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sharing minds, changing lives

Country reference framework

South Africa

October 2024

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Country reference framework South Africa

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

(i) overview of VLIR-UOS projects in the country;
(ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
(iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

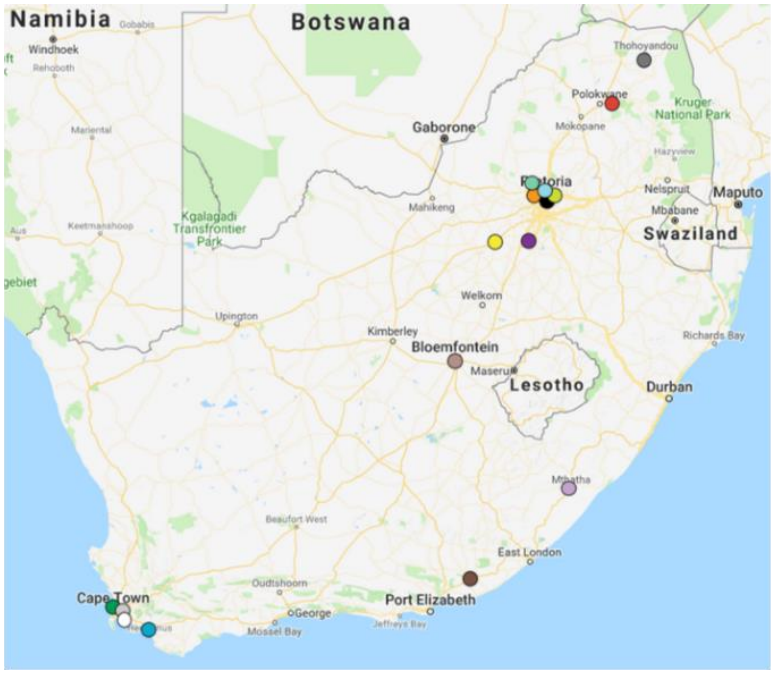
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promotors in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in South Africa

1.1 Overview projects & scholarships (1998 – 2024)



Projects 1998-2024		
Type	**Budget (€)**	**Number**
Total	***24.744.126***	***76***
IUC	13.199.986	2
TEAM	9.100.490	32
SI	1.452.612	25
JOINT	269.760	2
Crosscutting (INCO, RIP, CTG)	422.192	13
ITP	299.085	2

Scholarships 2003-2023		
Type	**Budget (€)**	**Number**
Total	***3.200.095***	***1.153***
Ph.D.		
Subtotal	***926.754***	***5***
VLADOC	926.754	5
Short term		
Subtotal	***1.194.282***	***1.107***
ITP	25.983	6
KOI	54.729	26
REI	1.082.963	1.069
Other scholarships	30.607	6
Study		
Subtotal	***1.079.060***	***41***
ICP	1.079.060	41

South Africa is a very important partner country to VLIR-UOS. Cooperation of Flemish and South African higher education goes back to the mid-1990s. From 1998 to 2024 VLIR-UOS spent nearly € 28 million in cooperation with South Africa, including 2 long-term Institutional University Cooperation (IUC) programmes with the **University of Western Cape (UWC)** and the **University of Limpopo (UL)**. The 13 ongoing TEAM/SI/ITP projects are at the center of the South-Africa portfolio.

More detailed information can be found on our VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-…)

