Engaged Universities:
Comprehensive Internationalisation - A Dialogue Between Local and Global Realities
22nd Annual Conference:
August, 2019
Somerset West, South Africa

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Editor’s Letter

Welcome to the 18th edition of Study SA, the only publication that provides a contemporary overview of internationalisation in South African Higher Education. Acknowledging that the digital age is upon us, IEASA is launching an interactive digital version of Study SA, which means that information pertaining to any university of specific interest may be easily accessed, without having to page through a whole document. It also means that the link may be shared widely with university partners, funders and all persons interested in South African Higher Education.

This edition’s proposed theme is Engaged Universities: Comprehensive Internationalisation - A Dialogue Between Local and Global Realities. The official launch of the 18th edition of Study SA will take place at IEASA’s 2019 annual conference, August 21st-23rd, in Somerset West, located near Cape Town. The 2019 conference theme is Internationalisation of Higher Education in the Fourth Industrial Revolution: Innovation, Diversity, Inequality and Inclusion.

The previous 17 issues of Study SA may now be found on the IEASA website https://www.ieasa.studysa.org/, which was launched earlier in 2019, under the Publications section, courtesy of a digitisation project by Rhodes University Library Services. http://studysa.org/study-sa/.

Study SA opens with an introduction to the IEASA Management Council, along with this edition’s acknowledgment and appreciation.

A foreword from the former Minister of Higher Education and Training, Dr Naledi Pandor, speaks of two significant new policy initiatives: the Policy Framework on Internationalisation of Higher Education in South Africa and the National Plan for Post School Education and Training, which the Minister anticipates could really contribute to improvement in the quality of South Africa’s Higher education. IEASA warmly congratulates Dr Pandor on receiving her Doctorate in Transformation in Higher Education, from the University of Pretoria, a member institution of IEASA. As we go to print, Minister Pandor has recently taken on a new portfolio as Minister of International Relations and Cooperation. We thank the Minister for her contribution to the reform of our Higher Education system and wish her well in her new ministerial portfolio. We also welcome and look forward to working with Dr Blade Nzimande as the Minister of the newly merged Ministry of Higher Education, Science and Technology, consisting of the former Department of Higher Education and Training and the Department of Science and Technology.

A message from the current CEO of Universities South Africa (USAf), Dr Ahmed Bawa, outlines the priorities for the 26 public universities. USAf kindly provided partial funding for this edition of Study SA for which we are extremely grateful.

The President of IEASA, Ms Orla Quinlan (Rhodes University), comments on the importance and role of international educators in the current fraught and uncertain global climate; the uneven resourcing of international offices in South Africa and the uneven approach to internationalisation; a strategic component of a modern university. The President considers the impact of some of these changes in the South African Higher Education sector on IEASA and suggests strategies to reenergise and reinvigorate IEASA. The President encourages colleagues to undertake joint initiatives within IEASA to both contribute to and benefit from the promotion of more comprehensively internationalised universities in South Africa.

Our news on activities since the 17th edition of Study SA includes a dedicated workshop on the implications of the Department of Higher Education and Training (DHET) draft policy framework on internationalisation of Higher Education in South Africa (held at the 2018 IEASA conference and jointly facilitated by IEASA and the DHET). A second joint workshop was also undertaken collaboratively between IEASA, the British Council and the DHET. Again this focused on the draft policy framework for the internationalisation of Higher Education in South Africa and the implications for International
Provider and Programme Mobility (IPPM). The draft policy framework on Internationalisation of Higher Education has now been through several iterations and is due to be released.

This 18th edition proceeds with a very interesting review of the current context of South African Higher Education in relation to internationalisation, authored by two IEASA members, Dr Nico Jooste and Mr Cornelius Hagenmeier (University of the Free State) under the auspices of the newly formed African Center for Higher Education on Internationalisation. This new research argues that South Africa is transforming from being a hub for undergraduate education to a hub for postgraduate education, more specifically for doctoral education. 60% of International students studying in South Africa are from South African Development Community (SADC) countries and 18% are from the rest of Africa. A detailed analysis of the SADC students studying in South Africa, as well as the number of students studying in SADC is provided. While the ranking systems remain controversial, the ranking of the overall South African Higher Education system, in comparative global terms, is also explored towards the end of this section.

The Destination South Africa article provides background and some practical information on getting around South Africa for those who have yet to experience the delights that this beautiful country has to offer.

IEASA continues its work with the Department of Home Affairs (DHA) to clarify visa application procedures, communicate visa processes to our members and to request interventions and exemptions when the processing of international students’ visas is unduly delayed. For example, IEASA intervened with DHA to reduce the volume of delayed visa applications in Zimbabwe in early 2019. An update on recent developments in immigration is included in this edition, as well as key tips to staying safe, to be passed on to international students studying in South Africa.

Medical aid is a compulsory requirement for every international student. To ensure protection for international students, IEASA has appointed ACA Healthcare, a division of Sanlam, to assist international students in obtaining appropriate health care. ACA Healthcare, together with IEASA, do an annual evaluation of available schemes and make clear proposals to universities around the most appropriate schemes, against the background of a wide range of criteria, including financial stability, benefits, costs and service offering. Each year they advise on which medical aid schemes are providing the best value for international students in meeting this compulsory visa requirement.

The Higher Education Destination Map at the start of the university profiles section illustrates the geographical location of the 26 public universities in South Africa. Thereafter, an overview of each of the public institutions in South Africa follows, along with contact details for each university.

Finally, we alert you to the geographical location of the 2020 annual IEASA conference, which will be Gauteng.

I trust that you will enjoy both the hard copy and the digital version of this 18th edition of Study SA. South Africa remains a very popular study destination and we look forward to your further engagement with us.

Ms Orla Quinlan, Editor
Acknowledgement and Appreciation

As a Non-Profit Organisation (NPO) supported by a small secretariat (currently two staff), IEASA relies heavily on the activities and collaborations of its partners and members.

We would like to extend a warm thank you to the members of IEASA, who serve on the Management Council, the Executive Committee, the Publications Committee, the Conference Committee, the Medical Aid project and other working groups, as well as each individual member who participates in and supports IEASA activities and events.

A special thank you to the Medical Aid schemes, Momentum and Compcare, and the independent medical consultants ACA Employment Benefits, Sanlam for their service and support to IEASA in our endeavour to provide adequate protection for international students.

We would also like to acknowledge and thank USAf for their sponsorship of Study SA.

A special thanks and acknowledgement to Rhodes University for the digitisation of all seventeen of the previous copies of IEASA, now available on the website.

We would like to acknowledge the following universities for their contributions to the 2018 Annual IEASA conference in the Royal Elephant Hotel in Centurion: University of Johannesburg, University of Pretoria, North West University, University of Pretoria, University of Witwaterstrand and University of KwaZulu-Natal.

We would also like to acknowledge Flywire, who engaged with us as sponsors for the first time in 2018.

Finally, we would like to thank our auditors PWC for their support over the years.

IEASA Management Council 2019

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Minister’s Foreword

By Dr Naledi Pandor, Minister of Higher Education and Training February 2018 - May 2019; currently Minister of International Relations and Cooperation.

I congratulated IEASA on their 10th anniversary for their work on the internationalisation of education and the promotion of South African Higher Education to the international community. Over a decade later, congratulations are due again to IEASA on having grown in its work, in which it has become a significant voice in representing South Africa internationally.

An important aspect of my department’s mandate is to support the development of a strong public Higher Education system in South Africa. This it seeks to do through a range of steering mechanisms which include policy, planning and funding.

Five of the fastest growing economies in the world are in Africa.

Two important frameworks to be released by my department, during the course of the year are the Policy Framework on Internationalisation of Higher Education in South Africa and the National Plan for Post School Education and Training. I am hopeful that these initiatives will have a positive impact on our universities and our Post School Education and Training.

Many of our universities actively collaborate internationally; sometimes through individual scholars but often as part of regionally or nationally driven initiatives. These collaborations ensure that South Africa is a player in the increasingly important multi and inter disciplinary global research and innovation ecosystems. Our institutions and academics are able to lead some niches; and derive benefit from collaboration with research strengths in other countries.

The majority of international students coming to South Africa hail from other African countries and bring with them the rich and profoundly diverse cultural and intellectual heritage of the continent. Moreover, five of the fastest growing economies in the world are in Africa. Both for our own benefit and that of the continent, there are compelling reasons for our Higher Education system, to actively interact with academics, students and institutions on the continent.

The personal growth of students through international exposure and experience is well known. The opportunities to learn and to live with contemporaries from other parts of the continent and the world is an unqualified catalyst to a broader understanding of the social, cultural, economic and political realities of the peoples of other countries. This can only enrich the educational experience of the students and at the same time, build a network of graduates with a continental and global commitment to peaceful and just development. These are important aspects of a fulfilling and enriched international student experience in South Africa. This implies that a deliberate effort and commitment is made to ensure that our international partners, students and staff are made to feel welcome, and that our institutions are able to offer pleasant living and study and/or work environments. The desired outcome is that our international scholars are proud of their association with South African Higher Education and are ambassadors for the system once they leave South Africa.

The implementation of the National Plan for Post School Education and Training should lead to a diverse institutional landscape comprising strong, focussed and sustainable institutions. The inclusion of international engagement in our institutions will support he desired high quality undergraduate education; the engagement in research and scholarship; and socially engaged and responsible citizenship, while recognising the discernible identity of each institution.

The effective implementation of the two important policy frameworks mentioned above will build a world class, internationally competitive and locally responsive university system in South Africa.

I encourage IEASA to continue its significant contribution to the quality of Higher Education.
South Africa: A Great Choice for Undergraduate and Postgraduate Education

By Professor Ahmed Bawa, CEO of Universities South Africa (USAf)

South Africa’s 26 universities represent a rich, diverse Higher Education system, finely interwoven into the complex social, economic and physical fabric of the country, a society traversing its third decade of democracy. It has well-established research and teaching activities across all the academic domains contributing much to South Africa’s experiments on sustainable socioeconomic development, social inclusion, economic growth and nation-building. On the other hand, it is intricately interwoven into the global community of universities and as such, it is at once, intensely local and global.

South Africa’s 26 universities represent a rich, diverse Higher Education system, finely interwoven into the complex social, economic and physical fabric of the country, a society traversing its third decade of democracy.

Three types of institutions make up the South African Higher Education system. The universities of technology have a strong vocational bent with considerable links with industry. They have a strong emphasis on professional training. For instance, students are expected to complete long periods of work, integrated learning or internships in industry before graduating and the academic programmes have active industry advisory boards. Then there are the traditional universities which offer both professional training and an exhilarating selection of programmes that lead to the more traditional, formative Bachelor of Arts and Bachelor of Science degrees. The comprehensive universities are a new type of institution that grew out of interesting mergers between traditional universities and what was previously called technikons. They carry both traditions which give them a rich diversity of programmes, students and academics.

Research is carried out at all South African universities. It is a requirement. Having said this, some universities are more research-intensive than others and these usually have a broader spectrum of academic areas in which they are research active. Funding for research comes from multiple sources, one of which is industry that mainly supports the research of interest to it.

All of South Africa’s universities offer postgraduate education leading to Masters and Doctoral degrees that are linked to the research going on at each institution. At the research-intensive institutions, there is a wide spectrum of exceptional programmes; everything from Theoretical Physics to Clinical Medical Sciences to Water and Sanitation Sciences, to Energy Security to Applied Philosophy, to Inclusive Economic Growth, to Social Cohesion and Development Studies. South Africa represents a wonderful opportunity for those who wish to explore the world of advanced learning.

South African universities understand the importance of building international education as a way of generating diversity amongst students, amongst knowledge traditions and most importantly, to address social problems that are both local and global in scope. The universities fully understand the importance of contributing to the construction of a global community of scholars and the importance of, deliberately and by design, shaping themselves to attract the best international students. Their primary selling point is the quality of the education and training that they offer. And perhaps most importantly, you will be welcomed by a nation that thrives on being part of the global community.
Global challenges and the role of international educators

Globalisation and the advent of rapidly developing technologies have made the world appear smaller and increasingly accessible. However, we are simultaneously witnessing widespread disruptions, at the macro and micro levels, intent on polarising populations. Established democracies are experiencing serious challenges. The political promulgation of fear, the rise of the far right and hyper-nationalisation, as well as an increase in obstacles to migration are but some of the prevalent phenomena we are facing.

By Ms Orla Quinlan, President IEASA 2019-2020

Each new generation needs a cohort of people who have the experience, interest, and know-how to engage with people from other places. International education can provide these opportunities and experiences. A successful future relies on the ability to navigate an interconnected, globalised world.

These phenomena conspire to make human access to other places and people, who are different to us, more challenging and arguably less attractive. They cultivate an insularity that ‘others’ and mitigates against the desire to reach out, explore and learn. These phenomena call for a fundamental rethink of human societies and our future: how we are organised; how we are operating and how we are communicating.

It is precisely in such an environment that international educators need to step forward, raise their voices, advocate and advance their professional purposes in visible and meaningful ways. International educators need to be vigilant in actively promoting and encouraging educational opportunities for staff and students from different places to get to know each other and to open their minds to broader and different perspectives. International educators also need to reach out and engage with academic colleagues at home and partners abroad to collaborate and to demonstrate alternative, hopeful and encouraging narratives to mitigate the dominant-negative and divisive narratives that foster xenophobia, insularity and fear. Furthermore, international educators need to collectively challenge immigration systems and practises that place obstacles in the path of achieving the core mandate of international education. Finally, international educators must seek new avenues, including those offered by new technologies, for meaningful and relevant international educational engagement.

Each new generation needs a cohort of people who have experience, interest and know-how to engage with people from other places. International education can provide these opportunities and experiences. A successful future relies on the ability to navigate an interconnected, globalised world. It is only in experiencing interaction with people from other places that one truly gets a comparative sense of the prevailing conditions, life experiences and capacities in ones own home country.

We are regularly consulted by our established partners globally, as well as those seeking potential partnerships.
Africa rising and the role of South Africa

With the African population set to be one of the largest and most youthful, by comparison with anywhere else in the world, Africa is seen as both a continent of great wealth and potential. By 2055, the continent’s youth population (aged 15-24), is expected to be more than double the 2015 total of 226 million. (UNDP, 2017) Within this continental landscape, South Africa has a significant role to play.

South Africa is a relatively new and functioning democracy. We have just elected our fifth President since democracy in 1994. While there is no doubt that many challenges lie ahead, South Africa remains a country rich in the diversity of its people and its natural beauty. It is a country with many achievements and enormous potential. South Africa is a constitutional democracy that is governed by the rule of law. It has a much-admired constitution that espouses a separation of power between the executive, legislature and the judiciary, that allows for checks and balances that we have seen at work (especially in the last few years).

South Africa also has chapter 9 institutions, such as the Human Rights Commission and the Public Protector’s office, which provides the underpinnings to hold the government and people of South Africa to account in terms of the tenets of the South African constitution. The country has held free and fair elections and experienced a peaceful transfer of power every five years since 1994. As a country, we are deeply engaged with the rest of the world, having come from a pre-1994 period of deep isolation. A case in point is that our capital city, Pretoria, in which our IEASA offices are located, has more embassies than any city outside Washington DC. South Africa also has a complex and diverse economy, is a member of the G21 nations and participates fully in global markets.

The South African Higher Education sector and internationalisation

The South African Higher Education sector remains robust. It is the most diverse and increasingly the most sought-after Higher Education system in Africa, especially for postgraduates.

Participation in Higher Education has more than doubled in the last 25 years. The South African Higher Education system is also the eighth biggest attractor of international students in the world.

South Africa’s Higher Education system is in the post – “#FeesMustfall” era, which has had a significant impact on its priorities. Conversations revolve around increasing the access of local students to Higher Education and the transformation of both the demographics of Faculty and curriculum content.

As the demands on South African Higher Education institutions increase, we need to find ways to teach more students with less human resources. We need “transgress” and constructively disrupt the traditional ways of teaching and learning. One such opportunity is the use of technology to promote engagement beyond the traditional classroom. This new growing movement is taking hold in many parts of the world and is gathering traction in South Africa with several universities now engaged in Collaborative Online International Learning (COIL) programmes. Virtual engagement brings students and academics together around internet-based tools and digital technology, drawn from geographically distant locations, different cultural backgrounds, perspectives and experiences so that they may engage in meaningful academic and cultural exchanges.

Promising developments in internationalisation include the availability of European Union (EU) funded programmes in South Africa, which have enabled a significant amount of mobility and created new and effective networks for South African institutions. A South African Swedish University Forum (SASUF) has recently been established and there are increasingly active collaborations between South African and Swedish researchers. The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU), also visited and engaged with IEASA, USAF and other Higher Education entities in 2018. There is ongoing and in-depth engagement with other international partners in Higher Education, including the German Academic Exchange Services (DAAD), Netherlands Education Support Office (NUFFIC NESO), British Council, the Fulbright US Scholarship Programme and the Chinese Embassy. Other
scholarship opportunities from around the world on offer to South Africans are listed on the DHET website http://www.internationalscholarships.dhet.gov.za/scholarships.html

The eagerly awaited Draft Framework Policy for Internationalisation of Higher Education recommends a comprehensive approach to internationalisation. Internationalisation is currently approached very differently in different institutions. For some, it is central to their university strategy; for others, it is less explicit in the strategy but evident in practice and, for a minority, it is not yet part of the thinking or activities.

The capacity of, and the roles and responsibilities assigned to each international office, also vary greatly across South African Higher Education institutions. In certain universities, the responsibility for internationalisation has been elevated to dedicated Deputy Vice-Chancellors (DVCs); in some instances, there are quite large and well-staffed international offices; in others, medium-size offices are struggling to meet demands and, in a minority, there is no dedicated international office.

IEASA: Staying relevant and responsive

In his thought-provoking article on “Disrupting traditional international education” Dr Kishun reflected on the critical role that IEASA played in re-integrating South Africa into the global Higher Education fabric, from which it was excluded, and asserts that, going forward, the greater challenge for IEASA “will be to re-define international education to take into consideration the future world disrupted by seismic changes in new technologies and a young generation of “smart” people who see technology as an extension of themselves and who are looking for educational opportunities offering greater flexibility, different modes of learning at low cost and de-linked from traditional qualifications”. (Study SA, 2018).

This edition’s proposed theme is Engaged Universities: Comprehensive Internationalisation - A Dialogue Between Local and Global Realities.

The official launch of the 18th edition of Study SA will take place at IEASA’s 2019 annual conference, August 21st-23rd, in Somerset West, located near Cape Town.

IEASA's 22nd conference to be held between August 21st-23rd, in Somerset West, located near Cape Town, focuses on the theme Internationalisation of Higher Education in the 4th Industrial Revolution: Innovation, Diversity, Inequality and Inclusion. This conference offers the opportunity to discuss how we might navigate our way forward for Internationalisation in this fraught and disrupted global environment.

Every organisation needs to continually analyse the external environment in which it is operating to ensure that it remains relevant and impactful. Making IEASA a sustainable organisation has been an ongoing conversation for a few years. One of the smaller International Education Associations, IEASA needs to refresh, renew and reinvent itself to stay relevant. With the Draft Policy Framework for Internationalisation in Higher Education due to be released in 2019, one could argue that IEASA could play an even more significant role in South Africa. As such, we have a wonderful opportunity to reimagine and re-energise the organisation.

IEASA has a legal identity, independent of its staff or office bearers and needs to be nurtured, protected, strengthened and rejuvenated by every one of its members. As individual office bearers have come and gone, the IEASA collective has ensured the delivery of some great flagship projects, including its Annual Conference and the Study SA publication. It has engaged with the rest of the world at huge International Conferences, including NAFSA, EAIE and APAIE and exhibited in these spaces, on behalf of the South Africa Higher Education system. A sincere debt of gratitude is owed to many IEASA members who, over the years, have given of their time and effort to contribute to these successes.

IEASA’s earliest Management Councils were comprised of very active Registrars, DVCs and senior academics from South Africa’s public universities. The Directors Forum was later set up to ensure that the senior practitioners from the International Offices could inform and advise the Management Council of IEASA about the practical issues facing international students. In recent years, IEASA might arguably be seen as an organisation largely led by senior staff from international offices. Comprehensive internationalisation, the thrust of the anticipated policy, is the concern of the whole university. To truly promote a comprehensive internationalisation, IEASA needs to expand and incorporate a range of professionals and academics from universities and expose them to the “window on the world” that IEASA has to offer. Furthermore, IEASA also needs to develop the core of its organisation and could benefit greatly from members with financial, legal, human resources skills, committed to international Higher Education, participating in the organisation. I invite IEASA members to identify and encourage university colleagues, with a passion for internationalisation, from a wide range of academic and professional strands, to join IEASA.

Welcoming the Network of International Education Associations (NIEA) back to South Africa

Both the 2014 Global Dialogue, held in Port Elizabeth, which led to the Nelson Mandela Bay Declaration, and the 2016 Global Conference, held in Kruger National Park, brought together International Education Associations leaders from all over the world on South African soil. As we approach the 2019 IEASA conference, we are delighted to welcome the Network of International Education Associations (NIEA) leaders back to South Africa to have their second official meeting of 2019.

The challenges facing internationalisation in Higher Education share many similarities, regardless of where in the world we each are located. We need to build networks of open-minded people who understand the global issues and are committed to playing their part in creating a more inclusive and more equitable world locally and globally.

I thank everyone who gives of their time, ideas and energy to IEASA and invite you all to continue to contribute to shaping and building a better IEASA, a better South African Higher Education System and a better future for our students.
News

By Orla Quinlan, Xhanti Mhlambiso and Meekness Lunga

Two events took place in 2018 focused on the Draft Policy Framework for the Internationalisation of Higher Education in South Africa. The first was an IEASA workshop in August, 2018, and the second, a collaborative dialogue hosted by the British Council, IEASA and DHET in November, 2018.

The Draft Policy for Internationalisation of Higher Education in South Africa Workshop, August 2018

The Draft Policy Framework for the Internationalisation of Higher Education in South Africa was discussed at a full day IEASA workshop in the Royal Elephant Hotel in Pretoria, August 22nd, 2018.

The keynote to the workshop was presented by the DHET’s Chief Director of University Education Policy and Development, Mr Mahlubi Mabizela who confirmed that the Draft Policy Framework was undergoing various processes of approval within the Presidency.

As emphasised by Mr Mabizela, internationalisation refers to the deliberate integration of international, global and/or intercultural dimensions into the formal or informal delivery of Higher Education. Internationalisation has not been pursued as a formal national imperative in South Africa. Some South African universities have independently, actively and successfully pursued the agenda of Internationalisation. The current funding crisis in South African Higher Education, reflected in declining state subsidy and increased student intake, exacerbates the situation, as, without funding, outgoing international mobility opportunities are often confined to a select group of students. This underscores the need for universities to internationalise their curricula to provide an alternative model of internationalisation at home.

The Draft Policy Framework proposed that, each university will be expected to draft its policy on internationalisation, underpinned by the overarching objective of benefitting the entire Higher Education system. Amongst its guiding principles in achieving this objective, it must: champion research output; address the challenges of education in South Africa; expose students to international contexts, and facilitate the forging of partnerships.

The Draft Policy Framework aims furthermore to boost the cross border provision of Higher Education in the SADC region, while balancing that with the need to maintain the integrity of Higher Education in the country. For example, it proposes that private universities may set up branches anywhere outside South Africa if they are accredited and recognised by the country’s government. However, public universities are not allowed to establish branches abroad, and must explicitly remain within South African borders, as a matter of public policy. To give effect to its stated objectives, the Draft Policy Framework allows however for different permutations of cross-border mobility in Higher Education between South African universities and partner institutions abroad. These vary from co-badged degrees, to joint degrees and consecutive degrees; depending on the nature of the agreement between the respective institutions. However, double/dual degrees may not be offered by South African universities.

