

PARTNERSHIP FRAMEWORK¹

Framework for initiating and developing bilateral partnerships

Reviewed October 2024

Served & Approved at the Institutional Advisory Committee on Internationalisation

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Updates to take note of:

- Updates in text, is highlighted by Orange.
- Updating of Partnership Cues under Context.
- Values Insertion on p.6.
- Further clarifications to Partnership Development Structures on p. 9.
- Normative Considerations on p.11.
- Updates to Annexure D on p. 33
- New Annexure E on p. 37

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PARTNERSHIP FRAMEWORK

Framework for initiating and developing bilateral partnerships

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The Partnership Framework focuses on bilateral partnerships (formal relationships based on signed agreements) with Higher Education Institutions (HEIs) and related international education organisations. Apart from providing cues for considering and initiating new partnerships, and cues for partnership development interventions to enhance the functionality and impact of bilateral partnerships and to ensure the building of partnership capital, the framework proposes a set of categories to bring focus and structure to the current broad bilateral partnership portfolio.

This document provides a framework for the implementation of Goal 4 of the SU Internationalisation Strategy:

Goal 4: SU cultivates close relationships with our international stakeholders through functional engagement, active collaboration, and mutually beneficial, complementary, reciprocal and transformational partnerships

In addition, the Framework intends:

- To create a shared understanding of the terms used throughout the partnership development process, e.g. “partnership” and “agreement”,
- To differentiate between levels of partnerships (institutional and faculty/departmental level), between the categories provided in the Internationalisation Strategy (comprehensive and global thematic partnerships), and various levels and types of partnerships regarding student mobility.
- To list level-specific partnership features to assist in evaluating the transactional, functional and transformational aspects of a partnership, and
- To provide broad cues for general (reactive) and explicit (proactive) partnership development initiatives.³

The Framework is not only embedded in the Internationalisation Strategy but considers applicable partnership development notions from Vision 2040 as applicable for partnership development and the 2017/2018 first round of partnership evaluation.

² The partial review of the Partnership Framework flows from the September 2023 External Review of SU International. It is *partial* as it is still framed by the current Internationalisation Strategy which mandated the development of the Framework and only aims to include perspectives and learnings gained over the past nearly 4 years of application.

³ Proactive partnership development steps will be determined by the partnership category and the features to be included or expanded; all subject to an individual work plan initiated by the custodian as indicated below in the various categories.

The structure of document is as follows:

- I. CONTEXT
- II. FRAMEWORK
- III. PARTNERSHIP CATEGORIES
- IV. WAY FORWARD

I. CONTEXT

SU Strategic documents, Partnership evaluation 2017/2018, Internationalisation Strategy

A SU Strategic documents

Vision 2040 provides clear rationales for developing a strategy for internationalisation, and specifically for the partnership development process and the related principles stated below.

A1 Vision 2040 and aspirations

Stellenbosch University will be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

To realise Vision 2040, SU aspires to:

- Have an impeccable reputation as a proud African knowledge hub that serves the continent through research, innovation, and education:

➔ *Policy and knowledge diplomacy rationale*

to be a role-player within Higher Education in Africa, providing a strategy imperative for international knowledge diplomacy and cultivating and maintaining strong bilateral and multilateral collaborations in research, innovation, learning and teaching.

Pertinent notions from the rationale	Cues for Partnership Framework:
• Focus on Africa • Role of international knowledge diplomacy (advocacy)	➔ Comprehensive partnership description and subsequent portfolio development ➔ Transactional - Transformational scale ➔ Responsible Internationalization and Fair Partnerships ➔ Regional Partnership Approach⁴

- Be a transformed and integrated academic community that celebrates critical thinking, promotes debate, and is committed to democracy, human rights, and social justice with an outward, international and future focus:

➔ *Academic and knowledge rationale*

- to produce graduates who are internationally competent and competitive and sought after, by adding to, e.g., teaching programmes (collaborative degree programmes, foreign language programmes, degree programmes with a compulsory semester abroad, etc.) and internationalisation-at-home programmes (integration of international and domestic students, global education learning modules, etc.);

⁴ These two cues are added due to learnings from our engagements in partnerships and networks and the increased importance of *international knowledge diplomacy (advocacy)* due to recent geo-political developments. This will contribute to assessing the transactional<->transformational impact of a partnership.

- to engage in research with a strong international and future focus (e.g. international research collaborations, international joint authorship in high-impact international journals); and
- to undertake initiatives aimed at international capacity development that will enhance the transformative experience of the academic community, i.e. students and staff (faculties and professional administrative support staff [PASS] environments alike).

Pertinent notions from the rationale	Cues for Partnership Framework:
• Transformative student experience • Transformative staff experience • Collaborative degree programmes	➔ Student dimension in partnerships ➔ Capacity development feature ➔ Academic programmes feature ➔ Transactional - Transformational scale ➔ Global Learning Outcomes⁵ ➔ Responsible Internationalisation and Fair Partnerships⁶ ➔ Staff as Internationalisation Practitioners⁷

- Have an all-encompassing impact on the social, financial, and environmental well-being of the town, region, country and continent, with a global reach:

➔ **Societal and cultural rationale**

to ensure intercultural learning experiences through global education learning programmes for international and domestic students; to engage with the town and immediate community through volunteer programmes for international visitors; and to build international research collaborations, all with societal impact.

Pertinent notions from the rationale	Cues for Partnership Framework:
• “In service of society” • Engagement with town and immediate community	➔ Student dimension in partnerships ➔ Global Learning Outcomes ➔ Global thematic partnership description ➔ Transactional - Transformational scale ➔ Integration and support of international student and staff ➔ SDG/Africa Union Agenda 2063 themes⁸ ➔ Support for refugees and displaced people (RDP)⁹

⁵ SU International has developed a *Global Learning Outcomes* framework to deliberately address aspects related to this aspiration: “democracy, human rights, and social justice,” and “graduates who are internationally competent”.

⁶ See also footnote 3. Within the *Responsible Internationalisation* discussion, the notion “Research Security” is gaining prominence.

⁷ Within broad the context of *international capacity development of staff*, SU International’s initiative to develop the notion of all staff (academic and PASS) being *internationalisation practitioners*, either on primary or secondary level. This will contribute to framing staff mobility and international staff weeks as initiatives within partnerships.

⁸ The aspiration clearly prompts due consideration for global and continental impact. The new annual *Sustainable Development Annual Report*, highlighting SU’s research related to the SDGs and Africa Union Agenda 2063, should be considered in determining themes for thematic partnerships.

⁹ Within a broader global commitment to “in service of society” and the increase of geo-political conflict, the support to refugees and displaced people within Higher Education is emerging as a point of discussion within partnership development.

- Be a systemically sustainable institution in economic, social, technological and environmental terms, as a national asset that serves the diverse needs of our communities:

➔ **Economic and sustainability rationale**

to contribute towards institutional financial sustainability by, among others, attracting international funding for research projects in response to societal needs, and recruiting international students; and to influence, change and be changed by the world around us.

Pertinent notions from the rationale	Cues for Partnership Framework:
• Financial sustainability • Responsible student recruitment practices¹⁰ • Sustainability in the context of SDG/AU Agenda 2063 Goals	➔ Clear financial arrangements in agreements and subsequent partnership development ➔ Student mobility partnerships ➔ General institutional agreements ➔ Transactional - Transformational scale

A2 Core Strategic Themes (CST)

The SU institutional strategic framework identifies 6 Core Strategic Themes (CST) which are all relevant for the features to be included within specific categories of partnerships and to ensure that a partnership contributes towards the overall SU strategic plan.¹¹ CST3 provides clear cues towards developing a partnership framework:

CST3: Purposeful partnerships and inclusive networks



- 3.1 Advance a focused approach to global engagement and internationalisation
- 3.2 Extend and expand our quadruple helix (government, civil society, industry and higher education partners)
- 3.3 Strengthen and expand Africa partnerships as aligned with SU vision and mission
- 3.4 Nurture partnership and relationships with identified strategic international partners
- 3.5 Increase engagement opportunities for alumni

Cues for Partnership Framework:
➔ Developing a focused comprehensive partnership portfolio ➔ Focus on Africa ➔ Partnership development should go beyond only with higher education partners ➔ High focus on partnership development beyond agreement formulation phase ➔ Transactional - Transformational scale

¹⁰ International student recruitment is emerging as an initiative that can contribute to financial sustainability, but within the “national asset” context. For SU International, growing the international student cohort is important for International Registration Fee income, especially regarding outgoing student mobility within partnerships.

¹¹ See Annexure A for the full list of Core Strategic Themes.

A3 SU Values

Excellence - Academic freedom to pursue knowledge that adheres to the highest standards of integrity, innovation and relevance

Compassion - Recognition of, and care for, the well-being of all our students and staff

Accountability - Accepting the highest level of responsibility of our actions

Respect - Civility in our mutual and public discourse, due regard for the freedom, equality and dignity of all, and respect for the environment

Equity - Restitution in response to our past legacy and fairness in our aspirations

Cues for Partnership Framework:

- ➔ Considering who to partner with and which institution to approach.
- ➔ Context for services to incoming staff and students
- ➔ Commitment to partnership capital building
- ➔ Integration and support to incoming staff and students
- ➔ Sharing of support interventions (e.g. international student integration, support for refugees and displaced people)
- ➔ Commitment to execute partnership provisions
- ➔ Determining the activities (in-person/hybrid/virtual) within partnerships
- ➔ Complementarity and reciprocity in partnership development
- ➔ Fair partnerships

A4 SU Attributes

All-encompassing	Strategic focus with a shared vision
Systemic sustainability	Collaborative nature and approach
Agile, adaptable and responsive	Professionalism
Organisational Culture built on shared values	Entrepreneurial mind-set

Cues for Partnership Framework:

- ➔ Comprehensive partnerships
- ➔ Continuous M&E, workplans and implementation meetings
- ➔ Responsible financial commitments
- ➔ Partnership capital building through being agile, adaptable and responsive to partner
- ➔ Partnership capital building based on shared values and vision
- ➔ Ethos of collaboration
- ➔ Capacity building to grow staff's level of engagement - internationalisation practitioners
- ➔ Partnerships to unlock funding for partnership activities

B Internationalisation Strategy

The Partnership Framework is embedded in Dimension 4 of the SU Internationalisation Strategy and specifically addresses SU's formal relationships with international HEIs or related institutions.

