



**Eduvos**  
Your Education. Your Future.

# Eduvos Research Report 2025

*Research for Real-World Impact*

Department of Research and Postgraduate Studies

# 2025 Eduvos *Research* Report.

Department of Research and Postgraduate Studies



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This report reflects a year of consolidation, maturation, and strategic positioning within the Eduvos research ecosystem. Building on the revised *Eduvos Research Agenda (2023–2027): Empowering Sustainable Development in Africa*, the 2025 reporting period marks a shift from foundational system-building toward intentional alignment, coherence, and impact.

Over the past year, Eduvos has strengthened its research governance, deepened its ethical infrastructure, expanded its national collaborations, and grown its research outputs in both volume and quality.

At the same time, the institution has been deliberate in resisting a purely metric-driven understanding of research success. Instead, emphasis has been placed on ethical integrity, societal relevance, interdisciplinary engagement, and real-world impact, particularly within African and Global South contexts.

This report therefore serves two purposes. First, it documents research activity, outputs, and institutional developments during 2025. Second, it offers a reflective account of where Eduvos' research culture is now positioned, and how the foundations laid during this period enable a more impact-driven, strategically clustered, and faculty-embedded research culture in the years ahead.

**Dr Nyx McLean**  
Head of Research and Postgraduate Studies

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Over the past year,  
Eduvos has strengthened its  
research governance.  
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The first iteration of the Eduvos Research Agenda for 2023 to 2027 laid critical groundwork in aligning institutional research with the vision of “Empowering Sustainable Development in Africa,” driven by Eduvos’ mission of “Shaping potential, student by student, towards Africa’s prosperity.” On the basis of this groundwork and in recognition of ongoing developments such as rapid technological transformation, climate change, and the need for critical engagement on matters of sustainable development, Eduvos presents a revised Research Agenda for 2023 to 2027. Through this revised research agenda, we reaffirm our commitment to this vision, while expanding our focus to meet emerging global challenges and future opportunities.

**Empowering Sustainable Development through High-Impact, Inclusive, and Future-Focused Research.**

This revised agenda builds on our earlier objectives and themes by integrating a forward-looking approach to research that is socially responsive, ethically grounded, and technologically agile. We aim to further drive inclusive development, interdisciplinary scholarship, and community engagement, while ensuring our research contributes directly to the Sustainable Development Goals (SDGs), the African Union (AU) Agenda 2063, and the Southern African Development Community (SADC) Vision 2050.

We invite faculties, students, researchers, and partners to co-construct this evolving research landscape - bridging past priorities with future-focused ambition.



# Our Vision: *Research for Real-World Impact.*



## 1. Drive Transformative Change in Africa

Conduct research that addresses critical societal challenges and fosters innovation, transformation, and sustainability to effect meaningful and lasting impact across the continent.

## 2. Build Capacity for Innovation and Interdisciplinary Collaboration

Develop a robust research culture that empowers scholars to engage across disciplines, sectors, and communities to co-create knowledge that responds to complex, real-world problems.

## 3. Contribute to Sustainable, Inclusive Economic and Social Development

Promote research that advances equity, access, and inclusion, ensuring that knowledge production supports the well-being of all communities, particularly those historically marginalised.

## 4. Align Research with Developmental Frameworks

Ensure that all research activities align with national, regional, and global developmental priorities, including the UN Sustainable Development Goals (SDGs), the African Union Agenda 2063, and SADC Vision 2050.

## 5. Support a Future-Ready, Skilled Workforce

Leverage research as a tool for empowering students, staff, and society with the knowledge, skills, and competencies required to thrive in an innovation-driven, rapidly changing world.

## 6. Promote Ethical Governance and Democratic Values

Strengthen democratic institutions, human rights, and ethical governance through research that is principled, responsible, and socially responsive.

## 7. Enable Cross-Sectoral Partnerships and Research Impact

Foster collaborative partnerships across academia, industry, government, and civil society to amplify the relevance, application, and societal impact of research.



# Key Research Principles.



## To guide and evaluate all research efforts, Eduvos commits to the following principles:

We foster research that transcends traditional faculty boundaries by encouraging collaboration across disciplines—such as psychology and business, tourism and environmental science, and IT and education—to address complex, interlinked societal challenges. This approach recognises that the most pressing problems of our time do not conform to disciplinary silos and require integrated, context-sensitive solutions.

**Technological Responsiveness:** We embrace the opportunities and critically examine the risks posed by emerging technologies, particularly artificial intelligence, data science, and related innovations. Our approach is both ethically responsible and socially conscious, leveraging technology to serve human development while interrogating its broader implications. We champion innovation that is future-oriented, inclusive, and aligned with Africa's developmental priorities.

**Community and Societal Engagement:** Our research is deeply rooted in local and global contexts, designed to empower communities, amplify underrepresented voices, and drive inclusive and sustainable change. We prioritise research that contributes to the public good—advancing equity, access, and resilience in both rural and urban settings.

**Curricular Integration:** We actively bridge research and teaching by embedding real-world issues and research inquiry across undergraduate and postgraduate curricula. In doing so, we equip students with the critical skills, knowledge, and ethical orientation required to navigate and shape the future world of work. Research is not confined to the academy—it is an active learning process integral to student development.

**Enabling, Not Restrictive:** The Research Agenda serves as a framework for coherence and alignment but resists rigidity. It is deliberately enabling, encouraging researchers to innovate beyond predefined themes when addressing emergent societal needs. We believe creativity and responsiveness are essential for impactful, future-relevant research.

**Sustainability and Ethics:** We prioritise research that supports environmental sustainability, climate adaptation, social equity, and ethical leadership. Recognising that today's students and scholars are increasingly values-driven, we commit to fostering work that advances social and environmental justice. Our research is conducted with integrity, responsibility, and a long-term view of planetary well-being.



# Thematic Focus Areas.



The revised agenda integrates and expands the five foundational focus areas of 2023–2027 with an updated institutional framework. These thematic areas serve as guiding pathways but are not meant to be restrictive. Researchers are encouraged to work across and beyond these themes.

## Focus Area One: Advancing Social Justice, Legal Equality, and Governance for a Prosperous Africa

This focus area emphasises the promotion of social justice, human rights, and effective governance mechanisms, and is guided by the following SDGs: SDG 5 - Gender Equality; SDG 10 – Reduced Inequalities; SDG 16 – Peace, Justice, and Strong Institutions; and SDG 17 – Partnerships for the Goals. The focus area aims to contribute to the promotion of a just and equitable society, protect human rights, strengthen democratic institutions, and foster economic prosperity in Africa. It also supports the development of a skilled labour force by empowering individuals with knowledge and understanding of their rights, responsibilities, and effective governance mechanisms.



## Focus Area Two: Enhancing Organisational Performance, Entrepreneurship, and Sustainable Business Practices

This focus area is concerned with investigating aspects of human resource management, entrepreneurship, business management, organisational behaviour, strategic management, financial management, and tourism management in order to develop effective management practices, sustainable business growth, and economic prosperity in Africa. The focus area is guided by the following SDGs: SDG 5 – Gender Equality; SDG 8 – Decent Work and Economic Growth; SDG 9 – Industry, Innovation, and Infrastructure; SDG 10 – Reduced Inequalities; SDG 11 – Sustainable Cities and Communities. The research in this area intends to shape students' potential by fostering a mindset of innovation, sustainability, and ethical business practices.



### Focus Area Three: Data Science, AI, and Emerging Technologies for Social Impact

This focus area places emphasis on leveraging data science, AI, software engineering, mobile computing, security, network engineering, data privacy, ethics, cloud computing and emerging technologies to drive positive change and address societal challenges in Africa. The focus area is informed by the following SDGs: SDG 4 – Quality Education; SDG 9 – Industry, Innovation, and Infrastructure; and SDG 17 – Partnerships for the Goals. This focus area reflects the institution’s commitment to technological innovation, digital transformation, and responsible use of data-driven technologies. By leveraging these cutting-edge technologies, the theme aims to drive innovation, address societal challenges, and contribute to Africa’s progress and prosperity.



### Focus Area Four: Biotechnology, Biomedicine, and Environmental Sustainability

This focus area aims to explore the diverse areas of biotechnology and their applications in agriculture, healthcare, and the environment. Related fields include microbiology, agricultural biotechnology, molecular biology and biochemistry, medical biotechnology, pharmacology, industrial and environmental biotechnology, analytical chemistry, agricultural biotechnology, and various plant sciences. The focus area is informed by the following SDGs: SDG 2 – Zero Hunger; SDG 3 – Good Health and Well-being; SDG 6 – Clean Water and Sanitation; and SDG 13 - Climate Action. The research produced by this focus area seeks to contribute to sustainable development, food security, improved health outcomes, and environmental conservation.



### Focus Area Five: Diversity, Wellness, Identity, and Education

This focus area explores the intersections of representation, identity, social change, language, culture, mental health, education, technology, and technique and craft. By exploring these intersections, the institution aims to empower students to address societal challenges, promote inclusivity, and enhance overall well-being in African communities. The focus area is informed by the following SDGs: SDG 3 – Good Health and Well-being; SDGs: SDG 4 – Quality Education; SDG 5 – Gender Equality; SDG 9 – Industry, Innovation, and Infrastructure; SDG 10 – Reduced Inequalities; SDG 11 – Sustainable Cities and Communities. The research produced within this focus area reflects the institution’s commitment to inclusive representation, cultural preservation, well-being promotion, innovative education, and sustainable development.





To support effective implementation, Eduvos will focus on the following enablers:

## Enabler One:

### Integrated Curriculum and Research Mapping

To ensure that learning and research are mutually reinforcing, this enabler focuses on aligning academic programmes with institutional research priorities.

- Systematic alignment of research themes across undergraduate and postgraduate curricula.
- Programme mapping to embed sustainability, technological innovation, and societal impact across disciplines.

## Enabler Two:

### Staff and Student Empowerment

Developing a strong research culture depends on equipping both staff and students with the skills, resources, and mentorship needed to thrive.

- Targeted research training and professional development initiatives.
- Best Practice Fridays, Short Learning Programmes (SLPs), and structured mentorship programmes.
- Expanded support for Honours and third-year student research.