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget (FYP 2) (€)**
SI	2022-2024	Upcycling with Waste Reclaimers. Improving Urban Recycling Practices through Industrial Design and the Creative Arts	Kris Van 't Hof (AP)	Gordon Froud	University of Johannesburg	54.395,00
SI	2022-2024	Collaborative drawing technology: a step towards "digitization for development" in urban communities through the creative arts	Janna Beck (AP)	Michelle Stewart	University of Kwa-Zulu-Natal	65.197,00
SI	2022-2024	Implementation and validation of liquid biopsies as a diagnostic tool for early breast cancer detection in South African black women	Joris Vermeesch (KUL)	Iman van den Bout	University of Pretoria	69.741,10
SI	2022-2024	Strengthening Primary Health Care by a South-South-North Collaboration	Anna Galle (UG)	Bob Mash	Stellenbosch University	69.774,10
SI	2023-2025	DISA: Digital Inclusion in South Africa: From Digital Difficulties to Inclusive Digital Transition	Ilse Mariën (VUB) / Koen Ponnet (UG)	Leona Craffert	University of the Western Cape	69.962,20
SI	2023-2025	The Men & Health consortium: a research and capacity building partnership employing crowdsourcing to develop an intervention to link men to HIV testing and treatment services in South Africa.	Edwin Wouters (UA)	Lucia Knight	University of Cape Town	69.965,89
TEAM	2024-2029	Enhancing African leafy vegetables nematode management and capacity building in research-based education to improve the livelihood of smallholder farming communities in South Africa	Wim Bert (UG)	Zakheleni Dube , Gerhard Du Preez	University of Mpumalanga , North-West University	300000
TEAM	2024-2029	Bridging gaps in Hepatitis B prevention and management for newborns and pregnant women in South Africa	Lander Willem (UA)	Cari Van Schalkwyk , Kerrigan McCarthy	Stellenbosch University , Department of Health	299994,68
TEAM	2024-2029	Towards a functional cure of HIV infection with subtype C strains prevalent in South Africa	Zeger Debyser (KUL)	Paradise Madlala	University of KwaZulu-Natal	280000
TEAM	2024-2029	Resilient Urban Food Environments: Integrated design scenarios for regenerative urbanism strategies in South Africa	Jeroen Stevens (KUL)	Julian May	University of the Western Cape	299942,5
TEAM	2024-2029	Using compassionate communities to improve palliative care initiatives in low-income urban settings in Cape Town, South Africa	Peter Decat (UG)	Peter Delobelle	University of Cape Town	299352,05
TEAM	2024-2029	Stimulating primary caregiver-early adolescent communication about sex and sexuality in urban Western Cape using community-engaged research	Kristien Michielsen (KUL)	Lucia Knight , Viola Nyakato	University of Cape Town , Mbarara University of Science and Technology	298600,12
TEAM	2022-2027	Development of tools for the sustainable water quality management in subtropical catchments subjected to multiple stressors.	Luc Brendonck (KUL)	Victor Wepener	North-West University	299.709,30

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget (FYP 2) (€)**
TEAM	2022-2027	FaMHe: A research and capacity development partnership to build a household support system for people living with a severe mental disorders in South Africa.	Edwin Wouters (UA)	Inge Petersen	University of Kwa-Zulu-Natal	299.509,50
TEAM	2022-2027	Fostering the development of planetary health research and education in Africa towards climate-resilient primary health care	Ilse Ruyssen (UG)	Bob Mash	Stellenbosch University	279.794,19
TEAM	2019-2023	Remote Sensing for Urban and Rural Development & Resilience (ReSiDeR)	Ben Somers (KUL)	Mark New	University of Cape Town	73.960,00
ITP	2024-2027	Designing Futures: A Program on Cultural Leadership	Schramme Annick (UA)	Avril Joffe	Wits University	149094
ITP	2023-2026	Training Teams to Decipher Developmental Disorders in Africa	Koenraad Devriendt (KUL)	Amanda Krause	Witwatersrand University	149.990.50

Abbreviations (type): SI=Short Initiatives; TEAM=TEAM Projects, ITP: International Training Programmes

Abbreviations (Flemish institutions): AP=AP Hogeschool KUL= Katholieke Universiteit Leuven; UG=Ghent University; UA=University of Antwerp.

Competitive calls for new SI, TEAM a,d ITP projects will be launched and announced on our website. Nationals of South Africa are eligible[1] to apply for scholarships for the International Master Programmes (ICP).

[1] Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 South Africa and the 2030 Agenda for Sustainable Development

2.1 South Africa and the Sustainable Development Goals

There is substantial convergence between South Africa's National Development Plan and the SDGs. The NDP (2012) is the Government's major strategic document that analyses the underlying and structural factors that South Africa needs to address to spur development, with the key goals of reducing unemployment, eliminating poverty and reducing inequality. The NDP essentially provides a roadmap for the Government's economic development policies and has received widespread support across the political spectrum, as well as the public and private sectors.

