Acknowledgements and appreciation

IEASA is a volunteer organisation with a small staff complement (2 people in 2020). It is thus reliant on the commitment and support from members and partners to effectively pursue the mandate and mission of the organisation.

To all our partners from the public and private sector, our sincere gratitude for supporting the organisation and the endeavour of internationalisation of higher education. This year has been exceptionally challenging and only through collaboration and strong partnerships have we been able to continue our activities and even add more services, for example, the webinar series. A special note of gratitude to our publishing partner of the StudySA Guide, USAf. Without your financial contribution and support, we would not be able to continue this unique publication.

To all our contributors to this year’s edition of the StudySA Guide, a big thank you for taking the time to reflect on the sector and share your views.

To our partners in the Medical Aid project, your continued support both financially and through initiatives such as the Wellness Webinars, has made a big impact on our service to members and the enhancement of internationalisation.

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

Huba Boshoff heads the Netherlands Education support office in South Africa/Southern Africa (Nuffic Neso South Africa). She’s held positions within the higher education sector in quality assurance, programme development, student development and international education. She is active as a Council Member in the International Education Association of South Africa (IEASA).

The StudySA guide is also an example of how our partnerships contribute to the vision of internationalisation in higher education. We partnered with BrandSA to bring a fresh take on South Africa as a study destination once our borders open and international mobility for study purposes become possible. Our partners in the medical aid and other industry partners supported us throughout this challenging time with interesting resources and topical information in the form of webinars. You can find a list of the webinars and related resources at the back of the StudySA guide.

You will also notice that we made some changes to the look and feel of this year’s edition. As the only publication of its sort, we serve a broad audience and the changes aim to address different needs and interests. Again the guide will be available in a digital format on the IEASA website.

We are also excited to launch the revived vision and mission of the organisation. The review of the vision and mission as well as the constitution and the soon-to-be-launched five-year strategy all contribute to making IEASA robust and fit for purpose.

Putting together the StudySA guide with the publication committee has reminded me of the diversity of our country and sector. It has also renewed my commitment to internationalisation of higher education as a mechanism to bring people together, enhance mutual understanding and create impact for the greater global good. A big thank you to the IEASA office, the publication committee and all contributors for your input in this year’s Guide.

Enjoy the 19th edition of the StudySA guide and may it serve its purpose of reflecting on a difficult year but a year in which we could celebrate resilience and innovation.
Reflecting on becoming a more flexible, adaptable, inclusive and innovative organisation

At this challenging time to international higher education, the Network of International Education Association (NIEA), of which IEASA is a founding member, issued a statement reaffirming the value and significance of internationalisation and called on governments and universities to do their part in promoting higher education internationalisation during and beyond COVID-19.

The pandemic has severely impacted higher education in South Africa as well. Despite all efforts to save lives, many institutions are mourning the loss of staff and students, and we extend our sincere condolences to all colleagues, families and friends who have lost loved ones at this difficult time in our history. The South African higher education sector was already at a financial crossroads before the pandemic. COVID-19 will further impact the financial sustainability of the sector. It can be expected that government subsidies to universities will be reduced and, as the middle classes face job losses, the payment of tuition fees will slow down. Apart from financial implications, COVID-19 related restrictions have impacted on the inclusion in the online academic programme of some international students, who left the country just before lockdown, facing specific challenges of access to learning and unable to return before Level 1 of the COVID-19 risk-adjusted strategy. IEASA reflected on the situation of international students in a position paper, published in May 2020, which is available on our website.

The internationalisation efforts of South African universities have been seriously affected. In the absence of certain income-generating activities, international office budgets are likely to come under scrutiny, as universities grapple with doing more with less. The long awaited Policy on Internationalisation of Higher Education was published in the Government Gazette in November has been further delayed, by government attention being diverted to deal with the COVID-19 precipitated crisis.

Once we have learned to live with this pandemic and the others to come, higher education and internationalisation will have to be renewed and reimagined. Of our lives for the foreseeable future. Higher education systems around the world have been severely impacted by the pandemic, and measures taken to curb its spread including restrictions on international travel and the shift from face-to-face classes to online teaching and learning, have seriously affected internationalisation of higher education globally. Numerous higher education international conferences had to be cancelled or postponed.

Once we have learned to live with this pandemic and the others to come, higher education and internationalisation will have to be renewed and reimagined. The experience of lockdown forced us to replace many traditional ways of thinking and
President’s Message

IEASA had already identified the need for improved responsiveness to a changing higher education environment and embarked on reviewing its activities and guiding principles. As part of this process, 2020 was identified as a transition year to position IEASA to become more flexible, adaptable, inclusive and innovative as an organisation. As IEASA considered new, more cost-effective ways of working, we focused on consolidating our base, strengthening our governance functions, developing guiding documentation, expanding activities, building our network, increasing our publicly available commentary and strengthening our presence in global international education networks.

In 2019 at the annual IEASA conference, the conference theme deliberated around the impact of the Fourth Industrial Revolution on internationalisation of higher education. As a result of the unpredictable context of the COVID-19 pandemic, the sector was catapulted into embracing technology and new ways of working. Similar to the higher education institutions, IEASA’s thinking about how it did things was unexpectedly accelerated. Our learning from this period has influenced our thinking and changed the ways of working in IEASA. Most notably, IEASA set up a webinar series in response to the needs of our members to engage on pertinent issues and to share information and good practices.

A virtual conference on 1 and 2 October 2020 jointly hosted by IEASA and the African Network of Internationalisation of Higher Education (ANIE), gives expression to a Memorandum of Understanding (MoU) between the two organisations, signed in August 2020, and renews our commitment to jointly advance higher education internationalisation on the continent. By joining our respective skills and resources, IEASA and ANIE intend to amplify the voice of Africa on global platforms on international higher education.’

To allow for continuity and sustainability, IEASA has developed a five-year strategy for 2021-2025 which was shared with members for consultation before finalisation at the end of September 2020. A review of the IEASA Constitution, by the end of October 2020, will ensure that all aspects pertaining to the governance of the new five year strategy are included in the updated Constitution. An operational plan for 2021 is presently underway. Several guiding documents are in the final stages of completion.

Following the retirement of our long-standing manager, two very capable staff members, both of whom are former Management Council members, have buttressed the operational capacity of IEASA. The intention is that with a five-year strategy, annual operational plans, capable staff and the right guiding policies, principals and procedures, the Management Council of IEASA will not be focused on the minute operational decisions of the association. Rather it can focus on strategy and governance, while the office staff, in conjunction with working groups and committees, ensure the continuity and progression of the activities and operations of IEASA, facilitating a vibrant network of professionals, passionate about and committed to internationalisation.

It has been a great pleasure serving IEASA, during my presidency, and for the last ten years, in a variety of roles. Leading IEASA in these unprecedented times was made possible with the wonderful collaboration and encouragement from so many talented and committed IEASA staff, members and peers in our global network of sister higher education associations. I would like to thank everyone most sincerely for their support during my tenure as President. Last but not least, I give a special thanks to my colleagues in Rhodes University and my family, who have enabled me to devote so much time and attention to IEASA.

I hand over the leadership of our association to my successor, Mr Wiseman Jack, Executive Director: International Relations and Advancement at Vaal University of Technology and Deputy President of IEASA. IEASA is on a solid footing for the future, in a financially stable place, with a suite of guiding policies and a clear way forward in the strategic plan. I have full confidence that my successor will build on the work we have done to date and will take the organisation forward to even greater heights. I invite you all to join me in assuring our next President of our full and continued support as IEASA continues our important role in South Africa and globally, in modelling inclusivity, diversity and intercultural competency in internationalisation in the higher education space.
Like in other parts of the world, there is no denying that COVID-19 has dealt a massive blow to university operations in South Africa. Our institutions experienced major disruptions to their teaching/learning and research/innovation activities; a sort of stress test. Notwithstanding the fact that all 26 institutions will complete the 2020 academic year, this global pandemic has forced us to engage with the challenge of ensuring the resilience of the system to weather similar storms in the future. The crisis has generated much new thinking.

While much has been learned from our counterpart systems in other parts of the world, it has been a wonderful opportunity to reimagine the South African system. One of the most important lessons has been the need for various kinds of collaboration amongst the universities, rediscovering strengths deriving from uniting against this common enemy.

The response of all 26 public universities to the immediate challenges of COVID-19 has been invigorating and reaffirms South Africa as a unique study destination and a stronger contender for the global mobile scholar.

**Our System Represents a Rich Tapestry of World-Class Research Capability**

There has been much repurposing of research and innovation in the battle against the pandemic. This was only possible on the basis that the research and innovation system was already very substantial. Our intellectual capital invested in the COVID-19 response manifested in numerous projects – and we mention just a sample – undertaken in the following broad areas of research:

- **Biomedical Research** – Research capacity built up over the last 20 years to take on the battle against HIV/AIDS. Tuberculosis and other infectious diseases provided a very strong platform on which to mount a response to COVID-19 through interventions in vaccine development and testing; efficacy of medicinal plants against COVID-19; antibody detection research for diagnostics and treatment; rapid testing diagnostic approaches; mapping the genetic diversity of SARS-CoV-2 strains to monitor geographical spread; validation of a locally developed diagnostic tests; COVID-19 triage by cough sound analysis; and so forth.

- **Data and Data Analytics** – Drawing on the very substantial expertise in epidemiological, social and mathematical modelling a number of important projects were launched to study the impact of the pandemic.
on economic and human development; developing a number of interactive apps that provide real-time data; the development of dashboards for monitoring the trajectory of COVID-19 in South Africa and the African continent to predict the spread and impact of the pandemic; to name a few focus areas.

- **Medical Engineering and ICT Research** – Reverse engineering and additive manufacturing systems were deployed in the design and manufacturing of ventilators and ventilator accessories, personal protective equipment, development of applications for remote screening of patients via video observational therapy; etc.

- **Social Impact Studies** – The very substantial social science research at our universities was brought to bear on studies relating to the socio-economic impacts of the pandemic; on the COVID-19 clinical ethical challenges; and so on.

In appraising our response to the pandemic, a pattern also emerged, of unprecedented partnerships forged across disciplines, between institutions and in tripartite relationships between institutions, government and industry.

**EMERGENCY REMOTE TEACHING WAS NOT WITHOUT LONG-TERM BENEFITS**

Although all 26 of our public universities were engaged in some level of blended learning, our system was shocked into ceasing all contact teaching. However, operating in a highly digitised world also presented an opportunity to migrate to emergency remote teaching and learning.

As we navigate our way through what remains of the 2020 academic year, we have also confronted head-on, the implications of COVID-19 on the future of teaching and learning. We have explored at length our ability to retain the teaching and learning methods that existed pre-COVID-19.

The dominant view favours blended learning methodologies that combine contact teaching and online e-learning modes as a way to enhance the quality of teaching and learning at our institutions.

Although the loss of contact teaching in 2020 is regrettable, we recognise the potential opportunities inherent in blended teaching and learning. For instance, the fewer residential students we enrol, the larger the numbers we can absorb, increasing access to higher education across the board. Decreased demand on our lecture halls could enable shared usage of lecture spaces and joint use of research infrastructure across institutions, leading to unprecedented collaborations across the system.

As a national system, even though we lost all opportunity for small and large contact gatherings and were forced to converge on virtual platforms to seek solutions to our common challenges, we were pleasantly surprised to discover how well that worked. Clearly, computer screens can never replace human contact. It is, however, encouraging to know that even in the face of a global pandemic, humanity can still enjoy working together through rich engagement and to enjoy fruitful collaboration across the sciences, arts and cultures across regions and continents, using digitally-based platforms.

The world is facing this crisis together. The pursuit of joint solutions to common challenges renders increased collaboration across programmes, faculties, institutions and systems across regions and continents, inevitable. It also opens up opportunities to share teaching and learning resources, thus democratising knowledge across systems.

**WE REMAIN A STUDY DESTINATION OF CHOICE**

By successfully navigating the perils of emergency teaching in 2020, we have proven ourselves to be a resilient system, endowed with solid intellectual and research capital. Our institutions have committed themselves to continue yielding high quality research that is responsive to local, national, regional, continental and global challenges.

To our universities it is patently clear that the role of universities in providing students with opportunities to engage each other; to share life and learning experiences and to work jointly on academic and other projects is critical to their development as young, engaged intellectuals. Much of the learning at universities occurs outside of the formal classroom teaching platforms.