## Enabler Three:

### Community and Industry Collaboration

Research impact is maximised when it is co-created with those it seeks to serve. This enabler strengthens engagement with communities, industry partners, and the public sector.

- Building partnerships with civic organisations, policymakers, and industry stakeholders.
- Co-creating knowledge that delivers tangible benefits for both the academy and society.
- Translating research outputs into white papers, policy briefs, and advocacy tools.

## Enabler Four:

### Continental and Global Framework Alignment

Alignment Positioning Eduvos as a thought leader on the continent requires alignment with regional and global development agendas

- Mapping institutional research outputs to the UN Sustainable Development Goals (SDGs), the African Union's Agenda 2063, and the SADC Vision 2050.
- Strengthening Eduvos's role as a contributor to Africa's knowledge economy and global scholarly discourse.

## Enabler Five:

### Monitoring, Evaluation, and Future Readiness

To remain dynamic and responsive, the Research Agenda is designed to evolve with emerging needs and opportunities.

- Annual reviews to assess relevance and respond to new trends and priorities.
- Impact reporting that includes both traditional and non-traditional metrics, such as policy uptake, community change, and educational transformation.
- Ongoing faculty and student involvement in feedback loops, foresight exercises, and scenario planning.

# A Call to *Reimagine and Collaborate.*



As we chart the course for the remainder of our strategic period, this agenda is both a continuation and a transformation. It challenges us to rethink what research can do, and to ask not only what problems we can solve but what futures we can imagine together.

We call on all Eduvos researchers and stakeholders to break faculty silos and embrace transdisciplinarity; champion ethical, inclusive, and high-impact research; leverage technology not only for efficiency but for empowerment, and lastly and most critically, to keep Africa's prosperity and sustainability at the heart of our work.

Let us shape a future where research is not only a scholarly pursuit, but a vehicle for justice, innovation, and inclusive development.

**Futures we can  
imagine together**





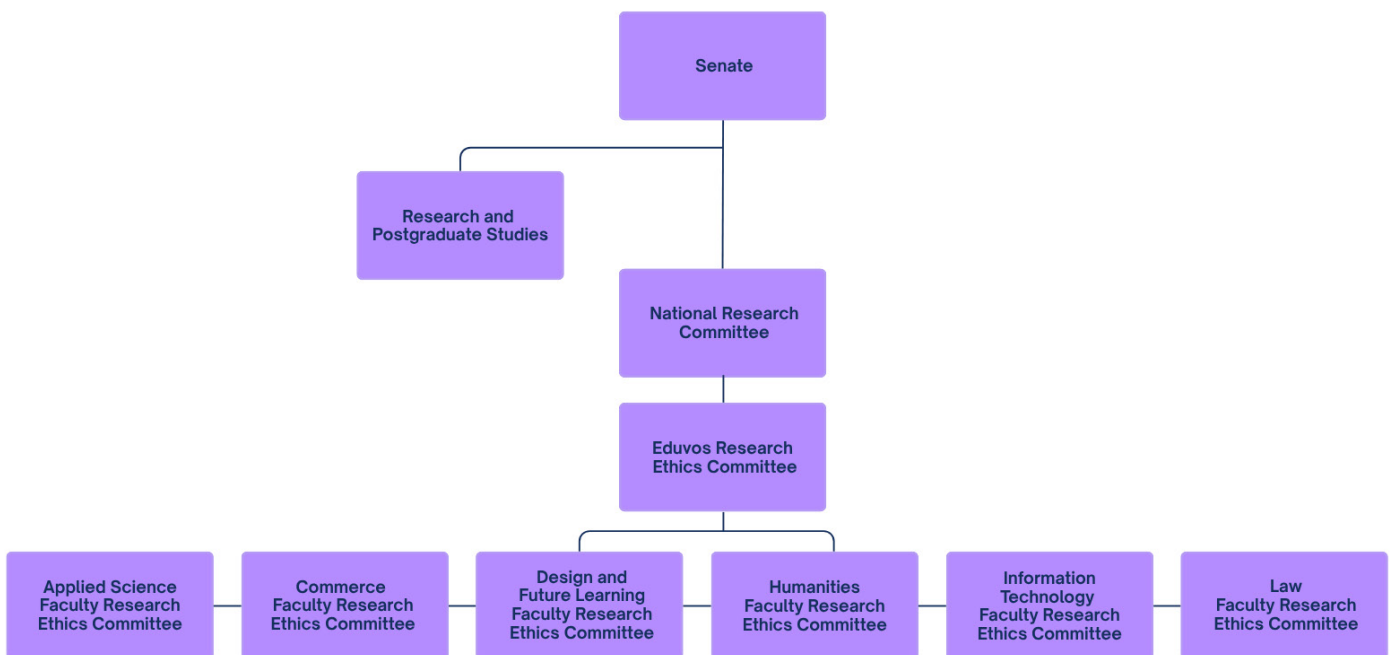
Eduvos maintains a structured and institutionally integrated governance framework for research and ethics to ensure effective oversight, representative participation, and alignment across all academic and operational levels of the institution.

Oversight responsibility for research and ethics resides with Senate. The Department of Research and Postgraduate Studies, led by the Head of Research and Postgraduate Studies and reporting to the Dean of Curricula and Research, is responsible for the coordination, implementation, and monitoring of the institutional research and ethics framework.

Two national governance bodies operate under this structure. The National Research Committee, chaired by the Head of Research and Postgraduate Studies, provides strategic leadership for research development and includes representation from Heads of Programmes, community engagement, national support teams, and other relevant stakeholders. The National Research Ethics Committee, also chaired by the Head of Research and Postgraduate Studies, ensures ethical oversight and integrity across the research lifecycle and comprises members with appropriate expertise in research ethics drawn from across the institution.

To embed ethical governance at disciplinary level, Faculty Research Ethics Committees operate within all faculties, as well as within Design and Future Learning to support faculty-based research activity, ethics review, and integrity management.

The Head of Research and Postgraduate Studies provides regular reports to Senate on the functioning and performance of the National Research Committee and the National Research Ethics Committee, ensuring transparency, accountability, and continuous institutional oversight.



# Key Research Activities in 2025.



The 2025 reporting period marked a year of consolidation, visibility, and institutional maturation for research at Eduvos. Key research activities during the year reflected a deliberate shift from ad hoc scholarly activity toward a more integrated, ethically grounded, and impact-oriented research ecosystem. Through initiatives such as the Eduvos Research Indaba, the institutionalisation of research integrity and ethics, participation in the University Capacity Development Programme (UCDP), and the strengthening of faculty-level research governance, Eduvos advanced its strategic commitment to Research for Real-World Impact: Empowering Sustainable Development in Africa. Collectively, these activities demonstrate how research at Eduvos is being embedded across governance, culture, capacity development, and scholarly output, positioning the institution as a credible and values-driven contributor to the South African and African higher education research landscape.

## 5th Eduvos Research Indaba

The Eduvos Research Indaba, held from 12 to 14 November 2025, has matured to be an institutional platform for advancing Eduvos' research agenda under the theme *Research for Real-World Impact: Empowering Sustainable Development in Africa*. The Indaba brought together academic staff, students, external scholars, and practitioners to showcase applied, context-responsive research addressing pressing African and global challenges. Across three intensive days, the Indaba foregrounded interdisciplinary scholarship, ethical research practice, and community-engaged methodologies, reinforcing Eduvos' commitment to research that is both academically rigorous and socially responsive. The programme was structured around five interlinked thematic focus areas that collectively reflected Eduvos' strategic priorities and alignment with the Sustainable Development Goals (SDGs).





## KEYNOTE ADDRESSES

The Indaba featured a strong line-up of keynote speakers whose contributions framed the intellectual direction of the event and anchored the thematic discussions.

Dr Mandi Joubert, Executive Head of Academics, delivered the opening keynote address, *Unlocking Africa's Potential: Research, Higher Education, and the Demographic Dividend*. This address situated the Indaba within broader continental imperatives, emphasising higher education's role in harnessing Africa's potential through relevant, innovative, and ethically grounded research.

Dr Margie Maistry and Dr Kanya Padayachee presented a joint keynote on *Community-Based Participatory Research for Global Collaboration and Regional Resilience*. Their address highlighted participatory methodologies as critical tools for equitable knowledge production and sustainable regional partnerships.

Dr Elinor Sisulu delivered the Day Two keynote, *Equity, Inclusion and Access in South African Education: A Pipedream or a Possibility?* This address provided a critical and reflective lens on structural inequalities within education systems and set the tone for deeper engagements on epistemic justice, access, and inclusion.

Prof Darren Lortan delivered the keynote on *Global Collaboration and Regional Resilience through Decolonised and Participatory Research*, reinforcing the importance of decolonial approaches and South–South collaboration in strengthening African research ecosystems.

Prof Majozi concluded the Indaba with the keynote *Sustainable Solutions for the Hyper-Complex World: An Interdisciplinary Research Model*, offering a future-oriented reflection on the necessity of interdisciplinary, systems-based research approaches in responding to complex global challenges.



## THEMATIC FOCUS AREAS

The Eduvos Research Indaba programme was structured around five interlinked thematic focus areas:

- 1. Technological Transformation and Innovation:** This theme explored the opportunities and risks associated with rapid technological change, with a particular focus on artificial intelligence, digital infrastructure, cybersecurity, and emerging technologies. Papers examined topics such as AI and intellectual property, digital twins for decision-support systems, blockchain adoption, and human-robot interaction. Collectively, these contributions underscored the need for technologically informed research that remains ethically grounded and contextually relevant to African realities.
- 2. Sustainability and Climate Adaptation:** The sustainability theme foregrounded climate justice, environmental ethics, and health-related research. Presentations addressed ecological law, green logistics, environmental costs of artificial intelligence, healthcare innovation, and climate-resilient systems. This theme demonstrated Eduvos' growing research footprint in sustainability science and its commitment to addressing environmental challenges through interdisciplinary inquiry.
- 3. Equity, Inclusion and Access:** Equity and inclusion emerged as a central pillar of the Indaba. Research under this theme engaged with algorithmic bias, epistemic justice, neurodiversity, disability, ageing populations, LGBTQ+ experiences, and language policy in higher education. The discussions highlighted how structural inequalities are reproduced through technological, legal, and institutional systems, while also showcasing pathways for more inclusive and just practices.
- 4. Global Collaboration and Regional Resilience:** This theme focused on governance, justice, digital regulation, multipolar economic systems, and regional cooperation. Presentations examined digital governance in Southern Africa, criminal justice reform, autonomous weapons regulation, and BRICS-related economic shifts. The emphasis on regional resilience reinforced the importance of collaborative research agendas that respond to shared African challenges while engaging global systems critically.
- 5. Changing World of Work and Lifelong Learning:** The final theme addressed transformations in work, employment, and skills development. Papers explored adaptive intelligence, emotional resilience, remote work, job mobility, casual labour, and lifelong learning pathways. This theme aligned closely with Eduvos' applied focus, linking research insights directly to workforce development, employability, and future-ready education.