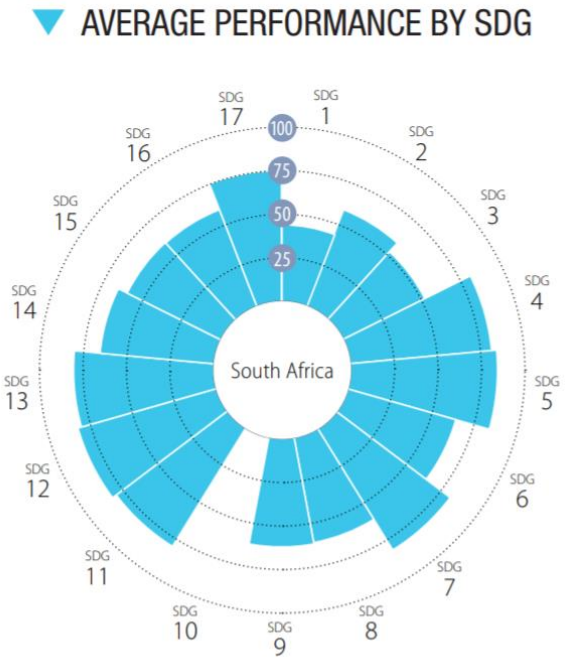
The NDP is closely aligned to the 2030 Agenda and South Africa's first Voluntary National Review. The NDP prioritises the elimination of poverty, reduction of inequality and growing an inclusive economy by 2030. NDP goals are aligned to SDGs and to AU Agenda 2063, and are integrated into Government planning systems and processes at national, provincial and local level.

Despite the significant progress that South Africa has made on its developmental journey since the advent of democracy in 1994, the country continues to suffer the challenges of poverty, unemployment and inequality that feeds into social discontent. Achieving the SDGs is therefore in South Africa's best interest as the country pursues the vision of the Constitution of a united, non-racial, non-sexist and prosperous nation, at peace with itself and the rest of the world.

Taking into account the global aspect of the SDGs, the Sustainable Development Report of 2021[2] assesses where each country stands with regard to achieving the SDGs. South Africa ranks 107th out of 165 countries included in the report. The South Africa Country Profile shows that the majority of goals is facing major or significant challenges.

[2] Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.





As an umbrella organisation that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in South Africa covered mainly, apart from SDG 4 and 9, SDGs 3, 16, 4 and 13. Top sectors for VLIR-UOS in this country for the past decade are health, environment and food security.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in South Africa can be found through this link.

Additional sources on progress related to higher education & science (SDG 4)

- UNESCO-UIS: overview data resources indicators related to SDG4
- Our World in data:
    - Indicators related to educational mobility and inequality
    - Indicators related to tertiary education
    - Indicators related to projections of future education (demand)
    - Indicators related to science and research
- Student mobility: UIS-data showing shifting demand for higher education caused by COVID-19
- COVID-19 and education: UNESCO data on (duration of) school closures

2.2 Higher education landscape in South Africa

South Africa's formal education system has three levels: General Education and Training, which lasts nine years and is compulsory for all children between the ages of 6 and 15; further Education and Training, which lasts three years and includes vocational education; and Higher Education, which is equivalent to tertiary education. The South African public general education and training (GET) and further education and training (FET) systems are part of a wider schooling system based on private and public state funded education. Most schools are funded by the state and private schools are funded mostly by fees but receive state subsidies. 2.8% of the total school population is private equalling 340,000 students. The public schooling system is also very differentiated, with no fee paying schools, schools with low school fees, and ex-Model C schools who charge relatively higher fees to employ more staff to cater for smaller class sizes.

Education qualifications in the schooling system are framed within a national qualifications framework. The GET and FET bands are vertically hierarchical, with successful completion of GET leading to progression to FET, which leads to higher education upon achieving the Further Education and Training Certificate (FETC). The GET and FET bands cover grades R – 12. There is however, differentiation between the FET for schools and the FET for colleges. The following table highlights the location of the GET, FET and higher education and training (HET) bands within the South African National Qualifications Framework (NQF) continuum.