South Africa is richly endowed with 26 universities presenting a wide array of programmes to choose from. All our institutions place a high premium on enrolling students from other parts of the world. They recognise their critical role of providing platforms for the exchange of richly diverse cultural and other experiences. All of these traits qualify South Africa as an appealing study destination.
Higher education has been heavily impacted and disrupted by the COVID-19 pandemic. Universities across the world are facing far-reaching and unprecedented challenges. In some countries, universities have completely shut down and are struggling to move their teaching and learning online due to the lack of capacity, funding and technological infrastructure. Elsewhere, universities have been forced to transform overnight, switching from in-person to online teaching, learning and engagement.

While all higher education institutions and students around the globe have been negatively impacted by the pandemic, the impact has been uneven. Some institutions and students, particularly in the global North, have been able to switch to online learning with relative ease. Many others, particularly in the global South, have struggled to move online due to socio-economic challenges affecting many countries. There is also significant unevenness and inequality within countries, including South Africa, with some institutions and low-income students facing extraordinary challenges during the pandemic.

Students who don’t have access to devices and internet for digital learning are in danger of being left behind by their more affluent peers, despite all the talk about not leaving anyone behind during the pandemic by universities and higher education ministries around the world. Early indications show that the pandemic is going to exacerbate the existing structural challenges and weaknesses in higher education in many parts of the world, and particularly on the African continent.

It is important to note that even the students with access to adequate devices and reliable internet that allow them to switch to online learning are struggling with courses and materials that were not designed for online delivery, but were quickly moved to online platforms due to the pandemic.

The unprecedented disruptions and changes have exposed the unpreparedness of higher education institutions for digital switch everywhere, from the logistical, technical and pedagogical perspective. At the same time, the pandemic has forced changes and innovation that have been talked about in the past but have been postponed and sidelined by those who wanted to preserve the traditional approach to delivering higher education.

International travel restrictions have led to cancellation of numerous international higher education and scientific conferences throughout 2020, with some conferences moving online. Lockdowns and travel bans have also prevented international students from travelling to their study destinations, or in some cases to return home, while many academics had to cancel their international travel for research and engagement. Due to the seriousness and unpredictability of the pandemic, and the negative effects on travel, education, work and socialisation worldwide, the disruptions in higher education are likely to be felt throughout 2020 and possibly
also throughout 2021. The global economic and financial crisis will have a negative effect on the ability of many students who had planned to study abroad for a semester or for a full degree to afford an educational experience abroad in the aftermath of the COVID-19 pandemic. We will see a significant decline in numbers of students going abroad for years after the pandemic, with the recovery linked to the economic recovery around the world. Similarly, we are likely to see a decline in funding for international collaboration in higher education in the immediate aftermath of the pandemic, as governments prioritise rebuilding their economies and societies.

Moving meetings, workshops, seminars and conferences online is perhaps a silver lining of the pandemic – the realisation that much of the national and international engagement in higher education does not require spending funds on travel and can be done via online platforms. This can save considerable funds that can be used to improve student access and success at universities. In the post-COVID-19 world, we are likely to see a hybrid approach to international engagement and collaboration in higher education, which will include both the virtual and in-person engagements.

The social, economic, mobility and health disruptions brought by the pandemic show us that the world requires radical new ideas about the economy, poverty, inequality, environment, global health and travel, to name only a few. The spread of COVID-19 is a proof how interconnected the world is, and how important international engagement, cooperation, collaboration and research in higher education are for finding solutions for global problems such as the current pandemic. Similarly, international collaboration is key for finding solutions to environmental challenges and the implementation of Sustainable Development Goals.

The priority for universities genuinely interested in inclusion and social justice must be to reimagine the future instead of going back to the pre-COVID-19 ‘normal,’ which, when it comes to higher education internationalisation, was exclusionary, elitist and was benefiting mainly the well-off and fortunate few. We have an opportunity to innovate in higher education and internationalisation, with learning about the world and all its complexity, student access and success, social justice and inclusion being our primary guides. The ‘new normal’ after the pandemic requires us to think about internationalisation and international collaboration in new ways, in order to ensure that internationalisation benefits all students and staff.

The effective use of the internet and digital technologies can allow universities to creatively connect classrooms and curriculum with partners across the world in the aftermath of the pandemic. This can assist with the internationalisation of the curriculum, broaden the intercultural and global perspectives among students and staff, and contribute to the internationalisation at home agendas of the universities. At the same time, while technology can assist in the development of flexible and effective platforms for blended and digital learning and international engagement, universities have to do much more than add course materials online. Digital platforms require new approaches and pedagogies that lead to two-way engagement and learning that normally happen in-person on campus and in the classrooms. Improving online learning, teaching and pedagogy will be of paramount importance in order to improve the student experience and lead to student success.

While internationalisation requires reimagining and fundamental changes globally, this is particularly urgent in the former colonies around the world, such as South Africa. Eurocentric epistemic domination in higher education does not lead to the development of critical knowledge about the world that would make a positive change for the marginalised and oppressed in South Africa, Africa and elsewhere in the world. Through curriculum decolonisation, critical internationalisation, strategic partnerships and engagement with the institutions on the African continent, global South and the rest of the world, and international mobility that benefits students and staff from previously and currently disadvantaged communities, internationalisation can contribute to the development of relevant knowledge and graduates capable of operating in a complex, unjust, changing and interconnected world. This must become the higher education internationalisation agenda in the global South for a ‘new normal’ in the post-COVID-19 world.
Embracing resilience in internationalisation

Resilience has become a buzzword, as COVID-19 is causing significant disruptions to higher education internationalisation around the world. The global pandemic provides us with an opportune moment to pause and reflect on what “Embracing resilience in internationalisation” means. I use it as an opportunity to contemplate how resilient IEASA and its members have been in championing higher education internationalisation in South Africa since 1997, based on my personal and professional involvement with the Association in various capacities over two decades.

Understood broadly, resilience relates to our capacity to overcome adversity. The online Cambridge Dictionary defines it as the ‘ability to be happy, successful, etc. again after something difficult or bad has happened’ or as the ‘quality of being able to return quickly to a previous good condition after problems’. Such definitions assume that adversity is time-bound and generally short-lived. However, it strikes me that in South Africa, a postcolonial and post-apartheid society in transformation, resilience needs to be addressed from a more long-term perspective.

South Africa has been described as a “veritable living laboratory to study resilience”, where “aggregate inequality has remained resiliently high”. Due to extremely high levels of poverty and inequality, resilience is needed to deal with substantial adversity in highly challenged settings. For many, it is a necessary requirement for daily survival. While COVID-19 has emphasised the need to be resilient in times of crisis, it has also highlighted that the circumstances requiring resilience are not a short-term phenomenon in South African society but are inherently linked to vast inequalities, which persist as a legacy of apartheid.

Levels of financial and human resource capacity allocated to internationalisation differ widely and contribute to the uneven advancement of internationalisation across the South African higher education sector. The country’s first draft national internationalisation policy acknowledges that historically disadvantaged institutions are still not benefitting from internationalisation as much as they should and need to be specifically encouraged in that regard.

In an underfunded sector, internationalisation competes for limited resources with other priorities and is often put on the back burner of institutional initiatives. South African universities, therefore, have to be innovative in finding ways to benefit from internationalisation opportunities. They have to be creative in stretching limited resources, particularly in engagements with much better resourced partners in the global North, often working against all odds. Resilience is common under such circumstances. It is, using a term coined by Masten, ‘ordinary magic’, not coming “from rare and special qualities, but from the everyday magic of ordinary, normative human resources”.

Samia Chasi

Dr Samia Chasi is an international education practitioner, researcher and facilitator with more than 20 years of experience in this field. She currently serves as Strategic Advisor to IEASA.

A TIME TO EMBRACE IEASA’S RESILIENCE

IEASA’S RESILIENCE ALSO MANIFESTS IN HOW IT HAS RESPONDED TO THE DISRUPTION OF ITS ACTIVITIES AND OPERATIONS DUE TO COVID-19. IN LIGHT OF RESTRICTIONS ON TRAVEL AND PUBLIC GATHERINGS, IEASA HAS MOVED ITS BUSINESS ONLINE.
Such ordinary magic is on play, for example, when the burden of service provision and care for international students falls most heavily on an overworked and under-resourced staff of international offices around the country. Most recently, these internationalisation professionals went the extra mile when South African universities had to “develop differentiated approaches to adequately respond to the needs and interests of different groups” of international students, taking into account the complex circumstances of how these students were affected differently by restrictions implemented to curb the spread of COVID-19. Since “institutional approaches to the implementation of government policy and directives as regards internationalisation are not coordinated and aligned at the national level”, ad-hoc and tailor-made solutions are needed. Finding such solutions requires time, dedication, and tenacity.

Despite limited resources and policy uncertainty, while the national internationalisation policy is awaiting adoption, South African universities persevere in pursuing internationalisation. Their perseverance is matched by the organisation that aims to support them in that regard – IEASA. With less than 200 individual and institutional members, the Association is small, especially if compared to its sister organisations around the world. Nevertheless, in global higher education internationalisation circles IEASA is recognised as a leading voice promoting internationalisation from the perspective of South Africa, Africa and the global South.

Although it has never operated with a staff complement of more than three employees since its inception, IEASA has been able to consistently deliver on its flagship programmes, having hosted 22 annual conferences and produced 19 editions of the Study South Africa Guide so far. Considering all of this, it is worth asking how IEASA has been able to persist in successfully serving its members, generally punching above its weight.

The answer to this question is manifold. It lies in robust partnerships and long-standing support from strategic business partners, most notably Momentum, CompCare and Simeka Health, which have joined forces with IEASA for the provision of medical aid products that meet the needs of international students. Furthermore, IEASA enjoys the continued support of its member institutions, which provide venues for events, host conference activities and enable staff in international and other relevant offices to participate in IEASA’s activities. Most importantly, however, IEASA owes its success to those dedicated and resilient individuals who generously volunteer their time and expertise to the organisation by serving on formal structures, as conference volunteers or members of ad-hoc committees and working groups. It seems safe to say that IEASA would not be where it is today without the tireless efforts of its volunteer workforce, which it will hopefully be able to continue to rely on for a long time to come.

IEASA’s resilience also manifests in how it has responded to the disruption of its activities and operations due to COVID-19. In light of restrictions on travel and public gatherings, IEASA has moved its business online. It has continued to engage its sister organisations around the globe and has represented South African higher education at numerous virtual conferences and events. IEASA has quickly adapted to new ways of working by using digital and online platforms for communication and meetings. It swiftly embraced webinar technology and offered a series of sessions on topics pertinent to member institutions, assisting them in finding solutions to the challenges universities faced in the wake of the pandemic by sharing experiences, lessons learnt and best practices. IEASA also made a commitment to replace its annual, face-to-face conference with a virtual event in 2020, so that members do not miss out on an important opportunity for engagement and networking.

IEASA has been as resilient as the institutions and the people it serves. Together, the sector has faced several disruptive events including the university mergers of 2005 as well as the nation-wide student protests of 2015 and 2016. The COVID-19 pandemic is, undoubtedly, testing our resilience to the limit. It is an unprecedented crisis – but it is also an opportunity for us to reimagine the future of higher education internationalisation and to be innovative in adapting old and finding new ways of working and collaborating. Embracing our resilience is key in this regard, as it will assist us in overcoming current and future challenges and give us the strength we need to continue working towards advancing internationalisation in South African higher education more equitably and inclusively. Working together, it is possible for us to keep on performing ordinary magic and not to only survive but thrive in the process.
The Contribution of Virtual Engagement

AN EXAMPLE OF INTERNATIONALISATION OF THE CURRICULUM AT DURBAN UNIVERSITY OF TECHNOLOGY

Virtual engagement (VE) in higher education is a pedagogy that has gained popularity over the last 10 years. Collaborative Online International Learning (COIL) as one of the methodologies of VE has enabled inclusivity in internationalisation and has taken it to scale that has not been possible through academic mobility due to a number of limitations, i.e. funding. At DUT, COIL has become a popular practice of VE.

