZN researchers have been at the forefront of the fight against COVID-19, producing research that has shaped the global response to the pandemic.

The university's research prowess has earned it international recognition.

In the Department of Higher Education and Training (DHET) research output of 2020, the university outperformed all other South African institutions.

In 2021, UKZN had more than 300 National Research Foundation-rated (NRF-rated) researchers, including three

A1 and five A2 NRF-rated researchers and six B1, 19 B2 and 17 B3 NRF-rated researchers. In the C-category, the university had 34 C1, 119 C2 and 64 C3 NRF-rated researchers, while there was one P1-rated researcher and 39 Y-rated researchers.

The university's dedication to excellence has not gone unnoticed, as it continued to be ranked among the top universities in South Africa in prestigious international rankings such as the Times Higher Education World University Rankings and the Centre for World University Rankings. In 2022, the Times Higher Education rankings placed UKZN





fourth in South Africa and among the top 500 universities in the world.

In addition to its academic achievements, UKZN is also committed to community engagement, as it runs several programmes that target underprivileged communities. The university has rolled out over 1200 community outreach projects to date, reaching over 500,000 beneficiaries and inspiring servant citizenry.

UKZN's facilities are second to none, as it boasts world-class research and teaching, including state-of-the-art lecture halls, computer labs and libraries.

UKZN CONTINUES TO BE RANKED AMONG THE TOP UNIVERSITIES IN SOUTH AFRICA.

The university's library provides students access to over 1.4 million print and electronic resources, including journals, books, theses, reports, audio-visual materials and electronic databases.

UKZN has 68 research centres and units across four colleges: the College of Humanities, College of Law and Management Studies, College of Agriculture, Engineering, and Science, and College of Health Sciences. Some of the top research centres and units include the African Centre for Crop Improvement, African Centre for Food Security, Astrophysics Research Centre, National Institute for Theoretical and Computational Science (NITheCS), Aerospace Systems Research Institute, Centre for Water Resources Research, Water, Sanitation and Hygiene Research and Development, Centre for the AIDS Programme of Research in South Africa, African Health Research Institute, Centre for Rural Health, KZN Research Innovation & Sequencing Platform, Centre for Creative Arts, DST-NRF Centre for Excellence in Indigenous Knowledge Systems, Centre for African Literary Studies, Sinomlando Centre for Oral History and Memory in Africa, Ujamaa Centre for Community Development and Research, Health Economics and HIV and AIDS Research Division (HEARD) and the recently established Aerotropolis Institute Africa (AIA).



Contact Details

International Relations:

E: singht@ukzn.ac.za

T: +27 (0)31 260 3078

E: zondon1@ukzn.ac.za

T: +27 (0)31 260 1238

E: mtshalin@ukzn.ac.za

T: +27 (0)31 260 2819

www.ukzn.ac.za

SEFAKO MAKGATHO

HEALTH SCIENCES UNIVERSITY

Knowledge for Quality Health Services



The pursuit of knowledge is a global endeavour, which traverses borders, nationalities and cultures. As a uniquely African institution, Sefako Makgatho Health Sciences University (SMU) claims its rightful position as member of the global community of scholars and health practitioners.

SMU was established when the Minister of Higher Education and Training, Dr Blade Nzimande, in terms of section 20 of the Higher Education Act 1997 (Act 101 of 1997), promulgated the Sefako Makgatho Health Sciences University (SMU) in the SA Government Gazette no: 37658 of 16 May 2014.

Located in the heart of Ga-Rankuwa, South Africa, the university was established in 2015, following the de-merger of MEDUNSA from the University of Limpopo. We are a dedicated Health Sciences University providing professional training and education in a range of fields through excellence in teaching, learning, innovative research and community engagement. Our students 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. We currently have an enrolment of approximately 7000 students registered in five Schools: School of Medicine, School of Pharmacy, School of Oral Health Sciences, School of Health Care Sciences and School of Science and Technology.

The mission statement of SMU highlights that the institution provides a comprehensive range of qualifications across a broad range of health sciences fields. The mission further highlights that the institution combines excellence in teaching and learning with a focus on research and innovation with community engagement at the centre of its approach to all that it does.