## OUTCOMES AND INSTITUTIONAL VALUE

The 2025 Eduvos Research Indaba successfully showcased the depth and breadth of research conducted across the institution, with strong participation from emerging researchers and students alongside established scholars. The programme reflected a healthy balance between theoretical engagement and applied research, reinforcing Eduvos' positioning as a private higher education institution committed to meaningful societal impact.

Importantly, the Indaba strengthened research culture by fostering transdisciplinary dialogue, mentoring early-career researchers, and embedding ethical and participatory approaches across thematic areas. The inclusion of the BioVerse Competition and Research Excellence Awards further underscored Eduvos' commitment to recognising innovation, excellence, and future-focused research capacity.

The 2025 Eduvos Research Indaba marked a significant milestone in advancing the institution's research agenda and consolidating its role within the South African and African research landscape. Through its strong thematic coherence, high-quality keynote contributions, and wide range of scholarly outputs, the Indaba affirmed Eduvos' commitment to research for real-world impact and sustainable development in Africa.

### Research Excellence Awards

In 2025, Eduvos marked a significant institutional milestone with the launch of the Inaugural Research Excellence Awards. These awards were established to recognise and celebrate individuals and faculties whose research exemplifies Eduvos' commitment to Research for Real-World Impact. Collectively, the awardees reflect the institution's growing research maturity, demonstrating how rigorous, innovative, and ethically grounded scholarship can contribute meaningfully to societal, technological, and environmental challenges.

All eligible submissions were reviewed by a dedicated selection committee, which assessed contributions against criteria of scholarly quality, relevance, innovation, and alignment with the Eduvos Research Agenda. Each award recipient receives formal recognition within their category, together with access to conference travel and open-access publication funding to the value of R60 000, supporting the continued dissemination, visibility, and impact of their work. The awards span four categories, each highlighting a distinct yet interconnected dimension of Eduvos' developing research culture.



## Student Researcher Award

The Student Researcher Award recognises a student whose research demonstrates strong critical engagement, methodological rigour, and relevance to real-world challenges. This award reflects Eduvos' commitment to nurturing the next generation of impactful scholars and embedding research excellence early within the academic pipeline

The 2025 recipient conducted a practice-based study examining how artificial intelligence is reshaping the creative agency and professional practices of graphic designers in Johannesburg. The research offers nuanced insights into the ethical and creative coexistence of technology and human labour, reinforcing the principle that AI should serve people rather than displace or diminish human creativity. The study aligns closely with Eduvos' focus areas in Data Science, AI and Emerging Technologies for Social Impact, as well as Diversity, Wellness, Identity, and Education Innovation. The selection committee commended the originality of the practice-based approach and the strength of the research's grounding in situated knowledge.

**2025 Student Researcher Award recipient:** Skye Steele

## Emerging Researcher Award

The Emerging Researcher Award celebrates early-career researchers who demonstrate exceptional promise through innovative research, interdisciplinary engagement, and meaningful contributions to building a sustainable research culture at Eduvos.

The 2025 recipient was recognised for original and policy-relevant research on records management within traditional councils. The study, *Assessing Training Needs and Knowledge Gaps in Records Management among the Staff at Ga-Mphahlele Traditional Council*, contributes significantly to governance scholarship while aligning strongly with the Eduvos Research Agenda and the Research for Real-World Impact theme. The research is notable for translating empirical findings into actionable recommendations for training, policy development, and institutional capacity building, offering tangible pathways for strengthening governance and knowledge preservation in traditional leadership structures.

**2025 Emerging Researcher Award recipient:** Kabelo Kgomoewana

## Established Researcher Award

The Established Researcher Award recognises senior researchers who have demonstrated a sustained record of impactful scholarship, academic leadership, and mentorship, thereby strengthening Eduvos' research reputation and institutional research capacity.

In 2025, the selection committee elected to confer this award jointly on two researchers whose work exemplifies Eduvos' commitment to innovation balanced with ethical responsibility and societal care. One recipient has played a central role in cultivating research culture within the Faculty of Information Technology, mentoring emerging scholars and advancing research on AI-driven decision-making in business operations. This work provides rigorous, data-driven insights into how artificial intelligence can enhance organisational efficiency and performance, aligning closely with Eduvos' strategic focus on digital transformation.

The second recipient was recognised for pioneering contributions to biotechnological innovation, particularly in fungal engineering and biosynthesis. This research advances sustainable solutions at the intersection of health, environment, and technology, demonstrating how biotechnical innovation can simultaneously reduce environmental impact and expand pharmaceutical potential. Together, their work reflects the dual imperative of Eduvos' scholarly mission: advancing technological innovation while safeguarding human and ecological wellbeing.

**2025 Established Researcher Award recipients:** Dr Chinedu Okonkwo and Dr Christ-Donald Kaptchouang

## Faculty Research Award

The Faculty Research Award recognises a faculty that has demonstrated exceptional commitment to fostering a supportive, collaborative, and high-performing research environment. This includes mentoring emerging researchers, strengthening ethical practice, and contributing meaningfully to Eduvos' institutional research profile. Following careful evaluation, the selection committee unanimously awarded the 2025 Faculty Research Award to a faculty distinguished by strong research productivity, successful hosting of conferences, active participation in national research platforms, and sustained support for early-career scholars. The committee further noted the faculty's professionalism and integrity in responding to ethical and governance challenges, reflecting a research culture grounded in excellence, accountability, and innovation.

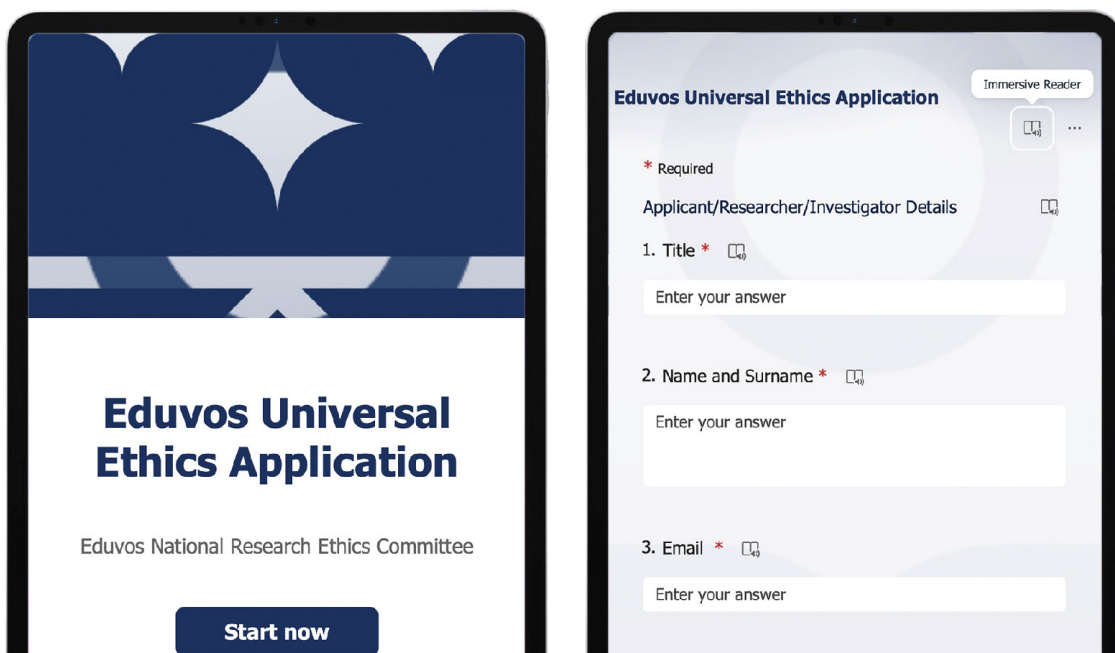
**2025 Faculty Research Award recipient:** Faculty of Information Technology

## Institutionalising Research Integrity and Ethics

Over the past reporting period, Eduvos has made significant and deliberate strides in institutionalising research integrity and ethics as foundational pillars of its research ecosystem. Rather than treating ethics as a compliance exercise or a procedural hurdle, the institution has embedded ethical reflection, accountability, and care into the full research lifecycle across disciplines, methodologies, and levels of inquiry.

A key milestone in this process was the implementation of a universal ethics application form, applicable to all research undertaken at Eduvos. By the end of 2025, this form was fully digitised, improving accessibility, traceability, and consistency in ethics submissions and reviews. Importantly, the universal form reflects a principle-driven approach to ethics, ensuring that all research - whether empirical, conceptual, qualitative, quantitative, creative, or desk-based - is subject to appropriate ethical consideration. This marked a clear institutional shift towards the position that no research is ethically neutral, regardless of subject matter or perceived risk.

To support this expanded ethical mandate, Eduvos established Faculty Research Ethics Committees (FRECs), decentralising ethics oversight while maintaining institutional coherence through the National Ethics Committee. This faculty-level model has strengthened ethical governance by enabling context-sensitive review processes that are responsive to disciplinary norms, methodologies, and emerging ethical challenges, while still adhering to shared institutional standards. It has also significantly reduced bottlenecks, improved turnaround times, and built ethical capacity within faculties themselves.



## Strengthening Faculty Research Governance and Capacitating Research Cultures

During the reporting period, Eduvos focused on laying the governance foundations necessary to support the long-term development of strong, ethical, and sustainable research cultures at faculty level. Central to this work was the establishment of Faculty Research and Ethics Committees (FRECs), which marked a deliberate shift toward a distributed research governance model that recognises disciplinary diversity while maintaining institutional coherence and accountability.