Over the past few years, the South African higher education sector has faced many challenges in relation to internationalisation. Namely, the #FeesMustFall movement, severe climate change effects, for example, the Western Cape drought in 2018 and now COVID-19. As a result of these phenomena, international mobility numbers have dropped considerably to date. In addition, global politics also has an effect on the internationalisation of higher education in South Africa. Gavin (2018) argues that with the divisiveness of American politics and its policies bringing about the re-emergence of populism and nationalism, young people have been less inclined to be interested in careers in government or diplomacy. President Donald Trump’s policies, along with the United Kingdom withdrawal from the European Union, produces a great deal of uncertainty for internationalisation of higher education (Huang and Daizen. 2018). For these reasons, South African institutions are having to look for alternative means to accomplish their internationalisation objectives outside of traditional methods.

Foreseeing the future of internationalisation of higher education poses incredible difficulties. As early as 2014, de Wit (2014) criticised internationalisation and the lack of innovation within the field of higher education, warning that we should no longer take things for granted and that internationalisation needed to be re-invented for the future. Bruhn (2019) acknowledges the necessity of extending access to an international experience beyond the mobile few. This resonates more so in South Africa, where the majority of higher education students do not have the opportunity to study abroad.

Against this backdrop, internationalisation is still promoted as a top priority in many higher education institutions globally (Gould. 2017). In navigating the current status quo of COVID-19, one cannot forget the importance of higher education internationalisation.

Gould (2017) discusses the current times as one where our globally connected world is under threat and apart from the economic agenda for institutions, offers four arguments in favour of internationalisation in higher education that surpasses only economic sustainability and presents internationalisation as an ethical imperative. Firstly, internationalisation of higher education should be practiced for the greater good. “Brexit and the US elections have both
revealed that if communities do not embrace racial, ethnic, cultural, religious and national diversity, then the world as we know it will cease to function” (Gould, 2017).

Secondly, Gould (2017) argues that internationalisation helps people grow and is necessary for self-transformation. Thirdly, Gould (2017) argues that internationalisation is the process through which people contribute to the world, while also being shaped by it. Gould (2017) uses a fourth rational in favour of internationalisation, indicating that it helps people to see beyond themselves, as it is a comparative project with intellectual implications.

Vriens, Petegem, Op de Beeck and Achten (2014) present virtual international engagement as an answer to the noted problem of 80% of European students not being able to participate in study abroad programmes for various reasons. The concept of virtual mobility offers a complement or alternative to traditional “real” mobility programmes. Helm (2019) argues that virtual exchange brings students into contact through structured educational programmes that allow them to develop intercultural and linguistic competence as well as a range of soft skills that are key to participating in a globally interdependent world.

In 2013, the DUT COIL journey began with meetings between DUT International Education and Partnerships (IEP) Director, Dr Lavern Samuels and the State University of New York (NUNY) Associate Vice-Chancellor for Global Affairs. These meetings resulted in the DUT membership of the SUNY COIL Consortium and the presentation of the new opportunity to the DUT academic leadership.

In June of 2017, DUT ran its first COIL experience with DUT’s Dental Technology Senior lecturer Dr Anisa Vahed and 10 DUT Dental Technology students. Through a six-week programme, students were involved in a cross-cultural online learning experience with students from Monroe Community College in New York. Since then, DUT, through the International Education and Partnerships Office has successfully run a number of COIL programmes with their partners. Having gained experience in this method of virtual exchange, DUT will be offering online capacity building courses to internationalisation practitioners.

In proposing the use of virtual tools to establish virtual internationalisation initiatives to contribute to the internationalisation agenda of DUT, it is important to note that these efforts are aimed at creating a sustainable future for internationalisation at DUT. These initiatives are aimed specifically to complement current practices of internationalisation at DUT. For the 2020 academic year, DUT will aim to offer virtual programmes for study abroad, exchange and short-term programmes to further the DUT internationalisation agenda as well as to create a source of third-stream income that would be lost due to the COVID-19 pandemic.

The aim is to modify these programmes for the post-COVID-19 period to complement programmes that would include physical mobility of staff and students to and from DUT.

In doing so, the International Education and Partnerships Office hopes to extend the reach of internationalisation efforts to those students who may not have the opportunities for physical mobility during their student years. This initiative will also contribute to the internationalisation-at-home agenda of the institution.

BIBLIOGRAPHY


Gavin, F. (2018). It’s never been a better time to study IR. Foreign Policy. Retrieved at: https://foreignpolicy.com/2018/02/20/its-never-been-a-better-time-to-study-international-relations-trump-foreign-policy/


n this current age of globalization, it is more important than ever for university students to have first-hand knowledge of other countries as well as their cultures and the CPUT International Exchange Program in the Faculty of Business and Management Sciences makes this life-changing experience a reality. CPUT as an institution of higher education engages in various internationalisation activities. Annually, the Faculty of Business and Management Sciences receives about 60 international exchange students from its partner universities, with the Faculty sending around 15 to 20 outbound students from various departments. Academics from within the faculty also participate in various international exchange programmes, some of which are funded through Erasmus+. Mechanisms such as these help to produce graduates who are citizens of the world.

The selected students who participate in the exchange programme are mostly from a previously disadvantaged background, and in most cases, it would be their first time to travel internationally, sometimes even at all. The overall experience is surreal to some and to others it provided an opportunity to ‘find themselves’. According to Valencia Molifi, a 2019 exchange student “the exchange program helped me to find myself as an individual, I learned a lot about other cultures and how there is not much of a difference compared to ours. I met so many people from different nationalities with such great personalities. I also learned about our local currency and how low it is compared to Euros, so I had to use my money wisely and not buy unnecessary things. I used my money to travel and see other European countries which I enjoyed so much. Going to Europe was the best experience CPUT ever blessed me with and I will forever be grateful for it”.

As a co-ordinator of international exchanges, I have witnessed the excitement, joy and yet uncertainty when students are afforded this opportunity. Upon their return to South Africa one can notice the shift of their mindset, the maturity, and the ambition of wanting more from the world. It is indeed a life-changing experience that might only come around once in their lifetime, an opportunity that is not to be taken lightly but one to be wholly embraced, celebrated and enjoyed.

According to Bok, (2006:72) students today receive very “little preparation either as citizens or as professionals,” for the international challenges that are likely to confront them. This is but one reason that CPUT’s Faculty of Business and Management Sciences took a strategic decision to focus on internationalisation efforts, encouraging and supporting academics and students to broaden their experience and knowledge base, as well as to share knowledge through different types of engagements with our partners from around the globe, representing vastly different cultural and contextual environments. Guest lecturing opportunities by international professors are encouraged and have become a common activity in the faculty, stimulating intercultural exchanges amongst students and lecturers alike.

Tlamelo Lolokwane, an exchange student who spent a semester abroad at Münster University in Germany, shares how her participation in the international exchange programme impacted her life: “the experience of being abroad (Germany) developed my mindset in a way that I even want to see myself going back countless times. The precious thing that I did was to form long-lasting relationships with friends from different countries like Brazil, Mexico, Colombia and Germany. I got an opportunity to develop my mentality about different cultural and social backgrounds. What I might see as less valuable, definitely there’s someone who sees it as more valuable with high significance. Upon their return to CPUT, internationalisation is encouraged at home, with the student sharing his/her experiences with fellow students and academics to ensure local dissemination and knowledge integration. We believe that through our targeted internationalisation efforts, we are in an enhanced position to produce graduates who can mediate and action, in terms of living in a world in which they encounter, work and live and engage with other individuals who, although different and diverse in terms of their cultural backgrounds, behaviours, viewpoints, customs, religious beliefs, and aspirations, these various terrains, setting them up to be truly global citizens, ready to embrace change and difference – remembering that diversity brings value! ♻

This article was submitted by Nicole Umwizerwa.
Nicole is the Co-ordinator: International Exchanges at the Faculty of Business and Management Sciences, Cape Peninsula University of Technology
Virtual African Doctoral Academy may be the new way

The African Doctoral Academy (ADA) at the Africa Centre for Scholarship (Stellenbosch University International, SU) held its first online Winter Doctoral School aimed at current and prospective PhD candidates, supervisors and professional researchers from 13 – 24 July 2020. The workshops on offer included: Introduction to Qualitative or Quantitative Research Design and Methodology; Statistics; Systemic Review; and Preparing for the PhD. The workshops were presented by a cohort of SU and international presenters from the USA and Ireland that regularly teach at the ADA.

Once it became clear early in March that group gatherings would soon be impossible in South Africa due to a lockdown to mitigate the spread of COVID-19, we began planning to move the Winter School online. Instead of offering the courses face-to-face on the SU campus, we moved the courses fully online as a blend of synchronous and asynchronous sessions, exercises and self-study as well as group work, all supported by a small army of Blended Learning Co-ordinators to ensure that everything flowed smoothly.

We initially reimagined the Winter School as a slightly-scaled down online offering – but we should not have been worried about our delegates being put off by a pandemic. The demand for our online courses were so overwhelming, we had to either arrange for an additional presentation of a course, or had to increase the capacity of our courses to accommodate everyone.

Notes one delegate: “Excellent, Rewarding, Resourceful. Thank you to COVID-19! There is always a positive in every negative. The e-Route for courses such as this might be the way to go in future.”

The lockdown may have permanently changed the way we present our offerings at the ADA, from inviting international presenters to offer short-form masterclasses to collaborating with universities on the continent. The feedback from the delegates and presenters was overwhelmingly positive, and we’re already planning the offerings of our Spring School. Please feel free to visit our website and programmes here: www.sun.ac.za/ada.

There is always a positive in every negative. The e-Route for courses such as this might be the way to go in future.’
How has the COVID-19 pandemic affected your work?

Our country is on lockdown in an attempt to stop the spread of COVID-19, our public health emergency that has claimed thousands of lives and sparked fear for me personally regarding what the future holds for higher education internationalisation. When the lockdown was announced in South Africa, my mental and physical well-being was without a doubt affected and productivity levels on low due to the many uncertainties. This also gave me many opportunities to take control, manage my own schedules, and to become more hands-on in learning values, interests, strengths, and motivations to increase productivity and embrace working from home.

What is the biggest lesson you’ve learnt during this time?

Depending on the nature of your work, you do not need to be office-bound to be productive and deliver on your portfolio. I think within my context, my portfolio lends itself to work remotely with ease. Within the 20 years in international education, I have always adopted a continuous process of work when I am out of the country attending international conferences. I also learnt to be flexible in the way I approach my work and often had to work past normal working hours to accommodate Zoom and Team meetings of international partners.

How has the COVID-19 pandemic affected your work?

The emergence of COVID-19 in South Africa came as a shock and an expected eventuality. My biggest concern was how I would function efficiently and effectively in my day-to-day duties remotely. My first thought was ensuring CUT international partners that we are actively and responsibly responding to the COVID-19 crisis, assuring them that their students are safe at CUT. However, my personal life was hit with loss and a blessing. We lost an aunt and, at the same time, gained a little life. I look at the COVID-19 period as a curse and blessing in one.
Opportunities for South Africans to learn in other countries – international scholarships

While South Africa has its world-class higher education institutions, the experience of travelling and studying abroad can be invaluable for young South Africans and there are many opportunities available to gain international experience, education and qualifications. It is not only by welcoming international students to our shores, but also by ensuring that South Africans have the experience of being international students that we can be part of the global higher education system. There are a range of different types of opportunities, from full degrees at international institutions to sandwich programmes, joint degrees, research stints, student exchanges, amongst others. All have their place and benefits.

The Department of Higher Education and Training (DHET) works with a number of international partners to promote and facilitate access to international study opportunities for South Africans. The value to the individual for gaining these experiences is well known, from broadening horizons and minds, to developing independence, cultural awareness and a global mindset. For the country, it ensures that we have citizens who are internationally engaged, can contribute to growing an international economy, with international networks, understanding, foreign languages and experience, developing a new generation of internationally astute and globally aware individuals.

Through bilateral partnerships, the Department of Higher Education and Training has negotiated with various foreign governments over the years for international scholarship opportunities to support the development of its human resources agenda. International scholarships support studies, mostly at Master’s level, although there are opportunities at all degree levels, in a range of fields. The priority fields of study include science, engineering and technology as well as humanities and social sciences.

Each scholarship is different and has a different focus and priorities. Scholarships range from fully to partially funded and vary in their purpose, target applicants and application procedures. More specific details regarding application dates, criteria and eligibility are included with each programme’s call for applications.