The university acknowledges that institutional values which are adopted and lived by the entire university community can make a substantial contribution to the culture of the institution and the alignment of the objectives of all stakeholders. Our institutional values are fundamental principles and guide our behaviours and actions every day. The values of the institution are as follows:

- **Accountability:** We are obliged to answer for the execution of our responsibilities. Accountability cannot be delegated, whereas responsibility can be delegated without abdicating accountability.
- **Effective leadership:** We are results-driven and focus on achieving strategic objectives and positive outcomes.

- **Efficiency:** We pledge to be efficient stewards of the resources entrusted to our care to ensure maximum benefit for the university.
- **Excellence:** We are committed to Performance excellence in the core and operational functions of the university.
- **Integrity:** We act with integrity in accordance with the highest academic, professional and ethical standards.
- **Respect:** We respect and honour the dignity of each person, embrace civil discourse, and foster a diverse, inclusive, and safe community.
- **Student centred:** We promote student-centredness as the heart of the academic enterprise.
- **Ubuntu:** Ubuntu encompasses respect, dignity, value, acceptance, sharing, co-responsibility, humaneness, social justice, fairness, personhood, morality, group solidarity, compassion and conciliation.

RESEARCH AND INNOVATION

SMU is strategically positioned to focus on multidisciplinary health research that will provide solutions to ease the quadruple burden of disease facing the country.

The Research and Innovation Directorate is tasked with the leadership, management and administration of research and innovation at SMU. We aim at building an environment that allows academic freedom, while being aligned with the National Health Research Summit Report as we participate in the production, dissemination and utilisation of new knowledge for quality health services. The Research and Innovation Directorate comprises six units that may be contacted to support various functions and activities at the university:

- Research Information Management
- Grants Management
- Capacity Development
- Postgraduate Funding
- Ethics review of research proposals
- Research, Strategic Partnership and Technology Transfer Office

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 commits to engendering an international dimension into the activities and functioning of the university to help to build global citizens. We are immersed in our local, regional and international context. Therefore, we are intentional in embedding comprehensive internationalisation across the university to the benefit of our students, staff, collaborators and partners.



Contact Details

Molotlegi Str, Ga-Rankuwa, Pretoria
PO Box 60, Medunsa, 0204

T: +27 (0)12 521 5759 / 4464 / 5060

Carlien Jooste - Internationalisation Directorate
carlien.jooste@smu.ac.za

www.smu.ac.za



**SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY**



Knowledge for Quality Health Services

Sefako Makgatho Health Sciences University (SMU) is the only dedicated health sciences university in Southern Africa.

Nestled in the heart of the South Africa's Ga-Rankuwa community, SMU provides professional training and education in a range of health sciences fields through excellence in teaching, learning, innovative research and community engagement.

The University has a close and integral relationship with the Dr. George Mukhari Teaching Hospital, the National Health Laboratory Services and the dedicated dental teaching hospital all on one campus. The success of the University is directly linked to the close and symbiotic relationship with these hospitals and the Gauteng Province's Department of Health.

SMU, through its staff and students, makes a significant contribution to the Hospitals and the community that it serves.

Additionally, as a uniquely African higher education institution, SMU claims its rightful position as a member of the international community of scholars and health practitioners. We embrace internationalisation as a state of mind that is borderless and extends to all academic, administrative, cultural, and social issues. Thus, SMU has committed to engendering an international dimension into the activities and functioning of the University to help build global citizens.

SCHOOLS:

**School of Medicine ■ School of Pharmacy ■ School of Oral Health Sciences
School of Health Care Sciences ■ School of Science & Technology**



In terms of Vision 2040, Stellenbosch University (SU) aims to be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

OUR MISSION

SU is a research-intensive university where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

OUR STORY

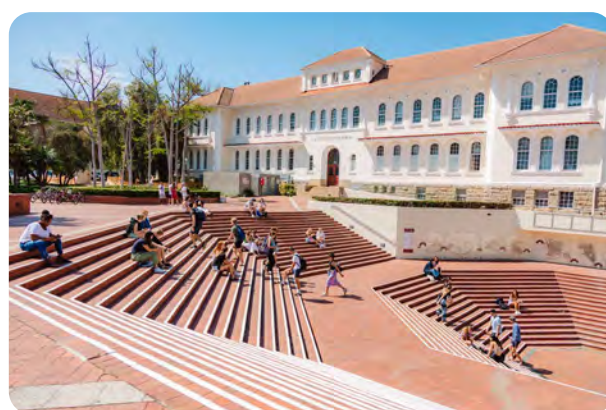
Starting out in 1918 in the historic oak-lined town of Stellenbosch, SU had four faculties (Arts, Science, Education and Agriculture), 503 students and 40 lecturing staff. Since then, we have grown into a vibrant and cosmopolitan community of more than 32 000 students and nearly 3 500 academic and support services staff, spread over ten faculties and five campuses. Our undergraduate and postgraduate student community includes over 3 000 international students from 100 countries.

