Advancing Internationalisation in an Era of Transformation
1997 - 2017

International Education Association of South Africa (IEASA)
20 Years Commemorative

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Editor’s Letter

Welcome to the seventeenth Study SA, compiled as IEASA celebrates its twentieth anniversary. Study SA is the South African publication that provides an overview of South African Higher Education issues and developments.

This edition has a special Commemorative section, celebrating 20 years of IEASA, as well as the standard sections found in every issue of Study SA, consisting of Higher Education in Context, Features and Medical Aid and the updated profiles of the 26 public Higher Education Institutions.

Universities South Africa, USAF, kindly provided partial funding for this edition of Study SA and we are delighted to include a message from the current CEO Dr Ahmed Bawa, a consistent supporter of internationalisation in Higher Education. We also have a message from the former Minister of Higher Education, Dr Blade Nzimande (2009-2017).

A voluntary organisation supported by a small secretariat, IEASA is testament to a group of people who saw the need for an organisation to support the South African Higher Education’s re-entry and engagement with the rest of the world, once it became a democracy in 1994. This edition includes articles by two of the founding members: IEASA’s first President, Dr Roshun Kishun and its first Treasurer, Dr Derek Swemmer. Our sincere thanks to all the committed individuals in South African higher education, who have kept IEASA going from strength to strength.

Thilor Manikam, IEASA’s longest serving staffing member and the Office Manager has provided continuity and institutional memory over the best part of the twenty years. Guided by IEASA’s Constitution, Thilor has ensured that regardless of the change in the Management Council over the years, IEASA operations are impeccably managed and that IEASA has received an unqualified audit every year since its inception.

In its history, IEASA has had seven Presidents: Dr Roshun Kishun, Ms Fazela Hanif, Mr David Ferrai, Ms Merle Hodges, Mr Lavern Samuels, Dr Nico Jooste and the current President Leolyn Jackson, whose term will run until the end of 2018, when the current President Elect, Ms Orla Quinlan will serve a two-year term from 2019-2020.

IEASA has facilitated the development of a close knit community of practice in South Africa with members drawing on each other’s strengths and skills, inviting each other to our respective institutions to share knowledge, skills and ideas on appropriate internationalisation, within the South African context. More than that, we have become friends and have developed a collective responsibility to present and represent South African Higher Education to the rest of the world. Sadly, we lost three of our very dear colleagues and friends in recent years: Mr Len Mkhize, Mr Jimmy Ellis and Professor Stan Ridge. We pay tribute to the energy and joy they brought to IEASA in all their endeavours. They are missed.

Others who have supported IEASA over the years include PWC, who have provided free audit services up to 2017, as a contribution to South Africa’s Higher Education; ABSA and the Medical Aid companies, who have provided sponsorship to IEASA. Finally, its volunteer Management Council, members of which serve two-year terms, with the possibility of being re-elected, and each one of our members who participate in and support IEASA activities and events.

IEASA continued its work with the Department of Home Affairs (DHA) to clarify the visa application procedures, communicate the processes and to request interventions when visa processing is unduly delayed or if there are extenuating circumstances, which require intervention. IEASA and DHA have held one joint workshop with universities in 2016; a second was held following the IEASA 20th conference in August 2017 and an initial meeting called by USAF was held with DHA. HR Directors from universities and IEASA in late 2017. Visa Facilitation Services (VFS) have introduced a new mobile biometric service for campuses who do not have a VFS office in their locality. IEASA will continue to work on behalf of the international students and the rest of the international Higher Education community to improve the clarity of immigration requirements and to help overcome any difficulties faced. An article providing an update on progress is included in this edition.

The international landscape has shifted enormously in recent years, where previously unquestioned democratic principles are being contested in some of the world’s most established democracies. IEASA’s 20th Anniversary Conference theme was “Advancing internationalisation: overcoming hostilities and
IEASA Management Council

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building communities”. While in reflective and celebratory mode about the achievements of the last twenty years during the the Colloquium, the conference attendees switched mode and engaged in robust debates, about the current challenges in Higher Education including economic and financial challenges, xenophobia, the lack of equity in existing partnerships, institutional strategies, opportunities for engaging with partners interested in South African Higher Education. IEASA is cognisant of its responsibility to build capacity for the upcoming professionals in the sector and workshops on themes pertinent to the professionals in International Offices included immigration, partnerships and developing internationalisation strategy.

Both the 2014 Global Dialogue, leading to the Nelson Mandela Bay Declaration, and the 2016 Global Conference, held in Kruger National Park in South Africa, brought together international organisations and representatives, from all over the world. IEASA recognises the importance in the changing global landscape of developing and building new relationships with our sister national networks in the South, such as the Brazilian Association of International Education (FAUBAI), while continuing to build and maintain relationships with our long standing partners such as NAFSA and EAIE, all represented at the 20th anniversary colloquium.

Internationalisation is a vehicle to understand some of these global shifts, to reach out and continue to advance our understanding of our world, build relationships, and develop intercultural competencies. Twenty years into our existence, the need for national organisations such as IEASA has never been greater and it behoves us to overcome narrow mindedness with open-mindedness and the closing of borders with the opening of knowledge and understanding that knowledge cannot be contained, controlled and curtailed by political borders.

It is symbolic that in IEASA’s twentieth year of existence, the Department of Higher Education and Training launched South Africa’s first ever draft policy framework on Internationalisation for broad consultation with the Higher Education Sector. USAf and IEASA worked together on the joint submission giving feedback on the policy framework to the DHET, a manifestation of the desire for the two organisations to collaborate and work more closely together for the greater good of South African Higher Education.

The policy was the subject of much discussion at IEASA’s twentieth anniversary conference. IEASA welcomed this development. While there have been some great international education innovators, who forged ahead with many different initiatives in internationalisation in Higher Education, a framework supporting and validating the work on internationalisation is most welcome at a time when domestic political and economic pressures might diminish the importance of engagement in the international knowledge economy.

We are living in an extremely challenging time globally and locally, where many of the old orders are changing, new needs and new demands are emerging. All this in the context of dwindling resources in public Higher Education institutions. This in turn challenges us to think about what this means for IEASA. In his thought-provoking article on “Disrupting traditional international education", Dr Kishun reflects on the critical role that IEASA played in re-integrating South Africa into the global higher education fabric, from which it was excluded, and asserts that, going forward, the greater challenge for IEASA “will be to re-define international education to take into consideration the future world disrupted by seismic changes in new technologies and a young generation of “smart” people who see technology as extension of themselves and who are looking for educational opportunities offering greater flexibility, different modes of learning at low cost and de-linked from traditional qualifications”. Let’s rise to the challenge!

I sincerely hope that you enjoy this edition of Study SA and that you will accompany and support us for the next 20 years as we grow from strength to strength and increase our participation in international higher education.

Orla Quinlan
Editor Study SA and Chair of Publications Committee
Deputy President IEASA
Director: International Office: Rhodes University
South Africa's Universities
– A Brilliant Choice For Higher Learning

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

South Africa’s 26 universities represent a rich, diverse higher education system, finely interwoven into the complex social, economic and physical fabric of South Africa. It is therefore, at once, intensely local and intensely global since South Africa is very much a part of the globalising world. It has well-established research and teaching activities across all the academic domains and much of this being within South Africa’s experiments on sustainable socioeconomic development and social inclusion, economic growth and nation-building.

South Africa represents a wonderful opportunity for those who wish to explore the world of advanced learning. South African universities are simultaneously intensely local and intensely global.

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

Research is carried out at all South African universities. It is a requirement. Having said this, some universities are much more research intensive than others and these usually have a broader spectrum of academic areas in which they are research active. Funding for research comes from multiple sources, one of which is industry that mainly supports research of interest to it. Postgraduate education (leading to Masters and Doctoral degrees) is linked to the kinds of research going on at an institution. All of South Africa’s universities offer postgraduate education. At the research-intensive institutions, there is a wide spectrum of exceptional programmes; everything from theoretical physics to clinical medical sciences to water and sanitation sciences to energy security to applied philosophy to inclusive economic growth, to social cohesion and development studies. South Africa represents a wonderful opportunity for those who wish to explore the world of advanced learning. South African universities are simultaneously intensely local and intensely global. They understand fully the importance of deliberately and by design shaping themselves to attract the best international students. Their primary selling point is the quality of the education and training that they offer. And perhaps most importantly, you will be welcomed by a nation that thrives on being part of the global community of people.
News

Draft Policy Framework for the Internationalisation of Higher Education in South Africa: An IEASA perspective

By Dr Nico Jooste, Nelson Mandela University and Mr Cornelius Hagenmeier, University of Venda

Introduction

Presently, the South African Department of Higher Education and Training (DHET) is preparing a policy framework for the internationalisation of higher education in South Africa. Once promulgated, the policy will provide high-level principles and guidelines for internationalisation of higher education in South Africa. Public comments have been invited following the publication of the draft on 28 April 2017. The International Education Association of South Africa (IEASA) has through an inclusive process, which involved its membership and principal stakeholders, been collecting comments on the document. Based on those submissions, it worked with Universities South Africa (USAf) to shape the formal input of USAf into the DHET draft.

Background

The primary early formal governmental commitments to international education were the comprehensive statements of the 1997 SADC Protocol on Education and Training on SADC-wide collaboration in higher education. The need to formulate an appropriate framework for international students was also recognised by the Council on Higher Education (CHE, 2000). More recently, the 2012 National Development Plan included reference to aspects of internationalisation.

As early as 2003 IEASA identified the need to formulate a South African internationalisation policy. At its 7th Conference in Potchefstroom, a volunteer task group was established to facilitate the process. Seminal to the thinking was that, while international expertise would be essential for the process, the policy should endeavour to ‘produce a unique South African understanding and approach to internationalisation’. The work resulted in a formal IEASA call for a policy being published in 2004. At the time, IEASA observed that there was ‘a disconnection between internationalisation and the national Higher Education policies in South Africa’ (IEASA, 2004). IEASA has been lobbying for a national policy continuously during the twenty years of its existence.

In spite of the absence of a coherent, clearly articulated national policy framework South Africa has been successful in internationalising its universities. The coordination between universities, which mainly was enabled by IEASA, contributed greatly to the setting of national standards and resulted in South Africa becoming a preferred destination for international students. IEASA succeeded in formulating a ‘Code of Ethical Practice in the Provision of Education to International Students by South African Higher Education Institutions’1, which had been endorsed by SAUVCA, the majority of South African public universities, and signed by their Vice-Chancellors. The organisation provides fora for the continuous engagement between universities on their internationalisation practice.

The conceptualisation of an appropriate theoretical framework for internationalisation in South Africa also flourished. For example, comprehensive internationalisation was conceptualised as a model for internationalising South African universities (Jooste, 2006). However, the advancement of internationalisation did not happen at all universities to the same extent, and there remain certain universities which still lack appropriate institutional internationalisation frameworks, international offices and coordination of international engagements. In the absence of relevant national, governmentally set standards, internationalisation remained dependent on the changing priorities of universities. While the sector was able to advance the internationalisation agenda, setbacks also occurred. For example, some institutions disbanded well-functioning international offices in the wake of changes in institutional leadership. Many universities, especially some of the country’s historically disadvantaged and/or rural-based higher education institutions remain stuck in minimalist or early stages of internationalisation and have failed to develop the necessary institutional infrastructure to support internationalisation.

References:

1 IEASA (2004).
Recognising the Need for a National Policy

The continuous lobbying of IEASA and other voices eventually bore fruit and there was a gradual realisation that the project of developing a national internationalisation policy would have to be embarked upon. In its Strategic Plan 2010 – 2015 the Department of Higher Education committed itself to promote the internationalisation of the university education system, of the African continent in particular, and support student exchanges. The document ambitiously committed the Department to ‘develop and consult on a proposed framework for the internationalisation of university education, with an emphasis on IBSA and the African Continent’.

The 2013 White Paper for Post-School Education and Training was a major milestone for the development of a policy framework. The policy document included a section on internationalisation and recognised the importance of the process. Significantly, it set out the core tenets of internationalisation in South Africa and committed to developing a ‘suitable policy framework for international cooperation in post-school education and training’.

The Draft National Policy Framework for Internationalisation

The drafting of the policy was coordinated by the Department of Higher Education, which drew on the expertise of international and South African experts. In the course of the drafting, various stakeholder consultations were held and the sector was provided ample opportunity to input into the policy development.

The purpose of the draft policy framework which has been gazetted in April 2017 is to ‘provide high-level principles and guidelines; to set broad parameters; and to provide a national framework for internationalisation of higher education within which higher education institutions can develop and align their institutional internationalisation policies and strategies’. It identifies positioning the South African higher education system to be competitive in a globalised world; advancing the quality of higher education; and benefiting society and enhancing opportunities for higher education to contribute to the public good as the rationales for internationalisation of higher education in the country. A comprehensive statement of specific goals indicates the proposed national priorities.

The document states the principles of internationalisation which should be applied by South African higher education. It stipulates that South African interests should be prioritised, but respects academic freedom specifically with regard to partnership choices. Among the principles entrenched are mutuality, complementarity, quality and ethical principles.

Government is assigned an enabling role, but direct steering is not allowed. The policy framework commits government to ensure inter-departmental policy integration and cooperation between the relevant departments. The primary responsibility for internationalisation is assigned to higher education institutions, which are tasked with developing ‘institutional policies or strategies on internationalisation’. Detailed provisions deal with student and staff mobility, research collaboration, cross-border and collaborative provision of higher education, and governance, administration and reporting of internationalisation of higher education. Reporting duties relating to internationalisation are bestowed on higher education institutions, and systems for quality assurance and accreditation are provided. Brief reference is also made to internationalisation at home and internationalisation of the curriculum.

Conclusion

The adoption of the Policy Framework for the Internationalisation of Higher Education in South Africa would be a welcome and important step to advance internationalisation of the South African higher education and would ensure the sustainability of the process at all South African universities. IEASA has constantly during its 20 year history called for the adoption of a national internationalisation policy, and its promulgation would be a milestone for the history of internationalisation in South Africa. It would ensure that all universities focus on internationalisation, and prevent that funding constraints and changes in university leadership resulting in setbacks for the sustained development of internationalisation and the necessary institutional support structures.

However, it is essential to refine the draft to ensure that it serves its intended purpose. To ensure the success of the policy and broad-based support from the sector, it is critical that attention is paid to the final comments from the sector are incorporated in the document as once. Promulgated, the policy framework will shape internationalisation of higher education in South Africa for the foreseeable future.

References:

2. Para 3.2.
4. Para 4.2.1
5. Para 4.1.1
6. Para 4.3.1
20 Years Commemorative

Message from the President:
Leolyn Jackson

Foreword by the Minister of Higher Education and Training (2009-2017) Dr B E Nzimande

A History of the IEASA Office Through the Journey of Ms Thilor Manikam

IEASA’s 20th Anniversary Colloquium

IEASA’s 20th Annual Conference 2017: “Advancing Internationalisation of Higher Education: Overcoming Hostility and Building Communities”
Message from the President: Leolyn Jackson

By Leolyn Jackson, IEASA President

As with all milestones it is truly a great occasion for IEASA to be celebrating 20 years in the international higher education arena. From humble beginnings way back in 1997, IEASA has grown exponentially in response to the growing numbers of international students throughout South Africa. IEASA has played a major role in the growth of international student and staff members at the various institutions. It has done this by way of participation at international exhibitions and conferences, where opportunities to showcase the individual institutions, as well as IEASA itself, has led to a growing interest in our higher education sector. As a new organisation in the higher education arena we have also been responsible for proactively initiating partnerships with key sister organisations globally. IEASA has over the many years established itself as a powerful collaborative and creative force, creating a global footprint via our numerous ventures with organisations in different parts of the world.

As with all milestones it is truly a great occasion for IEASA to be celebrating 20 years in the international higher education arena.

When IEASA started 20 years ago, it was in the context of a changing landscape within the country as a whole. South Africa was emerging as a new democracy after a number of years of isolation by the broader global community. A paradigm shift was required, one that would catapult the country into the international spotlight, and make it an attractive destination for international staff and students. The call to internationalise our campuses brought with it the opportunity to offer quality education at an affordable cost within our public higher education institutions.

IEASA’s mandate has always been that of SERVICE. Part of our mission has always been to serve the higher education sector within our borders. The Study SA Guide (now in its 17th year of publication) serves as the ideal platform from which we showcase all of our public higher education institutions, while providing the necessary and invaluable information required by our external stakeholders. IEASA has also made significant strides in terms of capacity enhancement within the continent by continuing to attract more students from the SADC and further afield. The fact that so many of these students choose to return to their home countries upon completion of their studies bears testimony to our capacity enhancement initiatives.

IEASA has proactively taken a bold and brave stance within the higher education arena. More recent initiatives include our submission to the Draft Policy Framework for the Internationalisation of Higher Education in South Africa. In addition to this we have continued our commitment to international students registered at the various higher education institutions by initiating a direct liaison with the national Department of Home Affairs (DoHA). This allows us facilitate queries received from the students pertaining to immigration issues. We have also had great success with the introduction of an appropriate medical cover for the duration of their stay in South Africa.

"IEASA’s mandate has always been that of service"
Arising out of the *Nelson Mandela Bay Declaration* (signed in January 2014), came the call to host a Global Conference on Internationalisation in Higher Education. The signatories to the Declaration helped change the discourse on internationalisation of higher education, not only locally but also on a global scale. It allowed IEASA to assert itself as a proactive partner in the internationalisation arena.

The Global Conference, held in August 2016 was a direct result of the Declaration. This represented a major shift in the thinking around internationalisation as it brought together partners from both the developed and developing world. The Conference gave participants the opportunity to engage in constructive dialogue around the global impact on our national/local imperatives.

This hallmark Global Conference, held at the Kruger National Park, served to bring together local and international scholars in the field of internationalisation of higher education. The conference provided the space for constructive dialogue and helped establish IEASA as a major international stakeholder.

Arising out of the conference, some of the issues raised and tabled during the subsequent Strategic Planning Session in 2016 were:

- Current world trends cannot be ignored in our changing South African society.
- IEASA has an obligation to translate our ‘Africanness’ to the global arena.
- IEASA and Higher Education needed to constantly rethink how to engage at all levels.

When IEASA started 20 years ago, it was under the paradigm of a changing landscape within the country as a whole.

- The question arose of whether universities have lost the ability to translate contemporary global issues and academic concerns into relevance at the local level.
- Capacity building in IEASA is imperative to institutionalise comprehensive internationalisation.
- IEASA’s role in skills development needed to be emphasised.

As the current President of IEASA I am filled with pride of our many achievements over the 20 years. In celebrating this milestone, I wish to pay tribute to all those who have come before, the pioneers who established the organisation, the current members who ensure the continued success of this organisation - one that has grown from its humble beginnings to establish itself as a driving force within the internationalisation space, not just locally but also globally. My humble yet heartfelt thanks go to the members of the Management Council, Directors Forum, IEASA staff, as well as staff in the various international offices, without whom the growth and future of this organisation would not be possible. Your dedication and diligence are the very seeds that will help grow the organisation even further over the next decade.

South Africa was emerging as a new democracy after a number of years of isolation by the broader global community.
By Dr B E Nzimande, Minister of Higher Education and Training

In the early 2000s, the South African government was vocal against the introduction of education in the World Trade Organisation’s negotiations under the auspices of the General Agreement on Trade in Services (GATS), and so made a contribution to ensure that education did not become a tradable good that could be bought and sold like any economic commodity. Had the proposal been successful, the face of education would have changed all around the world, in particular in developing countries, where the poor and marginalised would increasingly struggle to gain access to meaningful education opportunities. Education would likely have become isomorphic the world over, an untenable situation indeed, and the rich would have determined the nature of education, the curriculum and knowledge generation through research.

I congratulate IEASA on your 20th anniversary. May you continue to gain strength and be a force within the higher education sector for, at least, another 20 years.

The experience of GATS and the attempt to introduce education as a possible tradable good must have taught us, at least, one lesson and that is: never to take for granted our ability to determine the destiny of our education systems, and to be vigilant in our oversight to ensure its relevance and meaningfulness in the developing world.

This must however not be misconstrued to mean that we need to be parochial, as this would also be a barrier to the development of higher education systems in developing countries. Thus, in developing our education systems, we should do so working closely with all other countries that are willing and able to work with us, in ways that are mutually respectful, and mutually beneficial, and in ways that recognise the contribution that we have to make to advance the knowledge agenda, and devise alternative ways of thinking about and interacting with knowledge.

Accordingly, South Africa’s process to develop and implement a Policy Framework on Internationalisation of Higher Education in South Africa (the Policy Framework) is to provide an enabling regulatory environment for our higher education system to interact productively, proactively and on an equal footing in a global context, whilst maintaining its own integrity and identity. The Policy Framework takes the position that South Africa, other developing countries in sub-Saharan Africa, and indeed the global South have much to share with the rest of the world, and have a key role to play in ensuring our universal destinies. The Policy Framework, therefore, draws from global, regional and local lessons; similar policies from other countries, and is rooted in our national policies, including the Constitution of the Republic of South Africa, and our projected national growth targets and plans.

The Policy Framework seeks to use the potential afforded by internationalisation to strengthen aspects of our higher education system, including teaching, learning, research, community engagement, management, governance, curriculum and generally the development of human capacity, for example, through enabling productive partnerships and collaborations between South African higher education institutions and institutions in other countries. The main focus areas are to expand knowledge; improve quality of higher education; improve curriculum; engage ethically and to facilitate mobility of students and academics.

The Policy Framework, once finalised, will herald an exciting new era for higher education in South Africa, and will enable our higher education system to tap into and to contribute to the international higher education agenda. We envisage that South African higher education institutions should become recognised centres of excellence that attract high calibre students and academics from across the world, and are able to develop high calibre South African students and academics who can play leadership roles on the local, regional and global stage. Lastly, I congratulate IEASA on your 20th anniversary. May you continue to gain strength and be a force within the higher education sector for, at least, another 20 years.
Ms Thilor Manikam, IEASA’s Office Manager in Pretoria, and longest serving staff member, joined the organisation in 1999 as a part-time office manager, where it was then located, in Durban. Between 1997 and 1999 IEASA had been housed by first the University of Pretoria, then the Pretoria Technikon, before moving to Durban.

Having just left a management position in Social Work, Thilor was contemplating her next move when an employee in Dr. Kishun’s office in the University of KwaZulu-Natal (UKZN) mentioned to her that he was looking for someone part-time, who could do filing and sorting for a few mornings a week. Thilor learned that he was the President of a then relatively new organisation called IEASA.

Thilor thought this would be perfect, in terms of keeping her occupied for a few months, while she figured out what to do next. Within days, Dr Kishun asked Thilor to draw up a budget for IEASA and before she knew it, this part-time “filler” in a tiny office at UKZN turned into 18 years of indispensability to IEASA – and counting! When IEASA moved back to Gauteng in 2008, Thilor moved too. Thilor set up the IEASA office back at the University of Pretoria, before moving to the offices of Higher Education South Africa (HESA) and remained there until IEASA moved to the current office in Hatfield in 2014. Until 2014, Thilor managed the IEASA office by herself, except for one year during which IEASA experimented with a short-lived position of executive director.

Dr Derek Swemmer (Treasurer for 13 years) comments about this era as follows: “That IEASA survived was in no small measure due to Thilor’s sheer and principled professionalism and loyalty, combined with her commitment to the core values of IEASA. The smooth waters IEASA now again sails upon are as much her individual doing as the contribution of our volunteer office-bearers.”
It was several years later before the IEASA office was again strengthened. This time, she was joined by Divinia Pillay, who worked in communications and marketing and liaison with the Department of Home Affairs on immigration issues until the end of 2016.

Presidents and Management Councils have come and gone, but Thilor has provided continuity and consistency throughout IEASA’s existence. She once asked one of the founding members of IEASA, Dr Derek Swemmer, what should guide her, as different people come and go on the Management Council. He said to always follow IEASA’s Constitution and that she could not go wrong. Through thick and thin, Thilor has held on to that advice and it has helped guide not only her work but also protected the integrity of IEASA.

Having prepared the books for the first PWC audit and every year since, up to 2017, IEASA’s twentieth anniversary, IEASA has had an unqualified audit every single year, due in no small part to Thilor’s vigilance and frugality. Not a penny of IEASA’s money is spent without a cross-examination from Thilor, leading to a confession that she is sure she is known as the tightest-fisted person in IEASA! Few organisations have an employee as loyal to its Constitution. Her hard work, dedication and dependable nature have kept the IEASA flag flying high, despite its being a relatively small and mainly voluntary organisation.

Dr Nico Jooste, immediate Past President of IEASA, IEASA Management Council Member, Director: International Office, Nelson Mandela University recalls: ‘During one rocky period, Thilor threatened to resign. I convinced her to stay and said if Thilor goes, we all go. Without Thilor, there is no IEASA’.

When asked why she has stayed for so long she replied “I love my job and I love IEASA”. Thilor is very grateful for the opportunities she has had to travel and represent IEASA. She particularly acknowledges Dr Jooste for supporting this dimension of her work. After years of looking after the IEASA’s booth in the EAIE exhibition hall, Thilor finally got to attend the conference sessions in Liverpool in 2016.

Thilor has also spoken of having developed steadfast friends within the international higher education space. Thilor and many colleagues in IEASA were particularly saddened by the loss of our good friend and IESA colleague, Mr Len Mkhize in 2016. At the annual EAIE and NAFSA conferences, Thilor and Len would manage to find time for a shopping excursion. In Thilor’s words: “He was just a lovely person” and is missed by many.

Dr. Kishun, the first President of IEASA who is now the President of BA ISAGO University in Gaborone, Botswana says the following of Thilor:

“A leader generally has bright ideas, expansive visions and ambitions but unless these are rolled out, implemented and monitored not much is achieved. Thilor played this role admirably in the early years of IEASA’s formation, when resources were limited and when the new South Africa was reconnecting with the world, with the attendant challenges of supporting a diverse group of South African higher education institutions to internationalise.

The quality of her work, her commitment to IEASA’s objectives, her character knowing right from wrong, and doing what is right even in the face of negative pressures, are impressive attributes that allowed Thilor to serve the various IEASA leaders and member institutions over the years. In her own quiet and unobtrusive manner, Thilor managed the IEASA Office with dedication, commitment and meticulous planning. She did exemplary work in organising IEASA exhibitions at local and international conferences. I have always found that she was well prepared and present at all IEASA meetings and functions. Her contribution to IEASA is a significant factor in IEASA’s success.

Ms Orla Quinlan, current Deputy President of IEASA, and the Director of the International Office at Rhodes University comments: “Since becoming the Deputy President of IEASA, I have developed a new level of appreciation of just how much Thilor does for IEASA.”

Mrs Tasmeera Singh, IEASA Management Council Member, Manager: Erasmus Mundus Programmes, University of Kwazulu-Natal commented “Ms Thilor Manikam, who is synonymous with IEASA has over the years provided a professional, efficient and distinctive service to UKZN. She has always been amenable, meticulous and prompt in assisting UKZN with any IEASA related matters.”

In recognition of her 18 years of outstanding service, Thilor was presented with a well-deserved award at the 20th Anniversary Colloquium dinner in August 2017, as part of the evening programme directed by Mr Wiseman Jack.

Authors:
Antoinette Stafford Cloete, Orla Quinlan and Derek Swemmer
To celebrate its 20th anniversary, the International Education Association of South Africa invited its sister organisations to join them in a colloquium. The theme was ‘The Role of National Organisations in Advancing Internationalisation of Higher Education.’

It was fitting that the Colloquium opened with a dedicated message from the first and the longest serving President of IEASA, Dr Roshen Kishun (1997-2006), read out by the current Deputy President Ms Orla Quinlan:

The request from IEASA was to write “a few lines on the highlights as president of IEASA and whether there is any wisdom I wish to impart.” I wish that a South African, born after 1948, could respond to the question easily. Growing-up in the strict apartheid confines of where I lived, went to school and even which university I attended, and then being catapulted into the classroom of a top graduate school in the United States, perhaps allows me to share some wisdom on why I am a strong advocate of internationalisation experiences as a necessary component of our personal and professional development and why I was very receptive in supporting the initial discussions for South African higher education to break out of the imposed isolation.

In the years I spent in the US I came to see and interpret the world very differently. The beliefs I held as a student in South Africa were reinforced in that no one may declare one group of people superior to the other; that the richness of human life is anchored in the experiences from different cultural views and standpoints and that many of the conflicts and destruction in the world today are a direct result of our ignorance of each other. I am a firm believer that IEASA’s role and importance in reconnecting South African students and academics to diverse experiences, cultures and ways of living, is a significant contribution to world peace.