Within its National Development Plan (Vision 2030), the National Planning Commission, an advisory body to the President, set out a development into transforming South Africa in the coming decades. Education in general and higher education in particular was highlighted as the main driver of change. It reckoned that the South African higher education system functions relatively well but that it faces major challenges such as low participation rates, high attrition rates and insufficient capacity for the level of skills production that is required.

The development priorities of the post school sector, including higher education, are encapsulated in the Green Paper for Post School Education and Training, which aims to align the post-school education and training system with South Africa's overall development agenda, linking it to various development strategies such as the New Growth Path, the Industrial Policy Action Plan 2, the Human Resource Development Strategy for South Africa 2010-2030, and South Africa's Ten-Year Innovation Plan. Some of the improvements proposed by the White paper for the higher education sector include:

- Increasing university enrolments to 1.500.000 (a participation rate of 23%) by 2030, compared to the 2011 enrolments of 899.120 (a participation rate of 16%). DHET will build the infrastructure for this anticipated expansion.
- Developing the capacity of DHET statutory bodies that are part of the post school system (the levy-grant institutions, SAQA, the Quality Councils, NSFAS), and creating an enabling environment for private providers and workplace-based education so that education responds to the needs of the workplace. Stronger linkages will also lead to more availability of workplaces for student work placement.
- Strengthening uptake of humanities qualifications, which seem to be shunned currently as a study path of choice.
- Funding of universities must take cognizance of historical disparities which differentiate universities and make others poorly resourced.

- Improving undergraduate throughput to have stronger postgraduate outputs. Research to gain a clearer understanding of why students fail in their undergraduate years is needed to address the problems in an informed manner.
- Provision of essential academic infrastructure, including laboratories, information technology (IT) systems, accommodation, classrooms and lecture theatres, libraries and other facilities to support university education.
- Incentivising academics by improving conditions of employment, employing more staff and providing funding and support for research.
- DHET will work closely with universities to explore ways of recruiting more postgraduate students who can reproduce the academic profession.
- Extending the retirement age of academics and making better and more use of retired academics in teaching and supervision on a part-time basis.

The Minister of Higher Education and Training is responsible for higher education (DHET). The Higher Education Act of 1997, Education White Paper 3 on HE (1997) and the National Plan for HE (2001) are the basis for the transformation of the public HE sector. Following the National Plan, the HE landscape has been transformed by amalgamating universities and former 'technikons' into 23 larger tertiary institutions (previously 36). The new institutional landscape for HE consists of three different types of institution: traditional Universities (11), Universities of Technology (8) and Comprehensive Universities (6). In 2014, 2 more universities of technology were established (in Kimberley and Mbombela). More than half of all students study at the 'comprehensive' or 'new generation' universities, which combine academic and vocational oriented higher education. HE is also offered at accredited private institutions (mid-2007 numbering 76 with some 20.000 students) that mostly provide short, flexible, market-related courses, as well as distance education in areas such as business and management, tourism, etc.

South African higher education institutions are relatively qualitative with some 4 institutions in the top 500 of the webometrics international ranking, and another 9 in the top 2000.

2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

Arguably the central objective of the NDP is to eliminate poverty and substantially reduce inequality, while addressing high unemployment levels through creating sustainable jobs to raise the standard of living for all. This main goal is in line with the 2030 Agenda of eliminating poverty and 'leaving no one behind'.