In 2018, our centenary year, we launched Vision 2040 and Strategic Framework 2019–2024. In this guiding document, we commit ourselves to cultivating a thriving SU, providing a transformative student experience, fostering purposeful partnerships and inclusive networks, promoting networked and collaborative teaching and learning, conducting research for impact and being an employer of choice.

STUDYING AT STELLENBOSCH

Having grown our physical footprint to five campuses, our commitment to practise science for society is stronger than ever. Our central campus in the picturesque town of Stellenbosch is home to eight of our ten faculties. Our Faculty of Medicine and Health Sciences, in turn, is situated on Tygerberg campus, next to the Tygerberg academic hospital in the Cape Town metro. The Ukwanda Rural Clinical School in the town of Worcester, some 120 km from Cape Town, also offers our Tygerberg students an opportunity to gain first-hand experience of health services delivery on a rural platform. SU's Faculty of Military Science – the only one of its kind in South Africa, and one of only two in Africa – operates from the West Coast town of Saldanha. Finally, Bellville Park campus houses our triple-accredited Stellenbosch Business School.

In addition to first-rate academic training, SU also offers a vibrant student life. Students have a range of clubs,



societies, sporting activities and cultural events to choose from. Scenic wine farms, the ocean and the general splendour of the Western Cape complement the experience. Moreover, our strong focus on social impact means that students have ample opportunity to volunteer in a range of university-run community-based initiatives.

International students may opt for university-administered accommodation, which takes the form of furnished apartments, or any of the various housing options offered by agents and private owners.

OUR CAMPUSES



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

RESEARCH AND ACADEMIC OFFERING

We are among South Africa's leading tertiary institutions based on our research output, student pass rates and number of scientists rated by the National Research Foundation (NRF).



According to official government figures released in 2022, SU is one of the country's top three research-intensive universities, both in terms of per-capita and total research output. Our postdoctoral fellows grew from 154 in 2012 to 354 in 2022. In addition, we boast 493 researchers rated by the NRF, including 20 A-rated, globally acclaimed scientists.

We currently have 68 research chairs, having started with 16 in 2012. This puts us at the leading edge of numerous fields – from energy research and biopolymers, through human rights law and science communication, to posttraumatic stress disorder and the economics of social policy.

INSTITUTIONAL GAME CHANGERS

Our recently established School for Data Science and Computational Thinking is already regarded as a leader in its field. One of its interdisciplinary units, the Centre for Epidemic Response and Innovation (CERI), has drawn global attention with its revolutionary genomic sequencing work in the fight against COVID-19. CERI's efforts are a gamechanger in Africa's pursuit to be a global leader in monitoring and responding to the epidemics of the future. The facilities of our Biomedical Research Institute, where CERI is located, are on a par with the world's very best. Moreover, our School for Climate Studies conducts interdisciplinary and transdisciplinary climate-related research in and for Africa. It is also the first school of its kind in South Africa that enjoys faculty status.

INTERNATIONALISATION AT SU

In 2023, we celebrate 30 years of internationalisation at SU, which attests to long-standing and fruitful collaborative partnerships. Our invitation to stakeholders from across the

globe to come and discover the world at SU is not empty talk: with over 300 partners on six continents and some 3 189 international students, our global engagement reaches far and wide.

During their time with us, international students, academics and others visiting us from abroad are supported by Stellenbosch University International. The office's services are tailored to the specific needs of international visitors and comprise logistical, academic and social support.

For more on the university's internationalisation activities, visit www.sun.ac.za/english/SUInternational.

APPLICATIONS

Applications to study at SU are submitted online (www.sun.ac.za). The minimum requirements for each programme are outlined on the university's website and in the respective faculties' yearbooks.

