



Developing Mutually Beneficial Student Exchange Programs

A Toolkit for African Higher
Education Institutions

Acknowledgements

The development of this toolkit was made possible through the collective contributions, insights, and experiences of a diverse community of higher education leaders and practitioners committed to strengthening student mobility across Africa.

We extend our sincere appreciation to Dr. Millicent Adjei for her leadership in designing and facilitating the series of workshops that informed this toolkit. Her expertise, thoughtful guidance, and stewardship of the discussions and outputs were instrumental in shaping the concepts, frameworks, and practical resources contained in this publication.

We are equally grateful to the institutions that participated in the workshops and generously shared their experiences, challenges, lessons learned, and promising practices in student exchange programming. Their collective contributions formed the foundation upon which this toolkit was developed.

We acknowledge the participation and valuable input of the institutions that participated in the Developing Mutually Beneficial Exchange programmes sessions. Their willingness to engage openly, reflect critically on their institutional experiences, and collaborate across borders has resulted in a practical resource that reflects the realities, opportunities, and aspirations of African higher education institutions. We hope this toolkit serves as a valuable guide for institutions seeking to develop and strengthen mutually beneficial student exchange programmes across the continent and beyond.

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List of Acronyms

ANIE	African Network for Internationalization of Education
COIL	Collaborative Online International Learning
GPA	Grade Point Average
IEASA	International Education Association of South Africa
IELTS	International English Language Testing System
IP	Intellectual Property
IT	Information Technology
MoU / MOU	Memorandum of Understanding
NAFSA	Association of International Educators
SEA	Student Exchange Agreement
SIM	Subscriber Identity Module
THE	Times Higher Education
TOEFL	Test of English as a Foreign Language

Executive Summary

The Student Exchange Programme Toolkit is designed to guide higher education institutions in Africa and beyond in strengthening equitable, sustainable, and impactful student exchange programmes. Building on The Education Collaborative's resources and frameworks, it consolidates key learnings, templates, and operational materials from our Student Exchanges Programme into a single, comprehensive resource.

The toolkit emphasises collaboration in designing exchanges that create value for all institutions and students involved. It provides a structured, step-by-step approach that helps align student mobility with institutional goals such as student development, internationalisation, and strengthening academic partnerships across regions.

Beyond the implementation framework, the toolkit offers customisable tools and templates, including partnership evaluation checklists, sample MoUs, and application forms, making it practical and adaptable across diverse institutional contexts.

This toolkit serves as both a strategic and operational guide for institutions committed to expanding learning opportunities and building sustainable systems for academic exchange across Africa.

Introduction

Purpose of the Toolkit

This toolkit supports higher education institutions, particularly in Africa, in designing, implementing, and sustaining student exchange programs that are mutually beneficial, inclusive, and strategically aligned with institutional goals. It sets out clear steps and key considerations for creating exchanges that give students meaningful learning experiences while strengthening institutions' academic networks and collaboration. Specifically, the toolkit aims to:

- Provide a practical, achievable framework for developing and managing student exchange programs.
- Help institutions organise exchanges that provide students with rich academic and cultural exposure.
- Strengthen inter-institutional collaboration through tools and examples that support effective, long-term partnerships.
- Simplify planning, administration, and review with templates and structured guidance.
- Promote sustainability through realistic program design, consistent communication, and regular follow-up between partner institutions.

Background

Higher education institutions have, over the last few decades, collaborated to support student exchanges, faculty research, and related activities. Student exchange programs are often the first step toward broader international collaboration, as higher education institutions increasingly recognise the need to prepare graduates who can work with people from diverse cultures and succeed in a global labour market.

For African higher education institutions, student exchange programs are particularly important. They strengthen institutions' capacity to deliver world-class education and contribute to the continent's sustainable development through capacity building, leadership development, and resource mobilisation.

Across Africa, higher education institutions are working to make student exchanges a regular feature of academic partnerships and student preparation for global engagement. Many have found that successful exchanges require practical planning, including clear goals, well-defined processes, and reliable systems to manage students' academic, financial, and welfare needs.

This toolkit draws on common experiences from African higher education institutions. Key themes include:

- Designing exchanges that provide meaningful learning experiences for students at all partner institutions.
- Making programs realistic and affordable so more students can participate.
- Establishing agreements and administrative structures that facilitate smooth implementation.
- Keeping partnerships active through regular communication and follow-up.

Who This Toolkit Is For

This toolkit is for administrators at higher education institutions, international office staff, partnership coordinators, academic leaders, and student affairs officers involved in student mobility and institutional collaboration. It is also useful for faculty who want to expand academic cooperation or incorporate exchange opportunities into their programs.

Scope of the Toolkit

This toolkit covers the full cycle of designing and managing student exchange programs, from forming institutional partnerships to supporting students during and after their exchange. It outlines key steps, documents, and decisions in planning programs, preparing students, coordinating academic and administrative processes, and addressing experiential issues such as travel, safety, and communication. It also provides guidance on reviewing each exchange cycle, enabling institutions to refine their approach over time.

How to Use This Toolkit

The toolkit is organised as a practical reference. Each section addresses a core aspect of setting up and running a student exchange program, from building partnerships to preparing students and reviewing outcomes. Institutions can read it as a complete guide or consult specific sections as needed. The templates and examples can be adapted to each institution's systems, size, and resources. Teams are encouraged to use the toolkit to inform internal discussions, plan realistic timelines, and document their own processes for future use.



Figure 1: The Student Exchange Program Cycle

The six stages below reflect the full lifecycle of a student exchange program. Each stage is addressed in detail in the sections that follow.