4. Engagement dimension

Goal 4: SU cultivates close relationships with our international stakeholders through functional engagement, active collaboration and mutually beneficial, complementary, reciprocal and transformational partnerships

- 4.1 Establish a strong diverse *comprehensive* partnership portfolio with a focus on
 - developing new partnerships in Africa and other strategically identified regions;
 - enhancing existing partnerships with institutions in Africa; and
 - including a core group of existing institutional partnerships beyond Africa
- 4.2 Establish *global thematic* partnerships with eminent institutions in support of the five inclusive overarching research areas aligned to the SDGs and global research agenda
- 4.3 Sustain partnerships with international education networks and organisations such as WEF, UN, UNESCO, World Bank
- 4.4 Partner with funding bodies to allow postgraduate students from Africa and other selected countries to study at SU
- 4.5 Build capacity in support structures for research group-based international collaborations facilitated by faculty and departmental partnerships
- 4.6 Grow the SU Africa platform to facilitate and expand the engagement with Higher Education in Africa, research organisations and other related governmental organisations on the continent
- 4.7 Optimally utilise SU's membership of networks and international education related organisations
- 4.8 Nurture stakeholder relations with, among others, Universities South Africa (USAf), the Department of Higher Education and Training (DHET), the Department of International Relations and Cooperation (DIRCO) and the Department of Home Affairs (DHA)
- 4.9 Undertake regular review, evaluation and updating of partnerships

In developing the Strategy due consideration was given to the following aspects of the DHET's Draft Policy on Internationalisation:¹²

- (1) The *Draft Policy* is clear on the fact that priority should be given to South Africa's interests in the first instance, and thereafter, where possible and relevant: the interests of SADC member states; then the rest of the African continent; then the global South and emerging economies; and thereafter the world beyond. (3.5.1)
- (2) The Draft Policy values the principles of mutuality and complementarity within partnerships and that internationalisation activities should demonstrate quality and create value, e.g. cultural enrichment; the development of a global citizenry and the creation of opportunities for generation of revenue for the institution. (3.5.7-3.5.11)

¹² Reference is made to the *Draft* as it was the source document available when formulating the Strategy in 2019. In November 2020 the *Policy Framework for Internationalisation of Higher Education in South Africa* was promulgated.

C Partnership Evaluation 2017/2018

The Partnership Framework is also informed by learnings gained from the *Partnership Evaluation - Report on First Round of Evaluation (July 2018)*. The objective of the evaluation was not to determine which partnerships should be terminated but rather to gain a systematic overview of the *status quo* of existing, formalised partnerships between SU and international university partners. The evaluation was predominantly based on a geographical selection: all African partnerships, USA, United Kingdom, BRICS countries, Germany, the Netherlands and Belgium, and then a further group of selected partners from a diverse geographical distribution.

As part of the evaluation tool a *Rapid Evaluation Profile*¹³ was compiled with the following principles that should be considered in developing this framework and subsequent partnership development interventions:

- Principle 1: Recognise and accept the need for partnership - history and origin of the partnership
- Principle 2: Develop clarity and realism of purpose - considering the common ground between partners and the potential
- Principle 3: Ensure commitment and ownership - clear functional and operational mechanisms
- Principle 4: Develop and maintain trust - understanding the partner, knowledge, and preparedness to discuss unequal participation (for example)
- Principle 5: Create clear and robust partnership arrangements
- Principle 6: Monitor, measure and learn - dimension of self-reflection

The evaluation also illustrated the limitations of the tool used and that provision should be made for moving beyond a mostly activity-based (transactional aspects) evaluation to include functional and operational aspects (partnership structure/functioning/communication) and transformational aspects (partnership impact).

¹³ See Annexure B for a more detailed description.

II. FRAMEWORK

Descriptions, Basic distinction, Normative considerations¹⁴ and Features

Partnerships refer to SU's formal relationships with international HEIs or related institutions (e.g. DAAD, EU-EACEA), which are formalised through mutually signed documentation (e.g. formal agreement, letter of intent, etc.).¹⁵ Beyond completing the required documentation, developing a partnership is a continuous process of functional engagement building partnership capital or enhancing existing partnership capital¹⁶ to enhance active collaboration characterized by mutual benefit, complementarity, and reciprocity. This also includes applicable regular monitoring and evaluation processes, especially when continuation or termination needs to be considered.

On an operational level, this will play out in various settings:

1) Initiating a partnership

A partnership can be initiated by the Rectorate, SU International or prompted by an agreement request from an internal SU stakeholder or external stakeholder. The International@SU Working Group for Agreement Development (WGAD)¹⁷ considers the viability as mandated by the Institutional Advisory Committee on Internationalization (IACI), prepares or revises the documentation and consults with Legal Services and other stakeholders on an institutional or faculty level as applicable. The WGAD convenor guides this process until the documentation is signed by both parties. The WGAD convenor reports on concluded agreements at IACI meetings to ensure broad transparency and accountability.

2) Partnership development (including monitoring and evaluation)

- a) On an institutional level, SU International through the Centre for Global Engagement (CGE) and the Centre for Collaboration in Africa (CCA) oversees the process. The focus is on partnerships in Africa, developing a Comprehensive Partnership Portfolio (CPP) and creating global thematic partnerships.
- b) On faculty and department level, partnership development is located within the academic environment and monitored by the respective International@Faculty forums¹⁸ to ensure continued partnership ownership.¹⁹
- c) Partnership development is informed by sound international information management and therefor strongly linked to INTERINFO 2.0. Partnership engagement, activities and collaboration need to be shared with INTERINFO 2.0 for M&E, sharing up-to-date partnership

¹⁴ The emerging new cues for this revision (Responsible Internationalization and Fair Partnerships, Global Learning Outcomes and SDG/Africa Union Agenda 2063 themes) will be included in a new section "Normative Considerations" together with the Transactional <-> Transformational scale dimension.

¹⁵ A general Memorandum of Understanding (MoU) may be considered as a basis for establishing a partnership. However, it usually states a general intent to work towards collaboration and only contains a general list of intended activities. Preference will be given to an institutional agreement with some details regarding required activities to formalise existing collaborations or initiate a new partnership.

¹⁶ Partnership capital within IHE refers to the intangible value embedded within in the partnership, built up over time and nurtured through respect, trust and shared values. It is about the relations between the partners, that provide a firm foundation for the partners to navigate challenges, to ensure mutual benefit, complementarity, and reciprocity, thus ensuring a fair partnership.

¹⁷ See Annex D for an overview of the workflow process for the WGAD. The WGAD consists of members of the Centre for Global Engagement, the Centre for Collaboration in Africa, Tygerberg International Office, the Stellenbosch Business School's International Office and the Postgraduate Office. Although IACI members are not directly part of the WGAD, in the future, on a rotational basis, IACI members will participate in a consulting capacity to guide and support decision-making in terms of institutional agreements.

¹⁸ *International@Faculty* is an umbrella term for the applicable mechanism in a faculty to facilitate internationalisation in collaboration with a liaison within SU International which may include a faculty internationalisation committee, a broadly based International@Faculty interest group or a more focused International@Faculty working group.

¹⁹ This oversight role of the International@Faculty forums is to ensure that faculty and departmental partnerships are broadly owned, thus beyond the individual academic who started the initiative.

profile and decision-making regarding the renewal, expansion or termination of an agreement underpinning the partnership.

Summarised Roles:

Institutional Advisory Committee on Internationalization (IACI): To advise the University on matters relating to internationalisation, to promote and to contribute to the advancement of internationalisation at the University in research and innovation, learning and teaching, and social impact.

International@Faculty: International@Faculty is an umbrella term for the applicable mechanism in a faculty to facilitate internationalisation in collaboration with a liaison within SU International which may include a faculty internationalisation committee, a broadly based International@Faculty interest group or a more focused International@Faculty working group. In terms of partnership development on a Departmental and Faculty level, the International@Faculty forums have a direct oversight role.

Working Group for Agreement Development: Working Group for Agreement Development (WGAD) considers the viability of agreement requests in consultation with applicable institutional and faculty stakeholders depending on the level of the agreement, prepares or revises the documentation, and consults with Legal Services.

1. Basic distinction: Institutional and Faculty/Departmental level

1.1. Institutional level partnership

- (a) An institutional level partnership is a relationship between SU and the partner institution based on a high-level agreement, which allows for cooperation on various levels throughout both institutions.
- (b) Establishing an institutional level partnership is normally based on clear evidence of existing academic collaboration. The potential of the partnership to unlock opportunities regarding access to international funding, research collaboration, staff and student mobility, or to contribute to SU's vision are all of high importance. However, it does not imply that all institutional level partnerships will be prioritized for *proactive* partnership development interventions.²⁰ In this regard, the focus will be on partnerships within Africa and other underrepresented regions in the world, comprehensive partnerships and global thematic partnerships.²¹
- (c) In considering initiating an institutional level partnership, it should be evident that it will benefit two or more SU faculties,²² especially if it contains arrangements that might have institutional financial implications (e.g. tuition waivers, student or staff mobility funding).
- (d) Due to the specific context of a faculty, not all categories of institutional level partnerships or listed features of a specific partnership category may be applicable to a faculty, e.g., Medicine and Health Sciences and Military Science.

²⁰ Apart from implementing the provisions of the agreement and maintaining its validity, partnership development will be differentiated for each category as indicated in the category descriptions further in the document.

²¹ SU will continue to consider requests from stakeholders to establish institutional level partnerships to build our global profile. However, evidence of active current collaboration will determine the level of engagement.

²² Requests from PASS environments (e.g. Teaching and Learning Enhancement or Maties Sport) will also be considered with similar consideration regarding broader relevance, including considering possible links to faculties and departments.

- (e) Financial arrangements in an institutional level partnership are in principle funded institutionally, e.g. tuition waivers, staff mobility support and travel bursaries for outgoing student mobility. It may include arrangements that will enable applications to other institutional funding programmes for priority consideration (e.g. Africa Collaboration Grant (ACG), ~~BRICS Collaboration Grant (BCG)~~ or funding opportunities at DRD).
- (f) Requests for partnerships are considered by the WGAD and an agreement text will be developed in collaboration with the potential partner. Next phases in developing and implementing the partnership are managed by the CGE and CCA.
- (g) The formal documentation will be signed by the Rector or as delegated.