As the first President of BA ISAGO University in Botswana, I can proudly say that my experiences, as a founding President of IEASA, has allowed me to understand and appreciate the role of higher education in breaking the cultural and other boundaries in different cultural settings. In a world of rapid and unprecedented technological changes, IEASA’s role will become even more relevant in the next twenty years. I take this opportunity to wish IEASA great progress.
A panel chaired by Mr Ivor Emmanuel, consisting of a founding member, Dr Derek Swemmer, and three past presidents, Ms Merles Hodges, Dr Lavern Samuels, Dr Nico Jooste and the current President, Mr Leolyn Jackson, proceeded to discuss the origins and development of IEASA. Each panelist spoke about the challenges and opportunities of their time as President of IEASA, as summarised on page 15, each serving a two-year term, and, between them, narrated a summary of the organisation up to the present day. From its inception at a time when South Africa was reengaging with the world in the newly formed democracy of South Africa, following its isolation from the global Higher Education community, to the current time of promoting the internationalisation of Higher Education at a time of financial crisis for South African universities and a global crisis in terms of the political will to reach out and build understanding beyond national borders, each leader was firm in his/her resolve of the importance of internationalisation and an association such as IEASA to give due attention to the international aspects of Higher Education.

One of the founding members, Dr Derek Swemmer gave a historical perspective about the formation of IEASA 20 years ago and painted a picture of the prevailing political and higher education landscape at the time. He paid tribute to volunteers Roshen Kishun, Kirstin Nussgruber, the number of elected volunteer executive committee members, many of whom were registrars of the universities, and the four paid personnel – most notably Thilor Manikam, who has served IEASA since February 1999.

The origins of IEASA occurred in discussion between Roshen Kishun, Kirstin Nussgruber and Derek Swemmer, which led to the Vice-Chancellor of the University of the Witwatersrand inviting all universities and technikons to a consultative meeting which occurred on 27 October 1995 at Wits. Five regional task groups resulted and reported back on their work at a second consultative meeting at Wits on 19 April 1996. These meetings culminated in the agreement to create IEASA which occurred at the first conference of the new organisation at the University of the Western Cape from 29 to 31 January 1997. International support came from many sources, notably from Dr D Blight (Director: IDP Australia), Prof Perdreau (NAFSA), the British Council, the Ford Foundation, Prof Gibbons (secretary general of ACU), Prof Ndebele (CUP chairperson), importantly the Minister of Education, Mr S Benghu, Prof Axel Market (founder director EAIE) and several other international quarters.

From the outset IEASA, having adopted its constitution, ran transparent annual general meetings, placed great store on annual strategic planning workshops, and sought to establish sustainability of the organisation. These features preceded later comparable recommendations of the King reports published by the IoDSA. At the inaugural annual general meeting a publication entitled Code of Ethical Practice was tabled. After extremely wide consultation this Code was adopted by both the CUP and the CTP and endorsed by the Department of Education. Thus the ethical foundation of South Africa’s approach to the internationalisation of higher education was firmly entrenched.

In 1999 Study SA was first published and at the time of the 20th Anniversary Colloquium the 17th edition was distributed. The initial edition contained a message from the new Minister of Education, Prof Kader Asmal entitled “Meeting the Challenges of the 21st Century”. Thus began the practice of the distribution of multiple copies of this publication to all of the embassies and high commissions of South Africa throughout the world. Over the years, this set of publications has done more than any other document to promulgate the value of South African higher education to the rest of the world.

The IEASA website was launched in 2000 creating a digital window on higher education in this country. Another remarkable contribution was made to the Immigration Act and its Regulations, when these were published early in the new millennium. IEASA made cogent arguments, which resulted in the inclusion of far more meaningful measures, enabling higher education to attract students from all around the world, by the provisions for Study Visas linked to the minimum period of study for the achievement of a qualification. In parallel to this work, IEASA also commenced working with national medical aid institutions in the development of two different custom-designed policies to protect the interests of international students studying in this country. This work continues with IEASA annually providing guidelines to the member institutions about the policies which best meet the needs of such students, and which are financially within reach of their means.

Dr Swemmer outlined many other contributions made during the first decade of the existence of IEASA, including –

- the collective endeavours to ensure the branding and marketing of higher education South Africa;
- the creation of partnerships and associate-relationships with EAIE, FAFSA, IDP, Baden-Wurttenburg, Golden Key International Honour Society, AMPEI and many organisations;
- the seminal role in the creation of ANIE, and support for the establishment of SARUA (later NIEA).

These important contributions led later to IEASA being entrusted in 2014 with hosting and facilitating the Global Dialogue on the Future Internationalisation of Higher Education which brought together 24 associations, comprising 45 delegates, in Nelson Mandela Bay.

Following reflections from two of the founding members of IEASA, messages of good will were forwarded by the second and third Presidents of IEASA, who now live outside South Africa, and the fourth President who was unable to attend. The remaining three former Presidents and the current President shared their reflections on IEASA, which are summarised on the following page.

"Our 17th Study SA guide provides a common space for fearless contestation on some of our local, African and global challenges."
IEASA Presidents Colloquium Reflections

(1997 - 2006)
The first President Dr Roshen Kishun (1997-2006), who currently resides in Botswana, had prior long-standing commitments, sent his apologies and forwarded the opening message for the 20th anniversary colloquium. He also wrote an article “Disrupting traditional international education”, which is included in this edition.

(2008 - 2010)
The third president Mr David Farirai (2008-2010), sent his apologies and forwarded a message of congratulations to IEASA on the occasion of its 20th anniversary.

(2012 - 2014)
The fifth president of IEASA, Dr Lavern Samuels (2012-2014) highlighted the leadership role that IEASA played in shaping the internationalisation of Higher Education. He elaborated on the Global Dialogue that IEASA hosted during his Presidency that involved leaders from international education organisations from five continents. It led to the signing of the Nelson Mandela Bay declaration, which was a watershed moment in HE internationalisation. Dr Samuels also spoke about inclusivity being an important trend during his term, both in terms of voices around the table, engaging on internationalisation and also inclusivity in terms of the impact of internationalisation going beyond those who are privileged to benefit from academic mobility. Internationalisation of the curriculum and internationalisation at home and the use of technology became far more prominent and in vogue during this period.

(2014 - 2016)
The sixth president Dr Nico Jooste (2014-2016) spoke about using his term to build on the legacy left by his predecessors. He spoke of the need for research in internationalisation and the building of a body of knowledge in internationalisation of higher education. He also spoke about the need to build capacity in international offices around the country. He also highlighted all the efforts and advocacy that transpired during his term that contributed to the release of a Draft Framework on Internationalisation of Higher Education in South Africa. The final presentation in the colloquium was by Dr Nico Jooste, who further elaborated on some of the significant highlights of IEASA’s history and achievements.

Present
The seventh and current president, Leolyn Jackson spoke of the challenges for internationalisation in the fast changing geopolitical landscape and the importance of organisations like IEASA in meeting and addressing such challenges.
Dr John Hudzik, a leader in the field of internationalisation, proceeded to give an overview of the history and status of some international networks worldwide. As Past President of two of the major US international education networks, he explored some of the common elements and some of the unique elements of international education associations across the world. Due to the proliferation of networks he selected some network, including NAFSA, EAIE, FAUBAI, IEASA and APAIE.

The examples suggested that the aspirations of “most” international education association were as follows:

- Advance members’ professional learning and skills
- Support innovation and improvement in international education
- Advance international education and internationalisation in the interest of societies and the world
- Provide for communication and networking
- Influence policy of institutions and/or governments.

He then went on to explore the issues that every association faces at some point in its development.

He explored NAFSA in-depth as it had started in 1948 with a conference of about 100 people and no budget and was now a very large organisation hosting a conference attended by over 11,000 a year with 30% to 40% of attendees coming from outside the US.

Ms Marina Casals Sala, a representative of the European Association of International Education (EAIE) shared the EAIE’s rationale for promotion of international education, through a YouTube video, entitled “EAIE 2020: Driving responsible international higher education”. She also explained the governance structure of EAIE and shared a YouTube video entitled “The EAIE structure: working towards a shared vision”.

The vice president of FAUBAI, Ms Maria Leonor Maia, gave a detailed presentation on the Brazilian higher education system and then went on to describe the structure and work of the Brazilian Association for International Education.

Having had a serious reflection of the last twenty years, the day ended with participants assured of the value of the international education networks and their relevance and necessity in our contemporary and fraught world.

Participants dispersed leaving thoughts the last 20 years behind and prepared to shift their focus to contemporary issues to be discussed at the 20th anniversary IEASA conference, the following day.

Authors: Ms Orla Quinlan, Dr Derek Swemmer, Dr Lavern Samuels
20th Anniversary Colloquium Dinner and Awards

Colloquium attendees and dignitaries from the local Embassies later attended a celebratory dinner. The evening hosted by Programme Director, Mr. Wiseman Jack, included a welcome by the President, Leolyn Jackson, an address by Mr. Chief Mabizela, Chief Director of Policy in the Department of Education and Training, who drove the development of the policy on the framework for internationalisation in South Africa, due for release in 2018. He also presented apologies from the Minister of Higher Education and Training, who regretted that he was unable to join us.

To mark the 20th anniversary, three categories of people were given Honorary Membership Awards in recognition of their contribution and commitment to the development of IEASA.

In the first category to be presented were the following nine IEASA retired stalwarts and past presidents:

1. Dr. Roshen Kishun: Founding Member & Past President
2. Ms. Fazela Haniff: Past President
3. Ms. Merle Hodges: Past President
4. Dr. Derek Swemmer: Founding Member
5. Mr. Nick Venter
6. Mr. Vernon Collett
7. Prof. Stan Ridge (RIP)
8. Dr. Jimmy Ellis (RIP)
9. Prof. Jan Persens

The second category included international allies from NAFSA and EAIE, who supported IEASA in the early years of its formation. Awards were presented in abstentia to:

1. Ms. Marlene Johnson: Former CEO of NAFSA
2. Mr. Axel Markert: Former Director of EAIE

Finally, the third category was for the longest-serving IEASA staff member, Ms. Thilor Manikam, who was awarded for ‘Outstanding Long Service’ and presented with a special plaque presented by the President, Mr. Leolyn Jackson and the three Past Presidents who were in attendance. Dr. Nico Jooste, Dr. Lavern Samuels and Ms. Merle Hodges.

Ms. Thilor Manikam
Growing inequality, the increased visibility of nationalism, racism, sexism, xenophobia and anti-globalisation have strained the internationalisation agenda of higher education globally, manifesting in a flagrant disregard for human rights and human value.

As many freedoms that were once taken for granted have increasingly come under threat, the world is in a heightened state of anxiety. Yet with such threats come new possibilities and opportunities to stand against initiatives that dehumanise, delegitimise and encourage closed-mindedness, the antithesis of the higher education agenda.

How might current global trends impact on the internationalisation of higher education? How do we mitigate the risks and take advantage of the opportunities to advance internationalisation of higher education? If we believe internationalisation is important in peace-making, upholding human rights and cultivating globally competent graduates how can we broaden and extend our influence?

These questions were deliberated by 150 delegates from 10 countries who gathered in Durban for IEASA’s 20th Annual Conference from 23 to 25 August 2017. They shared perspectives and experiences from a variety of countries and regions around the world, including South Africa, the SADC region, BRICS (particularly China and Brazil), Europe and the US. As in previous years, the Conference was enriched by the involvement of sister organisations such as the Brazilian Association for International Education (FAUBAI), the European Association of International Education (EAIE) and the North American NAFSA: Association of International Educators.

Over the first two days of the Conference, participants had the opportunity to deepen their understanding of relevant issues in six plenary sessions and more than 30 parallel sessions. The poster...
sessions proved very popular, as they allowed for a lot of interaction in small groups. On the last conference day, participants were able to strengthen their professional capacity by attending workshops focussing on internationalisation strategy development, immigration and partnerships.

In line with the Conference topic of “Advancing Internationalisation of Higher Education: Overcoming Hostility and Building Communities”, presentations and other contributions addressed the following sub-themes:

- Policy frameworks advancing internationalisation
- Ethics and social justice in higher education
- Overcoming xenophobic populism
- Established and important SA-US partnerships advancing internationalisation
- Internationalisation of the curriculum
- Participation in internationalisation

Representatives of key regional and national bodies such as the Southern African Regional Universities Association (SARUA), Universities South Africa (USAf) as well as the Department of Higher Education and Training (DHET) were amongst some of the key speakers. The DHET, which had recently published the first ever national draft policy framework for the internationalisation of higher education in South Africa, announced that the policy should be in place by March 2018.

Representatives from key partners in international education based in South Africa included the British Council, the Dutch Nuffic NESO and the German agency DAAD who also shared their analysis as well as opportunities for collaboration with Higher Education Institutions (HEIs) in South Africa. Academic speakers also shared possible future scenarios for Africa, 15 years from now.

In the closing plenary, participants were asked to share their reflections of the conference as follows:

**Professor Rebecca Surrender, Advocate and Pro Vice-Chancellor for Equality and Diversity, University of Oxford, United Kingdom**

“I attend many conferences but very rarely do I attend something that combines such high quality substantive content with such joy, fun and energy… My take away is that Oxford and the UK can learn a huge amount right now from South Africa, in terms of how to drive the internationalisation agenda. I’ve really been excited and energized about the new policy that is coming on internationalisation but also to learn more about the routines on ongoing work on how you can shape internationalisation at home, through the curriculum, through your staff and faculty, so it has been very useful for me”

**Lara Dunwell, Manager: Mobility Programmes and Partnerships; International Academic Programmes Office (IAPO), University of Cape Town**

“It’s not my first IEASA conference and I hope it won’t be my last. I think the take away I have is that IEASA’s strength is growing year on year. We are seeing more engagements from institutions that were not here before and I think that gives us an opportunity to develop what we do and change the sector and change the lives of the students… I was really struck by a paper that I heard earlier on that has made me think about the acquisition of knowledge versus becoming a human being… the universities’ role in helping us to be more human is going to stay with me for a long time”

**Danny Bokaba, International Student Support Services Office, Central University of Technology**

“Linking South Africa and global higher education” was written on one of the IEASA billboards… I realized that one needs to be a global thinker and an attractive person to operate within an international space… I also reflected on the importance of networking, maintaining those networks and using them effectively in order to reach your goals and objectives as an institution”

**Professor Julie Washington, Georgia State University, USA**

“…One of the things that we really want out of our engagement in South Africa is to develop partnerships that are mutually beneficial… IEASA allows us to come and engage with our partners and to learn more about what matters to universities in South Africa. We are talking about internationalisation instead of making assumptions… Every year we bring students here and part of our goal is to have the students involved in the partnership… I have learnt so much from this and other IEASA conferences”
Chanda Chunga, President of the International Student Association, South Africa

“Thank you to the organising team. I feel privileged, as a student, to engage and learn from other people inside and outside of the conference sessions... Based on what I have seen today the future is bright for the next 20 years of IEASA. Looking forward to having more students at conferences”

Teboho Lefifi, Strategic Partnerships, University of Cape Town, South Africa

“As a first timer, I learned about the network of exceptional talent and expertise that is in South Africa. I am very happy that I returned from China to meet this network of people within the internationalisation of education space”

Authors: Ms Samia Chasi, Ms Orla Quinlan, Ms Tasmeera Singh.

20th Anniversary Celebratory Events

While the delegates worked extremely hard discussing the very many challenges and opportunities in international higher education, during the day, IEASA was also aware that 20 years is a significant milestone in the life of an organisation and a cause for celebration. Live music was provided at the opening reception and the gala dinner was held in the beautiful Ushaka Marine aquarium. DUT also provided a special 20th anniversary treat for delegates with their Somatology students, offering delegates free head and feet massages over the two days and offering their students exposure to a diverse range of clients.

Everyone who contributed to the success of the IEASA conference was most sincerely thanked by both the IEASA President and Deputy President in the closing plenary. This included the delegates, the Conference Committee, Huba Boshoff, Tasmeera Singh, Lavern Samuels, Wiseman Jack, Strinivasan Pillay, Cornelius Hagenmeier (IEASA Treasurer), Leolyn Jackson (IEASA President) and Orla Quinlan (IEASA Vice President and Chair of the Conference Committee). The IEASA office staff, Ms Thilor Manikam and Ms Antoinette Cloete. The medical aid companies, Momentum, Universal Healthcare and the ABSA consultants, and the two local universities namely the Durban University of Technology and the University of KwaZulu-Natal, both provided endless support on site in Durban.

From the Durban University of Technology:
Students, staff and Head of Department of Somatology Department, Ms Dorinda Borg; Advocate Robin Sewlal and students from the Journalism Department; Dr Lavern Samuels and staff from the International Office for organisational, logistical, printing and ongoing administrative support.

From the University of KwaZulu-Natal:
Normah Zondo for overall financial and logistical support of aspects the conference; Tasmeera Singh and the staff of the UKZN International Office for support in particular with registration; Ruben Murugan and team for the video recording; Albert Hirasesen for the photography.
IEASA 20th Anniversary Conference Gala dinner at Ushaka Marine Aquarium
Higher Education in Context

- SA Higher Education Overview
- Internationalisation of South African Higher Education
- South Africa as Destination for Higher Education and Training
- Useful Information for International Students
SA Higher Education Overview

By Huba Boshoff, Nico Jooste and Divinia Pillay

The national Department of Higher Education and Training (DHET) governs the higher education sector in South Africa. The DHET mandate includes the full spectrum of post-school education namely the provision of education to all those who have completed secondary school, those who did not complete school and those who never attended school.

Shape and Size

As the table below illustrates, between 2000 and 2015, there was an increase in the overall number of students in higher education. The absolute numbers of international students remained fairly steady during the period but dropped as an overall proportion of students in the South African higher education system.

<table>
<thead>
<tr>
<th>Year</th>
<th>International Students</th>
<th>National Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>51,600</td>
<td>683,473</td>
</tr>
<tr>
<td>2005</td>
<td>57,526</td>
<td>701,659</td>
</tr>
<tr>
<td>2006</td>
<td>57,526</td>
<td>687,642</td>
</tr>
<tr>
<td>2007</td>
<td>52,171</td>
<td>701,659</td>
</tr>
<tr>
<td>2008</td>
<td>62,036</td>
<td>735,526</td>
</tr>
<tr>
<td>2009</td>
<td>59,596</td>
<td>776,923</td>
</tr>
<tr>
<td>2010</td>
<td>64,784</td>
<td>826,817</td>
</tr>
<tr>
<td>2011</td>
<td>70,061</td>
<td>868,140</td>
</tr>
<tr>
<td>2012</td>
<td>72,859</td>
<td>880,514</td>
</tr>
<tr>
<td>2013</td>
<td>73,859</td>
<td>909,838</td>
</tr>
<tr>
<td>2014</td>
<td>72,999</td>
<td>896,156</td>
</tr>
<tr>
<td>2015</td>
<td>72,960</td>
<td>912,252</td>
</tr>
</tbody>
</table>

Figure 1: International vs national students (2000-2015)

Community colleges are to be established to absorb the anticipated 1 million student influx.

The sector includes the following institutions and entities:

- TVET colleges (Technical and Vocational Education and Training) formerly known as FET colleges
- Private higher education institutions
- Public higher education institutions grouped under the term “universities”

In comparison with the population of South Africa, the higher education sector is a small sector with only 26 public higher education institutions. The private higher education sector is comprised of over 100, mostly training institutes with a specific academic focus. There are no private institutions that can be compared to a fully-fledged university.

Differentiation in the System

The legacy of apartheid was a racially divided higher education sector of uneven quality plagued by duplications and inefficiencies, from pre-school through to further education institutions and the universities. The challenge posed to the post-1994 government was to achieve greater equity, efficiency and effectiveness within Higher Education Institutions (HEIs) and across the system, recognising that growth in higher education participation and quality would be held back by an inadequate school system.

The result was the implementation of a radical restructuring of higher education aimed at making it stronger, more focused and efficient, within a framework of policies and regulations including the 1996 National Commission on Higher Education, 1997 Higher Education Act, the 2001 National Plan for Higher Education and the 2004 White Paper on Higher Education. The geographic and racial fragmentation, structural inefficiencies and duplication of services in South Africa’s higher education system were systematically addressed and HEIs are guaranteed academic freedom, under the Constitution, and institutional autonomy, subject to their public accountability. The racial divide was dismantled, and the number of institutions was cut from 36 to 23 through mergers and campus incorporations. No campuses were closed.
Differentiation would enable public universities to respond effectively to the labour market in a more competitive higher education terrain. It also signalled that the public university sector has functions and that no one institution could serve all the required functions and that no one institution could serve all of society’s needs. A further argument for a differentiated system was that, by providing a diversity of programme offerings to learners, it would increase overall higher education participation rates. Given the challenges institutions faced after the mergers, it is not evident if these goals were completely met by the restructuring process.

The merger that formed the University of Limpopo, has been widely acknowledged as unsuccessful. The Government completed a demerger process which resulted in the establishment of a new comprehensive University of Health Sciences on the Medunsa campus. The new University is now an expanded institution which includes not only the training of medical doctors, but also other health professionals such as dentists, veterinarians, nurses, physiotherapists, medical technologists and radiographers. The result of this demerger has been the launch of Sefako Makgatho Health Science University (SMU) in April 2015. The institution has already enrolled 5,144 students.

The newly established universities – Sol Plaatje University and University of Mpumalanga – are designated as comprehensive universities. Historically, within these two provinces, there were National Institutes located in rural areas offering additional physical locations where students could access higher education. It is very likely that these Institutes will be merged with the new universities. The Sefako Makgatho Health Sciences University in Limpopo province is the result of the demerging of the former Medunsa with University of Limpopo and is the first institution of its kind in South Africa.

Types of Universities

The South African university sector comprises three types of institutions: traditional universities, universities of technology, and comprehensive universities that combine academic, research and vocationally-oriented education. **Currently, the system has:**

- **Eleven traditional universities:** traditional universities offer bachelor degrees and have strong research capacity and high proportions of postgraduate students. The name “Research University” or “Research Intensive University” is often given to institutions in this group.
- **Six universities of technology:** universities of technology are vocationally oriented institutions that award higher certificates, diplomas and studies degrees in technology; and have some postgraduate and research capacity.
- **Eight comprehensive universities:** focus on both bachelor and technology qualifications, and on teaching as well as conducting research and postgraduate studies.

All three types of institutions may award PhD degrees. Institutions in the latter two groups offer the full spectrum of qualifications, as listed in the HEQSF.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Traditional</td>
<td>University of Cape Town</td>
<td>29,128</td>
</tr>
<tr>
<td>2</td>
<td>University of Fort Hare</td>
<td>13,831</td>
</tr>
<tr>
<td>3</td>
<td>University of Free State</td>
<td>36,263</td>
</tr>
<tr>
<td>4</td>
<td>University of KwaZulu-Natal</td>
<td>46,472</td>
</tr>
<tr>
<td>5</td>
<td>University of Limpopo</td>
<td>19,843</td>
</tr>
<tr>
<td>6</td>
<td>University of Pretoria</td>
<td>53,232</td>
</tr>
<tr>
<td>7</td>
<td>Rhodes University</td>
<td>8,136</td>
</tr>
<tr>
<td>8</td>
<td>Stellenbosch University</td>
<td>30,161</td>
</tr>
<tr>
<td>9</td>
<td>North West University</td>
<td>63,395</td>
</tr>
<tr>
<td>10</td>
<td>University of the Western Cape</td>
<td>21,796</td>
</tr>
<tr>
<td>11</td>
<td>University of the Witwatersrand</td>
<td>37,448</td>
</tr>
<tr>
<td>12</td>
<td>Cape Peninsula University of Technology</td>
<td>34,455</td>
</tr>
<tr>
<td>13</td>
<td>Central University of Technology</td>
<td>15,708</td>
</tr>
<tr>
<td>14</td>
<td>Durban University of Technology</td>
<td>28,377</td>
</tr>
<tr>
<td>15</td>
<td>Tshwane University of Technology</td>
<td>58,901</td>
</tr>
<tr>
<td>16</td>
<td>Mangosuthu University of Technology</td>
<td>11,588</td>
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<tr>
<td>17</td>
<td>Vaal University of Technology</td>
<td>19,241</td>
</tr>
<tr>
<td>18</td>
<td>University of Venda</td>
<td>15,237</td>
</tr>
<tr>
<td>19</td>
<td>Walter Sisulu University</td>
<td>28,581</td>
</tr>
<tr>
<td>20</td>
<td>University of Johannesburg</td>
<td>51,795</td>
</tr>
<tr>
<td>21</td>
<td>Nelson Mandela University</td>
<td>27,773</td>
</tr>
<tr>
<td>22</td>
<td>University of Zululand</td>
<td>17,662</td>
</tr>
<tr>
<td>23</td>
<td>Sol Plaatje University</td>
<td>703</td>
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<tr>
<td>24</td>
<td>University of Mpumalanga</td>
<td>1,268</td>
</tr>
<tr>
<td>25</td>
<td>Sefako Makgatho Health Science University</td>
<td>5,402</td>
</tr>
<tr>
<td>26</td>
<td>University of South Africa</td>
<td>299,324</td>
</tr>
</tbody>
</table>

Table 1: Higher education landscape in South Africa - 2016

In Table 1 the University of South Africa (UNISA) is included in the group of comprehensive universities with an enrolment number higher than any other institution and a growth in enrolment of just below 25% in the scope of six years.

Almost half of enrolments are in the six comprehensive universities, which together enrol more than 460,000 students. However, this picture is slightly misleading because of the prominent enrolment of distance learners at the University of South Africa (UNISA).
Debates and Challenges in South African Higher Education

The South African higher education along with higher education sector across the globe finds itself in a precarious position for a variety of reasons. Yet higher education remains central to the projects of modernisation, transformation and renewal in the country. In 2016, Council on Higher education (CHE) CEO, Narend Bajnath, wrote in the foreword to the CHE publication on higher education two decades after democracy: “Higher education in South Africa in the post-apartheid era has never been more volatile than it is currently.” He goes on to say that despite this volatility, the sector can arguably be seen as the most advanced part of the entire education sector in terms of achieving national goals of quality, equity and transformation. “There is much that higher education can claim to have achieved for example the integration as a system from its fragmented past; an established quality assurance and advisory body; a single dedicated national department; a fundamentally altered institutional landscape; greater access and a radical change in the demography of its students, with an 80% growth in the number of African students; higher research output and international recognition through large research projects, more attention paid to teaching and learning, to the curriculum and to student support; the implementation of a governing framework for its educational offerings; the allocation of financial aid to many more students than twenty years ago; and having nationally coordinated projects and grants to address some of the identified areas for improvement.”

Three of the major challenges for the South African higher education system are increased pressure for the provision of affordable, high quality higher education; the renewal of curriculum, to offer programme content that is reflective of knowledge generation on the African continent and address the limitations of colonisation and finally; the need to increase the research capacity through staffing and outputs. A further noteworthy challenge is actual research capacity and the unattainably high targets set for PhD graduation.

Broadening Access

Access to higher education has improved. There have been seismic changes in terms of the composition of the entire student body and considerable improvements for historically disadvantaged students. However, the immense increase in participation rates of 60% over the years masks the woeful gross enrolment ratio of black South Africans, which sits at around 15-18%, compared with the participation of white South Africans of some 55-60% and around 50% among Indian South Africans. Over 20 years into democracy, with a progressive and pro-poor government, race is still a considerable differentiator in many spheres of life, including undergraduate participation rates. The participation rate for males is 6% behind females – who are at about 22%; students with disabilities are significantly under-represented.

The South African undergraduate system is taking in large numbers of students with about a 30% chance of completing their studies in five years: fewer than half of students in contact universities graduate within five years and for distance education the figures are far worse. By the end of the regulation time, more students have dropped out than have graduated – more than twice as many in the case of black South African students and those in diploma courses. The universities have been able to...
maintain this unsustainable system through fee increases and a perverse incentive subsidy system. In the decade leading up to 2013, the government subsidy decreased as a component of total university income from 43% to 40%, while the contribution from student fees has risen from 24% to 31%. A specific issue is the funding of the National Student Financial Aid Scheme (NSFAS) and its efficiency both within the Fund itself and within universities.

The postgraduate component comprises about 16% of the total enrolment in higher education; while at certain universities, such as UCT, it is over 30%. In the rest of Africa, the postgraduate systems comprise less than 5% of the total higher education system. Black doctoral graduates increased from 58 in 1996 to 821 in 2012, an increase of 706% in the post-1996 period. By contrast, white graduate numbers only grew by 71% (from 587 to 816). Some 6% of all undergraduate students and around 14% of all postgraduate students are from outside South Africa, mostly from other SADC countries.

Also, the total number of persons completing a Bachelor's degree include those who reported to have completed a Bachelor's degree and higher education level such as Masters, PHDs etc.