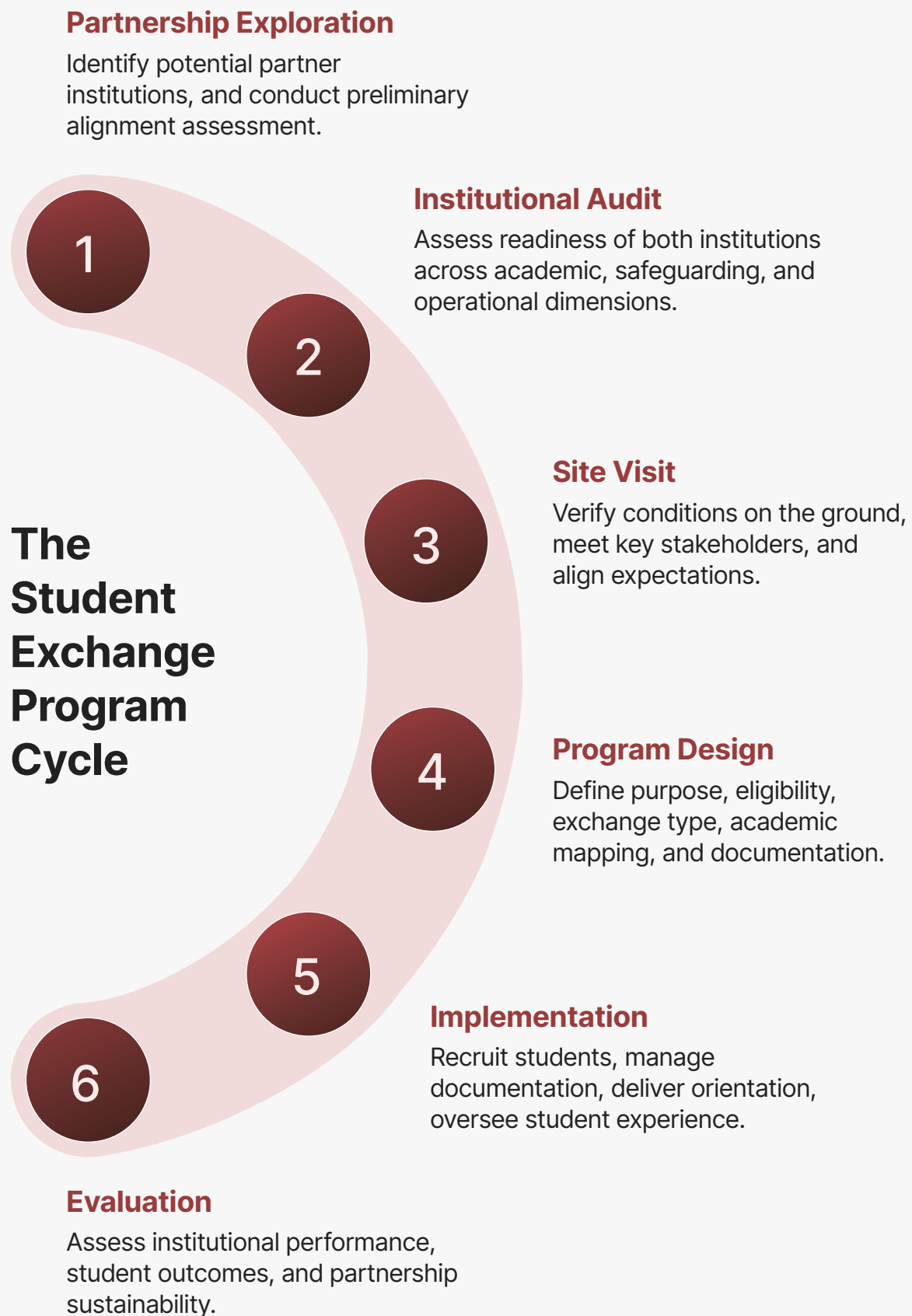
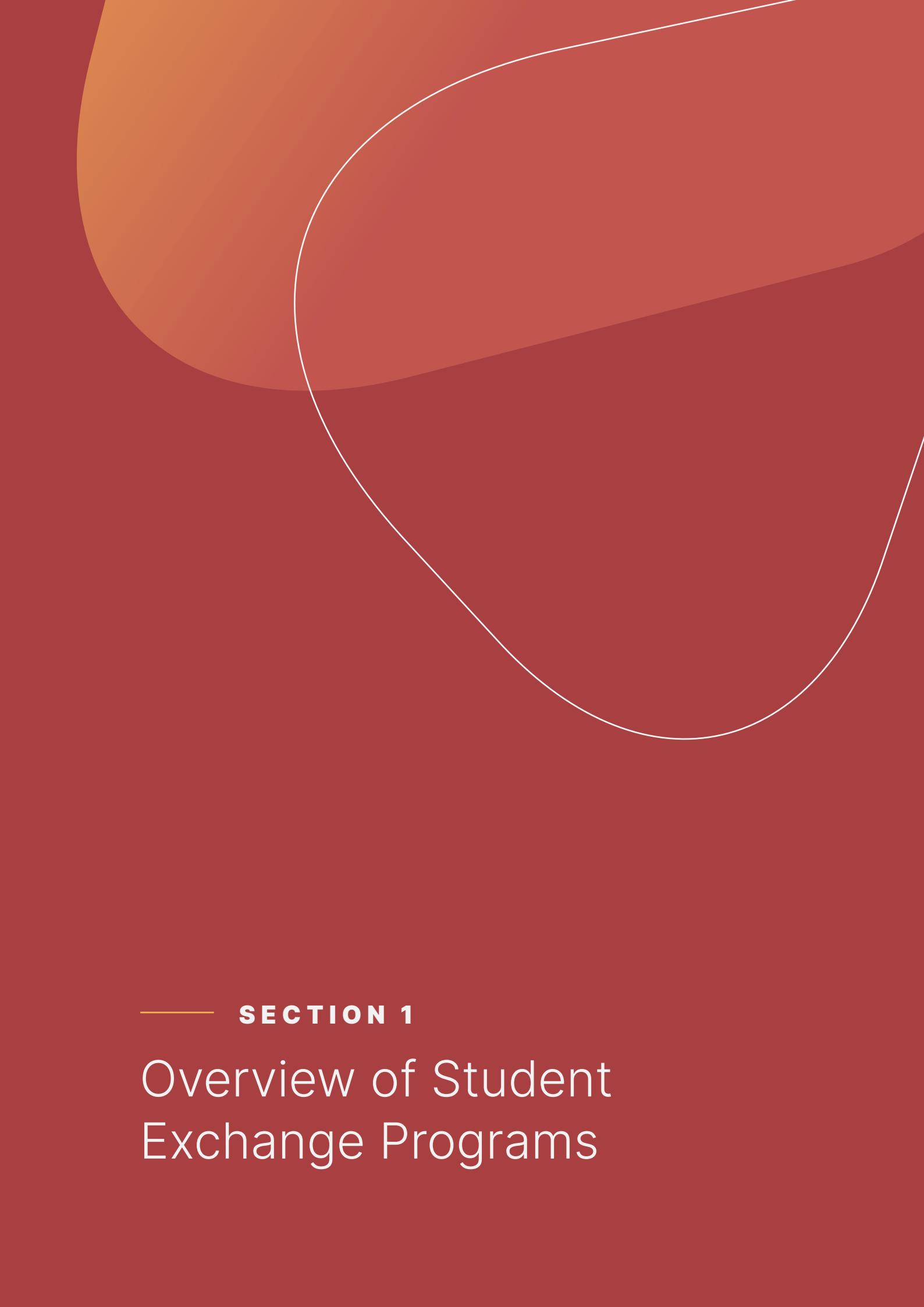


Figure 1: The student exchange program cycle





SECTION 1

Overview of Student Exchange Programs

Definition and Types of Student Exchanges

Student exchange programs allow learners to spend a set period studying, working, or training at a partner institution. Exchange students typically enrol in regular classes alongside full-time local students for a semester or a full academic year, with access to a range of academic disciplines. Under an exchange agreement, they remain enrolled at, and pay tuition to, their home institution while studying at a partner institution and earning credit toward their home degree.

Exchanges can take several forms depending on institutional goals and student needs.

Table 1 below provides a comparative overview of the most common exchange models.

Type	Typical Duration	Best Suited For	Key Considerations
Short-Term Program	1–6 weeks	Students with financial or scheduling constraints; piloting new partnerships	Lower administration; still requires safety and housing planning
Faculty-Led Program	1–4 weeks	Structured academic experiences tied to specific courses; first-time travellers	Faculty must travel; maintains strong institutional oversight
Semester-Long Program	1–2 semesters	Deep academic and cultural immersion; established partnerships	Resource-intensive; requires robust academic mapping and safeguarding
Reciprocal Exchange	1 semester – 1 year	Long-term partnerships; cost-neutral models	Balanced student flows; both institutions must maintain comparable capacity
Direct Enrolment	Flexible	Institutions without formal reciprocal agreements	No need for balanced flows; due diligence on host standards still required
COIL (Virtual)	Varies (course-embedded)	Widening access; complement to in-person mobility	Cost-effective; no travel required; can deepen towards in-person exchange

Table 1: Comparative overview of student exchange program models

Short-Term Programs

Short-term programs typically run for one to six weeks and are usually scheduled during semester breaks. They are useful entry points for institutions still building exchange infrastructure and for students with limited finances or academic flexibility. They emphasise targeted experiences such as cultural immersion, field research, industry visits, and leadership bootcamps.