1.2. Faculty or departmental level partnership

- (a) A faculty or departmental (FD) level partnership is a relationship between a faculty or department (incl. research group) and their counterpart at the partner institution.
- (b) Departmental level collaborations may require broader participation from other departments within a faculty or with entities in other faculties due to the subject field and the organisational structure at the partner institution. The resulting agreement will then define the subject field clearly indicating the possible links to other SU entities. The primary department remains the owner of the partnership and facilitates the involvement of other SU entities, e.g. a department in another Faculty.²³ Such an agreement needs to clearly state the scale and academic focus of the agreement to manage expectations from other entities within both partner institutions.
- (c) A highly focused FD level agreement can be opened for the wider Faculty and will be facilitated through the International@Faculty forum.²⁴
- (d) An institutional *agreement* may be signed in support of a faculty or departmental level partnership, especially to support project funding applications.²⁵ In addition, such an agreement will clearly state the scale and academic focus of the agreement to manage expectations from other entities within both partner institutions.
- (e) Requests for FD level partnerships are reviewed by International@Faculty forums and then referred to SU International WGAD for noting and processing to comply with institutional guidelines.²⁶ Next phases in developing and implementing the partnership are managed by the Faculty or Department according to faculty specific priorities with the support of the International@Faculty forum and the SU International liaison.
- (f) Financial arrangements in an FD level partnership are determined by faculty funding or available funding within a research group. FD level partnership coordinators can apply for institutional funding annually (e.g. tuition waivers,²⁷ staff mobility support and travel bursaries for outgoing student mobility) as priority is given to institutional mobility participants.
- (g) The documentation will be signed by both the Dean and the Head of Department and by the Rector.

²³ Examples: Civil Engineering → Earth Sciences in Science; Information Science → Computer Science in Science; Industrial Engineering → Logistics in EMS.

²⁴ Example: SBS partnerships mostly focus on MBA related activities. An SBS partner could, however, have undergraduate programmes that could be of relevance for the B Com (International Business) for undergraduate mobility. The possibility will be considered through International@EMS.

²⁵ This agreement does not form the basis for embarking on developing an *institutional partnership*. The agreement is to support the FD level partnership in terms of possible international funding applications (e.g. DAAD or Erasmus+ funding).

²⁶ SBS bilateral partnerships are also considered FD level partnerships. SBS partnership requests will also be channelled to the WGAD via International@EMS to ensure broader alignment, especially regarding broad compliance requirements (Legal Services).

²⁷ Currently all tuition waivers are funded from an institutional cost centre, implying that faculties do not lose tuition income from exchange students. Depending on the funding available in that cost centre, faculties might in future be required to waive the tuition for incoming student exchanges from own sources.

2. Normative considerations

2.1. Transactional ↔ Transformational scale

Partnerships can be mapped on a *Transactional ↔ Transformational* scale, describing their effect from merely facilitating an activity to being more consequential in terms of impact and transformation at both partners, as well as the level of partnership capital.



Attributes that determine the transactional/transformational nature of a partnership:

- Alignment with SU's Five Strategic Research Areas and the associated SDG/Africa Union Agenda 2063 themes
- Role in international knowledge diplomacy
- Potential for facilitating a transformative staff or student experience
- Containing provisions for collaborative degree programmes, especially those on postgraduate level
- Potential for bilateral activities resulting from shared membership of multi-lateral networks and consortia (e.g. Eutopia University Alliance, ARUA, VIU)
- For Africa partnerships specifically, emerging scholars' development initiatives
- Level of functionality between coordinators (partnership capital)
- Focus on "in service of society".

2.2. Responsible Internationalisation²⁸

Currently, SU International views *responsible internationalisation* within the context of our own understanding of internationalisation, the SU values, considering the attributes SU intends to enhance and the SU position on Academic Freedom.

(a) Internationalisation at SU

An institutional commitment to intentionally and comprehensively integrate an international, intercultural and global dimension into the purpose, functions and programmes for all SU students and staff, in order to advance the quality and impact of learning and teaching, research and innovation, in meaningful service of society, informed by responsible, sustainable and digital International Higher Education

SU understands internationalisation, consequently also partnership development, as a comprehensive intentional process which should be of quality and wide-ranging impact. Especially important is "meaningful service of society", thus underlining the importance to consider the global and continental agenda as expressed in the SDGs and Africa Union Agenda 2063. Furthermore, our understanding of internationalisation is informed by continuous engagement with the International Higher Education sector, but always within the SA and Africa context as national asset and being rooted in Africa.

In developing the Internationalisation Strategy and the SU definition/understanding of Internationalisation, the motivations for internationalisation were formulated as follows:

²⁸ Current geo-political challenges have prompted IHE to engage with the question: How should universities engage with internationalisation in a responsible way? The current conversation is wide-ranging and more pertinent questions are coming to the fore, moving from partnerships with universities in countries who are at war to safeguarding the research enterprise (Research Security). Importantly, the discussions raise questions regarding academic freedom, human rights and social justice, especially regarding how to bridge the different nuances and understandings throughout the diverse world regions. For further perspectives, see Addendum E.

Policy and knowledge diplomacy motivation

To be a role-player within Higher Education in Africa

Academic and knowledge motivation

To produce graduates who are internationally competent and competitive, and sought-after

To engage in innovative research with a strong international focus

Societal and cultural motivation

To ensure intercultural learning experiences through global education programmes

To engage with the town and immediate community

Economic and sustainability motivation

To attract international funding for research projects in response to societal needs

To recruit international students

Cues for Responsible Internationalisation as Normative Consideration for Partnership Framework

- ➔ Reflecting SU as national asset and being rooted in Africa
- ➔ Considering SGG/Africa Union Agenda 2063 themes, especially regarding research collaboration
- ➔ Strong partnerships for leveraging international funding
- ➔ Relevance of Global Learning Outcomes in partnership development to develop graduate attributes of SU students

(b) Learnings from engagements related to Responsible Internationalisation

As indicated in Footnote 27 discussions and interventions regarding Responsible Internationalisation are evolving and wide-ranging. The following themes may be relevant for partnership development:

- International student integration
- Fair partnerships
- Engaging with partners from countries involved in geo-political conflicts
- International student recruitment - balancing with national requirements
- Research security and ethics
- Considerations regarding direct military use of research collaboration findings
- Human rights violations

(c) Academic Freedom: To be guided by ongoing institutional and senate discussions.

2.3 Fair partnerships

Apart from considering the broad fair partnership values like complementarity, mutuality and reciprocity, building a fair partnership is about procedural and equitable fairness:

(a) Procedural fairness: Who determines the agenda?

The terms of reference, decision-making process and the respective workplans of partnerships should be reflective of both partners contexts, needs and aspirations and should not be one-sided.

(b) Equitable fairness: Equitable sharing and contribution of resources:

In terms of fair partnerships an equitable approach is followed. This means that an equitable contribution (and sharing) of resources is determined by the context of the respective institutions. It would therefore mean that an institution from a middle-income country cannot be required to make the exact same contribution as an institution in a high-income country. For example, a contextual apt contribution of

20 % of their respective budget, is equal to a contribution of 20% of the budget by an institution in a high-income country, even though the amounts are different. Important: This is an important principle to be also considered also between South Africa and fellow African countries.

3. Partnership Features

In developing the supporting document(s) for a partnership, the following features need to be considered for inclusion in the agreement/contract apart from standard articles required to comply with general institutional requirements on both sides:

- A. Organisational and operational arrangements, including communication responsibilities and monitoring and evaluation → governance and organisational dimension of the partnership.
- B. Provision for information exchange in compliance of applicable information protection regulations (incl. general institutional information; applicable staff and student information participating in projects within the partnership) → governance and organisational dimension of the partnership.
- C. Research collaboration → research dimension of the partnership.
- D. Access to facilities and participation in academic programmes (or exclusions, e.g. programmes at FMHS) → research and academic programmes dimensions of the partnership.
- E. Providing a framework for collaborative degree programmes → academic programme dimension of the partnership:
 - General framework for Joint PhD and master's programmes (only on institutional level).²⁹
 - Clear arrangements for exchange students, especially regarding credit recognition at the home institution for credits obtained at the host institution (on institutional and FD level).
- F. Student mobility (two options) → student dimension of the partnership:
 1. General provisions for student mobility in semester or short-term mobility (summer schools) or degree articulation provisions.
 2. General provisions as above, but with additional specific measures regarding the number of students, possible tuition waivers or discounts, other funding provisions (either provided by the partners or facilitated by the partners).³⁰
- G. Staff and postdoc mobility (two options) → staff and postdoc dimension:
 1. General provisions, including a clear provision that the funding for a visit is the responsibility of the participant.
 2. General provisions with clear specific resource allocation by both parties or commitment to facilitate access to funding (e.g. Erasmus+ funding).

²⁹ This Framework does not address specific joint degree agreements which are determined by the relevant SU Policy (*Joint and Double Degrees at Master's and Doctoral Level with Foreign Universities on Joint degrees*). The Postgraduate Office is the custodian of this process in collaboration with the Academic Planning Committee.

³⁰ Asymmetric exchanges: The number of students moving between institutions does not necessarily need to be the same, or on a 1 to 1 ratio. For example, an institution can send 3 students to SU with a full tuition waiver, with SU only sending 1 student with a tuition and a room and board waiver/bursary. The student exchange is then still considered reciprocal as the room and board waiver/bursary, enables an SU student to participate. In such a scenario, an asymmetric exchange unlocks funding and may also open an opportunity to support an SU student with socio-economic challenges.

- H. Capacity development, e.g. doctoral training, emerging scholars' development, support staff programmes → staff and postdoc dimension.
- I. Global visibility: This feature refers to activities that will contribute towards SU's positioning as a reliable global partner. Activities or initiatives may include joint global advocacy for HE and the internationalisation of HE, engagement with activities in support of the SDGs, and shared membership in multilateral networks and consortia. → reputation dimension.
- J. Arrangements regarding technology transfer and innovation related activities → innovation dimension.

III. PARTNERSHIP CATEGORIES

1. Institutional level

- A. Institutional partnership
- B. Comprehensive partnership
- C. Global thematic partnership
- D. Student exchange partnership
- E. Student mobility partnership
- F. General endorsing institutional agreements

2. Faculty and departmental (FD) level

- A. Basic FD level partnership
- B. Comprehensive FD level partnership
- C. Student exchange FD level partnership
- D. Student mobility FD level partnership

Explanatory note:

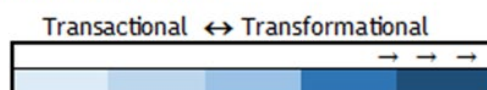
In describing the categories, the required or possible inclusion or exclusion of the features described above, will constitute the basic profile of a specific category. Each category will have a table indicating the required features, the optional additional features or excluded features. An abbreviated features list is included for ease of reference.