The Department’s international partners have provided us with some of the following opportunities:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>SCHOLARSHIP</th>
<th>LEVEL OF STUDY</th>
<th>NO. OF SCHOLARSHIPS AVAILABLE FOR SOUTH AFRICA</th>
<th>FIELDS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile</td>
<td>Nelson Mandela Scholarship</td>
<td>Master’s</td>
<td>10 per year</td>
<td>Agriculture, Energy, Public Policy Management, Environment, Mining, Health, Astronomy, Humanities, and many others</td>
</tr>
<tr>
<td>China</td>
<td>Chinese Government Scholarship</td>
<td>Bachelor’s, Master’s, PhD, language</td>
<td>20 to 40 per year</td>
<td>Wide range of fields</td>
</tr>
</tbody>
</table>
These are just a few of the big scholarship programmes with which the Department partners. There are several others that we support and promote such as the Fulbright, German Academic Exchange Service (DAAD), the Dutch Organisation for Internationalisation in Education (NUFFIC), and African Union scholarships, amongst others. Opportunities are regularly updated on our website, as they become available. Website: www.internationalscholarships.dhet.gov.za.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>SCHOLARSHIP</th>
<th>LEVEL OF STUDY</th>
<th>NO. OF SCHOLARSHIPS AVAILABLE FOR SOUTH AFRICA</th>
<th>FIELDS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>French Embassy Scholarship</td>
<td>Master’s</td>
<td>20 to 40 per year</td>
<td>Most fields are available, with an emphasis on Science, Technology and Engineering</td>
</tr>
<tr>
<td>Ireland</td>
<td>Kader Asmal Fellowship</td>
<td>Master’s</td>
<td>About 15 per year</td>
<td>Agriculture, Environmental Science, Conservation and Rural Development; Food Science and Food Engineering; Pharmacy, Biotechnology and Bioengineering; Health, Medicine and Health Economics; Development Studies, Peace Studies, Conflict Resolution and Humanitarian Action Education; Social Policy, Social Research, Community Development and Sociology; Women’s Studies, Gender Studies, Equality Studies; Law and Human Rights; International Relations, Politics, Government and Ethics; Engineering, Hydrology, Sustainable Technology; Economics, Finance and Accounting; Management and Business; Information Systems and Communications Technology; Tourism</td>
</tr>
<tr>
<td>Japan</td>
<td>ABE Scholarship</td>
<td>Master’s</td>
<td>Varies from year to year</td>
<td>Engineering, Science, Technology, Agriculture, Environment, Energy, Marine Science, Health Mining, Rural Development, Public Policy, Education</td>
</tr>
<tr>
<td>Sweden</td>
<td>Swedish Institute Scholarship</td>
<td>Master’s</td>
<td>10 per year</td>
<td>Computer Science and IT, Design (Industrial Design, Architecture, Urban/Regional Planning), Engineering, Environmental Technology/Sustainable development, Gender Studies, Nanotechnology, Public Health</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Swiss Excellence Scholarship</td>
<td>PhD, postdoc and research</td>
<td>No quota for South Africa</td>
<td>All academic areas</td>
</tr>
</tbody>
</table>
The mobility of international students to South African higher education institutions for face-to-face education and research has been hit hard by the COVID-19 pandemic. The risk-adjusted strategy of the South African government-imposed regulations and restrictions on higher education institutions on how to manage the presence of students on campuses.

The South African national regulations outline the following with regards to Lockdown Level 1:

- Borders to South Africa were opened for inbound and outbound international mobility on 1 October 2020;
- All Foreign South African Missions and VFS Global Offices in South Africa are open for the following visa applications:
  - visitor’s visas; study visa; treaty visa; business visa; crew visa; medical treatment visa; relative’s visa; general work visa; critical skills work visa; intra-company transfer work visa; retired person visa; corporate visa; exchange visa;
  - waiver of prescribed requirement, as contemplated in section 31(2)(c); and appeals or reviews contemplated in section 8 of the Immigration Act;
- Permanent Residence applications are exempted;
- All long-term visas that were cancelled at the beginning of the National State of Disaster have been reinstated;
- All visas that expired during lockdown while in South Africa have been extended until 31 January 2021;
- Everyone who holds a visa that expired during lockdown may return to their home country and will not be declared undesirable when crossing the border;
- All borders to the rest of the African continent are open as all African countries are classified Low-Risk. As a result, international students returning from the African continent and from low-risk countries must provide:
  - A valid certificate of a negative test which was obtained not more than 72 hours before the date of travel. This certificate is valid for 14 days;
  - In the event of the traveler’s failure to submit a certificate as proof of a negative test, the traveller will be required to quarantine at his or her costs;
  - All travellers will have a valid visa confirming the name of the institution and the duration for which they may sojourn in the Republic;
  - No additional letter or permit is required for these travellers to cross the border or return to campus.

Disclaimer:
- At time of print South Africa was on national Lockdown Level 1 and this article only refers to regulations relevant under this level.
- The list of high-risk countries is continuously adapted and can be checked here: http://www.dha.gov.za/index.php/list-of-high-risk-covid-19-countries
SA’s No. 1 medical aid choice for more than 1 million students over the past 30 years

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Hello Counsellor
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From just R439* per month

You can choose to make use of additional products available from Momentum, part of Momentum Metropolitan Life Limited, to seamlessly enhance your medical aid benefits. Momentum is not a medical scheme, and is a separate entity to Momentum Medical Scheme. These voluntary complementary products range from a world-class lifestyle rewards programme, Multiply, to Hello Doctor. You can be a member of Momentum Medical Scheme without taking any of the complementary products that Momentum offers.

*Income of less than R725 per month
International students studying in South Africa must be in possession of appropriate medical cover with a registered South African medical scheme for the duration of their studies

Visa Regulations
Studying 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).

How to apply

You can obtain a summary of two preferred medical cover products and application forms via the email address or telephone number below. The application can be submitted using the same details.

@ international.students@simekahealth.co.za
(+27) 860 100 380

Alternatively, prospective students can also obtain further information by clicking on the links below and completing the electronic application once they have made their selection:

1. CompCare Medical Scheme, NetworX: studentplan.co.za
2. Momentum Medical Scheme, Ingwe: www.ingwehealth.co.za

Simeka Health in partnership with IEASA
Assisting universities and their international students to obtain suitable medical aid cover

Simeka Health has been the appointed healthcare consultants for the International Education Association of South Africa (IEASA) for nearly a decade and have been working with IEASA on reviewing the available offerings and selecting the most suitable solutions. While the regulations are not prescriptive, we currently have two preferred schemes, which in our opinion provides the most appropriate cover as is required.

Simeka Health's services to international students
- Annual revision of medical scheme product options
- Selecting medical scheme products suitable to international student needs
- Guidance by specialist healthcare consultants regarding application process
- Supporting students with problematic queries
- Ongoing assistance and guidance on understanding of and access to benefits

Providing health benefit solutions for continued enhancement of our clients' wellness and well-being. Simeka Health (Pty) Ltd is an authorised Financial Services Provider
MAKE FUTURE YOU PROUD

When you’re living in the moment, not every move you make is for a better future. Like that haircut. Or liquorice shots. But this move is.

Yeah, you can make the right move for tomorrow when you get healthcare cover from only **R435* per month**, with the NetworX option from CompCare today.

So sort out whatever comes the way of future you with benefits that include:
- Unlimited doctor visits
- Acute medicine cover
- Cover for extreme sports (including emergency assistance)
- Repatriation cover via our free loyalty programme
- Excellent ‘out-of-hospital’ benefits.

Damn, future you is so proud right now.

SMS ‘FutureMe’ to 32673 and make your move.

CompCare. Your next move, covered.
WELCOME
Students and student benefactors the world over place great value in what is widely referred to as a “well-rounded education,” but what does this mean in today’s world? For the modern student, what is learned inside the classroom is becoming as important as what is learned outside it. With the range and quality of tertiary education available in South Africa, together with the plethora of opportunities for extracurricular student life, the country located on the bottom tip of Africa has become an attractive option for international students seeking that study-life balance.

THE BORING STUFF FIRST
In order to take in all South Africa has to offer, as an international student in the Rainbow Nation, there are a few hoops to jump through.

First and foremost is the student visa. You will need to have a valid visa before any South African university will be able to register you as an international student. Applications for such visas can be done through your local South African consulate, high commission or embassy. For more information on the specifics of what is required – costs, processing times, where exactly to apply and what supporting documentation to submit – visit the South African Department of Home Affairs website.

Once your visa has been issued, and you have been conditionally accepted to the institution of your choice, you will also need to become a temporary resident of South Africa. This also depends on your period of study. Check with your host institution. To do this the first step is to fill out the temporary resident application form, the BI-1738 temporary residence form. But, we are getting ahead of ourselves here. Before taking on the “B” form, you will need to choose which institution at which to apply. To do this we will need to start with the 4 “C’s.”

CITIES
The diversity of the South African people is reflected in the diversity of the student life across the country’s most popular and populace cities. Whether you are looking for the “university town” experience or prefer the hustle and bustle of the big city, South Africa has what you are looking for.

Cape Town is not only the oldest city in South Africa, but due to its internationally appealing beauty, has become the country’s most cosmopolitan. Set against the backdrop of the world-famous Table Mountain, and bordered by beaches and winelands, Cape Town offers an experience like no other.

The financial heart of the country is in the province of Gauteng, and split across the cities of Johannesburg and Pretoria. With the cities expanding at such a rate it is difficult to tell where one ends and the next begins, a fast-paced, “city-slicker” lifestyle is what the locals thrive on. However, with the hiking and biking trails nearby as well as the wildlife sanctuaries and reserves nearby, residents of the most populated area of country can still take that all important break when it is needed.

On South Africa’s East coast is Durban, a sleepier place than Johannesburg, but perhaps not as relaxed as Cape Town. The coastal city claims to be “South Africa’s playground.” This is a big claim, but with the boardwalks and beaches running up and down the coast, the warm water swells that surfers can’t keep away from, and with the vibrant bars in the quaint little towns surrounding Durban being constantly full of life, it is hard to argue the point.

CULTURE
When it comes to culture, perhaps the term “melting pot” has become a little clichéd. However, it is a cliché for a
reason and no melting pot of culture has more ingredients than the one in South Africa. The almost 60 million inhabitants calling themselves South Africans are made up of nations and religions with roots and beliefs based in Zulu, Xhosa, Pedi, Tswana, North and South Sotho, Shona, Ndebele, Khoisan, Hindu, Muslim, and Afrikaans, among others.

With a large proportion of the country’s population being relatively young, and with a resulting forward-thinking collective attitude of embracing, rather than segregating, South Africa is truly living up to the name, Rainbow Nation,* given to its citizens by its first democratic president, Nelson Mandela.

Bubbling out of this melting pot, are aware and empathetic South Africans, more empowered and connected than ever. These creative self-starters who are driving authenticity and share-ability so as not to consume inherited culture, but to create a new culture are determining the future of South Africa.

CUISINE
From a metaphorical pot to a three-legged, cast iron one, when it comes to South African food, one of the must-tries is a “potjie” (pronounced “poy-key”). This is a stew prepared over a number of hours, with ingredients added at specific intervals with care and dedication in order to get the meat falling off the bone and the vegetables just the right softness, all infused with each cook’s secret blend of spices.

Mealtimes in South Africa are often very social, and even more often involve a fire. Cooking on a grill or grid over an open flame or hot coals, whether referred to as a “braai”, a barbeque or more recently from the Zulu “shisa inyama,” is ingrained in South African culture.

That being said, many South Africans are adopting more internationally recognised diets and attitudes to food. “Keto” or “Banting”, for example, is so popular in Cape Town that many restaurants only serve keto/banting-friendly meals. For the vegans, in addition to dedicated sections on restaurant menus, convenience shops are starting to commit shelf space exclusively to vegan products.

COMMUNICATION
With 11 official languages, and with the inclusive, sharing and mixing attitude of South Africans, it is not surprising that the local colloquial vernacular is somewhat colourful. Although being fluent in English will prove sufficient to get by across South Africa, familiarising yourself with some of these uniquely South African terms will help international students better understand what the local population is talking about. Here are a few that UrbanDictionary.com have right:

> AWEH - PRONOUNCED “AH-WEH”
> A South African slang word used to acknowledge something or greet someone.
> “Hey guys” - “Oh aweh man!”