ABOUT SU



SU is a founding partner of the African Research Universities Alliance (ARUA). The Alliance of 16 African universities promotes & strengthens research on the continent.



SU launched the SDG/2063 Impact Hub. The Hub was established to measure the institution's contribution to, and advocate for, the uptake of both the UN 2030 Agenda and its SDGs, as well as the AU's Agenda 2063.



Contact Details

General international enquiries:

+27 (0)21 -808 2565 | interoff@sun.ac.za

International Undergraduate Admissions:

+27 (0)21 -808 4934 | alidah@sun.ac.za

International Postgraduate Admissions:

+27 (0)21 -808 2566 | postgraduate@sun.ac.za

Postal address:

Private Bag X1, Matieland 7602, South Africa

www.sun.ac.za/english

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.

VISION

CPUT is Africa's leading Smart University of Technology, globally renowned for innovation, with graduates who 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.

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.

FACULTIES OF CPUT

- Faculty of Engineering and the Built Environment
- Faculty of Applied Sciences
- Faculty of Business and Management Sciences
- Faculty of Health and Wellness
- Faculty of Informatics and Design
- Faculty of Education

RESEARCH FOCUS AREAS

- Research Focus Area 1: Bioeconomy & Biotechnology
- Research Focus Area 2: Space Science, Engineering & Technology

- Research Focus Area 3: Smart Energy
- Research Focus Area 4: The Environment, Climate Change & Sustainability
- Research Focus Area 5: Human, Health & Social Dynamics
- Research Focus Area 6: The Digital Society

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. This was followed by ZACUBE-2 and the MDASat constellation launched in 2018 and 2022 respectively.

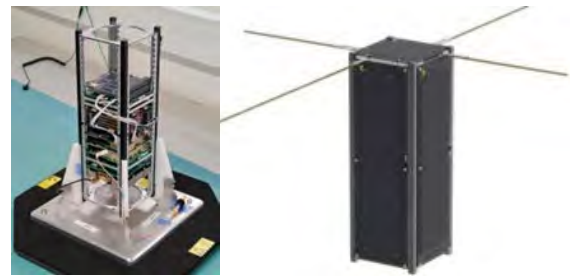


Fig 1. M2MSAT engineering model under development

STRATEGIC INITIATIVES AND PARTNERSHIPS DIRECTORATE

The Strategic Initiatives and Partnerships Directorate, in partnership with 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.



Western Cape

Contact Details

DVC Research, Technology, Innovation and Partnerships

Dr David Phaho: phahod@cput.ac.za

Strategic Initiatives and Partnerships

Prof. Judy Peter (Director): peterj@cput.ac.za

International Relations

Dr Tasmeera Singh (Manager): singht@cput.ac.za

Mr Dingaan Boo (Officer): booidi@cput.ac.za

Research Uptake

Dr Elma Maleka (Manager): malekae@cput.ac.za

[cput.ac.za](https://www.cput.ac.za) [@CPUT](https://www.facebook.com/cput) [@WeAreCPUT](https://www.instagram.com/cput)

UNIVERSITY OF THE FREE STATE



The University of the Free State (UFS) is a research-led, regionally engaged, globally competitive university, which embraces diversity, inclusivity and academic excellence. The university has several high-quality international partnerships and continues to strengthen its international research collaborations. As a research-led university, the institution's approach to its academic enterprise is informed by research.

The University of the Free State (UFS) has a proud history as one of the oldest, most respected institutions of higher education in South Africa. It is a multi-campus institution, with two diverse campuses in Bloemfontein and one in Qwaqwa in the scenic Eastern Free State.

UFS research is driven by dedicated scholars, some of whom are international leaders in their fields, with industry and social impact and real-world application.

It is an institution that goes all out to provide its students and staff with an outstanding university experience. Anchored in a value bedrock of social justice, respect and caring, the institution has managed to remain steadfastly relevant in a challenging and ever-changing national higher education landscape.

Our academic programmes are offered in seven faculties:

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



Postgraduate studies are supported by the Centre for Graduate support. The prospectus can be downloaded at: <https://www.ufs.ac.za/centreforgraduatesupport/centreforgraduatesupporthome>

INTERNATIONAL STUDENTS

The university provides international students with an excellent experience. The Office for International Affairs provides dedicated support for all international students, and serves as the first port of call for all international students at UFS. The Umoja buddy programme connects all first-time entering international students with local students.