The creation of FRECs represents a critical enabling step in Eduvos' broader strategy to capacitate faculty research cultures, an objective that will be prioritised in 2026. Through these structures, research leadership and ethical oversight are located closer to the sites of knowledge production, creating the conditions for greater faculty ownership of research outputs, postgraduate supervision, and ethical responsibility. At this stage, the emphasis has been on building consistent processes, shared standards, and clear lines of accountability across faculties.

Looking ahead, the capacitation of faculty research cultures in 2026 will focus on intentional development rather than compliance. Planned initiatives include targeted faculty-based research development activities, closer alignment between faculty research priorities and the institutional research agenda, and the integration of research expectations into faculty planning, workload models, and performance frameworks. These measures are intended to support coherent, faculty-driven research trajectories that are both academically rigorous and socially responsive.

A core feature of this next phase will be the strengthening of mentorship, peer learning, and collective responsibility for research quality and ethics. FRECs will play an increasingly developmental role, supporting early-career researchers, identifying capacity gaps, encouraging collaborative research initiatives, and fostering reflective engagement with ethical complexity. This shift is expected to move research practice away from isolated or ad hoc activity toward more coordinated, sustainable, and strategically aligned faculty research programmes.

Collectively, these developments signal a transition point in Eduvos' research ecosystem. With governance structures now in place, 2026 will mark a deliberate move toward embedding research culture as a lived, faculty-level practice rather than a centrally managed function. As these structures mature, they are expected to play a central role in advancing research excellence, strengthening accountability, and ensuring that Eduvos' research contributes meaningfully to societal needs and real-world impact.

Crucially, Eduvos has taken the principled stance that all research conducted under its auspices must undergo ethics review, irrespective of discipline, methodology, or perceived level of risk. This approach has contributed to a growing culture of ethical attentiveness, reinforcing that integrity is not reserved for traditionally "high-risk" research, but is a shared responsibility across the institution. This shift has been particularly important in areas such as digital research, AI-enabled studies, desk-based analysis, and creative practice, where ethical risks are often underestimated or poorly articulated.

Collectively, these developments signal a maturation of Eduvos' research ethics infrastructure - from policy and process to culture and practice. By embedding ethics at institutional, faculty, and researcher levels, Eduvos has laid a robust foundation for responsible, credible, and socially responsive research. As the institution continues to expand its research footprint and postgraduate pipeline, this ethics framework positions Eduvos not only as a compliant institution, but as a values-driven research community committed to integrity, care, and accountability in knowledge production.

## Higher Education Engaged Teaching and Research for Societal Impact

University Capacity Development Programme Grant



During the reporting period, Eduvos became an active institutional partner in the University Capacity Development Programme (UCDP) project titled *Higher Education Engaged Teaching and Research for Societal Impact*. This multi-year, university-led collaborative initiative positions engaged teaching and engaged research, particularly Community-Based Participatory Research (CBPR) and Critical Service Learning (CSL), as central mechanisms for advancing social impact, epistemic justice, and knowledge democracy within South African higher education. The UCDP project brings together a cohort of institutions committed to strengthening institutional capacity for ethical, community-responsive research and teaching. Eduvos' participation reflects its strategic commitment to embedding engagement not as a peripheral activity, but as a core academic practice spanning teaching, research, and postgraduate development.

As the only private higher education institution within the cohort, Eduvos contributes a distinctive perspective on curriculum innovation, pedagogical agility, and scalable models of engaged teaching within diverse institutional contexts. A central focus of Eduvos' contribution is engaged teaching, with particular emphasis on the development of an Engaged Teaching/Critical Service Learning short course. This work positions Design and Future Learning as a key driver of pedagogical innovation within the project, translating principles of community engagement, reflexivity, and social accountability directly into teaching practice. Through this intervention, Eduvos advances an integrated model in which engaged teaching and engaged research are mutually reinforcing, rather than siloed institutional functions.

### Development of Engaged Teaching and Engaged Research

One of the core deliverables of the UCDP is the review, redesign, and implementation of short courses in engaged teaching and engaged research. For Eduvos, this process will strengthen internal alignment between pedagogical innovation, ethical research practice, and institutional research strategy. The short courses being developed will support students and early-career academics to integrate critical reflection, reciprocity, and community responsiveness into teaching practice, while remaining attentive to power, positionality, and contextual complexity.

### Capacity Development and UNESCO Knowledge for Change Alignment

In parallel with curriculum development, the Eduvos Research Office is undergoing capacity development through the UNESCO Knowledge for Change (K4C) Mentor Training Programme (2025 – 2026). This training forms a key sustainability mechanism within the UCDP and supports the long-term institutionalisation of CBPR and engaged teaching practices.

As part of this process, Eduvos staff will participate in structured online learning, applied mentorship, and a residency hosted at Nelson Mandela University in 2026. This residency will further strengthen institutional expertise in participatory research methodologies, ethical community engagement, and reflexive research practice, while embedding Eduvos within regional and global knowledge networks linked to UNESCO's Knowledge for Change framework.

## Collaborative Partnerships and Cohort Institutions

The UCDP project is underpinned by strong institutional collaboration.

**Formal university partners include Rhodes University (as lead institution and coordinator), Eduvos, the University of Venda, and Mangosuthu University of Technology.**

Each partner contributes disciplinary expertise, contextual insight, and institutional experience to a shared programme of curriculum development, postgraduate training, early-career academic support, and scholarly output.

These partnerships are operationalised through structured workshops, joint content development, orientation programmes for postgraduate students and young academics, collaborative writing processes, and shared dissemination platforms. The cohort model has proven particularly effective in fostering cross-institutional learning and reducing duplication of effort, while respecting institutional diversity.

## Scholarly Outputs and Knowledge Mobilisation

In addition to curriculum development and capacity building, the UCDP project will generate a suite of scholarly and knowledge-mobilisation outputs designed to ensure both academic rigour and sector-wide impact. These include collaborative book projects and edited volumes that document emerging African practices in engaged teaching, community-based participatory research, and critical service learning, contributing to the growing body of scholarship on knowledge democracy and socially responsive higher education.

The project will culminate in a capstone symposium, bringing together participating institutions, postgraduate students, early-career academics, and community partners to reflect on lessons learned, showcase research and pedagogical innovations, and consolidate networks for future collaboration. Together, these outputs ensure that the UCDP extends beyond skills development to durable scholarly contribution, institutional learning, and regional knowledge exchange.

## Institutional Impact and Forward Trajectory

For Eduvos, participation in the UCDP represents a significant step in embedding engaged teaching and engaged research as institutionally supported, quality-assured academic practices. The project strengthens staff and postgraduate capacity, supports the development of new short courses aligned with national and continental priorities, and positions Eduvos as a credible contributor to sector-wide conversations on ethical, participatory, and impact-oriented higher education.

As the project progresses, Eduvos' continued engagement, particularly through the Research Office and Design and Future Learning, will contribute to sustainable curriculum innovation, enhanced research culture, and the long-term institutionalisation of engaged teaching and research as core dimensions of academic life.



The research activities undertaken in 2025 represent a clear transition point in Eduvos' research journey. With foundational governance structures, ethical frameworks, and flagship platforms now firmly in place, the institution enters 2026 positioned to move from establishment to deepening and scale. The focus for the coming year will shift toward the intentional capacitation of faculty research cultures, embedding research expectations into faculty planning and performance frameworks, and strengthening mentorship and postgraduate pipelines.

Key priorities for 2026 include consolidating Faculty Research and Ethics Committees as developmental - not merely compliance - structures; advancing engaged teaching and community-based participatory research through UCDP and UNESCO Knowledge for Change alignment; and strengthening thematic clustering around institutional research focus areas to enhance coherence, collaboration, and impact. Attention will also be given to translating research outputs into visible societal, policy, and practice-based outcomes, ensuring that excellence, accountability, and ethical integrity remain central to Eduvos' research identity.

**A responsible and responsive knowledge partner in Africa's sustainable development future.**

Together, these focus areas signal a decisive move toward a mature, faculty-driven, and impact-oriented research culture - one that positions Eduvos not only as a growing research institution, but as a responsible and responsive knowledge partner in Africa's sustainable development future.





The research outputs recorded in 2025 reflect a year of consolidation, depth, and growing external visibility for Eduvos research. With 20 accredited journal articles, 6 book chapters, and 24 conference presentations, the institution continued to strengthen its scholarly footprint while advancing its commitment to applied, contextually relevant, and socially responsive research.

A notable feature of the 2025 output profile is the strong concentration of journal publications in Information Technology, Accounting for more than half of all articles. These outputs span critical areas such as cybersecurity, Internet of Things (IoT) security, artificial intelligence, machine learning, hydrogen energy storage, and health-related data analytics. Collectively, they position Eduvos as an emerging contributor to technologically focused research that intersects with sustainability, health, and infrastructure resilience. Several publications appeared in Scopus-indexed and internationally recognised journals, signalling increasing research quality and global reach.

The Humanities outputs, while smaller in number, demonstrate high conceptual and societal impact. Publications addressing feminist internet research, information literacy, and queer youth cultures speak directly to Eduvos' strategic emphasis on equity, inclusion, and ethical engagement. These works exemplify theoretically grounded scholarship that remains attentive to lived experience, power, and social justice in African contexts.

In the Faculty of Commerce, research outputs reflect a growing engagement with ethics, leadership, and economic development. Articles and chapters on moral authority, export growth, digital risk, and ICT-related safety in under-resourced schools illustrate an applied research orientation that connects theory to organisational and policy-relevant questions. While some outputs remain in process, they point to a strengthening publication pipeline.

The Faculty of Law continued to contribute focused, high-quality scholarship, particularly in public law, judicial interpretation, banking law, and financial regulation. These outputs underscore Eduvos' contribution to debates on legal transformation, governance, and consumer protection in technologically mediated financial systems.