Students
The unemployment rate amongst young people (15-24) means that over half of this crucial population, needed for economic growth, are unemployed and not in education or training. The National Development Plan: 2030 (NDP) puts forward a vision of the kinds of learners, teachers, students, graduates and learning systems the nation needs in the long-term. More importantly, the plan points the way to creating greater coherence, progression routes and pathways across the different sectors and systems within the overall education sector. The White Paper on Post-School Education and Training is carefully aligned to this vision. However, the creation of jobs for youth is stymied by the lack of existing skills and/or work experience within this unemployed cadre. By the Treasury’s own admission, post-secondary education is a crucial component of employability.

According to a 2013 study by The Centre for Development and Enterprise, the number of degree holders in the labour market grew from 463,000 in 1995 to 1,1 million in 2011. 95.4% of graduates in South Africa are employed. This is in stark contrast to those with less education and reiterates the point that any post-school qualification increases one’s job prospects:
• for people with non-degree tertiary education, unemployment is about 16%;
• for matriculants it is 29%, and
• for those with fewer than 12 years of schooling, 42%.

The NDP proposes to increase the higher education participation rate to 23% by 2030 – from 900 000 to 1,5 million in universities and from 400 000 to 4 million in TVET colleges. It is clear that the department is targeting the college system as the ‘institution of choice’ for the future of higher education.

That said, the expansion of the South African student population has been very significant. Student numbers have more than doubled in the past 21 years, from 478,000 in 1993 to some 983,698 in 2013, according to DHET figures. Perhaps the most radical change in student enrolments lies in the TVET sector. In 2011, the colleges held 437,000 students. By 2013 that figure had risen to 639,618 students, a staggering 68% increase over 2011. Expectations based on the DHET’s Budget Vote 17 are that this number will further increase to 725,000 by 2015. Much of this is due to the targeted marketing campaigns to steer potential students into the college sector.

In 1993 nearly half of all students were white South Africans while 40% were black South Africans, 6% were coloured (a term that used to describe South Africans of multiple heritages) South Africans and 7% were Indian South Africans. By 2014 the portion of white South African students had shrunk to 19% and the black South African share had grown to 69% with Indian South African students at 5% and coloured South African students at 7%.

In 2015, student protests began within the South African higher education sector regarding funding for tertiary higher education.

Following the call for the abandonment of fee increases in tertiary higher education institutions by certain groups of students, the President of South Africa eventually announced a 0% increase for the academic year of 2016. However, some student groups continued to campaigned for the removal of tertiary higher education fees altogether. These protests have sparked the debate about the affordability of higher education in South Africa. Towards the end of 2017, a further announcement was made, by the then President, confirming that a broader range of students, from a slightly higher income bracket than was previously the case, would now be eligible for NSFAS funding. The impact on the growth of
student numbers within our higher education institutions in the coming years and the proportion of international students, remains to be seen.

**Success Rates**

So how many students graduate and how quickly do they graduate? While the number per annum is easy to calculate (181,823 in 2013), how quickly is a more complex question. Depending on whether this is calculated over three or six years will give one a better idea of the throughput rates. Although estimates vary, there is general consensus that dropout rates are between 45 and 49%.

Financial difficulties among the country’s large pool of poor black students is the single biggest factor affecting the dropout rates. When poor, underfunded students enter the university with only their studies and books funded by NSFAS they, too often, find themselves with insufficient funds to cover their basic needs – food, clothing, etc. In order to physically sustain themselves, they take on part-time employment which impacts on their preparation for class and this impacts on examination results. ‘First generation’ students from low-income, less educated families are the most likely to drop out. In response, the CHE is exploring a range of options, including four-year degrees, as a possible way of increasing students’ chances to complete their degrees successfully. A draft proposal was published in 2013 and further refinement of this proposal is currently ongoing.

**Graduates**

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to 181,823 in 2013. There have been successful efforts to produce more of the kind of graduates the economy needs, especially in the fields of science, engineering and technology which now enrol more than a quarter of all students. The majority of graduates and diplomates (students who received diplomas or certificates) are in the fields of Science, Engineering and Technology (SET) and Business.

In 2013, the highest number of graduates were in Undergraduate Degree programmes (79,136), followed by Undergraduate Certificates and Diplomas (50,914), Postgraduate below Master’s Level (37,913), Master’s Degrees (10,809) and Doctoral Degrees (2,051).

The University of Pretoria currently produces the most Masters and PhD students in the country (1,718). The university produced the highest number of doctoral graduates in 2013 (242), followed by the University of Stellenbosch (225), Wits (221), the University of KwaZulu-Natal (207) and the University of Cape Town (205). The majority of Master’s graduates also came from the University of Pretoria (1,476), Stellenbosch (1,284) followed by the and the Universities of Cape Town (1,209) and the Witwatersrand (1,205).

Although there are many reasons why students don’t succeed, the final responsibility is on universities to ensure that as many students as possible make the grade. Whether it be access to foundation courses in critical subjects or offering career advice for those under-prepared students entering higher education, it remains critical that students are afforded every opportunity for success once they have commenced their university experience. Universities often have their own selection procedures that include points rating systems based on school results, questionnaires, and interviews to select appropriate students, while academic departments often require students to have performed well in subjects appropriate to their study field.

<table>
<thead>
<tr>
<th></th>
<th>Instruction &amp; Research Staff</th>
<th>Non-professional admin</th>
<th>Service Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>17,838</td>
<td>26,667</td>
<td>4,380</td>
</tr>
<tr>
<td>% Black staff</td>
<td>60</td>
<td>84</td>
<td>99</td>
</tr>
<tr>
<td>% Women</td>
<td>41</td>
<td>59</td>
<td>26</td>
</tr>
</tbody>
</table>

**Table 3: Staff numbers and categories at South African universities (DHET, 2015)**

There were 48,885 full-time staff in South Africa’s 23 public universities, including 17,838 academics, according to the DHET audited figures for 2013. 34,122 staff are employed part-time (2012) in the Instruction and Research category which means that there are almost double the temporary lecturers to those who are permanently employed.

Efforts to transform the demographic profile of academic and professional university staff have been slower than among students, but there has been a gradual increase in the proportion of black people and women. In 2012, 45% of the academic staff were women but largely concentrated at the lower end of the academic grading scale.

An ongoing obstacle for universities is the difficulty in retaining talented, young black academic staff who are highly prized by government and corporate sectors and who are often lured away from a career in academia by better salaries and promises of swift career advancement with development plans and incentives in place. The DHET approved the Staffing South Africa’s Universities Framework (SSAUF) – a comprehensive approach to building capacity and developing future generations of academics and to increase the number of highly capable black and women academics at all levels. The contrast of more traditional hierarchical institutional cultures of higher education institutions can lead to feelings of alienation and slow progression.

**Research**

According to the Department of Science and Technology’s (DST) National Survey of Research and Experimental Development (2014) South Africa spends 0.76% of Gross Domestic Product on research and is still struggling to reach the elusive 1% spend which was the government’s strategic target for 2008. In 2006/7 it was 0.95% but has since declined. The latest survey covers the period of 2012/2013 and reveals a R&D stagnation with gross investment in R&D of almost R23.9 billion.

The higher education sector employs the most R&D personnel, followed by the business, science councils, government and not-for-profit sectors.

The growing headcount, driven largely by the increase in the number of researchers in the higher education sector, jumped 9.3% to 64,917 in 2012/13.
The higher education sector, which also emerged as one of the fastest-growing contributors of the year’s R&D spend, contributed 37.7% to the personnel increase. All R&D-performing sectors (government, science councils, higher education institutions, business enterprises, and not-for-profit organisations) registered an increase in R&D expenditure in 2013/14, in both nominal and real terms. The largest reported increase arose from the higher education sector, which grew at 5.9% in real terms and accounted for 47.9% of the total increase.

In the first Times Higher Education Summit held in July 2015, South African universities comprised two thirds of the African universities ranked, based purely on research output. The top 30 snapshot was calculated using the ratio of the citations received by an institution’s publication output between 2009 and 2013 and the total citations that would be expected based on the average of the subject field. To be included in the table, an institution must have published a minimum of 50 research papers in the five-year period assessed, with at least 50 papers per year.

In six categories

The NDP has set a target of 5,000 PhD graduates per annum by 2030. Presently South Africa produces nearly 1,400 PhDs or 38 PhDs per million of the population. This compares unfavourably with countries like Brazil’s 52, Korea’s 187, or Sweden’s 427. In 2013, there were 52,217 Masters students and 16,039 PhD students enrolled in South African universities. Of these, 12,860 graduated in 2013, there were 52,217 Masters students and 16,039 PhD students.

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Researchers receive financial support at varying levels based on their rating, from an incentive funding programme. This money is to keep their research programmes going. Academics can use the money at their discretion, with limited conditions attached. Among the 99 A-rated scientists based at universities, 33 work at the University of Cape Town, 15 at the University of the Witwatersrand and 13 at Stellenbosch. There are 11 at the University of Pretoria, six at the University of Johannesburg and the University of KwaZulu-Natal, three at North-West, two at Rhodes, the Nelson Mandela University and UNISA. The University of the Western Cape has one A-rated researcher.

Rated Researchers

South Africa has 99 A-rated researchers who are “unequivocally recognised by their peers as leading international scholars in their field”, according to the rating system of the National Research Foundation (NRF). Of these, 95 are directly affiliated with universities. There are 2,959 rated researchers in six categories that cover internationally acclaimed, experienced, young and “disadvantaged” academics. Researchers apply for ratings to the NRF, and panels of experts in 22 subject fields assess the standing of researchers among their peers, based on work produced during the previous seven years. Ratings, the NRF contends, are thus “assigned on the basis of objective statements contained in reviewers’ reports”.

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Research Capacity

In 2005, South Africa launched its first six research Centres of Excellence, which pulled together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive. The Centres of Excellence can be physical or virtual centres that concentrate existing research excellence and capacity and resources to enable researchers to collaborate across disciplines and institutions. Since the initial centres, further centres have been established across the country and currently the following centres are active:

- CoE for Integrated Mineral and Energy Resource Analysis
- CoE in Human Development
- CoE in Food Security
- CoE in Scientometrics and Science, Technology and Innovation
- CoE in Mathematical and Statistical Sciences
- CoE in Paleosciences
- CoE in Epidemiological Modelling and Analysis
- CoE in HIV Prevention
- CoE in Tree Health Biotechnology
- CoE for Biomedical Tuberculosis Research
- CoE in Catalysis
- CoE: Birds as Keys to Biodiversity Conservation
- CoE in Strong Material
- CoE for Invasion Biology
- National Institute in Theoretical Physics

The DST has created 157 university research chairs to date; this allows universities to attract top foreign scientists in an attempt to reverse the brain drain and to create innovative new streams of enquiry. Currently there are 150 occupied chairs. They have trained 406 doctoral students (42% female, 67% black), mentored 140 postdoctoral fellows, produced 1,568 peer-reviewed articles, 37 books and 197 book chapters in diverse fields. In 2014/15 the DST has awarded 20 new posts for women only.
Loans and Bursaries for Higher Education

The government-funded National Student Financial Aid Scheme (NSFAS) was formed in 1999 and has played a critical role in enabling financially disadvantaged students to access higher education. The NSFAS is the national funding mechanism to support financial needy students. The aim of the scheme is to transform into an efficient and effective provider of financial aid to students from poor and working class families in a sustainable manner that promotes access to, and success in, higher and further education and training, in pursuit of South Africa’s national and human resource development goals. NSFAS provides loans and bursaries to students at all 26 public universities and 50 public TVET colleges throughout the country. During its first year of operation, NSFAS managed to distribute R441 million in loans. This has grown to R9.5 billion by 2015. Financial aid to university and TVET college students has increased substantially in the past six years. In 2015, 200,000 first time university students and 250,000 TVET students received NSFAS funding. This year’s budget allocations continue to show a strong loan increase for the TVET colleges; a move that is in keeping with the Department of Higher Education’s (DHET) shift in focus from university participation to college access.

An important element of this strategy is to target potential students long before they enter higher education. Targeted campaigns seek to alert Grade 9 learners to NSFAS funding opportunities. From centralising the means test – the test that estimates the student’s eligibility for funding – to developing partnerships to link financial aid to work experience, skills development and employment, NSFAS aims to become a visible partner in the student’s progress from entry to job placement. The purpose here is to align more closely with the DHET’s National Career Advice Portal (NCAP) which provides access to information on career pathways, occupations and relevant education and training opportunities. The department also operates the Central Application Clearing House to assist learners to find a suitable institution for their interests and abilities.

Funding Universities

Student enrolment has almost doubled since 1994. State funding has more than doubled since 2006 from R11bn to R22bn in 2014, but per capita it has actually declined in real terms. Putting pressure on universities to increase tuition fee income and research grants, contracts and donations. NSFAS allocations, despite increases, were not adequate to meet the needs of eligible students, which raises the question of how increased enrolments are to be sustainably funded. The DHET reviewed the funding of universities with the aim of streamlining the funding formula to achieve greater efficiency and parity for all universities. The Minister has already implemented one of the report recommendations and has provided a Historically Disadvantaged Institutions Development Grant of R2.050 billion over the next five-year period.

For many years university funding has declined in terms of the proportion of total state finance committed to higher education

Figure 4: Higher Education Funding as a proportion of GDP (Source: OECD http://data.uis.unesco.org)

forcing universities to raise tuition fees. At the same time, student numbers have grown while staff numbers have remained relatively static.

Figure 4 clearly shows South Africa’s proportion of GDP towards Higher Education is 0.64, against a global mean of 0.8.
Universities have three primary sources of funding: government, student fees and donations and entrepreneurial activities. In terms of state allocations, funding is linked to national policy goals and to the performance of universities. Direct funding (or Block Grants) allocations to universities are based on graduates and publication outputs, teaching outputs weighted by qualification level, student numbers weighted by study fields and course levels. Secondly government allocates “earmarked grants” or infrastructural funding for institutions who have high numbers of poor students or small institutions. The earmarked grant also offers a clear indication of the department’s priorities within the higher education sector. As outlined earlier, a large part of the earmarked funding is directed towards supporting NSFAS funding.

The DHET anticipated that by 2016 there will be 1 million students enrolled in universities and by 2014, 650,000 college student enrolments. As a direct result of this anticipated expansion within the higher education subsection, the Department has employed an additional 253 people since 2011. Over the next three years, the Department aims to have approximately 3,000,000 students enrolled in one or another type of higher education institution. This translates to R30.4 billion for universities and R6.4 billion for the TVET colleges during 2014/15. The other line item worth noting is the allocation of funds for infrastructure. Over the medium-term, R9.5 billion has been allocated – R2.6 billion of which will be used in the building of the three new universities – while the rest will be used for infrastructure improvement in architecture, the built environment, engineering, health studies, life and physical sciences and teacher education. Because of the crucial role that ICT plays (both in terms of teaching and research) additional funding has been set aside to improve broadband connectivity. Commitments have been obtained from universities that they will supplement this infrastructural build to the tune of more than R2 billion.

As is the case with virtually every public university in the world, universities are under increasing pressure from government to limit tuition fees. That means that universities are seeking ways of generating more third stream income through donations, investments and entrepreneurial activities. Universities also see raising alternative income as a way of bolstering university autonomy by effectively purchasing their own measures of freedom. By 2010, the national average across all universities, of third stream income, was 29.6%. This revenue is largely derived from alumni and donor funding as well as spin-off companies based on innovation and the selling of short courses to other sectors. With government’s increased focus on a massive infrastructural build and the DHET’s funding realignment towards the colleges, universities are going to have to conceive more innovative ways of generating revenue internally.

**Governance of Universities**

In January 2014, the DHET released its White Paper on Post-School Education and Training. It is an important document, not least because it offers a definition of higher education that is far more inclusive than the narrow understanding of higher education as a synonym for universities. The new landscape of post-school opportunity includes universities, TVET colleges, community colleges, private post-school institutions, the SETAs, the South African Qualifications Authority and the various Quality Councils. In the past universities were expected to cater to a large number of students, many of whom were not equipped to achieve success within the university setting. This, in turn, led to a situation where throughput rates remain unacceptably low. With the DHET marketing other high school opportunities, it allows for the differentiation of education and specifically allows universities to focus on students who have the ability not only to participate but to succeed.
However, universities may risk being perceived as simply another producer of skills, albeit at a high level. The other kinds of institutions that fall under the ‘control’ of the DHET tend to operate according to a strict instructions and agreed plans. If the DHET says that it requires 1,200 more artisans per year, the colleges and SETAs can align themselves to that target. Universities on the other hand, tend to employ a much broader interpretation of supply and demand and, generally, do not see themselves as beholden to produce specific numbers of graduates in a specific field (unless afforded additional ring-fenced funding for increasing places for a field of study). Such an arrangement would be seen as an incursion on institutional autonomy. The tension between the universities’ freedom to decide what to teach and research and the DHET’s developmental agenda of identifying scarce and high demand skills and plugging the gaps may surface as an increasing tension in the years ahead in the coming years.

The establishment of three new universities was meant to ensure that every province has its own university. However, the high cost of building and staffing such an institution may afford the DHET the right to determine the scope and focus of the curricula being taught at these institutions. In other words, we may find ourselves in a position where there is a two-tier university system within the country. The first-tier comprising of historical universities and the second tier consisting of institutions whose PQM is specifically designed to meet the immediate and medium-term ambitions of the state. Section 38A of the amended Higher Education and Training Act allows the Minister to establish additional institutions "with a specific scope or application", thus allowing the Minister to decide on what is taught at these institutions.

The DHET is attempting to fashion a diverse and differentiated higher education system that can cater to diverse educational needs ranging from adult literacy through to blue sky research. This requires a strategic balancing act. At the lower skill bands, there is a distinct centralised steering in force. TVET colleges, for example, were finally ‘relocated’ in 2013 and now report directly to the DHET, rather than provincially, as was the case in the past. The amended Act allows the Minister to prescribe the specific scope (what it can teach) of a National Institute. Within the university context, this becomes a more difficult proposition because the DHET does not want to deter potentially lucrative activities including research innovation, government contracts, consultancies and patents, but wants greater efficiency and differentiation in skills production.

### Quality Assurance

**In November 2011 the Higher Education Quality Committee (HEQC) became the first quality agency in Africa to be formally recognised for its comprehensive adherence to the good practice guidelines for external quality assurance agencies by the International Network for Quality Assurance Agencies in Higher Education. A quality assurance system for universities (both public and private) was introduced in South Africa in 2004. Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education. Its HEQC conducts audits of public universities and private higher education institutions based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment.**

In the second cycle of quality assurance, institutional audits were replaced with the Quality Enhancement Project (QEP). The QEP differs from audits in a fundamental way, shifting the focus from overall institutional performance to student success. This change in focus was necessitated by South Africa’s high dropout rate and the associated financial waste – to government, universities and students – incurred by the sector. In this first phase of the QEP institutions have reported on what they currently have in place, what they have achieved and what challenges they face with respect to: enhancing academics as teachers, student support and development, the learning environment and course and programme enrolment management. The Phase 1 report was published in June 2017.

The HEQC also accredits courses and does national reviews, quality promotion and capacity development.

The Higher Education Qualifications Framework is a policy that is aimed at strengthening the quality assurance system and laying the foundation for credit accumulation and transfer. The policy also defines how higher education qualifications fit into the National Qualifications Framework (NQF), which covers all levels of education and registers all qualifications. The framework sets minimum admissions requirements for all programmes, but leaves it up to universities to set their own admissions policies beyond those requirements. It allows recognition of prior learning and work integrated learning.

Qualifications are structured in credits. For instance, there are 120 credits for the first year of a bachelor degree, with each credit representing 10 notional study hours. Credits can straddle different levels of the NQF - levels five to seven cover undergraduate and eight to ten postgraduate qualifications depending on what is appropriate for the qualification. From 2009 all new higher education programmes must comply with the framework, be registered on it and accredited by the Department of Higher Education and Training.

### Technical and Vocational Education and Training

If the universities believe that they have had a rough time since 1994, they should be grateful that they were not further education and training colleges. The colleges went through a larger and more fundamental merger process. 152 technical colleges were reduced to 50 on 264 campuses across the country. And again, as was the case with universities, the downsizing has turned to radical upsizing. The Department has announced that they have put aside infrastructural funding for the building of six new TVET College campuses within the next year and 12 campuses in the next five years.

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**Over the next three years, the Department aims to have approximately 3,000,000 students enrolled in one or another type of higher education institution.**
The TVET sector has been identified as a lynchpin for the success of government’s upcoming NDA initiatives and for the DHET’s plan to increase access to a greater number of students. Government has a great deal riding on the colleges in terms of skill provision, poverty alleviation and job creation.

Sometime in the future, a similar retrospective of South African higher education may point to the “quiet revolution” that took place in the system between the years 2012 and 2015. With the usual TVET caveats (high dropout rate, lack of lecturing capacity and poor infrastructure) the DHET has achieved the remarkable success of diverting potential university students into TVET colleges where the students’ skills would be, by and large, better suited. By 2013 the DHET has set a target of 550,000 students in the college system and with the ambitious target of reaching four million in the college system by 2030. To their credit, the target was exceeded by 2013 with its enrolment of over 650,000 students in the system and 725,000 targeted for 2015. This dramatic enrolment increase has been made possible through targeted media campaigns, a greater contribution from NSFAS and a rebranding of colleges as TVET colleges.

During the past 18 months, colleges have been actively marketed as destinations of choice rather than institutions of last recourse. There is also a relocation of the Sector Education Training Authorities (SETAs) to regional TVET colleges in order to create a greater cooperation between the provision of education and job placement and training.

**Private Higher Education**

There are 97 registered and 28 provisionally registered private higher education institutions operating legally in South Africa, according to the register of institutions published by the DHET (July 2015). Although there are far more private than public higher education institutions, the student numbers within public institutions are higher. The number of students in the private sector is 119,941 students at the tertiary level. The majority of private higher education institutions can be categorised as providing vocational education is thus part of the Technical and Vocational Education and Training sector of Higher Education in South Africa.

The FET/TVET sector comprised almost 680 public FET/TVET and private FET colleges in 2013, of which 50 were public and 627 private, with 794,250 students enrolled.

Political reforms from the 1990s prompted a boom in private higher education in South Africa, with local and foreign institutions and entrepreneurs spotting a potentially lucrative market. Demand for tertiary education was growing, as was interest in internationally recognised qualifications as the previously isolated country re-joined the world community. The growth in private colleges took the country by surprise, and there was no framework in place to register, accredit or quality assure the sector. So the Department of Education set about constructing the Higher Education Act of 1997 and Regulations for the Registration of Private Higher Education Institutions, gazetted in 2002. It also created registration, accreditation and quality systems for private institutions.

The result of this shake up of the system meant that many private institutions folded. Of those, in the 2015 Register of Private Higher Education Institutions, most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies. There are also a number of institutions offering a range of degree and postgraduate qualifications, such as St Augustine College, Monash South Africa and the Independent Institute of Education, Damelin and Midrand Graduate Institute, as well as major providers of advanced certificates and diplomas such as Lyceum College and City Varsity.

Even though accredited, private providers still receive no support from NSFAS funding which places them at a huge disadvantage in their attempts to compete with public universities. There is no doubt that to service the many and diverging post-schooling needs in the country, the private providers can play an important role. The DHET will need to support them – specifically through allowing them access to NSFAS funding – and include them if the NDP enrolment goals are to be met.
Internationalisation of South African Higher Education

South Africa's university sector is the strongest and most diverse in Africa. The 2014 figures from the DHET reflect 969,155 students enrolled in public universities and nearly one in five young South Africans are entering higher education. There were 72,999 international students in 2013, most of whom were from other African countries but also thousands from Europe, Asia and the Americas. International students present in the system form 7.53% of the total cohort.

There is a growing focus on internationalisation within institutions.

Global Trends

In 2014 the International Association of Universities published its fourth Global Survey of internationalisation. The survey drew responses from 1,336 higher education institutions in 131 different countries, making the largest collation of internationalisation data available. The survey itself does not work off empirical evidence but rather is an accumulation of perceptions of internationalisation. Some of the results are globally indicative, while others are what we might expect for USA and European institutions:

• There is a growing focus on internationalisation within institutions. Over half of all institutions report that they have an internationalisation strategy in place. 22% declared that they are in the process of compiling one. And 16% claimed that internationalisation forms part of the institution’s overall strategy.
• International research collaboration (24%) and outgoing student mobility (29%) is of the highest priority for institutions.
• A lack of funding is both an internal and external challenge in advancing internationalisation for institutions.
• Internationalisation efforts are generally focused on the region in which the institution is located.
• The most significant expected benefit of internationalisation is an increase in student knowledge of international issues (32%) and improved quality of teaching and learning (18%).

In most respects, South Africa's internationalisation challenges mirror the trends outlined in the IAU survey. The number of institutions that have an internationalisation policy in place is substantially less than the 50% recorded in the survey. Underfunding of internationalisation is a common theme in South African universities and while large scale outgoing student mobility (sending students to international destinations for credit-bearing parts of their degree) may be a priority, it is curtailed by the respective university’s challenge to fund such programmes. Funding for internationalisation activities remains a challenge for many institutions within South Africa that not necessarily have the internal funding required for these activities. Internationalisation at home is a greater priority especially given the limited higher education opportunities in our neighbouring countries.

In 2015, students from 161 countries were studying at South African universities. Every established university in South Africa has international students. South Africa has long been a preferred destination for students from other countries in Southern Africa. South Africa has the largest and strongest higher education system in Africa, offering a full range of courses and qualifications not always available in nations with smaller university sectors. Figure 1 offers an interesting snapshot of the diversity of South Africa’s international student population. While it is expected that we should see our neighbours strongly represented, it is surprising that there are also substantial numbers from Nigeria, Zambia, the Democratic Republic of Congo and Kenya.

Figure 1: The diversity of South Africa’s international student population

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(Upcoming) Policy and Practice
The SADC Protocol on Education and Training (1997) makes a specific provision for facilitating the mobility of students and academics in the region for the purpose of study, research, teaching and any other pursuits relating to education and training. The key stipulations in this regard are that higher education institutions should reserve at least 5% of admissions for students coming from Southern African Development Community (SADC) nations other than their own; that higher education institutions should treat students from the SADC countries as home students for purposes of tuition fees and accommodation; that there is agreement to work towards harmonisation, equivalence, and in the long term, the standardisation of university entrance requirements with due recognition that preconditions to ensure feasibility and equitable implementation are met; in conjunction with the previous stipulation, institutions are advised to devise credit transfer mechanisms to facilitate credit recognition between universities in the region; the harmonisation of the academic year of universities in order to facilitate staff and student mobility; an work toward the relaxation and eventual elimination of immigration barriers that hinder mobility of staff and students.

South Africa is still the only country in the to have reached and surpassed the 5% foreign participation suggested by the Protocol on Education and Training. The protocol advocated that “member States agree to recommend to universities and other tertiary institutions in their countries to reserve at least 5% of admission for students from SADC nations, other than their own”. South Africa reached that target in 2003 and has maintained it to date with 5% of our student cohort from the SADC region while 74% of all students studying in South Africa are from outside its borders.

It is evident that the SADC protocol had a big impact on enrolment numbers in South Africa. It is however not clear to what extent other SADC countries benefited from the enrolment of South African students.

In line with the recommendations of the SADC Protocol, SADC students receive the same government subsidy as local students and are charged the same fees (plus a modest international levy). Increasingly local universities are charging home-level fees to students from the rest of Africa and if this trend continues it will see a greater influx of students from the continent. South Africa believes that by accepting students from the rest of Africa and by providing quality training to the students, is a way of contributing to the continent’s human resource development and helping to stem ongoing brain drain. Unlike study destinations outside of Africa, African graduates are more likely to return home after studying in South Africa.

South African higher education institutions cater for growing numbers of international students, particularly at postgraduate level. The presence of these students on our campuses requires clear national and institutional policies, processes and services.

Globalisation
The White Paper for Post-School Education and Training (2014) observes that “the internationalisation of higher education has grown over the past two decades, and is a reflection of globalisation as well as of South Africa’s return to the international community. The policy framework is meant to guide and regulate the activities that relate to internationalisation of higher education by higher education institutions and other role players in the sector in South Africa.

The purpose of the Policy Framework is to provide high-level principles and guidelines; to set broad parameters; and to provide a national framework for internationalisation of higher education within which higher education institutions can develop and align their institutional internationalisation policies and strategies. The Policy Framework, however, is not a treatise or a handbook on the internationalisation of higher education.

Although this is the first policy for internationalisation since the end of Apartheid, internationalisation at institutional level has not taken place in a complete policy vacuum. Various official national documents and statements that provide guidance on the approach to internationalisation of higher education in South Africa and also regional documents and reports released by government provided a platform.