INTERNATIONALISATION

UFS is a highly internationalised university with a proud history of international engagements. The university has high-quality and productive institutional collaborations with universities and institutions around the world. The Office for International Affairs enables internationalisation, renders strategic advice on internationalisation and supports the international activities of internal UFS stakeholders.



Contact Details

Physical Address:

Nelson Mandela Drive, Bloemfontein, 9301

Postal Address:

PO Box 339, Bloemfontein, 9300
Republic of South Africa

Bloemfontein Campus: +27 (0)51 401 9111

Qwaqwa Campus: +27 (0)58 718 5000

South Campus: +27 (0)51 505 1111

www.ufs.ac.za

UNIVERSITY OF LIMPOPO



The University of Limpopo came into being after the unbundling from the Medical University of Southern Africa (MEDUNSA) it was previously the University of the North, established in 1959. It now boasts 23 066 student enrolment, 12% of which are postgraduate students. These students are shared between four faculties: Health Sciences, Humanities, Management and Law and Science and Agriculture. The programmes offered at UL are in the following Schools:

Faculty of Health Sciences

- School of Health Sciences
- School of Medicine

Faculty of Humanities

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

Faculty of Management and Law

- School of Accountancy
- School of Economics and Management
- School of Law
- Turfloop Graduate School of Leadership

Faculty of Science and Agriculture

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

Our vision is to be a leading African university focused on the developmental needs of its communities and epitomising academic excellence and innovativeness.

It is our mission to:

- **provide excellent and relevant academic programmes, research and community engagement** initiatives which

respond to the developmental needs of communities whilst producing well-rounded graduates who give back to their communities and are global citizens;

- **enhance access to higher education** for under-prepared, socially and economically disadvantaged students in particular;
- **strengthen and maintain partnerships and collaboration** with the government and private sector, local authorities, international institutions and our alumni community.

UL strongly supports internationalisation as an essential element of quality higher education, research and community engagement. It also recognises its location in Africa, and therefore endeavours to create strong relationships with other African states while acknowledging that there are excellent education and research opportunities elsewhere in the world that need to be tapped into. To this end, international degree students mainly originate from the African states, especially from the SADC countries.

Their presence on campus presents an opportunity for both staff and students to appreciate diversity of cultures, languages and learning background which should enrich their international perspective.



Contact Details

For more information:

Administrator: Annah Chuene

E: annah.chuene@ul.ac.za

E: international@ul.ac.za

T: +27 (0)15 268 3046

www.ul.ac.za

NELSON MANDELA UNIVERSITY

NELSON MANDELA
UNIVERSITY

Nelson Mandela University boasts more than a century of experience in quality higher education, research and technological innovation. Our vision is "to be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future." We are located in the Eastern Cape, the home province of Nelson Mandela.

Our academic programmes are offered in seven faculties:

- Business and Economic Sciences
- Education
- Engineering, the Built Environment and Technology
- Health Sciences
- Humanities
- Law
- Science

Nelson Mandela University is a leader in fields such as ocean sciences, sustainability studies, automotive engineering, built environment, community health, art and design, accounting and IT. Our programmes are recognised and accredited by professional bodies locally and in many cases internationally. Our alumni can be found working around the world.

The university has over 31 000 students. We are proud hosts to more than 1400 international students from 60 countries around the world.

We have six campuses in Gqeberha and one in George. We house the first and only dedicated Ocean Sciences campus in South Africa. Our North and South campuses are located on a nature reserve right next to the Indian Ocean. Students have access to well-equipped laboratories, modern lecture halls, libraries, on- and off-campus residences, cafeterias and sports facilities. Visit our website www.international.mandela.ac.za to begin your South African study experience.



Contact Details


For more information:

E: international@mandela.ac.za

T: +27 (0)41 504 2161

WhatsApp: +027 83 572 1609

 MandelaUniInternational

 @mandelauniint

 @mandela_international

 Nelson Mandela University International Office

www.international.mandela.ac.za

Eastern Cape



SIMEKA HEALTH

member of  **Sanlam** group

International students don't have to struggle any further to apply for and understand the benefits and cost structures associated with the different medical schemes and gap cover providers in the market

Simeka Health and IEASA

Assisting universities and their international students to obtain suitable medical aid cover for the duration of their studies in South Africa as indicated in the Visa requirements in the Immigration Act.