Faculty-Led Programs

Faculty-led programs are designed and led by faculty who travel with students for academic or practical engagement. This model is especially effective when full-semester mobility is difficult due to rigid curricula or financial constraints. It maintains institutional control over academic oversight, assessment, and quality assurance.

Semester-Long Programs

Semester-long programs place students at a partner institution for a full term or, in some cases, an entire academic year. They offer deep cultural and academic immersion and are considered the gold standard of student mobility. They are also the most resource-intensive, requiring robust academic mapping, strong administrative coordination, and well-established safeguarding frameworks.

Reciprocal Exchange Programs

Reciprocal exchange programs involve mutually agreed student mobility between partner institutions, typically with an equal or near-equal number of students exchanged. Sustainability depends on reciprocity, equitable capacity, and aligned academic systems. Core features include tuition fees paid at the home institution, balanced student flows, and clear agreements on academic equivalencies and credit transfer.

Direct Enrolment

In direct enrolment, students apply to and enrol directly at the partner institution, usually paying fees to the host institution. This flexible model does not require balanced student flows and is useful where institutions lack reciprocal agreements but still want to support student mobility. Institutions must still conduct due diligence on academic standards and safeguarding before facilitating direct enrolment.

Collaborative Online International Learning (COIL)

COIL programs are virtual exchanges where students from partner institutions collaborate online. They strategically widen participation and strengthen institutional partnerships without the costs and logistics of travel. They are cost-effective, widen participation, and can be embedded into existing courses through joint assignments, online discussions, or virtual project teams. They serve as stepping stones toward deeper in-person mobility partnerships.

Third-Party Providers

Third-party organisations deliver structured mobility programs on behalf of institutions. Institutions often engage these providers when internal capacity is limited, when they want to expand mobility quickly, or when students need specialised placements or access to unique global locations. Institutions collaborate with third-party providers to align exchange programs with academic standards, risk management policies, and curriculum requirements. Third-party providers typically offer:

- Logistics support (e.g., visas, housing, safety monitoring)
- Academic placements or internships
- Cultural integration programming

Benefits of Strong Exchange Programs

Well-designed exchange programs deliver value across multiple stakeholder groups. **Table 2** summarises these benefits.

Stakeholder	Key Benefits
Institutions	Exchange programs help institutions build stronger academic connections across regions. Through exchange activities, teams learn how other institutions design their academic programs, support students, and manage critical processes such as credit transfer and orientation, prompting them to review and improve their own systems. Such partnerships also raise an institution's profile across the continent and beyond. As staff collaborate with colleagues in different countries, they form new professional networks that can produce joint courses, shared research, co-developed materials, and larger institutional initiatives. These relationships keep institutions informed about evolving practices in teaching, student support, and administration.
Students	Exchange programs offer students a richer academic experience through access to courses and activities that may not be available at their home institutions. This exposure broadens their knowledge, provides a fresh perspective, and introduces diverse approaches to thinking and learning. These experiences significantly influence how students position themselves in the job market. Employers often seek candidates who can adapt, collaborate across cultures, take initiative, and think creatively—skills that are frequently strengthened through exchange participation.

Faculty	Faculty benefit from close cooperation with colleagues at partner institutions, leading to shared teaching plans, joint supervision of student projects, innovative research ideas, and learning materials informed by multiple contexts.
Communities	Exchange programs also prompt faculty to link classroom content more directly to societal needs. Communities gain when students return with new skills and perspectives, launching or improving community projects and sharing knowledge acquired elsewhere, thereby reinforcing relationships between higher education institutions and the societies they serve.

Table 2: Benefits of strong exchange programs

Key Principles That Guide Effective Exchanges

- **Reciprocity:** Both partners meaningfully contribute to and benefit from the exchange, whether through student mobility, knowledge sharing, or joint activities.
- **Balanced learning opportunities:** Academic, social, and logistical support should give all students a fair chance to succeed, regardless of their background or institution.
- **Equity and inclusion:** Active attention to financial, logistical, and cultural barriers that may prevent students from underrepresented groups from participating.
- **Long-term commitment:** Exchange programs are most effective when designed for continuity, allowing partnerships to deepen over multiple cycles of student participation.
- **Harmonisation and credit portability:** Exchange design should support credit recognition across institutions and national systems, thereby enabling the portability of qualifications across the continent.

Potential Challenges

Student exchange programs provide valuable opportunities but also present challenges that institutions must anticipate and plan for. These issues often surfaced in discussions of actual exchange experiences, administrative processes, and partner expectations. Identifying potential issues early enables institutions to design realistic, dependable, and sustainable programs that protect students, reduce administrative burden, and improve overall outcomes.

Common challenges include

- **Uneven institutional capacity:** Partner institutions may differ in readiness. One may have strong systems for credit transfer, orientation, timelines, and communication, while the other is still developing them. This imbalance can slow decision-making, blur responsibilities, and increase administrative pressure on one partner.
- **Limited administrative support or delayed processes:** Document processing, securing internal approvals, and correspondence with partner institutions can take longer than expected. Misaligned academic calendars, approval procedures, and documentation requirements can delay placement confirmations and student preparation.
- **Financial barriers for students:** Even when tuition is covered, students may still face substantial costs for travel, visas, accommodation, insurance, and daily living expenses. Many interested students cannot participate because their institution lacks mobility funding, or the host institution's cost of living is higher.
- **Differences in academic systems:** Course structures, grading, learning expectations, and teaching styles can vary widely across institutions. Without adequate preparation, students may feel overwhelmed or unsure about academic expectations. Administratively, matching courses and approving credit can be complex and time-consuming.
- **Visa, travel, and safety concerns:** Students may face visa complications, long processing times, or sudden changes in international travel policies that disrupt timelines. Differences in safety protocols, insurance requirements, and local regulations create additional risks that institutions must manage carefully.

SECTION 2

Institutional Capacity
and Infrastructure

A strong student exchange program demands not only good intentions and sound plans, but also the institutional capacity to support both outgoing and incoming students. Institutions must first understand what resources exist and what is missing before launching any exchange initiative.

Academic and Learning Infrastructure

Institutions need a robust academic infrastructure to host incoming students and reassure partners about academic quality. These facilities ensure students receive a comparable academic experience and that credits can be transferred back home. Essential elements include:

- **Classrooms and teaching spaces:** Learning environments should be clean, reliable, and equipped for diverse teaching methods, including lectures, group work, discussions, and technology-enhanced instruction. Well-maintained classrooms signal a supportive academic setting.
- **Laboratories and workshops:** For programs in science, technology, engineering, health sciences, or vocational fields, fully functional labs and workshops are crucial. Exchange students must be able to complete practical coursework safely, using equipment that meets basic standards. These hands-on spaces help students apply concepts, build technical skills, and explore new methods, making them central to any exchange focused on applied learning.
- **Libraries and digital academic resources:** Well-resourced physical and digital libraries support varied academic needs. Institutions should maintain current collections, e-libraries, online journals, and databases that are accessible off campus and after hours. Such digital resources help exchange students meet home-institution requirements while benefiting from the host's academic offerings.

Student Support Structures

Beyond the classroom, institutions must have strong systems to support the well-being and adjustment of exchange students.

- **Student services and support systems:** A responsive support system that helps students navigate their exchange experience improves their sense of security and belonging. Institutions should provide accessible academic advising, counselling, health services, and general student support to help students adapt to new academic and cultural environments and to offer a safety net when challenges arise.
- **Accommodation and housing arrangements:** Host institutions should provide or actively assist students in securing safe, comfortable, and reasonably priced accommodation, including university hostels, partner-managed residences, or vetted off-campus housing. Students should receive clear information about what to expect, available facilities, key contacts, and how their general needs will be met.