The National Development Plan (2012) sets a number of goals and targets for higher education that are relevant in the context of the internationalisation of higher education, including:

- pursue and encourage international exchange partnerships;
- increase support for postgraduate study at universities, for senior researchers, for partnerships between universities and industry. A more stable funding model is needed for all educational institutions that conduct research;
- expand research capacity and improve research output;
- establish South Africa as a hub for higher education and training in the region, capable of attracting a significant share of the international student population; and
- increase the number of Masters and PhD students, including by supporting partnerships for research. By 2030 over 25 percent of university enrolments should be at postgraduate level.

The Numbers in Detail
The number of international students has grown dramatically since 1994. From 12,600 to 72,999 in 2014. And from an overall student total of 364,508 in 1994 to 969,156 students in 2014.
The number of international students needs to be disaggregated further. According to international policy on recording numbers of foreign students, only contact students are reflected. South Africa’s numbers are inflated by the large number of distance students studying within the country, especially at UNISA and the North-West University. IEASA participated in project Atlas, coordinated by the Independent Institute of Education (IIE) from its inception. It was agreed by all global role players that only mobile students would be counted as international students. As such, all distant education students are now reported separately by IEASA. When we disaggregate distance students from the students who are physically present in the country, the numbers of international students that are actually in the county diminishes: 40,350 international students were actually studying from within South Africa during 2014.

Table 1 provides an overview of total enrolment of international students in South African higher education institutions for 2015.

<table>
<thead>
<tr>
<th>Country</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burundi</td>
<td>155</td>
</tr>
<tr>
<td>Cameroon</td>
<td>961</td>
</tr>
<tr>
<td>Canada</td>
<td>187</td>
</tr>
<tr>
<td>China</td>
<td>263</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>800</td>
</tr>
<tr>
<td>France</td>
<td>284</td>
</tr>
<tr>
<td>Gabon</td>
<td>575</td>
</tr>
<tr>
<td>Germany</td>
<td>915</td>
</tr>
<tr>
<td>Ghana</td>
<td>698</td>
</tr>
<tr>
<td>India</td>
<td>477</td>
</tr>
<tr>
<td>Italy</td>
<td>100</td>
</tr>
<tr>
<td>Kenya</td>
<td>1,516</td>
</tr>
<tr>
<td>Netherlands</td>
<td>250</td>
</tr>
<tr>
<td>Nigeria</td>
<td>4,010</td>
</tr>
<tr>
<td>Norway</td>
<td>131</td>
</tr>
<tr>
<td>Pakistan</td>
<td>119</td>
</tr>
<tr>
<td>Pakistan</td>
<td>119</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>244</td>
</tr>
<tr>
<td>Rwanda</td>
<td>432</td>
</tr>
<tr>
<td>Sudan</td>
<td>209</td>
</tr>
<tr>
<td>Uganda</td>
<td>782</td>
</tr>
<tr>
<td>United Kingdom of Great Britain and Northern Ireland</td>
<td>591</td>
</tr>
</tbody>
</table>

Table 1: Total enrolment of international students in SA HEIs in 2015

Enrolment per country (2015 HEMIS data)
The enrolment numbers only refer to degree enrolment.

### Table 2: Contact and distance students

<table>
<thead>
<tr>
<th>Attendance Mode</th>
<th>International</th>
<th>National</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>40,721</td>
<td>564,759</td>
<td>605,480</td>
</tr>
<tr>
<td>Distance</td>
<td>32,239</td>
<td>420,453</td>
<td>372,143</td>
</tr>
<tr>
<td>Total</td>
<td>72,960</td>
<td>985,212</td>
<td>977,623</td>
</tr>
</tbody>
</table>

Figure 2 offers a snapshot on preferred university destinations for international students. It may surprise some that Rhodes University – the smallest university in the country – has generally had the highest percentage of international students with 22%, followed by UCT, the University of Stellenbosch and the University of the Witwatersrand all with 10% or over.

Figure 2: Ratio of international to total student enrollments (2012)

**Internationalisation in the Global Context**

Many factors drive the choices of international students, who numbered 4.5 million in 2012. In 1975, when OECD began keeping records, only 800,000 students were registered as international students.
South Africa has become the most popular place to study in
Africa, and is ranked 11th as a preferred study destination for
USA students (Open Doors Report, 2015). South Africa shows
the largest percentage growth (17.6%) of all USA destination
countries over the 2014/2015 period. The same report also
notes that USA students are trending towards more diverse
destinations with countries like South Korea, Peru and Denmark,
all showing substantial increases in percentage terms.

A range of factors also contributes to a student’s desire to
study outside his or her own country and include geographic
region, the quality of home-based higher education, the ability
to transfer credits between countries, historical connections
between countries, comprehension of the language, the
perceived quality of a country’s education and its accessibility,
affordability, the ranking of universities and ‘employability’ of
qualifications obtained. There is also a growing trend among
students to experience new cultures and settings, which is likely
to diversify destination of choice patterns in the coming years.

According to the OECD Education at a Glance (2014) South
Africa also ranks 14th in the world as a preferred destination
for international students and is the only African country that
features. The OECD annual study is largely concerned with the
G20 countries. In this context South Africa together with Russia
and China are the only countries that feature in the OECD
ranking. As mentioned above, an attractive factor for South Africa
is that English is the predominant language of instruction and South Africa is still relatively inexpensive study destination, with
favourable exchange rates.

The African Focus
South Africa offers many of these factors because it is
close geographically to most sub-Saharan African countries,
uses English as the primary language of instruction and has a
lower cost of living. It also boasts a large higher education
sector that is accessible and offers internationally recognised
qualifications. In 2014 UNESCO released a report entitled New
patterns in student mobility in the Southern Africa development
community, which argues that sub-Saharan students are the
most mobile in the world. It goes on to say that “while the
majority of sub-Saharan students outside the SADC choose
traditional study destinations such as France, the United
States, the United Kingdom, Germany, or Canada, 48% of
SADC mobile students choose South Africa for their studies”.
An additional factor that encourages this mobility is that SADC
students are charged local fees within South African as part of
the agreement contained in the SADC Protocol.

67% of international students are from African countries. The
continuing political uncertainty in Zimbabwe means that this
country is the major ‘source’ country, sending 41% of all African
students to South Africa - up from 27% in 2006. The next
biggest sending countries are Namibia, with 5,352 students,
followed by Lesotho, Swaziland, Nigeria, the Democratic
Republic of Congo, Botswana, Kenya and Zambia. Most non-
African students in South African universities were from the
USA, the UK followed by Germany, China and India. Table 4
shows the average growth rate of total international student
enrolments from SADC countries between 2007 and 2016.
While the growth of Madagascar and the Seychelles appear
significant, both of these countries are off a low base.

Audited statistics from the DHET for 2014 showed that 40.7%
of international students were enrolled through the University
of South Africa. The University of Cape Town (5,447) had the
highest number of foreign students at a contact institution,
closely followed by University of Pretoria (4,721).

Figure 3: Country rankings for internationalisation (OECD, 2014)
In September 2011, the SADC Education Ministers approved a SADC Regional Qualifications Framework (RQF). This is similar to the Bologna model that operates throughout Europe. Ideally this RQF would allow for degree recognition throughout the SADC region. The vision of an RQF is to allow SADC students to transfer freely through the region with the ability to accrue degree credits as they move. While the SADC ministers have shown strategic intent, political and financial commitment is less easy to achieve.

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Average Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>+11%</td>
</tr>
<tr>
<td>Botswana</td>
<td>-5.61% -66%</td>
</tr>
<tr>
<td>Lesotho</td>
<td>-11.5%</td>
</tr>
<tr>
<td>Malawi</td>
<td>+7.3%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>-53%</td>
</tr>
<tr>
<td>Mozambique</td>
<td>-38%</td>
</tr>
<tr>
<td>Namibia</td>
<td>+32%</td>
</tr>
<tr>
<td>Swaziland</td>
<td>+62%</td>
</tr>
<tr>
<td>United Republic of Tanzania</td>
<td>+9.3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>+46%</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>+190%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Table 4: Growth rate of SADC students studying in South Africa (2005-2015)

It remains to be seen if this will come to fruition but we can anticipate a slow process.

For both the outbound student and the host country, the benefits of study abroad are well known and considerable. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment that helps to fund higher education as well as benefiting the local economy. Countries and students also gain from the international relations and networks forged between students during their studies abroad. In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people of different cultures, developing scholarships, and of strengthening the country’s higher education reputation.

Enrolment trends
During 2012, 50.3% of contact international students were enrolled in science, engineering and technology. Twenty two percent in humanities and social science and 23% in business. Just under 4% were enrolled in education. Of these, 83% were enlisted for an undergraduate degree, 8% for a B Tech and 29% for an undergraduate diploma or certificate. A slightly different picture emerges when we consider postgraduate enrolment. Again only taking note of contact international students, 48% of them were pursuing a Master’s degree, 22% and Honours degree a 30% enrolled for the Doctorate.

An interesting development appears when one compares undergraduate international numbers with postgraduate international ones. While 7.64% of international students are studying at undergraduate level, 8.6% of the international cohort are enrolled at postgraduate level. Although this percentage is lower than 2012 (13% at postgraduate level) it still indicates that increasing numbers of international Masters and PhDs are choosing to study at South African institutions.

During 2013, South Africa produced 180,823 graduates of which 8.6% were from outside the country and graduated from each and every one of our universities. Perhaps more importantly is that the majority of these students – with the exception of Zimbabwe – are returning to their country of origin on completion of their studies. Between 2007 and 2013, our institutions had conferred 88,324 degrees to international graduates who have been able to return to their countries of origin and take their place within their home economies.

Postgraduate choice is a particularly telling figure because it differs radically from study abroad exchanges, semester transfers, occasional courses and even undergraduate studies. Postgraduates are venturing beyond graduation to make life changing commitments to their particular field of study and it is a telling reflection of the perception and the regard in which South African institutions are held, that postgraduate study makes up a significantly high percentage of international students.
South Africa as Destination for Higher Education and Training

For students and academics who are considering South Africa as a study or research destination, information on the structure of the higher education system, policy and governance and the internationalisation profile provide an important, but only part of the information required. The more complex question to answer – because every student who has studied and every academic who has visited in South Africa will have a different tale to tell – is “What is life like in South Africa?”. From impossibly long beaches, through adrenaline pumping cities, past quaint university towns, in the middle of nowhere, and towards bucolic retreats carved out of Africa’s beautiful landscape – the range and diversity make each South African university unique.

South Africa is arguably one of the most beautiful countries in the world. Situated at the southernmost part of the African continent, it is a country where the Atlantic and Indian Oceans meet and where warm weather lasts most of the year. It is a country where you can see the Big 5, the Small 5 and one of the floral kingdoms of the world all in one day. You can wake up to the cry of the fish eagle and go to bed with the chuckle of hyenas in your backyard. You can drive on wide, tarred highways all 2 000 kilometres from Musina, at the very top of the country, to Cape Town at the bottom or join the millions of international travellers who disembark at our airports every year.

In 2015, South Africa was ranked 43rd in the World Democracy Audit. With nine expansive provinces (Western Cape, Eastern Cape, Northern Cape, Mpumalanga, North West, Limpopo, Gauteng, KwaZulu-Natal and Free State) South Africa offers a vaste country of wide-ranging diversity, just waiting to be explored.

What follows is not a comprehensive guide to a country, but a brief snapshot of the diversity of the country, its politics, history, challenges, successes and its people.

In 2015, South Africa was ranked 43rd (out of 150 nations) in the World Democracy Audit, coming second in the world in the categories of civil rights and political liberties. South Africa has been ranked first in sub-Saharan Africa on the biennial World Economic Forum Travel’s global Travel and Tourism Competitiveness Index (TTCI) 2015. It takes the lead from the Seychelles in the sub-Saharan Africa category. South Africa is ranked at number 48 globally, while the archipelago of islands was second in the region, followed by Mauritius.

South Africa has been a stable, peaceful and progressive democracy since 1994, when the first democratic elections were held and the African National Congress came to power. Nelson Mandela was elected president and he led the nation to fully-fledged democracy. His passing, at the end of 2013, was mourned by a country where he had become a pillar of hope, empathy and understanding. Since 1994 there have been four free and fair elections. The current President is Cyril Ramaphosa.

In 1994, the incoming government wrote one of the world’s most progressive constitutions, setting about the dismantlement of the apartheid laws and institutions and providing a foundation for building a society based on equality, non-discrimination and human rights for all. Since then, the government has focused on growing the economy and improving the quality of life for all South Africans. After decades of isolation, South Africa re-joined Africa and the world and became an active participant in the international economy.
and politics. During the 1990s, the Truth and Reconciliation Commission, headed by Archbishop Desmond Tutu, helped to exercise some of the ghosts of apartheid through public hearings held around the country. Victims told their stories, and through processes of amnesty, restitution and prosecution, some level of psychological normalization was mediated for the country.

In April 2011 South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China. It is aspired that participation in this grouping will strengthen south–south ties and will become a guiding strategy in South Africa’s international relations. Part of the reason that South African was invited to join this forum is that the BRIC countries see South Africa as an important stepping-stone into the rest of Africa.

History
The history of South Africa can be traced back to 100,000 years ago when the first modern humans lived in the region. Early signs of life can be traced back as far as 3.3 million years. The Cradle of Humankind in the Gauteng province and Blombos Cave in the Western Cape have yielded archaeological discoveries that have made significant contributions to the understanding of human evolution.

The earliest South Africans were the hunter-gatherer San and the pastoral Khoekhoe who were collectively the Khoisan. Both lived on the southern tip of the continent for thousands of years before written history began with the arrival of European seafarers. The signs of these early civilization are evident in archaeological findings.

In 1652, the first European settlement was created in Southern Africa with the establishment of the Dutch East India Company’s refreshment station in Table Bay (now Cape Town). The main purpose of the settlement was to provide passing ships with fresh produce. Shortly after the arrival of the Dutch East India Company, slavery was introduced with the importation of slaves from East Africa, Madagascar and the East Indies.

The British (referred to as British Settlers or 1820 Settlers) arrived in 1820 in Algoa Bay (now Nelson Mandela Bay) and settled in the Eastern Cape. The 1820 settlers were preceded by other British groups in the late 1700s and early 1800s.

The great diamond rush dates to 1867, when diamonds were discovered near Kimberley in the Northern Cape province. This discovery led to a major influx of people (also from European descent) to the region. The discovery of diamonds was followed by the discovery of gold in the Witwatersrand goldfields in the late 1880s (1886). This discovery was a turning point in the history of South Africa and became the pretext for the war between Britain and South Africa that started in the Transvaal (now Gauteng) and Orange Free State (now Free State) in 1899. The Anglo-Boer War lasted from 1899-1902.

The Union of South Africa was founded in 1910 as essentially a white union. In protest of the exclusion of black people from power, the African National Congress (ANC) and South African Communist Party (SACP) were formed in 1912.

The pro-Afrikaner National Party (NP) came to power in 1948, and was a precursor to the introduction of apartheid in 1961. It was in this same period that the ANC Youth League was launched and prominent leaders such as Nelson Mandela, Oliver Tambo and Walter Sisulu were nurtured.

Apartheid was formerly “introduced” under the Prime Minister HF Verwoerd in 1961, with residential segregation and separate development of each “race” being at the epicentre of policies and legislation. During the apartheid era, the rise of political violence and the resurgence of resistance politics were rife. Many prominent black political leaders went into exile or were arrested. Umkhonto we Sizwe (the ANC’s military wing) came to prominence. During the historic Rivonia trial, eight ANC leaders, including Nelson Mandela, were convicted of sabotage and sentenced to life imprisonment. The youth uprising in June 1976 (march of school pupils in Soweto against apartheid education ended tragically in the death of 700 youths as a result of police brutality) are some of the significant political landmarks. The widespread national and international anti-apartheid movement finally forced the reigning government to reconsider these practices and, on 11 February 1990, Nelson Mandela was released from prison. The first democratic election was held on 27 April 1994.

Successes Since 1994
Poverty and inequality is proving to be an ongoing challenge for the government. The poverty line is registered at R799 per month. Of the population, an estimated 54% of the population live below the poverty line. More than two-thirds of the households in Limpopo and the Eastern Cape, respectively, live below the poverty line.

As of 2014, just over 15.5 million people received social grants. For more than 29% of households in the country, social grants are the main source of income. The majority of grant recipients are the 11,13 million recipients of the Child Support Grant which is provided to children in need up to the age of 15 years. The expansion of social grants has raised the income of the poorest 10% and 20% of the population - but levels of income inequality remain high because the rate of improvement of income for the poor has not matched that of the rich. This is strikingly illustrated in the country’s Gini coefficient which measures the inequality as a proportion of its theoretical maximum. The Gini coefficient can range from 0 (no inequality) to 1 (complete inequality). Since 2000 the Gini coefficient has been significantly reduced from 0.7 to 0.59 in 2015.
The government has made significant strides in improving the lives of millions of poor people since 1994 when it inherited an essentially bankrupted country.

- Between 1994 and 2013, the government built over 3.38 million homes for South Africans.
- 96% of households have access to water of reasonable standard compared with 61% in 1994 although drought has led to a more recent water crisis, especially in Western Cape. By January 2015, 400,00 solar geysers had been provided to poor communities.
- 79.5% of households have access to sanitation.
- 86% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 91% of people from 63% in 1998.
- Severe malnutrition for children under five years has been reduced by more than 60%, but as with other countries there is a growth in obesity in this age group, predominantly among young girls.

During the 7th BRICS Summit held in July 2015, the National Development Bank (NDA BRICS) was established to “mobilize resources for infrastructure and sustainable development projects in BRICS and other emerging economies and developing countries”. The BRICS grouping has consequences for universities within the region and the DHET is actively targeting research and student mobility between these countries. In the Times Higher Education’s BRICS ranking, UCT is fourth overall followed by Wits (14), Stellenbosch University (17), University of KwaZulu-Natal (47), and University of Pretoria (77). The Quacquarelli Symonds (QS) University Rankings was released on 8 July 2015 and places eight of South Africa’s universities in the top 100 universities in BRICS countries with the highest placed institutions being UCT (14) Wits (28), Stellenbosch (34) and Pretoria (49).

Since the birth of democracy, South African companies and universities have ventured into Africa. South Africa has become the biggest investor in Africa, especially in areas like mining, banking, food production, mobile communications and hospitality. Higher education has also played its part and universities have forged formal agreements and informal links with their counterparts across the continent. South African universities are working with their counterparts towards building capacity where required. The University of Witwatersrand, for example, has more than 70 operational collaborations with African universities, NGOs and businesses. Most often these partnerships are as a result of two or three-way partnerships that work towards the mutual benefit of all countries involved.

### Top 5 Reasons to Study in South Africa

1. South African higher educational institutions hold a prominent place on the world stage, with three of its universities claiming spots in the 2016/2017 QS World University Rankings in the top 400. The University of Cape Town is South Africa’s highest finisher coming in at 191. The University of Witwatersrand ranked 359 and Stellenbosch University ranked 395.

2. South Africa’s university campuses have become multicultural hubs of academic, social and civic activities. In fact, diversity is now an integral part of the national ethos of this modern-day “Rainbow Nation.”

3. Studying in South Africa offers some serious financial incentives with comparably lower tuition rates than in other popular study destinations such as the United Kingdom and Australia. Coupled with a favorable international exchange rate the result is that both tuition and cost of living expenses provide significantly good value for international students.

4. South Africa is a nation in the midst of change. While others read about history in textbooks, international students, who choose to study here, are immersed in history-making moments.

5. South Africa’s comfortable climate and diverse landscape offer endless opportunities for exploration and discovery. From exotic beaches to majestic mountain ranges, the country’s terrain is like no other. Factor in a temperate climate with plenty of warm sunny days and cool nights, and South Africa’s near-perfect weather is reason enough to at least look into international study opportunities.

(Adapted from Masterstudies portal)
People and Places

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

Food

Despite the diversity of language, race and culture all South Africans have one thing in common: a love of good food!

South African cuisine is renowned for its variety, derived from the culinary traditions of its diverse range of people throughout the country’s history. Cape Dutch, Malay, Indian and Portuguese.

A range of restaurants cater for all wallet-types and culinary needs. At the upper end, Test Kitchen located in Cape Town (rated as number 28, up from 48 in 2014) is in the World’s 50 Best Restaurants for 2015). It was also voted the best restaurant in Africa. For the more modest pocket, small beach side hangouts serve mouth-watering fish and chips.

When visiting South Africa, try some of these culinary delights:

Biltong – seasoned strips of dried meat - similar to beef jerky (but much tastier!), is the spicy, cured snack eaten at rugby matches. It is usually made from beef, game and ostrich but chicken biltong and even vegetarian biltong (made from aubergine) are now making the rounds to satisfy this cultural institution.

Bobotie – a spicy mince dish. This delicious dish originated in Malay cooking and is made with spicy minced meat, baked in the oven with an egg custard topping. It is usually served with yellow rice and raisins.

Braai - a barbecue. Ask any South African and they will explain the tradition of a braai. You can cook literally anything on a grid over fire and flames - steak, skewers, lamb chops and of course ‘boerewors’ (a type of sausage).

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

Pap - a traditional maize meal dish. South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people throughout the country’s history. Some restaurants serve authentic African food and others specialise in inherited cuisines – Cape Dutch, Malay, Indian and Portuguese.

There are also plenty of international restaurants, along with fast food joints. South African wines, brandies and dessert wines are among the best in the world, and fine local and international beers are drunk at every opportunity thanks to SAB Miller, recently merged with AB InBev, the largest brewer in the world.

Politics, Economics and Society

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

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

Since democracy, the African National Congress has been in power by a strong majority. In the 2014 elections it garnered 62% of the vote which shows a decline from the 68% majority garnered under Thabo Mbeki. Other parties, including the Economic Freedom Fighters and the Democratic Alliance have certainly started to challenge and dent the dominant position of the ANC.

Climate and Regions

South Africa is a scenically beautiful country. Around 10% of the world’s flowering species are found in South Africa, the only country in the world with an entire plant kingdom inside its borders: the Cape Floral Kingdom. While it represents less than 0.5% of the area of Africa, it is home to nearly 20% of the continent’s flora.
It has the third highest level of biodiversity in the world, is internationally renowned for conservation and boasts eight World Heritage sites, four of them natural wonders:

- The Fossil Hominid Sites of Sterkfontein, Swartkrans, Kromdraai, and environs. Known as The Cradle of Humankind it comprises of a strip of a dozen dolomitic limestone caves, containing the fossilised remains of ancient forms of animals, plants and most importantly, hominids.
- Mapungubwe Cultural Landscape offers a portrait of the social and political structures of a society that traded with China and India in the 11th century. It was regarded as the most complex society in Southern Africa and the first society since the San to settle in South Africa.
- Robben Island, where Robert Mangaliso Sobukwe, Nelson Mandela and other freedom fighters were imprisoned during apartheid.
- The Richtersveld Cultural and Botanical Landscape in the north west of the country is a mountainous desert area with rich bio-diversity.
- The mountainous UKhahlamba–Drakensberg Park is home to a high level of endemic and globally threatened species, especially birds and plants. This natural site also contains many caves and rock-shelters with the largest and most concentrated group of rock paintings in Africa, south of the Sahara, made by the San people over a period of 4,000 years.
- The Cape Floral Region Protected Area represents less than 0.5% of the area of Africa but is home to nearly 20% of the continent’s flora. South Africa is the only country that houses an entire floral kingdom, which surrounds Cape Town. Some 18,000 plant species grow within its boundaries, of which 80% occur nowhere else.
- The iSimangaliso Wetland Park has one of the largest estuary systems in Africa and the continent’s southernmost coral reefs.
- The Vredefort Dome is the largest verified impact crater on Earth at between 250 and 300km in diameter and is estimated to be over 2 billion years old.

South Africa is famous for its sunshine. It is a relatively dry country, with an average annual rainfall of about 464mm (compared to a world average of about 860mm). The Western Cape gets most of its rainfall in winter, while the rest of the country is generally a summer-rainfall region.

The summers are hot and the winters are mild, with an average of eight hours of sunshine a day. The entire coastline is a playground for swimmers, surfers, divers and anglers. Indeed, South Africa is sports-mad and offers every kind of outdoor activity, from hiking and biking to ostrich riding, river rafting, mountain climbing, ballooning and bungee jumping.

There are 3,000 kilometres of pristine beaches which form South Africa’s eastern, western and southern borders, enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, subtropical forests, grassland, scrubland and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The county completely surrounds the mountain kingdom of Lesotho. The landscape changes strikingly, from the west coast lapped by the cold Atlantic to the mountains and vineyards of the Cape, up a verdant east coast aptly named the Garden Route, past glorious beaches on the warm Indian Ocean to the rolling hills of the Zulu nation. The Drakensberg Mountains separate the sub-tropical east coast from the highveld, a high-lying plateau that stretches north across the Karroo semi-desert, the golden fields of the Free State and the bushveld of the north.

The country is home to more mammal species than Europe and Asia combined. There are also 858 species of birds. Vast stretches of South Africa are committed to game reserves, providing safe havens for wildlife. There are 22 national parks - the famous Kruger Park is the size of Wales - some 200 provincial reserves and scores of private game parks. The reserves offer incredible game viewing and are home to hundreds of thousands of antelope, which graze alongside big game such as buffalo, hippo, rhino, lion, leopard, cheetah, giraffe and elephant.

Languages

South Africa has 11 official languages. English is the lingua franca and spoken by most people. Although English is the home language of just 8% of South Africans, road signs and official forms are in English, which is also the language of the cities and of business. Of the indigenous African languages, the most commonly spoken is isiZulu, which is home tongue to nearly a quarter of the population, followed by isiXhosa. Afrikaans - the language evolved from the language of the Dutch settlers - is the first language of 13% of people.

Arts and Culture

South Africa’s melting-pot society creates an energetic culture that draws on its African, Indian and European roots as well as diverse influences to forge a distinct identity in the fields of art, music, dance, theatre, film, literature and fashion. The writers JM Coetzee and Nadine Gordimer have both been recipients of the Nobel Prize for literature.

Cultural experiences abound, including the World Heritage sites of Robben Island off the coast of Cape Town, where Nelson Mandela and other political prisoners were incarcerated, the Iron Age
Almost 64% of South Africa’s population declares itself as religious. Christianity is the most popular religion (66%) but other major religious groups are Hindus, Muslims, Jews and Buddhists.

The Economy

Categorised as an upper middle-income economy by the World Bank, South Africa has a large, diverse and growing economy. For the first time in modern memory South Africa slipped behind Nigeria as the biggest economy in Africa in 2014.

It is the 33rd largest country by GDP. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a growing tourism market. South Africa’s key industries are mining (world’s largest producer of platinum, chromium), automobile assembly, metal-working, machinery, textiles, iron and steel, chemicals, fertilisers, foodstuffs, and commercial ship repair.

The country is the first in Africa for foreign direct investment (FDI). FDI inflows to South Africa jumped from $4.5 billion in 2012 to a record-high $8.1 billion in 2013, with investments in infrastructure being the main attraction. This put South Africa on top of the table for FDI inflows into Africa, followed by neighbouring Mozambique, Nigeria, Egypt and Morocco. According to the International Finance Corporation (2014), South Africa is ranked 43 (among 189 countries) on the ease of doing business.

The government is still committed to the targets set out in the National Development Plan 2030, which focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities. The long-term objective of the 2030 plan is that all will have water, electricity, sanitation, jobs, housing, public transport, adequate nutrition, education, social protection, quality healthcare, recreation and a clean environment by 2030.

Even with the optimistic outlines of the development plan, South Africa’s economic growth has weakened in 2015 on the back of electricity supply shortages, strike action and deteriorating sentiment, with consumer confidence also at a low point. Real gross domestic product (GDP) at market prices increased by 1.3% during the first quarter of 2015. The main contributors to the increase in economic activity for the first quarter of 2015 were the mining and quarrying industry, finance, real estate and business services and the wholesale, retail and motor trade, catering and the accommodation industry. However, the strike action that beleaguered the mining industry has resulted in a number of the big mining houses indicating job cuts which saw further impact GDP for the remainder of 2015.

Unemployment remains high. Although the potential labour force is almost 35.8 million, (2015) unemployment, according to Stats South Africa, is at 26.4%. South Africa’s Rand currency weakened during 2015 and remains volatile.

While under apartheid, the economy, the public and private sectors were white-dominated. A booming economy and black economic empowerment and affirmative action policies have created a burgeoning middle class comprising all race groups.

• Tax revenues have increased from R114 billion in 1994 to R1,189 billion in 2015.

More and more South Africans are becoming educated. Almost all children are now enrolled in primary school, and while only two-thirds of young people were attending school in 1990 the proportion had grown to 87.3% by 2014. In 2013, there were 13 million learners in ordinary public and independent schools in South Africa, who attended school. Adult literacy is steadily improving and presently stands at 93.4%.