How to apply

Contact us for information about the selected medical cover products and application forms

✉ 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

2. CompCare Medical Scheme, NetworX:
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

- Guidance by specialist healthcare consultants through the application process
- Supporting students with problematic queries
- Ongoing assistance and guidance on understanding your benefits

UNIVERSITY OF VENDA



University of Venda

In commemoration of its 40th anniversary, UNIVEN shares success stories and contributes to shaping the future. Over its four decades of existence, the university has produced many graduates who hold positions of responsibility and influence in politics, business and society in general.

VISION

University Leading in Engaged Scholarship.

MISSION

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

UNIVEN 2021-2025 STRATEGY

University of Venda (UNIVEN) seeks to achieve its vision of being a university leading in engaged scholarship and its mission of producing graduates that are locally relevant and globally competitive.

This strategic plan is anchored on four inter-related Strategic Thrusts; ST 1: Student centredness and engaged scholarship, ST 2: Entrepreneurial university, ST 3: Governance for outstanding scholarship and ST 4: Linkages, partnerships and internationalisation.

INTERNATIONAL CURRICULA

UNIVEN, through its strategic direction, aims to improve the student well-being and success, improve curriculum, enhance graduate quality and increase student staff engagement and community actors.

The university also seeks to improve support for teaching and learning, research outcomes for innovation and impact through scholarship. The administration of special scholarships for outstanding academic endeavour enhances this process and promotes an efficient institutional governance and management system which strengthens UNIVEN's collaborative identity.

OUR FOUR FACULTIES

Humanities, Social Sciences and Education

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

Health Sciences

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

Management, Commerce and Law

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

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



Limpopo

Contact Details

Follow us on:

- 📍 University of Venda
- 🐦 @univenofficial
- 📺 UniversityOfVenda
- 📺 University of Venda YouTube

www.univen.ac.za

WALTER SISULU UNIVERSITY



Walter Sisulu University (WSU) was formed in 2005 after the merger of Border Technikon, Eastern Cape Technikon and University of Transkei. WSU is uniquely positioned to play a powerful role in the national government's focus on rural development in particular. Approximately 30,000 students and close to 1800 staff live and work across four campuses in Mthatha, Butterworth, Buffalo City (East London) and Komani. By its location and its character as a comprehensive university, WSU is strategically located to respond to local and national development needs through its research, community engagement and over 170 academic programme offerings

WSU primarily serves the poor and working class youths of this region. Two-thirds of the WSU students receive financial support from government through the National Student Financial Aid Scheme (NSFAS). Because of the university's location and market, it has assumed the role of being a gateway institution for the large population of rural, poor and working class people in the region. The university has opened doors of learning to thousands of young people, who would otherwise not have had an opportunity to access higher education. Many of these students have gone on to be world-class leaders in various industries. WSU embraces the following characteristics:

- A diverse range of academic programmes.
- Student mobility through vertical and horizontal articulation.
- Work-related qualifications from certificates through to full degrees.
- Service to the community, business and industry.
- Innovative, problem-solving research.
- Lifelong learning opportunities; and

- Flexibility by strengthening relationships with the community, civic, government, business, and industry partners for local and regional development.

The university's philosophy is encapsulated in the vision, mission, purpose statement, core values and slogan "An impactful, technology-infused African University".

Through its core business, WSU responds to societal needs in ethical, scholarly, sustainable, and entrepreneurial ways, and delivers future-ready graduates. In pursuit of excellence, Walter Sisulu University addresses societal challenges by:

- Producing relevant, innovative and impactful research,
- Championing sustainable and just development, and
- Graduating versatile individuals.



Walter Sisulu University's core values are:

- Honesty and Integrity
- Quality and Excellence
- Respect
- Ubuntu



Contact Details

Postal Address:

PO Box 1421, East London

Buffalo City Campus: +27 (0)43 708 5200

Mthatha Campus: +27 (0)47 502 2111

Butterworth Campus: +27 (0)47 401 6000

Queenstown Campus: +27 (0)40 842 6800

E: info@wsu.ac.za

www.wsu.ac.za



CORPORATE TRAVEL MANAGEMENT
MSC CRUISES
CAR RENTALS
CONFERENCING
SHUTTLE SERVICES





UNIVERSITY *of the*
WESTERN CAPE

The University of the Western Cape (UWC) has a proud history of serving humanity with its scholarly and socially engaged contributions. In 1960, the apartheid government established the University College of the Western Cape – an institution designed to promote its racist ideology by educating students to take up marginal positions at schools and in the civil service. In defying that government through activism and struggle, UWC has become the leading historically black teaching and learning, research-led institution and is one of the most influential universities in South Africa and on 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?