Government efforts, including an expansive social protection mechanism, have focused on improving the lot of underprivileged South Africans. Inequality remains high, however, and some groups, especially youth, women, people with disabilities and rural dwellers, are particularly disadvantaged. South Africa's development programme focuses on identifying and serving the most disadvantaged groups, as can be seen across several sectors. For example, considerable resources have been devoted to providing free education and free primary healthcare in order to reach the poor. The success of these efforts can be

seen in the achievement of near-universal literacy, increased access to primary education, and declining maternal and child 29 mortality rates. Several legal provisions focus on prohibiting discrimination against women, efforts have been made to step up reporting and punishment of gender-based violence (GBV) and efforts are being made on the matter of prevention – efforts towards this include those in the Presidential Summit Declaration on GBV and Femicide of 2018. Public works programmes are devoted to hiring the unemployed, and training programmes focus on youth, women and people with disabilities, who suffer from disproportionately high unemployment rates. Extensive social assistance programmes support incomes of the poor; social grants reached 17.5 million South Africans, particularly, women, children, the poor and the elderly. South Africa spends 3.3 per cent of GDP on the social safety net, compared to an average of 1.5 per cent in upper middle-income countries and 1.9 per cent in high-income countries (World Bank, 2018). South Africa spends more on social safety nets per capita than all but 13 countries in the world. Inequality is extremely high, poverty reduction is particularly slow among some groups, informal settlements suffer from lack of basic services, and richer South Africans have much greater access to quality education than do the poor. In short, the public sector has only partially compensated for the legacy of inequities and inequalities from apartheid and market pressures that may exacerbate poverty.

Additional sources on Leaving No One Behind

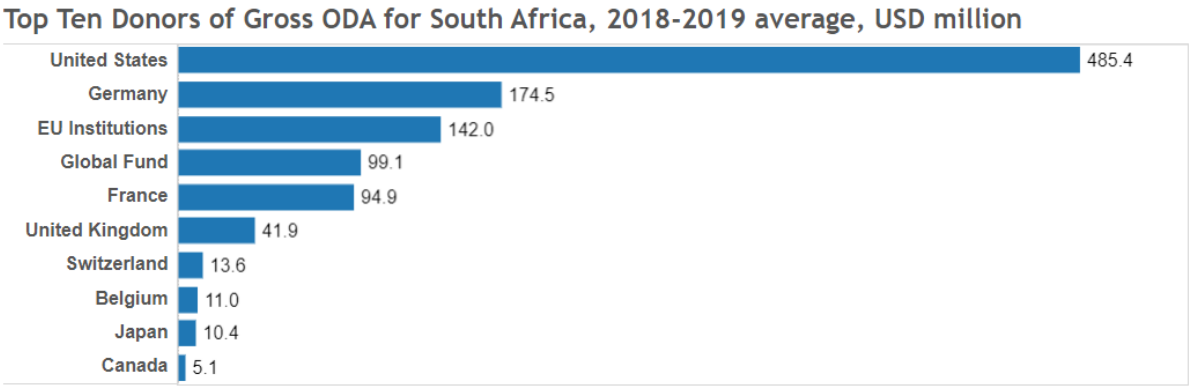
- *Gender parity index: school enrolment*
- *Global Gender Gap Report 2020, including country profiles*
- *ODI leaving no one behind index: summary report index 2019; annex index 2019*
- *World Inequality Database on Education: Disparities in higher education attendance*
- *Danish institute for human rights: Human rights data explorer*

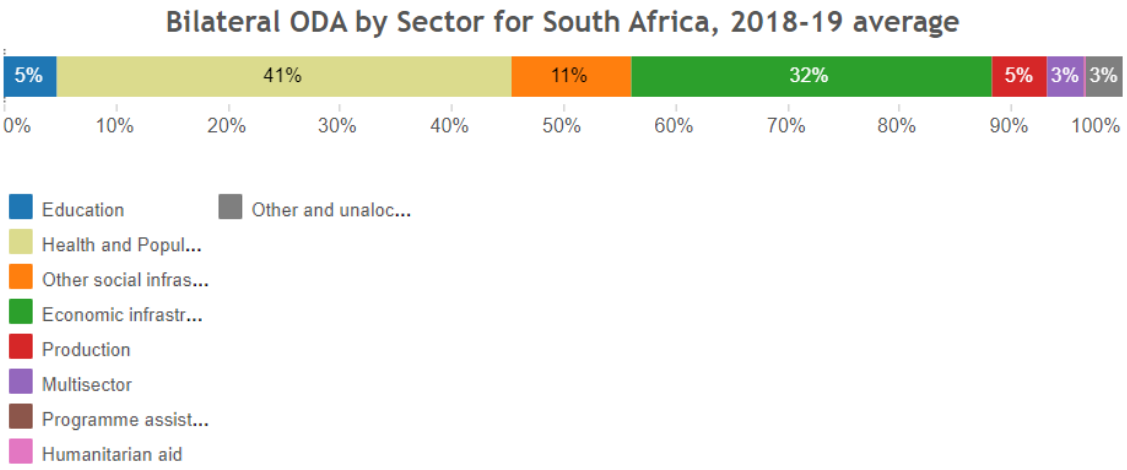
2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