South Africa is still grappling with a major HIV/AIDS epidemic, which has been reducing the life expectancy of its people, to 57.7 years for men and 61.4 years for women (Stats South Africa, 2014). There are more than six million people living with HIV of which 2.7 million are receiving antiretroviral treatment (ART). ART allows people with HIV to live significantly longer, leading to a greater percentage of HIV-infected people remaining in society. ART access doubled between 2008 and 2014. 20 million people voluntarily tested for HIV.

The country’s achievements have been remarkable in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to reduce the high unemployment rate especially among the young and to further...
reduce levels of HIV/AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools. These are the sizable challenges that will focus government energy over the coming decade.

**General Information When Living in South Africa**

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

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

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

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

**Bus, rail and air travel**
Within the cities and particular the metropolitan areas, you will find local bus services. You will always be able to find a local mini bus taxi as a mode of transport.

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

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

**Some useful South African slang**

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

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

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

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

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

Example: “Eish, babbelas my bru!”

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

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

Ja, nee – Yes, no - Often used in succession, these two words are used to express agreement or confirmation with someone or something.

Example: “Ja, nee, I’m fine thanks.”

Now now – immediately / soon. A confusing phrase for non-locals meaning sometime soon – sooner than just now but quicker than right now!

Example: “We’re going to the beach now now!” (But first we have to pack our swimming gear, stop at a gas station and maybe get some snacks...).

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

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Useful Information for International Students

If you are planning to visit South Africa from an institution abroad or to enroll for a full degree, here are some useful details to prepare you for the higher education sector and living in South Africa.

Universities have elected Student Representative Councils that offer student services and play an important role in institutional governance.

Public universities, universities of technology and comprehensive universities have multi-cultural campuses that are well-resourced and alive with academic and research opportunities, as well as extra curricular activities ranging from sports and societies to pubs, clubs and student events. Residential accommodation is usually available and most universities have bureaus that help locate student accommodation a short distance from campus.

Because all our universities have international students, even the smallest university has a dedicated International Office, which acts as a first port of call for queries or problems pertaining to international students.

Universities have elected Student Representative Councils that offer student services and play an important role in institutional governance. Most campuses also operate voluntary or academically related community programmes that enable students to engage with local people outside of the university while simultaneously playing a role in South Africa’s development.

Qualifications and admission

The qualification framework for higher education (See insert on HEQSF on page 25) comprises of four levels (Level 6-10) resulting in 11 types of qualifications. South African undergraduate degrees typically take three years to complete although some programmes take longer. Institutions typically follow a two-semester calendar running from February to June and from July to December, with short mid-term breaks in March/April and September. See Table 1, Section Higher Education.

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

Visa and Immigration Requirement

International students are required to have a valid study visa to study at any higher education institution in South Africa. Institutions are not permitted to register a student without a valid temporary residence visa.

Please contact the nearest South African High Commission or Embassy (http://www.dirco.gov.za/webmissions/index.html) to confirm the application process and supporting documents required for the visa application. Allow 60 days at least for this process.

As part of your visa application, you will be required to submit a medical certificate and radiological report, police clearances, including FBI clearance if you are coming from the US, proof of financial means, in addition to other documents which may be required. Please consult with the South African mission closest to you. You will also have to provide proof of a South African medical cover, recognised in SA from a provider that is registered with the SA Council for Medical Schemes, in terms of the Medical Schemes Act, 1998. Medical aid cover is a requirement to meet the conditions of your visa and must remain in place for the entire duration of your visa, renewable every year.
Please note it can take several weeks to obtain a visa, but the circumstances may vary from country to country. Start your visa application by acquainting yourself with the necessary supporting documentation which may be time-consuming to obtain. Please ensure that you submit a completed application for your visa.

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

You are required to apply for a study visa at the South African High Commission, Embassy, Consulate or Trade Mission in your country of residence. If there is no South African representative in that country, you must apply to the nearest South African High Commission, Embassy, Consulate or Trade Mission. The following are the current requirements to be submitted to the South African High Commission, Trade Mission, Embassy or Consulate in your country to obtain your study visa:

- Duly completed online form. Handwritten forms are not accepted by the Department of Home Affairs.
- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R1350.00/Original Bank Payment/Electronic Transfer receipt for applicant.
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the SA Medical Schemes Council. Cover must remain valid for the duration of the calendar year (see health insurance below).
- Letter of Offer from the university stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and radiological reports (less than six months old).
- Yellow fever vaccination certificate, if required by the Act.
- Relevant certificates if married, widowed, divorced or separated.
- Details regarding arranged accommodation while in South Africa.
- Proof of sufficient funds to cover tuition fees and maintenance.
- Proof of guardianship for minor if applicable.
- Police clearance certificates in respect of applicants 18 years and older, in respect of all countries where the person resided one year or longer since having attained the age of 18.
- A cash deposit or a return ticket to country of origin.
- Nationals of African countries are not required to pay this deposit if their government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary. You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission.
- do not send the documentation to the university. We, do however, advise that you keep a copy of your submission and all receipts safely.

Some South African Embassies, High Commissions, Consulates and Trade Missions require a letter of undertaking from the university stating that a student will not be taking the place of a South African citizen and that the university will inform the Department of Home Affairs should the student discontinue his/her studies.

Scholarships in South Africa
Unfortunately, there are limited scholarship opportunities for international students from outside Africa, and international students are ineligible for the government’s student loan programme. The country’s major banks do offer student loans to international students with valid study visas. Other international students find scholarship funding through their sending institutions or other organisations in their home countries.

Part-time study
New interpretations of the regulations have been issued on the conditions of part-time studies. If you are a holder of a Work or Business permit you may apply for an endorsement to study part-time. The endorsement will only be valid for the period of the holder’s prospective Business or Work permits.

To apply for the endorsement you will need to complete form B11739.

There is no cost for the endorsement:

- Complete form B11739.
- Letter of acceptance/firm offer letter from the university confirming that study is part-time.
- Original Passport and Work Permit.
- Proof of Medical Aid.
- Proof of Finance.
- Proof of Employment.

Contact details for Department of Home Affairs:
Hallmark Building, 230 Johannes Ramokhoase St, Pretoria Central, Pretoria, 0001
Tel: +27 (0) 800 601 190
Information: haco@dha.gov.za

Extension of a study visa
The following should be submitted to the Department of Home Affairs:

- B11739 form (R425.00 – extension application fee) and R1350.00 visa facilitation services fee.
- Letter of acceptance/firm offer letter from the university confirming that study is part-time.
- Proof of registration with an institution and an accompanying letter from the faculty/school/department advising of extension period required including an undertaking to submit a report should the student no longer be registered with the institution.
- Proof of payment of tuition fees.
- Proof of funds available.
- Proof of a South African based medical aid cover.
- Proof of repatriation deposit paid.
- Proof of guardianship for minor if applicable.
- Passport (original).
- Apply 60 days before permit expires.

Your application for the extension of a study visa needs to be signed by a representative at the university before it is submitted to the Department of Home Affairs. Though the university will make copies of these documents for your student file, it is advised that you retain a copy for your own records for safekeeping.
Part-time work
The holder of a study visa for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week during term and full-time when the university is closed.

Changing conditions of a study visa
A change of conditions of a study visa for example, is required if your visa stipulates that you may only study at one institution but you wish to change your enrollment to another institution. Learners and students studying at South African high schools, colleges and other academic institutions would have visas endorsed with a condition to study at institutions in any of the categories above. In order to register at another university the applicant would need to endorse that study visa to study at that specific university.

Application for change of conditions of a study visa constitutes a new application of a study visa. Though the applicant will need to complete a separate form, the requirements are the same as for the initial application of a study visa. These forms are available at any of the South African visa issuing authorities (Home Affairs Offices, Consulates or Embassies).

Entrance Requirements
International student applicants have to qualify for either a certificate of complete exemption or a certificate of conditional exemption, as long as they are accepted as equivalent to the South African entrance requirement. To find out whether your school leaving or tertiary qualification meets South African university requirements, visit the website of Higher Education South Africa’s Matriculation Board, which advises universities on minimum general admission requirements and administers endorsement and exemption requirements. Requirements for admission to certificate and diploma programmes are determined by universities.

Go to http://he-enrol.ac.za/qualification-country where you will be able to find detailed information on entrance requirements. You will also be able to select your country and determine what is required to study in South Africa. The website also contains information on the latest endorsement requirements and regulations for certificates of exemption, including the fees payable and application forms. An online assessment and application system is being introduced where South African and foreign first degree applicants can assess their qualifications and apply for certificates of exemption online. Students, however, need to contact the university where they intend to study first, before the application for a foreign exemption certificate. The right of admission is the prerogative of the particular university.

Medical aid cover
The South African Department of Home Affairs requires proof of medical cover registered with the SA Council for Medical Schemes in terms of the Medical Schemes Act, 1998 and paid for the duration of the visa. Proof of membership is required for the study visa application and prior to registration at a South African higher education institution.

For more information please refer to the separate section on Medical aid.

Travelling Information
Health
Malaria is mainly confined to the north-eastern part of South Africa, especially the coastal plain. Schistosomiasis (Bilharzia) is also found mainly in the east but outbreaks do occur in other places, so you should always check with knowledgeable local people before drinking free water or swimming. Tap water in South Africa is safe to drink.

South Africa is coming to grips with an HIV epidemic that has infected millions of people. The country has embarked on extensive campaigns to ‘know your status’ and provide those infected with ARVs. Based on current prevalence studies it appears that the epidemic, while still severe, has begun to stabilise. However, local and international students are advised to always take precautions and practice safe sex.

Visas
Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the United States. South Africa requires visitor visas from travellers from some countries, which must be obtained in a visitor’s home country from the local or the nearest South African Embassy or Mission.

General
Time: GMT +2 (+1 in northern hemisphere summer)
South Africa country dialling code: 27
Electricity: 220-230V; 50Hz
Weights and measures: Metric
Features & Medical Aid

Walk Together and Look Back to Move Forward!

Disrupting Traditional International Education

Immigration Update

Medical Aid Provision for International Students
Walk Together and Look Back to Move Forward!

_African proverb_ -

“If you want to walk fast, walk alone. If you want to walk far, walk together.”

**Origins**

As the education boycott against South Africa began to ease and fall away in the 1990s, universities in South Africa became the focus of outreach by institutions in the Western world. Those universities in South Africa that had enjoyed long-standing partnerships, with counterparts in Europe and the USA, had largely continued with existing agreements during the boycott. However, mobility of staff and students, for instance, and the joint development of academic programmes, or strategic institutional partnerships were until then not extended to the southern tip of Africa. Highly rated universities in South Africa suddenly were inundated with applications for admission from students elsewhere in Africa and further afield. Furthermore, South Africa’s immigration regulations were exclusionary of nature and there was general ignorance about the momentum behind the internationalisation of higher education.

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.

Attempts to raise these issues in meetings of the Committee of University Principals (CUP) failed. Correcting the historical consequences of discriminatory educational policies were more important for CUP than “pandering” to the whims of individuals advocating contact with institutions outside of South Africa. As universities, facing the deluge of interest in accessing South African higher education, grappled with new administrative demands of determining qualification equivalence, handling issues of health care, or providing bridging programmes for the language of teaching and learning for non-English speakers, several institutions created an International Office. Two of these universities, the University of Natal and the University of the Witwatersrand, began to confer. The result in 1995 was the realisation that the university sector needed to tackle the issues jointly and that the impasse in the CUP had to be bypassed.

The then Vice-Chancellor of the University of the Witwatersrand (Wits) undertook to write a letter of invitation to each of the Vice-Chancellors of the CUP universities, as well as each of the then Technikons, to send a mandated representative to discuss issues surrounding internationalisation. The Technikons agreed amongst themselves to send a nominee of the sector to represent their views. The meeting was held at Wits on 27 October 1995. The issues were aired and a steering group and five task groups were established.

On 19 April 1996 the second consultative meeting occurred, again hosted by Wits to receive the recommendations of the working groups. The valuable meeting resulted in agreement that a voluntary association should be created. Its focus would be to further the pursuits of the initial two meetings, which had made breakthroughs, in imparting understanding of the new movement towards internationalisation within structures that could aid or impede the process.
The Launch
In addition the Association would be launched in January 1997 at its first International Conference held at the University of the Western Cape. The dates of 29-31 January coincided with those of the CUP meeting held at the same venue. As a consequence we were able to have the CUP join us as we were addressed by the decade’s luminaries of internationalisation. The panoply of key note addresses as the association was launched marked the Association out as unique.

That uniqueness was embodied by our uniting the universities and technikons in recognising both the importance and value of internationalising higher education. In a sense this was a precursor to the later morphing of CUP as SAUVCA (South African Universities Vice-Chancellors Association) and its amalgamation with the Committee of Technikon Principles (CTP), uniting the two sectors, as Higher Education South Africa (HESA) now named Universities South Africa (USAf).

In a retrospective reflection such as this after 20 years, there is so much that could be written. After all, in 2007 we published a 150 page 10 years of IEASA history. What follows is a selection of a few features of the achievements.

Government Interface
An important feature of the Association was its planned constructive engagement and interaction with government structures. In particular the Departments of Education, Home Affairs and Foreign Affairs were regularly visited by IEASA representatives. Our deputed members had as their purpose to grow officialdom’s understanding of the value and significance for South Africa of playing a significant role in higher education at an international level. The recent publication in a Government Gazette of a draft national policy on internationalisation virtually brings to fruition a long-advocated goal of IEASA. It also signals recognition that higher education has to operate both nationally and internationally, if it is to prove relevant to students and the country itself. In a sense it also emphasises how important it was for the founders to have envisaged creating a platform in parallel to the CUP (which was recreated) as that by-passed its narrower perspective on the nature and character of higher education. This shift in perspective has taken but two decades, with plenty of persuasion, advocacy and sustained intent.

Annual Conferences
From the outset IEASA has punched above its weight. Our annual conferences – over two decades - have always drawn international participation – often by significant players. They have stimulated depth of understanding of the trends in higher education and have contributed to the professionalisation of the services enjoyed by international students at their chosen South African university. The themes selected annually have piqued interest and drawn a range of participation. Academics, intellectuals, philosophers, student leaders, international office administrators from South Africa, Africa, and the other continents have been drawn to participate in their proceedings. This led to space being created for IEASA members to present at the conferences of sister organisations abroad, and to our formative influence, almost a decade after the establishment of IEASA, on the African continent’s creation of the African Network for Internationalization of Education (ANIE).

Internationalisation of the Curriculum
Prior to IEASA’s third conference in Stellenbosch in 1999, a workshop on internationalisation of a university was facilitated by Dr Marijk van der Wende of CHEPS, Universiteit Twente, Netherlands. It introduced the importance of the consequent impact on the curriculum when a university held internationalisation as a focus of its strategy. The membership was largely not yet ready to grapple with this element. At the ninth conference in 2005 the internationalisation of the curriculum featured again. A foothold was gained, and by the time the Durban University of Technology hosted the fifteenth conference in 2011 a parallel stream focusing on the impact of internationalisation on the curriculum became a reality. The momentum was too little and perhaps too late.

In 2015 and 2016 the #FeesMustFall campaign in South Africa led to the call for decolonising the curriculum. The need to draw on knowledge that exists outside of Western World perspectives has thrust itself into the world of South African higher education. Perhaps this is the new challenge for IEASA. Institutions comparable to universities existed in China 3000BC and in India 2800BC. Africa’s impact on Western World thinking, which precede the creation of the earliest universities of Europe in Salerno and Bologna and later Oxford and Cambridge around 800AD, drew on earlier learning, most probably from the east. This is the adaptation that has to be the focus of South Africa as it seeks to place the massive contributions of western thought into this truly international context of higher learning reality.

Study South Africa
Probably one of the greatest contributions made by IEASA was the publication of Study South Africa in 1999. This edition is the 17th in the series and since its first edition the content has showcased the public higher education institutions of South Africa. The publication is highly sought after by aspiring international students. From the onset IEASA received support for its distribution from the Department of Foreign Affairs. Prominently displayed in the nation’s embassies across the world it has contributed to the recognition of South Africa as a meaningful option for students who value an international education. Our member institutions have also distributed copies judiciously and widely. It has also helped realise a steady flow of researchers and post graduate students from around the world, and enticed international institutions to explore linkages with our higher education institutions. The publication has spanned the period of definitive change in higher education in South Africa.
A study of its insightful thematic introductions to each new edition constitute an as yet unpublished collection of important literature about the developments in higher education in this country.

**Code of Ethical Practice**

The unanimous, voluntary adoption of this Code at the IEASA Conference in 2000 and subsequently by both SAUVCA and CTP was a significant point in the history of South African Higher Education. It spells out the ethical basis upon which the internationalisation of higher education occurs in South Africa. Good governance calls for ethical, value-driven leadership. In this country, both the Institute of Ethics South Africa and the Institute of Directors Southern Africa have echoed the calls of other governance institutions worldwide by expounding these principles. The leadership shown by IEASA in creating this Code and subsequently advocating its adoption, by the Higher Education governance structures of South Africa, is exemplary.

**Immigration Act**

South Africa emerged from the international boycotts with an exclusionary, isolationist legislative framework. This has been overhauled, as our first democratically government transformed legislation founded on one of the world’s most progressive constitutions, with its entrenched and contributory inclusion of the Bill of Rights. This cornerstone led to the reform of legislation. IEASA played a significant role in the drafting of those components of the country’s new Immigration Act and its Regulations that impact directly on education and higher education in particular. Today international students and visiting academics and administrators have access to far more balanced processes and procedures based on more empathetic and enabling clauses pertaining to study and work visas. The process and ongoing interaction with the Department of Home Affairs remains critical as a focal point for IEASA.

**Health Care for International Students**

From the origins of IEASA much attention was given to interactions with the government Department of Health. For a country to attract international students it had to have a means of creating a health care network for them. The path was tortuous and took almost a decade to resolve satisfactorily. The Department of Health required its health care institutions to serve only foreign patients who had health cover from registered South African medical aids. Those that existed were designed for long-term members. There was nothing for an international student that might be in the country for only a period of one to five years. Working with health care insurance consultants and by then jointly interfacing with the companies that designed suitable products that were deemed acceptable to health care providers, IEASA eventually succeeded in identifying a range of options that were financially reasonable for international students. This service continues to be refined. Its value is inestimable in terms of the health or trauma crises that may impact on individual international students.

**Global Summit**

The extent of IEASA’s disproportionate impact on internationalisation was when it hosted the Global Summit which resulted in the Declaration on the Future Internationalization of Higher Education. Participants from no fewer than 24 International organisations from five continents, gathered in Nelson Mandela Bay, from 15-17 January 2014. This document represents a framework for the worldwide approach to internationalisation in higher Education. The facilitated summit drew on the world’s internationalisation pundits to frame this declaration, which was adopted by overwhelming consensus. Perhaps it was apposite that this occurred in the emerging, young, rainbow nation.

**Reversing Freedom of Movement**

Political trends in 2017 comprising the nationalist withdrawal, or is it a push-back against threats to security, to protect an own perceived or endangered identity, symbolised by the Trump presidency and Brexit, seem to militate against international accord thus creating a new dynamic. The impact on significant funding for mobility in higher education is now in question as is increasing regulation against easier freedom of movement.

**Conclusion**

IEASA has played a significant role in higher education in the emerging South African constitutional democracy. It began out of administrative stress as the world demand pressed on a changing country. It was led with sufficient vision to create an organisation that has had a positive impact for the better as this nation has positioned itself in the world. The challenge for IEASA is to continue to provide meaningful value-driven, ethical, thought-leadership.
Disrupting Traditional International education

Roshen Kishun, PhD. President: BA ISAGO University, Gaborone. Botswana. President: Botswana Association of Private Tertiary Education Providers (BAPTEP), Chair: Education and Training Sector Committee, Botswana Human Resources Development Council (HRDC)

Roshen Kishun has a PhD from the University of Southern California, Los Angeles, USA. He is a founding member of the International Education Association of South Africa (IEASA), established in 1997, and was President of IEASA until 2006. He is also a founding member of the African Network for the Internationalization of Education (ANIE), based at Moi University in Kenya. He was a member of the Atlas International Advisory Group that was constituted by the International Institute of Education (IEI) in New York to look at the data on the global mobility of international students. He has represented his former University and IEASA on numerous local and international associations. He has over 40 years of experience in the management structures of tertiary education. Dr. Kishun worked at BA ISAGO as its first Executive Director and has now been appointed its first President.

Dr. Kishun has presented papers at national and international conferences and is responsible for various publications promoting South African higher education internationally. He has extensive knowledge on the higher education sector in SADC and has particular interest in the development of tertiary education in Botswana.

It’s an honour to be invited to write a few words for IEASA’s twentieth anniversary celebrations. It’s that time when IEASA reflects on the critical role that it played in the era of democracy in re-integrating South Africa into the global higher education fabric from which it was excluded. I am proud of the fact that IEASA has succeeded connecting South African higher education with the rest of the world and with sister organisations across the globe. Going forward the greater challenge for IEASA, as a mature organisation and a world class leader, will be to re-define international education to take into consideration the future world disrupted by seismic changes in new technologies and a young generation of “smart” people who see technology as extensions of themselves, and who are looking for educational opportunities offering greater flexibility, different modes of learning at low cost and de-linked from traditional qualifications.

The evidence of dramatic change is all around us and it’s happening at exponential speed.

The thesis of disruption in education is linked to the world of work which will be significantly different in the 21st century. In the book titled The Fourth Industrial Revolution (2016) Klaus Schwab describes the new technologies and the disruptions that the human civilisation is expected to experience in the near future, a future that has already arrived. Schwab (2016) is convinced that we are at the beginning of a revolution that is fundamentally changing the way we live, work and relate to one another. This revolution is characterised by mobile supercomputing, intelligent robots, self-driving cars, neuro-technological brain enhancements and genetic editing to name a few. The evidence of dramatic change is all a round us and it’s happening at exponential speed. Uber Technologies, an American company, is a classic example and a pioneer in the “sharing economy” in the “taxi industry” that operates in over 570 cities generating revenue of $6.5billion in 2016.

References:
1. The theory of disruption can provide researchers, practitioners, and policy makers with a new perspective on how to understand and access the educational opportunities in our society. Disruptive Innovation is viewed as a dynamic form of industry change: innovation that occurs when a new product or service first takes hold among certain customers, before gradually penetrating the market and displacing competing products.
An innovation, that is hyped and is fueling this “disruptive revolution” in education, is the massive open online courses (MOOCs). When a Stanford University course on artificial intelligence was made available online for free in late 2011, it attracted 160,000 students around the world. This and other technological revolutions are changing the discourse around higher education internationalisation, hastening pedagogic and business-model innovation and opening new streams of revenue for universities. While the MOOCs debate has generated heated discussions between supporters and sceptics the expectations are that by 2020 the manner in which most universities offer many of their courses will be wholly different.

In advancing internationalisation, in this era of seismic changes and rapid transformation, South African tertiary education leaders need to prepare to serve cohorts of young persons, mobile or not, who wish to engage in international education in this “disrupted” scenario. These young people are generally identified as the Millennials, also known as Generation Y or the Net Generation. Millennials are usually considered to apply to individuals born between 1982 and 2004. The other identifiable cohort is the young African population, described as the best-educated and globally connected the continent has ever had, who will enter the world of work, providing sub-Saharan Africa a demographic opportunity. It is estimated that 60% of Africa’s population are under the age of 25, regarded as the world’s youngest region today—and will by 2030, be home to more than one-quarter of the world’s under-25 population. But the region can only leverage this opportunity by unlocking latent talent and preparing its people for the future of work. These young people are able to adopt new resources at an exceptional speed and need non-traditional international education and innovative programme offerings to be accommodated in higher education.

IEASA’s role in providing leadership in re-defining, re-shaping and re-thinking international education is compelled by the fact that the demand for higher education is expected to outpace international student mobility by 2020 and as the growth in global higher education enrollments will decline from 5.6% to 1.4% annually in 2020 as demand in the developed world slows and supply in the emerging economies increases. There are a host of other factors that are likely to determine international student mobility. The tighter border controls to many Western country destinations, the deliberate and considered immigration policies to some destinations that may target only those with advanced degrees in certain identified subjects and the instability around the world that no longer guarantees safety demanded by those who are mobile. In this scenario a large majority of young people, especially from the poorer countries, will not be able to travel but will require programmes in a different and cost effective educational mode. Perhaps more importantly they may not need full qualification in the traditional sense, but training in finely defined technological skills to find jobs.

References:
4. World Economic Forum Conference, May 2017, Durban, South Africa
5. World Economic Forum Conference, May 2017, Durban, South Africa
6. “It is estimated that 60% of Africa’s population are under the age of 25”
Is IEASA ready to support South African higher education institutions to be world leaders by embracing the disruption and locating the loci of international education away from the traditional mode of delivery? This challenge needs to take into account the fact that decision makers are normally used to linear (or non-disruptive) thinking, which makes it a lot more difficult to think strategically in a situation when the growth dynamics have predominantly become non-linear. Looking at the major current initiatives of IEASA and the regulatory authorities of South Africa it is apparent that traditional linear thinking is still guiding the policy making.

Designing appropriate regulatory framework for the rapid changes with no precedence requires very different problem solving and strategy formulation skills. The draft Policy Framework on Internationalisation of Higher Education in South Africa (2017) recognizes the international dimension of higher education as a central feature of the higher education sector. It is described as a Policy Framework which is meant to guide and regulate the activities that relate to internationalisation of higher education by higher education institutions and other role players in the sector in South Africa. It recognizes that internationalisation of higher education takes various forms and that South African higher education has been affected by all these trends. What needs to be addressed in the nine chapters of the policy framework is the recognition of the “disruption” that technological changes are likely to have on current international education trends.

The linear thinking no longer provides a conducive legal and socio-cultural environment for managing disruptions in this new environment. The new thinking requires moving away from a linear path followed by developed countries and embracing disruptive technologies that will allow IEASA to leapfrog the various stages of the first, second and third industrial revolutions. In order to provide leadership IEASA needs to jump some of these stages and locate itself in the new world. It needs to radically re-position itself by redefining its vision, mission, and values to embrace changes now impacting education globally.

The question for policy makers is linked to the concern regarding whether or not tertiary education institutions are able to adapt and whether institution’s like IEASA can provide leadership to capture benefits of the new technology. The answer perhaps lies in the conviction that the Fourth Industrial Revolution is within the control of all of us as long as we are able to collaborate across geographies, sectors and disciplines to grasp the opportunities it presents.

Disruptive innovation compels educators to go against the flow, challenge the status quo as the technological advances are likely to continue to reshape the world in ways that we could never have imagined. As technology has become increasingly a major determining factor of success, particularly in areas where information and communication are core elements, internationalisation requires that higher education institutions offer study opportunities to international students that deliberately ensure that the programmes are offered in a flexible, affordable and convenient mode designed to achieve the specific priority skills, in a world where technology is affordable to all.

References:

Immigration Update

By Orla Quinlan

The Immigration Amendment Act number 13 of 2011 and the subsequent amendments to the regulations in May, 2014 are becoming much better known to the practitioners in International Offices and the South African university communities in general. However, visa requirements and procedures are a first time process for international students and staff, new to South Africa, and advice must constantly be updated and provided accordingly.

South Africa represents a wonderful opportunity for those who wish to explore the world of advanced learning. South African universities are simultaneously intensely local and intensely global.

1. Visa Facilitation Service in South Africa.

Visa renewals, from within South Africa, are now processed through the Visa Facilitation Centre (VFS). [http://www.vfsglobal.com/dha/southafrica/](http://www.vfsglobal.com/dha/southafrica/). With VFS centres in nine of the eleven provinces, international staff and students physically present in South Africa may apply for renewals for general work, critical skills, visitors’ visas (endorsed for academic purposes at a single institution) and student visas through VFS. A new mobile biometric visa processing service has been piloted since the start of 2017.

For an extra cost, VFS services will travel to universities in locations where there is no existing VFS centre. They will work with a designated office in the university to ensure that applying students have all their documentation in order and visa applications are ready to be processed.

If an existing visa has already expired before submitting a new application, the application will not be accepted by VFS. It is therefore essential to always apply for a renewal before an existing visa expires. If there are delays in gathering supporting documentation, students should leave the country before a visa expires and apply for a new one from outside the country.

However, international students are strongly encouraged to organise themselves in time to apply for renewals from within South Africa. Visa renewals from within South Africa only require a valid South African police clearance certificate and this may be obtained via the VFS office, at a cost, at the same time as you are submitting the visa application. Note: The old paper police clearances are no longer accepted. If students apply from the home country, while on vacation, the application is treated as a completely new application, requiring police clearance certificates from every country in which students have lived for over 12 months since they turned 18 years old.

Where new VFS services are available outside South Africa, visa processing has been systematised and standardised. However, students need to allow 8 weeks for processing, whereas before turnaround times varied greatly. Furthermore, passports will be held while the new visa application is being processed.