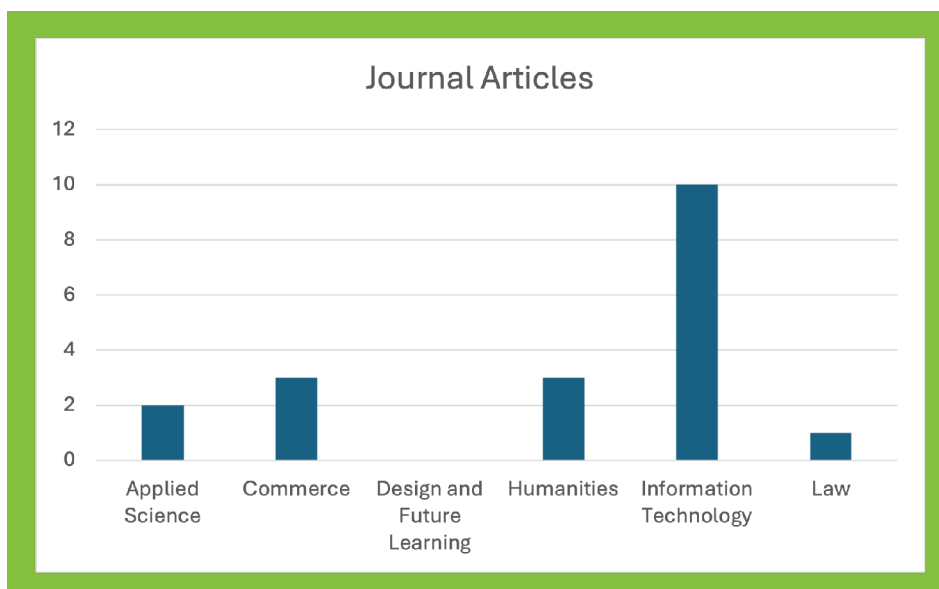
Book chapters published during the year further demonstrate interdisciplinary reach and international collaboration, with contributions appearing in volumes published by Springer Nature, Bloomsbury/Zed Books, and Juta. These chapters extend Eduvos' research presence into global scholarly conversations on digital citizenship, sustainability, AI in education, virtual and augmented reality, and financial law.

Conference participation remained robust, with 24 presentations across local and international platforms, including SAPHE, SARUA, IEEE GlobeCom, SAERA, and discipline-specific international conferences. Humanities and IT staff were particularly active, while Design and Future Learning showed early momentum that can be built upon. Conference engagements played a critical role in knowledge dissemination, scholarly networking, and the development of future publication pipelines.

Overall, the 2025 research outputs reveal both strengths and strategic gaps. The strong performance in IT and the growing internationalisation of outputs are clear indicators of institutional progress. At the same time, lower publication volumes in Design and Future Learning and Applied Science point to opportunities for targeted capacity development and support. Importantly, the collective body of work demonstrates alignment with Eduvos' research agenda: research that is ethically grounded, socially engaged, digitally informed, and oriented toward real-world impact in Africa.

## Journal Articles

In 2025, 19 journal articles were recorded.



### Faculty of Applied Science

- Manganyi, M.C., Tchatchouang, C.D.K. 24/10/2025. Biotechnological advancements enabling cannabinoid biosynthesis in engineered fungi: a mini review. In *Frontiers in Fungal Biology*, Volume 6 - 2025. pp 1-6.
- Olaonipekun, B.A., Buys, E.M. 01/2025. The effect of citric acid, heat, and high-pressure on the morphology and physiology of *Bacillus* spores: Simulating high-pressure processing of complementary foods. In *LWT Food Science and Technology*, Volume 215, 1 January 2025, 117181. pp 1-9.

### Faculty of Commerce

- Chitima, K. 2025. Towards a better understanding of moral authority among business leaders by integrating behavioral theories. In *the Africa Journal of Business Ethics*.
- Van der Merwe, N., Bezuidenhout, C., Steenkamp, A.E. 2025. Keeping the momentum in South Africa's intensive export growth margin. In *SAJEMS*, 28(1). pp 1-14.
- Van der Merwe, N., Steenkamp, E.A, Bezuidenhout, C., 2025. Keeping the momentum in South Africa's intensive export growth margin. In *SAJEMS*, pp 29.

## Faculty of Humanities

- Botha, T., Nichols, H.J. 2024 Augusts. Unveiling the Dynamic Impact of Queer Celebrities on School Youth's Perceptions of Gender and Sexual Diversity. In *Social Science and Humanities Journal*, Volume 08, Issue 08, August 2024. pp 4547-4557.
- Dikotla, M., Kgomoewana, K. 2025. Impediments of information literacy in face-to-face universities in South Africa. In *South African Journal of Libraries and Information Science*, SAJLIS vol.91 n.1 Pretoria 2025. pp 1-8.
- McLean, N. 2025. Carefully navigating the messiness of community-engaged feminist internet research. In *African Journal of Higher Education Community Engagement*, Vol 2 (1), pp 115 – 133.

## Faculty of Information Technology

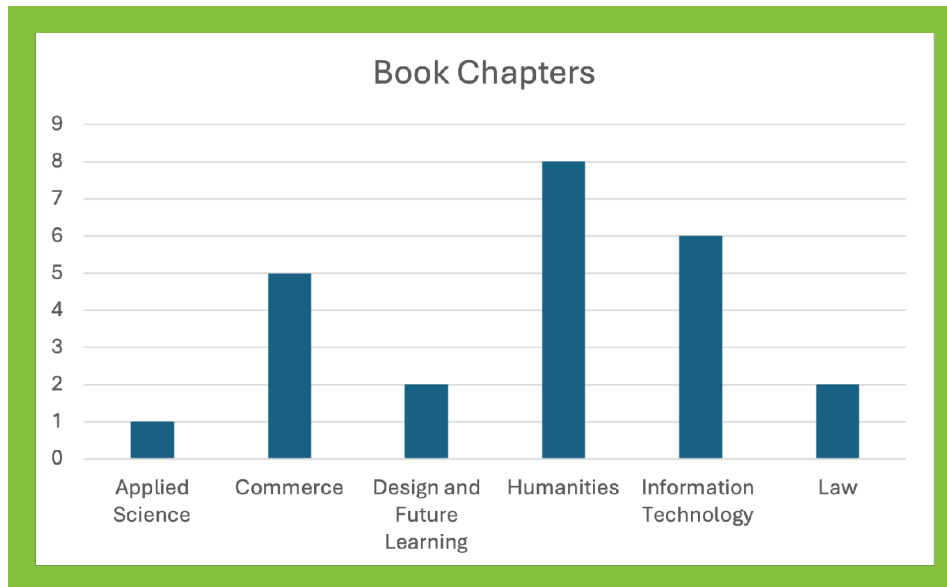
- Agbedanu, P.R., Yang, S.J., Musabe, R., Gatara, I., Rwigema, J. 01/09/2025. ALMANET: A hybrid online learning IDS for real-time IoT security. In *the Egyptian Informatics Journal*. pp 100764.
- Agbedanu, P.R., Yang, S.J., Musabe, R., Gatara, I., Rwigema, J. 02/01/2025. A scalable approach to Internet of Things and Industrial Internet of Things security: Evaluating Adaptive Self-Adjusting Memory K-Nearest Neighbor for Zero-Day attack detection. In *MDPI Sensors*, 25. pp 216.
- Babalola, O. P., Ogundile, O.O., & Usman, A. M. 2025. Entropy-based detection and classification of Bryde's whale vocalizations. In *Nigerian Journal of Technological Development (NJTD) (Q4/Scopus-Indexed)*, Vol. 22, No. 1, pp 51-60.
- Ejeofobiri, C.K., Victor-Igun, O., Okoye, C. 11/2024. AI-Driven Secure Intrusion Detection for Internet of Things (IOT) Networks. In *Asian Journal of Mathematics and Computer Research*, 2024 - Volume 31 [Issue 4]. pp 40-55.
- Makombe, F., Lall, M. 2020. A Predictive Model for the Determination of Academic Performance in Private Higher Education Institutions. In *The Science and Information Organisation*, 11, No 9, 2020. pp 1-5.
- Mnkandla, A., Volk, J. 2025. Closing the Digital Gap: Challenges and Prospects for Gender Equality in South Africa. In *IJTS*, 10, issue 2. pp 1-11.
- Nemukula, E., Mtshali, C.B, Nemangwele, F. 2025. Metal Hydrides for Sustainable Hydrogen Storage: A Review. In *International Journal of Energy Research*, 2025. pp 1-15.
- Rampai, M.M., Mtshali, C.B., Nemukula, E., Seroka, N.S., Khotseng, L. 2025. Characterization of ZrC-V-Ti-ZrC multilayer hydrogen storage thin films prepared by e-beam evaporator. In *the International Journal of Hydrogen Energy*, Volume 121, pp 18-27.
- Usman, A. M., Surajudeen-Bakinde, N. T., Ehiagwina, F. O., Afolabi, A. S., Oloyede, A. A., & Zakariyya, O. S. 2024. Dynamic Mode Decomposition-Based Features for Ovarian Cancer Gene Expression Classification Using Machine Learning. In *Nigerian Journal of Technological Development (NJTD) (Q4/Scopus-Indexed)*, Vol. 21, No. 3, pp 50-57.
- Victor-Igun, O.O., Bankole, E.A., Olufade, M.A., Junior, A. 06/2025. Multimodal Sensor Fusion for Autonomous Systems: Integrating Data from Various Sensors to Improve Decision-making in Autonomous Vehicles and Robotics. In *Journal of Basic and Applied Research International*, 2025 - Volume 31 [Issue 4]. pp 37-54.

## Faculty of Law

- Olivier, C., September- Van Huffel, A. October 2025. Legal Interpretative Culture and Judicial Stewardship of the Transformation Project in South Africa. In *the Southern African Public Law Journal*. pp 1-22.

## Book Chapters

Six book chapters were recorded:



### Faculty of Commerce

- Tsibolane, P., Nombakuse, R., Matola, K. 2025. I feel unsafe – ICT device theft in under-resourced schools in Digital Ed for Sustainable Development. European Conference on Information Systems. Commerce.

### Faculty of Humanities

- McLean, N. 2025. Keeping Each Other Safe: Transgender People's Online Solidarity Strategies. In Bosch, T. and Roberts, T. Feminist Digital Citizenship in Africa: Agency, Rights and Resistance, Chapter 4. Zed Books/ Bloomsbury.