- **Administrative and operational capacity:** A well-structured administrative system significantly streamlines the exchange process. Institutions should maintain clear processes, dedicated staff, and reliable communication channels to provide timely guidance for both incoming and outgoing students. Procedures for handling applications, reviewing eligibility, nominating students, and supporting registration with the host institution should be transparent and consistent to build trust between partners and ensure a well-organised exchange experience.

Dedicated Human Resources

A strong student exchange program relies on staff who have the time, training, and authority to run it well. Exchange coordination should not be added to already full teaching loads or unrelated administrative roles. A dedicated team ensures that critical processes are implemented correctly, partner communication is consistent, and students are supported at every stage. To keep the program running smoothly year after year, institutions should have:

- **Dedicated team or international office:** A formal unit or designated staff in charge of the full exchange cycle, namely, coordination, logistics, student advising, and relationships with partner institutions. This team manages orientation, monitors student progress, and communicates promptly with partners, creating a centralised structure that provides clarity, continuity, and smoother collaboration.
- **Personnel trained in international education:** Staff involved in student exchanges should be trained in international education administration, not chosen only for their travel experience or informal international exposure. Key skills include intercultural communication, mobility procedures, risk management, and student support.
- **Clear institutional structures and workload allocations:** Well-defined structures allow staff to meet exchange-related responsibilities without conflicting with teaching or other administrative roles. Formal job descriptions with realistic workloads support efficiency, accountability, and the full integration of exchange coordination into institutional systems.

Institutional Readiness and Cross-Department Participation

Exchange programs are complex and require coordinated support from academic, administrative, financial, and student support services. To host or send students with confidence, institutions must ensure that multiple units coordinate effectively and consistently. Strong institutions share three traits:

- **Active cooperation across academic and administrative units:** Student mobility involves almost every part of the institution. Academic departments handle course equivalencies and credit transfers. The registrar's office manages enrolment and documentation, while finance teams process payments, stipends, and insurance. Residential life offices coordinate or secure accommodation for incoming students, and student life units support social integration, orientation, and welfare. IT services ensure access to systems, email, and digital learning platforms. Other key contributors include the business office, general counsel, health services, admissions, marketing, campus safeguarding, and special services.

- **Shared understanding of the program's purpose and institutional value:** Staff across the institution should understand why exchanges exist and how they advance student development, institutional visibility, and broader academic collaboration. When departments recognise this value, they are more inclined to prioritise mobility-related tasks, respond quickly to requests, and maintain strong support to sustain program quality.
- **A culture that treats exchanges as core institutional work:** Rather than treating exchanges as occasional, optional activities, effective institutions integrate them into normal academic and administrative cycles, including annual planning, budgeting, faculty calendars and workload, and student support systems.

— **SECTION 3**

Program Design

Designing a student exchange program requires a structured, intentional, and student-centred approach. Effective program design demands a clear purpose, due diligence, meaningful student input, and detailed documentation. The following framework reflects step-by-step guidance with practical tools for each stage.

⇒ STEP 1

Establish Your “Why”

Before designing student exchange programs, institutions must clearly define their purpose. The “why” underpins every aspect of the program, including its structure, duration, academic components, expected outcomes, and the institutional support required. A well-articulated purpose statement prevents unfocused programs and ensures that the exchange delivers real value to students and partner institutions. It provides direction, strengthens internal buy-in, and guides decision-making throughout design and implementation. It also helps institutions determine whether a partnership or exchange model is worth pursuing and whether existing programs meet genuine student and institutional needs.

Key Guiding Questions

1. What problem or opportunity is this exchange addressing? (e.g., limited international exposure, need for specialised courses, desire to deepen regional partnerships)
2. What experience or exposure do we want students to gain? (e.g., research experience, cultural immersion, applied learning, industry engagement)
3. How does this program support the institution’s strategy, curriculum, or partnerships? (e.g., contributes to global engagement goals, complements academic programs, strengthens ties with targeted regions)
4. What evidence shows that students will benefit from this program?
5. What long-term outcomes should this program help achieve?

⇒ STEP 2

Institutional Audit and Safeguarding Review

Before designing student exchange programs, institutions must clearly define their purpose. The “why” underpins every aspect of the program, including its structure, duration, academic components, expected outcomes, and the institutional support required. A well-articulated purpose statement prevents unfocused programs and ensures that the exchange delivers real value to students and partner institutions. It provides direction, strengthens internal buy-in, and guides decision-making throughout design and implementation. It also helps institutions determine whether a partnership or exchange model is worth pursuing and whether existing programs meet genuine student and institutional needs.

Audit Area	What to Review	Why It Matters
Accreditation	National or regional accreditation status; recognition by relevant education authorities; any sanctions or warnings	Ensures academic legitimacy and credit transferability
Student Completion	Graduation and dropout rate trends; evidence of academic stability and student support effectiveness	Signals whether the institution can adequately support exchange students
Campus Safety & Safeguarding	Student safety policies; incident reporting and emergency response procedures; health and wellness services; safeguarding protocols	Directly affects student welfare during the exchange
Learning Environment	Classroom and laboratory standards; IT and digital learning systems; adequacy of student support services	Exchange students must be able to complete coursework to the required standard
Faculty Engagement	Faculty qualifications, availability, and teaching loads; involvement in international or experiential programs faculty stability	Quality of instruction and mentoring shapes the student experience
Administrative Capacity	Processes for credit transfer, registration, and partner communication; dedicated exchange staff; documented workflows	Affects the smoothness and reliability of the exchange for all parties

⇒ STEP 2

Conducting Site Visits

A site visit is a critical component of building or confirming a student exchange partnership. Audits and documentation provide useful background information, but an in-person visit allows institutions to verify conditions on the ground, assess partner alignment, and engage directly with staff and students.

Site visits also reveal practical realities that may not be discernible from written materials,

such as campus culture, student engagement, safety practices, and the true state of facilities. Because student exchanges depend on trust, institutions must be confident that their students will be safe, supported, and in a strong learning environment. Site visits provide the opportunity to validate this.

Objectives of the Site Visit

1. **Validate institutional capacity:** Confirm that teaching spaces, student support structures, administrative processes, and safety systems exist and function as described.
2. **Assess campus culture and student life:** Observe student behaviour and engagement, community norms, and any potential concerns related to student well-being.
3. **Strengthen partnership relationships:** Build rapport with the international office, faculty, and administrators. Strong personal and professional connections are essential to sustaining collaborative programs.
4. **Understanding practical realities:** Identify potential challenges related to accommodation, transportation, health and safety, technology access, and local logistics, which significantly shape students' experiences.
5. **Align expectations:** Clarify learning outcomes, the program calendar, credit structures, and roles and responsibilities to avoid misunderstandings once the exchange begins.

Conducting Stakeholder Meetings

Stakeholder meetings provide firsthand insights that complement what you see on campus. A comprehensive visit should include meetings with:

- ↗ International Programs Office
- ↗ Relevant academic departments (i.e., those receiving or sending exchange students)
- ↗ Student services teams
- ↗ Housing managers
- ↗ Campus health and safety officers
- ↗ Finance and registry staff (for issues such as fees, grade conversion, and credit transfer), and
- ↗ Current students, especially international or exchange students.

⇒ STEP 4

Program Structure and Academic Mapping

Once the purpose of the exchange is clear and institutional readiness is confirmed, design a practical program structure that specifies what the exchange entails, who it is for, and how learning will be recognised academically. A well-defined structure prevents misunderstandings, supports smooth implementation, and helps students and departments plan.