We strongly recommend that SADC students apply for renewals from within South Africa. Students may retain their passports and travel to neighbouring countries while their visas are being processed and then return to collect their study visas, on a visitor’s visa. Applying from within South Africa before leaving for vacation avoids the last minute panic of not having visas in time for registration at the start of the new academic year.
Clearly, students coming from countries that require advance applications for a visitor’s visa to enter South Africa, have less flexibility than SADC students and need to plan accordingly. They need to ensure that they allow sufficient time to secure the visa, before travelling outside the country for the end of year vacation.

2. Developments with regards to student visas.
2.1 Visas for full degree-seeking students will now be granted for the full duration of the study programme up to graduation, eliminating the need to have visas renewed on an annual basis. Proof of financial means and an undertaking to maintain medical aid cover, for the duration of the degree, are required annually to continue to meet the conditions of the visa and must be presented to the students’ respective universities, prior to registration. Students who do not comply with these may not be registered, according to the Department of Home Affairs.

2.2 While a student may have a visa that is valid for the entire duration of their study, on occasion, the immigration officer at the port of entry may place a stamp indicating an earlier date of departure. Students need to be vigilant and check the stamp received at the port of entry. If there are discrepancies, students need to request to speak to the Port Manager to rectify the visa expiration dates immediately. Such mistakes may only be rectified by the Port Manager and are difficult to rectify at a later stage. DHA has already alerted the Port Managers to these issues.

2.3 Rectifications are free of charge. The Department of Home Affairs only accepts requests for rectifications in the following instances:

   a) Where the names of the applicant are incorrectly spelled or are not captured as indicated by the applicant on their application form;
   b) Where the visa category is incorrectly captured and is not the same as the one applied for by the applicant;
   c) Where the application reference number on the visa label is incorrect and does not correspond with the reference number allocated to the applicant on their original visa application form;
   d) Where the issue date and the expiry date do not correspond;
   e) Where the conditions of a visa are incorrect;
   f) Where the conditions on the visa were supposed to have more than one activity.

2.4 The Department of Home Affairs agreed to issue student visas of sufficient duration to accommodate travel at the end of the formal period of study and supplementary examinations if required. The required end date is to be incorporated into the letter of offer from the university, as this determines the duration of the visa. Students may also change student visas to visitors’ visas from within the country, provided they meet the requirements and there is sufficient time to apply and receive a visa before the expiry of the existing visa.

2.5 A Visa Transfer service is offered by VFS for a fee. The Department of Home Affairs will only accept requests for visa transfers in the following instances:

   a) A valid visa in a lost/stolen passport; in a damaged passport; or in a full passport (no sufficient pages);
   b) The Department will re-issue a new visa label with the SAME expiry date of the visa label in the lost/stolen/damaged passport;
   c) The Department will not transfer/rectify any visa label which has less than 60 days before it expires;
   d) No new (additional) days/expiry dates will be given to the applicant;
e) The only new information on the new visa label will be the new VFS rectification/transfer reference number, the new passport number and the issue date;

f) The visa conditions will remain the same;

g) The application must have a written confirmation regarding the validity of the visa and (where possible) the copy of the visa to be transferred;

h) No visa transfer will be made from an expired passport to a new passport, regardless of the expiry date of that visa label, and the applicant must submit an application to renew their visa. Please note that the DHA has made a concession that, until the officials understand that they should not issue a visa for a longer duration than the expiry date of the passport, they will make allowances.

2.6 Please note that once students de-register, universities will be required to report that the students are no longer in attendance, rendering the study visas null and void, even if the dates stamped in students’ passport suggest a valid visa. Students need to plan to leave the country accordingly.

2.7 Compulsory Medical Aid Requirements: Since the amendment of the Immigration Amendment Act number 13 of 2011 and the amendments to the regulations in 2014, it is compulsory for all students to have South African Medical Aid. This amendment is in line with the Medical Schemes Act of South Africa. Students must be in possession of medical aid from a South African Medical Scheme. IEASA, has ensured that the medical schemes recommended for students are in line with the specific basic needs of international students, including affordability and emergency cover, without waiting periods. The IEASA Executive Committee regularly meets with the recommended Medical aid Schemes to address any significant issues and to ensure the continuation of a fair deal for International students. As of August 2017, DHA has reiterated that medical insurance schemes from surrounding countries may not be substituted for a South African registered medical aid scheme.

2.8 Overstaying a visa

It is important not to stay beyond the expiry date of a visa. Over stayers receive a letter indicating that they are “undesirable” at the port of exit and will be given ten working days, during which they may appeal. However, the appeals process can take up to eight months which can significantly interfere with future study and career plans. Furthermore, while an appeal may overturn an “undesirable” status, providing there are compelling reasons, the stamp, indicating undesirability, remains in the passport, which may affect visa applications to South Africa and other countries at a later stage.

3. Critical Skills Visas

Critical Skills Visas replaced the Exceptional Skills/ Quota Skills Permits. Some university staff with unique skills and experience found themselves ineligible to apply for the critical skills visas, once the former types of visas had expired. The requirements for critical skills visas are quite specific. Academics with PhDs are sought after as there are insufficient South Africans with PhDs to meet the upcoming demands in HEIs. PhD graduates are being encouraged to apply directly for critical skills visas. However, practices at different institutions vary and must also be taken into consideration.

4. Collaboration between IEASA and DHA

IEASA continues to advocate on behalf of students, staff and their families. As issues arise and patterns of specific problems are noticed, these are raised with DHA.

For example, the former Minister of Home Affairs issued an exemption for all international students whose visas expired at the end of December 2016, but whose plans to leave the country were disrupted by the Fees Must Fall movement.
Students were permitted to remain in the country until the end of March 2017, without applying for visa extensions, to enable them to catch up on academic programmes and examinations that had been disrupted and delayed. This exemption was greatly appreciated by international students.

DHA has improved responsiveness to student issues, particularly at peak times. International staff visa issues still experience long delays, leaving posts vacant and students deprived of specific classes anticipated within their selected programmes of work.

In May 2017, the Director: Corporate Accounts in DHA, the Deputy-President of IEASA, and the IEASA Office staff met to discuss challenges that had been identified by both IEASA’s member institutions and DHA.

All public HEIs are included on the list of clients being serviced by the Corporate Accounts Unit, within the DHA. We are happy to report that, a few anomalies aside, significant progress has been made with regards to the processing of student visas once the correct list of supporting documentation has been submitted in a timely fashion, allowing for the 6-8 week processing period.

It was reiterated that universities needed to communicate with their academic staff, in particular, that issues will be brought to the attention of DHA via IEASA, as the chosen representative of the public HEIs, with regards to resolving immigration queries.

5. Continuing Visa Challenges:

Even though the processing of straightforward visa applications has improved enormously, other visa-related issues require further attention from IEASA and DHA.

5.1 Foreign Mission/Embassy Visa Processing

Visa applicants continue to experience processing problems with some Embassies abroad; with some taking more time than the specified eight weeks; others giving conflicting and inconsistent information regarding requirements for the different types of visas; some refusing to establish an efficient process to rectify mistakes and some refusing visas.

People travel to the Embassies, often from distant locations, having prepared their applications according to the list of stated requirements in the immigration regulations. In some instances, after queuing for several hours, applicants have been asked for non-listed requirements, such as copies of their South African landlords’ IDs. While this request is problematic in itself, it is also difficult to resolve on the spot and creates a lot of unnecessary stress and inconvenience for the individuals involved. Students applying from the US need FBI clearance, although this is not specifically listed on the website under visa requirements. Further improvement is required in the front line service of certain Embassies. This has been brought to the attention of the DHA who have committed to addressing this with colleagues in DIRCO.

Visas, issued by Embassies, cannot be tracked on the system from within South Africa. This has led to students being told that they are here illegally when applying for driving licences, for example, and, in at least one instance, a local immigration officer withholding a student’s passport, while investigating the legitimacy of the visa. A pilot scheme for a new system is planned for New Zealand.
To ensure delivery of a police clearance from outside South Africa within the stated time frame, students applying for a new visa need to enclose a self-addressed envelope in the application; send the application by reliable mail and request it be returned by registered mail; privately with PostNet or by courier.

6. Steps taken to address these challenges
In January of 2016, IEASA and the DHA held a workshop with the public HEIs, which resulted in a Procedure Manual, which was distributed to all public HEIs within South Africa. The manual provides guidance for:

- the implementation of standard operating procedures in relation to the management of International Students
- ensuring HEIs fulfil their responsibilities in connection with the regulations.

The manual was distributed together with the IEASA Code of Ethical Practice, which was consulted in the preparation of the manual. For further information on this manual or for a copy of the manual, please contact the IEASA office at info@ieasa.studysa.org. USAF hosted a workshop, in conjunction with University HR Directors and IEASA in October 2017, focusing on the immigration requirements for all international staff at HEIs within South Africa. IEASA highlighted the challenges around delays in processing critical skills and general work visas and permanent resident permits and helped to map a way forward to resolve these together with the DHA.

7. Plans for Future Collaboration
IEASA and the DHA met in May and again in August 2017, confirming new developments, addressing outstanding issues and reaffirming our commitment to work together to ensure continuous improvements in the visa processing for international students in particular.

IEASA plans to:

- Continue collaboration with the DHA to ensure all international students and staff meet the legal requirements to remain in South Africa.
- Advocate strongly for fair, transparent and efficient processes for these students and staff.
- Request intervention when the international applicants face difficulties that are not of their making.

The DHA has committed to:

- Assist IEASA and the institutions they represent, wherever possible.
- Roll out continuous training to improve consistency among their own staff, the staff at VFS and other stakeholders, who are instrumental in ensuring the legal requirements for these visas are met.
- Collaborate with IEASA in conjunction with USAF.

While challenges remain, ongoing progress is visible. IEASA looks forward to continuing collaboration with the DHA to further improve the immigration processes for international staff and students.
Medical Aid Provision for International Students

ABSA Health Care Consultants - Offering approved, affordable medical scheme products

One of the key issues higher education institutions face is the requirement imposed upon institutions by legislation governing the admission of international students. This legislation requires that each year, every international student must have full medical cover for the whole of the current academic year before an institution may register the student.

The type of medical cover is also prescribed by the same legislation: it must be a South African product that is acceptable to the Registrar/Council of Medical Schemes.

IEASA has appointed ABSA Health Care Consultants (ABSA HCC), a specialised leading health care consulting firm, to assist IEASA in achieving the agreed goals.

Over the years IEASA has steadily worked to establish which are the most suitable medical scheme products and has provided valued advice to institutions on the products to select for their students.

At the Annual IEASA General Meeting of 2009, there was unanimous support from the institutional and other members present for IEASA to pursue this goal. The IEASA Directors Forum (comprising mandated representatives of higher education institutions, most of whom are the Directors of International Offices) also endorsed the project. IEASA has appointed ABSA Health Care Consultants (ABSA HCC), a specialised leading health care consulting firm, to assist IEASA in achieving the agreed goals.

In terms of the agreement between ABSA HCC and IEASA, ABSA HCC is responsible for the following:

**ABSA HCC Service Offering to IEASA and International Offices:**
- Assistance with development of a health care strategy for IEASA and their member universities.
- Development of processes and procedures to optimise the provision of health care cover to international students, including facilitating contribution payment- and refund processes.
- Guidance regarding the selection of a panel of approved medical scheme products, to be offered to international students.
- Negotiation with the selected panel of schemes in respect of service support to International Offices and their students.
- Ensuring compliance to all relevant legislation.
- Keeping International Offices and students informed of any developments in the medical scheme industry, which might impact on their health care arrangements.
- Sourcing and implementing appropriate additional related insurance products (such as repatriation of mortal remains) as and when requested by IEASA.

**ABSA HCC Service Offering to International Students:**
- Provision of communication and a platform for prospective students to activate appropriate medical scheme cover. Students can apply for medical cover via: international.students@absa.co.za or phone: +27 (0)860 100 380. All the approved IEASA medical scheme products, such as Momentum, Compcare Worx, and Discovery from 2016, are available via ABSA at no additional cost.
- Educating international students regarding the working of medical scheme benefits via written communication, regular scheduled visits to campus and information sessions during registration periods.
- Assisting international students where a dispute regarding benefits may arise; and
- Making available a Helpdesk and allocated consultants per university to address any queries students may have.

By applying for medical cover through IEASA's approved health care intermediaries, international students can be assured of approved, affordable medical cover and support to access benefits via one of South Africa’s leading financial institutions.
**No.1 healthcare choice of 29 000 students**

Momentum Health Ingwe Option provides:

- **FREE chest x-ray for study visas**
- Access to any private hospital and unlimited emergency transport via Netcare 911
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- Hello Doctor
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0860 102 493

**R 335** in 2017

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*2017 Rates
Higher Education

University Profiles

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.
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We develop RESPONSIBLE LEADERS

USB is one of the first business schools in South Africa. It all started with 14 MBA students in 1964. Today, we have over 2,600 students from all over the world.

We have significant programme depth. Our flagship degree is our triple accredited MBA. We also offer programmes in Development Finance, Futures Studies, Management Coaching, Leadership, Project Management and Financial Planning. Overall, we strive to develop responsible leaders through well-grounded business education and research.

USB forms part of Stellenbosch University – the strongest research university in Africa. In 2018, Stellenbosch University will be celebrating its 100-year anniversary.

international accreditations
USB was the first school from an African university to receive all three international accreditations: AACSB, EQUIS and AMBA.

Global perspective with unique African contextualisation
Our programmes offer a global perspective combined with the African contextualisation of business knowledge. Our African-focused areas of expertise include sustainable development, futures research, development finance, ethics and corporate governance, leadership, and emerging-country economics.

USB’s MBA – focused on RESPONSIBLE LEADERSHIP
Our triple accredited MBA is aimed at producing managers, professionals and entrepreneurs who are responsible leaders, expert decision makers, strategic thinkers, effective communicators and stewards of society.

Central location
USB is centrally located – halfway between Cape Town’s vibrant central business district and the university town of Stellenbosch.

Find the details at www.usb.ac.za
Stellenbosch University
Advancing internationalisation in an era of transformation
1997 - 2017

Brief History
Stellenbosch University (SU), which celebrates its centenary in 2018, is one of the oldest universities in South Africa. It is among the country’s leading institutions and is recognised internationally as an institution of excellence. The university is home to a student community of about 30 000, including more than 4 000 international students from over 100 countries.

The university pursues an inspiring vision – to be inclusive, innovative and future focused, a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders.

The university is home to a student community of about 30 000, including more than 4 000 international students from over 100 countries.

Location and Campuses
SU has five campuses. The central campus is located in the picturesque university town of Stellenbosch in the heart of the Western Cape Winelands. The university is situated about 50 km from Cape Town and 30 km from Cape Town International Airport.

The Faculty of Medicine and Health Sciences is situated on the Tygerberg campus, adjacent to the Tygerberg Academic Hospital. The Faculty of Military Sciences – the only one of its kind in South Africa and one of only two in Africa – is based at the South African Defence Force Military Academy in Saldanha. The University of Stellenbosch Business School is located on the Bellville Park campus. The fifth campus, in Worcester, was officially opened in 2012 with the launch of the Ukwanda Rural Clinical School of the Faculty of Medicine and Health Sciences. Here, medical and related health sciences students have the opportunity to complete their clinical training on a rural platform.

Faculties
SU has 10 faculties. These are the faculties of AgriSciences, Economic and Management Sciences, Medicine and Health Sciences, Military Sciences, Engineering, Science, Theology, Education, Law and Arts and Social Sciences.

More information about faculties and what courses they offer are available at www.sun.ac.za/english/faculty

International students
Students from more than 100 countries, from as far as China, Switzerland, Australia, Gabon, Russia and Colombia, roam our campuses, making SU a truly international university. They are enrolled for full-degree and short-term programmes, spending anything from three to six months or the duration of a full degree at the university. During their time in South Africa, they are supported by Stellenbosch University International (formerly known as the Postgraduate & International Office). The office, which will celebrate 25 years of supporting international activities at the university, offers a range of services, from logistical to academic and social.
Advancing internationalisation in an era of transformation 1997 – 2017
Rooted in Africa, global in reach

At SU we value internationalisation, and it is one of our five strategic priority areas. In August 2016, Prof Hester Klopper took office as the first Deputy Vice-Chancellor: Strategic Initiatives and Internationalisation. Her appointment brought about a new era for the institution in terms of the role of internationalisation.

Striving to enhance SU’s profile and reputation and increase research collaboration in Africa and beyond, the university is positioning itself as a new African university. In promoting the university as rooted in Africa and global in reach, there has been a specific focus on growing linkages on the African continent. These include institutional bilateral agreements with African partner institutions, thematic mobility programmes and support of African initiatives.

One such initiative is the African Research Universities Alliance, a network of 16 African universities, of which SU forms part, aimed at promoting research on the continent. With networks such as the Partnership for Africa’s Next Generation of Academics and Partners Enhancing Resilience for People Exposed to Risks, SU creates opportunities for a new generation of academics to embark on collaborative research and doctoral programmes, especially in the arts, humanities and social sciences. SU is also part of the New Partnership for Africa’s Development Southern African Network of Water Centres of Excellence, which offers researchers the opportunity to participate in water-related research. Through these initiatives and the fruit that they bear, we strengthen the message that Africa is capable of developing itself, to create a better future for its people and to be a fully fledged role player on the international stage.

SU’s footprint of course stretches further than Africa. The institution has a broader network of formal international partnerships across the globe with a large number of partnerships in 39 countries (outside of Africa). New geographical areas of engagement include Central Asia and the Middle East.

Supporting internationalisation at Stellenbosch University

Stellenbosch University International contributes to the institutional objectives of SU, positioning the institution as rooted in Africa and global in reach. The office, formerly known as the Postgraduate & International Office and launched under its current name in November 2016, supports faculties where internationalisation-related activities are primarily seated. It integrates and aligns campus international support structures to ensure consistent comprehensive internationalisation across SU. International activities are executed and promoted by the following centres within Stellenbosch University International:

Centre for Collaboration in Africa

The Centre for Collaboration in Africa focuses on enhancing SU’s footprint in Africa. Its mandate is to develop and nurture relationships between SU and its partner institutions in Africa. This is done through bilateral agreements, research networks in various thematic areas and staff and student mobility programmes across the continent. Contact: Nico Elema at nicoelema@sun.ac.za.

Africa Centre for Scholarship

The purpose of the Africa Centre for Scholarship includes developing and implementing a trajectory for scholarship development in Africa. The centre houses the African Doctoral Academy through which it also participates in the South African System Analysis Centre with the University of the Western Cape, the University of the Witwatersrand and the University of Limpopo. The African Doctoral Academy’s vision is to support, strengthen and advance doctoral training and scholarship on the continent. The academy’s biannual Doctoral Schools have been running since 2009 and take place for two weeks during January and June/July. The Doctoral Schools are open to current and prospective doctoral candidates, their supervisors and researchers in general. Contact: Sarah Howie at sarahhowie@sun.ac.za.

Celebrating 100 years as a public university in 2018, Stellenbosch University looks back at 25 years of international activities

- International activities at SU can be traced back to June 1993 when the Office for International Relations was established. The year marked the start of coordinated efforts to grow and cultivate international relations and to advance international academic networks and mobility in a systematic way.

- International activities commenced with formal institutional agreements with the Eberhard Karls Universität Tubingen (Germany), Leiden University (the Netherlands) and the KU Leuven (Belgium). The latter has given an impetus to a preferential partnership agreement signed in 2014. In 2015 KU Leuven and SU launched a think tank where students of the two institutions collaborate and interact on issues affecting them and the world they live in. The programme annually picks a theme that is topical and innovative for discussion from multiple perspectives and is facilitated through online mechanisms. It culminates in a face-to-face workshop. The workshop is hosted on one of the campuses in 2015 the workshop was hosted by KU Leuven and in 2016 by SU. All three universities remain active partners in terms of student mobility and provision of research opportunities for staff.

- Structured incoming student exchanges started with a group of 14 students in February 1994. More than two decades later, SU receives close to 300 non-degree exchange students a year. About the same number of SU students go on exchanges abroad.

SU’s footprint stretches further than Africa. The institution has a broader network of formal international partnerships across the globe with a large number of partnerships in 39 countries (outside of Africa).
Centre for Partnerships and Internationalisation

The Centre for Partnerships and Internationalisation has two broad thematic areas: partnerships, with a particular focus on development and support, and internationalisation that manifests in strategy and policy support to Stellenbosch University International and the rest of the institution. Key activities and focus areas of the centre include partnership development, liaison and support, both internal and external, multilateral networks and consortia (outside Africa); the international mobility of staff; and information management. Contact: Huba Boshoff at huba@sun.ac.za

Global Engagement Centre

Stellenbosch University International’s Global Engagement Centre actively promotes and strengthens student exchange programmes with partner institutions as well as other student mobility programmes. The latter include sourcing and promoting international winter and summer schools for SU students, hosting students on the Erasmus+ and Intra-ACP programmes and developing and supporting other mobility programmes and opportunities. The centre is responsible for the annual Global Engagement Centre Summer School, which is open to both international students and SU students. The centre coordinates national mobility programmes such as the SA-Tubingen programme. It also accommodates students from nonpartner institutions as Freemover and Affiliate Students by promoting SU as a destination for studying abroad. Contact: Ben Nel at bn@sun.ac.za

Stellenbosch University International Services Centre

The Stellenbosch University International Services Centre is responsible for the reception of and client service to all visitors and students to Stellenbosch University International and delivers various services. These services include support for prospective international undergraduate students, including evaluation of foreign school qualifications, admissions and pre-arrival support and English Foreign Language training in collaboration with the SU Language Centre. Services regarding full-degree international student finances and housing for international students and visiting academics and delegations are also included. The centre further provides an advisory service to incoming students and staff relating to immigration and health cover.

At the start of every semester, the International Services Centre hosts a five-day orientation programme for between 300 and 400 non-degree-seeking students to ensure that they settle into their new environment with relative ease. The centre’s Matie Buddy programme ensures a warm reception for each student and provides capacity in aiding acclimatisation. As part of the adjustment and integration programme, the centre facilitates activities for both international and local students through the International Student Organisation Stellenbosch. Contact: Carmen Snyman at cns@sun.ac.za

Confucius Institute at Stellenbosch University

Based in Stellenbosch University International, the Confucius Institute at Stellenbosch University was established at the end of 2007 as part of the agreement between SU and Xiamen University (Xiamen, China). Since then the institute has grown and developed and currently has 1 675 registered students at 14 teaching sites. In addition to teaching Mandarin, the institute also develops cultural activities for the purpose of engaging with local communities and enabling cultures to learn from each other. Contact: Fu’ai Jian at jian@sun.ac.za

Research at Stellenbosch University

SU’s research efforts are aligned with national and international development objectives. The institution vigorously pursues research excellence and capacity development and strives to be a true knowledge pioneer and partner. The university prides itself on the following:

- The SU staff include 430 National Research Foundation-rated researchers, 12 of them A-rated researchers.
- The university hosts 41 research chairs, of which 24 are South African Research Chairs Initiative chairs, funded by the Department of Science and Technology through the National Research Foundation.
- SU has had the highest research output (publications and master’s and doctoral degrees awarded) per capita in South Africa for seven consecutive years.
- The university is regarded as a leader in the fields of biomedical tuberculosis research and management, wine biotechnology, animal sciences and mathematical biosciences.
- SU is a founding partner of the African Research Universities Alliance. The alliance of 16 African universities promotes and strengthens research on the continent.
- The African Doctoral Academy supports Africa’s next generation of researchers, offering high-quality research support to prospective and current doctoral candidates, their supervisors and postdoctoral researchers from across Africa.

Facilities

From study to housing, sport and entertainment, SU boasts world-class facilities. The JS Gercke Library is one of the biggest subterranean libraries in the world. It has state-of-the-art research facilities for postgraduate students with seminar rooms, lounge and computer work areas. Several computer centres on campus provide computers with internet access. For those who enjoy sport, the university is home to one of the finest sporting complexes in the country. Campus residences are on a par with the best in the world, offering a home-away-from-home experience for local and international students.

Accommodation

The university provides students with accommodation in 30 university residences (nine for men, 12 for women and nine mixed) and a few university houses called the Listen, Live & Learn houses. Approximately 7,000 full-time students live in these university residences and houses that are located within walking distance of most of the academic buildings.
Postgraduate Office at Stellenbosch University

This is a central support and liaison office for all postgraduate students at SU.

The Postgraduate Office focuses on the following:

- **Postgraduate enrolment support**: An advisory and information service is offered to all (including international) prospective and current postgraduate students. Enrolment support includes the provision of a qualification evaluation service (for international postgraduate applicants), administrative support during the postgraduate enrolment lifecycle and the management of institutional joint degree programmes.

- **Postgraduate funding and support**: Information about funding opportunities and administration of financial support are provided to postgraduate students. Support to facilitate psychosocial adjustment to postgraduate life is also offered.

- **Postgraduate skills development support**: An annual in-house generic postgraduate skills development programme is offered for enrolled postgraduate students at SU. The aim is to help postgraduate students to take control of their research journey by encouraging them to develop and enhance the skills that they will require to complete their postgraduate studies and research.

Join our postgraduate community

Degree programmes at the postgraduate diploma, honours, master’s and doctoral levels are available across our 10 faculties. Entry requirements vary by programme – some accept a wide variety of backgrounds in degree subjects whilst many expect you to have already studied the subject at an undergraduate degree level. A certain minimum level of performance in the preceding qualification is usually expected in order to gain admission to a further level of study. Additional entry requirements may apply for certain research degrees. Applicants compete for places in the available postgraduate programmes, and selection procedures apply.

If you are interested in a research-based programme, you are encouraged to make direct contact with an academic department in order to find out whether your interests are compatible with those represented in the department.

View the available postgraduate programme offering on our Prospective Postgraduate Student website: www.sun.ac.za/pgstudies.

Detailed information is available on departmental websites under each Faculty at www.sun.ac.za/english/faculty.

Find specific expertise on our Knowledge Directory: www.sun.ac.za/knowledge_directory/.

Stellenbosch University
Private Bag X 1 , Matieland, 7602, South Africa

General
Telephone: +27 (0) 21 808 9111
E-mail: info@sun.ac.za
Website: www.sun.ac.za

International Students
Stellenbosch University International
Tel: +27 (0) 21 808 2565
Fax: +27 (0) 21 808 3799
Website: www.sun.ac.za/international

Postgraduate Students
Tel: +27 (0) 21 808 9436
E-mail: postgraduate@sun.ac.za
Website: www.sun.ac.za/pgstudies

African Doctoral Academy
www.sun.ac.za

University of Stellenbosch Business School (USB)
www.usb.ac.za
University of Cape Town
Promoting excellence through transformation

Location and Campuses
UCB is located at the tip of Africa in the city whose name it bears, and is frequently rated 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 home to the Faculty of Health Sciences.
3. Hiddingh Campus is situated in the suburb of Gardens close to the Cape Town city centre. The Department of Drama and the Michaelis School of Fine Art can be found on this campus along with the Little Theatre Complex, Michaelis Galleries and the Centre for Curating the Archive.
4. The Breakwater Campus is situated at the popular V&A Waterfront. The Graduate School of Business can be found here.

UCT is located at the tip of Africa in the city whose name it bears, and is frequently rated as having one of the most beautiful campuses in the world.

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

• South Africa’s oldest university, UCT was established in 1829 and has maintained a proud tradition of academic excellence, which today sees it ranked among the world’s leading teaching and research institutes.

• UCT is a microcosm of the city in its title. It is home to a vibrant, cosmopolitan community of over 26,000 students and 5,000 staff members from over 100 countries from the rest of Africa and abroad.

• The university claims five Nobel Laureates among its alumni: Max Theiler (medicine, 1951); Ralph Bunche (peace, 1950); Allan McLeod Cormack (medicine, 1979); Sir Aaron Klug (chemistry, 1982); and Emeritus Professor JM Coetzee (literature, 2003).

• In 2016, UCT was ranked the best university in Africa and sits in the top 200 universities in the world (112th – US News 2017 Best Global Universities; 148th – Times Higher Education 2016-17; 191st – Quaquarelli Symonds 2016-17).

• UCT is ranked 3rd in the world in ornithology and 4th in the world in area studies according to the 2017 Centre for World University Rankings, and 10th in the world in development studies according to the 2016-17 Quaquarelli Symonds World University Rankings by Subject.

• Shanghai Ranking’s Global Ranking of Academic Subjects: 8th in the world Mining and Mineral Engineering.

UCT has almost a fifth of the national chairs awarded under the South African Research Chairs Initiative (SARChI).

Faculties

UCT has six faculties comprised of:

• Commerce – including the Graduate School of Business
• Engineering & the Built Environment
• Health Sciences
• Humanities
• Law
• Science

The faculties’ work is supported by the Centre for Higher Education Development (CHED), which incorporates UCT’s Academic Development Programme.