### Faculty of Information Technology

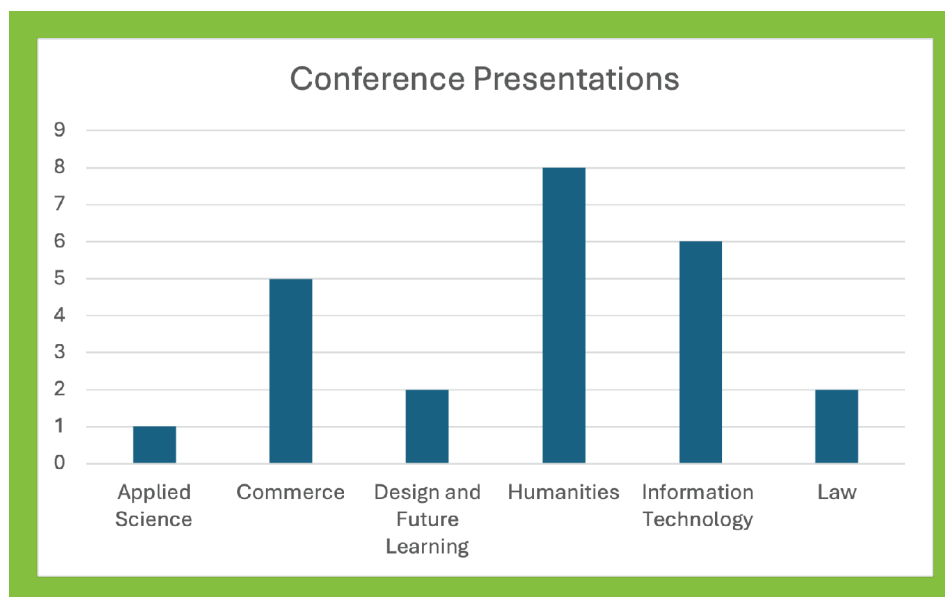
- Mthwazi, G. December 2022. Information Technology Infrastructure sharing effects on the environment and the delivery of equitable public services in Zimbabwe. In Digital Transformation for Sustainability: ICT-supported Environmental Socio-economic Development, pp 15-41. Springer Nature. Information Technology.
- Okonkwo, D.C., Anele, D.A., Asmal, S. 15 December 2025. The Use of Artificial Intelligence in Personalised Learning: Opportunities, Challenges, and Ethical Considerations. In Cultivating Digital Skills for Global Relevance. Springer Nature. Information Technology.
- Okonkwo, D.C., Anele, D.A., Shikari, K. 15 December 2025. Exploring the Potential of Virtual Reality and Augmented Reality Technologies in Transforming Teaching and Learning. In Cultivating Digital Skills for Global Relevance. Springer Nature. Information Technology.

### Faculty of Law

- Chivizhe, T. July 2025. Navigating the shifting sands of the standard of conformity under demand guarantees. In Contemporary Banking and Finance Law (Part 4), Chapter 16, 375-394. Juta & Co. Law.

## Conference Presentations

In 2025, there were 24 conference presentations recorded.



### Design and Future Learning

- Kgomoewana, K. 9-11 April 2025. Assessing training needs and knowledge gaps in records management among the staff at the GA Mphahlele Traditional Council. In the 2025 DLIS 5 Biennial International Conference. Design and Future Learning.
- Tesoriero, T., Evans, J. 26-28 February 2025. The Creative Standard: Adaptive Quality Enhancement in Pri. At the Council on Higher Education Conference. Design and Future Learning.

### Faculty of Applied Science

- Olaonipekun, B.A. 24-25 July 2025. Catalysing African Science through scientific partnership. At EURAXESS Africa. Applied Science.

### Faculty of Commerce

- Chitima, K. 6 - 7 November 2025. Towards a better understanding of moral authority among business leaders by integrating behavioral theories. At the ABSA Business Ethics Network Africa 24th Conference.
- Maregere, L.L. 20-24 May 2025. Exploring the use and perceived value of digital marketing by SME poultry farmers in Gauteng province. In the 25th AABD annual conference.
- Nombakuse, R., Phakisi, L., Rammala, M., Tsibolane, P. 3-5 December 2025. Beyond Adoption: Information seeking and crypto literacy among novice investors in South Africa. At the Australasian Conference on Information Systems.
- Okonkwo, D.C., Anele, D.A., Shikari, K. 15 December 2025. Exploring the Potential of Virtual Reality and Augmented Reality Technologies in Transforming Teaching and Learning. In Cultivating Digital Skills for Global Relevance. Springer Nature. Information Technology.
- Nombakuse, R., Tsibolane, P., Messerschmidt, N. 6-9 January 2026. Beyond Accessibility: How Intelligent Assistive Technologies Improve Activities of Daily Life for Visually Impaired People in South Africa. At the Hawaii Conference on Systems Science.
- Patel, W. 24 July 2024. Psychological safety fundamentals. At the SIOPSA 27th annual conference.

## Faculty of Humanities

- Fuma, M. 30 June – 02 July. Towards an inclusive approach to meaning-making in a multicultural creative economy. At the IAMHIST Conference.
- Botha, T., Nichols, H.J. 14-16 March. Exploring the Influence of Queer Celebrities on Shaping School Youth's Perspectives on Gender and Sexual Diversity. At the 4th International Sexuality and Gender Studies Conference.
- Brownlee, S. and McLean, N. 2025. Elevating Strategy and Innovation for Relevance at a South African Private Higher Education Institution. At the 3rd SAPHE Conference.
- McLean, N., Joubert, M., and De Klerk, M. 2025. AI-Enabled Access to Quality Education: A Case Study of Digital Transformation at a South African Private Higher Education Institution. At the 3rd SAPHE Conference.
- McLean, N., Joubert, M., and De Klerk, M. 2025. AI-Enabled Access to Quality Education: A Case Study of Digital Transformation at a South African Private Higher Education Institution. At the 1st Southern African Regional Universities Association Conference: Innovating Higher Education for Sustainable Development across the SADC: Innovation for Impact. University of Lusaka.
- Moodley, D. 3-6 November. Role-play and narrative empathy in English literature lecture rooms: A creative approach to social and emotional learning in Higher Education. At the SAERA Conference.
- Motai, C. 9 October 2025. The place of emotional experiences and a critical emotional praxis towards creating socially just environments for students from diverse backgrounds. At the 2nd Annual Hybrid Academic Colloquium.
- Sadler, Q. 16 May 2025. Breaking Barriers to Creative Learning: A Conference for Creative Educators. At The Open Window 2025 Teacher's Conference.

## Faculty of Information Technology

- Agbedanu, P.R. 08-12/12/2024. An Online Adaptive Approach to Detecting Zero-day Attacks in IoT and IIoT Systems. At the 2024 IEEE GlobeCom.
- Akih, P.M., 3-6 June 2025. The Transformative Role of Artificial Intelligence in Data Science: Enhancing Social Science Information Services. At the IASSIST Conference.
- Anele, A., Okonkwo, C., Louw, J., Fayeti, Y. 5-6 November 2025. The role of learning analytics in improving teaching effectiveness and student success. At the SAPHE Conference.
- Okonkwo, C., Anele, A., Asmal, S., Mathonsi, Z. 5-6 November 2025. Integrating AI and machine learning tools in teaching: Opportunities and ethical challenges. At the SAPHE Conference.
- Okonkwo, D.C. 17 July 2025. AI-Driven Decision-Making in Business Operations: Enhancing Efficiency and Accuracy. At the South African Institute of Computer Scientists and Information Technologists (SAICSIT).
- Van Belle, J., Mthwazi, G., Ablay, M., Cheng, M., Cottriau, S., Couckhuyt, N., Termont, G., Claes, J. May 2023. Managing the work-life balance when working from home: the experience of Flemish parents. At the Society 5.0 Conference.

## Faculty of Law

- Chivizhe, T. 13-18 July 2025. A revisit to Unconscionability as a defense to payment under demand guarantees: Are Courts Ready to Develop the Common Law? In the Southern African Law Teachers Conference (SALTC).
- Chivizhe, T. 13-15 August 2025. Automated decision-making and financial inclusion: striking a balance between innovation and consumer protection. At the 2nd Annual International Banking, Competition & Corporate Law (BCCL) Conference.



The 2025 research outputs were systematically reviewed and triangulated against the Eduvos Impact Scorecard to assess alignment with the United Nations Sustainable Development Goals (SDGs). This analysis maps research outputs across key SDG areas, highlighting where Eduvos is already demonstrating meaningful contribution and where impact is emerging or under-represented. The section that follows presents the research outputs grouped by their primary SDG alignment, alongside interpretive commentary on impact strength, coherence, and strategic gaps. These insights are intended to inform future research prioritisation, funding calls, and thematic clustering to strengthen Eduvos' contribution to sustainable development in Africa.

Each output was mapped to primary SDG (and secondary where relevant). Outputs were then read against Impact Scorecard expectations (e.g. volume, thematic coherence, interdisciplinarity, policy/practice relevance). The analysis focuses on research outputs only (not teaching, engagement, or operations).

## High-level positioning: Eduvos Research on the Impact Scorecard

### Impact tiers



This positions Eduvos as research-active and impact-relevant, but with clear opportunities to consolidate outputs into SDG-led impact narratives rather than treating outputs as standalone academic achievements.

### SDG-by-SDG narratives with outputs

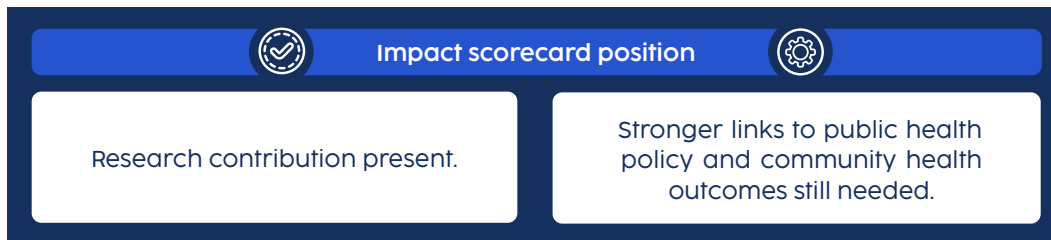
This section maps Eduvos' 2025 research outputs against the SDGs, highlighting where the institution is generating demonstrable impact and where strategic strengthening is still required.