> NOW, NOW
> Commonly used in South Africa when you’re ARE going to do something, just not anytime soon.
> “No, I will now now” *basically doesn’t study until five minutes before the test*

> “HAVE YOU STARTED STUDYING?”
> “No, I will now now” *basically doesn’t study until five minutes before the test*

> LEKKA
> A South African slang word for nice; good
> “That’s lekka man”

> SEE YOU SOON
> Taking the decision to study abroad is a bold move in itself. In a world that is becoming more and more accessible, and the opportunities available more and more numerable, the decision regarding where exactly to go may seem to be becoming more and more difficult. However, that is not the case at all. As an international student, what you are looking for, that “well-rounded education,” can be found in South Africa. Whether you are an aspiring doctor who loves the city life, a journalist-to-be who loves wildlife and the outdoors, or a psychologist candidate with an affinity for the sea, or a mix of any of these and so many more, South Africa is the place to study. If you are a forward-thinking, creative, adventurous individual who values inclusion over exclusion and embraces multi-ethnicity, there is but one thing left to say: “See you soon.”

The content of this section was provided by BrandSA as a partnership between the organisation and IEASA.

“The diversity of the South African people is reflected in the diversity of the student life across the country’s most popular and populace cities.”

The robustness of South Africa’s higher education sector continues to be celebrated during the past two decades, with all stakeholders involved in the sector recognising the change agent role that internationalisation of higher education plays in developing a more vibrant and just knowledge-based society. Despite the limited numbers of international students at some higher educational institutions, internationalisation has added value to South Africa’s image of being an inclusive and tolerant society. Furthermore, through its steady but cautious growth in developing an internationalised research culture, the country has shown itself to be able to position itself as a generator of global intellectual capital.

South Africa’s higher education landscape during the past five years has witnessed a notable transformation led by student action aimed at redressing inequality, a progressive decline in the economy, and more recently, a health pandemic. Despite these disruptive issues, the higher education sector has been able to show its resilience and develop creative and innovative solutions to the problems presented by drawing on its collective wisdom. In some respects the current and recent past events have coalesced and strengthened inter-institutional interaction and provided a prospective international (and local) student or faculty member with a broader-based accessibility to multiple higher education institutions.

The novelty of the current situation has forced international practitioners and academics alike to think more creatively in ways to expand the sector and ensure it makes a more sustainable contribution to South Africa’s development.

Understanding, interpreting, monitoring and comparing higher education internationalisation statistics is inherently difficult. Not only is there a time lag in the submission of statistics by institutions, but often they are vulnerable to an institution’s capacity and methodology of reporting. Nevertheless, the statistical trend over four years, 2015 to 2018 as reflected here does provide insights for decision-making. South Africa’s higher education sector is largely shaped by its affiliation to the public sector. It is therefore subject to civil society scrutiny and the broader political mission to transform society and to bring about a more inclusive and equitable society. As internationalisation during this period has been subject to the #FeesMustFall movement, student activism, the advancement of zero per cent student fees, and a severe drought specifically in the Western and Eastern Cape provinces, the higher education internationalisation landscape must be interpreted within a political economy context.

The number of international students registered at the 26 public universities in South Africa is reflected in Table 1. The overall trend in international students as a percent of South African students indicates that there has been a decline. However, if UNISA (University of South Africa), an exclusively distant learning institution is removed from the statistics as shown in Table 2 then statistically international students remained a constant influence on the academic and cultural project of South African universities. However, the sector in the occasional and semester study abroad students remains vulnerable to a decline.

<table>
<thead>
<tr>
<th>Total per year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>73006</td>
<td>69396</td>
<td>67940</td>
<td>64526</td>
</tr>
<tr>
<td>South African</td>
<td>912252</td>
<td>906306</td>
<td>968943</td>
<td>102142</td>
</tr>
</tbody>
</table>

| International students as percentage of total (national nr) | 0.8% | 0.8% | 0.7% | 0.6% |

Table 1: Number of University Registered International and South African Students (2015-2018)
South Africa’s universities are classified into three main types: predominantly research-based, universities of technology and comprehensive institutions. The latter focus on both research and teaching and learning. During the period under review international students were registered in almost equal numbers at research and comprehensive universities.

### COUNTRIES OF ORIGIN

Despite students representing just over 170 countries in the period from 2015 to 2018, South Africa’s international student profile continues to be characterised by students from Africa. Dominated by a regional focus, with the exception of Nigeria, the majority of students come from the Southern African Development Community.

<table>
<thead>
<tr>
<th>Country</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>110</td>
<td>985</td>
<td>891</td>
<td>794</td>
</tr>
<tr>
<td>Botswana</td>
<td>2286</td>
<td>1864</td>
<td>1624</td>
<td>1448</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>3577</td>
<td>3560</td>
<td>3679</td>
<td>3723</td>
</tr>
<tr>
<td>Comoros</td>
<td>7</td>
<td>5</td>
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<td>3</td>
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<td>Lesotho</td>
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<td>United Republic of Tanzania</td>
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<td>25642</td>
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</tbody>
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Table 3: Southern African Development Community Enrolment Student Enrolment (2015-2018)

Beyond the African continent, as was the case in 2015, in 2018 South Africa remains, in order of numbers, the destination of choice for students from the United States of America, Germany and United Kingdom of Great Britain and Northern Ireland.

South Africa as a destination of choice for higher education choice was influenced by political instability specifically in Zimbabwe, and the faltering higher education infrastructure in much of the region. However, the presence of the large number of African students has added to the resolve for South African higher educational institutions to position themselves as being African. The period has therefore scaffolded the debate regarding anti-colonialism, and a revision of many curricula to reflect a great emphasis on African philosophy and the contribution of Africans to the intellectual discourse.

There continues to be an underrepresentation of students from South America and Asia. The only Asian countries with over a 100 students were India, the People’s Republic of China, Pakistan and the Republic of Korea. The total number of students from Asia during the period under review remained almost unchanged.

### INTERNATIONAL STUDENTS AND QUALIFICATION TYPE

It has been increasingly important for Africa and South Africa specifically to advance its role in developing and thereby empowering its citizens. Advancing Africa's university research output agenda is, therefore, of critical importance. However, this mission regarding South Africa’s contribution to Africa has not been sufficiently advanced, with the majority of Master and Doctoral degree students still coming from the United States and Europe.

However, as a possible outcome of being part of BRICS, India contributed 277 postgraduate students in 2015 and 268 in 2018. Overall there was a significant decline from 42657 students in 2015 to 35398 in 2018 among pre-bachelor and bachelor students.

The DHET White Paper for Post School Education and Training in 2017 argues that international research collaboration carries significant benefits and should therefore
### Table 4: International Students per year per Qualification Type

<table>
<thead>
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<th>2015</th>
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<td>3334</td>
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</tbody>
</table>

be encouraged. It further highlighted the need to develop research partnerships involving African countries and other developing countries, including BRICS. This agenda is aligned with the outcomes and call to action of the Africa Agenda 2063. It is also aligned with the UN Sustainable Development Goals in that the 2030 Agenda for Sustainable Development supports infrastructural, investment and facilitative contribution to research in all of the sustainable development areas.

Agenda 2063 calls for African countries to be amongst the best performers in global quality of life measures by 2063. It asserts that for the development of the continent, more resources need to be channelled into developing the continent’s human capital. Such development will depend on advancing more investment in higher degree research output. The embryo of this commitment to the development of Africa’s human capital is evident in the statistics under review. One possible strategy will be to leverage existing collaborative European and North American networks in combination with South African and African partners.

The call to action by the African Union includes revolutionising skills acquisition while actively promoting science, technology, research and innovation to build an African knowledge society. Central to such development is the transformation and investments in universities, and more commitment to resourcing research and innovation.

### CONCLUDING COMMENTS

International students play an important role in South Africa’s higher education’s commitment to social justice, inclusivity and respect for diversity. Because of a solid internationalisation foundation and strategy within many institutions in the sector, it has shown its reliance to external internal challenges.

The current Coronavirus Disease (COVID-19) has impacted internal and external student mobility and traditional internationalisation strategies. In the face of this adversity debates regarding the internationalisation of higher education have been brought to the fore. As transnational and regional collaborative science ventures become more important to deal with COVID-19 a more holistic perception of internationalisation of higher education is vital. Such a perception where comprehensive internationalisation and internationalisation as an agent of social change are now in the forefront of any strategy that seeks to advance higher education internationalisation. Already during the period under review, various forms of virtual international interaction were opened. The past year has seen a more vigorous debate and application of these modes of internationalisation.

With COVID-19 the conversation has now shifted to how South Africa can leverage the internationalisation of higher education to become an agent of cultural tolerance and academic development.

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**PETER CUNNINGHAM**

Prof Dr Peter Cunningham (Nelson Mandela University), educated in South Africa and Britain, has been involved in human resource management, organisational behaviour, internationalisation of higher education (HEI), and conflict management and transformation keynote conference presentations, public presentations, training and consultation for more than forty years.
THE FOLLOWING CONTAINS THE PROFILES OF ALL 26 PUBLIC UNIVERSITIES IN SOUTH AFRICA. THE PROFILES ARE OF VARYING LENGTH, AND HAVE BEEN SUBMITTED BY THE UNIVERSITIES THEMSELVES. IT PROVIDES YOU, THE READER, WITH BASIC INFORMATION ABOUT THE INSTITUTIONS, AS WELL AS FURTHER CONTACT DETAILS IF YOU WOULD LIKE TO CONTACT A SPECIFIC INSTITUTION OR VISIT THEIR WEBSITE FOR FURTHER INFORMATION.

All campuses are indicated on the map.
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 (then still known as the Technikon Free State), opened its doors in 1981 with 285 students enrolled in mainly secretarial, art and design programmes. Today, the institution boasts more than 20 000 students who have decided to make CUT their academic home in earning a qualification and gaining appropriate work-integrated learning to equip and prepare them for professional practice. With the restructuring of the higher education landscape in 2004, CUT embraced its new status as a University of Technology; thus, positioned itself to succeed as such.

By 2025, the University plans to reach 50% of SET enrolment as part of its goals to increase research opportunities as well as teaching and learning in Science, Technology and Engineering.

By 2025, the University plans to reach 50% of SET enrolment as part of its goals to increase research opportunities as well as teaching and learning in Science, Technology and Engineering.

The qualifications on offer fit into one of the four faculties: Faculty of Health and Environmental Sciences, Faculty of Humanities, Faculty of Engineering, Built-Environment and Information Technology and Faculty of Management Sciences. The University offers certificates and diplomas at the undergraduate level, postgraduate diplomas, MTech and PhD degrees to increase the production of world-class postgraduate programmes and high-quality outputs.
for research its four faculties; i.e. Faculty of Engineering, Built-Environment and Information Technology, Faculty of Health and Environmental Sciences, Faculty of Management Sciences and Faculty of Humanities. The student body consists of about 20,645 students across two campuses in Welkom and Bloemfontein.

CUT as University of the 21st Century finds itself as part of the knowledge society where increasing global connections, challenges and imperatives has called for realigning its vision, academic directions, and purpose in line with this reality. Internationalisation as an encompassing academic enterprise to strengthen the academic programme, fosters intercultural cooperation and exchange and builds global engagement, is the University’s response to this.

As part of CUT’s internationalisation strategy, CUT continues to reach out to students and academics from Africa countries, with a particular focus on the SADC region, Belgium, France, Sweden, Germany and the Netherlands to create cross-border partnerships and better global community through education. CUT also has global linkages with Brazil, Canada, India, Poland, Portugal, South Korea, Spain, Thailand, Turkey, UK and USA. These partnerships ensure that CUT students are not only industry-ready, but they have a global perspective to their studies and an understanding of international challenges and opportunities. They also demonstrate CUT’s commitment to expose its local students to the globalised world. Also, both students and staff at Welkom and Bloemfontein Campuses represent about 30 African states. This mixed blend of students and staff on the two campuses allows many local students to have an international experience through CUT Internationalisation at Home and Curriculum initiatives. The University plans to increase international student applications and intake in 2021. For more information, visit our website: www.cut.ac.za

Currently, the University is at the forefront of research and innovation; making CUT a leading South African university in the application of Additive Manufacturing (3D printing technology) for design and production of customised medical implants.

“The University offers certificates and diplomas at the undergraduate level, post-graduate diplomas, MTech and PhD degrees...’

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 (PDTS) which engage in research and innovation within academia and industry. They also serve as an integrated product research and development niche area for CUT.

THE UNIVERSITY PLANS TO INCREASE INTERNATIONAL STUDENT APPLICATIONS AND INTAKE IN 2021.