Key	Description
✓	Minimum required features of the partnership
(✓)	Optional additional features of the partnership
EX	Excluded features for the partnership

A	B	C	D	E	F1	F2	G1	G2	H	I	J
✓	✓	EX	(✓)	✓	(✓)	✓	EX	EX	EX	EX	EX
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

In the above partnership category example, features A, B, E, F2 are the minimum required features that should be part of the agreement provisions for implementation with features D and F1 optional and additional. Features C, G1, G2, H, I and J are normally excluded.

The description of a partnership category will also indicate where the category lies on the Transactional ↔ Transformational scale.



The example above indicates that the partnership category aspires to be highly transformative with meaningful impact on both institutions. The other normative considerations will be reflected in the development of features A, C, F1, F2, H and I, the corresponding workplans and then during M&E processes.

1. Institutional level

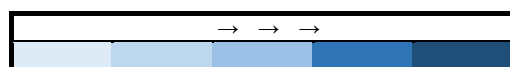
A Institutional partnership

A basic institutional partnership benefits at least three faculties on the side of SU. At a minimum, it will include features regarding research and general student, staff and postdoc mobility. These features can either be fully described in the institutional agreement or be captured in terms of general provisions that require a subsequent FD level agreement, usually a FD level student exchange agreement. The latter, however, will be included in the broader institutional partnership development processes in close consultation with International@Faculty.

Features of a typical basic institutional partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
✓	(✓)	✓	✓	(✓)	✓	(✓)	✓	(✓)	(✓)	(✓)	(✓)
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

Transactional ↔ Transformational



Typically, an institutional agreement will list possible activities with the potential to have an institutional impact. The ensuing partnership will lie within the middle of the *Transactional* ↔ *Transformational* scale to capture the initial potential. It will move on the scale following monitoring and evaluation steps.

The development of institutional partnerships will consist of:

- Implementation of agreement provisions,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

The development will be determined by the agreement provisions and reactive as provided above. If, however, the partnership organically develops into a potential comprehensive partnership (see next paragraph), it can pro-actively be developed to comply with the provisions in the next category, but subject to the intention of keeping the CPP highly selective, Africa focused, limited within other regions of the world and maintaining a diversity of regions included.

Custodian: CGE, CCA.

B Comprehensive partnership

A comprehensive partnership is all-inclusive (open to all faculties) and wide-ranging in terms of features and activities. It aspires to be consequential in terms of impact and transformation at both partners. The partnership may include focus areas to align the partnership more pertinently with the five SU Strategic Research Areas:

- Natural Environment
- Health and Human Security
- Social Justice and Development

- Human Creativity and Social Innovation
- Systems and Technologies for the future

The annual *Sustainable Development Annual Report*, highlighting SU's research related to the SDGs and Africa Union Agenda 2063, could serve as bridge to inform research collaborations within the theme and developing shared themes evolving in active research collaborations.

A distinction is made between comprehensive partnerships *in Africa* and *beyond Africa* based on considering the features H: Capacity development and I: Global visibility as required for a comprehensive partnership *in Africa*. This will underscore the importance of scholarship development within Africa and exploiting shared membership of multilateral networks, especially those within EU funding (e.g.) projects and the ARUA network.

Features of a typical comprehensive partnership:

In Africa

A	B	C	D	E	F1	F2	G1	G2	H	I	J
✓	✓	✓	✓	✓	✓	✓	✓	(✓)	✓	✓	(✓)

Beyond Africa

A	B	C	D	E	F1	F2	G1	G2	H	I	J
✓	✓	✓	✓	✓	✓	✓	✓	(✓)	(✓)	(✓)	(✓)
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

A comprehensive partnership aspires to have (or has illustrated already having) a consequential impact on both institutions through initiatives having attributes as listed previously:

- Alignment with SU's Five Strategic Research Areas and the associated SDGs/AU Agenda 2063
- Role in international knowledge diplomacy
- Potential for facilitating a transformative staff or student experience
- Containing provisions for collaborative degree programmes, especially those on postgraduate level
- Potential for bilateral activities resulting from shared membership of multi-lateral networks and consortia (e.g. Eutopia University Alliance, ARUA)
- For Africa partnerships specifically, **PhD education and related** emerging scholars' development initiatives
- Building partnership capital
- Focus on "in service of society"

Transactional ↔ Transformational



Comprehensive partnership portfolio

All comprehensive partnerships are included in a *Comprehensive Partnership Portfolio (CPP)* to bring focus to SU's broad partnership portfolio. It will comprise partnerships in and beyond Africa and compiled within a *CPP in Africa* and a *CPP beyond Africa* to underscore the focus on collaboration in Africa and to ensure a highly relevant portfolio development process. Both will include:

- partnerships already identified as comprehensive partnerships based on existing features and demonstrated transformational impact,³¹
- potential institutional partnerships by expanding their features or augmenting existing features, and
- new partnerships in Africa and other strategically identified regions, respectively, to ensure a diversity of regions included.

Within this portfolio, partnership development will consist of the typical steps:

- A unique work plan and shared functional themes for activities,
- Implementation of agreement provisions,
- Regular monitoring and evaluation,
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

However, there will be an additional strong proactive approach to enhance the transformational impact of the partnership, as well to broaden its existing wide-ranging activities resulting from required annual partnership meetings. For developing *CPP in Africa*, building on shared membership of multilateral networks or consortia and emerging scholarship development will be important drivers for partnership development. The development of a comprehensive partnership will be guided by a partnership specific work plan.

Custodian: As delegated per Centre: CGE (CPP beyond Africa) and CCA (CPP in Africa).

C Global thematic partnership

A global thematic partnership is an institutional partnership developed particularly around a specific global theme aligned with the five identified SU strategic research areas with a high focus on research collaboration and a high level of joint global advocacy around the theme. It is thus in principle multi-disciplinary, and the focus is on partnering with eminent institutions.

Features of a typical global thematic partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	(J)	J	J	(J)	(J)	(J)	(J)	(J)	(J)	J	(J)
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

³¹ This initial list may include a considerable number of partnerships with institutions in Germany, the Netherlands and Belgium, all institutions with long-standing highly active collaborations that contributed demonstratively to SU's international profile. The challenge would be to balance recognising this proven impact, the Africa focus of the portfolio and ensuring a diversity of regions in the portfolio.



Partnerships in this category will be limited in number and unambiguously related to SU's Five Strategic Research Areas again in relation to the SDG/Africa Union Agenda 2063 context:

- Natural Environment
- Health and Human Security
- Social Justice and Development
- Human Creativity and Social Innovation
- Systems and Technologies for the future

In selecting partners in this category, high consideration will be given to the high academic standing of the partner in the specific field determining the partnership and will be highly selective.

Within this category, partnership development will consist of the regular interventions as well as specific focus on proactive interventions, like those for comprehensive partnership development in the previous category.

Custodian: Director: CGE

D Student exchange partnership

An institutional student exchange agreement focuses exclusively on arrangements for degree seeking students³² participating in an exchange programme accessible to students from at least two faculties on SU's side.³³

Participating students receive a full or partial tuition waiver at the host institution, while continuing paying tuition fees at the home institution. Developing the partnership then focuses on improving the conditions, building strong relations between the coordinators at both institutions, improving access to academic programmes and the streamlining of processes.

Incoming affiliate students (e.g. research internships or work-integrated learning placements) will not count towards the numbers to ensure reciprocity as they do not require tuition waivers and do not register for courses. Their participation in the exchange will be covered by the general provisions of the agreement.

Provisions in the agreement include:

1. Programmes: semester and/or summer school
2. Fee waivers:
 - 2.1. Full or partial tuition waivers for semester students
 - 2.2. Full or partial programme fee waivers for summer school students
3. Number of students:
 - 3.1. The principle of reciprocity in numbers/places is followed in terms of students and/or the number of semesters → symmetric exchanges
 - 3.2. Asymmetric exchanges are possible:
 - SU may waive the Exchange Administrative Fee (EAF) in exchange for stipends to SU students at the host institution.³⁴

³² Student exchange programmes exclude non-degree seeking SU students, i.e. local special/occasional students. Participating students must maintain their degree-seeking status at their home institution and incoming students will be registered at SU for non-degree seeking purposes.

³³ Included in this category are partnerships with institutions that are specialised institutions, e.g. Mozarteum University Salzburg (Department of Music), the Bucerius Law School (Faculty of Law) as well as USB partnerships with counterparts who are independent institutions.

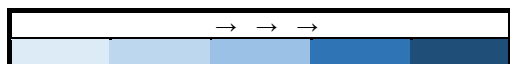
³⁴ ~~Affiliate students may be considered for an EAF waiver, but only if there is a reciprocal financial related arrangement.~~

- SU may offer semester exchange places for summer school places at the host institution (e.g. 1:2 or 1:3 depending on the financial arrangements).
 - SU may accept students from the host institutions above the agreed upon numbers and offer those students a discounted Study Abroad semester fee (usually EAF plus 50% of the semester Study Abroad fee).
4. Confirmation of credit transfer which is supported by clear learning agreements before the start of a mobility.
 5. Listing of support mechanisms for participating students.

Features of a typical student exchange partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	J	EX	(J)	J	J	J	EX	EX	EX	EX	EX
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

Transactional ↔ Transformational



An institutional student exchange agreement may be part of executing a broader international agreement or be part of the implementation interventions of a comprehensive partnership. It will then be recorded within the respective partnership. An institutional student exchange agreement can, however, be concluded without a broader institutional collaboration context focusing exclusively on establishing a student exchange partnership.³⁵

The development of student exchange partnerships will consist of:

- Implementation of agreement provisions,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

An institutional student mobility agreement within a context of an institutional partnership or a comprehensive partnership, will be developed within the specific partnership category.

Custodian: CGE (delegated to USM)

E Student mobility partnership

An institutional student mobility agreement focuses on clear arrangements with a university or a Study Abroad provider for incoming non-degree seeking students participating in semester, tailor-made short programmes and/or summer/winter school programmes. Developing the partnership then focuses on improving the conditions, building strong relations between the coordinators at

³⁵ It is possible that a student exchange partnership may organically grow into a broader institutional partnership to include research collaboration, for example. For that purpose, it may be necessary to conclude an additional institutional level agreement to cover the new activities.

both institutions, improving access to academic programmes and the streamlining of processes. Provisions may include:

1. Programmes: semester, tailor-made short programmes and/or summer/winter school.
2. Financial arrangements which may include a discount for the Study Abroad semester fee or the summer school programme fee.
3. Confirmation of credit transfer.
4. Listing of support mechanisms for participating students.

Features of a typical student mobility partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	J	EX	J	EX	J	J	EX	EX	EX	EX	EX
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

A student mobility partnership has a strong transactional character to facilitate the mobility. For the participants, however, the mobility programme should be of a strong transformative nature within SU International's Global Learning framework.