## 3 GOOD HEALTH AND WELL-BEING SDG 3: Good Health and Well-Being

Eduvos research contributes to SDG 3 primarily through health technologies, biomedical analytics, food safety, and wellbeing-oriented digital systems. The focus is strongly preventative and systems-based, rather than clinical intervention, aligning well with applied science and ICT strengths.

### Key outputs

- Usman, A.M. et al. (2024). Dynamic Mode Decomposition-Based Features for Ovarian Cancer Gene Expression Classification Using Machine Learning. Nigerian Journal of Technological Development.
- Olaonipekun, B.A. & Buys, E.M. (2025). High-pressure processing of complementary foods. LWT – Food Science and Technology.
- Patel, W. (2024). Psychological safety fundamentals. SIOPSA Conference.

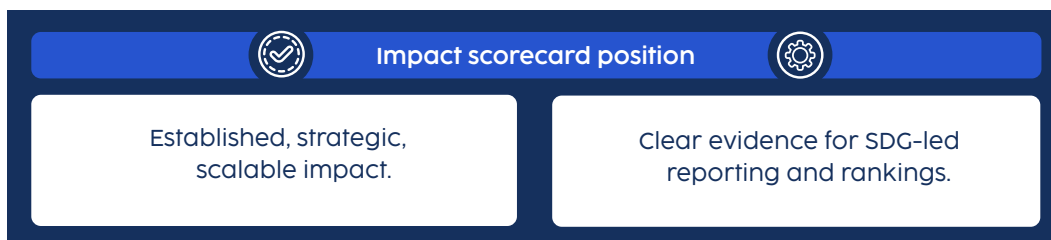


## 4 QUALITY EDUCATION SDG 4: Quality Education

SDG 4 is Eduvos' strongest and most coherent research impact area. Outputs consistently address learning analytics, AI in education, inclusive pedagogy, digital skills, and educational transformation, directly supporting institutional strategy and sectoral relevance.

### Key outputs

- Anele, A. et al. (2025). The role of learning analytics in improving teaching effectiveness. SAPHE Conference.
- Okonkwo, C. et al. (2025). Integrating AI and machine learning tools in teaching. SAPHE Conference.
- Okonkwo, D.C. et al. (2025). The Use of Artificial Intelligence in Personalised Learning. Springer Nature.
- Okonkwo, D.C. et al. (2025). VR and AR Technologies in Teaching and Learning. Springer Nature.
- Tesoriero, T. & Evans, J. (2025). Adaptive Quality Enhancement in Private Higher Education. CHE Conference.



## SDG-by-SDG narratives with outputs

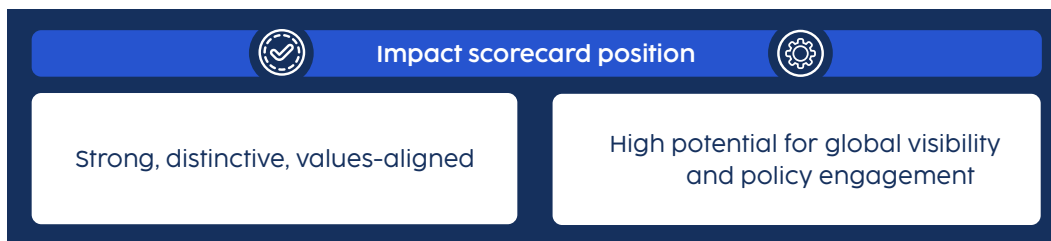
This section maps Eduvos' 2025 research outputs against the SDGs, highlighting where the institution is generating demonstrable impact and where strategic strengthening is still required.

### 5 GENDER EQUALITY SDG 5: Gender Equality Gender Equality

SDG 4 is Eduvos' strongest and most coherent research impact area. Outputs consistently address learning analytics, AI in education, inclusive pedagogy, digital skills, and educational transformation, directly supporting institutional strategy and sectoral relevance.

#### Key outputs

- Botha, T. & Nichols, H.J. (2024). Queer Celebrities and School Youth. *Social Science and Humanities Journal*.
- Botha, T. & Nichols, H.J. (2025). Queer Celebrities and Gender Diversity. *International Sexuality & Gender Studies Conference*.
- McLean, N. (2025). *Keeping Each Other Safe: Transgender People's Online Solidarity Strategies*. Bloomsbury/Zed Books.
- Mnkandla, A. & Volk, J. (2025). *Closing the Digital Gap: Gender Equality in South Africa*. IJTS.

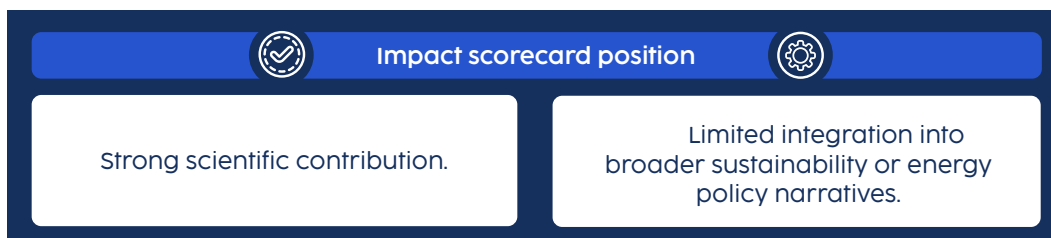


### 7 AFFORDABLE AND CLEAN ENERGY SDG 7: Affordable and Clean Energy

Research contributions to SDG 7 are technical and materials-focused, centring on hydrogen storage and sustainable energy systems. While high-quality, these outputs are currently fragmented rather than programmatic.

#### Key outputs

- Nemukula, E. et al. (2025). Metal Hydrides for Sustainable Hydrogen Storage. *International Journal of Energy Research*.
- Rampai, M.M. et al. (2025). Hydrogen storage thin films. *International Journal of Hydrogen Energy*.

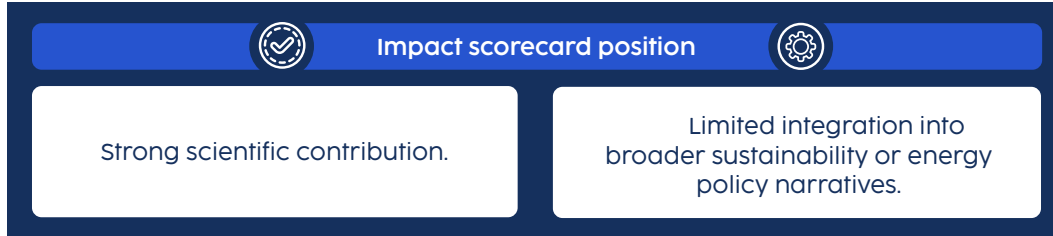


## SDG 8: Decent Work and Economic Growth

SDG 8 outputs focus on ethical leadership, SME development, work-life balance, and business performance, aligning well with commerce and management disciplines.

### Key outputs

- Chitima, K. (2025). Moral authority among business leaders. Africa Journal of Business Ethics.
- Maregere, L.L. (2025). Digital marketing and SME poultry farmers. AABD Conference.
- Van Belle, J. et al. (2023). Work-life balance when working from home. Society 5.0 Conference.

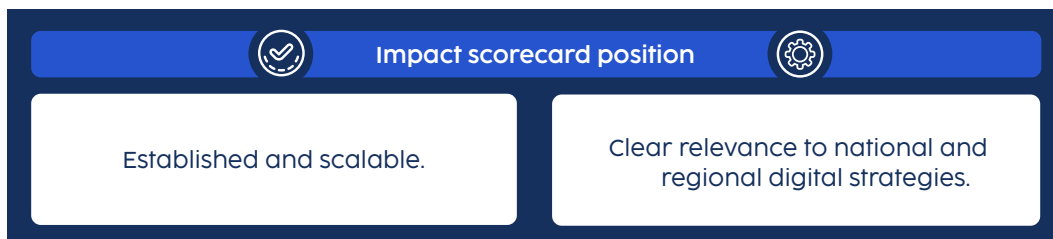


## SDG 9: Industry, Innovation and Infrastructure

Eduvos shows very strong alignment with SDG 9 through AI, IoT security, autonomous systems, and digital infrastructure research. This is a high-volume, high-impact cluster.

### Key outputs

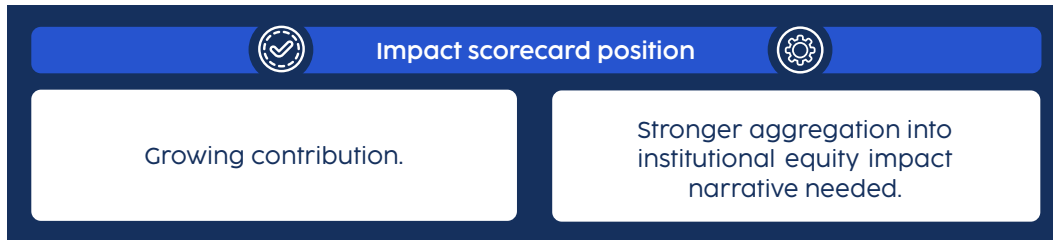
- Agbedanu, P.R. et al. (2025). ALMANET: Hybrid IDS for IoT security. Egyptian Informatics Journal.
- Agbedanu, P.R. et al. (2025). Zero-Day Attack Detection. MDPI Sensors.
- Victor-Igun, O.O. et al. (2025). Multimodal Sensor Fusion for Autonomous Systems. Journal of Basic and Applied Research International.



Research under SDG 10 emphasises access, inclusion, disability, and marginalised communities, often intersecting with digital transformation.

**Key outputs**

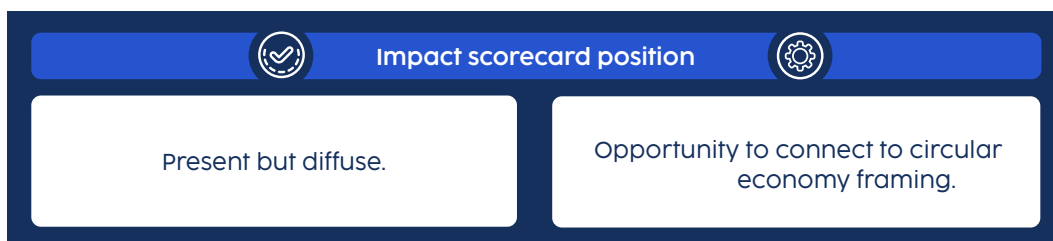
- Dikotla, M. & Kgomoewana, K. (2025). Information literacy impediments. SAJLIS.
- Nombakuse, R. et al. (2026). Assistive Technologies for the Visually Impaired. HICSS Conference.
- McLean, N. (2025). Transgender Digital Safety. Bloomsbury/Zed.