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Welkom Campus: +27 (0)57 910 3500
Email: internationaloffice@cut.ac.za
Website: www.cut.ac.za
As of September 2020, DUT is ranked as one of the top five universities in South Africa and amongst the best in Africa by the Times Higher Education World University Rankings 2021. This ranking makes DUT the top university of technology in South Africa. DUT prioritises the quality of teaching and learning through ensuring the highest quality of academic staff.

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

A member of the International Association of Universities, DUT is a multi-campus university at the cutting edge of higher education, technological training and research. DUT aims to be the “leading university in technology and productive citizenship” and to “making knowledge useful”.

**ENVISION 2030**

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

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

**INTERNATIONAL EDUCATION AND PARTNERSHIPS**

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

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

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

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

**FULL DEGREE INTERNATIONAL STUDENTS**

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

- Faculty of Accounting and Informatics
- Faculty of Applied Sciences
- Faculty of Arts and Design
- Faculty of Engineering and the Built Environment
- Faculty of Health Sciences
- Faculty of Management Sciences
The Central Applications Office (CAO) – www.cao.ac.za – processes applications for first time undergraduate admission to all universities in KwaZulu-Natal. Applications for Masters and Doctoral studies are made directly to the relevant department.

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

INTERNATIONAL SHORT ACADEMIC PROGRAMMES AND SUMMER SCHOOL
IEP has extended its student mobility portfolio to include international short learning programmes which will have aspects of virtual engagement embedded in them. The short learning programmes will be modified for virtual platforms during the global pandemic, and will be delivered through a mixture of virtual and face to face methods allowing for blended learning post COVID-19.

The short learning programmes aim to develop students’ academic and inter-cultural expertise. They also aim to provide an optimum balance between theoretical and practical knowledge through the use of different tools and experts. Standardised programmes range from business in Africa to textile design in South Africa.

INTERNATIONALISATION OF THE CURRICULUM, VIRTUAL EXCHANGE (VE) AND COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
Globally the concept of the Internationalisation of the Curriculum (IOC) has been evolving for over twenty-five years. During this time various common practices that support IOC have been adopted, including online collaboration between staff and students.

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

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

The concept of COIL at DUT is grounded in internationalisation of the curriculum, through the development of virtual projects, designed and implemented by an academic from DUT working collaboratively with a partner from another area of the world. Such projects allow students from both partner countries to engage in achieving a common set of learning outcomes that promote, inter alia, inter-cultural collaboration, and teamwork. The projects, which are typically 4-6 week duration, are supported through the use of appropriate technology platforms (synchronous and/or asynchronous).

Internationalisation is embedded in every aspect of the learning process.’

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

OUR CONTACT DETAILS
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International Education and Partnerships
7th and 8th Floor D Block
ML Sultan Campus Durban
Tel: +27 (0)31 373 5422
Fax: +27 (0)31 373 5116
Email: international@dut.ac.za
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

Tel: +27 (0)31 373 5422
Fax: +27 (0)31 373 5116
Email: international@dut.ac.za
Website: www.dut.ac.za
University of Cape Town

PROMOTING EXCELLENCE THROUGH TRANSFORMATION

UCT is an inclusive and engaged research-intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; enhancing the lives of its students and staff; advancing a more equitable and sustainable social order and influencing the global higher education landscape.

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.

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 universities.
- 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, 1960); Allan McLeod Cormack (medicine, 1979); Sir Aaron Klug (chemistry, 1982); and Emeritus Professor JM Coetzee (literature, 2003).
- UCT is ranked 10th in the world in development studies according to Quacquarelli Symonds 2020, and 48th in the world in oceanography according to Shanghai Ranking’s Global Ranking of Academic Subjects (GRAS) 2020.

"UCT is ranked the best University in Africa and sits in the top 200 universities in the world."
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 almost 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 includes the universities of Yale, Oxford, Cambridge, UC Berkeley, Peking, ETH Zurich, University of Copenhagen, University of Toyo, National University of Singapore and the Australian National University.
- 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.
- The Worldwide Universities Network (WUN) is another strategic research network of which UCT is a member. It comprises 23 universities in 13 countries. As a member of these three networks – ARUA, IARU, WUN – UCT has the opportunity to foster three-way research partnerships with extensive impact across the globe.
- 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 (Pil), Future Water, Institute for Communities and Wildlife in Africa, Institute for Democracy, Citizenship and Public Policy in Africa, 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 2019, UCT’s external research income amounted to R1.6 billion. Funding to postgraduate students totalled R302 million and R79 million went to postdoctoral researchers.
- In 2019 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.
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 world, IAPO supports UCT in nurturing a vibrant and innovative academic community. Since 1996, the 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 Short-Term Academic Programmes (GSAP), Africa Partnerships and Programmes (APP), Strategic Services and Operations (SSO). The Confucius Institute is also based at the International office.

PARTNERSHIPS, MOBILITY AND RECRUITMENT (PMR)
The PMR unit coordinates the largest study abroad and student exchange programme in Africa, working with international partners and organisations to place students in existing UCT courses for the purposes of international credit transfer.

GLOBAL SHORT TERM ACADEMIC PROGRAMMES (GSAP)
The GSAP unit develops and offers innovative, multidisciplinary and customised short-term academic programmes to international partners and organisations. The globally relevant programmes have a robust academic and experiential component and incorporates the local, continental and global perspectives. The programme models are varied in accordance with partner needs. Current programmes are Faculty-led programmes, standardised programmes, customised programmes and Island programmes.

AFRICA PARTNERSHIPS AND PROGRAMMES (APP)
In line with UCT’s vision of becoming a fully African Institution, the APP explores, develops and maintains partnerships and programmes which strengthen UCT’s academic integration with other African universities 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. It brings the Chinese language program to UCT and facilitates academic exchanges between students and faculty members at UCT with those at the Chinese partner Sun Yet-sen University and other Chinese universities.

INTERNATIONAL ACADEMIC PROGRAMME OFFICE (IAPO)’S MANAGES:
► Partnership development and support with leading universities worldwide;
► Study abroad programmes whether for one course or a full semester;
► Student exchange programmes;
► Short term international programmes e.g. Faculty-led programmes, standardised, customised programmes, Island Programmes;
► Donor funded programmes;
► Specialised support services for international students e.g. 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 can be found in the online prospectus at www.uct.ac.za. http://www.students.uct.ac.za/
Applications for admission and student accommodation are processed between April and the closing date of 30 September. The closing date each year is 31 July. In 2020, the closing date has been extended to 31 August 2020, for application to programmes commencing in 2021.

To apply online, please go to applyonline.uct.ac.za.

To be admitted to UCT, applicants must:

- Meet the statutory minimum requirements for admission to higher education programmes in South Africa;
- Meet the admission thresholds for the intended programme of study;
- Demonstrate proficiency in English;
- Satisfy any programme-specific subject requirements.

Additional information to keep in mind for undergraduate application in 2020, for 2021:

UNDERGRADUATE APPLICANTS

Applications for undergraduate admission in 2021 are open, and the closing date has been extended to 31 August 2020. We will not consider late applications.

The National Benchmark Tests (NBTs) have been a requirement for undergraduate admission at the University of Cape Town. Given the impact of the COVID-19 pandemic on the NBT testing programme, the NBTs will not be part of the admission criteria for admission to UCT in 2021. As a result, UCT is considering amendments to the current criteria and expects this to be finalised soon. Prospective applicants are advised to submit their study applications without delay and to make sure that they submit their Grade 11 final school results to be considered for an early conditional offer of admission.

Applicants who need financial assistance must submit their applications on the NSFAS online application system. Applications are scheduled to open on 1 August and close on 30 November 2020. Applications must be completed at http://www.nsfas.org.za/content/how-to-apply.html

POSTGRADUATE

- The criteria for admission to postgraduate diplomas, honours, master’s and doctoral degrees vary from one programme to another.
- Prospective applicants should consult the faculty concerned for admission requirements and thresholds.

Refer to the UCT website for a list of faculties, disciplines and programmes of study: www.uct.ac.za.

 SEMESTER STUDY ABROAD (SSA)

- UCT offers a vibrant study abroad programme for students wanting to spend one or two semesters experiencing life in Cape Town while completing a degree elsewhere.
- The programme offers a wide range of courses and students can select from subjects established in five of UCT’s six faculties. Applications for course selection are assessed by academic selectors on the basis of students’ academic record to date and credits awarded by UCT are eligible for transfer towards the home university degree. SSA students are taught alongside other UCT students and are fully integrated into academic and social life at the University.
- Comprehensive pre-arrival information is supplemented by assistance in finding suitable accommodation and a week-long orientation programme which welcomes students to Cape Town and to UCT at the beginning of their semester.
- For admission, applicants should have a grade point average of 65% on the UCT grading scale (3.0 on the North American scale or ‘C’ on the ECTS scale) and have completed at least two semesters at their home university.
- Applicants should be of good academic standing and will need to provide evidence of English proficiency where it is not their language or the language of instruction for their home degree.

Further information is available on the SSA website: www.studyabroad.uct.ac.za.

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.’
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

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.

OUR CONTACT DETAILS
University of Cape Town

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IAPO Website: www.iapo.uct.ac.za
Facebook: IAPO @ UCT
Twitter: @IAPOatUCT
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Semester Study Abroad: SSA@uct.ac.za

Admissions Office
Location: Level 4, Masingene Building, Cross Campus Road, Middle 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
University of Fort Hare

University of Fort Hare is a global yet Pan African university committed to meeting the needs of diverse range of national and international students by providing competitive academic programmes underpinned by innovative research, scholarship and professional practice. We prepare our students to be professionally skilled individuals fit to be global citizens, committed to lifelong learning and able to contribute towards the development of their communities.

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 an excellent opportunity for contact with the very best minds in the world, and personal supervision and support to help develop students academic and related social interests. We pride ourselves on the close level of pastoral care provided by our academics, 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 world of work.

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 the University of Fort Hare 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 8 000 registered students, the majority of which lives in the small town and contributes considerably to the development of its economy.

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

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.’
BHISHO CAMPUS
The Bhisho campus, which is at the doorsteps of King William’s Town is sited close to the provincial government headquarters. It has developed a reputation in public service-related courses.

The University has 15 563 students located across the 3 campuses. These campuses provide the perfect environment for urban-rural cultural integration and production of knowledge, which addresses the national, African and global challenges of the 21st century.

Student registration: 708 students

Student registration statistic:
- Alice Campus: 8 548 students
- East London Campus: 6 576 students
- Bhisho Campus: 708 students
- Total number of registered students is: 15 832

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 programmes of the University. The office manages 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 internationalisation activities of University of Fort Hare.

FACULTIES
The University has a comprehensive range of academic programmes and career oriented programmes that are offered across six faculties mentioned below. These programmes are designed to equip future professionals and leaders in various disciplines and fields, ranging from Diplomas, Bachelors, Honours, Masters and Doctoral degrees with appropriate knowledge and skills.

- 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 MBEK 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 (GMRRC). The Centre service 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 amongst staff and postgraduate students and works in collaboration with donors, national and international research bodies. The Centre also develops and monitors the implementation of the University’s research, and postgraduate research ethics and related 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 postgraduate students and www.he-enrol.ac.za for undergraduate students.

OUR CONTACT DETAILS
University of Fort Hare
Office of International Affairs
Alice Campus
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Email: hmabasa@ufh.ac.za

East London Campus
Private Bag X9083, East London, 5200, SA
Tel: +27(0)43 704 7690
Email: hmabasa@ufh.ac.za

Website: www.ufh.ac.za
The Crucible of African Leadership

University of Fort Hare
Together in Excellence

Alice Campus
East London Campus
Bhisho Campus
The University of Johannesburg (UJ) is an Afropolitan international university with an identity of inclusion and a university that is transforming lives and diversifying professions. At the University of Johannesburg “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.

UJ 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 to compete on the global stage. 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 and creativity.

As a respected research institution, the University is pursuing a multi-disciplinary approach to exploring critical areas which include early childhood development, water sanitation, artificial intelligence, process automation and smart cities; to developing nanotechnology capable of removing pollutants from water.

Our four campuses (Auckland Park, Bunting Road, Doornfontein and Soweto), 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 has made significant strides with our online programme offerings which have become important due to the COVID-19 pandemic. Furthermore, the Division for Internationalisation has introduced a suite of Online Short Learning Programmes (SLP's) to complement our Online Full Degree offerings, weblink as follows: https://www.uj.ac.za/about/Internationalisation/Pages/slp.aspx

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 enrich the academic, social and cultural diversity on each of our campuses.