Determine the Type of Exchange

Select the exchange model most appropriate for your institutional context and partnership goals (refer to Table 1 for a comparative overview). Consider the duration, academic intensity, and resource implications of each model.

Define Eligibility Requirements

Eligibility criteria ensure participants are prepared and able to benefit from an exchange program. Typical criteria include:

- Minimum GPA or academic standing
- Required language proficiency (if applicable)
- Completion of prerequisite courses
- Good disciplinary record
- Demonstrated readiness for independent study and cultural adjustment

Duration and Timing

Program timing must align with both institutions' academic calendars. Important considerations include:

- Semester start and end dates
- Examination periods
- Application and nomination deadlines

Curriculum Alignment and Academic Mapping

Academic mapping is a critical component of program design, ensuring students receive appropriate credit and the exchange remains academically meaningful. It involves:

- **Reviewing course content:** Compare syllabi, contact hours, learning activities, and teaching methods to establish equivalence.
- **Mapping learning outcomes:** Assess whether the partner institution's course achieves comparable outcomes to a home course or can count as an elective.
- **Confirming assessment methods:** Review exams, projects, fieldwork, continuous assessment, and portfolios for appropriate level, rigour, and grading scale.

- **Establishing transferability:** Clarify how credits will apply toward degree requirements, whether grades or only credits transfer, and any restrictions (e.g., capstone courses that must be completed at the home institution)
- **Setting clear expectations for experiential programs:** For internships, field placements, or non-credit activities, structure academic value through learning outcomes, reflective journals, supervisor evaluations, final presentations, or reports.

⇒ STEP 5

Develop Supporting Documentation and Agreements

Before designing student exchange programs, institutions must clearly define their purpose. The “why” underpins every aspect of the program, including its structure, duration, academic components, expected outcomes, and the institutional support required. A well-articulated purpose statement prevents unfocused programs and ensures that the exchange delivers real value to students and partner institutions. It provides direction, strengthens internal buy-in, and guides decision-making throughout design and implementation. It also helps institutions determine whether a partnership or exchange model is worth pursuing and whether existing programs meet genuine student and institutional needs.

1. **Internal Policy on student exchanges:** This sets out the institution’s overall approach to student mobility, including guiding principles, eligibility requirements, academic standards, roles of internal departments (registrar, finance, housing, international office), and approval processes.
2. **Memorandum of Understanding (MoU):** An MoU establishes a general partnership between institutions, including the purpose of the collaboration, the scope of cooperation, the duration, renewal terms, the legal and governance framework, and high-level commitments.
3. **Student Exchange Agreement (SEA):** This builds on the MoU, with detailed terms including the number of students, the duration and structure of mobility, academic responsibilities, financial terms, obligations for student welfare and safeguarding, and core administrative requirements and timelines.

SECTION 4

Program Implementation

Once program design and agreements are in place, institutions move into implementation. This phase focuses on managing people, timelines, risks, and documentation to support students from initial interest until their return home.

Table 4 provides an overview of the key documentation required at each phase.

Program Phase	Key Documents / Actions
Program Design	Internal exchange policy; Memorandum of Understanding (MoU); Student Exchange Agreement (SEA)
Recruitment	Program brief and flyers; eligibility criteria and application form; selection criteria and process
Pre-Departure	Learning agreement (approved course list); passport and visa copies; travel and health insurance; medical clearance form; emergency contact details; orientation confirmation
During Exchange	Mid-program check-in record; process for course change requests; incident or welfare reporting protocol
Post-Program	Academic transcripts; credit transfer records; student reflection or experience report; program evaluation data; institutional review notes

Table 4: Key documentation for each phase of program implementation

Marketing and Recruitment

Institutions should develop a consistent strategy to promote their programs to the right students. Successful exchanges rely on reaching students who are prepared, eligible, and aligned with the program's goals. Effective marketing builds interest and helps institutions identify participants who can fully benefit from the exchange.

Key components include:

- Creating flyers, program briefs, and student-friendly summaries
- Holding information sessions (in person or virtual)
- Engaging faculty to recommend strong candidates
- Updating websites and portals with clear program details
- Ensuring transparency about costs, requirements, timelines, and available support

Critical Documentation (Travel, Insurance, and Compliance)

Critical documentation forms the administrative backbone of any student exchange program. It prepares students for safe travel, smooth entry into the host country, and proper registration with both home and host institutions. It also protects the institution by ensuring all legal, health, and financial requirements are met before departure.

What This Step Involves

Students must submit certain documents so staff can verify identity, confirm preparedness, and manage potential risks. These records support international offices, student services, and emergency responders, if needed.

Passport and Visa Copies

- Valid passport, typically with at least six months' validity
- Visa documents that meet the destination country's immigration rules
- Supporting documents for visa applications, such as acceptance letters, financial proof, or appointment confirmations

Travel and Health Insurance

- Comprehensive travel insurance covering delays, lost luggage, accidents, and emergencies.
- Health or medical insurance recognised in the host country

Medical Clearance Forms

- Disclosure of relevant medical conditions
- Vaccination records, where required
- Doctor's clearance for students with ongoing medical needs

Emergency Contact Details

- Names and phone numbers of parents, guardians, or other designated emergency contacts
- Local emergency contacts provided by the institution, where applicable

Pre-Departure Orientation and Preparation

Pre-departure orientation is one of the most critical phases of an exchange program. Done well, it equips students not only with logistical information but also with the mindset, skills, and confidence to adjust to a new academic and cultural environment. Institutions should treat orientation as a structured program rather than an informal briefing.

What This Step Involves

Orientation should provide a realistic picture of what to expect during the exchange. It should cover academic preparation, cultural learning, safety guidance, and administrative clarity. Key components include:

1. **Program goals and expectations:** Explain the purpose and learning outcomes of the exchange, as well as expectations for participation, class attendance, and professionalism. Students should understand what the host institution will provide and what remains their responsibility.
2. **Academic responsibilities:** Walk students through credit transfer procedures, required coursework or assessments, and how to communicate academic issues to both home and host institutions. Outline how to request course changes, withdrawals, or support for academic concerns.
3. **Cultural awareness and adaptation:** Provide structured guidance on local norms and etiquette, communication styles, and strategies for managing culture shock. Emphasise respectful navigation of social and cultural differences.
4. **Safety protocols and crisis reporting:** Present destination-specific safety considerations. Explain emergency contacts and reporting pathways, what constitutes an emergency, expected behaviours to minimise risk, and crisis response procedures.
5. **Conduct, attendance, and communication policies:** Define behavioural expectations while abroad, the code of conduct, attendance rules for academic and program activities, required check-ins with the home institution, and digital communication expectations.
6. **Financial guidance:** Share realistic cost-of-living estimates, expenses not covered by the program, and basic budgeting strategies. Guide students on managing money abroad, as transparent financial planning significantly reduces stress.
7. **Practical travel tips:** Offer advice on packing essentials, local weather conditions, phone plans and SIM cards, transportation options in the host country, and airport navigation and arrival procedures. Good practical preparation improves students' first days abroad and helps them settle more quickly.

Course Transferability Set-Up

Before students depart, confirm how courses taken at the host institution will apply toward their degree at home. This step maintains academic integrity, prevents disputes, and clarifies how study abroad supports students' academic progress.

A strong course transferability process includes:

1. **Reviewing academic materials:** Examine syllabi, course descriptions, contact hours, and assessment methods, and confirm that the course level matches the home institution's expectations.