Dr Nico Jooste of Nelson Mandela University stressed that “internationalisation must not be seen as being limited to the work of the international office, but rather a broad and systemic imperative.” Moreover, internationalisation efforts must not negate the current efforts geared towards curriculum transformation in the calls for decolonisation but must complement it. He reminded us that diverse knowledge paradigms must be included in the internationalisation policies of all universities, but it is the responsibility of the respective institutions to decide on how to implement.
Policy Dialogue on the implications of the Draft Policy Framework for the Internationalisation of Higher Education in South Africa and International Provider and Programme Mobility (IPPM)

On 14 November 2018, a policy dialogue was jointly hosted by British Council, International Education Association of South Africa (IEASA) and the Department of Higher Education and Training (DHET) with the goal of exploring the implications of the Draft Policy Framework for the Internationalisation of Higher Education in South Africa for International Provider and Programme Mobility (IPPM).

Mr Colm McGivern, Country Director for the British Council in South Africa opened the event with reference to the productive partnership between South Africa and the UK in Higher Education (particularly in terms of research collaboration). He welcomed all participants from Universities, DHET, CHE, USAf and the British Council.

Dr Nan Yeld, Sub-Saharan Africa Senior Advisor, Higher Education Development, British Council provided an overview of the programme for the day and commented on some specifics in the draft policy acknowledging in particular the complexity of curriculum in the current South African context and the necessity of this particular policy to link to other relevant national policies.

Mr Mahlubi Mabizela (DHET), Dr Phumzile Dlamini, Council for Higher Education (CHE) and Dr Nico Jooste (NMU) formed a panel. Mr Mabizela did an opening address outlining the purpose of the policy framework, which is to provide “high-level principles and guidelines; set broad parameters; and provide a national framework for internationalisation of Higher Education within which HEIs must develop and align their institutional internationalisation policies and strategies.” He emphasized the fact that the internationalisation policy will be a guide through which HEI’s can develop their policies on internationalisation.

Dr Dlamini emphasised that the Draft Policy Framework would still have to go to the Council of Higher Education for final approval. Dr Nico Jooste emphasised that the policy should be looked at in the context of the entire range of Higher Education policies.

Professor Jane Knight from the University of Toronto and a Distinguished Visiting Professor at the University of Johannesburg was the keynote speaker for the day. Professor Knight argued that while international student mobility data (referred to as International Student and Scholar Mobility (ISSM) is recorded in OECD figures, no such data is available on the program and provider side of international Higher Education. This prompted a classification framework to be developed for a new International Program and Provider Mobility (IPPM). There is no question that the movement of academic programs and Higher Education providers across borders is increasing in scale and scope. With rising enrolments and new modes of delivery and partnerships, it is time to pay more attention to the international program and provider mobility (IPPM).

Currently, more than 40 different are terms being used to denote IPPM activities resulting in mass confusion about what IPPM involves. There are no common terms of shared understanding. To address this situation an IPPM classification framework has been developed to promote a common understanding of different types of IPPM and to provide logic and structure for collecting data and developing appropriate national and institutional policies. The main purpose of the dialogue was, therefore, to examine the framework and gain a clearer understanding of franchise programs, international branch campuses, distance education, partnership programs, and international joint universities. A mapping project of IPPM policies and activities in selected African countries will be introduced*.

Dr Knight also introduced the IPPM mapping study of which South Africa is a part. She emphasised the need for data collection on the African Continent and that there were many research opportunities in this area.
Mrs Samia Chasi’s interactive discussion, focused on whether South-North partnerships are genuinely, mutually beneficial, allowed the conference delegates an opportunity to reflect on the quality of partnerships in internationalisation, especially in the context of the Draft Policy Framework’s priority focus. Institutional contexts vary, as do the nature of their international partnerships which will also be unique to their histories, contexts and needs. In the current South African environment, partnerships should include a commitment to local development and transformation.

The dialogue then proceeded to talk about existing opportunities for applying the IPPM framework. Dr Whitfield Green, Chief Director of Teaching and Learning at the DHET, highlighted the role of international partnerships in supporting the implementation of the University Capacity Development Programme (UCDP). The UCDP’s staff development imperatives were presented and specific examples of international collaboration initiatives were shared, including the latest of such planned initiatives, a SA-UK University Staff Doctoral Programme (USDP). In addition, Dr Whitfield highlighted the need for the DHET to consider ways in which the UCDP can support the implementation of internationalisation on campuses – for example, through facilitating the establishment of effective International Offices at all institutions. In his view internationalisation should be supporting transformation and capacity development. Dr Green concluded by expressing openness to DHET supporting national initiatives in capacity-building in internationalisation, such as the development of courses that could lead to qualifications in that area.

Professor Stephanie Burton focussed on the critical issue of doctoral training. Doctoral training is a priority for South African Higher Education, linked to the national objectives of participating in the global knowledge economy and the technological era, together with the need to build national capacity for research, science, technology and innovation. A major constraint for doctoral training nationally is the availability of supervisory capacity and expertise. Furthermore, there is much scope for improving efficiencies in doctoral training programmes concerning student preparedness, completion rates and time to graduate. Ways to address this include moving away from the traditional apprenticeship model of supervision to ‘smarter’, and more collaborative approaches involving cohort supervision, peer group involvement, and joint-supervision. Doctoral training centres provide one mechanism for this, allowing for both wide and intensive interaction.

There were some sobering statistics presented on throughput and completion rates of PhDs in South Africa. For example, only one in eight registered PhD candidates completes their studies. It takes on average four years to complete a PhD. While the National Development Plan states the desired target of 5,000 PhD graduates a year, less than half that number complete their studies. Building supervisory capacity and giving people the tools to be supervisors is urgently needed.

While international exposure and mobility can be built into doctoral training programmes, online platforms and communication technology will also assist with facilitating collaboration, enhance quality and in achieving the critical outcomes of doctoral training necessary for academia and employment in the broader global environment. The opportunities lie in developing increasingly global, connected approaches to partnerships for doctoral training programmes for South Africa and Africa.
The following resources and opportunities were shared:

- DIES/CREST online training course for supervisors of doctoral candidates at African universities https://www.sun.ac.za/crest/dies-crest-online-training-course/
- Enhancing post-graduate environments project http://postgradenvironments.com/
- Postgraduate supervision courses https://www.ru.ac.za/teachingandlearning/staffdevelopment/postgraduatesupervision/
- CHE website http://www.che.ac.za/

The Programme Facilitator, Ms Orla Quinlan, Deputy President of IEASA (2017-2018) concluded by thanking participants and speakers from universities, DHET and CHE for their contributions and lively engagement and Prof Jane Knight, for her insightful and refreshing contribution to the day. The British Council was also thanked for their financial contribution to getting participants to the workshop.

Congratulations to Minister Naledi Pandor

IEASA extends its heartiest congratulations to Minister Naledi Pandor on the remarkable achievement of her obtaining her PhD in the Faculty of Education, at the University of Pretoria.

Image courtesy of the University of Pretoria
Higher Education in Context

South Africa – A Regional *Higher Education Internationalisation Hub* in Transformation

Destination *South Africa*
This article argues that the South African Higher Education system can be characterised as a regional Higher Education internationalisation hub. Presently, it is transforming from a hub for undergraduate education into that of postgraduate education, and more specifically, doctoral education. From the day the country attained its democracy until 2011, it gained increasing prominence for undergraduate university education. In 2012, the sector saw the beginning of the slow decline in undergraduate student numbers and the increase in post-graduate student numbers, with these numbers gaining significant growth over the years, particularly in doctoral student numbers. This also resulted in the steady growth of the overall number of international students in South Africa. A new method of data evaluation allowed the authors to dissect the international student data utilising various indicators, including the level of study.

A new method of data evaluation allowed the authors to dissect the international student data utilising various indicators, including the level of study.

### Introduction

**Internationalisation, regionalism and academic hubs**

Higher Education Internationalisation and its functioning within the context of regionalism cannot be divorced from the broader discussion and identification of political and economic regional formations. It is for this reason that we need to pay attention to the general academic debates around these concepts. The following is a short introduction to these ideas.

Cohen (2001) posits an entropy-based explanation of the evolution of regional integration. In this theory, regional groupings occur systematically and come together for political, economic and cultural reasons. Cohen’s (1991) delineation, though not perfect, has provided a framework with which to identify economic and political regions. Foreign policy depends on the accurate identification of a region and so does Higher Education internationalisation policy. Abstracting from a national region scenario setup, Haggett (1977) concluded that some regions are natural while some regions are man-made for planning and administrative purposes. Some regions by extension pronounce themselves regions leading to the word region having many meanings. Jimbo (2013) identifies a typology of integration that becomes useful to explain how regions can go beyond their preferred geographical social and cultural associations to integrate onto a global platform.

Internationalisation of Higher Education evolved and developed globally with a symbiotic existence of political and economic regional influences. The political and economic formations provide a differentiated internationalised landscape. It is not possible to apply a uniform definition and description of the different mutations of Internationalisation of Higher Education globally. There is also no consensus on the exact meaning and delimitation of the concept (Zeleza, 2012, 2). One of the most widely used definitions describes it as the ‘process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education’ (Knight 2003, 2). We agree with the extension of this definition offered by De Wit and Hunter (2015), which describes it as the ‘intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of

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**Internationalisation of Higher Education evolved and developed globally.**
postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society’ (De Wit and Hunter 2015, 29). This extended definition reflects the critical notion that internationalisation is not an end, but rather a means to achieve other ends (De Wit, 2013) and serves as a means to achieve quality and promote the public good. However, definitions of Higher Education internationalisation should be context-specific. For example, Naude and Jooste define Higher Education internationalisation at South African universities as an intentional process that promotes an acute awareness of different nations in the world and the active, willing movement across national boundaries, in processes of exchange. Internationalisation is intensified by globalisation, but respects and supports the idea of nationalities and the sovereignty of nations. They further highlight the socio-political influences on the process of Higher Education internationalisation. (Naude and Jooste, 2004).

The term education hub, as defined by Knight refers to a specific form of student mobility and internationalisation, and is also predisposed to regional and local influences (Knight, 2015). The most common use of the term education hub is linked to formal transnational activities, largely defined by the establishment of international branch campuses. The focus on the establishment of branch campuses, mostly for profit, ignores the fact that other forms of mobility influenced by factors that cannot be linked to the commercialisation of education, also influenced the creation of regional hubs. We argue that one of the core characteristics of a Higher Education hub should be that it advances the quality of education, and serves the public good. Only if those criteria are met can it, in our view, qualify as a Higher Education internationalisation hub.

This chapter will illustrate how South Africa developed as an education hub differently to Knight’s conceptualisation. The country has evolved, since 1994, into a regional hub responding to the needs of the Southern African Development Community (SADC) and emerging as as a driver for doctoral education in the SADC region. The vision for regional integration and educational cross-fertilisation in Higher Education in the SADC region is set out in the 1997 SADC Protocol on Education and Training, which acknowledges that ‘no SADC Member State can alone offer world quality education and training programmes at an affordable cost and on a sustainable basis’ and is ‘mindful of the fact that programmes of human resource development, utilisation and increased productivity must have both national and regional dimensions’ (Preamble to the SADC Protocol). Thus, it advocates that education should be improved through regional integration. The data provided in this article demonstrates clearly how South African Higher Education responded to the vision of regional integration as determined in the protocol. The spirit of cooperation that defines the protocol defines South African Higher Education’s response after the ratification in September 1997.

**Article 8 of the Protocol, which considers cooperation in Higher Education, states as follows:**

1. “Member States agree to recommend to universities and other tertiary institutions in their countries to reserve 5% of admissions for students from SADC nations other than their own.
2. Member States agree to work towards harmonisation, equivalence, and eventual standardisation of University entrance requirements.
3. Member States agree that in order to prevent the costly repetition of courses taken at universities within the region and in order to contribute towards the mutual recognition of qualifications throughout the region, universities shall be encouraged to devise mechanisms to facilitate credit transfer from one University to another within the region.
4. Member States agree that it is desirable to work towards the harmonisation of the academic years of universities to facilitate staff and student mobility.
5. Member states agree that within ten years from the date of entry into force of this protocol, they shall treat students from SADC countries as home students for purposes of fees and accommodation.
6. Member States agree to facilitate the movement of students and staff from the Region for purposes of study, research, teaching and other pursuits relating to education and training. To this end, Members States agree to work towards the gradual relaxation and eventual elimination of immigration formalities that hinder free student and staff mobility.’ (SADC, 1997 Article 7).

The South African response to the Protocol, as with the broad implementation of internationalisation within the South African Higher Education system, has always been anecdotal. As much as internationalisation of Higher Education is seen to be an intentional process, the implementation of the SADC Protocol requires intentionality on behalf of Governments. South African universities responded, without new funding or other incentives to the spirit of the protocol. Although there is accurate data available identifying SADC students per country for the past 15 years – data that could be used to compare students from other African countries, as well as the rest of the world, is only available from 2011. In analysing the data from 2005, it is clear that the data for the period prior to 2011 would be similar. Figure 1 provides this detailed information:
The data indicates that in 2017, 60% of international students in South Africa originate from the SADC Counties and 18% from the rest of Africa. 78% of all International students are thus from Africa. Although the South African Government is promoting closer cooperation with other BRICS countries, the number of students from these countries did not increase, since South Africa joined this regional structure, but remained constant at two percentage. It is thus clear that the South African system, as far as inward student mobility is concerned, is strongly influenced by the Southern African region and the rest of the continent. An interesting tendency over the past five years is the slow but steady increase of students from parts of Africa, other than SADC countries. Although the number of students only increased by two percentage points, in analyses, it is clear that the increase in the number of students is largely at the postgraduate level.

This is clearly illustrated by the following: - the number of students from other African countries outside the SADC region increased steadily from 10917 in 2011 to 11248 students in 2017. Analysing the programmes these students pursue, the following picture unfolds. The number of Masters and PhD students increased from 4132 students in 2011 or 37% of the total to 6112 or 54% of the total. It is also clear that the growth of student numbers from Africa outside the SADC region is largely taking place at the postgraduate level. The significance of this is analysed in the latter part of the article.

![Figure 1 - Origins of International Students in South Africa.](image)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<td>28 847</td>
<td>28 801</td>
<td>28 587</td>
<td>28 604</td>
<td>28 891</td>
<td>28 836</td>
</tr>
<tr>
<td>Other African</td>
<td>6 090</td>
<td>6 502</td>
<td>6 943</td>
<td>7 188</td>
<td>7 447</td>
<td>7 685</td>
<td>7 672</td>
</tr>
<tr>
<td>Europe</td>
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<td>2 509</td>
<td>2 200</td>
<td>2 311</td>
<td>2 327</td>
<td>2 380</td>
<td>2 311</td>
</tr>
<tr>
<td>North America</td>
<td>1 395</td>
<td>1 356</td>
<td>1 410</td>
<td>1 309</td>
<td>1 447</td>
<td>1 499</td>
<td>966</td>
</tr>
<tr>
<td>BRIC</td>
<td>766</td>
<td>688</td>
<td>679</td>
<td>669</td>
<td>657</td>
<td>691</td>
<td>808</td>
</tr>
<tr>
<td>Other</td>
<td>113</td>
<td>66</td>
<td>180</td>
<td>286</td>
<td>239</td>
<td>620</td>
<td>693</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>39 101</td>
<td>40 268</td>
<td>40 213</td>
<td>40 350</td>
<td>40 721</td>
<td>41 755</td>
<td>41 286</td>
</tr>
</tbody>
</table>
A detailed analysis of the SADC students studying in South Africa

The following analyses of the South African Higher Education data, with specific reference to the International student data, in relation to the SADC students in the system, illustrates the point that as far as student mobility into South Africa is concerned, it is mostly a regionally influenced system.

Figure 2: SADC students studying in South Africa

The number of Masters and PhD students increased from 4132 students in 2011 or 37% of the total to 6112 or 54% of the total.
<table>
<thead>
<tr>
<th>Year</th>
<th>Namibia</th>
<th>Swaziland</th>
<th>Tanzania</th>
<th>Zambia</th>
<th>Seychelles</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2 194</td>
<td>1 904</td>
<td>312</td>
<td>780</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>2 387</td>
<td>1 487</td>
<td>479</td>
<td>810</td>
<td>10</td>
</tr>
<tr>
<td>2007</td>
<td>2 640</td>
<td>1 556</td>
<td>537</td>
<td>976</td>
<td>22</td>
</tr>
<tr>
<td>2008</td>
<td>2 692</td>
<td>1 763</td>
<td>503</td>
<td>927</td>
<td>30</td>
</tr>
<tr>
<td>2009</td>
<td>2 699</td>
<td>1 992</td>
<td>503</td>
<td>895</td>
<td>33</td>
</tr>
<tr>
<td>2010</td>
<td>2 698</td>
<td>2 104</td>
<td>503</td>
<td>991</td>
<td>32</td>
</tr>
<tr>
<td>2011</td>
<td>2 719</td>
<td>2 166</td>
<td>503</td>
<td>1 048</td>
<td>27</td>
</tr>
</tbody>
</table>

60% of international students in South Africa originate from the SADC counties.
The student numbers from the SADC region are not only a reflection of the strength of the South African system to draw students, but it is also an indicator of the capacity constraints within the region. The cases of Botswana, the Democratic Republic of the Congo (DRC) and Zimbabwe illustrate this fact.

**Botswana**

The Botswana Government identified the South African system as a preferred Higher Education destination and provided comprehensive funding that allowed Botswana citizens to study in South Africa. Until 2005, Botswana was the number one country sending international students to South Africa. The decline in student numbers in the following years can largely be attributed to the investment the country made into its own Higher Education system, alleviating the need to study abroad at the undergraduate level to obtain quality education.

![Botswana data table]

**Zimbabwe**

Against a background of domestic political and financial instability, Zimbabwe surpassed Botswana as the number one country sending students to study in South Africa. The current student numbers from Zimbabwe portray 39% of all the SADC students and 27% of all international students studying in South Africa.

![Zimbabwe data table]

**Other factors influencing student mobility**

It is also necessary to look at the influence of student activism that played out on the South African campuses from 2015. This instability did not influence the student flows to the South African system from the region, with the exception of student numbers from the Seychelles, which showed a significant decline since 2015.

This instability did not influence the student flows to the South African system from the region.

Further analysis of the student data indicates that 13% of all SADC students registered in 2005 were Masters and PhD students, whereas in 2017 this cohort represented 31% of the SADC student body. The increase of the SADC student body in South Africa outpaced the growth of South African student numbers in the period 2005 to 2011. It grew by 9% per year-on-year in this period while the South African student numbers increased by not more than 3% per year. This growth was however not sustained and from 2012 student mobility only grew by 1% year on year or showed a slight decline in 2017. The slow growth can be attributed to a real decline in the number of undergraduate students. Undergraduate SADC student numbers in South Africa peaked in 2012 when 16193 students were registered compared to 12975 registered in 2017. This represents a decline of more than 19%.

**The DRC**

The political instability within SADC is also reflected in the student mobility into South Africa. The number of students from the DRC illustrates this. The number of students from the DRC in South Africa has grown by more than 500% since 2005 as reflected below.

![DRC data table]
The growth of undergraduate Higher Education capacity in other SADC countries through the establishment of new universities for example in Botswana, Mozambique, Mauritius and the Seychelles during this period could have been a main factor influencing student mobility into South Africa. This could also explain the growth in postgraduate student numbers as the focus of the new SADC institutions focussed mainly on undergraduate education.

The following data illustrates the above.

The growth in PhD student numbers from the SADC region has been exponential. Their number increased from 645 in 2006 to 3661 in 2017, a 914% growth. This sustained increase relates to PhD students from all countries in the SADC region, throughout the entire period, as is evident from the data below:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Zimbabwe</td>
<td>204</td>
<td>619</td>
<td>1 053</td>
<td>1 332</td>
<td>1 609</td>
<td>1 952</td>
<td>2 152</td>
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<tr>
<td>Zambia</td>
<td>63</td>
<td>94</td>
<td>135</td>
<td>163</td>
<td>175</td>
<td>205</td>
<td>229</td>
</tr>
<tr>
<td>Tanzania</td>
<td>34</td>
<td>79</td>
<td>118</td>
<td>119</td>
<td>124</td>
<td>117</td>
<td>128</td>
</tr>
<tr>
<td>Swaziland</td>
<td>25</td>
<td>38</td>
<td>92</td>
<td>132</td>
<td>134</td>
<td>141</td>
<td>138</td>
</tr>
<tr>
<td>Seychelles</td>
<td>0</td>
<td>1</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Namibia</td>
<td>57</td>
<td>86</td>
<td>105</td>
<td>115</td>
<td>126</td>
<td>151</td>
<td>175</td>
</tr>
<tr>
<td>Mozambique</td>
<td>51</td>
<td>64</td>
<td>69</td>
<td>70</td>
<td>81</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td>Total SADC Registrations per Year</td>
<td>645</td>
<td>1 321</td>
<td>2 103</td>
<td>2 570</td>
<td>2 889</td>
<td>3 392</td>
<td>3 661</td>
</tr>
<tr>
<td>Mauritius</td>
<td>4</td>
<td>15</td>
<td>52</td>
<td>71</td>
<td>77</td>
<td>84</td>
<td>75</td>
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<tr>
<td>Malawi</td>
<td>45</td>
<td>82</td>
<td>127</td>
<td>156</td>
<td>161</td>
<td>180</td>
<td>174</td>
</tr>
<tr>
<td>Madagascar</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>20</td>
<td>21</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Lesotho</td>
<td>49</td>
<td>96</td>
<td>127</td>
<td>147</td>
<td>145</td>
<td>179</td>
<td>205</td>
</tr>
<tr>
<td>DRC</td>
<td>28</td>
<td>55</td>
<td>91</td>
<td>111</td>
<td>108</td>
<td>119</td>
<td>128</td>
</tr>
<tr>
<td>Botswana</td>
<td>79</td>
<td>81</td>
<td>108</td>
<td>125</td>
<td>118</td>
<td>144</td>
<td>141</td>
</tr>
<tr>
<td>Angola</td>
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<td>9</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Figure 3: Comparison between SADC PhD registration and SADC undergraduate registrations

* Refer to Figure 2 for the total number of contact international students
Graduate numbers
Providing the data on the number of registrations from SADC countries in South Africa only tells half the story about the impact and value of the mobility. Analysing the graduation data provides a clear view about the value of this collaboration to the human resources development and the benefit to the broader economic development of the region.

<table>
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<td>Zimbabwe</td>
<td>23</td>
<td>74</td>
<td>134</td>
<td>154</td>
<td>169</td>
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<td>12</td>
<td>18</td>
<td>17</td>
<td>27</td>
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<td>22</td>
</tr>
<tr>
<td>Tanzania</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>20</td>
<td>29</td>
<td>19</td>
<td>27</td>
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<tr>
<td>Swaziland</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>18</td>
<td>16</td>
<td>18</td>
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<tr>
<td>Seychelles</td>
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<td>0</td>
</tr>
<tr>
<td>Namibia</td>
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<td>9</td>
<td>18</td>
<td>14</td>
<td>8</td>
<td>20</td>
<td>19</td>
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<td>Mozambique</td>
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<td>11</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>9</td>
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<td>Mauritius</td>
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<td>Lesotho</td>
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<tr>
<td>Botswana</td>
<td>8</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>17</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Angola</td>
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<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

As most of these graduates returned to their country of origin, the value of the mobility becomes imperative. The South African Higher Education hub is making a significant and sustainably increasing contribution to PhD capacity development in the SADC region. Further research tracking the PhD graduates after graduation should be conducted as it would provide critical information about the added benefits to the SADC society and economy.
Institutions reacted to the SADC Protocol, without direct Government intervention and provided access to a large number of SADC students. The South African system developed into a regional hub providing Higher Education to students from all the SADC countries. It, however, is much more than just a regional hub but a true Higher Education internationalisation hub in Southern Africa in that its Higher Education system makes a significant contribution to the provision of quality doctoral education for the SADC region and beyond. As it contributes significantly in the education of PhD students, the knowledge produced during the research activities for the PhD studies is a clear demonstration of its global reach.