UJ has positioned itself within the rich diversity of South Africa 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.
Throughout its history of close on 150 years, Unisa has always aspired to unlock access to higher education for as many people as possible.’

"The Unisa Science Campus’s modern facilities and laboratory attract national and international researchers and postgraduate students.’

AFRICAN DNA, GLOBAL VISION
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, 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.

LIMITLESS OPTIONS
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
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.

CLOSE TO 60 000 STUDENTS GRADUATED IN 2019 INCLUDING 367 DOCTORATE AND 1 097 MASTER’S GRADUATES.

- 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

In 2019, close to 65 000 students obtained qualifications from Unisa including 367 doctorates and 1 097 master’s degrees.

RESEARCH THAT TRANSFORMS
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.

AN ACTIVE AND ENGAGED SOCIETAL CITIZEN
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.

OUR CONTACT DETAILS
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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. In 2020 we have just over 28 000 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.

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 postgraduate 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.

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 encouraging our position as a development university, which positively impacts on communities.

In 2020 we have just over 28 000 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.’

OUR CONTACT DETAILS
Walter Sisulu University
The Registrar, Walter Sisulu University
P.O. Box 1421, East London
5200, South Africa

Buffalo City Campus: +27 (0) 43 708 5200
Mthatha Campus: +27 (0) 47 502 2111
Butterworth Campus: +27 (0) 47 47 401 6000
Queenstown Campus: +27 (0) 40 842 6800

E-mail: info@wsu.ac.za
Website: www.wsu.ac.za
UNIVERSITY OF THE WITWATERSRAND
Johannesburg

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 STATEMENT
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 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 has a solid history of nearly a 100 years; Wits celebrates its centenary in 2022. 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 offers 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
► the first African partner on the IBM Q network and is leading quantum computing in Africa through hosting a centre for quantum computing education, research, development and implementation
► proud of the four Nobel Laureates and the more than 91 Rhodes Scholars that have emanated from the University.

WITS HAS A REPUTATION BUILT ON RESEARCH AND ACADEMIC EXCELLENCE

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 continue 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
► people 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

WITS hosts 26 prestigious South African Research Chairs.
Gene Therapy and Mathematical and Statistical Sciences
is home to over 400 NRF-rated (National Research Foundation) scientists and 28 A-rated researchers (recognised by peers as leaders in their field, globally), and
has five highly cited researchers (the world’s most influential researchers according to the Web of Science Group), the highest in Africa. In 2019, fewer than 0.1% of the world’s researchers across 21 research fields have earned this exclusive distinction.

WITS is the intellectual hub of the continent, with over 40 major projects running throughout Africa.

INTERNATIONALISATION PRINCIPLES @ WITS
Wits is ambitious about its place in the world of ideas, and undertakes 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 to 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.

https://www.wits.ac.za/internationalstudents/study-abroad/

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 Department of Home Affairs; provides information and guidance on obtaining a Matriculation Exemption and facilitates city/cultural orientation and excursions.

OUR CONTACT DETAILS
University of the Witwatersrand,
Johannesburg

International Students Office
Private Bag X3, University of the Witwatersrand, Johannesburg, 2050,
Republic of South Africa
+27 (0)11 717 1054
study.sa.international@wits.ac.za

WitsInternationalStudentsOffice
witinternation
wits.ac.za
Wits is a remarkable university that is internationally distinguished for its excellent research, high academic standards and commitment to social justice.

**DID YOU KNOW THAT WITS:**

- together with the University of Oxford and the Oxford Jenner institute, pioneered the first Covid-19 vaccine trial in South Africa and Africa?
- PhD candidate, Michael Lucas, has developed a revolutionary infection control solution. His self-sanitising surface coating will help to address hospital-acquired infections, as well as mitigate contamination of food processing plants and public transport surfaces?
- is the largest producer of medical specialists and sub/super-specialists in southern Africa?
- is in the top 100 globally in clinical medicine, public health, and mining engineering?
- 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, digital business and many other inter-related initiatives?
- doctors performed the world’s first intentional HIV+ liver transplant from mom to save child’s life.

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

*ACADEMIC RANKING OF WORLD UNIVERSITIES
Wits ranked best university in Africa (2020)

6 DSI/NRF Centres of Excellence
Highest of all SA universities

96 Percent of our research is published in internationally competitive journals

28 A-rated researchers
Recognised by peers internationally as global leaders in their field.

A solid history of nearly 100 years

Over 180,000 alumni

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

www.wits.ac.za/research
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.

**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. The University aims to ensure exceptional high quality of teaching and learning using appropriate teaching methodologies to impart the requisite skills, knowledge and attitudes that guarantees the employability of graduates. This objective will contribute towards enhancing the quality and employability of UNIVEN’s graduates. The teaching and learning Rests as much on the quality of the curriculum as on the quality of its delivery. UNIVEN remains the only university in South Africa that gives tablets and laptops to all its students and that process has improved the use of technology for blended learning management systems (LMS) including the blackboard platform for teaching and learning.

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 archaeological 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, 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 thirty National Research Foundation 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.

**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, Vlirious, 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 (SAPARUA); South African Universities Vice-Chancellors Association (SAUVC); BRICS Universities Network (BRICSUN); International Education Association of South Africa (IEASA).

FINANCIAL STABILITY
We view financial sustainability as a key driver to ensure that the University’s strategic objectives are attained. This requires the prudent management of financial resources given the volatile global and national financial environment, and its impact on the state subsidy of higher education, which has been steadily declining.

We seek to ensure careful management of available resources in order to enable us to strengthen our financial base to provide the required resources for operational objectives, including building sufficient reserves in order to sustain the University for a full year without any financial support. The University is committed to continued prudent, responsible and sustainable financial management by ensuring that financial sustainability considerations are built into all key medium and long-term decisions.

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.

ENHANCING THE QUALITY OF STUDENT LIFE
Students remain at the centre of the University’s teaching, learning and research mandate; and improving the quality of student life is integral to ensuring the success of the University’s academic project. UNIVEN’s approach to student life recognizes the importance of integrating both in class teaching and learning, and out-of-class- social, cultural, psychological, spiritual, recreational, health and housing experiences. This requires support which enables development of the student holistically, thus preparing them to become tomorrow’s leaders. UNIVEN’s student development model captures this strategy.

There are about 100 national and international partnerships formed with UNIVEN.’

The strategic focus of the University is on student developmental needs in relation to the out-of-class experiences. 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.
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.”

Rhodes University continues to have one of the best undergraduate and postgraduate throughput rates in the country.’

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 116-year old institution, located in the creative city of Grahamstown/Makhanda, which hosts the annual National Arts Festival and Scifest Africa (both held online during 2020 COVID restrictions), Rhodes University currently has 6 Faculties, 35 Academic Departments, 55 research related entities, and five affiliated institutions. 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. Internationalisation strengthens the three core pillars of the University: Research, Teaching and Learning, and Community Engagement.

**RESEARCH AND INNOVATION**

In the 2020 DHET National Research Output Report of the 2018 audit of the research output for the sector produced in 2017, Rhodes was placed first 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). Living close to the University allows for high levels of productivity in this research-intensive community. Postdoctoral researchers are the most international cohort on campus.

In 2020, the Department of Ichthyology and Fisheries Science (DIFS) was named an African Union (AU) Centre of Excellence. In 2020, Distinguished Professor Martin Hill, from the Centre for Biological Control (IOBC) became the first person from the African continent to be elected as President of the International Organisation for Biological Control (IOBC) for the next 4 years. The IOBC is the worldwide governing body of biological control, for both weeds and insects.

The DST/Mintek Nanotechnology Innovation Centre, directed by the renowned and multi-award-winning Distinguished Professor Tebello Nyokong is the best equipped on the continent, and widely used by other South African universities. The ARUA Centre of Excellence for Water Conservation is hosted by the Rhodes University’s Institute for Water Research and coordinates research from member universities across Africa.

The Education Faculty hosts the UNEP Centre of excellence in the Environmental Learning Resource Centre. The Residencies for Artists and Writers (RAW) Spot Gallery hosts a new generation of thinkers in African Art supported by the Mellon supra-national programme, Publishing and Research of the South: Positioning Africa (PROSPA), since 2017.

**TEACHING AND LEARNING**

Rhodes continues to have one of the best undergraduate and postgraduate throughput rates in the country. Curriculum at Rhodes University is renewed on an ongoing basis. Due to COVID-19 restrictions, Rhodes switched to multi-mode teaching and learning, including online. The University was unable to hold its graduation ceremonies scheduled for April 2020. The University Chancellor, Judge Lex Mpati, constituted a virtual congregation of Rhodes University for the conferral of degrees and award of diplomas and certificates in absentia to 2 422 candidates. Of these, 1 221 received an undergraduate degree and 1 201, a postgraduate degree, diploma or certificate. 61% of the graduating candidates were women, 18% international students, and there were 130 PhD graduates (up from 89 in 2019).

In recognition and celebration of their extraordinary lifetime achievements and contributions in a field of knowledge or scholarship, in public service or in artistic creation, the recipients of the honorary degrees in 2020 were Gogo ‘Madosini’ Latozi Mpahleni, Fr Alan Michael Lapsley, Ms Mary Maria Burton and Professor Patricia Ann Whitelock.

The Centre for Higher Education Research Teaching and Learning (CHERTL) supports academics with a well-respected PhD supervision programme. Rhodes University developed a Staff Accelerated Development Program using Mellon and Kresge funding, with great success. This model formed the basis of the national nGAP (new generation of academics program) developed by the DHET.

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.’
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, including the Supreme Court of Appeal and the Constitutional Court. And has the best staff/student ratio in the country with top-class library and research facilities. The Rhodes University Business School offers an AMBA-accredited MBA programme. The Confucius Institute at Rhodes was officially established as a global model Confucius Institute, the first in South Africa, in 2018.

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.

Our exchange/study abroad programmes consisting of 38 active international office partnerships across five continents allows 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 provides a nurturing student environment with a diverse array of residential, sporting, cultural and leadership opportunities to foster the all-round development of our students. Conversations, activities and programmes are held to promote the valuing and embracing of diversity and focus on: the transformation of living and learning spaces, intersections between sex, race, gender, class, ability, nationality and ethnicity as they play out in students’ lives and students’ engagement with the communities that surround the University.

Students can join one or more of the 27 sporting clubs, which are affiliated to the Sports Council. In addition, there are also opportunities for social and less competitive team sports. The Rhodes Health Suite offers weight training, aerobics and spinning classes and instructors are available to assist with personal training programmes. The SRC oversees the operation of nearly 80 different clubs and societies. These societies include cultural interest groups (e.g. debating, drumming, and poetry) religious societies, political and awareness-raising groups, and environmental clubs.

While the language of instruction is English, at least 65 languages are spoken and celebrated on campus. The 2019 International Week opened with our ninth International Parade, proceeded with a “Language Carousel” on Africa day and ended with The Africa Ball, a celebration of culture and inclusivity on the African Continent.

While Rhodes University has always provided financial assistance from its own funds to academically able but financially challenged students, efforts continue to raise funds for the Isivivane Fund. “Give 5” is also an annual fundraising campaign, for fellow students, by the SRC, under the SRC Ubuntu Fund.

COMMUNITY ENGAGEMENT
Rhodes University is a leading engaged university. Prior to the COVID related lockdown, 810 well-trained students volunteered weekly in 76 community partner organisations, making a meaningful contribution to the areas of academic support, sports coaching, wellness interventions, food security, IT support and leadership programmes.

In 2020, many of our students, staff and alumni were on the frontlines of our national efforts to fight the COVID-19 pandemic. Pharmacy students manufactured sanitiser for the Eastern Cape Department of Health. SAIB donated ethanol to the Pharmacy Department to make more sanitiser. Rhodes University’s Operation Division made masks to distribute to frontline workers, taxi drivers and security workers. Students participated in education campaigns to prevention COVID-19 transmission, Covid-19 awareness material was distributed to informal shop
owners and face masks were distributed to the local community. The Rhodes University Registrar’s Division compiled and distributed study packs to Grade 11 & 12 learners, to assist continued participation in their academic year.

Rhodes University Community Engagement (RUCE) collaborated on numerous community initiatives in the local area during the COVID-related restrictions including: a schools initiative dealing with psycho social, nutrition and IT online challenges and an early literacy WhatsApp group for parents, providing daily material for pre schoolers in three languages. All Rhodes University volunteerism courses such as "Community Engagement (CE) and Higher Education" and "CE and my context" were redesigned and made available online. Rhodes University offers the only online short course in Service Learning in South Africa. In partnership with UNESCO, Rhodes University has established an engaged research hub; part of training a new generation of researchers in Community Based Participatory Research. RUCE is publishing a book entitled "Challenging the ‘apartheids’ of knowledge in higher education through social innovation".