Transactional ↔ Transformational



The development of student mobility partnerships will consist of:

- Implementation of agreement provisions,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

Custodian: CGE (delegated to USM)

F General endorsing institutional agreements

This category includes institutional agreements (often institutional letters of intent) which may form the basis for a meaningful partnership with an international stakeholder. This includes the following:

1. Agreements with International Education Agencies (e.g. DAAD or EU-EACEA) to facilitate funding for staff and student mobility programmes or international projects (e.g. network projects within AU/NEPAD SANWATCE). Similar agreements focusing on research collaboration reside within DRD.
2. Agreements within various Erasmus projects required for staff and student mobility and capacity development programmes. It may involve existing SU partner institutions with whom there is a separate bilateral institutional agreement. Projects facilitated through these funding related agreements contribute towards developing institutional or faculty/departmental level partnerships.

Features of a general endorsing institutional agreement:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	J	EX	(J)	EX	J	EX	EX	EX	EX	EX	EX
A Organisational and operational arrangements					F2 F1 plus additional specific measures						
B Information exchange					G1 General staff and postdoc mobility provisions						
C Research collaboration					G2 G1 plus funding commitment						
D Access to facilities and programmes					H Capacity development						
E Framework for collaborative degree programmes					I Global visibility						
F1 General student mobility provisions					J Innovation						

Transactional ↔ Transformational



Custodian: CGE, CCA

2. Faculty and departmental level

A Basic FD level partnership

A basic FD partnership describes a general relationship between a faculty/department and an international counterpart to, inter alia, support general staff and student mobility or to endorse funding applications. It will at least include features regarding research and general student, staff and postdoc mobility.

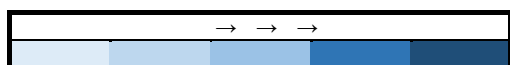
Within the SU context, USB partnerships will be considered an FD level partnership although the counterpart may be an independent institution.

Any financial arrangements that may be included should be clearly stated and the faculty/department involved will provide the funding should specific commitments be included.

Features of a typical basic FD level partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	(J)	J	J	EX	J	(J)	J	(J)	(J)	(J)	(J)
A Organisational and operational arrangements					F2 F1 plus additional specific measures						
B Information exchange					G1 General staff and postdoc mobility provisions						
C Research collaboration					G2 G1 plus funding commitment						
D Access to facilities and programmes					H Capacity development						
E Framework for collaborative degree programmes					I Global visibility						
F1 General student mobility provisions					J Innovation						

Transactional ↔ Transformational



The development of a basic FD partnership will consist of the basic interventions but will additionally focus on establishing stronger broader ownership within the faculty beyond the individual initial contacts:

- Implementation of agreement provisions,
- Establishing stronger broad-based ownership beyond the individual initial contacts,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

Custodian: Faculty/Department and International@Faculty forum in collaboration with SU International liaison.

B Comprehensive FD level partnership

A comprehensive partnership on this level is wide-ranging (features and activities) and aspires to be consequential in terms of impact and transformation at both partners. The partnership may include focus areas to align the partnership more pertinently with SU's five Strategic Research Areas and the associated SDG/Africa Union Agenda 2063 agenda.

Features of a typical comprehensive FD level partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
✓	✓	✓	✓	(✓)	✓	✓	✓	(✓)	(✓)	(✓)	(✓)
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

The framework for collaborative degree programmes will only pertain to credit transfer arrangements for student exchange programmes. It may include provisions for postgraduate collaborative programmes which should in principle be framed by an institutional agreement.

Transactional ↔ Transformational



Faculty comprehensive partnership portfolio

Through the respective International@Faculty forums, faculties can develop faculty specific *Faculty comprehensive partnership portfolios* within the framework of the institutional comprehensive partnership portfolio.

The development of a comprehensive FD partnership will consist of:

- A unique work plan and shared functional themes for activities
- Implementation of agreement provisions,
- Establishing stronger broad-based ownership beyond the individual initial contacts,
- Regular monitoring and evaluation,
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences, and

- Pro-active interventions to enhance the transformational impact of the partnership, as well to broaden its existing wide-ranging activities resulting from stipulated annual partnership meetings.

Custodian: Faculty/Department, International@Faculty and CGE/CCA.

C FD level student exchange partnership

A faculty and departmental student exchange agreement focuses on clear arrangements for degree-seeking students participating in an exchange programme through which participating students receive a full or partial tuition waiver at their counterpart. Developing the partnership then focuses on improving the conditions, building strong relations between the coordinators at both institutions, improving access to academic programmes and the streamlining of processes.

Incoming affiliate students (e.g. research internships and work-integrated learning placements) will not count towards the numbers to ensure reciprocity as they do not require tuition waivers and do not register for courses. Their participation in the exchange will be covered by the general provisions of the agreement.

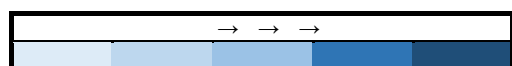
Provisions in the agreement include:

1. Access to academic programmes and/or research internships within the faculty or department involved.³⁶
2. Full or partial tuition fee or other fee waivers on FD level.
3. Number of students: The principle of reciprocity in numbers/places is followed in terms of students and/or the number of semesters.
4. Confirmation of credit transfer which is supported by clear learning agreements before the start of a mobility.
5. Listing of support mechanisms for participating students.

Features of an FD level student exchange partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	J	EX	(J)	J	(J)	J	EX	EX	EX	EX	EX
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

Transactional ↔ Transformational



The development of a student exchange FD partnership will consist of:

- Implementation of agreement provisions,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

Custodian: Faculty/Department, International@Faculty and CGE.

³⁶ For the involvement of other entities, see 2.2.2 and 2.2.3.

D FD level student mobility partnership

An FD level student mobility agreement focuses on clear arrangements for incoming non-degree seeking students participating in semester, tailor-made short programmes and/or summer/winter school programmes. It will specifically stipulate provisions for affiliate research students or postgraduate and undergraduate students participating in faculty/departmental specific programmes, e.g. elective programmes at FMHS.³⁷ Developing the partnership then focuses on improving the conditions, building strong relations between the coordinators at both institutions, improving access to academic programmes and the streamlining of processes. Provisions may include:

1. Programmes: semester, tailor-made short programmes and/or summer/winter school.
2. Financial arrangements which may include a discount for the Study Abroad semester fee or the summer school programme fee.
3. Confirmation of credit transfer.
4. Listing of support mechanisms for participating students.

Features of a typical student mobility partnership:

A	B	C	D	E	F1	F2	G1	G2	H	I	J
J	J	EX	(J)	EX	J	EX	EX	EX	EX	EX	EX
A Organisational and operational arrangements						F2 F1 plus additional specific measures					
B Information exchange						G1 General staff and postdoc mobility provisions					
C Research collaboration						G2 G1 plus funding commitment					
D Access to facilities and programmes						H Capacity development					
E Framework for collaborative degree programmes						I Global visibility					
F1 General student mobility provisions						J Innovation					

Transactional ↔ Transformational



The development of student mobility partnerships will consist of:

- Implementation of agreement provisions,
- Regular monitoring and evaluation, and
- Interventions resulting from visits, requests from internal stakeholders or the partner, or engagement at international conferences.

Custodian: Faculty/Department, International@Faculty and CGE.

³⁷ At FMHS, the elective programmes can be limited to specific departments as determined by International@FMHS.

SU Core Strategic Themes

Developing goals and objectives for internationalisation also requires alignment with the SU Core Strategic Themes (CSTs), which provide the SU-specific context for the dimensions (mentioned in the next section) to be addressed by the internationalisation strategy.



CST1: A thriving Stellenbosch University

- 1.1 Adjust and align University funding in a broader sense
- 1.2 Recruitment and retention to attract the best people and talent
- 1.3 Maintain and enhance world-class facilities
- 1.4 Stellenbosch University that is agile, adaptive and responsive
- 1.5 Progress by 2024 towards being a leading research-intensive university
- 1.6 Advance SU's entrepreneurial culture that promotes innovation and engagement



CST2: A transformative student experience

- 2.1 Offer an intelligent and technology advanced, individualised academic experience in an inclusive ecosystem
- 2.2 Involve and engage students as co-participants and co-creators
- 2.3 Embed and integrate the Graduate Attributes (GAs) in the co-curriculum and curriculum programmes
- 2.4 Strengthen strategic enrolment management to enhance access, broaden participation, achieve inclusivity and maintain SU's reputation as university of choice
- 2.5 Create contemporary curriculum spaces to sustain growth and transformation of students



CST3: Purposeful partnerships and inclusive networks

- 3.1 Advance a focused approach to global engagement and internationalisation
- 3.2 Extend and expand our quadruple helix (government, civil society, industry and higher education partners)
- 3.3 Strengthen and expand Africa partnerships as aligned with SU vision and mission
- 3.4 Nurture partnership and relationships with identified strategic international partners
- 3.5 Increase engagement opportunities for alumni



CST4: Networked and collaborative teaching and learning

- 4.1 Optimise teaching and learning processes
- 4.2 Promote the professionalisation of academics in their teaching role through advancement of the scholarship of teaching and learning
- 4.3 Expand access via hybrid learning
- 4.4 Focus on continuous renewal of academic programmes and periodic evaluation of the relevance of programmes



CST5: Research for impact

- 5.1 Establish interdisciplinary research programmes that provide a competitive advantage for SU
- 5.2 Support research staff and invest in capacity development
- 5.3 Increased funding for research
- 5.4 Increase research impact
- 5.5 Enhance research infrastructure



CST6: Employer of choice

- 6.1 Equity, transformation and promotion of personnel
- 6.2 Implement an Employee Assistance Programme (EAP) that supports wellness of all personnel
- 6.3 Achieve efficient HR management structures, systems and processes that supports a thriving SU
- 6.4 Attract, recruit and retain a high performing personnel corps
- 6.5 Establish SU as a learning organisation that is responsive to both individual and organisational needs

Excerpt from 2017/2018 Partnership Evaluation: Rapid Evaluation Profile

Addendum B: Rapid Evaluation Profile

Evaluation team members then evaluated each partnership based on their respective roles within their Centres to ensure that multiple perspectives are included in the evaluation. The principles of the evaluation tool that capture the overarching themes within the Rapid Evaluation Profile are the following:

Principle 1: Recognise and accept the need for partnership

The history and origin of the partnership are particularly important here. The feedback on this principle contributes to the institutional knowledge of all involved with partnership development, management, support, and liaison.