The above analyses of the data provide clear evidence signalling that the real transformation process which is taking place in South African Higher Education is towards an international knowledge hub. Postgraduate and particularly, doctoral education, is increasingly taking centre stage. While this increases the hub’s impact on the region, the South African Higher Education system should take care to maintain and further enhance the internationalisation of undergraduate studies. In light of the gradual decrease of undergraduate international student numbers, suitable interventions may include a focus on undergraduate semester exchange programs within the SADC region, virtual exchanges and a stronger focus on curriculum internationalisation.

The SADC region should consider a more direct involvement in the promotion of Higher Education collaboration. Instead of purely focussing on mobility and the reservation of 5% of student places within the university systems, it should also promote closer collaboration as envisaged in the protocol. The final clause of the Protocol provides an end goal — 10 years from the signing of the protocol, when it declared that “Member States agree to facilitate the SADC region and beyond. As it contributes significantly in the education of PhD students, the knowledge produced during the research activities for the PhD studies is a clear demonstration of its global reach.

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movement of students and staff from the Region for purposes of study, research, teaching and other pursuits relating to education and training. To this end, Members States agree to work towards the gradual relaxation and eventual elimination of immigration formalities that hinder free student and staff mobility.”

**Technical and Vocational Education and Training (TVET)**

One of the unknown factors linked to the undergraduate student numbers is a clear analysis of the number of international students studying in the Technical and Vocational Education and Training (TVET) sector. Reliable, comprehensive data for all the South African institutions in this sector is not available. The numbers appear to be significant, for example, a study of the TVET students in Cape Town indicates that international students represent around 1% of the student body. The major sender of international students from SADC countries to this sector is that of the DRC. A further study focussing on this sector will be conducted to provide an accurate picture of the internationalised character of this sector.

**A glance at the complete South African Higher Education space**

The fact that students from SADC countries represents 60% of all the International students studying at South African universities should not be interpreted that the knowledge created and provided by the South African Higher Education space is only relevant to regional and continental audiences. It is indeed a Higher Education space that also participates and contributes to Higher Education Internationalisation, globally.

The following will provide a snapshot of the international student representation at the South African universities. It is clear from the data that the distribution of international students throughout the South African system is uneven, and as such only benefits some of the universities. This matter is addressed in the draft Internationalisation Policy. A differentiated Internationalisation Higher Education landscape could emerge once the policy is implemented that could change the international student distribution throughout the system, and as such contribute to the further transformation of the South African Higher Education space, into a real International Higher Education place.

Analysing the representation of international students amongst the South African universities can’t be done without a clear description of ‘who is an international student in South Africa’. This might seem to be a senseless question but as the concept is globally interpreted in a variety of ways, it is as necessary to provide a definition of an international student so that the South African data can be interpreted comparably to all the other major global Higher Education systems that report international student data.

The fact that students from SADC countries represents 60% of all the International students studying at South African universities should not be interpreted as that the knowledge created and provided by the South African Higher Education space is only relevant to regional and continental audiences.

The recognised definition used by Project Atlas, an international collaboration of International Associations, is:

> According to the Draft Internationalisation Policy published by the DHET, an international student is defined as ‘an individual registered as a student in a public or private Higher Education institution in a country other than their country of citizenship or residence (permanent residents are South Africans)’.

The counting of ‘mobile’ students in the case of Project Atlas excludes distance and ‘on-line’ students and, as such, would exclude all such student’s mobility from the South African data. It is important that we report students in line with Project Atlas as it is the only way that the South African system can be globally compared and benchmarked. In the reporting we will, however, also separately report the distance education students in the South African system. As indceted earlier, the students studying in the
TVET sector are not currently included in the data, although they form part of the data reported by the United States of America (USA) and Australia. It is envisaged that the data for these students would be available during the next reporting cycle.

The data as reported by South African Higher Education Institutions does not include students that visit South Africa for a short program nor those placed as interns in private companies or Higher Education Institutions. As mobility and student experience evolves, it is important that South Africa develops a mechanism that can capture all mobility into South Africa by different types of students. Only when a complete picture of student mobility into South Africa can be determined, can we begin to evaluate the impact of international student mobility on the total South African civil society. An illustration of the possible impact of international students can be illustrated by the difference in the reporting of students from the USA. According to the reporting through the Department of Higher Education’s – HEMIS reporting system of Public Universities reported:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1388</td>
</tr>
<tr>
<td>2014</td>
<td>1310</td>
</tr>
<tr>
<td>2015</td>
<td>1423</td>
</tr>
<tr>
<td>2016</td>
<td>1465</td>
</tr>
<tr>
<td>2017</td>
<td>938</td>
</tr>
</tbody>
</table>

Students from the USA studying at South African universities. Open Doors, the formal reporting structure of USA student mobility reported the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5337</td>
</tr>
<tr>
<td>2014</td>
<td>4968</td>
</tr>
<tr>
<td>2015</td>
<td>5249</td>
</tr>
<tr>
<td>2016</td>
<td>6042</td>
</tr>
<tr>
<td>2017</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The counting of ‘mobile’ students in the case of Project Atlas excludes distance and ‘on-line’ students and as such would exclude all such students’ mobility from the South African data.

PhD registrations from SADC countries more than doubled from 1780 in 2012 to 3661 (2017).
This significant difference can only be attributed to the non-reporting of short-term programme students as mentioned above. It is not possible to determine the under reporting of short programme students to that from other countries as the equivalent reporting system provided by Open Doors does not exist for Europe or other possible sending countries.

Figure 6: Profile of universities with more than 20 000 and more students in 2017

<table>
<thead>
<tr>
<th>University Name</th>
<th>Total Students</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Peninsula University of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>33 370</td>
<td>3 005</td>
</tr>
<tr>
<td>2014</td>
<td>32 914</td>
<td>2 897</td>
</tr>
<tr>
<td>2015</td>
<td>32 340</td>
<td>2 605</td>
</tr>
<tr>
<td>2016</td>
<td>34 151</td>
<td>2 606</td>
</tr>
<tr>
<td>2017</td>
<td>34 402</td>
<td>2 703</td>
</tr>
<tr>
<td>Durban University of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>26 059</td>
<td>654</td>
</tr>
<tr>
<td>2014</td>
<td>26 472</td>
<td>704</td>
</tr>
<tr>
<td>2015</td>
<td>27 023</td>
<td>623</td>
</tr>
<tr>
<td>2016</td>
<td>28 377</td>
<td>613</td>
</tr>
<tr>
<td>2017</td>
<td>29 787</td>
<td>600</td>
</tr>
<tr>
<td>Nelson Mandela University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>25 301</td>
<td>1 752</td>
</tr>
<tr>
<td>2014</td>
<td>26 178</td>
<td>1 658</td>
</tr>
<tr>
<td>2015</td>
<td>26 276</td>
<td>1 672</td>
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<tr>
<td>2016</td>
<td>27 555</td>
<td>1 716</td>
</tr>
<tr>
<td>2017</td>
<td>27 612</td>
<td>1 512</td>
</tr>
<tr>
<td>North-West University</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>36 195</td>
<td>1 302</td>
</tr>
<tr>
<td>2014</td>
<td>37 943</td>
<td>1 491</td>
</tr>
<tr>
<td>2015</td>
<td>39 552</td>
<td>1 580</td>
</tr>
<tr>
<td>2016</td>
<td>41 755</td>
<td>1 600</td>
</tr>
<tr>
<td>2017</td>
<td>2013</td>
<td>27 418</td>
</tr>
<tr>
<td>2014</td>
<td>29 613</td>
<td>3 226</td>
</tr>
<tr>
<td>2015</td>
<td>30 161</td>
<td>3 300</td>
</tr>
<tr>
<td>2016</td>
<td>31 114</td>
<td>3 481</td>
</tr>
<tr>
<td>Stellenbosch University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>52 864</td>
<td>1 826</td>
</tr>
<tr>
<td>2014</td>
<td>55 560</td>
<td>1 743</td>
</tr>
<tr>
<td>2015</td>
<td>56 172</td>
<td>1 744</td>
</tr>
<tr>
<td>2016</td>
<td>57 876</td>
<td>1 739</td>
</tr>
<tr>
<td>2017</td>
<td>61 998</td>
<td>1 761</td>
</tr>
<tr>
<td>Tshwane University of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>48 386</td>
<td>2 308</td>
</tr>
<tr>
<td>2014</td>
<td>49 789</td>
<td>2 342</td>
</tr>
<tr>
<td>2015</td>
<td>49 452</td>
<td>2 797</td>
</tr>
<tr>
<td>2016</td>
<td>49 403</td>
<td>3 216</td>
</tr>
<tr>
<td>2017</td>
<td>48 434</td>
<td>3 374</td>
</tr>
<tr>
<td>University of Cape Town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>25 805</td>
<td>5 434</td>
</tr>
<tr>
<td>2014</td>
<td>26 118</td>
<td>5 447</td>
</tr>
<tr>
<td>2015</td>
<td>26 357</td>
<td>5 786</td>
</tr>
<tr>
<td>2016</td>
<td>28 448</td>
<td>6 186</td>
</tr>
<tr>
<td>2017</td>
<td>28 265</td>
<td>5 803</td>
</tr>
<tr>
<td>University of Johannesburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>48 386</td>
<td>2 308</td>
</tr>
<tr>
<td>2014</td>
<td>49 789</td>
<td>2 342</td>
</tr>
<tr>
<td>2015</td>
<td>49 452</td>
<td>2 797</td>
</tr>
<tr>
<td>2016</td>
<td>49 403</td>
<td>3 216</td>
</tr>
<tr>
<td>2017</td>
<td>48 434</td>
<td>3 374</td>
</tr>
<tr>
<td>University of Limpopo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>22 914</td>
<td>515</td>
</tr>
<tr>
<td>2014</td>
<td>23 384</td>
<td>465</td>
</tr>
<tr>
<td>2015</td>
<td>18 907</td>
<td>263</td>
</tr>
<tr>
<td>2016</td>
<td>19 843</td>
<td>243</td>
</tr>
<tr>
<td>2017</td>
<td>20 608</td>
<td>240</td>
</tr>
<tr>
<td>University of KwaZulu Natal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>40 576</td>
<td>3 060</td>
</tr>
<tr>
<td>2014</td>
<td>43 170</td>
<td>3 247</td>
</tr>
<tr>
<td>2015</td>
<td>43 807</td>
<td>3 323</td>
</tr>
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<td>3 146</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>2013</td>
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<td>4 516</td>
</tr>
<tr>
<td>2014</td>
<td>48 452</td>
<td>4 721</td>
</tr>
<tr>
<td>2015</td>
<td>49 403</td>
<td>4 814</td>
</tr>
<tr>
<td>2016</td>
<td>48 921</td>
<td>4 764</td>
</tr>
<tr>
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<td>4 573</td>
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<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td>2015</td>
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<td>1 580</td>
</tr>
<tr>
<td>2016</td>
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<td>1 802</td>
</tr>
<tr>
<td>2017</td>
<td>31 293</td>
<td>1 706</td>
</tr>
</tbody>
</table>
Notwithstanding the above shortcomings, the following will give a near complete picture of the student flows to South African Higher Education institutions:

**Figure 7: Profile of universities with less than 20 000 and more students in 2017**

<table>
<thead>
<tr>
<th>University of the Western Cape</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 383</td>
<td>1 732</td>
<td>20 582</td>
<td>1 625</td>
<td>20 382</td>
<td>1 519</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Witwatersrand</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 134</td>
<td>3 228</td>
<td>32 721</td>
<td>3 320</td>
<td>33 777</td>
<td>3 465</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
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<td>381</td>
<td>23 946</td>
<td>273</td>
<td>25 993</td>
<td>231</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Central University of Technology</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<td>483</td>
<td>14 117</td>
<td>449</td>
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</table>

<table>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11 377</td>
<td>93</td>
<td>11 518</td>
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<table>
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<th>2017</th>
</tr>
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<tbody>
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<td>7 519</td>
<td>1 610</td>
<td>8 007</td>
<td>1 587</td>
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</table>

<table>
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<th>2014</th>
<th>2015</th>
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<th>2017</th>
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<tbody>
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<table>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
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<td>3</td>
<td>703</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Fort Hare</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 178</td>
<td>13 063</td>
<td>1 084</td>
<td>13 458</td>
<td>1 241</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Mpumalanga</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>816</td>
<td>9</td>
<td>1 249</td>
<td>23</td>
<td>1 771</td>
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<table>
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<tr>
<th>University of Venda</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<td>11 818</td>
<td>578</td>
<td>13 497</td>
<td>482</td>
<td>14 146</td>
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</tr>
</tbody>
</table>

<table>
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<th>University of Zululand</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>16 663</td>
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<table>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>1 771</td>
<td>19 096</td>
<td>1 702</td>
<td>17 489</td>
<td>1 457</td>
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</table>
The postgraduate student component of the South African Higher Education system was discussed in the previous part of this chapter, indicating that South Africa can be described as a regional Higher Education hub. The following figure clearly indicates that the distribution of international students engaged in postgraduate studies is represented in most South African Universities, although the distribution of international students throughout the system is uneven. It is clear that the universities described as research universities have the majority of International students in South Africa.

Figure 8: Postgraduate student profile of universities with 500 and more international students in 2017

<table>
<thead>
<tr>
<th>University</th>
<th>2013 Int Students</th>
<th>2014 Int Students</th>
<th>2015 Int Students</th>
<th>2016 Int Students</th>
<th>2017 Int Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Peninsula University of Technology</td>
<td>340</td>
<td>429</td>
<td>445</td>
<td>487</td>
<td>548</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>1 380</td>
<td>1 586</td>
<td>1 606</td>
<td>1 850</td>
<td>1 930</td>
</tr>
<tr>
<td>Central University of Technology</td>
<td>46</td>
<td>64</td>
<td>60</td>
<td>88</td>
<td>84</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>516</td>
<td>610</td>
<td>596</td>
<td>638</td>
<td>721</td>
</tr>
<tr>
<td>Durban University of Technology</td>
<td>100</td>
<td>141</td>
<td>188</td>
<td>239</td>
<td>274</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>562</td>
<td>761</td>
<td>986</td>
<td>1 183</td>
<td>1 254</td>
</tr>
<tr>
<td>Nelson Mandela University</td>
<td>436</td>
<td>413</td>
<td>425</td>
<td>456</td>
<td>415</td>
</tr>
<tr>
<td>Total Registrations</td>
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<td>3 396</td>
<td>3 462</td>
<td>3 540</td>
<td>3 493</td>
</tr>
<tr>
<td>North-West University</td>
<td>533</td>
<td>683</td>
<td>733</td>
<td>850</td>
<td>854</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>5 955</td>
<td>6 329</td>
<td>6 328</td>
<td>6 390</td>
<td>6 725</td>
</tr>
<tr>
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<td>635</td>
<td>663</td>
<td>645</td>
<td>642</td>
</tr>
<tr>
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<td>1 994</td>
<td>2 003</td>
<td>2 071</td>
<td>2 038</td>
</tr>
<tr>
<td>Stellenbosch University</td>
<td>1 448</td>
<td>1 495</td>
<td>1 569</td>
<td>1 652</td>
<td>1 672</td>
</tr>
<tr>
<td>Total Registrations</td>
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<td>361</td>
<td>385</td>
<td>354</td>
<td>333</td>
</tr>
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<td>2 381</td>
<td>2 531</td>
<td>2 638</td>
<td>2 981</td>
</tr>
<tr>
<td>University of Cape Town</td>
<td>2 032</td>
<td>2 245</td>
<td>2 404</td>
<td>2 756</td>
<td>2 925</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>6 926</td>
<td>7 368</td>
<td>7 833</td>
<td>8 630</td>
<td>8 938</td>
</tr>
<tr>
<td>University of Fort Hare</td>
<td>562</td>
<td>664</td>
<td>688</td>
<td>674</td>
<td>715</td>
</tr>
<tr>
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<td>2 732</td>
<td>2 722</td>
<td>3 268</td>
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<td>742</td>
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<tr>
<td>University of the Western Cape</td>
<td>907</td>
<td>882</td>
<td>904</td>
<td>915</td>
<td>929</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>3 365</td>
<td>3 228</td>
<td>3 507</td>
<td>3 769</td>
<td>4 087</td>
</tr>
<tr>
<td>University of KwaZulu Natal</td>
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<td>2 439</td>
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<td>10 752</td>
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<td>11 877</td>
</tr>
<tr>
<td>University of Pretoria</td>
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<td>2 306</td>
<td>2 367</td>
<td>2 335</td>
<td>2 279</td>
</tr>
<tr>
<td>Total Registrations</td>
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<td>13 010</td>
<td>12 055</td>
<td>11 877</td>
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<tr>
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<td>809</td>
<td>862</td>
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<tr>
<td>Total Registrations</td>
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<td>4 281</td>
<td>5 143</td>
<td>4 574</td>
</tr>
<tr>
<td>University of the Western Cape</td>
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<td>882</td>
<td>904</td>
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</tr>
<tr>
<td>Total Registrations</td>
<td>3 365</td>
<td>3 228</td>
<td>3 507</td>
<td>3 769</td>
<td>4 087</td>
</tr>
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<td>1 853</td>
<td>2 037</td>
<td>2 276</td>
<td>2 381</td>
</tr>
<tr>
<td>Total Registrations</td>
<td>8 421</td>
<td>9 143</td>
<td>9 966</td>
<td>10 873</td>
<td>11 365</td>
</tr>
<tr>
<td>Walter Sisulu University</td>
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<td>65</td>
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<td>728</td>
<td>941</td>
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<td>169</td>
<td>172</td>
<td>179</td>
<td>193</td>
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</table>
### International distance education students studying in at South African universities

To complete the size and shape of the current South African Higher Education system, it is essential also to provide the data of those students registered as distance education students. These students do not travel to South Africa for their studies but do it in their country of residence. As South Africa has a dedicated distance education university the vast majority of the international students that are registered as distance education students study through the University of South Africa (UNISA).

**Figure 9: International Distance Education student profile of universities with 1 000 and more international students in 2017**

<table>
<thead>
<tr>
<th>University</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>93</td>
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<td>293</td>
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<td>27</td>
<td>178</td>
<td>107</td>
<td>272</td>
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<td>304</td>
<td>300</td>
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<td>2 499</td>
<td>2 289</td>
<td>2 283</td>
<td>1 984</td>
<td>1 622</td>
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<td>National</td>
<td>22 523</td>
<td>21 495</td>
<td>22 281</td>
<td>23 653</td>
<td>23 844</td>
<td>21 859</td>
<td>19 171</td>
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<td>24 780</td>
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<td>23 843</td>
<td>20 793</td>
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<td>1 295</td>
<td>1 225</td>
<td>1 074</td>
<td>1 025</td>
<td>1 034</td>
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<td><strong>University of Pretoria</strong></td>
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<td></td>
</tr>
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<td>68</td>
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<td>47</td>
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<td>24</td>
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<td>4 279</td>
<td>2 918</td>
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<td>10 085</td>
<td>7 924</td>
<td>6 811</td>
<td>4 311</td>
<td>2 942</td>
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<td>307 078</td>
<td>324 607</td>
<td>298 742</td>
<td>308 584</td>
<td>274 289</td>
<td>319 332</td>
</tr>
<tr>
<td>Total</td>
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<td>336 221</td>
<td>355 240</td>
<td>328 491</td>
<td>337 944</td>
<td>299 324</td>
<td>344 015</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>356</td>
<td>241</td>
<td>293</td>
<td>232</td>
<td>214</td>
<td>171</td>
</tr>
<tr>
<td>National</td>
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<td>6 026</td>
<td>5 935</td>
<td>4 976</td>
<td>4 850</td>
<td>7 057</td>
<td>6 633</td>
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<td>Total</td>
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<td>6 176</td>
<td>5 269</td>
<td>5 082</td>
<td>7 271</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>International</td>
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<td>32 589</td>
<td>33 630</td>
<td>32 644</td>
<td>32 237</td>
<td>27 613</td>
<td>26 740</td>
</tr>
<tr>
<td>National</td>
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<td>354 544</td>
<td>368 926</td>
<td>339 498</td>
<td>347 479</td>
<td>310 106</td>
<td>350 185</td>
</tr>
<tr>
<td>Total</td>
<td>381 130</td>
<td>387 133</td>
<td>402 556</td>
<td>372 142</td>
<td>379 716</td>
<td>337 719</td>
<td>376 925</td>
</tr>
</tbody>
</table>
The above sets of data provide numerous interpretation avenues. The question should be asked if it accurately reflects South Africa’s position in the global Higher Education space. Data is one of the few benchmarking opportunities that exist in the position of the South African universities on the different international ranking tables. It is mostly agreed that this is not a perfect measure but it does, however, provide a particular positioning of the South African universities.

Referring to the above-ranking criteria the following picture emerges:

<table>
<thead>
<tr>
<th>Ranking Organisation</th>
<th>UCT</th>
<th>WITS</th>
<th>Stellenb</th>
<th>UKZN</th>
<th>Univ Pret</th>
<th>UJ</th>
<th>UWC</th>
<th>NWU</th>
</tr>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>-</td>
</tr>
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<td>2</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>ACADEMIC RANKING OF WORLD UNIVERSITIES</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CWTS Leiden Ranking</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>-</td>
<td>6</td>
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<td>RANKING WEB OF UNIVERSITIES</td>
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<td>5</td>
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<td>7</td>
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</tr>
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<td>3</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>-</td>
</tr>
</tbody>
</table>

The role of the different University Ranking systems in the evaluation and positioning of universities globally is constantly debated and is a contentious matter. One of the ranking methodologies that is adding more value and providing valuable insights about the value provided by the universities in the system is the U21 Ranking of Higher Education Systems. A project sponsored by the universitas 21 (U21) Network of Universities. Details of this ranking system are available in the annual ranking reports published since 2013.

South Africa was identified, amongst more than 200 national systems as a system that was worth including in the list of 50 National systems that could be ranked.

In the concluding remarks of the first systems ranking publication, the authors indicated that “a necessary condition for building up a strong Higher Education sector is to establish a favourable environment, to connect with other national systems in research and training and then to fund it appropriately.

South Africa was identified, amongst more than 200 national systems as a system that was worth including in the list of 50 National systems that could be ranked. South Africa ranked 45th out of the 50 countries ranked. It was, however an accomplishment for the system to be part of those that are ranked. The South African system improved its position since 2012 to be ranked 34th in 2019. The details of the positioning of South Africa are illustrated in the table on page 31.