Research

• UCT is home to one-third of South Africa’s A-rated researchers – academics who are ranked as world leaders in their fields by the National Research Foundation (NRF) of South Africa. In total, UCT has 542 NRF-rated researchers.

• In 2016, UCT became the first African university to join the International Alliance of Research Universities (IARU), a network of 11 research-intensive universities across the globe that include the universities of Yale, Oxford and Cambridge and Peking. UCT is also a founding member of the African Research Universities Alliance (ARUA), which forms a hub that supports indigenous research excellence, enabling the continent to take control of its future and assert itself as a global force.

• UCT has almost a fifth of the national chairs awarded under the South African Research Chairs Initiative (SARChI), established by the Department of Science and Technology (DST) and managed by the NRF to produce high quality
research and innovation output, and through this, increase the quality of the training of postgraduate students.

- 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. The first three are already well established: the African Climate and Development initiative (ACDI), Institute of Infectious Disease and Molecular Medicine (IDM), and Poverty and Inequality Initiative (Pii). A further five were established more recently and are thriving: Future Water, Institute for Communities and Wildlife in Africa, Institute for Democracy, Citizenship and Public Policy in Africa, Institute for Safety Governance and Criminology, and the Neurosciences Institute.

- UCT is home to two national Centres of Excellence: DST/NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation; and DST/NRF Centre of Excellence in Catalysis, c*change.

- UCT has 81 accredited research groupings that undergo rigorous peer review every five years.

- Six national research units funded by the South African Medical Research Council based at UCT.

- UCT welcomes nearly 5 500 international students (of these, 4 333 are full-degree students; most of the remainder are semester study abroad) every year from over 100 countries.

- During 2016, UCT’s external research income amounted to R1.5 billion. Funding to postgraduate students totalled R250 million and R76.6 million went to postdoctoral researchers.

- In 2016 UCT received more funding in direct grants from the US National Institutes of Health (NIH) than any other higher education institution outside the US.

**International student body**

- UCT welcomes nearly 6 334 international students (of these, 4 333 are full-degree students; most of the remainder are semester study abroad) every year from over 100 countries.

- Thirty-seven of these countries are from the rest of the African continent, with almost 2 500 students from South African Development (SADC) countries.

- One of UCT’s key strategic goals is to place emphasis on “Internationalisation with an African niche” and it is the goal of the International Academic Programmes Office (IAPO) to empower internationalisation at UCT.

**IAPO’s key services include:**

- establishing and maintaining partnerships with leading universities worldwide
- organising exchange and scholarship programmes for students to study abroad
- running orientation programs for new international students
- helping students with finding short- and long-term accommodation
- helping students with study permit applications and renewals.

**Entrance requirements and applications**

**Undergraduate**

- The undergraduate prospectus is a guide for school-leavers and others who are interested in studying for a first qualification at UCT. Details of all undergraduate programmes are provided in the undergraduate prospectus, which is available on our website at uct.ac.za.
Applications for admission and student accommodation are processed between April and the closing date of 30 September.

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

In order to be admitted to UCT, one needs to:

- have met the statutory minimum requirements for admission to your programme
- be proficient in English
- have met the minimum requirements in your school performance
- have met the minimum subject requirements for admission.

Postgraduate

- The criteria for admission to postgraduate diplomas and honours, master’s and doctoral degrees vary from one programme to another.
- Prospective applicants are advised to consult the faculty concerned directly in order to determine the requirements for admission.

Semester Study Abroad

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

Important dates

The closing dates for submitting online applications for SSA study 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: applyonline.uct.ac.za

Choosing your course

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

One of UCT’s key strategic goals is to place emphasis on “Internationalisation with an African niche” and it is the goal of the International Academic Programmes Office (IAPO) to empower internationalisation at UCT.
Facilities

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

Sport and Recreation
• UCT provides diverse and unique opportunities for students to participate in sports or physical recreation.
• The university boasts over 37 sports clubs with a total membership of over 8,800 students and staff.
• The more traditional team sports are well catered for, but students also have the opportunity of pursuing exciting individual sports such as archery, hiking and mountaineering, and wakeboarding.

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

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

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

UCT Libraries
• UCT Libraries offer state-of-the-art technology, vast collections of reading and research material, and the specialised services of friendly, efficient and helpful staff.
• The libraries’ collections include over 1.2 million print volumes and more than 87,000 electronic journals.

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.
Embracing our new name!

Nelson Mandela Metropolitan University has officially become Nelson Mandela University. The name change is an exciting proposition particularly in respect of the opportunities associated with being named after one of the world’s greatest statesmen, Nelson Rolihlahla Mandela.

The new name offers NMMU an opportunity to enhance the repositioning, rebranding and rethinking of the kind of university we can, and should, become in line with Nelson Mandela’s own legacy.

Nelson Mandela University is the largest university in the Southern Cape with our main campus in the heart of a nature reserve in the city of Port Elizabeth and right next to the Indian Ocean. This position allows the Nelson Mandela University to offer a host of programmes that support a comprehensive range of careers or study fields including maritime and marine sciences as well as oceanography.

For more information about our programmes ranging from diplomas through to doctoral degrees, visit:

international.mandela.ac.za/Degree-Seeking
+27 (0) 41 504 2161 / international@nmmu.ac.za
Nelson Mandela University
Change the World

Study Abroad in South Africa for a unique cultural experience!
Nelson Mandela University presents a very unique experience to students looking to study abroad for a semester (6 months) or a year whilst allowing them to experience the countries amazing wildlife, history and culture.

There are currently over 2 000 international students from 86 countries at Nelson Mandela University.

Upon arrival to Port Elizabeth students are orientated through an incredible weekend trip to Tsitsikamma Falls Adventures offering spectacular activities such as ziplining, wall climbing, adventure walks, African drumming and volleyball. The weekend orientation takes place at the beginning of each semester and is attended by new study abroad and exchange students. This is the perfect opportunity for students to familiarize themselves with other students as well as Nelson Mandela University Office for International Education staff members.

Nelson Mandela University offers a multitude of semester courses linked to academic programmes through Nelson Mandela University’s faculties and departments. Students can select modules from all faculties as well as language modules such as Afrikaans or Xhosa, which further enhances their cultural experience in South Africa. Module selection is based on an open menu approach and can be customized to suit to the student’s course back home.

Making a difference through Community Service Learning
It is always fulfilling to give back to the community and the Office for International Education at Nelson Mandela University has created a platform where international students can do this.

At Nelson Mandela University we offer study abroad students the opportunity to make a difference in communities where assistance is much needed. Students can volunteer through our service learning initiatives by assisting at one of our approved community service learning projects.

www.nmmustudyabroad.com

Our Short Programmes offer an international experience in South Africa!
Nelson Mandela University gives international students the opportunity to learn about South Africa, its history and culture, and experience its wildlife through a set of short programmes offered during the months of June and July. This mid-year experience is usually four to five weeks. Students who enroll can receive 12 Nelson Mandela University/ 3 USA/ 6 ECTS credits per module.

Our short programmes are comprehensive, offering an introduction to South Africa’s extraordinary diversity and exploring our country’s history forged by the multiple cultural and language groups. Students have the choice to choose from one of three single programmes or a pairing up of two combo programmes.

The single programmes are:
• Environmental Studies
• Community Holiday Club
• Business in Africa
The combo programmes are:
- Conflict Transformation and Management
- Human Rights
- Community Service Learning
- South African History, Culture and Language

Customised programmes are also an option for groups of students in the form of Faculty-led programmes. Customized programmes are developed according to the requirements and objectives of the students and Faculty participating. These programmes can run throughout the year to suit the institution’s academic timeline and all outcomes can be assessed by the Faculty from the home university.

www.summerschoolsouthafrica.com

Study English in South Africa!
Nelson Mandela University offers an English as a Foreign Language programme in a fantastic study environment allowing students to learn English whilst experiencing the diversity of Port Elizabeth.

Nelson Mandela University offers two semester-long English as a Foreign Language programmes. The first programme is aimed at students who are at the elementary level and need to improve their English in the four skill areas: listening, reading, writing and speaking.

The second programme is for students whose English is at pre-intermediate level. The course is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of Nelson Mandela University. The semester-based intensive English skills programme is geared towards improving proficiency levels and academic English knowledge. This will allow students to cope with English as a medium of instruction once they begin their studies at Nelson Mandela University.

Those students who wish to study further at Nelson Mandela University, but have a limited knowledge of English, can do the elementary programme first and then move into the pre-intermediate level programme (this will total two semesters of English). Both programmes are presented bi-annually, from February to June and July to November, consisting of formal contact sessions, reading and writing assignments and computer-based interactive and reinforcement exercises. Field trips and regular cultural excursions make up the rest of the programme.

www.learnenglishsa.co.za

Office for International Education
There are currently over 2000 international students from 86 countries at Nelson Mandela University. With the dedication of 23 staff members, the Office for International Education (OIE) provides comprehensive support, ensuring that visitors and students can feel confident that they will be welcomed and looked after during their time in South Africa.

The OIE is known for being one of the most comprehensive Internationalisation of Higher Education offices in South Africa and has been in existence for more than 20 years.

Internationalisation at Home
Around the world - in both the developed and developing countries – the majority of university students do not get a chance to travel and study abroad during their time at university. In South Africa, due to the lack of funding, the majority of students do not get a chance to study abroad and gain international experience. Over the last decade, “internationalisation at home” (I@H) has emerged as an important aspect of internationalisation of higher education. I@H aims to assist students who do not travel abroad during their studies to still gain knowledge about global issues and challenges, develop global competence and be ready for an active life and work in an ever-changing interconnected world.

As part of the internationalisation at home efforts, Nelson Mandela University focuses on bringing in a strong internationalisation aspect to teaching, learning, research and engagement. At Nelson Mandela University, we work closely with Faculties and Departments on a comprehensive internationalisation of the curriculum so that all our students can learn about the most important issues facing Africa and the world in their specific areas of study. To be able to do this, the ‘buy-in’ from the academic staff is key. I@H has to be an academic project at the university and not remain a task/process of the international office.

International and study abroad students also play a role in the internationalisation at home. Their presence in classes can provide an imperative for academics to integrate the international perspectives into their courses and also utilise the students as sources of international perspectives. Apart from this, connecting international and local students and providing them with platforms for interaction inside and outside the classrooms is one of the key pillars in internationalisation at home efforts.

www.international.nmmu.ac.za

Nelson Mandela University’s Unit for Higher Education Internationalisation in the Developing World
In 2014, Nelson Mandela University’s Office for International Education (OIE) established a Unit for Higher Education Internationalisation in the Developing World. The aim of the Unit is to be a research and engagement arm of Nelson Mandela University’s OIE. The Unit will research current higher education (HE) internationalisation activities, practices and approaches around the world and specifically in the developing and emerging world. Given South Africa’s position and role in Africa and the BRICS, specific focus will be paid to the African continent and BRICS countries.

www.highered-research.com
What if teaching a child means thinking like a child?

**Childhood Education**

The key to reimagining the way we teach children is by looking at the psyche of children themselves. That’s why UJ Faculty of Education students are taught to find out how children think, operate, use language, and how they respond to mathematical and scientific concepts.

For more information, visit www.uj.ac.za/bethesolution
University of Fort Hare
Together in Excellence

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.

We are committed to being a research-led learning-focused university – where holistic and flexible learning and research takes place inside and outside the classroom.

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
• Ethics

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

Walk into our cosmopolitan university and you immediately experience the long-standing tradition of non-racism, characterized by intellectually enriching and critical debate, an evident aspiration towards educational excellence and a vibrant social life.

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

Bhisho Campus
The Bhisho campus, which is just outside King William’s Town and sited close to the seat of present-day provincial government, has developed a reputation in public-service-related courses.

The 3 campuses provide the perfect environment for urban-rural cultural integration and production of knowledge, which addresses the regional, national, African and international challenges of the 21st century.
### Academic Offering and Programmes

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

### Faculty of Health Sciences

The newly established Faculty of Health Sciences has five departments; Human Movement Sciences, Natural Sciences, Nursing Science, Public Health and Rehabilitative Sciences.

#### Human Movement Sciences

<table>
<thead>
<tr>
<th>Qualifications Offered</th>
<th>Programmes to be offered in future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Health in Human Movement Science</td>
<td>BSc in Biokinetics, Sports &amp; Agronomy</td>
</tr>
<tr>
<td>Bachelor of Health Sciences Honours in Human Movement Science</td>
<td>PhD in Human Movement</td>
</tr>
<tr>
<td>The Degree Master of Health Sciences in Human Movement Science</td>
<td></td>
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</tbody>
</table>

#### Natural Sciences

<table>
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<tr>
<th>Modules Offered</th>
<th>Programmes to be offered in future</th>
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</thead>
<tbody>
<tr>
<td>Biophysical Science</td>
<td>BSc in Health Sciences</td>
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<tr>
<td>Anatomy</td>
<td></td>
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<tr>
<td>Physiology</td>
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<tr>
<td>Pharmacology</td>
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<tr>
<td>Medical Microbiology</td>
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#### Nursing Sciences

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<tr>
<th>Qualifications Offered</th>
<th>Programmes to be offered in future</th>
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<tbody>
<tr>
<td>BCur</td>
<td>Postgraduate diploma in Paediatric Nursing Science</td>
</tr>
<tr>
<td>Advanced Certificate in Clinical Management of HIV/AIDS</td>
<td>Postgraduate Diploma in Primary Health Care Nursing</td>
</tr>
<tr>
<td>Postgraduate Diploma in Clinical Management HIV/AIDS</td>
<td>Bachelor of Nursing</td>
</tr>
<tr>
<td>The Degree of Master in Nursing Science (Magister Curationis): M Cur (Coursework &amp; Mini-Dissertation)</td>
<td></td>
</tr>
<tr>
<td>The Degree of Master in Nursing Science (Magister Curationis): M Cur (Research)</td>
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<tr>
<td>Doctor of Philosophy in Nursing</td>
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#### Public Health

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<tr>
<th>Qualifications Offered</th>
<th>Programmes to be offered in future</th>
</tr>
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<tbody>
<tr>
<td>Advanced Diploma in District Health Management and Leadership</td>
<td>Advanced Diploma in Public Health</td>
</tr>
<tr>
<td>Masters in Public Health</td>
<td>Postgraduate Diploma in Public Health</td>
</tr>
<tr>
<td>Masters in Public Health: Albertina Sisulu Executive Fellowship Programme</td>
<td>Masters in Epidemiology &amp; Biostatistics</td>
</tr>
<tr>
<td></td>
<td>PhD in Health Sciences</td>
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</tbody>
</table>

#### Rehabilitative Sciences

<table>
<thead>
<tr>
<th>Qualifications Offered</th>
<th>Programmes to be offered in future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Speech-Language Therapy</td>
<td>Bachelor of Science in Audiology</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Physiotherapy</td>
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<tr>
<td></td>
<td>Bachelor of Science in Occupational Therapy</td>
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</tbody>
</table>

#### Other additional Faculties Include:
- Faculty of Law
- Faculty of Science and Agriculture
- Faculty of Social sciences and Humanities
- Faculty of Education
- Faculty of Management and commerce

### GOVAN MBeki RESEARCH AND DEVELOPMENT CENTRE (GMRDC)

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

The vision of the Postgraduate Office is to foster excellent postgraduate education through developing and empowering postgraduate and research environment and capacity building. The goal for the Research Office is to make the experience of being a postgraduate at UFH one which is intellectually stimulating and enjoyable; contribute to the intellectual culture, enhance the quality of postgraduate student research; produce graduates who are research literate and able to reflect ethically on the purpose, process and product of research.
Facilities
Social and cultural activities continue to generate enormous interest in our students. The various sporting codes, the choir and student political organisations continue to link the students with the community. The University continues to try and improve the quality of student life inside and outside the classroom. Student accommodation is aimed to improve with an additional 1250 beds to be provided in new residences. Refurbishment of old residences remains an ongoing priority.

All three Campuses have fully equipped computer labs, with internet connectivity and Wi-Fi accessible to all students. The National Heritage and Cultural Studies (NAHECS), which stores the archives of the African National Congress (ANC) and other liberation movements, is housed in the Alice Campus. NAHECS enjoys the access of all its students and staff. Other facilities include: a fully equipped gym, writing and editorial assistance, counselling unit and a post graduate development programme.

International Student Support Services
The Office of the International Affairs vision is to engage in a vibrant and viable internationalisation agenda that is internationally recognised, culturally enriching and promotes a diverse approach to academic excellence through international best practice.

The university has an international office which is dedicated to the welfare of international students. The office assists students by providing various support services, which includes facilitating their arrival, accommodation needs, study permit application, renewal of study permits, application of new medical insurance and renewals and liaison with embassies, facilitation of communication and information transfer, ensuring that grievance procedures for international students are adequate and culturally appropriate.

The international office aids both undergraduate and postgraduate students in the enrolment and registration procedures (pre-arrival and post-arrival) and develops a series of activities throughout the year which integrate international students into the university while encouraging interplay of ideas and cultures so that all students benefit from a multicultural campus.

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.

Student Life
International Affairs Office enhances the student-learning environment through programs and services that internationalize the campus experience. This is achieved through a wide range of events and programs to help international students adjust to cultural life on campus, from the orientation program to ongoing cultural celebrations to academic support for success.

Accommodation
The University has its own residences in all the 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.

Research at the University of Fort Hare
The University of Fort Hare is committed to the promotion of research as a core university activity and the building of research capacity. Its research strategy recognizes the need for research to address local, regional and national needs. It seeks ways to engage in a critical dialogue with partners to build research in areas which complement the University’s historical niche as an African university whilst ensuring internationally recognized excellence.

The University is supported by the National Research Foundation and participates in its IRDP, Thuthuka and Focus Area Programmes. It has approved Research Niche Area programmes in: Water Resource Management; Sustainable Agriculture and Land Use Strategies; Culture, Heritage and Social Transformation; and Rural Household Economics. In collaboration with THRIP, Telkom funds a Centre of Excellence in the Computer Science Department. Among the major supporters of research are the CSIR, ESKOM, the Medical Research Council, the Mellon Foundation, SANPAD, the Development Bank of South Africa and the Water Research Commission, as well as national and provincial government departments.

University of Fort Hare
International Affairs Office
Alice Campus
Private Bag X1314, South Africa
Tel: +27 (0) 40 602 2424
E-mail: Gonyango@afr.ac.za
Fax: +27 (0) 86 628 3883

East London Campus
Private Bag X9083, East London, 5200, South Africa
Tel: +27 (0) 43 703 7348
Fax: +27 (0) 86 628 2221
DID YOU KNOW THAT WITS:

- is the largest producer of medical specialists and sub/super-specialists in southern Africa?
- Times Higher Education ranked Wits University eighth among top 300 institutions in BRICS and Emerging Economies Ranking 2017?
- is 24th worldwide in producing global CEOs?
- is placing its graduates at the forefront of the new digital economy (the Fourth Industrial Revolution) through exposure to the Tshimologong Digital Innovation Zone, big data, digital business and many other inter-related initiatives?
- acts as a change agent to make the world a better place e.g. numerous academics were recipients of The Order of the Baobab?

TIMES HIGHER EDUCATION’S RANKING
Wits was placed in the TOP2 Universities in Africa (2016)

10 CENTRES OF EXCELLENCE
a testimony to the depth and quality of our research

85% of WITS’ RESEARCH
PUBLISHED in LEADING INTERNATIONAL JOURNALS

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

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

www.wits.ac.za
University of the Witwatersrand, Johannesburg (Wits)
Wits has a reputation built on RESEARCH AND ACADEMIC EXCELLENCE

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

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

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

History and Location
The history of the University is inextricably linked with mining, academic excellence, quality research and political, social and civic activism - associations built on strong foundations, which still hold today. The origins of Wits lie in the South African School of Mines, which was established in Kimberley in 1896 and transferred to Johannesburg. Full university status was granted in 1922, incorporating the College as the University of the Witwatersrand.

Today, Wits is an urban university located in the ‘City of Gold’, Johannesburg. Its vast campuses are spread over 440 hectares in Braamfontein and Parktown. Wits has 18 residences, which accommodate about one fifth of the student population. A new world-class residence, which caters largely for postgraduate and post-doctoral students, the Wits Junction, was opened in 2012.
UNIVERSITY PROFILES

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

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

Health Sciences
www.wits.ac.za/health

Humanities
www.wits.ac.za/humanities

Science
www.wits.ac.za/science

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

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; provide information and guidance on obtaining a Matriculation Exemption and facilitates airport transfers, and city/cultural orientation and excursions.

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

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

A key goal of internationalisation at Wits is enhancing our contribution to the range, depth and quality of high-level human intellectual capital and knowledge for the benefit of the broad community that it serves. This relates particularly to processes of equipping the next generation of leaders, highly skilled citizens, and top-level critical scholars that are expected to operate effectively in a 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. International Students Office also facilitates other programmes creating opportunities for students to study/conduct research at partner universities abroad.
http://www.wits.ac.za/internationalstudents/study-abroad-students/

For more information visit:
www.wits.ac.za/internationalstudents/
Central University of Technology
The foremost higher education institution of technology in the heartland of South Africa

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

The University’s vision is that by 2020, 10 percent of its student body will be international students from Africa and beyond.

CUT offers study and research opportunities in a number of Science, Technology, Engineering and Mathematics (STEM) areas in which 45% of CUT’s students enroll. CUT offers certificates and diplomas at the undergraduate level as well as BTech degrees at honours level, M Tech and D Tech degrees to develop and manage research at the postgraduate level. The student body consists of about 17 543 students across two campuses - Welkom and Bloemfontein and the qualifications on offer fit into four faculties: Faculty of Engineering and Information Technology, Faculty of Health and Environmental Sciences, Faculty of Management Sciences and Faculty of Humanities.

Research and Innovation:
CUT has a number of special research areas and centres of excellence. The Centre for Rapid Prototyping and Manufacturing (CRPM) and the Product Development Technology Station (PDTS) provide support research and innovation within academia and industry. Today these centres are widely recognised as the commercial and research wings of the university. They also serve as an integrated product research and development niche area for CUT.

Internationalisation:
CUT provides many opportunities for students from various countries to study at CUT. Part of CUT’s internationalisation agenda is to expose both the university and international students to the globalised world and incorporate intercultural perspectives in our curriculum. Our partnerships with various universities have offered CUT many opportunities in areas of collaborative research, academic exchange programmes for CUT and international students.
The university is already making great strides in relation to some of its commitments with regard to these partnerships. These include internationalization of CUT’s curriculum and its footprint globally, as well as discussion on joint degrees programmes between CUT and these institutions which is gaining momentum.

International students
The University’s vision is that by 2020, 10 percent of its student body will be international students from Africa and beyond. CUT has strategically positioned the International Office to enhance scholarships, research services and operations in the international arena.

CUT applications for 2018 are now open and close on 31 August 2017. For more information contact

Central University of Technology, Free State
Private Bag X20539
Bloemfontein, 9300
Republic of South Africa

Bloemfontein Campus: +27 (0) 51 507 3410
Welkom Campus: +27 (0) 57 910 3500

or

Mrs Matina Moss at mmoss@cut.ac.za

Website: www.cut.ac.za

CUT Facebook: https://www.facebook.com/CUTFreeState/

CUT Twitter: @cutfsonline

http://www.cut.ac.za/social-networks/
GET A JOB.
GET A LIFE.
Durban University of Technology
A Tradition of Excellence

Durban University of Technology, popularly known as DUT, has been producing outstanding graduates for over a century.

The university has seven campuses divided between the beautiful and vibrant cities of Durban and Pietermaritzburg in KwaZulu-Natal, one of South Africa’s most culturally diverse provinces.

DUT offers an exciting choice of doctoral programmes in a range of disciplines.

International Education in a Local Context
DUT is immersed in its contexts: local, national, and international. The University has strong ties with local industry and the surrounding communities. At the same time, DUT has a strong focus on internationalisation, which goes far beyond exchange programmes and academic mobility. Internationalisation is found in every aspect of the learning process, from the design of the curriculum to the welcoming of international staff and students into the DUT community. DUT offers local learning with global impact.

Transformation through Engagement
The DUT learning experience is founded on the twinned principles of student-centredness and engagement. Student-centredness means that every aspect of the education process is designed with the student in mind. At the same time, DUT is engaged with industry, with national and international partners, and of course with its staff and student bodies.

These principles have created a thriving and diverse community, dedicated to the generation and dissemination of vital, applicable, useful knowledge.

Exciting Courses on Offer
DUT offers courses from the diploma level right through to postgraduate degrees, including an exciting choice of doctoral programmes in a range of disciplines. The University has courses in a number of niche areas – such as Maritime Studies and Chiropractic, to name just two – that are not offered at the majority of other South African institutions.

We have six faculties: Accounting and Informatics, Applied Sciences, Arts and Design, Engineering and the Built Environment, Health Sciences, and Management Sciences. The faculties house over 1 300 academic and support staff, all working together to provide our students with the tools, knowledge, skills, and facilities to be successful in both their chosen fields and in their personal lives.

DUT is proud to welcome students from all countries and walks of life, all working together to building a better future for all.
Rhodes University
Advancing Internationalisation at Rhodes University

Rhodes University is a 113-year old institution with a well-established reputation for academic excellence, located in the creative city of Grahamstown, Eastern Cape, host of the annual National Arts Festival and SciFest. A small university, Rhodes has six Faculties, 42 Academic Departments, 40 research institutes and related entities, and five affiliated institutions. Sustainability is now our key organising principle.

Rhodes University is a 113-year old institution with a well-established reputation for academic excellence.

Originally, a residential University, it consists of 300 buildings. Flexibility in the design and combination of courses offered makes studying for a degree at Rhodes a unique experience. With high quality library facilities and a postgraduate commons, every opportunity is offered to excel as a student. While the language of instruction is English, over 65 languages are spoken and celebrated on campus.

In the six graduation ceremonies of 2017, a total of 2464 students received their degrees and diplomas. Of these, 1 328 (54%) were undergraduate Bachelor’s degrees and 1136 (46%) were postgraduate degrees and diplomas. Of the 1136 postgraduate students, 295 received their Master’s degrees and 88 received their PhD degrees. Of the 2464 graduates, 59% are women; and 21% are international students. People from over 88 countries of origin form part of the Rhodes Community. Postdoctoral researchers are the most international cohort on campus.

Located in the Science Faculty, the DST/Mintek Nanotechnology Innovation Centre, is amongst the best equipped on the continent, widely used by other South African Universities, and directed by Professor Tebello Nyokong, whose research group produced 72 research papers in 2016. The Education Faculty hosts the UNEP Centre of excellence in the Environmental Learning Resource Centre and, at the government’s invitation, offers a Postgraduate Masters in Namibia. The Law Faculty, while one of the smallest in the country, has produced in excess of 35 permanent judges of the High courts of South Africa, including of 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 Commerce Faculty has recently received AMBA accreditation for the MBA programme. It has a very successful Erasmus plus funded faculty exchange with the University of Limerick. The Pharmacy Faculty is in the process of establishing a new Neurosciences Research Group. The Humanities Faculty hosts the growing School of Languages, a Confucius Institute and a prominent School of Journalism.

Curriculum is reviewed and renewed on an ongoing basis complying with Professional requirements, particularly in Pharmacy, Law and Commerce. A full-scale institutional curriculum review is undertaken periodically, and one is underway in 2017, in addition to wide scale consultations leading up to a Transformation Summit, held at the end of July 2017. The 2016 Internationalisation Award, which recognizes how Academics consciously incorporate internationalisation to enhance their Research, Teaching and Learning and Community Engagement was awarded to Professor Lorenzo Dalvit from the Education Faculty.

While Rhodes University has always provided financial assistance to academically able but financially deprived students, 2017 saw the launch of its biggest ever fund-raising drive, the Isivivane Endowment Fund. This was in the wake of the Fees Must Fall protests. As a highly fee dependent University, Rhodes has had to tighten its belt in 2017 to continue to provide the high standard of education that everyone has come to expect.
Internationalisation at Rhodes University is “the conscious, proactive and consistent effort to create a learning environment inclusive of international, intercultural and global dimensions at every level of thinking and practice within the institution. We expect all our staff and students to be aware of the wider world and to make constructive contributions at the local, national, continental and global level in their chosen fields.” Internationalisation strengthens the three core pillars of the University which are Research, Teaching and Learning, and Community Engagement. In 2017, our research partnerships reach across every continent, including Antarctica.