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.



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



The UWC faculties of Community and Health Sciences and Dentistry are leaders in the higher education landscape in Africa and have existing and active World Health Organization collaborations.



UWC's HySA Systems Centre of Competence and its national and international partners have introduced several hydrogen fuel cell technology innovations, as hydrogen is one of the most promising alternative fuels available.



Nelson Mandela received his first honorary doctorate from UWC after his prison release in 1990, conferred by former Vice-Chancellor Prof Jakes Gerwel (who later worked as Director-General in the Mandela presidency) and in the presence of former Chancellor, Archbishop Desmond Tutu.



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

APPLY NOW

For our exciting undergraduate and postgraduate programmes in the Faculties of Arts, Community and Health Sciences, Dentistry, Economic and Management Sciences, Education, Law, and Natural Sciences.

Undergraduate study contact: Call 021 959 2405 or email recruitment@uwc.ac.za

Postgraduate study queries: Call 021 959 2451 or email postgradstudies@uwc.ac.za

Visit www.uwc.ac.za for more information.



FURTHER UNIVERSITY

CONTACT DETAILS



UNIVERSITY OF JOHANNESBURG

Tel: +27 (0) 11 559 4555 / 4399
Email: intadmissions@uj.ac.za
Web: www.uj.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 MPUMALANGA

UNIVERSITY OF MPUMALANGA

Tel: +27 (0) 13 002 0001
Email: info@ump.ac.za
Web: www.ump.ac.za



NORTH-WEST UNIVERSITY

Tel: +27 (0) 86 016 9698
Email: studies@mynwu.info
Web: www.nwu.ac.za



SOL PLAATJE UNIVERSITY

Tel: +27 (0) 53 491 0109 / 0116 / 0181
Email: applications@spu.ac.za
Web: www.spu.ac.za



Tshwane University of Technology

We empower people

TSHWANE UNIVERSITY OF TECHNOLOGY

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



UNIVERSITY OF ZULULAND

A NODE FOR AFRICAN THOUGHT

THE UNIVERSITY OF ZULULAND

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

ACKNOWLEDGEMENTS

AND APPRECIATION

IEASA is a volunteer organisation with a small staff complement. It is thus reliant on the commitment and support from members and partners to effectively pursue its mandate and mission.

We would like to thank all our partners from the public and private sectors for supporting IEASA and its work. A special note of thanks is due to our publishing partner of Study SA – Universities South Africa – for the financial support for the publication.

To all our contributors, many thanks for taking time to reflect on the internationalisation and higher education

sectors and IEASA's work and sharing your views in Study SA.

To our partners in the medical aid project, your continued financial support, as well as the engagements through Wellness Webinars, is making an important impact on our ability to provide services to our members.

To the members of the IEASA Council and the IEASA Directors' Forum, many thanks for your participation in IEASA's work and your contributions to IEASA and the broader internationalisation sector in South Africa and beyond.

IEASA MEMBERS

OF COUNCIL

IEASA COUNCIL MEMBERS	INSTITUTION
Dr Lavern Samuels: IEASA President 2023-2024	Durban University of Technology
Ms Normah Zondo, IEASA Deputy President	University of KwaZulu-Natal
Ms Orla Quinlan, IEASA Treasurer	Rhodes University
Mr Umesh Bawa	University of the Western Cape
Dr Savo Heleta	Durban University of Technology
Prof Judy Peter	Cape Peninsula University of Technology
Dr Tasmeera Singh	Cape Peninsula University of Technology
Mrs Janet van Rhyn	Universities South Africa
Mr Wiseman Jack	Independent consultant

LOOKING BACK

TWENTY EDITIONS OF STUDY SOUTH AFRICA



For more information:

w: <http://www.ieasa.studysa.org>

e: admin@ieasa.studysa.org

t: +27 (0)68 247 7917



ISBN 978-0-6397-9736-6



9

780639

797366