2. **Confirming mapped credit weight, grading systems, and learning outcomes:** Although these elements are reviewed during the program design stage, they must be confirmed and finalised before students depart for the exchange period. This step also includes securing all necessary internal approvals.
3. **Finalising the learning agreement:** Document all approved courses and their transfer status, and clearly communicate this to exchange students.
4. **Establishing a process for mid-program course changes:** Because host institutions may adjust timetables and course availability, establish a clear process to approve changes quickly and allow students to request course substitutions.

Post-Program Documentation and Crisis Management

After students return from their exchange, institutions must complete academic, administrative, and reflective tasks to ensure the experience is properly recorded and evaluated.

A robust post-program process typically includes:

- A student reflection or experience report.
- Collection of academic transcripts and processing of credit transfers.
- Updating institutional records

In parallel, a clear crisis management plan is essential, covering health emergencies, accidents, political instability, natural disasters, housing or welfare issues, and academic or conduct-related incidents. The plan should include:

1. **Program evaluation:** Student evaluations covering logistics, support, housing, academics, and safety, with optional input from faculty or departmental advisors.
2. **Communication procedures:** Defined protocols for how and in what sequence staff, students, host institutions, and parents are contacted.
3. **Post-crisis follow-up:** Student support, mental health check-ins, and institutional reviews to update and improve policies

SECTION 5

Program Evaluation

Program evaluation is the final pillar of a sustainable student exchange system. It ensures continued relevance, academic and experiential value, and alignment with institutional strategy. Evaluation operates at two interconnected levels:

- Institutional evaluation, which reviews the effectiveness of partnerships, agreements, and implementation structures.
- Student evaluation, which examines student experience, learning outcomes, and personal growth.

Establishing the Purpose and Scope of the Evaluation

Institutions should define the evaluation's purpose and scope before collecting any data. Guiding questions include:

- What do we want to learn from the evaluation?
- Which decisions will our findings inform?
- Who will use the information (e.g., institutional leadership, academic departments, or external partners)?
- What improvements or changes are we considering?

Evaluation Instruments

Evaluation tools should be easy for participants to complete and straightforward for staff to analyse. Useful instruments include:

- Student feedback surveys covering academics, logistics, support, housing, and safety.
- Partnership evaluation forms to assess the quality and sustainability of the institutional relationship.
- Program outcome dashboards to track participation rates, credit transfer success, and student satisfaction.

Institutional Evaluation

Institutional evaluation ensures that an exchange program remains strategic, mutually beneficial, and sustainable. It looks beyond student outcomes to assess how effectively the partnership, internal processes, and institutional structures support the full program cycle. This helps institutions safeguard quality, strengthen collaboration, and make informed decisions about the partnership's future. It is especially important because it reinforces long-term partnership management and supports broader strategic alignment. This process usually involves:

1. **MoU & SEA review structure:** Reviewing the Memorandum of Understanding (MoU) and Student Exchange Agreement (SEA) confirms that the partnership remains meaningful and mutually beneficial. Institutions should revisit these documents periodically, guided by questions and criteria in three main areas:
 - **Renewal**
 - Does the partnership still provide clear value to your institution and students?
 - Have both institutions met their agreed responsibilities?
 - Are there opportunities to expand or deepen the partnership?
 - **Balance**
 - Is the student flow equitable?
 - Are both institutions benefiting proportionately, or has the exchange become one-sided?
 - Do both institutions still have the academic, financial, and operational capacity to support incoming and outgoing students?
 - **Continued relevance**
 - Does the partnership still align with institutional strategy, academic offerings, and internationalisation goals?
 - Are the relevant programs, departments, or faculties still interested and invested?
 - Have changes in leadership, accreditation, or curriculum affected the agreement's relevance?
2. **Assessment of internal processes:** Institutions should evaluate how effectively their internal systems support the exchange to identify weaknesses in processes, communication, or capacity. A thorough review offers a complete picture of institutional readiness and operational health.
3. **Impact measurement:** Institutions should also assess the broader educational and strategic impact of the exchange to capture its value beyond participation numbers.

Student Evaluation

Student evaluation examines the quality of the student experience, the achievement of academic and personal outcomes, and the extent to which the program supported students before, during, and after the exchange. It helps institutions refine support systems, improve program design, and evidence student growth and learning. Evaluating the student experience reveals what worked, what did not, and potential issues at partner institutions, including academic and non-academic challenges that may not be evident in formal reports. This step involves:

1. **Pre-departure and re-entry orientation evaluation:** Institutions review the effectiveness of preparation and reintegration activities to improve the content, delivery, and timing of future orientations. Feedback can be guided by questions such as:
 - Did the orientation provide the information, confidence, and practical skills students needed before travelling?
 - Did students clearly understand academic requirements, conduct expectations, and communication protocols?
 - Did returning students receive adequate support to transition back into academic and social life at the home institution?
2. **Student debrief mechanisms:** Student debriefs offer first-hand insight into the realities of the exchange, helping institutions identify improvements and enabling students to reflect on and articulate their learning. Debriefs may include:
 - Individual or group interviews that capture honest reflections
 - Staff-facilitated structured reflection sessions
 - Written reports or feedback surveys documenting achievements and challenges
 - Experience-sharing forums where students speak to future participants
3. **Student storytelling:** Students are encouraged to document and share their experiences in creative, reflective formats. Storytelling helps them process their learning and provides authentic material that the institution can use for recruitment, program enhancement, and reporting. Possible formats include:
 - Essays or reflective journals
 - Short videos or photo stories
 - Blog posts or social media highlights
 - Presentations to prospective exchange students or faculty

Communicating and Using Evaluation Findings

An evaluation is only as useful as its findings are shared and applied. Clear communication helps bridge any gaps between evaluation results and decision-making. Findings should be shared with:

- Academic departments
- International programs or partnership offices
- Institutional leadership
- Partner institutions

Templates and Resources

1. Potential Partner Review Form

Name of potential partner institution	
Location	
Type of institution	
Special feature (e.g., liberal arts, specialisation etc.)	
Type of accreditation	
Region (West, East, South, Central or East Africa)	
Do you have similar accreditation to facilitate credit transfer?	
Specialized program (non-credit bearing program, e.g., summer program, cultural immersion etc.)	
If it's a special program, please describe interest	
Academic cycle (and academic calendar)	
Academic fit with your institution (common majors, etc.)	
Ranking (THE, etc.)	
Student population (undergraduate, graduate, postgraduate)	
International student population	

Faculty-to-student ratio	
Does the institution have restrictions on courses exchange students can take?	
Are syllabi and reading lists available for courses?	
What grading system is used?	
Library facilities available at the institution (link to online resources)	
Is health insurance required at institutions, and who will provide this?	
Is on campus housing available? Any conditions on this?	
Potential areas to focus collaboration	
Key partnerships with other academic institutions	
Unique advantage for collaboration (e.g., program, opportunities, funding support etc.)	
Red flags and areas for extra attention	
Campus security	
Additional documentation to request from institution	
Contact person (name and contact information)	
URL	

2. Sample MoU

MEMORANDUM of UNDERSTANDING
between
YOUR UNIVERSITY, ADDRESS, COUNTRY
and
PARTNER UNIVERSITY, ADDRESS, COUNTRY

YOUR UNIVERSITY (COUNTRY) and PARTNER UNIVERSITY (COUNTRY), desiring to establish collaborative relations between the two institutions to promote friendship and to cooperate in a mutually beneficial association, have agreed that:

1. The two institutions shall encourage co-operation in any disciplines that are common to both institutions.
2. The two institutions shall seek to promote collaborative activities such as:
 - Exchange between the two institutions of:
 - ◇ Undergraduate students in "student-exchange" and/or "study-abroad" programs;
 - ◇ Postgraduate students pursuing research programs to benefit from access to expertise or resources available at the host institution;
 - ◇ Academic staff for the purposes of fostering research collaborations;
 - ◇ Academic staff for the purposes of interchange of teaching expertise;
 - ◇ Academic staff for short-term visiting lectureships;
 - ◇ Administrative staff for the purpose of transferring knowledge of administrative practices.
 - Provision of briefing services by each institution for visitors from the other institution.
 - Exchange of information and materials that are of mutual interest.
 - Other forms of co-operation which the two institutions may jointly arrange.
3. The two institutions shall, through consultation, decide on the specific areas and details of co-operation within the framework of this Memorandum of Understanding (MOU), and shall consult from time to time, at the request of either institution, for the purpose of reviewing the operation of this agreement.
4. Where the two institutions agree to implement a specific collaborative activity set out in clause 2, the details of the activity, financial arrangements, and obligations of each institution will be covered in a written agreement, which will set out the mutually agreed terms settled through consultation between the two institutions and signed by a duly authorised signatory of each institution. Each institution agrees

that the signed written agreement will be attached as a separate Appendix, which may, from time to time, be attached to this MOU.

5. This MOU shall become operative on signing and shall remain in force for a period of five (5) years.
6. This MOU may be amended and supplemented by agreement between the two institutions.
7. Either institution may terminate this MOU or one or more of any Appendices attached to it by giving six (6) months' notice in writing to the other institution. If terminated, any projects, training, or exchanges that may have commenced at either institution before the date of termination may be completed by special agreement between the two institutions.
8. The Parties acknowledge that, notwithstanding any wording in this MOU, neither this MOU as a whole nor any part(s) of it taken separately are intended by them to constitute a legally binding contract or to be contractual in nature.
9. Any dispute concerning the application, interpretation, or implementation of this Agreement shall be addressed solely through good-faith consultation between the Parties, through their chosen representatives. The Parties acknowledge and covenant to one another that they shall not refer any such dispute to a court, tribunal, or any other third party for adjudication.

In signing this MOU, the two partners jointly affirm that intellectual integrity, freedom of inquiry and exchange of ideas, and equal dignity of all persons must govern the actions of all members of the Universities.

In WITNESS HEREOF, the parties hereto affix their signatures:

For, and on behalf of,
PARTNER UNIVERSITY

For, and on behalf of,
YOUR UNIVERSITY

NAME
ROLE

NAME
ROLE

Date

Date

3. Sample Student Exchange Agreement

AGREEMENT
FOR STUDENT EXCHANGE PROGRAM
between
YOUR UNIVERSITY, ADDRESS, COUNTRY
and
PARTNER UNIVERSITY, ADDRESS, COUNTRY

Hereinafter referred to collectively as the "Parties" or "Institutions" and individually as the "Party" or "Institution."

4. STATEMENT OF PURPOSE

The purpose of this Agreement is to establish a Student Academic / Cultural Exchange Program between Your University (hereafter) and Partner University (hereafter). The program seeks to promote cooperation between the two Institutions, broaden the scope of the academic curriculum, and provide a culturally unique learning experience for students.

5. DEFINITIONS

In this Agreement, unless the context otherwise implies:

- a. "Student exchange program" shall mean a one-for-one exchange of students from each university that enables students of the home Institution to study in credit-bearing courses at the host Institution for a semester or academic year with an exemption from paying any application or admission fees or tuition to the host Institution. Students involved in the exchange shall pay all required application and admission fees, as well as tuition, room, board, and comprehensive fees to their home Institution.
- b. "Exchange students" shall mean students participating in the student exchange program defined in 2a and implemented herein.
- c. "Home Institution" shall mean the university from which the student intends to graduate.
- d. "Host Institution" shall mean the university that has agreed to receive the exchange students from the home Institution.
- e. "Visitors" shall mean any student visiting the host Institution for a short-term academic or cultural immersion purposes who is not an exchange student as defined in 2b.

6. NUMBERS OF PARTICIPANTS

Your University may send up to one semester-long exchange student to partner each academic year, and Partner may send up to one semester-long exchange student to Your institution each academic year for the duration of this Agreement, unless this number is varied by mutual agreement. Both Institutions will review the program annually for any imbalance in the number of exchange students. They will adjust the number of exchange students over the term of this Agreement, as necessary, to maintain a reasonable balance in the exchange. At Your Institutions, the end of add-and-drop is the point at which partner students will be counted against the balance.

Partner and Your Institution each agree to accept the prescribed number of exchange students, and to enrol them as full-time, non-degree students for one or two regular semesters of the academic year, as applicable.

7. SELECTION OF PARTICIPANTS AND GENERAL GUIDELINES

Each Institution selects its own student participants, but to be accepted into the program, students must meet the criteria and guidelines outlined in each institution's admission schedule.

- I. Each Institution will provide the other in the Schedule, the minimum qualifications for participation in the exchange, including, where applicable, minimum number of completed academic credits, minimum grade point average, English proficiency, or minimum score on either the TOEFL or IELTS, or such other qualifications as may apply to the program of study. The Home Institution will screen applicants from its university for exchange. The Host Institution will reserve the right to make final judgments on the admissibility of each student nominated for the exchange.
- II. Exchange students must meet all admission requirements, including the Host Institution's language proficiency requirements.
- III. The exchange students may apply to any academic program offered by the Host Institution as full-time non-degree students at a level determined by the Host Institution. The host Institution reserves the right to exclude students from restricted enrolment programs. Any academic credit earned at the Host Institution shall be transferred back to the Home Institution in accordance with policies and procedures determined by the latter.

- IV. In addition to complying with the rules and regulations of their Home Institution, exchange students must also abide by all rules and regulations of the Host Institution, as specified in the Host Institution's handbook or on its website for the academic year the student is enrolled. The Host Institution may terminate/dismiss an exchange student from the Host Institution for violation of the Host Institution's policies. The Host Institution shall follow its student disciplinary process or provide the exchange student with notice of a violation and an opportunity to be heard on the matter, whichever affords greater procedural protection, before making a termination/dismissal decision. The Parties shall work cooperatively to develop protocols for information sharing should academic, conduct, or student welfare concerns arise during the program.
- V. Exchange students shall have the same rights and privileges as matriculated students at the Host Institution.
- VI. Exchange students will be subject to the same assessment procedures as students of the Host Institution for the courses in which they are enrolled.
- VII. Upon completion of the student exchange program at the Host Institution, exchange students must return to the Home Institution. Both institutions must approve any enrolment extension at the Host Institution.
- VIII. By February 1 and September 1 for the following terms, each Institution will share in writing with the other (or post on its website) any estimated costs not covered by the Exchange. On the same timeline, each institution will also share the upcoming term dates for orientation, the start of classes, and exam dates with the others.
- IX. Each Institution will designate specific individuals (inbound/outbound) to serve as liaison officers to facilitate student exchanges under the terms of this Agreement. Liaison officers will exchange all relevant information about courses and services offered at the respective Institutions (course descriptions, timetable, admission requirements, etc).

8. RESPONSIBILITIES OF HOST INSTITUTION

- I. The Host Institution will provide the necessary documents to enable the exchange student to obtain a student visa.
- II. At the end of the semester, the Host Institution will send the Home Institution an official transcript of grades and an Institution transcript for each participating student, no later than three (3) months after the date of

termination of study. It is the obligation of the student to request the transcript in accordance with the Host Institution's procedures.