The ranking committee of the U21 ranking system provided a very interesting interpretation of their 2019 ranking. South Africa gained prominence in their interpretation of the 2018 position of South Africa on the ranking list. They interpreted and analysed the South African position as follows:

“South Africa is ranked 34th overall, which combines ranks of 34 for Resources, 22 for Environment, 32 for Connectivity and 36 for Output. Government expenditure on Higher Education as a share of Gross Domestic Product (GDP) is ranked 38th and research expenditure 33rd. In Connectivity, South Africa is 22nd for the percentage of joint publications with international researchers; 28th for joint publications with industry (which show the eighth largest increase over the last seven years); and 34th for knowledge transfer with firms.” As significant observation by the rankers is that: “over the last seven years, the increases in research expenditure and publications are ranked sixth and...”
One of the major factors that advanced the normalised South African ranking is linked to research expenditure and publications. This is also linked to the research qualifications for the period 2009 -2016. The percentage improvement of South Africa in this category is attributed to the increase in research output and publications during the period 2010 – 2017. This ranked South Africa sixth and represented an increase of 82.7%. This confirms the earlier data provided about the increase in postgraduate students in the South African system. This in turn reflects the importance of the international PhD students in the South African system. (See earlier discussion on page 19)

In conclusion, the analysis of the international students in the South African system underlines the importance of data to inform rational decision-making. It also highlights the importance of accurate data in the context of the draft Higher Education Internationalisation Policy and provides needed information that allows for global benchmarking. As indicated in the adjacent figures, South Africa is the leading system amongst the BRICS countries and the only country from Africa that can be ranked within the top 50 countries in the world. One of the defining criteria that allowed South Africa to be amongst the top 50 countries, is the availability of quality data.

### References:


De Wit, H. 2013 Reconsidering the Concept of Internationalisation International Higher Education 70 Winter: pp 6-7.


All data provided and Analysed retrieved from HEMIS. Analysis of data was done by the African Centre for Higher Education Internationalisation (AfriC). Detailed data can be obtained from AfriC.

Dr Nico Jooste is a Research Associate of the Nelson Mandela University.
South Africa is a country like no other. It is a country where you can see the Big 5 (the lion, the African elephant, the Cape buffalo, the leopard, and the rhinoceros), the Small 5 (the ant lion, the leopard tortoise, the elephant shrew, the rhino beetle and the buffalo weaver) and one of the most exquisite floral kingdoms of the world all in one day.

Apart from offering a world class education and vibrant campus life, South Africa is a study destination that will also challenge the senses and the mind with its diversity, its beauty, as well as its complicated past.

**Politics, Economics and Society**

The population of South Africa is 55.6 million with the majority staying in the Gauteng and Kwazulu-Natal provinces. The youth population (age 15-34) currently comprises 20.1 million.

Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the judicial capital is Bloemfontein. South Africa has a proportional representation electoral system, with general elections every five years. There are two ballots, one to elect members to parliament’s to the National Assembly and the other to elect members to provincial parliaments. An upper house, the National Council of Provinces, comprises 10 delegates each from the country’s nine provinces. Local elections are run separately. There is also a House of Traditional Leaders, for chiefs of rural areas still under tribal authority. Parliament elects a President who is allowed a maximum of two terms. Nelson Mandela was the new South Africa’s first President, and he stepped down after just one term. The current President of South Africa is Cyril Ramaphosa, who took up office after Jacob Zuma resigned on 14 February, 2018.

South Africa’s success in rising above centuries of racial hatred through reconciliation has been internationally acknowledged as a major political achievement of the 20th century. The country boasts eleven Nobel Laureates, of which the four Nobel Peace Prize winners are Chief Albert Luthuli, Archbishop Desmond Tutu, Nelson Mandela and FW de Klerk.

Since democracy, the African National Congress (ANC) has been the ruling party in the majority. In the 2019 National Elections, the ANC received 57.5% of the vote which shows a steady decline from the majority received under Former President Thabo Mbeki, which was 68% and lower than that of the Jacob Zuma administration, which was 62%.

South Africa remains a dual economy with one of the highest inequality rates in the world, perpetuating both inequality and exclusion. According to Statistics South Africa, the Gini coefficient measuring relative wealth reached 0.65 in 2014 based on expenditure data (excluding taxes), and 0.69 based on income data (including salaries, wages, and social grants). According to the World Bank, South Africa has a large, diverse and growing economy. For the first time in modern history South Africa slipped behind Nigeria as the
South Africa has been famously referred to as the rainbow nation because it consists of many diverse cultures and religions. Some of the diverse cultures include Zulu, Xhosa, Pedi, Tswana, Ndebele, Khoisan, Hindu, Muslim, and Afrikaner. The country has nine provinces, each with a distinct character and 11 official languages.

Unemployment figures in South Africa remain high. Although the potential labour force is almost 35.8 million, (2015) unemployment, according to Stats South Africa, is at 26.4%. The unemployment rate amongst young people (15-24) means that over half of this crucial population, needed for economic growth, are unemployed and not in education or training. The National Development Plan: 2030 (NDP) puts forward a vision of the kinds of learners, teachers, students, graduates and learning systems the nation needs in the long–term.

Culture and Food

South Africa has been famously referred to as the rainbow nation because it consists of many diverse cultures and religions. Some of the diverse cultures include Zulu, Xhosa, Pedi, Tswana, Ndebele, Khoisan, Hindu, Muslim, and Afrikaner. The country has nine provinces, each with a distinct character and 11 official languages.

All of these people are united by calling South Africa home, each of their lives contribute to and form part of the country’s heritage, identity and culture. Understanding that South Africa is composed of all these various influences is essential for helping South Africans to understand and respect each other and to learn from each other’s cultural practices. This is part of the healing that democracy has brought after culture was used as a divisive factor in the past.

Despite the diversity of language, race and culture South Africans have one thing in common: Their love of good food! South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people over the length of the country’s history, African, Cape Dutch, Malay, Indian and Portuguese (amongst others).
Restaurants, catering for all wallet types and culinary needs, range from the frequently awarded The Test Kitchen, located in Cape Town, which was placed in the World’s 50 best restaurant in 2019, and voted the best restaurant in Africa, to small beachside hangouts serving mouth-watering fish and chips. Despite the diversity of language, race and culture South Africans have one thing in common: Their love of good food! South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people over the length of the country’s history, African, Cape Dutch, Malay, Indian and Portuguese (amongst others).

When visiting South Africa try some of these culinary delights

Biltong—seasoned strips of dried meat
This is the spicy, cured meat snack enjoyed by most South Africans. It is usually made from beef, game and ostrich but chicken biltong and even vegetarian biltong (made from aubergine) has become hugely popular.

Braai / Barbecue
Ask any South African and they will explain the tradition of a braai. You can cook literally anything on a grid over wood and flames - steak, skewers, lamb chops and of course ‘boerewors’.

Bunny Chow
This is a traditional South African Indian dish and usually consists of curry served in a hollowed-out half-loaf of unsliced white bread. It’s best when the bread is soft and fresh and the curry is extra spicy.

Useful information for international students and staff
If you are planning to visit South Africa from an institution abroad or to enrol for a full degree, here are some useful details to prepare you for the Higher Education sector and for living in South Africa.

Qualifications and admission
The qualification framework for Higher Education comprise of four levels (Level six-10) resulting in 11 types of qualifications. South African undergraduate degrees typically take three years to complete although some programs take longer. For example Medical Schools typically follow a two-semester calendar running from February to June and from July to December with short mid-term breaks in March/April and September.

The qualification framework recognises three broad qualification progression routes with permeable boundaries, namely, vocational, professional and general routes and provides greater clarity on the articulation possibilities between these qualification routes. There are three major streams of qualifications awarded within the Higher Education system namely ‘vocational’, ‘professional’ and ‘general’ programmes.

Visa and immigration requirements
International students are required to have a valid study visa to study at any Higher Education institution in South Africa. Institutions are not permitted to register a student without a valid temporary residence visa.

Please contact the nearest South African High Commission or Embassy (http://www.dirco.gov.za/webmissions/index.html) to confirm the application process and supporting documents required for the visa application.

As part of your visa application, you will be required to submit a medical certificate and radiological report in addition to any other documents which may be required (consult with the South African mission closest to you). You will also have to provide proof of medical cover recognised in South Africa. Such providers are registered with the South Africa Council for Medical Schemes in terms of the Medical Schemes Act, 1998.

Please note it can take several weeks to obtain a visa, but the circumstances may vary from country to country. Start your visa application by acquainting yourself with the necessary supporting documentation which may be time-consuming to obtain. Please ensure that you submit a complete application for your visa.

This information serves as a guide only. Requirements for obtaining a visa for South Africa are subject to change and each application is treated as an individual case. Always enquire from your nearest South Africa Mission before travelling to South Africa.

Health and Safety
DHA requires proof of medical cover registered with the South African Council for Medical Schemes in terms of the Medical Schemes Act, 1998 and paid for the duration of studies. Proof of membership is required for the study visa application and prior to registration at a South African Higher Education institution.

Please note it can take several weeks to obtain a visa, but the circumstances may vary from country to country. Start your visa application by acquainting yourself with the necessary supporting documentation which may be time-consuming to obtain.
The qualification framework for Higher Education comprise of 4 levels (Level 6-10) resulting in 11 types of qualifications.

Unfortunately, there are limited scholarship opportunities for international students from outside Africa, and international students are not eligible for the government’s student loan program. The country’s major banks offer student loans to international students with valid visas. Other international students find scholarship funding through their sending institutions or other organisations in their home countries.

South Africa (like most developing countries) has a problem with rising crime levels. However, as with most travel abroad, tourists and students need to be mindful of their whereabouts and take the necessary precautions. When travelling, it is always advisable to travel in groups, as opposed to going alone. It is also imperative that you remain street-wise and vigilant at all times.

Personal Safety

Scholarships in South Africa

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Money matters

The currency in South Africa is the Rand (ZAR), R1 which is equal to 100 cents. Bank notes are currently R10, R20, R50, R100 and R200 with coins 5c, 10c, 20c, 50c, R1, R2 and R5. Almost all hotels, shops, restaurants and airlines accept major credit cards such as Visa, MasterCard, American Express and Diners Club. You can withdraw cash with a credit card at most ATM’s. In some cities you also have cashless options such as SnapScan.

Value added tax

Value Added Tax (VAT) of 15% is included in the price of most goods and services. International visitors may claim refunds of the VAT paid on goods taken out of South Africa. Information leaflets are available at our international airports.

Getting around

Public transport in South Africa varies depending on the province you are in and, even more so, between urban and rural areas. There are still multiple ways to get around.

Bus, rail and air travel

Within the cities and particularly the metropolitan areas, you will find local bus services. You will always be able to find a local mini bus taxi as a mode of transport.

For long distance travel you can use bus, train or airplane. There are many bus services (Greyhound, Intercapre and Translux) with routes throughout the country and low cost airlines (Kulula, Safair, Mango) for connections to major cities within South Africa and the SADC Region.

The Gautrain, connecting two major metropoles (Johannesburg and Pretoria) has become a popular means of travel.

Driving in South Africa

In South Africa we drive on the left-hand side of the road. You have to be 18 years of age and hold a valid driver’s licence to drive a car. Most drivers’ licenses issued in other countries may be used in South Africa, providing they bear the driver’s photograph and are in English. It is still recommended though to obtain an international driver’s license.

Cell/mobile phones

South Africa has a very broad cellphone network with four dominant providers: Vodacom, MTN, CellC and Virgin Mobile. Pre-paid sim cards for these networks can be bought at most supermarkets but you need to present proof of residence (a lease document or university printout stating your address) and a valid ID document to buy any of these.

Some useful South African slang

Ag man! [Ach-man]: This is the Afrikaans equivalent to “Oh man!” and is often used at the beginning of a sentence to express pity, resignation or irritation.

Example: “Ag, man!” / “Ag, no man!” / “Ag, shame man!”

Aikona – (not on your life) [eye-koh-na] or [hi-koh-na]: A Zulu term used to express shock or disbelief when talking to friends or family.

Example: “Aikona, why did she do that?!” / “Haikona, when?! How?!”

Babbelas – [bub-ba-las]: This word is derived from the Zulu ‘ibhabhalazi’ and is used to describe a really bad hangover.

Example: “Eish, babbelas my bru!”

Eish! – an exclamation [Ay-sh] or [ee-sh]: A Khoi term usually expressed when someone experiences surprise or shock.

Example: “Eish, babbelas my bru!”

Hayibo! – wow! [Hai-bo]: Derived from the Zulu word meaning “definitely not!” This word is usually expressed on its own, at the start or end of a sentence when something seems unbelievable.

Example: “Hayibo! Ha! Ha! Ha! I can’t believe that!”

Ja, Nee – Yes, No: Often used in succession, these two words are used to express agreement or confirmation with someone or something.

Example: “Ja, Nee, I’m fine thanks.”

Sies - sis*: expression of disgust, disappointment, annoyance

Example: Ag sies man

Ubuntu – compassion, kindness, humanity [oo-boon-too]: An ancient African word used to describe common philosophical feeling of humanity and family, meaning “I am because we are”.

General information when living in South Africa

Money matters

Value added tax

Scholarships in South Africa

Personal Safety

Getting around

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Driving in South Africa

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Some useful South African slang

Unlimited, there are limited scholarship opportunities for international students from outside Africa, and international students are not eligible for the government’s student loan program. The country’s major banks offer student loans to international students with valid visas. Other international students find scholarship funding through their sending institutions or other organisations in their home countries.
Features & Medical Aid
Advertorial

Collaboration between IEASA and the Department of Home Affairs pertaining to International Students
Collaboration between IEASA and the Department of Home Affairs pertaining to International Students

By Jade Bailey and Orla Quinlan

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. Issues and problems are raised and solved with the appropriate officials in the DHA. Working collaboratively with DHA has improved the responsiveness to international student visa issues, particularly at peak times, and solutions might include exemptions for groups of students or individual interventions.

IEASA is also encouraging universities to set up systems that will track visas and visa renewals. Early notification of visa requirements will enable DHA to pre-empt the volume of study visa renewals and new visas required for the following academic year. Information on the number of visas required will improve DHA’s capacity to deliver their service and ensure the agreed turnaround times for international student visas.

Following an earlier IEASA intervention, all public South African Higher Education Institutions (SAHEIs) are included as clients being serviced by the Corporate Accounts Unit in DHA.

The Director: Corporate Accounts, DHA, the President of IEASA, and the IEASA Office staff meet regularly to discuss challenges that have been identified by IEASA’s member institutions, DHA and/or Embassies and to seek solutions. We are happy to report that, a few anomalies aside, significant progress has been made with regards to the processing of student visa applications, as long as the correct list of supporting documentation has been submitted in a timely fashion and applicants are aware of the six to eight week standard visa application processing period.

DHA has reiterated that IEASA members need to communicate to academic staff in their institutions that any visa issues, pertaining to the international community in universities, are to be brought to the attention of DHA, via IEASA, as their chosen point of contact for the public HEIs.

Department of International Relations and Cooperation (DIRCO) request for “Verification of Letters of Offer” for international students

Several of the Department of International Relations and Cooperation (DIRCO) South African Missions Abroad have recently initiated a process of “Verification of Letters of Offer”, as part of the visa approval process for International students intending to register at South Africa Universities.

IEASA is also encouraging universities to set up systems that will track visas and visa renewals.
Early in 2019, the Department of Home Affairs (DHA) wrote to IEASA to bring to our attention the fact that the South African Missions abroad, especially in Lagos, Nigeria were struggling to obtain confirmation from South African universities, regarding whether or not certain students obtained legitimate letters of offer from them.

The South African Missions have a certain turnaround time in which to issue study visas. Unfortunately, the delay by South African universities to confirm and, in some cases, the direct refusal to confirm, resulted in the affected international students being refused visas.

In March 2019, in the spirit of co-operation that we have already established with DHA, IEASA circulated an electronic request to all universities to please verify “Letters of Offer” to international students, when requested by Embassy officials. The purpose of this is to avoid a disservice to the students who are genuinely intending to study in South Africa and who have authentic study visa applications.

This request for cooperation and responsiveness was shared with institutions to avoid creating further inadvertent obstacles to the already difficult process of leaving one’s home country to come and study in South Africa. As each institution assigns the responsibility to register international students differently, the letter circulated from IEASA was addressed to Registrars, Directors of International Offices and the most senior people responsible for internationalisation.

Critical Skills/Work Visas

Critical Skills visas replaced the Exceptional Skills/ Quota Skills Permits. Academics with PhDs are sought after, as there are insufficient South Africans with PhDs to meet the upcoming demands in public HEIs. PhD graduates are encouraged to apply once they have graduated, from within South Africa.

Potential international staff, who have been offered positions in SAHEIs, continue to experience long delays in processing, when applying via certain South African Embassies. This results in university posts remaining unfilled and students being deprived of specific classes, anticipated within their selected programmes.

IEASA is also encouraging universities to set up systems that will track visas and visa renewals. Early notification of visa requirements will enable DHA to pre-empt the volume of study visa renewals and new visas required for the following academic year.
of work. In some instances, the process is so prolonged, the offer of employment is withdrawn or the applicant decides to withdraw from the process.

These are positions for which the skills are not available in South Africa. Improving this area requires further collaboration and intervention, from the relevant stakeholders, if South Africa is to maintain a competitive position within the global systems of Higher Education.

IEASA Conference workshops on immigration
The immigration workshop, held annually around the time of the IEASA Conference, is critical to making sure that IEASA members understand the current challenges, rules and regulations affecting our international students, staff and researchers.

The most recent workshop held at the Royal Elephant Hotel in August 2018, provided an excellent opportunity as representatives from the DHA facilitated a very informative interactive session. The continuously high standard of presentations and knowledgeable attendees guarantee up-to-date information on immigration rules, regulations and experiences pertaining to international students in South Africa.

This forum allows IEASA members to share and stay ahead of specific immigration challenges, so that we have formulated solutions to meet the students’ needs, when they are next required.

Attending the annual workshop on immigration is a great induction for newcomers to get up-to-date visa processing information, in a short period of time.

The South African Missions have a certain turnaround time in which to issue study visas. Unfortunately, the delay by South African universities to confirm and, in some cases, the direct refusal to confirm, resulted in the affected international students being refused visas.

Update on Asylum seekers and refugees
A hot topic at the IEASA conference workshop was the status of asylum seekers and refugees, and clarification of their right to study in South Africa. It was explained that South African legislation affords both asylum seekers and refugees the same rights as South African citizens, except for the right to vote and to access social grants. South Africa is a signatory to various international agreements that govern the status of refugees and asylum seekers, and as such, its approach to handling their applications is guided by the need to ensure that they can be economically productive, enabled to study, integrated into society and hopefully, enabled to establish their own businesses. Proper integration of children for example, is hindered by the fact that South African law requires that at least one of the child’s parents must have South African citizenship, failing which, one must apply for the child’s citizenship within applicable policies.

IEASA was informed that DHA is constrained in its capacity to process the volume of asylum applications. One of the unintended consequences of current legislation is that asylum seekers who have gone through the South African education system are unable to apply for work visas while they still have asylum seeker status, which makes them unemployable. The laws of the country are currently silent on this issue. The draft regulations envisage that asylum seekers who find themselves in this situation will not be allowed to seek employment. While some of these issues still need to be ironed out at the ministerial level, it was pointed out that there are glaring inconsistencies and possible misalignment of policies between the various state departments. For example, DHA fines students for not having the requisite documents to remain in the country, and yet the DHET policy allows students to enroll without identification. It was agreed that these policies need to speak to each other as they have a profound impact on the lives of those affected by them.

An analysis by IEASA estimated the anticipated registration of approximately 11 000 Zimbabwean students at SAHEIs for 2019. IEASA’s members are fully aware that students may not be registered without a valid visa. IEASA deals with all 26 public Higher Education institutions and receives visa-related queries on a daily basis.

Registration Crisis: Zimbabwean Students 2019
Zimbabwean students, who were due to study at SAHEIs in 2019, experienced great difficulties getting visas in a timely manner to come into South Africa. South African Ambassador to Zimbabwe, Mphakama Mbete, wrote directly to SAHEIs to request an extension to the dates of registration for Zimbabwean students. The Ambassador explained the difficulties the South African Embassy in Zimbabwe was facing in issuing visas.

An analysis by IEASA estimated the anticipated registration of approximately 11 000 Zimbabwean students at SAHEIs for 2019. IEASA members are fully aware that students may not be registered without a valid visa. IEASA deals with all 26 public HEIs and receives visa-related queries on a daily basis. IEASA appreciates the immediate intervention from DHA to initiate an exceptional visa-issuing mechanism for Zimbabwean students that permitted the students to legally enroll at SA HEIs for 2019.

Visa Facilitation Service in South Africa
Visa renewals, from within South Africa, are now processed through the Visa Facilitation Services centre (VFS) http://www.vfsglobal.com/dha/southafrica/. With VFS centres in nine of the eleven provinces, international staff and students physically present in South Africa may apply for renewals for general work, critical skills, visitors’ visas (endorsed for academic purposes at a single institution) and student visas through VFS. A mobile biometric visa processing service has been implemented since the start of 2017.
Clear the students coming from countries that require advance applications for a visitor’s visa to enter South Africa, have less flexibility than SADC students and need to plan accordingly. Students from outside the SADC region need to ensure that they allow sufficient time to secure the visa renewals, before travelling outside the country for the end of year vacation.

2) Allow sufficient time for visa application processing:

Where VFS are available outside South Africa, visa processing has been systematised and standardised. Before standardisation, turnaround times varied greatly from country to country, depending on demand. Now students always need to allow up to eight weeks for processing new visas.

3) Never let the existing visa expire before applying for a renewal

If an existing visa has already expired before submitting a new application, the new application cannot be accepted by VFS without a Form 20. The student will have to separately apply for a Form 20, assuming there is genuinely “good cause” for the delay. DHA has indicated that students who “overstay” will not be looked on favorably. Furthermore, the process of getting a Form 20 is often protracted, a successful outcome is not guaranteed and international students should avoid getting into the situation of needing a Form 20 at all costs. It is therefore essential to advise students to always apply for a visa renewal, before an existing visa expires.

4) Changing the VFS appointment date if it is later than the expiry date of the current visa

If all supporting documentation has been gathered and the VFS date for the submission of the visa renewal application is later than the expiry date of the existing visa, the applicant should get in touch with their International Office and request an intervention with VFS to bring forward the date, to avoid a situation where they might be rendered “undesirable”.

5) Circumstances in which students should leave the country

If there are significant unforeseen delays in gathering supporting documentation and a student is at risk of not being able to submit a visa renewal application before their current visa expires, students should be advised to leave the country and apply for a new visa from outside the country to avoid “undesirable” status. This status can affect visa applications for other places in the longer term and should always be avoided.

Next immigration workshop

IEASA will organise another workshop on immigration in August 2019.

We look forward to continuing our collaboration with DHA and our member institutions on all these matters to enable a smooth process for all our international students.
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**No 1 healthcare choice for students**
ACA Employee Benefits partners IEASA on medical aid cover for international students

ACA Employee Benefits, previously part of the Absa Group (Absa Consultants & Actuaries), now forms part of Sanlam Employee Benefits, one of the most prominent financial services companies in Africa. The ACA Employee Benefits Healthcare Division (ACA Healthcare) has been the appointed consultants to assist the International Education Association of South Africa (IEASA) in terms of guidance regarding medical cover to international students for the past 8 years.

Visa Regulations for study in South Africa

All international students taking up studies in South Africa must comply with the Visa Regulations in the Immigration Act (Act No. 13 of 2002). Regulation 12(f) of the recently published schedule stipulates the requirements as follows:

(f)… proof of medical cover renewed annually for the period of study with a medical scheme registered in terms of the Medical Schemes Act (Act No. 131 of 1998)

This legislation clearly states that all international students wishing to take up studies in South Africa must be in possession of appropriate medical cover with a registered South African medical scheme for the duration of their studies. This minimum basic cover as prescribed in the Medical Schemes Act can be obtained through very affordable medical scheme products, which are specifically suited to the needs of international students and minimise the university's or a student's liability for medical costs.

In this regard, the IEASA has appointed ACA Healthcare – a division of Sanlam - who are specialist health cover intermediaries, to assist international students with obtaining appropriate medical cover. ACA Healthcare, together with IEASA do an annual evaluation of available schemes and make clear proposals to universities around the most appropriate schemes, against the background of a wide range of criteria, including financial stability, benefits, costs and service offering.