Rhodes University comprises some 60% to 65% of the GDP of the Makana municipal region.”

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

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

FACULTIES AND CAMPUSES
The University’s ten faculties are spread across five campuses. The main campus – home to eight of SU’s faculties – is situated in the historic town of Stellenbosch. Falling within the Cape Town metropole is the Faculty of Medicine and Health Sciences, located on Tygerberg campus adjacent to the Tygerberg academic hospital. The Ukwanda Rural Clinical School in the town of Worcester functions an extension of Tygerberg campus. SU’s Faculty of Military Science – the only one of its kind in South Africa and one of only two in Africa – operates from the West Coast town of Saldanha. Finally, the Bellville Park campus houses the triple-accredited University of Stellenbosch Business School (USB).

RESEARCH AND ACADEMIC OFFERING
The prolific scholarship of SU’s faculty members has earned the institution the highest weighted research output per full-time academic staff member of all South African universities. SU also boasts the country’s second-highest number of scientists rated by the National Research Foundation (NRF).

Apart from its well-established traditional programmes at both undergraduate and postgraduate level, SU also has a range of unique offerings. One of the latest additions is the recently established School for Data Science and Computational Thinking. The School aims to be a world-class institution in the facilitation of non-conventional, trans-faculty and interdisciplinary approaches to teaching and research in data science and computational thinking at SU.

APPLICATIONS
Applications to study at SU are submitted online (www.sun.ac.za). The minimum requirements for each programme are outlined on the University’s website, as well as in the Calendars of the respective faculties.

INTERNATIONALISATION AT SU
As a fully-fledged 21st-century institution of higher learning, the University values internationalisation, bringing SU to the world and the world to SU. With more than 290 partnerships on six continents and some 4 300 international staff members and students, SU’s international engagement reaches far and wide.

International students receive focused support from SU International and its various centres. Services cover the entire spectrum, from logistical assistance to academic and social support. For more on the University’s internationalisation activities, please visit www.sun.ac.za/english/SUInternational.

ABOUT STELLENBOSCH UNIVERSITY
SU is at the cutting edge of research in fields such as biomedical tuberculosis research and management, wine biotechnology, animal sciences and mathematical biosciences, among others.

African collaboration: On average, SU researchers collaborate in 120 registered active projects in 21 African countries with 52 African collaborators and/or institutions per year.

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International Postgraduate Admissions:
+27 (0)21 -808 2566 | cnm@sun.ac.za
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www.sun.ac.za/english
UWC has a proud history of serving humanity with its scholarly and socially engaged contributions. In 1960, the apartheid government established the University College of the Western Cape – an institution designed to promote its racist ideology through the education of students in marginal positions at schools and the civil service. In defying that government through activism and struggle, the University of the Western Cape (UWC) has become the leading historically black teaching and learning, research-led institution, one of the most influential universities in South Africa and the continent. In its 60th anniversary year, UWC remains committed to its values of social justice and human rights, by uplifting communities locally and globally.

UWC in the global fight against COVID-19:

• UWC’s South African National Bioinformatics Institute collaborated with the National Institute for Communicable Diseases to decode the genome sequencing of a sample of the virus. Researchers now have clues to stop the virus and develop a vaccine;
• UWC champions the struggle for equal access to health and quality services for the marginalised and vulnerable, given the harsh social inequalities among South Africans.
• UWC was instrumental in the digital Zenzeleni project, that zero rates essential websites - making it easier for rural students and communities to access information online; so as to equalise the digital divide among many communities;
• UWC’s Dr Taznim Suliman developed the first known laboratory isolate of SARS-Coronavirus 2 in the medical laboratories at Stellenbosch University; and
• UWC academics, particularly among those involved in Food Security and Poverty, Land and Agrarian Studies, encouraged the government to amend lockdown regulations to ensure food security to poorer communities.

UWC finds global solutions to UN Sustainable Development Goals (SDGs):

UWC’s response to SDGs: Driving Research And Innovation; Data Science Masters Programme; Enabling Learning Management Systems; Combating Inequality; Enhancing Sustainability and Promoting Student Development and Wellness.

Learn more about UWC’s response to the UN Sustainable Development Goals: http://60.uwc.ac.za/goals/

UWC has state of the art campus facilities for research, learning, sports development and collaborative international education that appeal to a broad spectrum of co-curricular interests and activity. UWC’s sports codes have produced world class athletes in rugby, soccer and cricket who have enjoyed world class acclaim. These student athletes benefit from the best of both worlds - top quality tertiary education while playing at the highest level of university sport.

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

Undergraduate study contact: Call 021 959 2405 or email recruitment@uwc.ac.za
Postgraduate study queries: Call 021 959 2451 or email postgradstudies@uwc.ac.za
Visit www.uwc.ac.za for more information
The premier higher education institution in the Northern Cape. Situated in the heart of Kimberley, we are a university critically engaged in learning, research and development.

Our mission is to become an institution of higher learning uniquely positioned to graduate citizens competent and capable of realising the aspirations of society; to produce new knowledge impacting on key challenges of the region; and to engage critically with communities of discourse and communities of people in order to search out pathways to equitable development.

Sol Plaatje University offers qualifications in:
- Education
- Natural and Applied Sciences
- Humanities
- Economic and Management Sciences

We have established ourselves as a scientific centre for data and analytics; as a seat for humanities that stand out in the fields of heritage, anthropology, archaeology and creative writing in African languages; as a node in teacher education across all phases, with a specialisation in mathematics, language teaching and curriculum development; and we are an emerging hub for management sciences and entrepreneurship.

The Vaal University of Technology is aggressively improving the infrastructure and quality of provisioning. Significant amounts of funding are being injected into upgrading and developing new infrastructure at the institution.

The University is committed to developing socially relevant research and knowledge transfer. We are involved in processes to develop and enhance academic staff and students’ ability and potential to undertake commercially viable research projects with clearly defined spin-off company potential.

These efforts will strengthen staffs’ ability to provide highly relevant research, informed curriculum in close partnership with industry and community through supporting staff attainment of their Doctoral qualifications. The institution is committed to developing vibrant and innovative culture, which allows open systems thinking and doing within higher education.

To this end, the Vaal University Southern Gauteng Science and Technology Park is being upgraded and already has been assessed as one of the best in the country.
Nelson Mandela University

Nelson Mandela University boasts more than a century of experience in quality higher education, research and technological innovation. University’s vision is ‘to be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.’

Our academic programmes are offered in seven faculties:

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

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

The University has 28,000 students. We are proud hosts of more than 1,400 international students from 60 countries around the world. We have six campuses in Port Elizabeth and one in George.

North-West University

“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.

Our North and South campuses are located on a nature reserve right next to the Indian Ocean. Students have access to well-equipped laboratories, modern lecture halls, libraries, on- and off-campus residences, canteenas and sports facilities. Visit our website - international.mandela.ac.za - to begin your South African study experience.

OUR CONTACT DETAILS
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Call us: +27 (0) 41 504 2161

For more information:
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The University of KwaZulu-Natal (UKZN) is one of South Africa’s top research-focused universities. It is one of the largest universities in sub-Saharan Africa, with five campuses in the two cities of Durban and Pietermaritzburg. At UKZN, we equip, empower and inspire students to discover great things from the beginning of their academic career.

From Music to Engineering, Law and Medicine to Education and Accounting, our students discover their passions and explore new interests as they gain different perspectives.

The University is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation and academic freedom.

**WHY CHOOSE UKZN:**
- When you study with the University of KwaZulu-Natal, you get an internationally recognised qualification.
- UKZN offers a variety of programmes, with world-class facilities and first-class infrastructure.
- UKZN gives students a rich experience to optimise their potential in research, teaching and learning.

The University of Pretoria (UP) was founded in 1908, and has nearly 300 000 alumni. It is one of South Africa’s oldest and most prestigious higher education institutions. Our nine faculties and our business school (Gordon Institute of Business Science) are spread across seven campuses. We are home to South Africa’s only Faculty of Veterinary Science.

UP aims to sustain its quality and relevance as a university that is firmly rooted in Africa. UP is recognised in the global marketplace of knowledge production and is highly ranked in notable fields like law, agricultural sciences, clinical medicine, engineering, environmental sciences/ecology, plant and animal sciences, and social sciences.

Our graduates are shaped by our holistic approach to education which is framed by a wide range of campus activities and student societies including sports, arts and culture, and entrepreneurial and work-readiness training. We teach our students to ‘make today matter’ by drawing on the experiences of yesterday and using the knowledge of today to improve tomorrow. We are driven by the view that every action in the present shapes the future.

The University has expanded its global footprint by engaging in strategic relationships with Universities on the African continent as well as those in Europe and North America.

At UKZN, we empower our students to innovate and to develop their expertise beyond the classroom.

**OUR CONTACT DETAILS**

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The University of Pretoria offers approximately 1 175 academic programmes, which lead to 230 different qualifications.

International partnerships are central to the University’s transdisciplinary research strategy. UP continually extends its global reach, particularly its focus on Africa. Several institutes, centres, and units support research that reaches into the continent, prioritising development, social justice, and leadership challenges.

Applications are received online at www.up.ac.za/apply. The website contains further details on closing dates for application, on-campus accommodation, financial aid and visa information.
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, Mbombela, 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 and Design
- Economics and Finance
- Engineering and the Built Environment
- Humanities
- Information and Communication Technology
- Management Sciences
- Science

University of Zululand

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.

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University of Zululand
International Linkages Office
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Email: NsibandeT@unizulu.ac.za
University of Limpopo
FINING SOLUTIONS FOR AFRICA

The University of Limpopo is located in the rural community of Mankweng in the Limpopo Province. Besides providing learning opportunities for students in this and surrounding communities, it also provides job opportunities for people in these communities and services to these communities e.g. Law Clinic. This close proximity and interaction with the community makes community engagement one of the primary foci of the University and provides students with real South African life situations.

Over and above the four Faculties (Health Sciences; Humanities; Management and Law and Science and Agriculture) that the University has, there are Centres of Excellence which add value to the lives of the communities and these are: Centre for Rural Development and Innovation Hub (CRDIH); DIMAMO Health Population Centre; Limpopo Agrofood Technology Station (LATS); Green Technology Research Centre (GTRC); Aquaculture Research Unit (ARU); Centre of Excellence in Mathematical and Statistical Sciences (CEMSS).

THE OFFICE OF INTERNATIONAL AFFAIRS (OIA)
The office supports international students from application through to graduation, providing them with assistance and specialised administrative and wellness support. It supports international partnerships and collaborations, international projects and research, internationalisation at home activities and student exchanges.

University of Mpumalanga
CREATING OPPORTUNITIES

As a comprehensive Higher Education institution offering a broad range of qualifications; from Higher Certificates to Doctoral Degrees, the University of Mpumalanga (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.

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.

APPLICATIONS
To study at UMP please visit www.ump.ac.za.
The University of the Free State (UFS) is a research-led, regionally engaged, globally competitive university, which embraces diversity, inclusivity, and academic excellence. The University has several high-quality international partnerships and continues to strengthen its international research collaborations. As a research-led university, the institution’s approach to its academic enterprise is informed by research.

ACADEMIC PROGRAMMES
Our academic programmes are offered in seven faculties:
- Economic and Management Sciences,
- Education,
- Health Sciences,
- Law, Natural and Agricultural Sciences,
- Humanities,
- Theology and Religion,
- Business School.

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

INTERNATIONALISATION
The UFS is a comprehensively internationalised university. It has more than 60 high-quality and productive institutional collaborations with universities and institutions globally.

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Mangosuthu University of Technology
Contribute 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 workplace. 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.
The Cape Peninsula University of Technology (CPUT) 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, 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 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).

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.

Cape Peninsula University of Technology

POISED TO SCALE NEW HEIGHTS

The Cape Peninsula University of Technology (CPUT) 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.

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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 19th 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 per cent of international students studying in South Africa are from SADC countries and eighteen per cent are from the rest of Africa. PhD registrations from SADC countries more than doubled from 1,780 in 2012 to 3,661 in 2017. A constant two per cent 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 19th edition of StudySA.