- III. The Host Institution will provide students with appropriate support, including general orientation (where matters such as health, personal safety and security, cultural and religious sensitivities, and emergency procedures will be brought to the attention of the exchange student, including emergency numbers), registration assistance, and social activities.
- IV. The Host Institution shall provide full access to student welfare and support services.
- V. The Host Institution will designate an individual for assistance with registration and academic advising.
- VI. The Host Institution will guarantee placement in appropriate housing on or near campus for exchange students. Appropriate exchange student housing must, at a minimum, meet the quality and safety standards of the Host Institution for its own student housing. Exchange students are required to live in on-campus housing and be enrolled in the university's dining plan under the terms of this Agreement. The Host Institution shall also provide a dining plan to exchange students that covers the equivalent of 21 meals per week.
- VII. The Host Institution shall provide the partner institution with an emergency contact number that can be reached outside business hours for significant emergencies.

9. FINANCES

All exchange students must register and pay tuition, room and board, comprehensive fees, and other required fees at their Home Institution. Each Host Institution will provide tuition, room, board, and comprehensive fee waivers for the exchange students. The Host Institution shall bear no responsibility for providing funds to any exchange student for any purpose. Specifically, the exchange students will be responsible for the following:

- I. Transportation to and from the Host Institution
- II. Medical insurance (coverage satisfactory to the Host Institution is required)
- III. Travel and liability insurance
- IV. Textbooks and any applicable lab fees
- V. Passport and visa costs
- VI. Required immunisations costs
- VII. All other debts and incidental expenses incurred during the exchange program.

10. JOINT RESPONSIBILITIES OF EACH INSTITUTION

- I. Consistent with the laws of the Parties' jurisdictions, at no time shall race, religion, colour, national origin, gender, political opinions, occupation, religion, creed, age, disability, or military veteran status be considered in administering or performing any duties in this Agreement.
- II. Each party will defend, indemnify, and hold harmless the other for any and all claims, suits, or actions and any related or resulting damage awards, settlements and payments, including payments for costs and reasonable attorneys' fees, arising out of or relating to any of their acts or omissions, or those of their employees, agents, officers, or directors. This indemnification provision shall apply whether or not the indemnitor carries insurance.
- III. Any dispute concerning the application, interpretation, or implementation of this Agreement shall first be addressed through good-faith consultation between the Parties, through their chosen representatives. The Parties acknowledge and covenant to one another that they shall not refer any such dispute to a court, tribunal, or any other third party for adjudication without first attempting to resolve it directly.
- IV. The relationship of the Parties to this Agreement is that of independent contractors. This Agreement shall not be construed to create a relationship of partners, brokers, employers, servants, or agents between the Parties.

11. FORCE MAJEURE

Neither Party shall be liable for delays or any failure to perform due to causes beyond its control, including but not limited to acts of God, storm, fire, flood, earthquake, damage or destruction to facilities, health and/or public safety hazards, disease, including but not limited to any declared or undeclared quarantine, outbreak, epidemic or pandemic (including COVID-19), travel or other national or international related restrictions (or restrictions based on the Institution's protocol, directive or policy), labor disturbance, war, civil commotion, shortage or unavailability of labor, governmental law, ordinance, order or regulation ("Force Majeure").

The Party invoking this Force Majeure provision may terminate or suspend performance under this Agreement upon providing written notice, or other reasonable method under the circumstances, to the other Party as soon as reasonably practicable. If either Party invokes this provision to terminate this Agreement or suspend performance, both Institutions will use their best efforts, circumstances permitting, to allow currently participating exchange students to finish their course of study in person or remotely if in-person study is not possible or is impractical.

12. TERM OF THE AGREEMENT

At Your University, the authority to operate this Agreement is vested in (indicate who would manage the exchange) with the approval of (indicate which senior unit gives final approval). At Partner University, the authority to operate this Agreement is vested in the ----- . The two Institutions agree to enter into a Student Exchange Program, commencing on the date of the last signatory below. This Agreement shall remain in force for a period of five (5) years from the date of the last signature, with the understanding that it may be terminated by either Party giving twelve(12) months prior notice to the other Party in writing; students enrolled in the student exchange program at the time notice of termination is given shall be permitted to finish their course of study. This Agreement may be amended by the exchange of letters between the two Institutions, which shall be signed by their respective authorised signatories. Such amendments, once approved by both Institutions, will become part of this Exchange Agreement.

1. INTELLECTUAL PROPERTY

- a. The Parties agree that this Agreement does not grant any license, assignment, transfer, or any right regarding the other Party's Intellectual Property.
- b. Neither Party shall use the other Party's Intellectual Property without that Party's prior written consent. Such consent shall not be unreasonably refused or withheld, provided that such use is only in connection with or for the fulfilment of obligations under this Agreement.
- c. The use, ownership, and licensing of any Intellectual Property created by a Party under this Agreement shall be owned by the creating Party, or its faculty, staff, or students, as the case may be.
- d. This Agreement is not intended to include Exchange Programs for postgraduate research students, which will be considered under a separate written agreement and on a case-by-case basis. Where Intellectual Property is created by a Student ("Student IP"), under this Agreement, whilst undertaking an Exchange Program, that Student IP shall be owned by the Student or as otherwise separately agreed between the Student and the Home Institution. Where the Host Institution requires ownership or a licence to use Student IP, this will be discussed and may be agreed separately in writing between the Student, Home and Host Institutions.

2. DATA PROTECTION

- a. Each Party agrees to ensure that any Shared Personal Data supplied by one Party ("Data Discloser") to the other ("Data Receiver") for this Agreement will be retained and processed in accordance with Data Protection Legislation. This clause is in addition to, and does not relieve, remove, or replace, a Party's obligations under Data Protection Legislation in their respective countries.
- b. The Data Discloser warrants that it has all necessary appropriate consents and notices in place to enable lawful transfer of the Shared Personal Data to the Data Receiver for the duration and purposes of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have offered their signatures:

For Your University

Name and Title

Date

For Partner University

Name and Title

Date

Professional Networks for Additional Resources

The following widely recognised associations provide relevant learning resources, events, and practitioner networks:

1. African Network for the Internationalisation of Education (ANIE)

ANIE is a pan-African network that promotes the internationalisation of higher education across Africa through research, collaboration, and professional engagement. It offers conferences, knowledge resources, and networking opportunities for practitioners working in international education on the continent.

2. International Education Association of South Africa (IEASA)

IEASA is a professional association that advances international education in South Africa and the wider region. It provides training programs, guidelines, communities of practice, and institutional support resources related to international partnerships and student mobility.

3. NAFSA: Association of International Educators

NAFSA is a global professional association for international educators. It offers extensive professional development materials, policy guidance, standards, and training resources. While many of its resources are US-focused, a significant portion of its tools and frameworks is broadly applicable across different contexts.

About The Education Collaborative

The Education Collaborative spearheads a collective engagement model designed to transform higher education outcomes in sub-Saharan Africa. Through a network-based approach, the Collaborative builds trust and stimulates shared commitments among higher education leaders and stakeholders, resulting in lasting, system-wide improvements.

Central to this pioneering movement is a membership model that promotes open engagement, the exchange of best practices, and strong community accountability among institutions. Guided by exemplary public and private institutions organized into regional hubs, the Collaborative's dynamic programs tailor innovations to diverse cultural and regulatory contexts. Its initiatives address urgent needs and emerging trends in African higher education while aligning closely with members' strategic goals. By joining the network, institutions strengthen their capacity to improve graduate outcomes, elevate sector-wide standards, and advance the Collaborative's bold vision of equipping more than 1.1 million students by 2030 with the skills and character to lead in industry, the economy, and business. Learn more: educationcollab.ashesi.edu.gh



THE EDUCATION
COLLABORATIVE

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