Students can contact ACA Healthcare for further guidance on the process of applying for medical cover which complies with the relevant requirements, using the following contact details:

Email: aca.international.students@sanlam.co.za
Tel: (+27) 860 100 380

Choosing appropriate medical cover in South Africa

Prior to submitting your application, we recommend that students carefully consider two proposed medical cover products, a summary of which can be obtained from the ACA email address above.

Prospective students can also obtain further information by following the links below and completing the electronic application once they have made their decision.

CompCare Wellness Medical Scheme | NetworX:
http://www.compcare.co.za/TheScheme/Networx.aspx

Momentum Health Medical Scheme | Ingwe:
http://www.ingwehealth.co.za

Electronic payment facilities directly to the Schemes are provided for convenience.

Alternatively, 3rd party payments can also be facilitated, in which instance proof of payment needs to be uploaded onto the Scheme application process or emailed to ACA Healthcare, using the scheme membership number as reference.

ACA Healthcare will then forward it to the relevant Scheme on the student's behalf.
University Profiles

The following section contains the profiles of the 26 public universities in South Africa. The profiles, of varying length, have been submitted by the universities themselves. Each profile provides basic information about each institution and their contact details. Please contact institutions directly or visit their websites for further information. The universities are listed below according to their geographical location, as indicated on the map of South Africa, on the opposite page. The numbering system moves from left to right, starting with the Western Cape Universities.

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

1. UCT is the top-ranked University in Africa

In 2018, UCT was ranked among the top 10 BRICS universities and among the top 100 universities in the world for four of its subject areas, and top 200 overall in the Times Higher Education ranking.

2. All UCT courses are taught in English

International applicants for whom English is a second language are required to submit one of the following:
- TOEFL: 570 (paper-based test) or 230 (computer-based test)
- IELTS: Overall band score of 7.0 (with no individual element of the test scoring below 6.0)

3. UCT is located in Cape Town, South Africa

Cape Town is the second largest city in South Africa. Located in the Western Cape, at the southernmost tip of Africa, it is surrounded by the majestic Table Mountain; one of the seven natural wonders of the world, and a string of beaches washed by the Atlantic and Indian oceans. It is a relatively affordable city to live in, and offers a diverse culture and wide range of activities for its visitors and residents. For more information see www.capetown.travel

President Dr Max Price

University of Cape Town

In 2018, UCT was ranked among the top 10 BRICS universities and among the top 100 universities in the world for four of its subject areas, and top 200 overall in the Times Higher Education ranking. UCT offers a range of postgraduate and undergraduate courses for students completing their full degree, or visiting for a semester. UCT Libraries offers state-of-the-art technology, vast collections of reading and research material, and the specialized services of friendly, efficient and helpful staff. UCT is the top-ranked University in Africa. International applicants for whom English is a second language are required to submit one of the following:
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- TOEFL: 570 (paper-based test) or 230 (computer-based test)
- IELTS: Overall band score of 7.0 (with no individual element of the test scoring below 6.0)

All UCT courses are taught in English.

Cape Town is the second largest city in South Africa. Located in the Western Cape, at the southernmost tip of Africa, it is surrounded by the majestic Table Mountain; one of the seven natural wonders of the world, and a string of beaches washed by the Atlantic and Indian oceans. It is a relatively affordable city to live in, and offers a diverse culture and wide range of activities for its visitors and residents. For more information see www.capetown.travel

UCT is located in Cape Town, South Africa.

UCT works hard to make you feel at home wherever you come from, and supports you through your studies. The International Academic Programmes Office is positioned to empower internationalisation at UCT. We are here to help you. We advise on study visa and immigration issues, and assist with finding long or short-term accommodation, on or near to campus.

In 2017 UCT enrolled 28950 students, of whom 17% were international students. Of this total, 54% were from the SADC region, 16% from the rest of Africa and 30% from the rest of the world. International students came from more than 116 countries, 45% enrolled for undergraduate studies and 55% enrolled for postgraduate studies.

UCT has excellent student support

UCT offers a diverse environment for global citizens

UCT has excellent student research resources

UCT Libraries offers state-of-the-art technology, vast collections of reading and research material, and the specialized services of friendly, efficient and helpful staff.
University of Cape Town
Promoting Excellence Through Transformation

Location and Campuses
UCT is located at the tip of Africa in the city whose name it bears, and is frequently ranked as having one of the most beautiful campuses in the world. The university has four sites:
1. The Groote Schuur Campus is situated on the slopes of Devil’s Peak in the suburb of Rondebosch. This campus is sub-divided into three sections, namely the Upper Campus, Middle Campus and Lower Campus.
2. The Medical Campus is situated in the suburb of Observatory and is the home to the Faculty of Health Sciences.
3. The Hiddingh Campus is situated in the suburb of Gardens close to the Cape Town city centre. The Department of Drama and the Michaelis School of Fine Art can be found on this campus along with the Little Theatre Complex, Michaelis Galleries and the Centre for Curating the Archive.
4. The Breakwater Campus is situated at the popular V&A Waterfront. The Graduate School of Business can be found here.

UCT is ranked the best University in Africa and sits in the top 200 universities in the world.

Mission
The University of Cape Town aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

About UCT
- South Africa’s oldest university, UCT was established in 1829, and has maintained a proud tradition of academic excellence, which today sees it ranked among the world’s leading teaching and research institutes.
- UCT is a microcosm of the city in its title. It is home to a vibrant, cosmopolitan community of over 28 700 students and almost 5 000 permanent staff from more than 115 countries from the rest of Africa and abroad.
- The university claims five Nobel Laureates among its alumni: Max Theiler (medicine, 1951); Ralph Bunche (peace, 1950); Allan McLeod Cormack (medicine, 1979); Sir Aaron Klug (chemistry, 1982); and Emeritus Professor JM Coetzee (literature, 2003).
- UCT is ranked 3rd in the world in ornithology and 4th in the world in area studies according to the 2017 Center for World University Rankings, and 11th in the world in development studies according to the 2018 Quacquarelli Symonds World University Rankings by Subject.

Facilities
UCT has six faculties comprised of
- Commerce – including the Graduate School of Business
- Engineering & the Built Environment
- Health Sciences
- Humanities
- Law
- Science.

The faculties’ work is supported by the Centre for Higher Education Development (CHED), which incorporates UCT’s Academic Development Programme.
Research
• UCT is home to one-third of South Africa’s A-rated researchers – academics who are ranked as world leaders in their fields by the National Research Foundation (NRF) of South Africa.
• In 2016, UCT became the first African university to join the International Alliance of Research Universities (IARU), a network of 11 research-intensive universities across the globe that include the universities of Yale, Oxford and Cambridge and Peking. UCT is also a founding member of the African Research Universities Alliance (ARUA), which forms a hub that supports indigenous research excellence, enabling the continent to take control of its future and assert itself as a global force.
• Selected to drive research in a strategic manner, university research institutes are grounded in existing areas of internationally recognised excellence while being aligned to institutional, regional and national priorities. These include the African Climate and Development initiative (ACDI), Institute of Infectious Disease and Molecular Medicine (IDM), Poverty and Inequality Initiative (PII), Future Water, Institute for Communities and Wildlife in Africa, Institute for Democracy, Citizenship and Public Policy in Africa, Institute for Safety Governance and Criminology, and the Neurosciences Institute.
• UCT is home to two national Centres of Excellence: DST/NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation; and DST/NRF Centre of Excellence in Catalysis. *c* change.
• During 2017, UCT’s external research income amounted to R1.6 billion. Funding to postgraduate students totalled R295 million and R80 million went to postdoctoral researchers.
• In 2017 UCT received more funding in direct grants from the US National Institutes of Health (NIH) than any other higher education institution outside the US.

Internationalisation at UCT
International Student Body
• UCT welcomes nearly 5 000 international students (of these, just over 4 200 are full-degree students; most of the remainder are semester study abroad) every year from over 115 countries.
• Forty of these countries are from the rest of the African continent, with more than 2 500 students from South African Development (SADC) countries.
• One of UCT’s key strategic goals is to promote the university as an academic meeting point between South Africa, the rest of Africa and the world, and it is the goal of the International Academic Programmes Office (IAPO) to drive this vision.

The International Academic Programmes Office (IAPO)
IAPO undertakes to maximise the extent to which internationalisation is experienced by all at UCT to ensure that the university consistently produces graduates and staff to be global citizens. Striving to connect people and resources all over the, IAPO supports UCT in nurturing a vibrant and innovative academic community. Since 1996, this international office has strategically empowered internationalisation at UCT. Initially, mainly overseeing student exchanges, IAPO has since grown to serve a more complex function and greater purpose. IAPO consists of 4 Units: Partnerships Mobility and Recruitment (PMR), Global Academic Short-Term Programmes (GSAP), Africa Partnerships and Programmes (APP), Strategic Services and Operations and also houses the Confucius Institute.

Partnerships Mobility And Recruitment (PMR)
The PMR Unit coordinates the biggest and most intensive Semester Study Abroad Programme in Africa. Furthermore, this unit coordinates international exchange opportunities for UCT students in collaboration with our global partners.

Global Academic Short Term Programmes (GSAP)
The GSAP unit develops and offers innovative, multidisciplinary and customised short-term academic programmes to international partners and organisations. The GSAP unit designs and delivers high level relevant, engaging and enriching programmes to a wide range of strategic global partners by working with UCT’s academic departments.

Africa Partnerships And Programmes (APP)
In line with UCT’s vision of becoming as fully African Institution, the APP explores, develops and maintains partnerships and programmes which strengthen UCT’s academic integration with other African Universities or for the benefit of student and staff from these Universities. The aim of these activities is to build capacity and promote collaboration between African academics, students and staff.

Confucius Institute (CI)
Officially launched in January 2010, the establishment of the Confucius Institute at UCT promotes the learning of Chinese language and culture, and a broader and more informed understanding of China in Cape Town area and across South Africa. In that it will bring the Chinese language program to UCT and facilitate academic exchanges between students and faculty members at UCT with those at Sun Yat-sen University, Guangzhou, China.

International Academic Programme Office (IAPO)’s manages:
• Partnerships development and support with leading worldwide universities
• Semester study abroad programmes
• Short term programme support eg. Faculty led programmes, customised programmes
• Student exchange programmes for incoming and outgoing students to study abroad
• Specialised support services for international students eg. orientation programmes
• Advisement to UCT applicants on study permit applications and renewals.

Entrance requirements and applications
Undergraduate
• The undergraduate prospectus is a guide for school-leavers and others who are interested in studying for a first qualification at UCT. Details of all undergraduate programmes are provided in the undergraduate prospectus, which is available on our website at www.uct.ac.za.
• Applications for admission and student accommodation are processed between April and the closing date of 30 September.
• To apply online, please go to applyonline.uct.ac.za.

In order to be admitted to UCT, one needs to:
• have met the statutory minimum requirements for admission to your programme
• be proficient in English
• have met the minimum requirements in your school performance
• have met the minimum subject requirements for admission.
Postgraduate
• The criteria for admission to postgraduate diplomas and honours, master’s and doctoral degrees vary from one programme to another.
• Prospective applicants are advised to consult the faculty concerned directly in order to determine the requirements for admission.

Refer to the UCT website for more detailed information: www.uct.ac.za.

Semester Study Abroad (SSA)
• UCT has a vibrant Semester Study Abroad (SSA) programme that offers a wide range of courses to international students who wish to spend one or two semesters at UCT taking courses for the purpose of transferring credit, on completion, to their home institution.
• SSA students receive comprehensive pre-arrival information and assistance in finding suitable accommodation.
• IAPO staff provides an orientation programme to welcome students to Cape Town and to UCT at the start of the semester.
• All applicants are assessed on the basis of their academic transcript and home university’s grading scale.
• Applicants from North America are expected to have an overall grade point average of 3.0 or higher.
• Applicants from other parts of the world are expected to have the equivalent academic standing and provide proof of English proficiency, if English is not the first language.

Important dates
The closing dates for submitting online applications for SSA at UCT are:
• For first semester (February - June): 31 October prior to year of study.
• For second semester (July - November): 30 April of the year of the study.

Prospective SSA students can apply online at:
http://applyonline.uct.ac.za

Choosing your course
• A semester course-load can be selected across the faculties of Commerce, Engineering & the Built Environment, Humanities, Law and Science. SSA students will be fully integrated into the academic and social life of UCT and will be taught alongside other UCT students.

Facilities
Student societies and organisations
• With more than 100 student societies and organisations to choose from, UCT supports a wide range of interests including academic, religious, cultural, social and political activities.
• The societies allow students to enjoy activities at the university that are not normally part of the academic curricula, as well as become part of a campus community that is stimulating and opens up new challenges and opportunities.

SHAWCO, RAG and Ubunye
• SHAWCO (the Students’ Health and Welfare Centres) is a student-run youth development and health NGO affiliated to UCT. Students from UCT and abroad can volunteer in different community outreach projects. To learn more about SHAWCO, visit www.shawco.org.
• UCT RAG (Remember and Give) is the student fundraising sector of SHAWCO. RAG volunteers organise a number of student and corporate fundraising events throughout the year, with all the proceeds going to SHAWCO. To learn more about RAG, visit www.uctrag.co.za.
• Ubunye is a student-run development agency operating on campus as an SRC-recognised body, providing a range of opportunities for student social engagement. To learn more about Ubunye, visit ubunye.org.za

Jammie Shuttle
UCT students have access to a free university shuttle service that operates between all residences and university campuses.

Student Wellness
The Student Wellness Service provides primary health care and psychological services during office hours.

UCT Libraries
• UCT Libraries offer state-of-the-art technology, vast collections of reading and research material, and the specialised services of friendly, efficient and helpful staff.

Accommodation
• On campus accommodation: UCT has a three-tier residence system that provides different services, governance and management in each tier. The policy and criteria for admission to UCT student housing assume that a new student will initially enter a first-tier (catering residence and subsequently move to a second-tier (senior catering or self-catering) residence or into third-tier (semi-autonomous self-catering) accommodation.
• Off campus accommodation: The demand for student housing in the university residence system far exceeds the supply. For this reason, international full degree and SSA students are also encouraged to enquire about off-campus accommodation options through IAPO.

University of Cape Town

International Academic Programmes Office (IAPO)
Locations: Main Office - Level 3, Masingene Building, Cross Campus Road, Middle Campus, 7700
Phone: 021 650 2822 / 3740
Fax: 021 650 5667
E-mail: int-iapo@uct.ac.za
IAPO Website: www.iapo.uct.ac.za
Facebook: IAP0 @ UCT
Twitter: @IAPOatUCT
Global Short-Term Academic Programmes: gsap@uct.ac.za
Semester Study Abroad: SSA@uct.ac.za

Admissions Office
Location: Level 4, Masingene Building, Cross Campus Road, Middel Campus, 7700
Phone: 021 650 2128
Fax: 021 650 3736
E-mail: admissions@uct.ac.za
Online applications: applyonline.uct.ac.za

For more information about UCT, visit www.uct.ac.za
Rhodes University
An Engaged University: Connecting Global and Local Realities

Vision
“Rhodes University’s vision is to be an outstanding internationally-respected academic institution which proudly affirms its African identity and which is committed to democratic ideals, academic freedom, rigorous scholarship, sound moral values and social responsibility”.

A 114-year old institution, located in the creative city of Grahamstown/Makhanda, which hosts the annual National Arts Festival and Scifest Africa, Rhodes University currently has six Faculties, 35 Academic Departments, 55 research related entities, and five affiliated institutions.

Unique Strategic Academic Proposition
Rhodes University offers a unique value proposition to current and prospective students and staff, and to communities at local, national and global levels, all underpinned by the principles of sustainability, transformation, local relevance and global impact.

In relation to the research-teaching nexus, students enjoy the opportunity of being taught by research active academics, who publish at the forefront of their disciplines and contribute to the building of the disciplines themselves, offering opportunities for cutting-edge research to be incorporated into undergraduate teaching and postgraduate supervision. Furthermore, Rhodes University contributes enormously to research on teaching and learning and its academics draw on research to inform their pedagogical practice.

The Community Engagement-Teaching nexus is evident in the number of courses incorporating service learning in the formal curriculum, and in volunteerism, which increasingly forms part of a student’s learning experience at Rhodes University. All Community Engagement initiatives are informed by theory and an increasing amount of research contributing to the Scholarship of Engagement is being produced.

History and Context
A 114-year old institution, located in the creative city of Grahamstown/Makhanda, which hosts the annual National Arts Festival and Scifest Africa, Rhodes University currently has six Faculties, 35 Academic Departments, 55 research related entities, and five affiliated institutions. Originally, a residential University, it consists of 300 buildings. Rhodes University comprises some 60% to 65% of the GDP of the Makana municipal region.

A signatory of the Talloires Declaration in 1996, the University is committed to practising and promoting environmental literacy and established a Green Fund to support learning and practice in respect of water, energy, waste, carbon footprint, biodiversity, green buildings, responsible purchasing, sustainable travel and sustainability education.

Rhodes University continues to have one of the best undergraduate and postgraduate throughput rates in the country.
Living in a close proximity to the university allows for high levels of productivity in this research-intensive community consisting of people from over 88 countries of origin. Postdoctoral researchers are the most international cohort on campus. Internationalisation strengthens the three core pillars of the University: Research, Teaching and Learning, and Community Engagement. In 2018, the Internationalisation Award, which recognises how academics consciously incorporate internationalisation to enhance their Research, Teaching and Learning and Community Engagement was awarded to Professor Warwick Sauer, from the leading Department of Ichthyology and Fisheries.

Research
In the 2018, DHET National Research Output Report, on the audit during 2017 of the research output for the sector produced in 2016, Rhodes is placed first (alongside the University of Stellenbosch) in the accredited research output per capita tables. Among African Research Universities Alliance (ARUA), Rhodes is the most efficient research university. Rhodes University now hosts 14 SARChI chairs, with a 15th hosted as a Rhodes Professor in the associated South African Institute of Aquatic Biodiversity (SAIAB).

The DST/Mintek Nanotechnology Innovation Centre, is the best equipped on the continent, and widely used by other South African universities. It is directed by the renowned and multi-award winning Distinguished Professor Tebello Nyokong.

Professor Justin Jonas, the Chief Technologist of the Square Kilometer Array (SKA) and several Rhodes staff, students and alumni are involved in MeerKAT, the most powerful telescope of its kind, officially launched in the Northern Cape in July, 2018. The radio images showcased at the launch are the highest-definition images ever captured of the centre of our Milky Way galaxy. Rhodes University has world-leading expertise in developing computing algorithms for solving the processing problems of MeerKAT and SKA data. International astronomers are already scheduling time to use MeerKAT to study key questions about the universe and fundamental Physics.

The research focus of the Rhodes University Centre for Biological Control (CBC) established in 2017, is the biological control of invasive alien plants using insects, as the most sustainable, economic and environmentally-friendly method of control; the aim is to reunite invasive weeds with their natural enemies. The Centre is involved in the development of these agents in its Department of Agriculture, Forestry and Fisheries (DAFF) approved quarantine facility, and the mass-rearing and implementation of the insects once they have been cleared for release. CBA recently released a tiny fly from Argentina, Hydrellia egeriae on the banks of the Nahoon River in East London, for control against Brazilian water weed, Egeria densa. The CBC was awarded a R68m contract by the Department of Environment Affairs (DEA) in 2018.

In 2018, ARUA awarded the hosting rights of its ARUA Centre of Excellence for Water Conservation to Rhodes University’s Institute for Water Research with the task of coordinating research from member universities across Africa.

The Residencies for Artists and Writers (RAW) Spot Gallery, a studio and gallery space which hosts a new generation of thinkers in African Art, opened at a new premises in 2018. RAW has been
supported by the Mellon supra-national programme, Publishing and Research of the South: Positioning Africa (PROSPA), since 2017.

The Education Faculty hosts the UNEP Centre of excellence in the Environmental Learning Resource Centre. IEASA was honoured to have Distinguished Professor, Heila Lotz-Sisitka, attend the IEASA conference in 2018 to present her 76th keynote in 36 different countries. She is a driving force in the SADC region and beyond, in transformative social learning and green skills learning pathways in areas of biodiversity, the water food nexus, climate change, social and environmental justice, and just sustainability transitions.

International mobility is a regular feature of the academic life of Rhodes University. All staff are eligible for support to attend international conferences annually. Regular collaborators are frequently formally recognised as research associates, enabling them to compete for internal research and travel funds. The International Office hosts numerous delegations interested in establishing academic collaboration, from universities in Europe, North America, South America, Africa and Asia.

Teaching and Learning
Curriculum at Rhodes University is renewed on an ongoing basis. A full-scale institutional curriculum review was undertaken in 2017. Rhodes continues to have one of the best undergraduate and postgraduate throughput rates in the country. In the six graduation ceremonies of 2018, a total of 2494 students received their degrees and diplomas. Of these, 1457 (58%) were undergraduate Bachelor’s degrees and 1037 (42%) were postgraduate degrees and diplomas. Of the 1037 postgraduate students, 227 received their Master’s degrees and 88 received their PhD degrees. Of the 2494 graduates, 63% are women; and 16% are international students. We also recognised, honoured and celebrated six remarkable people: Professor Peter Mtuze, Justice Dikgang Moseneke, Dr Yvonne Chaka Chaka, Professor Vishnu Padayachee, Dr Andrew Mlangeni and Dr Sindiwe Magona.

While the Law Faculty is one of the smallest in the country, it has produced in excess of 35 permanent judges of the High courts of South Africa.

Student Life
Rhodes offers a general formative undergraduate degree, which allows students the flexibility to engage with a range of subjects in first year before moving into specialisations, as they continue their degree programme. With high quality library facilities and a postgraduate commons, every opportunity is offered to excel as a student. Ms Ujala Satgoor was awarded the LIASA (Library and Information Association of South Africa) Executive Librarian of the year Award for 2018.

Our exchange/study abroad programmes, across five continents allow some students the opportunity to study abroad and acquire credits towards their Rhodes degree. International exchange students stay in residences with South African students, and may deepen their experience in South Africa by participating in Community Engagement and service-learning initiatives.
Rhodes University has become a leading engaged university. Over the last year, 810 well-trained students have volunteered weekly in 76 community partner organisations. This and the Africa Ball, a vibrant Multicultural space for staff and students to sample African cuisine, dress in formal, stylish contemporary African designs and hear a variety of music from the Continent, have been firm favourites of the students and staff.

Community Engagement
Rhodes University has become a leading engaged university. Over the last year, 810 well-trained students have volunteered weekly in 76 community partner organisations, which has made a meaningful contribution to the areas of academic support, sports coaching, wellness interventions, food security, IT support and leadership programmes. A further 820 pupils have been involved through disciplines in the various academic departments. This means that over 20% of our student body are engaged citizens, living up to their ideals and through these opportunities, expressing the kind of leadership the world so dearly needs.

In 2018, Trading Live consisted of 155 events, where the university community and the local community trade services to each other over six days, to celebrate the life of Former President Nelson Rolihlahla Mandela. The Vice-Chancellor’s Initiative to improve the quality of teaching and learning in the local schools, the student volunteer programme, the nine-tenths mentoring programme embed the University in the life of the greater Makana.

Rhodes University continues to participate in The Common Good First, a consortium of six South African universities, together with partners from Denmark, England, Iceland, Norway, Spain and Scotland, funded by the EU and Scotland’s Department of Social Enterprise, Social Innovation and Social Investment.
Vaal University of Technology

Leading Innovative Knowledge and Quality Technology Education

Vaal University of Technology (VUT) derives its origins from the college of advanced Technical Education and was established in 1966. In 2004, the new government found it fitting to establish the VUT, as one of six such institutions within the country, to focus on Science and Technology and the provision of high-level skills, not for the Vaal Triangle region and the country, but also for the SADC region and the continent. The institution now boast a student headcount of approximately 21 000.