- a. Identify principal partnership achievements
- b. Identify the factors associated with successful partnership functioning
- c. Identify the principal barriers to partnership functioning
- d. Acknowledge whether the policy context creates voluntary, coerced, or mandatory partnership functioning
- e. Acknowledge the extent of partners' interdependence to achieve some of their goals
- f. Acknowledge areas in which you are not dependent upon others to achieve your goals

Principle 2: Develop clarity and realism of purpose

Consider the 'common' ground between SU and the partner. What are our similarities? Where do we complement one another? How do we view the list of activities included in the partnership agreement?

- a. Ensure that the partnership is built on shared vision, shared values, and agreed service principles
- b. Define clear joint aims and objectives
- c. Ensure joint aims and objectives are realistic (e.g. consider the number of mobilities included in the partnership)
- d. Ensure that the partnership has defined clear service outcomes
- e. Ensure that the partners' reasons for engaging in the partnership are understood and accepted (rationales might differ between partners)
- f. Focus partnership effort on areas of likely success

Principle 3: Ensure commitment and ownership

Can you list staff who share ownership of this partnership with SU International? How regularly do you communicate about this partner within SU? Who are the SU champions for the partnership?

- a. Ensure appropriate commitment on senior level
- b. Secure widespread ownership within and outside partner organisations
- c. Ensure sufficient consistency of commitment
- d. Recognise and encourage individuals with networking skills
- e. Ensure that partnership functioning is not dependent for success solely upon these individuals
- f. Reward partnership functioning and discourage and deal with those not working in partnership

Principle 4: Develop and maintain trust

Consider the impact of unequal exchange balances AND unequal participation. How well do we really KNOW the partner (knowledge about broader institution) and those involved in the partnership at the partner institution?

- a. Ensure each partner's contribution is equally recognised and valued
- b. Ensure fairness in the conduct of the partnership
- c. Ensure fairness in distribution of partnership benefits
- d. Ensure the partnership can sustain a sufficient level of trust to survive external problems which create mistrust elsewhere

- e. Determine if trust built up within partnerships is high enough to tolerate significant risk taking
- f. Ensure that the right people are in the right place at the right time

Principle 5: Create clear and robust partnership arrangements

Do we have comprehensive information on the cost on students/staff for taking part in activities linked to this partnership? How do we enforce/implement the expiry date of agreements?

- a. Transparency in the financial resources each partner brings to the partnership
- b. Awareness and appreciation of the non-financial resources each partner brings to the partnership
- c. Distinguish single from collective responsibilities and ensure they are clear and understood
- d. Ensure clear lines of accountability for partnership performance
- e. Develop operational partnership arrangements, which are simple, time-limited, and task-oriented
- f. Ensure the prime focus is on process, outcomes, and innovation

Principle 6: Monitor, measure and learn

This principle includes a dimension of self-reflection.

- a. Agree a range of success criteria
- b. Develop arrangements for monitoring and reviewing how well the partnership's service aims and objectives are being met (consider the extent to which we achieved success measured against the aims and objectives of the partnership)
- c. Develop arrangements for monitoring and reviewing to determine how effectively the partnership itself is working
- d. Ensure widespread dissemination of monitoring and review findings amongst partners
- e. Celebrate and publicise partnership success and root out continuing barriers
- f. Reconsider/revise partnership aims, objectives and arrangements

Excerpt from 2017/2018 Partnership Evaluation:

Proposal about partnership development and management

(To be reconsidered and aligned with the Framework and role of International@Faculty)

Action 5: Refine Partnership development and management

Following the IPF the Working Group for Partnership Development (WGPD) should develop a systematic process for partnership development and management. The evaluation process provided various ideas to be included in such a process that may have the following steps:

Step 1: Assessment of potential partnership

- Profiling the potential partner: strengths and weaknesses, areas of complementarity, geographical area
- Does the institution “fit” with SU (i.e. similar mission, infrastructure, academic calendar)?
- Strategic considerations?
- Consider a fact-finding trip

Step 2: Indicate interest to potential partner

- Jointly define goals and objectives for the partnership
- Consider high level visits prior to concluding a formal agreement
- Holding Face to Face Meetings: Gain an understanding of institutional priorities, challenges, and opportunities

Step 3: Signing an agreement: MoU or MoA

- Articulating concrete activities, identifying who is involved, and determining desired outcomes (work plan for the partnership)
- What legal aspects do we need to communicate to our potential partner and what might they need to adhere to their own legal code?

Step 4: Engaging in Initial Collaboration

- Executing the activities mentioned in the MOU/MOA
- Define the roles of different stakeholders internally and externally and align with monitoring and evaluation processes

Step 5: Monitoring and evaluation

- Ensuring that both parties continue to benefit from the partnership and improving/modifying where necessary: How do we (both partners) evaluate success?

Step 6: Partnership Expansion

- Growing partnership activities to include more disciplines, people, and activities: Who else would like to/is able to be involved in partnership activities? How can we expand upon the current activities? (for example, Faculty-led study abroad program leads to joint faculty research; joint symposium leads to faculty exchange)

PROCESS DOCUMENT:**WORKING GROUP FOR AGREEMENT DEVELOPMENT (WGAD)**

The Working Group for Agreement Development (WGAD) is defined by the Partnership Framework above.³⁸

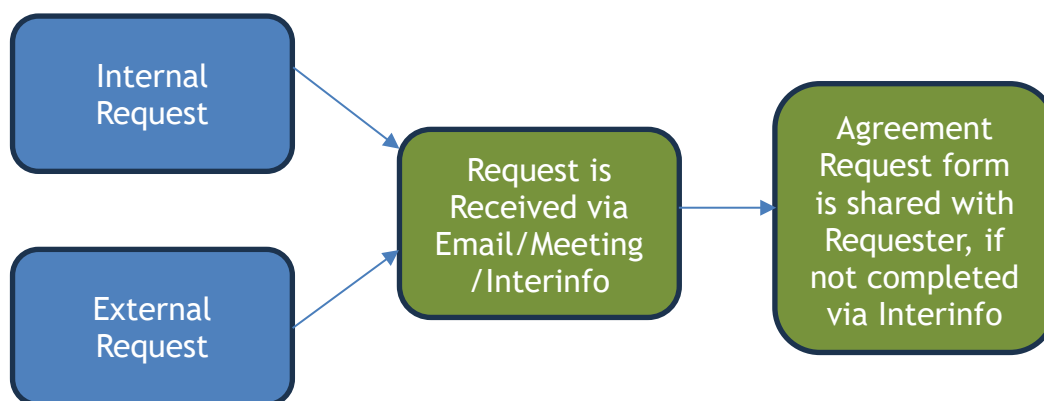
1. FUNCTIONAL ACTIVITIES

Here follows a summary of the functional activities of the WGAD:

- 1.1. Review partnerships requests according to the stipulations of the Partnership Framework.
- 1.2. Documenting (for example, decision logging, reporting etc.), tracking partnership profiles and agreements through INTERINFO 2.0
- 1.2 Acting as Agreement Liaison:
 - 1.2.1 For successful partnership requests the WGAD act as a liaison between the respective academic environments, support environments, prospective partners and the Legal Services Division in drafting and finalizing agreements.
 - 1.2.2 For unsuccessful partnerships requests the WGAD liaises with the respective universities providing reasons for not pursuing a formal partnership agreement and providing suggestions for non-formal ways to collaborate.
- 1.3 Monitoring and evaluation: Tracking the lifecycle of partnerships, reviewing partnerships when up for renewal and establishing good practises for the evaluation of partnerships.
- 1.4 Consider agreement implementation in terms of student mobility, staff internationalization and other relevant activities.

2. PROCESS FLOW FOR AGREEMENTS REQUESTS

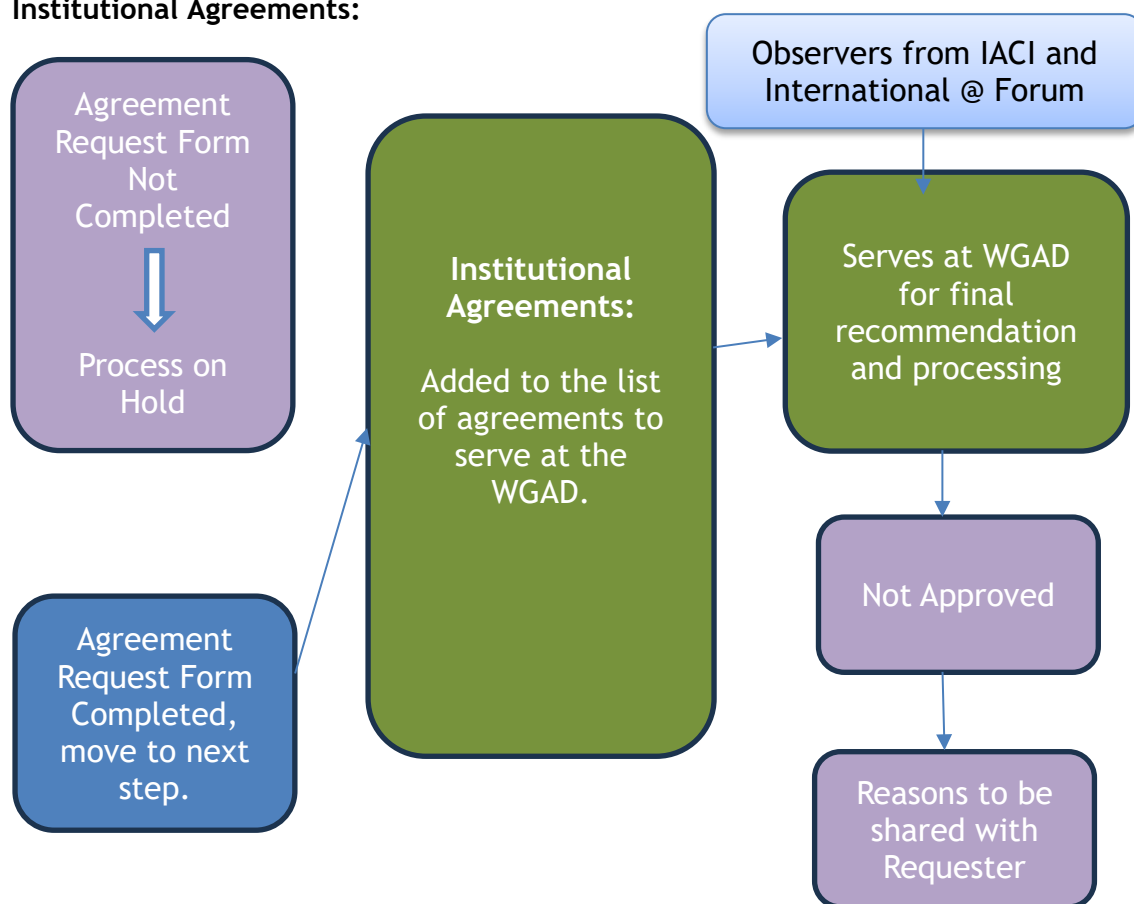
The following workflows map the process for the establishment of a bilateral or multilateral partnership with an international higher education institution. A similar process is followed for the renewal of existing agreements:

a) Requesting Phase:

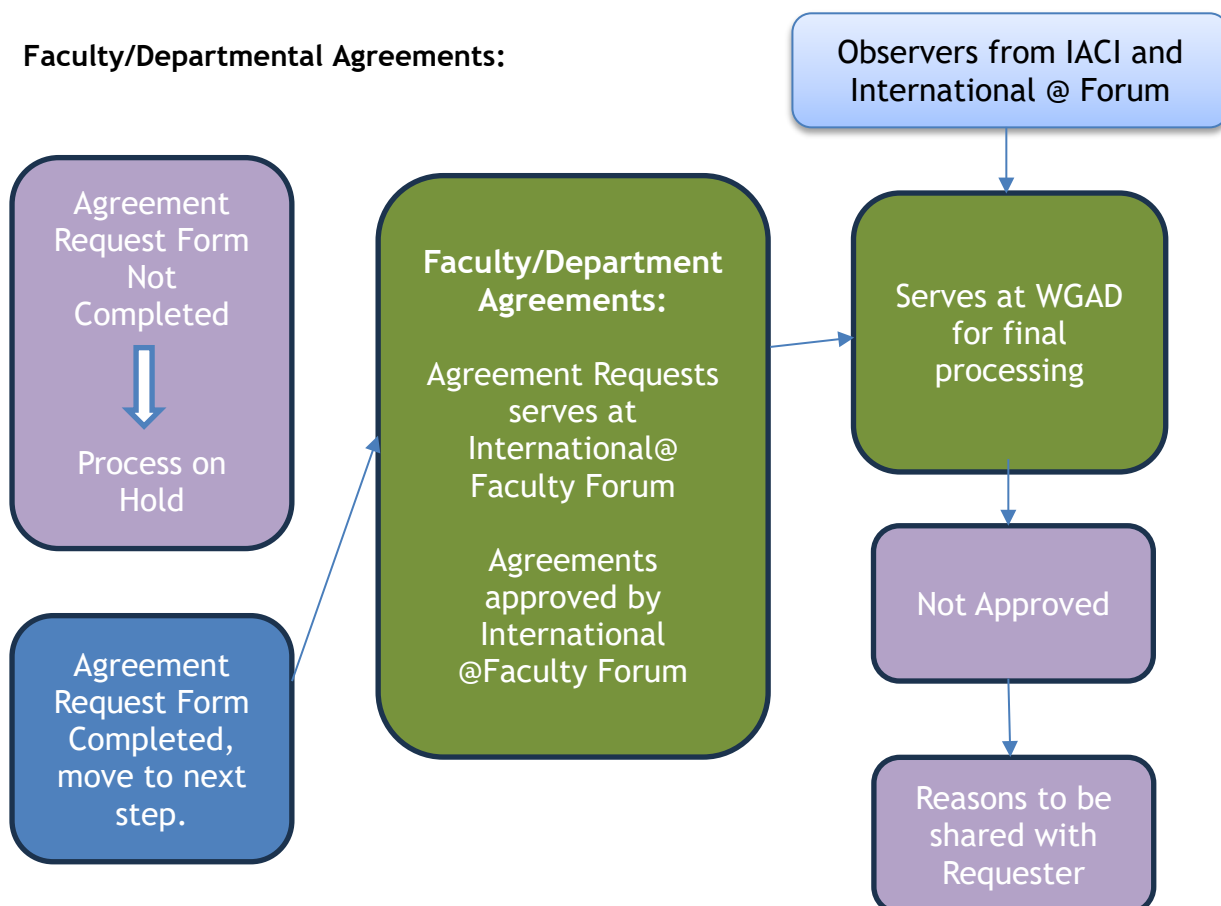
³⁸ See page 9.

b) Evaluation Phase:

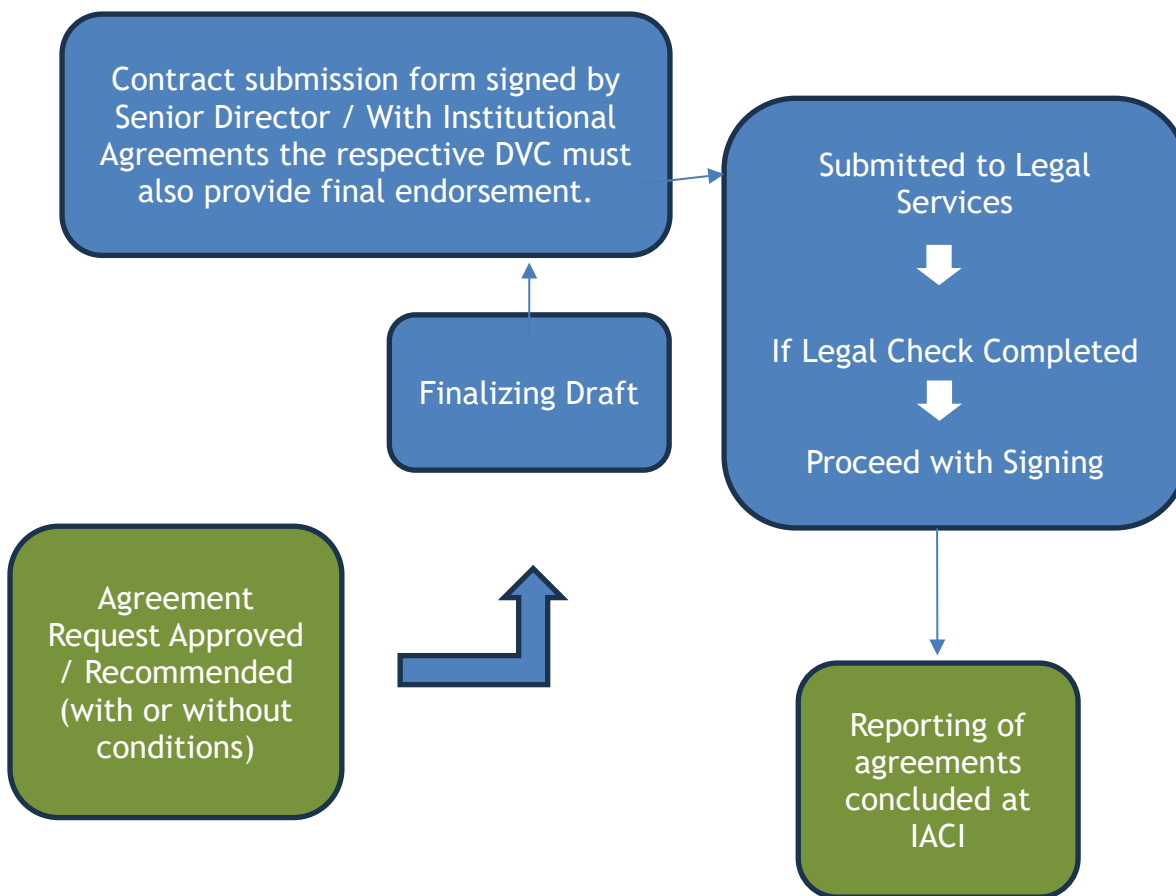
Institutional Agreements:



Faculty/Departmental Agreements:



c) Finalization Process:



3. GUIDING QUESTIONS FOR AGREEMENT REQUESTS

When evaluating an agreement request, the WGAD takes its strategic cue from the partnership framework and also asks the following questions for further clarification:

3.1. Historical background and Geographical questions

- What historic connections are there with this potential partner and in which category (research, mobility, consortium etc.)?
- Are there other environments at SU currently collaborating with this institution according to SU International records?
- Which existing partnerships/programs do we have in this country or region?
- Should we increase our involvement in this particular geographical area? Does it align with our regional partnership approach?
- How will this new linkage affect the viability/reciprocity of those already in existence?
- Is the respective partner situated in a geographical area, which forms part of a geo-political conflict?

3.2. Strategic and Sustainability questions

- Will this partnership be more transactional or more transformational in nature, based on the descriptions of the Partnership Framework? (See Normative Considerations of the Partnership Framework)
- What are the long-term prospects of collaborating with this institution? For example, is there potential develop other initiatives such as staff internationalization initiatives?
- How will adding this new relationship aid efforts to internationalize the SU campus and support global learning initiatives?

- Is this engagement likely to benefit local students (either abroad or through internationalisation@home)?
- Are SDGs / AU Agenda 2063 goals and themes taken into consideration in terms of the proposed partnership actions?
- Do we have a national bilateral partnership (government-driven platform) with the host country that would facilitate funding applications?
- Is a bilateral agreement between institutions a requirement for funding applications?
- Does the potential partner offer any financial support for the implementation of the proposed activities?
- What are the financial obligations for SU in terms of the collaborations and is it fair?
- Who is responsible for covering the costs and (and tuition waivers for incoming students)?

3.3. Excellence and reputation

- Does the institution have a recognized international profile?
- Is the institution distinguished in the respective discipline (-s)?
- Are there established researchers in the respective field at this institution?

3.4. Similarity and complementarity

- Does the institution offer complementarity in terms of research?
- Does the institution offer access to equipment (or other research facilities) that SU does not have?
- Can SU offer complementary areas to the potential partner?

3.5. Considerations for student mobility

- Is there alignment with SU's global learning approach?
- Do the courses provided by the partner align with the course needs of SU students?
- Is the academic calendar different?
- In which sessions can SU students participate?
- What costs will student participants encounter?
- How does the total cost of participation on the program/at the partner location compare with an equivalent time period at SU?
- For which sorts of funding will students be able to apply?
- Do the combined costs and funding opportunities allow students from a broad range of socio-economic status to participate?
- What sort of housing assistance will SU students receive?
- Will summer school participation be calculated in the balance?