Rhodes holds 14 competitively won SARChI Research Chairs as follows: Insects in Sustainable Agricultural Ecosystems – Professor SGA Compton; Marine Natural Products Research – Professor RA Dorrington; Molecular and Cellular Biology of the Eukaryotic Stress Response - Dr A Edkins; Foundation Phase Numeracy – Professor MH Graven; Intellectualisation of African Languages, Multilingualism and Education – Professor RH Kaschula; Biotechnology Innovation and Engagement - Professor J Limson; Global Change Social Learning Systems Development: Transformative Learning and Green Skills Learning - Professor H Lotz-Sisitka; Critical Studies in Sexualities and Reproduction – Professor CI MacLeod; Marine Ecosystems and Resources – Distinguished Professor CD McQuaid; Medicinal Chemistry and Nanotechnology – Distinguished Professor T Nyokong; Interdisciplinary Science in Land and Natural Resource Use for Sustainable Livelihoods – Professor CM Shackleton; Geopolitics and the Arts of Africa - Professor R Simbao; Radio Astronomy Techniques and Technologies (Square Kilometer Array) – Professor OM Smirnov and Mathematics Education – Professor M Schafer.

International mobility is a regular feature of the academic life of Rhodes University. All staff are eligible for support to attend international conferences annually. Regular collaborators are frequently formally recognised as research associates, enabling them to compete for internal research and travel funds. Visiting scholar funding, to attract international and high profile local scholars to the campus for collaboration and mentoring purposes includes: A Distinguished Visiting Professor’s fund, awarded on a competitive basis; an ad-hoc visiting scholars’ fund; a targeted Senior Scholars’ programme to support visiting international scholars, who will act as mentors to emerging researchers; and several targeted international scholar support grants. The Nelson Mandela Visiting Professorship in Political or International Studies has thus far been awarded to scholars of global repute from India, the USA and Brazil. The European Union funded Erasmus Plus programme has also benefitted Faculty exchanges. The International Office hosts numerous delegations interested in establishing academic collaboration, from Universities in Europe, North America, South America, Africa and Asia.

Rhodes University has 52 exchange/study abroad programmes, across five continents. International 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 is participating in The Common Good First, a consortium of six South African universities, together with partners from Denmark, England, Iceland, Norway, Spain and Scotland funded by the EU and Scotland’s Department of Social Enterprise, Social Innovation and Social Investment. Digital storytelling modules are to be piloted at Rhodes University and the University of South East Norway with a view to expanding the project to other parts of South Africa. The Common Good First initiative won a distinguished Ashoka U Cordes Innovation Award, in celebration of its community partnerships.

Drawing on the diversity of our University community, “Internationalisation at Home” receives considerable attention. We showcase Internationalisation at Rhodes and create spaces to model inter-cultural competency and academic and intellectual transformation with staff, students and Postdoctorals. Student exchange opportunities were on display throughout International week. The 2017 Annual International Week opened with our seventh annual International Parade. Raising continental awareness, in conjunction with the Thabo Mbeki Foundation, Rhodes University hosted the Western Sahara Ambassador, which exposed students to contemporary issues on the continent, pertaining to colonisation. A “Language Carousel” on Africa day encouraged the University community to teach and learn some basic greetings, in each other’s languages. An award was presented to the most accomplished polyglot on campus - Ms Seepra Rath. A delegation from the Department of Home Affairs, headed by Mr Phindiwe Mohele, led discussions and updated on the immigration regulations and services. Mr Chief Mabizela, Chief Director of higher education policy for the Department of Higher Education and Training (DHET) engaged with senior academics on the draft Policy Framework for Internationalisation of Higher Education in South Africa. The Africa Ball ended the week with a vibrant Multi-cultural space for staff and students.

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<th>Rhodes University</th>
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<tr>
<td>The Student Bureau, Registrars Division</td>
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<tr>
<td>P.O. Box 94, Grahamstown 6140</td>
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<tr>
<td>Tel: +27 (0) 46 603 8111</td>
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<td>Fax: +27 (0) 46 603 7350</td>
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<tr>
<td>E-mail: <a href="mailto:registrars@ru.ac.za">registrars@ru.ac.za</a></td>
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Rhodes University has 52 exchange/study abroad programmes, across five continents.
University of KwaZulu-Natal
Inspiring greatness

One of the largest residential universities in South Africa, the University of KwaZulu-Natal (UKZN) consolidates the resources, infrastructure and intellectual capital of two major regional universities following the merger of the Universities of Natal and Durban-Westville. The University is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation and academic freedom. UKZN has over 40 000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level on five campuses, and the expertise of South Africa’s leading academics and internationally acclaimed scientists.

UKZN has over 40 000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level on five campuses.

Why Choose UKZN?

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

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

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

A choice of campuses

**Edgewood**

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

**Howard College**

The Howard College campus offers a full range of degree options in the fields of Engineering, Law, Humanities, Development and Social Sciences, and Nursing. The campus is situated in the vibrant coastal city of Durban, renowned for its beaches and coastal resorts.
Medical School
A buzzing centre of academic excellence only ten minutes away from Durban’s city centre, since its inception in 1950 the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life for all South Africans.

Pietermaritzburg
This campus offers a wide range of innovative academic programmes which have been successful in responding to local and provincial needs in Science and Agriculture, Humanities, Development and Social Sciences, Education, and Law and Management Studies. Unique to the Pietermaritzburg campus are the disciplines of Agriculture, Theology and Visual Art.

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

Colleges and Schools:
College of Agriculture, Engineering and Science
• School of Engineering
• School of Agriculture, Earth and Environmental Sciences
• School of Chemistry and Physics
• School of Life Sciences
• School of Mathematics, Statistics and Computer Science

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

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

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

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

Facilities and services available on campus:
• Accommodation
• Library and computing services and labs
• Student Counselling
• Health Clinics
• Sporting facilities

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

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

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

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

Established in 2013 as one of the first public universities to be established in South Africa since 1994, the University of Mpumalanga (UMP) stands as a symbol of the ambitions of the new South African society.

An African University leading in Creating Opportunities through Innovation.

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

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

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

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

The University of Mpumalanga is the only university in the Mpumalanga Province.
The only university in the Mpumalanga Province, UMP has two campuses, the Mbombela Campus as the main campus, the Siyabuswa Campus, and two sites of delivery in Marapyane and the Mpumalanga Regional Training Trust (MRTT). The province lies in the northeast of South Africa, bordered by Mozambique and Swaziland to the east and Gauteng to the west. UMP aspires to be an academic destination of choice for qualifying school leavers from across the province, South Africa and the continent.
Programmes and Qualifications
The current academic structure at UMP provides for at least three Faculties. These include the following:
- Faculty of Commerce and Management
- Faculty of Agriculture and Natural Sciences
- Faculty of Education

UMP is a comprehensive higher education institution offering a broad range of qualifications:
- Diploma in Agriculture in Plant Production
- Diploma in Conservation
- Diploma in Hospitality Management
- Diploma Information Communication Technology in Application Development
- Advanced Diploma in Agriculture in Agricultural Extension
- Bachelor of Agriculture in Agricultural Extension and Rural Resource Management
- Bachelor of Development Studies
- Bachelor of Education
- Bachelor of Science in Agriculture

In 2018, the offering will be extended to include the following programmes and qualifications, these are subject to accreditation:
- Advanced Diploma in Hospitality Management
- Bachelor of Commerce

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

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

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

Graduate Attributes
Our graduates will be (or have):
- **Resourceful, Responsive and Responsible**: capable of self-directed, life-long learning; authentic research-led enquiry; who are motivated, conscientious and self-sufficient individuals capable of substantial independent work, who set aspirational goals for continuing personal, professional, and career development.
- **Sound Discipline Knowledge**: who understand and respect the values, theoretical principles, ethical aspects, methods and limitations of their discipline, and who possess discipline-relevant professional or vocational or academic knowledge, skills and competencies.
- **Innovative and Entrepreneurial**: who are intellectually curious, independent, creative and critical thinkers who are able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems for sustainable development.
- **Confident and Effective Communicators**: who are able to engage meaningfully with a range of diverse audiences.
- **Ethically and Socially Aware Change Agents**: who are socially aware and ethically inclined, to bring about change.
- **Adaptable**: having an understanding of their discipline within dynamically changing, inter and multi-disciplinary contexts; respond flexibly and adapt their skills and knowledge to excel in new situations.

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

Applications
To study at UMP please visit [www.ump.ac.za](http://www.ump.ac.za). The application form is accessible on the following link: [www.ump.ac.za/appform.html](http://www.ump.ac.za/appform.html)
University of Pretoria
Internationally recognised for its quality, relevance and impact

Make Today Matter
The University of Pretoria (UP) is one of the leading universities in Africa. UP is a value-based research-intensive university that equips its students to succeed in a rapidly changing world by providing students with inquiry-led training and learning opportunities.

The institution has a rich, colourful history and a bright future - a unique mix of academic tradition and progressive vision. The vision is to be Africa’s leading research intensive university, recognised internationally for its quality, relevance and impact. Relying on over a century of experience and well-established facilities, UP develops human capital and generates the knowledge and skills required to meet the many challenges of the world at large, within the context of a developing nation.

The University of Pretoria (UP) is one of Africa’s leading higher education institutions.

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

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

Academic offerings and programmes
The University has nine faculties, including the Faculty of Veterinary Science on the Onderstepoort Campus, the only one of its kind in South Africa that is responsible for ground-breaking research and clinical work. The University also has a business school, the Gordon Institute of Business Science (GIBS).

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

The Gordon Institute of Business Science (GIBS) was rated the best business school in Africa and one of the best globally by the prestigious UK Financial Times Executive Education rankings in 2015, making it the 11 consecutive year of being ranked among the top business schools worldwide.

Campuses and Faculties
The University of Pretoria has six campuses in Pretoria, and the Gordon Institute of Business Science in Illovo, Johannesburg.
UP has nine faculties which are the faculties of:
• Natural and Agricultural Sciences
• Engineering, Built Environment, and Information Technology
• Humanities
• Veterinary Sciences
• Health Sciences
• Economic Management Sciences
• Education
• Law
• Theology

Research excellence
The University of Pretoria has over the years consistently achieved research outcomes that place it among the top performing research institutions in South Africa.

One measure of research productivity is the annual research output of universities. The University maintained its position among the top research-intensive universities with respect to its total combined research outputs.

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

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

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

Institutional Research Themes
• Animal and Zoonotic diseases
• Capital Cities Project
• Energy
• Food, Nutrition and Well-being
• Genomics

Academic calendar
Full-time study academic year runs from February till end of November.

The year has 2 semesters with a winter recess during June/July.

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

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

Minimum entry requirements exist for all programmes, and these are also found on this website.

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

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

International Students Support
For international students there is a specific International Students Division (ISD) who will assist you with your immigration compliance, health insurance requirements, special orientation, bank accounts, etc

They also provide information on Semester Study Abroad programmes, and offer a comprehensive service to Postdoctoral Fellows.

The university has various support services for all students on campus, including student health, counselling, and academic development and also have various student leadership organisations.

University of Pretoria
International Students Division

Location:
Ground floor, Graduate Building, Hatfield Campus, Pretoria.
Tel: +27 (0) 12 420 3111
Email: isd@up.ac.za
Web: http://www.up.ac.za/international-cooperation-division
University of South Africa
Proudly African

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

In 2016, Unisa awarded a total of 47,777 degrees, diplomas and certificates.

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

Throughout its history of more than 140 years, Unisa has always aspired to unlock access to higher education for as many people as possible. Committed to providing inclusive education and keeping abreast of an ever-evolving higher education landscape, Unisa’s journey has been one of continuous growth and transformation.

27 February 2017 marked a very special day in the history of Unisa when former President Thabo Mvuyelwa Mbeki was inaugurated as Unisa’s new Chancellor. Prof. Mandla Makhanya, Principal and Vice Chancellor, performed the investiture. In their respective capacities, both the university and Dr Mbeki have been driving the advancement of the continent and its peoples, and the inauguration was therefore not only an official ceremony, but also symbolised a convergence of ideas and ideals.

Innovative in teaching and learning
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. The university has eight 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, including the Graduate School of Business Leadership (SBL)
- College of Education
- College of Human Sciences
- College of Law
- College of Sciences, 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 2016, Unisa awarded a total of 47,777 degrees, diplomas and certificates. This number included 243 doctorates and 1,011 master’s degrees. Producing more than 20 percent of South Africa’s graduates, Unisa is making a significant contribution towards bolstering the labour market.

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

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

Location and Campuses:
The UFS boasts three campuses in the Free State – one of the nine provinces of South Africa. The footprint stretches much further, with 48 satellite campuses bringing education to all corners of South Africa. The university has been established in Bloemfontein, and was expanded with the addition of the Qwaqwa Campus (in the Eastern Free State) in 2003, and the South Campus – also in Bloemfontein – in 2004.

The University of the Free State (UFS) is home to 2 057 international students emanating from across the globe.

The South Campus provides alternative access to higher education for promising students who have not obtained the required marks in their final school examinations. Our vibrant Qwaqwa Campus serves a rapidly-growing number of rural students from the immediate area and surrounding provinces.

Brief history:
The University of the Free State (UFS) is one of the oldest institutions of higher education in South Africa. It opened its doors in 1904 on the Bloemfontein Campus with a mere six students in the Humanities. Since then, our institution has grown to more than 34 127 students, spread across seven faculties over three campuses.

Unique culture:
Inspirational excellence. Transforming lives. These objectives are the driving forces at the heart of the UFS. Through our Human and Academic Projects, we are a university internationally recognised for human reconciliation and compassion as well as for excellence in academic achievement.

Programmes/Faculties:

- Business School
- Economic and Management Sciences
- Education
- Health Sciences
- Law
- Natural and Agricultural Sciences
- The Humanities
- Theology
- School of Open Learning
- Postgraduate School
Entrance requirements:
Undergraduate:
We have seven different faculties, each with their own specific admission requirements. And within the faculties, different programmes may also have additional and/or different admission requirements – especially the selection courses. Make sure that you are aware of the requirements for the programme that you want to study. You can download the undergraduate prospectus here https://www.ufs.ac.za/kovsielife/prospective-students

Postgraduate:
Our faculties have different qualifying criteria. Refer to the different study programmes and contact the research coordinator of the programme.


To apply:
To apply online, please go to https://apply.ufs.ac.za

Accommodation:
The UFS aims to house 33.3% of the university’s student population on campus. In the past years, student housing was added to all three campuses. Accommodation also includes a hotel, Kovsie Inn, on the Bloemfontein Campus. The hotel is a first for the university.

International students:
The University of the Free State (UFS) is home to 2 057 international students emanating from across the globe, as well as the African continent and neighbouring countries such as Lesotho and Botswana. The Office for International Affairs (OIA) serves as the first port of call for all international students at the UFS; providing specialised assistance and support on all international facets of the university.

Some of the services we provide, but are not limited to:
• Advising and supporting on issues relating to the South African immigration regulation;
• Providing on-going practical and emotional support;
• Maintaining strong relations with representatives of foreign governments such as embassies, consulates, high commissions, research councils, and funding agencies;
• Hosting international visitors;
• Hosting of the annual UFS Study Abroad Fair;
• Facilitating study abroad opportunities;
• Mobilising resources for students wanting to study abroad;
• Facilitate student exchanges for short-term study abroad programmes for incoming and outgoing exchanges.

Staff and students who are interested in studying abroad are invited to visit the OIA offices for detailed information on the various opportunities that are available.

International Footprint
The objective of our international cooperation strategy is to foster high-quality and productive scholarship through partnerships, networks, and coalitions with leading international organisations, universities, and other groups and individuals.

Our diversity of international partners enables the university to increase its research revenue, to enrich its intercultural understandings, to extend its teaching and learning programmes, and to collaborate in scholarship across geographical and social boundaries.

The university recently expanded its worldwide institutional partnerships with institutions and scholars who share our values and vision of the future as a powerhouse for development through scholarship in Africa and beyond, to regions in Asia and other parts of Africa.
University of the Western Cape
An Engaged University

An Engaged University
The University of the Western Cape (UWC) was established in 1959 in terms of the extension of Higher Education Act of 1956 as a University College for “non-whites other than Bantu”. Rejecting these ideological foundations, UWC became an intellectual home of the left, adopting an open admissions policy that encouraged all applicants to enroll.

We are committed to being a research-led learning-focused university - where holistic and flexible learning and research takes place inside and outside the classroom.

Under the guidance of legendary figures like former Chancellor Archbishop Desmond Tutu and former Vice-Chancellor Professor Jakes Gerwel, and with the advent of democracy in 1994, the University has continued to be at the forefront of intellectual debate and transition, producing new generations of leaders at all levels.

Location
The University’s 106 hectare Main Campus lies like an oasis in the centre of the Cape Town Metropolitan area – just 27km from central Cape Town and the V&A Waterfront, and 7km from the airport. The on-campus Cape Flats Nature Reserve functions as a base for environmental education, research and public enjoyment. UWC has two other campuses: one for Dentistry at Tygerberg Hospital Complex and a state-of-the-art Oral Health Centre in the nearby area of Mitchell’s Plain.

Engaging with change
UWC positions itself as an engaged university - a nexus of research, teaching and learning that responds to the needs of a society in transition in critical and creative ways. We are committed to being:

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

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

Recent rankings place UWC 5th overall among South African universities and 7th among African Universities.
Academic Excellence

The University’s academic excellence is reflected in its courses and Faculties. It has the following Faculties:

- Natural Sciences
- Arts
- Law
- Community Health Sciences
- Dentistry
- Education
- Economic & Management Science

General Admissions Criteria:

The minimum admission requirement is a National Senior Certificate (NSC) with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the recognised 20-credit NSC subjects (known as the ‘designated subject list’).

For admission to degree and diploma programmes UWC uses a weighted system for calculating points. In order to be admitted to degree studies the candidate should have attained a minimum of 27 points, and admission to diploma studies requires a minimum of 23 points. Additional criteria must be met to qualify for admission to particular study programmes.

The Student Enrolment Management Unit can be contacted on 021 959 2405 for specific information relating to the UWC points system, admissions criteria for particular faculties and programmes.

UWC has achieved excellence in a number of research areas:

Fourteen Department of Science and Technology (DST) / National Research Foundation Research Chairs (NRF) have been awarded to UWC in fields ranging from Astrophysics to Microbial Genomics to Visual History (and more).

The University has the best publication record in top journals in the physical sciences - not just in South Africa, but for Africa as a whole.

UWC is a hub for the National Nanoscience Postgraduate Teaching and Training Platform, and hosts a Green Nanotechnology Centre dedicated to improving lives through the science of the extremely small.

UWC’s Science Learning Centre for Africa promotes a culture of maths and science by building dozens of state-of-the-art science laboratories at schools.

The University’s Energy Storage Innovation Lab boasts high-tech battery integration and production facilities, and has been involved in the development of a number of advanced storage systems.

The UWC CREATES programme is the only creative writing programme in South Africa operating across three languages - English, Afrikaans and isiXhosa - where learners work with their natural gifts and develop their own storytelling voices.

UWC is a leader in Constitutional and Human Rights Law, with a special interest in children’s rights.

The Centre for Entrepreneurship and Innovation consolidates and coordinates entrepreneurship and activities and education at UWC, helping students learn to turn their big ideas into business successes.

Some international partnerships:

- Africa: Namibia, Uganda, Mozambique, Tanzania, Kenya and Ethiopia
- Austria
- Belgium
- China
- Finland
- France
- Germany
- India
- Iceland
- Japan
- Lithuania
- Norway
- Romania
- Spain
- Sweden
- Switzerland
- The Netherlands
- USA

Graduating Citizens of the World

UWC takes pride in preparing people who can adapt to, engage with and think deeply about the opportunities and challenges of a rapidly-changing land - we’re graduating citizens of the world.

From humble origins, the University has grown to establish itself as one of the top tier of South African institutions, producing world-class research into everything from anthropology to zoology, and creative students and staff who’ve developed brilliant apps, built successful businesses or written bestselling novels, to name just a few.

At the same time, the University has stayed true to the institution’s commitment to access, creating opportunities for learners from disadvantaged backgrounds who struggle to gain access to higher education.

UWC graduates are people who have both sufficient depth in their discipline and extensive breadth in deploying the range of skills that 21st century society demands.

“The greatest use of life is to spend it on something that will outlast us,” UWC Vice-Chancellor Prof Tyrone Pretorius reminds us. “Society has entrusted us with a special university, and it is our duty to future generations to pass on the gift we have received – and to build on it as well.”
University of Venda
Creating Future Leaders

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 University of Venda (UNIVEN) is committed to delivering high quality academic programmes at both undergraduate and postgraduate levels.

Research
UNIVEN’s research output continues to grow exponentially. The per capita research output rose from 0.71 units per capita in 2014 to 0.94 units per capita in 2015. The University has twenty-five National Research Foundation rated researchers. UNIVEN is geographically well situated to conduct research in the fields of rural development, indigenous knowledge systems and indigenous law. It is located in an area where traditional governance structures dominate the daily lives of many people. Simultaneously, it is the closest institution of higher learning to three of the most significant archeological sites in southern Africa: Mapungubwe, Thulamela and Great Zimbabwe. Consequently, UNIVEN provides an ideal destination for international researchers who want to engage with the rural African context.

Community Engagement
Univen 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.

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 Health Sciences, a new Student Centre and significant extensions to the School of Agriculture as well as large-scale student residence developments.
A University in Transformation
Univen wholly embraces transformation in its fullest sense. Its university community is committed to working together in the spirit of Ubuntu to achieve the transformation necessary to ensure that it strengthens its position as locally relevant, but globally competitive institution of higher learning in which all members of the community, irrespective of race, gender or nationality feel welcome and motivated to contribute to its success. The University has left its past as an originally ethnic group-focused higher education institution behind and transformed itself into an academically excellent, diverse higher education institution which has assumed its rightful place amongst its South African and international peers.

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

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The University has twenty-five National Research Foundation rated researchers.
Cape Peninsula University of Technology Poised to scale new heights

Growth in student enrolments at CPUT, already the largest university in the Western Cape and the only in the region with various campuses in the Peninsula and the Winelands, will jump to 38,500 in 2019, about 5,000 more than the current enrolment figure. Likewise, our research output figures are set to rise steadily to achieve our goal of being ranked in the top 10 publicly-funded universities in South Africa.

CPUT offers 80 undergraduate programmes with postgraduate components in most of these courses. Our unique work-integrated model, combining classroom learning with practical experience, continues to produce young professionals with the skills and knowledge to transition successfully into the workplace.

The past decade has seen CPUT introducing new qualifications to address the needs of commerce, industry and the public sector. We have also established a strong interdisciplinary research culture and strengthened collaborative initiatives with government, business, leading South African universities and top universities throughout the world.

We’re committed to and have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products and services such as baking, motor repair work skills, computer literacy, sewing, and fashion designing.

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

About MUT:
Mangosuthu University of Technology (MUT) is situated on the outskirts of Durban and overlooks the beautiful Indian Ocean. University education is tertiary education that provides students with career-oriented skills through a combination of theoretical knowledge and practical experience in the 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.
North-West University
It all starts here

“It all starts here” is the NWU’s 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 the North-West University 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.

Sefako Makgatho Health Science University
Knowledge for Quality Health Services

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

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

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

This mission will be achieved through strengthening of human resources and research capacity, improved physical infrastructure and improved recruitment and selection of both students and faculty.
Sol Plaatje University
Stimulating provincial and national heritage

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

The following programmes are currently offered at Sol Plaatje University.

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

New programmes that are envisaged for qualifications in 2016 at Sol Plaatje University were:

- Bachelor of Natural Science
- Bachelor of Arts
- Bachelor of Commerce. (Sol Paaitjie University, 2016: http://www.spu.ac.za)

Tshwane University of Technology
A leader in Africa

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

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

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

Faculties
Academically, TUT is divided into seven faculties:

- Arts
- Economics and Finance
- Engineering and the Built Environment
- Humanities
- Information and Communication Technology
- Management Sciences
- Science

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University of Limpopo
Finding solutions for Africa

The University of Limpopo (UL) – for human and environmental wellness in a rural context: Finding solutions in Africa.

The university has two campuses – Turfloop Campus in Polokwane and Medunsa Campus in Ga-Rankuwa, Pretoria.

**Vision**
“...leading African university, epitomising excellence and global competitiveness, addressing the needs of rural communities through innovative ideas.”

**Mission**
“A world-class African university which responds to education, research and community development needs through partnerships and knowledge generation continuing a long tradition of empowerment.”

**New Directions**
Developments, since the merger, have resulted in academic programmes at the University of Limpopo that are focused on South Africa’s development priorities and geared to the human resources needs of the private and public sectors.

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University of Zululand
Globally Connecting Higher Achievers

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

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

The University’s KwaDlangezwa 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.
Vaal University of Technology
Leading Innovative Knowledge and Quality Technology Education

Vision
To be a University that leads in innovative knowledge and quality technology education.

Mission
Our mission is to produce employable graduates who can make an impact in society by:
• Adopting cutting edge technology and teaching methods,
• Creating a scholarly environment conducive for knowledge creation, learning and innovation; and,
• Developing a Programme Qualification Mix that meets the needs of society in Africa and beyond.

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

Walter Sisulu University
A developmental university

Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The university was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

WSU’s unique location, which straddles the rural and urban divides of the Eastern Cape, has inspired the university’s objective to become a critical change agent in the Province and a meaningful partner in the delivery of the development imperatives of the country and the Province. Currently, WSU has approximately 24 000 students who are spread across four campuses in Mthatha, Buffalo City, Butterworth and Queenstown. Each campus operates through delivery sites or teaching centres, of which the university currently has 11.

As a comprehensive university, WSU offers courses across the national qualification spectrum, from certificates and diplomas to undergraduate and postgraduate degrees. The university’s flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The university is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital.

The university has five faculties that offer a full-range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; and Humanities and Social Sciences. The university’s research into development is spread across the faculties and includes collaborations with other South African universities, as well as universities and colleges in Canada, the United States, the UK and Africa.
IEASA remembers the following members that are sadly no longer with us

Mr Jimmy Ellis (RIP)
Jimmy had been associated with IEASA for many years and served as its Deputy President. He was an IEASA stalwart and his most recent active involvement in IEASA was as Conference organiser of the 2013 IEASA Conference, at the Central University of Technology (CUT). Jimmy loved music and was a great singer and those who attended the conference at CUT will recall his rendition of Frank Sinatra’s “My Way” at the Gala Dinner. Jimmy remained a strong advocate of internationalisation and of IEASA and leaves behind many friends in the organisation.

Professor Stanley Ridge (RIP)
Stanley was a founding member of IEASA and served the organisation in various capacities. He was known for his considerable intellect and will be remembered as a man of great integrity, compassion, humanity, kindness and grace. As a renowned academic and mentor, his commitment to internationalisation extended well beyond the classroom. He served on the first elected steering group of IEASA. This committee was instrumental in conceptualising the creation of the organisation and laid the foundation for the development of IEASA as a voluntary organisation.

Mr Len Mzimela (RIP)
Leonard (or Len as he was fondly known) joined the Mangosutho University of Technology (MUT) after a stint at UKZN. He was a member of IEASA for many years. He was highly popular among his colleagues in the Higher Education Internationalisation arena. He was meticulous, intelligent, caring and a very thoughtful person. He had a way of making everyone around him feel incredibly special. Those who knew Len will remember him as a gentleman with a generous spirit, a wonderful sense of humour and uncompromisingly great style in all things.
2018 Annual IEASA Conference:
22 – 24 August, 2018
Royal Elephant in Centurion

Engaged Universities:
Comprehensive internationalisation - a dialogue between local and global realities

http://www.ieasa.studysa.org
For more information: E-mail: conference@ieasa.studysa.org Tel: +27 (0)12 430 2397
Study South Africa is published annually by the International Education Association of South Africa (IEASA). It remains the only comprehensive, up-to-date guide to South Africa’s higher education system.

South Africa’s university sector has undergone a major transformation and restructuring processes geared to meet the higher education demands of the 21st century. The country is becoming Africa’s leader in the provision of quality higher education relevant to the demands of a rapidly globalising, competitive and information-driven world with 26 public education institutions. South African Higher Education continues to have to rethink itself to maintain this position with increasing demands outstripping government subsidies and students’ ability to pay increasing fees.

Since the end of apartheid and the birth of democracy in the 1990s, South Africa has attracted a growing number of international students from across Africa and around the world. In 2015, the country recorded 40,721 full-time international students registered with the 26 contact higher education institutions, as well as 32,239 registered distance education international students.

South Africa is an exciting place to study. South Africa finds itself at the cutting-edge of change, based on in-depth research being developed in response to pressing local and global challenges.

This new edition of Study South Africa has been revised and updated to provide accurate information on each of the country’s public higher education institutions.

Study South Africa offers an excellent introduction to the stimulating world of higher education in South Africa and is an authoritative overview of important developments in this sector. As 2017 marks the 20th year that IEASA has been in existence, Study SA celebrates and pays tribute to those who took the initiative 20 years ago to launch IEASA as South Africa began its democratic journey and rejoined the rest of the world. This edition focuses on the topic of Advancing Internationalisation in an Era of Transformation: 1997 – 2017.


IEASA
International Education Association of South Africa
www.ieasa.studysa.org