VUT has a population of about 1 000 international students coming from over 35 countries and continues to grow.

The VUT has grown in stature and size as a Higher Education institution, drawing students from all over the African continent and beyond. VUT has a population of about 1 000 international students coming from over 35 countries and continues to grow. In the last five years, VUT has hosted exchange students from Germany, the Netherlands, France, Nigeria, Somalia, Kenya and Namibia.

International Relations and Advancement
- Strategically position the VUT in the global stage
- Initiate, plan, manage and coordinate international relations networks, joint research projects, agreements and partnerships
- Counsel and advise international students on immigration and university policies
- Plan and coordinate programmes for integrating international students in and off campus
- Undertake research on international partners/and or students so as to improve the experience for students
- To manage and coordinate publicity and community engagement programmes

Social Justice and Transformation (SJT) Unit
The University drives its transformation agenda through the SJT Unit, this involves developing strategies and policies which affirms learning and working experiences of international students and staff. The end game is to have international students and staff who feel not only at home but are treated as valuable members of the VUT community. International staff and students are made to feel at home through participation in various social inclusion initiatives.

Values
- Excellence
- Creativity
- Mutual Respect
- Collegiality
- Honesty and Integrity
- Tolerance
- Diversity

The institution now boast a student headcount of approximately 21 000.
Faculties
• Management Sciences
• Applied and Computer Sciences
• Engineering and Technology
• Human Sciences

Vaal University Research Directorate
The Centre of Sustainable Livelihoods

Vision: The vision of the Centre of Sustainable Livelihoods is to use research as a tool aimed at reducing poverty, household food insecurity and malnutrition in Africa.

In recent years, we have focused on poverty, malnutrition and household food insecurity in rural, peri-urban and urban communities in the Vaal region, Qwa-Qwa, Eastern Cape, Soshanguve, Hammanskraal and various African countries.

The close relationship that the Centre of Sustainable Livelihoods has with these communities has helped us to create a relevant research programme with a high level of implementation. This has led to the malnutrition.

Centre for Alternative Energy
The research focus on Alternative Energy, Applied Electronics and NRF/THRIP defined focus areas:

1. Alternative Energy:
   • The development of fuel cells and fuel cell membranes
   • Hydrogen generation and storage
   • Sustainable electricity for rural communities through solar, wind and fuel cell energy

2. Dielectric Heating:
   • Radio frequency heating and drying of materials
   • Rock comminution for mining
   • Blood heating

3. Product Development:
   • Applied electronic products for a vast number of commercial applications
   • DC-DC converters and DC-AC inverters

Technology Transfer and Innovation
The Innovative Product Development and Advanced Manufacturing research focus area includes the technology, tools, procedures and work organisation used for the increased efficiency in industrial product development processes. Our research is focused on the use of Additive Manufacturing platforms which will increase efficiency in product development processes.

We investigate key factors for competitive industrial product development and innovation by using tools and procedures, as well as organisational co-operation and parallel processes. This holistic approach includes the integration of all relevant aspects of product development processes.

We have an excellent history of collaboration with industry, national and international academia and participation in Government Flagship programs. Our long history with government programmes also provides sufficient expertise and an established track record in obtaining triple helix-based research and support grants.

Materials and minerals technology materials and minerals technology
The aim of the Materials and Minerals Technology research focus area has always been to build research covering a broad spectrum of materials science and technology. This aims to fulfill the needs of the technology Station in Process and Materials Technology while at the same time providing a research vehicle for the departments of Metallurgical, Civil and Industrial Engineering.

Materials selection is central to all manufacturing and construction design and development. Therefore, the importance of on-going research into materials’ properties and the development of new materials should always be underscored.

Services Offered by the Materials and Minerals Technology Focus Research Area
Our work is aimed towards:
• Contract research
• In-house and collaborative green-fields research in the fields of engineering materials
• services
• Technology transfer
• Postgraduate training

Plant Molecular Genetics/Biotechnology
The Plant Molecular Genetics / Biotechnology focus area is housed in the Department of Biotechnology and is led by Professor Michael Pillay. Current research topics in these areas revolve around Genetic Diversity, Gene Discovery, Agricultural and Environmental Biotechnology. New avenues of research such as Proteomics have also been initiated.

The practicality of our research ideas and the availability of basic laboratory equipment have helped to attract students to continue with their postgraduate studies at VUT. The Department of Biotechnology will soon be offering a PhD in Biotechnology, pending final approval from DHET.

Centre for Renewable Energy and Water Energy and Water
Mission
To develop research cultural capital, exploit the competencies at the interface of disciplines and engage in research driven by effective teaching and learning.
Background:
The grand global challenges of our time include access to clean water, global warming, affordable energy and food security. Efforts to address these challenges are constrained by the fact that the natural resources are being depleted while the need continues to rise with the increase in global population. This means that as far as water and energy provision is concerned, the world has less for more. To address this problem, scientists have in the recent years adopted a strategy that is aimed at developing technologies for creating more with less. At the centre of this strategy is the use of low-cost materials and technologies based on regional or site specific conditions. This strategy must be guided by the national imperatives, with the aim of exploiting regional competitive advantages.

Please visit [www.vut-research.ac.za](http://www.vut-research.ac.za) for more information and contact details

### Research That Matters

#### VUT research outputs for 2013-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit</th>
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<tbody>
<tr>
<td>2013</td>
<td>99</td>
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<tr>
<td>2014</td>
<td>108</td>
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<td>2015</td>
<td>78</td>
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<tr>
<td>2016</td>
<td>115</td>
</tr>
<tr>
<td>2017</td>
<td>135</td>
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#### Research outputs for 2017

<table>
<thead>
<tr>
<th>Research outputs per faculty</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engineering and Technology</td>
<td>22</td>
</tr>
<tr>
<td>2. Human Sciences</td>
<td>17</td>
</tr>
<tr>
<td>3. Applied Computer Sciences</td>
<td>51</td>
</tr>
<tr>
<td>4. Management Sciences</td>
<td>43</td>
</tr>
<tr>
<td>5. Non-Faculty</td>
<td>3</td>
</tr>
</tbody>
</table>

### Strategic Focus Areas

Aligned with government priorities and with our competitive advantage, we will service clients in various sectors such as Fashion, Hospitality & Tourism and Information & Communication Technology (ICT), however, our strategic selected focus areas include:

- Enterprise Development Unit
- Advanced Manufacturing Precinct
- Technology Station
- Footwear and Leather
- Casting and Simulation Network
- EOU
- F’SASEC
- Product Design and Development

### Advanced Manufacturing Precinct (AMP)

The AMP focuses on advanced product design and manufacturing for industries, particularly in the foundry and pioneering manufacturing sector. This facility functions as a service bureau, supporting local industry and entrepreneurs, as well as providing local and international research support.

It currently offers the highest resolution polymer laser sintering in South Africa.

Our additive manufacturing (AM) facility offers a range of prototyping and manufacturing technologies, including Binder Jetting, fused deposition modelling and laser sintering. The facility has the ability to create useable prototypes and final components quickly and accurately, in a range of materials.

**AMP offers the following services:**

- Advanced design
- Advanced manufacturing using state-of-the-art technology in 3D printing
Technology Station (TS)
The Technology Station focuses on assisting small and medium size enterprises, manufacturers and VUT staff and students in attaining their maximum potential to enable them to contribute to economic growth, job creation and skills development in South Africa. To achieve this, the Technology Station provides solution-oriented expert and training services in composites and metals-based products through its station units which are industrial design and development, robotic milling, tooling and manufacturing as well as the idea to product lab.

Technology Station offers the following services:
- Industrial design
- Product and process improvement
- Training & technology demonstration
- Testing and analysis
- Prototyping

The French South African Schneider Electric Center (F’SASEC)
The French South African Schneider Electric Center in association with the VUT, takes pride in empowering the youth and the Vaal community.

This centre was established in February 2011 by the French Ministry of Education, to equip less privileged students with practical experience and deeper knowledge of electrical engineering as well as creating a pathway for students from matric and TVET colleges to enter mainstream universities.

Centre Of Footwear Entrepreneurship (CfE)
The CfE aims to become more competitive through innovation, skills development and technology transfer. Our mission is to build and improve capacity in the manufacturing and related value chain of the footwear, leather and leather goods sectors in South Africa – and strengthen skills development and product development through design.

CoFE provides the following specialised services:
- Benchmarking Technology Demonstration
- Footwear Design Component Development
- Incubation
- Shared resources facilities

Energy Optimisation Unit
Alternative energy involves the development of systems utilising photovoltaic, fuel cell and fermentation technology, including those generating both alternative electricity and heat. Water management entails the development of sustainable systems to ensure water supply and quality, as well as preserving the waste and contamination of available water resources.

The EOU has two main focus areas:
- Alternative methods of energy production for industrial and domestic uses Management of water resources

Dihlare
Local traditional knowledge has been used to develop a range of medicinal products, however, for these to be more widely accepted in the market, clinical and scientific testing and certification needs to be implemented. Dihlare Remedy (Pty) Ltd serves to enable this through applied research.

The institute is currently working on two portfolios:
- Research and Development
- Education and Training

Casting and Simulation Network
The casting simulation network provides local foundries, including small and medium enterprises, with access to casting process simulation software and skills to enable the revitalisation of the South African foundry industry.

The program offers the following capabilities:
- CAD capabilities/ reverse engineering
- MAGMA casting simulation
- Project management
- Consulting
- Casting simulation training

Design and Development
The product development team consists of industrial design, engineering, additive manufacturing (AM) and tooling specialists. A typical design project will start with 2D concepts and 3D components.

Industrial designers assist in the aesthetics or visual appearance of the product. They add artistic elements to the product’s enclosure to make it more attractive for the intended market. Other design elements include ergonomics, man-machine interface (MMI), costs and manufacturing methods and appropriate materials.

Enterprise Development Unit
The Enterprise Development Unit (EDU) supports researchers and entrepreneurs to identify, protect and commercialise products emanating from viable projects.

The EDU also offers the following services:
- Intellectual Property Services (identify and protect Intellectual Property);
- Commercialisation Services
- Legal Support Services

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International Relations and Advancement
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University of Fort Hare
Together in Excellence

University of Fort Hare (UFH) is a global university committed to meeting the needs and ambitions of a culturally and internationally diverse range of students, by providing competitive academic programmes underpinned by innovative research, scholarship and professional practice. We prepare our students to be professional, skilled individuals fitted to be a global citizen, committed to lifelong learning and able to contribute and engage in community development initiatives.

UFH is a vibrant, equitable and sustainable African university, committed to teaching and research excellence at the service of its students, scholars and wider community.

One of Fort Hare's great strengths lies in the excellent working relations between all the internal and external stakeholders of the University. This combination provides superb facilities, contact with the very best minds, and personal supervision and support to help develop your academic interests. We pride ourselves on the close level of pastoral care provided by department tutors, support staff and student-run networks. We also provide many opportunities to engage socially in activities such as sports, performance and literary arts, debating and voluntary work as well as to develop knowledge and transferable skills to prepare you for the future.

Vision
The University of Fort Hare is a vibrant, equitable and sustainable African university, committed to teaching and research excellence at the service of its students, scholars and wider community.

Mission Statement
To provide high quality education of international standards that contributes to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the scientific, technological and social-economic development of our nation and the wider world.

Values
Integrity, Excellence, Innovation and Ethics

Location and Campuses
Main Campus – Alice Campus
The main campus of UFH is situated in the fertile valley, some 120 kilometres due west of East London. It is located in Alice, a small town in rural setting and the capital of Raymond Mhlaba Municipality. The campus has over 8000 registered students, the majority of which lives in the small town and contributes considerably to the development of its economy.

East London Campus
The establishment of a strong, urban-based campus in East London has become a reality. The ideal position of this campus in the largest non-metropolitan city in South Africa lends itself to attracting a varied mix of students and staff and caters for long distance learning and part time students with programmes and courses that meet the need of vast students.

One of Fort Hare's great strengths lies in the partnership between the University and the departments.
Bhisho Campus
The Bhisho campus, which is just outside King William’s Town and sited close to the seat of present-day provincial government, has developed a reputation in public-service-related courses.

The University has 16800 students located across the 3 campuses. These campuses provide the perfect environment for urban-rural cultural integration and production of knowledge, which addresses the regional, national, African and international challenges of the 21st century.

Office of International Affairs
The office of International Affairs is tasked amongst other things, with the responsibility of raising the international profile of UFH through establishing, managing and servicing strategic Partnerships and Mobility / Exchange programmes of the University. The office also manages the Recruitment and admissions of International Students into the university. It also ensures that International Students comply with the immigration laws of the Republic. It further manages the International student life and support services for Students. The office coordinates all the internationalization activities of UFH.

Faculties
The university has a comprehensive range of academic programmes and career oriented programmes that are offered across five faculties. These programmes are designed to equip future leaders in various disciplines and fields, ranging from Diplomas, Bachelors, Honours, Masters and Doctoral Degree, with appropriate skills and knowledge.

• Faculty of Health Sciences
• Faculty of Law
• Faculty of Science and Agriculture
• Faculty of Social sciences and Humanities
• Faculty of Education
• Faculty of Management and commerce

Govan Mbeki Research And Development Centre (GMRDC)
The Govan Mbeki Research and Development Centre (GMRDC) was established through the amalgamation of the earlier office of the Dean of Research and the former Govan Mbeki Research Resource Centre (GMERRC). The Centre acts as a service to staff on all research and development related matters across all campuses and administers the University’s research budget. It stimulates, promotes and builds research capacity among staff and post graduate students and works in collaboration with donors and national and international research bodies. The Centre also develops - and monitors the implementation of - the University’s research, postgraduate and research ethics policies.

Accommodation
The University provides accommodation in both Alice and East London campuses. When filling in the application form for an academic programme; please fill in the application form for a residence as well. It is important to attach the proof of payment for the residence application to the application form. As soon as you receive your residence admission letter, please pay your residence deposit, to secure your residence placement.

International Qualifications
All applicants with non-South African qualifications are required to have their qualifications evaluated by the South African Qualification Authority (SAQA). www.saqa.org.za for Post graduate students and www.he-enrol.ac.za for undergraduate students.

University of Fort Hare
International Affairs Office
Alice Campus
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We prepare our students to be professional, skilled individuals fitted to be a global citizen, committed to lifelong learning.
The Crucible of African Leadership

Alice Campus
East London Campus
Bhisho Campus
University of the Witwatersrand, Johannesburg

Wits has a reputation built on RESEARCH AND ACADEMIC EXCELLENCE

Vision Statement
Wits aspires to be a leading world-class research intensive university in Africa, firmly embedded in the international top league universities by 2022.

Mission
The mission is to grow its global stature as a leading research-intensive university and a gateway to research engagement and intellectual achievement in Africa. This it will achieve by building on the principles of intellectual excellence, international competitiveness and local relevance. As an institution built on principles of intellectual excellence, we are committed to providing high-quality, internationally competitive education, founded on high academic standards, cutting-edge research, public engagement, and productive partnerships with leading institutions throughout the world.

About University of the Witwatersrand (Wits)
Wits is a leading research and postgraduate university in the commercial heart of Africa. It is one of only three universities in Africa to be placed in the top 400 universities (out of 23 000 universities) worldwide, in three separate international rankings.

Wits offer postgraduate students a platform to engage in real life research issues that affect not only the surrounding communities, but the country, the continent and the world.

Wits is:

- internationally recognised for its academic and research excellence
- an active social leader that takes a stand on social issues affecting communities, the country and globe
- an engaged university committed to local transformation and the advancement of the public good
- the intellectual hub of the continent, with over 40 major projects running throughout Africa
- a leader in the Evolutionary Sciences and is a curator of priceless faunal, floral and hominid collections including the Taung Child (Australopithecus africanus), Mrs Ples, Little Foot, Australopithecus Sediba and the recently discovered Homo Naledi fossils
- proud of the four Nobel Laureates and the more than 91 Rhodes Scholars that have emanated from the University.

WITS hosts 26 prestigious South African Research Chairs.
Location
Wits is taking the lead in reimagining trendy Braamfontein to further our contribution towards delivering high-level, scarce skills for the global knowledge economy. Our location in Johannesburg, the economic and industrial heartland of the continent, places us in good stead to interact with the public and private sectors, civil society and other social agents to effect meaningful change in society.

The Faculties are:
Commerce, Law and Management
www.wits.ac.za/clm

Engineering and the Built Environment
www.wits.ac.za/ebe

Health Sciences
www.wits.ac.za/health

Humanities
www.wits.ac.za/humanities

Science
www.wits.ac.za/science

Research @ Wits
Wits:
• is one of only two South African universities that continues to publish extensively in high-impact ISI-accredited journals.
• accommodates seven research institutes, 24 research units and 10 research groups
• hosts 26 prestigious South African Research Chairs and dozens of privately endowed chairs
• Witsies have been awarded prestigious National Orders by the President for their continuing contribution to science, art and medicine in the country.
• is the proud home of ten National Centres of Excellence (the highest number of Government funded centres of Excellence in South Africa) focusing on Biomedical TB Research, Strong Materials, Aerospace, Human Development, the Palaeosciences, Advanced Drug Delivery Technology, Integrated Mineral and Energy Resource Analysis, Antiviral Gene Therapy and Mathematical and Statistical Sciences
• is home to over 220 rated scientists of which 16 are A-rated, international leaders in their disciplines, and
• is acknowledged as the South African institution which produced the most scientific research publications pertaining to HIV/AIDS, between 1996 and 2006.

Internationalisation principles @ Wits
Wits is ambitious about its place in the world of ideas, should be a proactive, self-reflective, internalised and institutionalised process that is based on the following principles:

• Fostering the diversity of thought and opinion on our campus in a manner that draws from best practices in the world
• Providing international exposure of the University’s ‘core business’ of teaching and learning, research, and engagement with society, in all their manifestations, thereby also deriving the benefit of international scrutiny and quality benchmarks.
• Strengthening our teaching and research programmes through international accreditation processes.

A key goal of internationalisation at Wits is enhancing our contribution to the range, depth and quality of high-level human intellectual capital and knowledge for the benefit of the broad community that it serves. This relates particularly to processes of equipping the next generation of leaders, highly skilled citizens, and top-level critical scholars that are expected operate effectively in global and cosmopolitan world.

Such a process entails adapting curricula, conducting research and encouraging staff and student flow, both into and out of Wits, in a manner that enriches the exchange and development of knowledge and ideas to enable a progressive and highly efficient student and workforce quotient. We think of such an approach as being vital for the achievement of academic excellence.

Wits shares the understanding that internationalisation in this context is fundamentally a pursuit of world-class quality Higher Education, expressed in curriculum design, teaching and research, which can only be achieved if supported by an appropriate strategy that is directed at the recruitment and development of students and staff, their inward and outward exchange with other Higher Education institutions and scholars, and Wits’ responsiveness to national, regional, and global concerns.

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/conduct research at partner universities abroad.

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 of study visas; advice on medical cover; interaction with the DHA; provide information and guidance on obtaining a Matriculation Exemption and facilitates city/cultural orientation and excursions.

University of the Witwatersrand, Johannesburg
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Twitter: https://twitter.com/witsinternational
Facebook: www.facebook.com/WitsInternationalStudentsOffice
Website: www.wits.ac.za
Over 160000 alumni

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

WITS
AN EXCEPTIONAL UNIVERSITY

DI D YOU KNOW THAT WITS:

• is the largest producer of medical specialists and sub/super-specialists in southern Africa?
• is placed in the top 2 universities in Africa (2018) by Times Higher Education?
• is 24th worldwide in producing global CEOs?
• is placing its graduates at the forefront of the new digital economy (the Fourth Industrial Revolution) through exposure to the Tshimologong Digital Innovation Zone, big data, precision medicine, digi-mining and many other inter-related initiatives?
• acts as a change agent to make the world a better place e.g. numerous academics have been recipients of The Order of the Baobab?

The only globally ranked university in Johannesburg, the economic heartland of the continent

INTERNATIONALLY RECOGNISED FOR RESEARCH, HIGH ACADEMIC STANDARDS AND COMMITMENT TO SOCIAL JUSTICE

WITS

28 A-rated researchers

We are proud of our 28 A-rated Researchers (recognised by peers internationally as global leaders in their field).

A solid history of nearly 100 years

WITS

CEN TRE FOR WORLD UNIVERSITY RANKINGS (CWUR)

Wits is ranked first in South Africa (2018)

1

6 CENTRES OF EXCELLENCE

a testimony to the depth and quality of our research

86% of WITS’ RESEARCH

PUBLISHED in LEADING INTERNATIONAL JOURNALS

www.wits.ac.za

CENTRES OF EXCELLENCE
Durban University of Technology
Developing Global Citizens

Durban University of Technology (DUT) has a long history of academic excellence and local community engagement, and has been producing outstanding graduates for over a century.

DUT students receive an education that extends well beyond the University’s walls.

DUT has seven campuses located between Durban and Pietermaritzburg, in KwaZulu-Natal, one of South Africa’s most beautiful and culturally diverse provinces.

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.

Student-Centred Education
DUT is founded upon the twinned principles of student-centeredness and engagement.

These “DNA-strands”, together create a unique and empowering learning experience. We have over 3,435 academic and support staff, all working together to provide our students with the tools, knowledge, skills and facilities to be successful both in their chosen fields and in their personal lives.

DUT currently offers undergraduate and postgraduate studies in six faculties, including Accounting and Informatics, Applied Sciences, Arts and Design, Engineering and the Built Environment, Health Sciences, and Management Sciences. DUT also offers a number of specialised programmes not regularly available at other institutions, and has a thriving Centre for Continuing and Professional Education (CCPE).

Local Learning, Global Impact
Internationalisation is one of the core drivers at DUT. While the concept of internationalisation is as old as the pursuit of knowledge, in more recent times it has been formalised into a measurable part of the university’s offering to its students.

At DUT, internationalisation goes far beyond exchange programmes and academic mobility. 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.

Durban University of Technology
International Education and Partnerships
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DUT has seven campuses in one of South Africa’s most beautiful and culturally diverse provinces.
LOCAL LEARNING, GLOBAL IMPACT

Durban University of Technology is at the forefront of creating African knowledge enriched by international engagement.

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

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Website: www.dut.ac.za
University of Johannesburg
The Future Reimagined

At the UJ “The Future. Reimagined” is not simply a catchy phrase. The institution is taking the lead in Africa in 4th Industrial Revolution thinking, reimagining the future in all disciplines.

It is an institution that embodies the core principles of critical thinking and meaningful collaboration, anchored in Africa and dynamically shaping the future. Through these principles we give our students the competitive advantage they need to compete on the global stage but, more importantly, we attract the best minds from around the world to engage with these leaders in reimagining the future.

UJ’s students, mentors, teachers and thought leaders are making a difference, not only in South Africa, but across the African continent and the world. With exposure to world-class facilities, proven structures of support and award-winning academic staff – all geared towards feeding imaginations in a safe, equal opportunity environment – we are seeding the world with a new generation who will lead with imagination, with creativity and with the power to see far beyond our present.

At the UJ “The Future. Reimagined” is not simply a catchy phrase. The institution is taking the lead in Africa in 4th Industrial Revolution thinking, reimagining the future in all disciplines.

As a respected research institution, the University is leading the new wave of thought through a multi-disciplinary approach to practical solutions that will make a real difference, from exploring the impact of early childhood development, to the exciting space of artificial intelligence, process automation and smart cities; to developing nanotechnology capable of removing pollutants from water. We are investigating the sustainability of global resources through earth sciences, looking at our past to learn about our future.