1. General Discussion

General Keywords surrounding responsible internationalization:

Openness, security, integrity, balancing, geopolitics, relationships, higher education institutions, management of international cooperation, discretionary responsibility

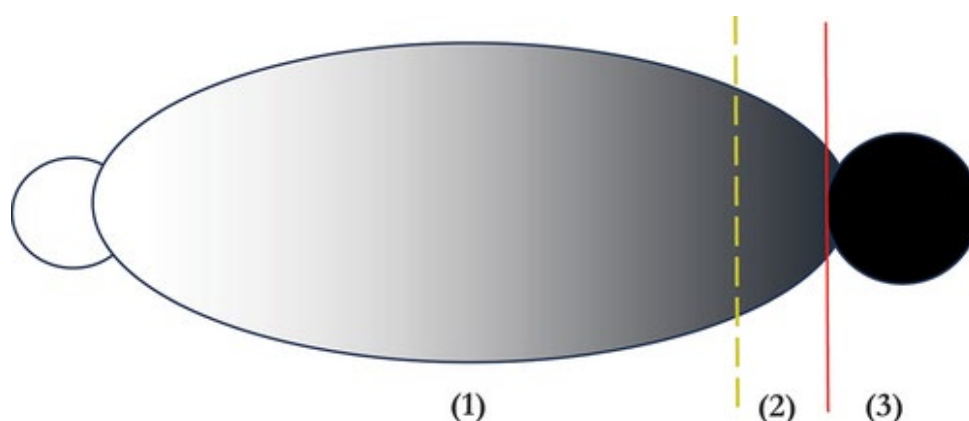
But also, these keywords - from a comprehensive internationalization approach: *student recruitment, fair partnerships, student integration, sustainability, inclusion and more.*

Responsible Internationalization has different meanings depending on the context of its usage. In many current debates ‘responsible internationalization’ is framed in the context of research integrity and security. Stallivieri and Vianna (2020), however, have for example framed the use of ‘responsible internationalization’ in the context of improving the quality of internationalization by developing a roadmap for responsible internationalization.³⁹ Context and usage is therefore important.

We argue, since we follow a comprehensive internationalization approach, that responsible internationalization must be framed comprehensively, and must include such themes as student integration, student recruitment, fair partnerships and dealing with partners impacted by their geopolitical context, for example.

Acting in terms of these themes require certain signposts, which are our institutional values⁴⁰ (and also the normative considerations in the partnership framework).⁴¹ For example, when we consider student recruitment, we also need to consider “equity”. We need to consider that we have a responsibility towards South African students in the first place as a public institution, while fulfilling our responsibilities towards SADC and Africa at large. This would need to guide our decision in terms of rolling out specific strategies regarding recruitment.

Tommy Shih (2024) developed the “responsible internationalization’ framework / approach below; also applicable for our partnership framework.



³⁹ “...in the pursuit of the development of high-quality Internationalization, with perceived impact on both local academic communities and global society, respecting a balanced, transparent, sustainable, inclusive and committed Internationalization that means the definitive establishment of Responsible Internationalization.” (Stallivieri and Vianna, 2020: p.27)

⁴⁰ In a Global Responsible Engagement checklist, provided by Lund University to its staff and stakeholders, one of the important guiding indicators is values: “Will the project or any activity related to the project conflict with Lund University core values?”

⁴¹ The Responsible Research Conduct at Stellenbosch University Policy can also provide guidance to SU researchers.

The different colours in the figure have the following meaning according to Shih.

Shih (2024: p. 5): “The black area represents cases that clearly cross normative boundaries. Such cases may be related to serious instances of ethics dumping, direct military uses of scientific findings or potential for such use, due to the user being a military institution, or grave human rights violations. The gray area is characterized by the opportunities and challenges that arise in international collaborations when research is conducted in different national and institutional contexts.”

And further: “It is important to underline that most international collaborations take place in the gray area. However, there are different shades of gray and those bordering on black, as illustrated by the yellow dotted line, are much more problematic than those adjacent to the white. Hence, the handling of gray areas will also differ depending on their nature, problem, degree of seriousness, and frequency.”

As indicated above, a wider understanding of ‘responsible internationalization’ is pursued at SU, hence the grey area would also include such aspects as student integration, fair partnerships and student recruitment. Shih (2024) argues that ‘responsible internationalization’ further develops the ‘reflective ability’ of actors. In the context of SU International, this ‘reflective ability’ would entail that internationalization practitioners be able to practice / use their institutional value framework (and the normative considerations of the partnership framework and other institutional signposts) to evaluate and guide interactions regarding activities in the grey area towards more responsible internationalization outcomes. (Staff internationalization development should also include / consider the above component.)

2. Resources Partner Universities

Global Responsible Engagement @ Lund University

Global responsible engagement entails that through international collaborations the University promotes academic freedom and global development, and respects human rights. Global responsible engagement also means that collaborations are rooted in Lund University's core values, that staff are supported in managing ethical dilemmas, and that risks are minimised while project results are promoted.

Resources provided:

- Checklist
- Risk assessment support
- Internal and External Resources

Website: <https://www.staff.lu.se/research-and-education/global-engagement-and-international-matters/global-responsible-engagement>

Planning Secure International Cooperation @ University of Hamburg

Planning Secure International Cooperation helps you lay the foundation for successful cooperation in an international context and facilitate international cooperation.

Resources provided:

- Guidelines: Planning Secure International Cooperation
- In-depth review
- FAQ

Website: <https://www.kus.uni-hamburg.de/en/themen/internationales/sicher-kooperieren.html>

Resources for responsible internationalization @ Karolinska Institute

International cooperation has become more complex during recent years, and tensions within international political and economic relations affect the activities of higher education institutions. Any international collaboration has uncertain outcomes, and we need effective methods of minimizing and managing the risks, particularly for collaborations with partners in authoritarian countries.

Resources provided:

- Support for Risk Assessment
- Links to various external resources

Website: <https://staff.ki.se/our-ki/international-collaboration-and-internationalisation-for-staff/resources-for-responsible-internationalisation>

3. Agreement Interventions

In terms of agreement development, more frequently specific agreement clauses are requested by partners, to highlight the partner's responsibilities in terms of 'responsible internationalization'. Below are two examples of requests received.

Non-discrimination Commitment

In line with the Universal Declaration of Human Rights, the Parties commit to protecting Human Rights in their joint activities. No person shall be excluded from activities under this Memorandum on the basis of age, color, disability, gender, gender identity, national origin, race, religion, sex, or sexual orientation.

The Parties respect and are committed to the principle of academic freedom. Each Party may terminate this MoU with immediate effect if the other Party is responsible for a serious or systematic violation of Human Rights, a serious or systematic exclusion of persons on the basis of the above-mentioned categories, or a serious or systematic violation of academic freedom.

Exclusion from military use

The parties agree that the joint research, academic exchange, and other academic collaboration shall be used only for gaining and utilizing any knowledge gained and its practical application for peaceful purposes and the foundations and development of teaching and studies.

In this context, the parties agree that all data, material, and knowledge gained from their collaboration, whether deliberately or by coincidence, shall be used for purely civilian and peaceful purposes and in full observance of human rights. These shall not be shared or further developed for military purposes.

4. Responsible Internationalization Resources

Some general readings:

- Marginson, S. 2024. The new geo-politics of higher education 2: Between nationalism and globalism. Centre for Global Higher Education, University of Oxford.
- Renstrom, Erik et al. "It's an Altered World. But Academic Exchange Remains Vital." University World News, 18 May 2024, <https://www.universityworldnews.com/post.php?story=20240518095941189>.
- Shih, Tommy. "We Cannot Adopt a Blanket Approach to Research Security." University World News, <https://www.universityworldnews.com/post.php?story=20241001140316637>.
- Shih, Tommy. 2024. Points of departure and developing good practices for responsible internationalization in a rapidly changing world. Accountability in Research, 1-7. <https://doi.org/10.1080/08989621.2024.2318789>
- Stallivieri, L & Vianna, C, T. 2020. Responsible Internationalization - New Paradigms for Cooperation Between Higher Education Institutions. Fatec-Itaquaquecetuba, SP, v. 14, n. 2, p. 9-30, jul/dez.
- Stallivieri, Luciane. "Making the Case for Responsible Internationalisation." University World News, 31 August 2019, <https://www.universityworldnews.com/post.php?story=20190829092237117>.

Government Initiatives:

- Responsible Internationalization @ the Swedish Foundation for International Cooperation in Research and Higher Education. Website: <https://www.stint.se/en/responsible-internationalisation/>
- Responsible Internationalization @ Swedish Council for Higher Education. Interim Report on Responsible Internationalization. Link: [ansvarsfull-internationalisering_uhr-2024_1.pdf](#) (See summary on page 8)
- Global Responsible Engagement Checklist @ Association of Swedish Higher Education Institutions. Link: <https://suhf.se/app/uploads/2023/04/SUHF-Checklist-Global-Responsible-Engagement-REC.-2023-4-230411-REVISED.pdf>
- Ethical Guidelines for Responsible Academic Partnerships with the Global South @ Finnish University Partnership for International Development Link: <https://www.unipid.fi/for-society/responsible-global-academic-partnerships/complementary-ethical-guidelines-for-global-south-academic-partnerships/>

Other resources that are also used within this context includes: Resources regarding Information security and data protection, tracking of human rights and academic freedom, financial management and export controls. Because of limited space they are not included here.

Glossary

AC21:	Academic Consortium 21
ACG:	Africa Collaboration Grant
ARUA:	African Research Universities Alliance
AU/NEPAD SANWATCE:	African Union New Partnership for Africa's Development Southern African Network of Water Centres of Excellence
BCG:	BRICS Collaboration Grant
CCA:	[SU International] Centre for Collaboration in Africa
CPP:	Comprehensive Partnership Portfolio
CST:	[Stellenbosch University] Core Strategic Themes
DHA:	Department of Home Affairs
DAAD:	German Academic Exchange Service
DHET:	Department of Higher Education and Training
DIRCO:	Department of International Relations and Cooperation
DRD:	Division for Research Development
EU-EACEA:	European Union Education, Audio-visual and Culture Executive Agency
EAF:	Exchange Administrative Fee
EMS:	Economic and Management Sciences
FD:	Faculty or Departmental
FMHS:	Faculty of Medicine and Health Sciences
CGE:	[SU International] Centre for Global Engagement
GTP:	Global Thematic Partnership
HEIs:	Higher Education Institutions
HoD:	Head of Department
IACI:	Institutional Advisory Committee on Internationalisation
INTERINFO:	Integrated Information System for Internationalisation
PASS:	Professional Administrative Support Staff
SDG:	[United Nations] Strategic Development Goals
SSUN:	Social Sciences University Network
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
USAf:	Universities South Africa
SBS:	Stellenbosch Business School
WEF:	World Economic Forum
WGAD:	Working Group for Agreement Development