SDG 12 is addressed indirectly through food science, sustainable processing, and environmental efficiency, particularly in applied sciences.

**Key outputs**

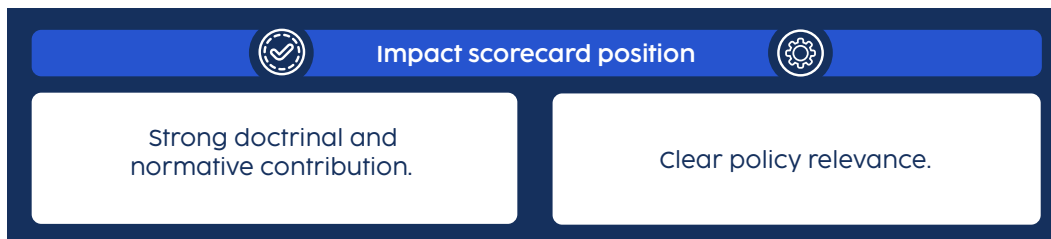
- Olaonipekun, B.A. & Buys, E.M. (2025). High-pressure food processing. LWT.
- Mthwazi, G. (2022). ICT infrastructure sharing and environmental equity. Springer Nature.
- Victor-Igun, O.O. et al. (2025). Multimodal Sensor Fusion for Autonomous Systems. Journal of Basic and Applied Research International.
- Ejeofobiri, C.K. et al. (2024). AI-Driven Secure Intrusion Detection for IoT. AJMCR.



Eduvos research contributes meaningfully to SDG 16 through law, governance, judicial transformation, ethics, and regulatory frameworks, particularly in Southern Africa.

**Key outputs**

- Olivier, C. & September-Van Huffel, A. (2025). Judicial Stewardship of Transformation. Southern African Public Law Journal.
- Chivizhe, T. (2025). Demand guarantees and common law. Juta & Co.
- Chivizhe, T. (2025). Automated decision-making and financial inclusion. BCCL Conference.



**Strategic Gaps from an Impact Scorecard Perspective**

The identification of under-represented SDGs within the current research output profile should not be read as a shortcoming in Eduvos’ research performance. Rather, these gaps function as strategic signals, highlighting areas where future growth, intentional investment, and programme development can meaningfully extend the institution’s impact.

SDGs 1 (No Poverty) and 6 (Clean Water and Sanitation) represent opportunities for Eduvos to strengthen applied, community-responsive research that addresses structural inequality, service access, and lived socio-economic conditions—particularly within Southern African contexts. These SDGs lend themselves to interdisciplinary work across commerce, law, applied sciences, technology, and the social sciences, and are well aligned with participatory and solutions-based research methodologies.

Similarly, SDGs 14 (Life Below Water) and 15 (Life on Land) are currently under-represented not due to misalignment with institutional values, but because they have not yet been consolidated into thematic research clusters. Existing strengths in sustainability, digital systems, infrastructure, and applied science create a strong foundation for future research addressing biodiversity, environmental stewardship, and climate-linked ecological challenges.

Finally, SDG 17 (Partnerships for the Goals) is best understood as an enabling SDG rather than an output-driven one. While partnerships are present across multiple projects and outputs, they are not yet consistently surfaced or measured as impact in their own right. This presents a clear opportunity to more deliberately frame collaborative research, cross-institutional doctoral pipelines, industry engagement, and international networks as explicit SDG-aligned impact.

Taken together, these under-represented SDGs provide a forward-looking roadmap for targeted future funding calls; the development of postgraduate pipelines; and the establishment of thematic research clusters that deepen Eduvos’ contribution to sustainable development.

In this sense, the gaps identified by the Impact Scorecard are not indicators of absence, but markers of strategic possibility, pointing to where the next phase of Eduvos’ research impact can be intentionally grown, coordinated, and amplified.

## Strengthening Impact, Coherence, and Strategic Focus in 2026

The Impact Scorecard analysis makes clear that Eduvos is research-active and impact-relevant, with established strengths in SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation and Infrastructure), and SDG 16 (Peace, Justice and Strong Institutions). The next phase of impact development should therefore focus less on generating new areas of activity, and more on amplifying, connecting, and narrating existing strengths.

A key priority moving forward is the shift from output-level reporting to SDG-led impact narratives. Rather than treating publications, chapters, and conference papers as standalone achievements, Eduvos is well positioned to frame its research as contributing to identifiable impact pathways—such as educational transformation, digital inclusion, ethical governance, and gender justice. This will require more intentional clustering of outputs, clearer articulation of policy and practice relevance, and stronger linkages between research, teaching, and community engagement.

**Eduvos is well positioned to frame its research as contributing to identifiable impact pathways**

The Impact Scorecard also highlights under-represented SDGs—particularly SDGs 1, 6, 14, 15, and 17—not as deficiencies, but as strategic opportunities. These areas provide a roadmap for future growth through targeted funding calls, interdisciplinary doctoral pipelines, and collaborative projects that draw on existing strengths in technology, law, commerce, and applied science. SDG 17, in particular, offers scope for Eduvos to more explicitly surface partnerships, collaborations, and networks as impact in their own right.

Looking ahead to 2026, impact work will increasingly be enabled by the institutional developments documented in this report: strengthened ethics governance, faculty-level research leadership, engaged teaching initiatives, and international collaborations such as the UCDP and UNESCO Knowledge for Change programme. Together, these elements position Eduvos to move from demonstrating activity to evidencing transformation—ensuring that research is not only produced, but felt, used, and sustained beyond the academy.



# Concluding Remarks.



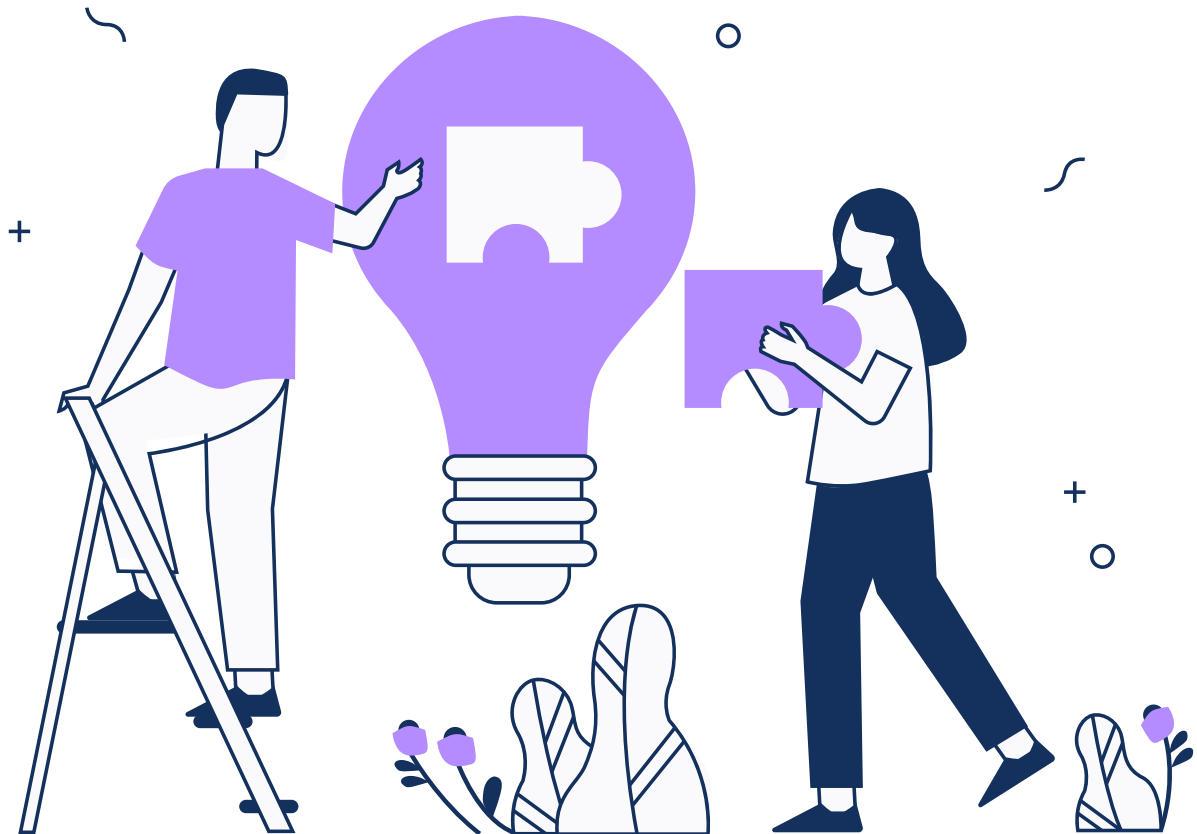
The 2025 research year represents a pivotal moment in Eduvos' research journey. Across governance reform, ethics institutionalisation, collaborative projects such as the UCDP, and a growing body of accredited outputs, the institution has moved decisively beyond ad hoc research activity toward a coherent, values-driven research system.

Research governance structures now support ethical reflexivity rather than procedural compliance. Faculty Research and Ethics Committees provide the scaffolding for future culture-building. Research outputs increasingly reflect institutional focus areas, particularly in education, technology, gender equity, governance, and innovation. Importantly, Eduvos has begun to articulate its research not only in terms of outputs produced, but in terms of contributions made to knowledge, to communities, to policy conversations, and to Africa's sustainable development agenda.

**What is particularly evident across this report is the alignment between intention and practice.**

As Eduvos enters the next phase of its strategic cycle, the task ahead is not to expand indiscriminately, but to consolidate intelligently: to cluster research efforts, to deepen impact narratives, and to ensure that research excellence is matched by ethical accountability and societal relevance.

The groundwork has been laid. The challenge now is to translate capacity into sustained, visible, and meaningful impact.





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