From vocational and traditional academic programmes to professionals and postgraduates, our four campuses offer our students a choice of study programmes in eight faculties: Art, Design and Architecture; Education; Engineering and the Built Environment; Health Sciences; Humanities; Law; and Science, as well as in the College of Business and Economics.
UJ students have access to a world-class environment for sport, art and culture, and are guided through experience programmes to develop both personal and academic skills. As UJ alumni, they then go on to become game changers in their chosen careers. Individuals who embody the UJ values: who have the freedom, innovation and independence to dynamically shape the future; who engage meaningfully with others; who see fresh opportunities and connections where others see none; and who continually respect and advance each other and humanity.

Staff and students of the university come from over 50 different countries in Africa and around the world. We have built links, partnerships and exchange agreements with leading African and international institutions that further enrich the academic, social and cultural diversity on each of our campuses.

UJ has positioned itself within the rich diversity of South Africa’s community and continues to draw on existing and latent intellectual capacity, leadership and innovation in all communities and further afield, as it delivers on its vision to be a premier African university. The University continues to build a culture of inclusion that embraces South Africa’s rich history, various cultures, languages, religions, genders and races, and its social and economic statuses.

As a respected research institution the university is leading the new wave of thought through a multi-disciplinary approach to practical solutions that will make a real difference.
University of KwaZulu-Natal

One of the largest residential universities in South Africa, the University of KwaZulu-Natal (UKZN) consolidates the resources, infrastructure and intellectual capital of two major regional universities following, the merger of the Universities of Natal and Durban-Westville. The University is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation and academic freedom. UKZN has approximately 49 000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level, on five campuses, and the expertise of South Africa’s leading academics and internationally acclaimed scientists.

The University strives to provide an enabling environment for all its students so as to ensure their individual intellectual development.

Why Choose UKZN:

• UKZN has five campuses in Durban and Pietermaritzburg with four Colleges and 19 Schools offering approximately 2 000 academic programmes.
• UKZN is a truly South African university that reflects the diverse society in which it is situated. As an institution of higher learning, it is committed to academic excellence, innovative research and critical engagement with society.
• UKZN is globally connected University of African Scholarship with an international reputation for academic excellence, outstanding research output. We have links with over 200 international institutions, which facilitate ongoing collaborative academic partnerships.

UKZN is able to offer an exceptionally wide range of exciting and innovative multi-disciplinary courses that will broaden perspectives, foster a capacity for independent critical thinking, and provide intellectual tools to develop your mind, while at the same time enhancing your career opportunities in the local and global marketplace. The University strives to provide an enabling environment for all its students so as to ensure their individual intellectual development, while at the same time provide holistic education which promotes an awareness of social responsibility and sound ethical practice in a diverse society.

And of course, not all learning takes place in the lecture theatre. UKZN offers extensive sporting, cultural and extramural activities.

A Choice of Campuses

Edgewood
The Edgewood campus in Pinetown is the University’s primary site for teacher education and the home of the School of Education. The campus offers sophisticated and attractive facilities to a growing number of Education students.

Howard College
The Howard College campus offers a full range of degree options in the fields of Engineering, Law, Humanities, Development and Social Sciences, and Nursing. The campus is situated in the vibrant coastal city of Durban, renowned for its beaches and coastal resorts.

Medical School
A buzzing centre of academic excellence only ten minutes away from Durban’s city centre, since its inception in 1950 the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life for all South Africans.
Pietermaritzburg
This campus offers a wide range of innovative academic programmes which have been successful in responding to local and provincial needs in Science and Agriculture, Humanities, Development and Social Sciences, Education, and Law and Management Studies. Unique to the Pietermaritzburg campus are the disciplines of Agriculture, Theology and Visual Art.

Westville
The Westville campus is the administrative headquarters of UKZN. The campus offers programmes in Science, Management Studies and Health Sciences. Located within an environmental conservancy about eight kilometres from the central business districts of Durban and Pinetown, the Westville campus combines state-of-the-art infrastructure with beautiful natural surroundings.

Colleges and Schools:

College of Agriculture, Engineering and Science
- School of Engineering
- School of Agriculture, Earth and Environmental Sciences
- School of Chemistry and Physics
- School of Life Sciences
- School of Mathematics, Statistics and Computer Science.

College of Health Sciences
- School of Clinical Medicine
- School of Laboratory Medicine and Medical Sciences
- School of Health Sciences
- School of Nursing and Public Health

College of Humanities
- School of Religion, Philosophy and Classics
- School of Arts
- School of Social Sciences
- School of Applied Human Sciences
- School of Built Environment and Development Studies
- School of Education

College of Law and Management Studies
- Graduate School of Business and Leadership
- School of Accounting, Economics and Finance
- School of Law
- School of Management, IT and Governance.

A Research-led University
As one of South Africa’s pre-eminent research institutions, UKZN provides a dynamic environment for all facets of the research and innovation spectrum. The research activities span the natural, biomedical, social sciences and the humanities.

The Research Flagships are:
- Social Cohesion – Addressing Inequality and Promoting Nation Building;
- African Health – Saving Lives;
- Big Data and Informatics – Computing Solutions;

World Rankings
UKZN is one of three universities in South Africa and indeed in Africa rated amongst the top 500 universities of the world by the Academic Rankings of World Universities (ARWU). UKZN is also ranked in the top 100 young universities.

Facilities and services available on campus:
- Accommodation
- Library and Computing Services and Labs
- Student Counselling
- Health Clinics
- Sporting Facilities

International Programmes:
The UKZN offers a wide range of undergraduate and postgraduate courses across all disciplines. Eligible students must currently be participating in full-time study, either undergraduate or postgraduate and are generally pursuing a full degree programme. International students wishing to study at the University must ensure that an application is completed on an official UKZN application form. Please refer to the University website for the application form.

For study abroad and exchange queries:
Tel: +27 (0) 2602870/2230
Fax: +27 (0)31 2602967
Email: ukznsep@ukzn.ac.za

For more information on the courses for non-degree purposes please refer to the website on www.ukzn.ac.za/handbooks

Full time undergraduate/postgraduate studies:
For a full range of undergraduate and postgraduate degrees offered at UKZN please refer to the website on www.ukzn.ac.za/courses

University of KwaZulu-Natal
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University of Mpumalanga
Creating Opportunities

Established in 2013, the University of Mpumalanga (UMP) is one of the youngest universities in South Africa.

An African university committed to providing Leadership in Knowledge Creation and Dissemination.

As a comprehensive Higher Education institution offering a broad range of qualifications; from Higher Certificates to Doctoral Degrees, UMP positions itself as an African University rooted in its home province, Mpumalanga, and responsive to its political, socio-economic, geographical and historical contexts. As an institution cognisant of its place in the world, UMP is committed to providing leadership in knowledge creation and dissemination.

Vision
To be an African University leading in creating opportunities for sustainable development through innovation.

Mission
To offer high quality educational and training opportunities that foster the holistic development of students through teaching and learning, research and scholarship, and engagement, in collaboration with strategic partners.

Values
- Excellence; uphold the highest standards of excellence in all its actions, functions and services
- Integrity; undeviating honesty, by utmost fairness, caring for one another as fellow human beings, and treating one another with the utmost respect
- Diversity; unlocking a range of interactions, and enhancing exposure to a wide variety of diverse cultures, backgrounds, views and opinions
- Collaboration; actively seek out opportunities for collaboration with all its stakeholders in maximising the development of human potential and socio-economic development
- Adaptability; acknowledging our ever-changing knowledge contexts, institutional environments, and social situations and therefore the need to promote and foster adaptability
- Relevance; endorses the need for its academic programmes, research activities, and engagement projects to respond to its context
- Inspiration; allows and encourages others to be more and do more than what at first seems possible

Location and Campuses

"The Place where the Sun Rises"
Mpumalanga – “the place where the sun rises” – is a province with spectacular scenic beauty and an abundance of wildlife. Lying in the northeast of South Africa, Mpumalanga is bordered by the countries of Mozambique and Swaziland to the east and Gauteng to the west.

The University of Mpumalanga is the only university in the Mpumalanga Province.
The only university in the Mpumalanga Province, UMP has two campuses, the Mbombela Campus as the main campus, the Siyabuswa Campus, and two sites of delivery in Marapyane and the Mpumalanga Regional Training Trust (MRTT). The province lies in the northeast of South Africa, bordered by Mozambique and Swaziland to the east and Gauteng to the west. UMP aspires to be an academic destination of choice for qualifying school leavers from across the province, South Africa and the continent.

Our academic staff is **reflective and reflexive practitioners** who use information communication technologies to improve learning.
Programmes and Qualifications
The current academic structure at UMP provides for at least three Faculties. These include the following:

- Faculty of Commerce and Management
- Faculty of Agriculture and Natural Sciences
- Faculty of Education

UMP is a comprehensive Higher Education institution offering a broad range of qualifications:

- Diploma in Hospitality Management
- Advanced Diploma in Hospitality Management
- Bachelor of Development Studies
- Bachelor of Commerce
- Diploma Information Communication Technology in Application Development
- Advanced Diploma in Agricultural Production Management
- Diploma in Agriculture in Plant Production
- Diploma in Nature Conservation
- Bachelor of Agriculture in Agricultural Extension and Rural Resource Management
- Bachelor of Agriculture Honours in Agricultural Extension and Rural Resource Management
- Advanced Diploma in Agriculture in Agricultural Extension
- Bachelor of Science in Agriculture
- Bachelor of Science Degree
- Advanced Diploma in Agriculture in Post-Harvest Technology
- Bachelor of Arts
- Bachelor of Education in Foundation Phase Teaching

In 2019, the offering will be extended to include the following programmes and qualifications, and these are subject to accreditation:

- Advanced Diploma in Nature Conservation
- Bachelor of Development Studies (Honours)
- Master of Education (Foundation Phase)
- Master of Agriculture (Agricultural Extension)

Educational Philosophy
The University of Mpumalanga, as a comprehensive University, understands that its academic project must combine both the creation and transfer of knowledge and skills and the development of students as independent and critical thinkers with a passion for knowledge and its application.

Our teaching is theoretically informed, pedagogically appropriate, and sensitive to diversity in all its forms in the educational environment. Our teaching will emphasise the interconnectedness of teaching and learning, research and scholarship, and engagement. The development of our qualifications and curricula will be context sensitive. Our curricula and extracurricular activities will expose students to different ways of knowing and to the value of Indigenous Knowledge Systems.

Our academic staff is reflective and reflexive practitioners who use information communication technologies to improve learning, which will occur in a diverse range of formal and informal settings. Development programmes for academic staff and student support programmes will support a broadening of access, with increased levels of student success.

Graduate Attributes
Our graduates will be (or have):

**Resourceful, Responsive and Responsible:** capable of self-directed, life-long learning; authentic research-led enquiry; who are motivated, conscientious and self-sufficient individuals capable of substantial independent work, who set aspirational goals for continuing personal, professional, and career development.

**Sound Discipline Knowledge:** who understand and respect the values, theoretical principles, ethical aspects, methods and limitations of their discipline; and who possess discipline-relevant professional or vocational or academic knowledge, skills and competencies.

**Innovative and Entrepreneurial:** who are intellectually curious, independent, creative and critical thinkers who are able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems for sustainable development.

**Confident and Effective Communicators:** who are able to engage meaningfully with a range of diverse audiences.

**Ethically and Socially Aware Change Agents:** who are socially aware and ethically inclined, to bring about change.

**Adaptable:** having an understanding of their discipline within dynamically changing, inter and multi-disciplinary contexts; respond flexibly and adapt their skills and knowledge to excel in new situations.

Facilities
The iconic infrastructure at UMP provides a multifaceted environment inspiring both social and intellectual exchange in an atmosphere that is unconventional, original and creative. These spaces are a modern, stimulating and inspiring environment that promotes and rewards academic excellence.

Applications
To study at UMP please visit [www.ump.ac.za](http://www.ump.ac.za). The application form is accessible on the following link [www.ump.ac.za/appform.html](http://www.ump.ac.za/appform.html)
The institution has a rich, colourful history and a bright future – a unique mix of academic tradition and progressive vision. The vision is to be Africa’s leading research intensive university, recognised internationally for its quality, relevance and impact. Relying on over a century of experience and well-established facilities, UP develops human capital and generates the knowledge and skills required to meet the many challenges of the world at large, within the context of a developing nation.

The University of Pretoria (UP) is one of Africa’s leading Higher Education institutions

The University’s long-term strategic plan, UP 2025, captures the essence of a shared vision, aiming to sustain UP’s quality and relevance as a university that is firmly rooted in Africa, and to harness its existing and future potential for diversity. UP strives to ensure that it is recognised in the global-market place of knowledge production.

As one of South Africa’s oldest and most prestigious Higher Education institutions, UP produces sought-after graduates who are well-rounded citizens shaped by its holistic student-centred approach to education enabled by a wide range of campus activities and student societies including sports, arts and culture. UP strives to teach its students to “make today matter” by drawing on the experiences of yesterday and using the knowledge of today to improve tomorrow. University staff and students are driven by the view that every action in the present shapes the future.

Academic offerings and programmes

UP offers 1,453 academic programmes, which lead to 230 different qualifications. Furthermore, the university has established institutes, centres and units to enhance its research output. The nine faculties and one business school, produces on average, 14% of South Africa’s doctoral degrees, 23.2% of its professional engineers, 15.4% of all healthcare professionals and all the country’s veterinary scientists annually, according to 2016 figures.

Campuses and Faculties

The University has nine faculties, including the Faculty of Veterinary Sciences on the Onderstepoort Campus, the only one of its kind in South Africa, where groundbreaking research and clinical work take place. The University also has a business school, the Gordon Institute of Business Science (GiBS).
The Gordon Institute of Business Science (GIBS) was rated the best business school in Africa and one of the best globally by the prestigious UK Financial Times Executive Education rankings in 2015, making it the 11th consecutive year of being ranked among the top business schools worldwide.

UP has six campuses in Pretoria, and the Gordon Institute of Business Science in Illovo, Johannesburg.

The UP faculties include:
- Economic Management Sciences
- Natural and Agricultural Sciences
- Education
- Engineering, Building Environment, and Information Technology
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology and Religion
- Veterinary Sciences.

Research excellence
UP has over many years consistently achieved research outcomes that place it among the top performing research institutions in South Africa.

The University has maintained the leading position among the top research-intensive universities with respect to its total combined annual research outputs, and is steadily improving it standing in the rankings of international universities.

The changing profile of postgraduate students and young research requires a strong pipeline from undergraduate to postgraduate studies, and from postgraduate qualifications to academic and research careers. Growing the pipeline of masters and doctoral students is therefore a key strategy, with figures showing a steady growth of more than 18% over the past five years in overall postgraduate enrolments.

The focus on multidisciplinary research teams has further enhanced the University's capacity in specific research areas, resulting in increased productivity and recognition, and in strong regional and international networks.

International partnerships are central to the University’s research strategy, as is worldwide collaboration with researchers and Higher Education institutions. UP continually extends its global reach and, in particular its focus on Africa. Several institutes, centres, and units support research that reaches into the continents, and that prioritises pressing development, social justice and leadership challenges.

Academic calendar
For full-time study, the academic year runs from February till end of November. The year has 2 semesters, with a winter recess during June/July.

Important application closing dates:
Degree programmes that are limited in the student numbers they can accommodate, and which have a specific selection process, have earlier application closing dates than others.
- 31 May (Health Sciences)
- 30 June (other selection programmes)
- 31 August (all other programmes for non-South African citizens)

Application Process
Applications are received online at www.up.ac.za/apply

Minimum entry requirements exist for all programmes, and information on these can be found on this UP website.

Language
All International students have to prove that they are proficient in English to study at UP.

Accommodation at the University of Pretoria
The University offers various on-campus living accommodation. As the numbers are limited, placement is based on previous and on-going academic merit. Applications for accommodation are indicated on the application form used to apply to study at UP.

International Students
UP provides comprehensives support services to international student through the International Office. The services include immigration compliance, health insurance requirements, special orientation, banking services information, etc.

The International Office also provides information on Student Exchanges and Study Abroad programmes, and offer a comprehensive service to Postdoctoral Fellows.

The University has various support services for all students on campus, including student health, counselling, and academic development and also have various student leadership organisations.
University of South Africa
Shaping futures for 145 years

Unisa celebrates 145 proud years as a beacon of knowledge and inspiration on the African continent – as a leading light shaping futures, and being illuminated in turn by its students and alumni, its partners and the worldwide community it serves.

Throughout its history of more than 145 years, Unisa has always aspired to unlock access to Higher Education for as many people as possible.

Proudly African
The University of South Africa (Unisa), the only Higher Education institution to carry the name of the country, is the people’s university in every sense of the word. Located at the southern tip of Africa, Unisa takes pride in its identity and has the interest of the continent at heart.

Through its teaching and learning, relevant research and innovation, and community engagement initiatives, the university acknowledges its African roots and acts on the needs of South Africa and the continent.

Throughout its history of more than 145 years, Unisa has always aspired to unlock access to Higher Education for as many people as possible. Committed to providing inclusive education and keeping abreast of an ever-evolving Higher Education landscape, Unisa’s journey has been one of continuous growth and transformation.

Innovative in teaching and learning
Unisa offers both vocational and academic programmes from the level of short courses, undergraduate and postgraduate certificates, and diplomas to degrees, including master’s and doctoral qualifications. The university has nine colleges offering learning programmes in a wide spectrum of disciplines. The colleges include:

- College of Accounting Sciences
- College of Agriculture and Environmental Sciences
- College of Economic and Management Sciences
- Graduate School of Business Leadership (SBL)
- College of Education
- College of Human Sciences
- College of Law
- College of Science, Engineering and Technology
- College of Graduate Studies, which provides a range of research training programmes, enrichment activities and support mechanisms to assist postgraduate students and contribute to the development of researchers.
More than 50 000 students graduated in 2018 including 350 doctorate and 1024 master’s graduates.Producing more than 20 percent of South Africa’s graduates. Unisa is making a significant contribution towards bolstering the labour market.

**Unisa offers both vocational and academic programmes from the level of short courses, and under- and postgraduate certificates and diplomas to degrees, including master’s and doctoral qualifications.**

**Research that matters**

Unisa has a vibrant and dynamic research culture, and its strong transformative agenda encourages a creative approach to new ways of knowing. Here academics and postgraduate students are committed to finding research and innovative solutions that will address important national and global questions, and contribute to the economic, social, cultural and environmental well-being of South Africa and the African continent.

**Engaging with our community**

At Unisa, community engagement is a scholarly endeavour. Our academics and students, together with participating communities, collaborate in a mutually beneficial exchange of knowledge with the goal of social transformation and sustainable development. Because Unisa is an institution of considerable size, our local and international collaborations in community-engaged scholarship produce benefits on a significant scale. Our unsurpassed commitment to nation building, active citizenship and the deepening of democracy through our wide-ranging community engagement efforts is producing remarkable results in communities across the country.

**University of South Africa**

International Relations
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Website: www.unisa.ac.za
In 1904, the university opened its doors in Bloemfontein. It expanded with the addition of the Qwaqwa Campus (in the Eastern Free State) in 2003, and the South Campus – also in Bloemfontein – in 2004. Today, the University has more than 40 000 students, including 1 735 international students who have made the UFS their academic home away from home.

As a research-led university, the institution’s approach to its academic enterprise is informed by research. The university’s ever-expanding facilities and knowledge base present manifold opportunities for scholars to impact locally and globally.

**Research**
Since 2010, the UFS was able to increase its research output by 221%. The University is home to 158 NRF-rated researchers, and five prestigious SARChi chairs. Seventy-five percent of the University’s research is published in international journals.

Hundred-and-sixty-three postdoctoral research fellows, of whom 88 hail from outside South Africa, strengthen research and innovation at the university. In the period 2013-2017, there has been a 114% growth in papers published with international co-authors, underlining the international outlook of research at the UFS.

**Academic Programmes**
The academic programme of the UFS is delivered by its seven faculties (Economic and Management Sciences, Education, Health Sciences, Law, Natural and Agricultural Sciences, the Humanities, Theology and Religion) and its Business School. Postgraduate studies are supported by the Postgraduate School. The postgraduate prospectus can be downloaded at [www.ufs.ac.za/ufsprospectus2019](http://www.ufs.ac.za/ufsprospectus2019), and the undergraduate prospectus is available at [www.ufs.ac.za/ufspostgradprospectus2019](http://www.ufs.ac.za/ufspostgradprospectus2019).

UFS is a highly internationalised university with a proud history of international engagements. For example, in the period 2013-2018, UFS researchers co-authored 2 533 publications with 1 512 collaborating institutions.

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International Students
The UFS provides international students with an excellent experience. Dedicated support is provided by the Office for International Affairs, which serves as the first port of call for all international students at the UFS. To further enhance the international student experience, the university has piloted its Umoja buddy programme, which connects first-time entering international students with local students. Students can participate in 22 different sports disciplines and study from 671 182 library books, including 14 000 E-books. The university has a holistic, coordinated approach, rendering individualised support to students with disabilities.

Since 2010, the UFS was able to increase its research output by 221%. The university is home to 158 NRF-rated researchers, and five prestigious SARChi chairs.

Internationalisation
UFS is a highly internationalised university with a proud history of international engagements. For example, in the period 2013-2018, UFS researchers co-authored 2 533 publications with 1 512 collaborating institutions. The university has more than 50 high-quality and productive institutional collaborations with universities and institutions around the world. Under their umbrella, research collaboration, staff and student mobility, as well as other projects are implemented. Internationalisation is enabled by the Office for International Affairs, which renders strategic advice on internationalisation and supports the international activities of internal UFS stakeholders.

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Students can participate in 22 different sports disciplines and study from 671 182 library books.
The University of Venda (UNIVEN) is committed to delivering high quality academic programmes at both undergraduate and postgraduate levels. The University has invested significant resources ranging from highly qualified academics and NRF-rated researchers, new buildings including student residences, staff offices, state of the art laboratory equipment and a modern ICT infrastructure to ensure that it produces graduates with skills relevant to our regional and national socio-economic development strategies. A new institutional culture of excellence and quality, characterised by peace and stability on campus, has emerged. The University feels truly proud of the calibre of graduates that it produces and is confident that it is creating great future leaders.

UNIVEN’s student population is constituted by approximately 16,300 students and more than 800 academic staff members who hail from the entire African region as well as from other continents.

The strengths and qualities of UNIVEN
UNIVEN’s student population is constituted by approximately 16,300 students and more than 800 academic staff members who hail from the entire African region as well as from other continents. Its institutional culture is based on the core values of quality and excellence, accountability, transparency, integrity, respect, diversity and social responsibility.

UNIVEN provides academic leadership in various fields such as Biotechnology, Ecology, Indigenous Knowledge Systems, African Linguistics, Law. It plays an active and leading role in the field of Community Engagement. The Vuwani Science Resource Centre brings science, mathematics and technology closer to rural communities. UNIVEN is proud of the community-based research of the institute for Rural Development. International partnership in community engagement is a specific strength of the University, for example, a ceramic water filter factory has been established in a rural pottery by students from UNIVEN and the University of Virginia, under the guidance of academics from both Universities.

UNIVEN is geographically well situated to conduct research in the fields of rural development, indigenous knowledge systems and indigenous law. It is located in an area where traditional governance structures dominate the daily lives of many people. Simultaneously, it is the closest institution of higher learning to three of the most significant archeological sites in southern Africa: Mapungubwe, Thulamela and Great Zimbabwe. Consequently, UNIVEN provides an ideal destination for international researchers who want to engage with the rural African context.

UNIVEN has a unique Buddy system launched every year for social integration of foreign and local students. The programme is jointly coordinated by the Directorate of International Relations, the University of Venda, and the UNIVEN Centre for Research and Community Engagement.

UNIVEN provides academic leadership in various fields such as Biotechnology, Ecology, Indigenous Knowledge Systems, African Linguistics, Law. It plays an active and leading role in the field of Community Engagement.
UNIVEN International Students Union (UNISU), and the Student Representative Council (SRC). The buddy programme is aimed at developing our University Community whose members are willing to exchange ideas and facts in the spirit of ‘ubuntu’.

Research and Community Engagement
UNIVEN’s research output continues to grow exponentially. The per capita research output rose from 0.71 units per capital in 2014 to 0.94 units per capital in 2015. The University has about 30 NRF rated researchers.

UNIVEN plays an active and leading role in the field of Community Engagement. International partnership in community engagement is a specific strength of the University.

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Internationalisation at UNIVEN
UNIVEN understands internationalisation as the process of integrating an international and intercultural dimension into the teaching, learning, research, community engagement and service functions of the University. The Directorate of International Relations which drives internationalisation at UNIVEN was established in July 2011. There are about 100 national and international partnerships formed with UNIVEN which are found in Africa, Europe, Asia, North and South America. The focus was on expanding the University’s flagship international collaboration such as the University of Virginia in USA which started in 2002; the Warwick in Africa collaboration with the University of Warwick, UK; and many others. Also new strategic partnerships were formed with reputable institutions.

UNIVEN participates in several capacity building programmes for both staff and students. A recent one is EU Erasmus+ (IMPALA) partnership for capacity development for academics, leaders and administrators. The project has funded a Collaborative Online International Learning (COIL) laboratory for the University. UNIVEN is also part of UCDP, STINT, Vliruous, DAAD, and many others research collaborations. UNIVEN is a member of The Regional Universities Forum (RUForum) for Capacity Building in Agriculture; African Association of Universities (AAU); The Southern African Regional Universities Association (SARUA); South African Universities Vice-Chancellors Association (SAUVC); BRICS Universities Network (BRICCSUN); International Education Association of South Africa (IEASA).

Infrastructure Development
As part of the on-going academic re-engineering and transformation process UNIVEN has achieved significant milestones of an aggressive infrastructure redevelopment exercise in support of its core business of teaching, learning; research and community engagement. Presently a new phase of infrastructure development is underway; which includes the construction of, a new School of Human and Social Sciences, a new School of Health Sciences, a new recreation centre for students and many others.

Student Life
UNIVEN’s students engage in a variety of extramural, sporting, cultural and social activities. The University provides for the needs of its physically challenged students through its dedicated disability student unit. The location in a vibrant African town, Thohoyandou, allows students access to urban life. Its scenic setting, the proximity of Kruger National Park (65 km from UNIVEN’s gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.
University of Limpopo
Finding solutions for Africa

UL prides itself as a university that offers students from socio-economical and educational disadvantaged background, an opportunity to realise their potential and become professionals and researchers of high calibre. Its location within a rural setting and within reach of local communities, gives it an edge to focus its teaching and research on aspects that have an impact on social and community development.

History and Background
The university was originally established as the University College of the North in terms of the Act for the Extension of University Education (Act 45 of 1959), located on the northernmost part of South Africa (Limpopo). The university was regarded as one of the black institutions formed as a result of political unrests ravaging the country at the time by the apartheid regime, which imposed Bantu Education, a systematic form of educational exclusion based on race. The university went through a number of phases as South Africa was going through a transition from the apartheid regime to a democratic country. In 2005, the university was renamed University of Limpopo (UL), comprising two campuses but was unbundled from the second campus in 2015.

Today, UL has four Faculties and in 2016 it opened the first Medical School after 1994 creating yet another opportunity for mainly rural based students to study Medicine.

Faculties
Health Sciences
• Health Care Sciences
• Medicine

Humanities
• Education
• Language and Communication studies
• Social Sciences

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

Science and Agriculture
• Agriculture and Environmental Sciences
• Mathematical and Computer Sciences

• Molecular and Life Sciences
• Physical and Mineral Sciences

Research
UL research activities are guided by the institution’s commitment to “Finding solutions for Africa”. This intent dictates that one way of improving the University’s research is when the institution considers the community around it how research can improve the community. To this end, UL has five niche areas: Indigenous Knowledge Systems (IKS); Complementary and Alternative Medicines; Mental Health; Women’s Health and Climate Change and Sustainability.
Centres of Excellence
- Centre for Rural Development and Innovation Hub (CRDIH)
- Dimamo Health Population Centre
- Limpopo Agrofood Technology Station (LATS)
- Green Technology Research Centre (GTRC)
- Centre for Development & Transformation Research (CDTR)
- Africa Centre for Sustainability Accounting & Management (ACSAM)
- Institute for Government & Management (IGM)
- Materials Modelling Centre (MMC)
- Aquaculture Research Unit (ARU)
- Centre of Excellence in Mathematical and Statistical Sciences (CEMSS)
- Reagona Disability Centre (RDC)

Facilities
UL is the only university to have a disability centre that boasts state-of-the-art facilities to ensure that the right to education for students living with disability is safeguarded. The unit houses Low-Vision Reading Room, Audio-Braille Library, Braille Section, Computer Library, Examination Room, Orientation and Mobility Instruction.

Student Accommodation
Student accommodation is set for advancement of academic excellence and safety. First entering students are the priority in the allocation of accommodation. The residences have Wi-Fi connectivity to enhance student learning.

Sport and Recreation
The UL Sport and Recreation is well-positioned to offer students better, healthy lifestyle services to enhance academic performance. We have produced excellent and competitive sportsmen and women who serve on national sport administration and national teams while other exports have represented UL at national and international levels, especially in Karate, Netball, Soccer - amassing gold and silver medals. The unit offers:
- Development of sport talent
- Organisation of recreation activities
- Facilities of sport and recreation programmes
- Organisation of tournaments and leagues

Health and Wellness Centre
The UL Health and Wellness Centre was the first clinic in Limpopo to offer Pre-Exposure prophylaxis (PrEP). The University takes issues of sexual assault, bullying and excessive drug abuse very seriously, and the institution has committed to creating awareness through various campaigns that prevent these psychosocial ills. The centre offers HIV/AIDS counselling services, peer counselling, ARV distribution and support programmes for students living with HIV. UL observes the First Things First and peer counselling, ARV distribution and support programmes for students living with HIV. University of Limpopo observes the First Things First and 5 campaigns which have proved to be successful in bringing health awareness programmes to the student community.

The University was originally established as the University College of the North in terms of the Act for the Extension of University Education (Act 45 of 1959).

We are International
The Office of International Affairs (OIA) serves as the first port of call for all international staff and students at UL, providing assistance and specialised administrative support. The principal purpose of the OIA is to enable internationalisation at UL. It renders strategic advice on internationalisation and supports the international activities of internal UL stakeholders. It supports international partnerships, research internationalisation, internationalisation at home activities, and student exchanges. In order to give effect to the various forms of internationalisation as articulated by the Higher Education Framework for Internationalization, OIA provides the following services, but not limited:
- Facilitation of international partnerships and advice to internal stakeholders on partnership processes,
- Coordination of international projects,
- Institutional reporting on internationalisation
- Creation of an institutional narrative of internationalisation,
- Provision of specialised services for international students and ensuring their compliance with relevant legislation,
- Provision of practical and emotional support for international students, and
- Facilitation of structuring of co-curricular for internationalisation at home activities such as cultural diversity celebrations and activities supporting the social integration of international students.

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Visit us at www.ul.ac.za

The UL Health and Wellness Centre was the first clinic in Limpopo to offer Pre-Exposure prophylaxis (PrEP).
Nelson Mandela University is the largest university in the Southern Cape with our main campus in the heart of a nature reserve in the city of Port Elizabeth and right next to the Indian Ocean.

Nelson Mandela University is a new generation university, with campuses in the Eastern and Southern Cape, that is doing things differently in striving to become a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future. The institution proudly and formally is the only university in the world to be named after the global icon Nelson Mandela. The institutional vision continues to be about repositioning the University in South Africa, the African continent and the world and strives towards building a new generation, dynamic African university, recognised for its leadership in producing cutting-edge knowledge for a sustainable future.

The Nelson Mandela University has been granted permission to establish the country’s 10th medical school and has also established the country’s only dedicated Ocean Sciences campus. These two new ventures are set to, among other things, place the University in a substantially better position to serve the country’s development and economic growth needs as it works to establish new areas of knowledge that in turn will stimulate new ways of resolving life challenges, and spawn new professions, careers and job opportunities.

For more information about our programmes ranging from diplomas through to doctoral degrees, visit: international.mandela.ac.za or email: international@nmmu.ac.za
Walter Sisulu University
A developmental 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 new focus on rural development in particular. Over 31 000 students and about 2 000 staff live and work across four campuses with 13 delivery sites in Mthatha, Butterworth, Buffalo City (East London) and Queenstown.

WSU’s core business is teaching and learning, and community engagement. The University has close to 100 partnerships with other universities, institutes, organisations and departments in the public and private sectors, locally, nationally and internationally.

By its location and its character as a comprehensive university, WSU is strategically located to respond to local and national development needs. WSU embraces the following characteristics:

- 175 diverse range of academic programmes;
- student mobility through vertical and horizontal articulation;
- work-related qualifications from certificates through to full degrees and post-graduate studies;
- service to community, business and industry;
- innovative, problem-solving research;
- life-long learning opportunities and
- flexibility by strengthening relationships with community, civic, government, business and industry partners for local and regional development.

Over 31 000 students and about 2 000 staff live and work across four campuses with 13 delivery sites in Mthatha, Butterworth, Buffalo City (East London) and Queenstown.

WSU’s core business is teaching and learning, and community engagement. The University has close to 100 partnerships with other universities, institutes, organizations and departments in the public and private sectors, locally, nationally and internationally. Partnerships are aimed at ensuring our position as a development university, which positively impacts on communities.
The Cape Peninsula University of Technology is the largest tertiary education institution in the Western Cape, with a total enrolment of over 36 000 students. Spread over five campuses and offering about 70 undergraduate courses, the university is well placed to achieve its vision of being the heart of technology education and innovation in Africa. Our unique work-integrated model, combining classroom learning with practical experience, continues to produce young professionals with the skills and knowledge needed to transition successfully into the workplace.

The past decade has seen CPUT introducing new qualifications to address the needs of commerce and industry, and the public sector. We have also established a strong interdisciplinary research culture and strengthened collaborative initiatives with government, business and leading local and international universities. We have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products such as cutting edge space technology, in the form of satellites launched by us that detect wildfires and monitor shipping traffic, our research into Rooibos tea and its anti oxidative properties and our catalytic waste water treatment process.

Through our innovative approaches to education, we equip the current generation with the critical skills needed to move South Africa into the fourth industrial revolution. Cape Peninsula University of Technology, Creating Futures.

The Central University of Technology (CUT), Free State is the only university of technology in the heartland of South Africa, dedicated to quality education, applied research and innovation in Science, Engineering and Technology.

CUT offers study and research opportunities in Science, Technology, Engineering and Mathematics (STEM) incorporating 45% of students. CUT offers certificates and diplomas at the undergraduate level, as well as BTech degrees at honours level, M Tech and D Tech degrees to develop and manage research at the postgraduate level across four Faculties as follows: Faculty of Engineering and Information Technology, Faculty of Health and Environmental Sciences, Faculty of Management Sciences and Faculty of Humanities. The student body consists of about 17 543 students across two campuses - Welkom and Bloemfontein.

CUT’s special research areas and widely recognised centres of excellence include: The Centre for Rapid Prototyping and Manufacturing (CRPM) and the Product Development Technology Station (POTS) which engage in research and innovation within academia and industry. They also serve as an integrated product research and development niche area for CUT.
North-West University...
It all starts here

"It all starts here" is the North-West University's (NWU) pay-off line. The NWU was established on 1 January 2004 through the merger of two universities with very different histories, personalities and cultures: the Potchefstroom University for Christian Higher Education and the University of the North-West. The staff and students of the Sebokeng Campus of Vista University were also incorporated, adding further to the richness of our heritage.

Today, the NWU is recognised as one of the best-managed and most innovative universities in South Africa. We continue to celebrate and encourage multiculturalism, multilingualism and multinationalism.

One word that captures the spirit of NWU is “innovative”. This characteristic runs across all our activities and operations, from the research we conduct to our academic offerings, management model, campus structure, student body, community engagement and sports achievements.

The publication known as the “Corporate Profile” reflects the innovative culture and management excellence of the NWU.

Mangosuthu University of Technology
Contributing to the advancement of vocation-based education and training

About MUT:
Mangosuthu University of Technology (MUT) is situated on the outskirts of Durban and overlooks the beautiful Indian Ocean. University education is tertiary education that provides students with career oriented skills through a combination of theoretical knowledge and practical experience in the work place. MUT co-operates closely with commerce and industry to ensure that the curriculum of a particular qualification is completely relevant to the chosen field and that the qualification is market-related. Theoretical studies as well as a period of in-service training form part of the programme. Graduates enter the workplace equipped with the essential knowledge, range of abilities and practical experience relevant to their chosen careers.

Core Purpose of MUT:
To contribute to the advancement of vocation-based education and training that will enhance the country’s skills and competitiveness for the development of humanity. The needs of the community and the RDP are a central focus in all programmes the university undertakes.
**Sefako Makgatho Health Science University**

**Knowledge for Quality Health Services’**

The Minister of Higher Education and Training, Dr Blade Nzimande has established a new institution, i.e., the Sefako Makgatho Health Sciences University (SMU) whose main purpose is teaching, research and community engagement. This was published in the South African Government Gazette no: 37658 of the 16 May 2014. The University is located at Ga-Rankuwa at the then Medunsa campus of the University of Limpopo, at the campus previously known as the Medical University of Southern Africa (MEDUNSA). The University opened its doors in January, 2015, and continues with the academic programmes offered at the then Medunsa campus.

**Vision**

Given the poor quality of the South African health care system it is essential that SMU produces highly qualified health personnel whose competency is similar to those who have highly effective health care systems in the world. **For this reason, the vision of the university is: Knowledge for Quality Health Services**

**Mission**

The mission of the university is informed by the need for the development of relevant evidenced-based health care system that is staffed by highly competent health care personnel and scientists who can understand the research and other related matters to improve the system.

This mission will be achieved through strengthening of human resources and research capacity, improved physical infrastructure and improved recruitment and selection of both students and faculty.

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**Sol Plaatje University**

Stimulating provincial and national heritage

The Sol Plaatje University (SPU) in Kimberley draws on the distinctive strengths and heritage of the Northern Cape, stimulating provincial and national development and has the potential to inject new life and purpose into Kimberley and the Northern Cape – a place bursting with energy, attracting people from all over Southern Africa and from other continents.

The following programmes are currently offered at SPU

- Bachelor of Education Degree (Senior Phase and FET Phase)
- Bachelor of Education Degree (Intermediate Phase)
- Bachelor of Science Degree in Data Sciences
- Diploma in Information Technology
- Diploma in Retail Business Management
- Higher Certificate in Heritage Studies

New programmes that are envisaged for qualifications in 2016 at SPU were:

- Bachelor of Natural Science
- Bachelor of Arts
- Bachelor of Commerce. (Sol Plaatjie University, 2016: [http://www.spu.ac.za](http://www.spu.ac.za))
Stellenbosch University
Rooted in Africa and Global in Reach

Stellenbosch University (SU) is a leading research-intensive university on the African continent, globally recognised as excellent, inclusive and innovative, and where knowledge is advanced, in service of society.

Fast Facts
- **5 Campuses**: Stellenbosch, Tygerberg, Bellville, Saldanha, Worcester
- **10 Faculties**: AgriSciences; Arts and Social Sciences; Economic and Management Sciences; Education; Engineering; Law; Medicine and Health Sciences; Military Science; Science; and Theology
- **Research Intensity**: 432 NRF-rated researchers, 14 of them A-rated researchers, 44 research chairs, 7 Research Centres of Excellence
- **Undergraduate Students**: 19 844
- **Postgraduate students**: 10 439
- **International students**: 4205
- **Academic personnel**: 1088
- **Postdoctoral fellows**: 352

Tshwane University of Technology
A leader in Africa

The Tshwane University of Technology (TUT) is a proud product of South Africa’s first decade of democracy. While the size and scope of this dynamic new institution impresses, the quality of its teaching, research and community engagement is what makes the university really stand out.

Its geographic footprint covers four of South Africa’s nine provinces – Gauteng, Mpumalanga, Limpopo and the North-West – with campuses located in Tshwane, Nelspruit, eMalahleni and Polokwane. Large numbers of students are also drawn from other provinces, as well as from neighbouring countries such as Botswana, Zimbabwe, Namibia and Swaziland.

Career-focused
TUT is truly an institution in service of the Southern African community. One of its key focuses is, therefore, the economic and social development of the Southern African region. In its quest to promote knowledge and technology, it provides the market with a career-focused workforce. It also aims at making a significant contribution to creating sustainable economic growth that will impact on the standard of living of all of the region’s people.

Faculties
Academically, TUT is divided into seven faculties:
- Arts
- Economics and Finance
- Engineering and the Built Environment
- Humanities
- Information and Communication Technology
- Management Sciences
- Science
The University of Western Cape (UWC) positions itself as an engaged university - a nexus of research, teaching and learning that responds to the needs of a society in transition in critical and creative ways. We are committed to being:

• A research-led and learning-focused university – where holistic and flexible learning and research takes place inside and outside the classroom;
• An anchor institution in the region, connecting communities, industries and academics;
• A hub in the research and innovation landscape, focusing on the strategic international development of key academic alliances;
• A place with a sense of community, where collective leadership matters and we are inspired by the exceptional people surrounding us.

Drawing on its legacy of involvement in the liberation struggle, the University is committed to contributing towards an equal, informed and dynamic society.

University of Zululand
Globally Connecting Higher Achievers

As a university that is bent on producing students of the highest calibre, the University of Zululand (UNIZULU) believes in providing quality teaching and learning in an environment that encourages creativity, innovation and research.

As the only comprehensive university in northern KwaZulu-Natal, our undergraduate and postgraduate programmes have been specifically designed to develop students into socially responsible, highly skilled, productive and globally competitive citizens.

The University’s KwasDlangezwa Campus provides mainstream courses across the Faculties of Arts, Education, Science and Agriculture, and Administration, Commerce and Law. While the Richards Bay Campus provides vocational and technical courses that are focused on development of the local and national maritime sector and industry skills needs.

Since its establishment in 1960, UNIZULU’s scope has diversified, attracting a large number of international scholars and student participation in its international engagements with universities and research institutes across Africa, Europe, United States, Asia and Australia. International students are provided with social and academic support, ensuring a smooth integration into the UNIZULU Community. External engagements are focused on capacity-building and promoting innovation and entrepreneurship through local and international research collaborations and partnerships. The University offers more than 250 programmes in various fields.

At UNIZULU, we believe that sport and recreation play a vital role in leading a healthy, vibrant lifestyle that enhances students’ experience. In addition, to ensure our students’ sound mental and physical health, we offer more than 17 sports codes and 24 hours medical assistance.
**Study South Africa Associates**

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**Government**
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Website: https://www.gov.za/

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**South African Qualifications Authority**
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Waterkloof, 0145, Pretoria
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Helpdesk: 0860 111 673
Tel: +27 (0) 431 5000
Fax: +27 (0) 431 5147
E-mail: customercare@saqa.org.za
Website: www.saqa.org.za

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E-mail: info@sarua.org
Website: www.sarua.org

**MACE (Marketing, Advancement and Communication in Education)**
E-mail: chair@mace.org.za
Website: www.mace.org.za

**Research**
**National Research Foundation**
P.O. Box 2600
Pretoria, 0001, South Africa
Tel: +27 (0) 12 481 4000
Fax: +27 (0) 12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

**National Advisory Council on Innovation**
Website: www.naci.org.za

**Africa Institute of South Africa**
Website: www.ai.org.za

**Agricultural Research Council**
Website: www.arc.agric.za

**Council for Geoscience**
Website: www.geoscience.org.za

**Council for Minerals Technology**
Website: www.mintek.co.za

**Council for Scientific and Industrial Research**
Website: www.csir.co.za

**Hartebeeshoek Radio Astronomy Observatory**
Website: www.hartrao.ac.za

**Human Sciences Research Council**
Website: www.hsric.ac.za

**iThemba Laboratory for Accelerator Based Sciences**
Website: https://itlabs.ac.za/

**South African Medical Research Council**
Website: www.mrc.ac.za

**South African Agency for Science and Technology Advancement**
Website: www.saasta.ac.za

**South African Astronomical Observatory**
Website: www.saaao.ac.za

**South African Bureau of Standards**
Website: www.sabs.co.za

**South African Institute for Aquatic Biodiversity**
Website: www.saiab.ac.za

**South African Space Portal**
Website: https://research.sansa.org.za/

**Square Kilometre Array**
Website: www.ska.ac.za

**Useful websites for students and travellers**
**South Africa General Information**
www.safrica.info
www.statsa.gov.za
www.rainbownation.com
www.flysaa.com

**South Africa in the News**
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
Sowetan: www.sowetan.co.za
Independent Newspapers: www.iol.co.za
News24: www.news24.com
Business Day: www.businessday.co.za
City Press: www.citypress.co.za
South African Broadcasting Corporation: www.sabc.co.za
Daily Maverick: www.dailymaverick.co.za
Eye Witness News: www.ewn.co.za

**Airlines**
British Airways: www.ba.com
Kulula.com: www.kulula.com
Mango: www.flymango.com
South African Airways: www.flysaa.com
Fly Safair: www.flysafair.co.za

**Travel and Tourism**
www.southafrica.net
www.tourism.co.za
www.aatravel.co.za
www.whereistostay.co.za
www.accommodation.co.za
www.sa-travelindex.com
www.info.gov.za/faq/travel

**Arts and Culture**
www.artlink.co.za
www.museums.org.za
www.music.org.za
www.jamati.com
www.eatout.co.za
23rd Annual Conference:
August, 2020
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The International Education Association of South Africa (IEASA) is an African organisation advancing the internationalisation of Higher Education.

IEASA’s mission is to advocate, promote and support the internationalisation of Higher Education. We do this by providing a professional forum for institutions and individuals to address challenges and develop strategic opportunities in international education.

Our core values are professionalism, excellence, ethics, commitment, diversity, collegiality and sustainability. By using the expertise of our members, IEASA supports its membership in advancing internationalisation.

The South African Higher Education sector is in a continuous process of change and innovation in order to meet local imperatives to increase access to Higher Education and meaningfully engage with local communities, while simultaneously engaging with the global context and the challenges and opportunities, created by the Fourth Industrial Revolution (4IR).

The Study South Africa guide, published by IEASA, remains the only comprehensive, up-to-date guide to South Africa’s Higher Education. This, IEASA’s 18th edition, is available in an interactive digital version, allowing for wider circulation across the globe. Profiles of each of the 26 public Higher Education institutions are included in this edition.

South Africa has established itself as a leader in providing quality Higher Education in Africa, relevant to the demands of a rapidly globalising, competitive and information driven world. In 2017, 41,286 international full-time contact students were registered across the 26 public Higher Education Institutions. Sixty percent of international students studying in South Africa are from SADC countries and eighteen percent are from the rest of Africa. PhD registrations from SADC countries more than doubled from 1780 in 2012 to 3661 in 2017. A constant two percent of students from the BRICS countries study in South Africa.

In conclusion, South Africa is a beautiful, diverse country and a very exciting place to study. We invite you to come, engage with and experience what South African Higher Education has to offer for yourself. In the meantime, we trust you will enjoy this 18th edition of Study SA.