Achieving the SDGs depends on partnerships between stakeholders, from government, the private sector, civil society, academic and research intuitions, and international agencies. The **UN system** provides governance and support from an international perspective; **national government** creates an enabling and monitoring environment for implemented; **civil society** creates advocacy and awareness; the **academic and research community** provides knowledge, technologies and innovation for implementation; and the **private sector** does much of the implementation towards achieving the SDG targets. In South Africa, relationships already exist between the relevant actors to address the development priorities highlighted in both the SDGs and the NDP. However, the relationships between government and business, and between business and civil society, are generally considered to be weak.

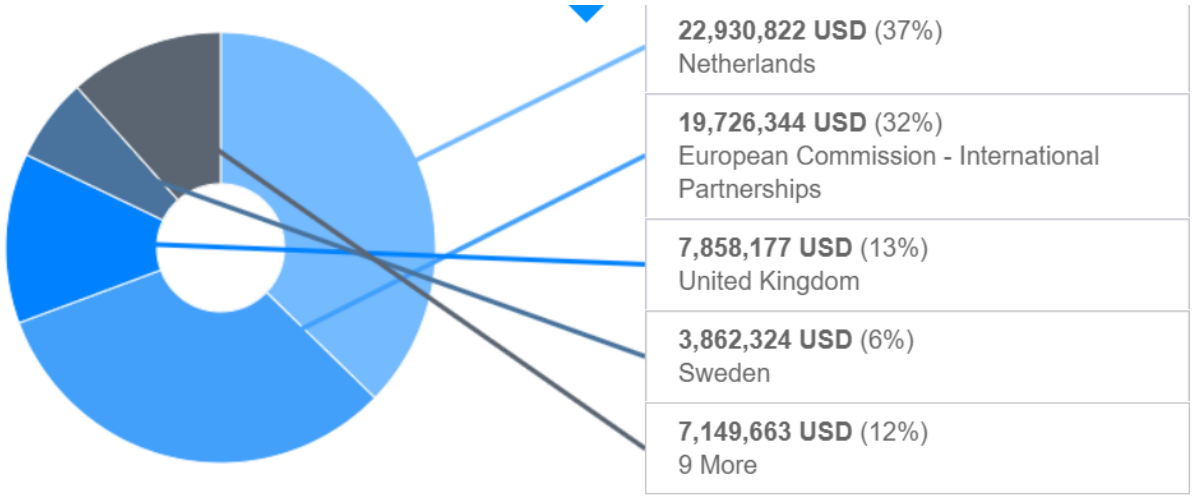
Taking a look at the **development partners** of South Africa, the United States and Germany were the main donors for gross Official Development Aid (ODA) in 2018-2019.





Source: http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm

Based on data from the International Aid Transparency Initiative (IATI),the Netherlands, EU, UK and Sweden are the main donors in the higher education sector



Source: http://d-portal.org/ctrack.html?country_code=RW&sector_code=11420#view=main

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what

follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions.*

Actor	Role and desired change
Higher Education Institutions in South Africa	HEIs in South Africa are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy in South Africa can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	**Students** can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in South Africa will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. In South Africa all 3 actors are present.
Belgian Actors of the Non-governmental Cooperation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and

	communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility… these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform). In the case of South Africa however bilateral cooperation and Enabel activities are already outphased but quite some important bilateral contacts remain and potential links with BIO can be further investigated.
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.
Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
Private sector	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.
Civil society, social movements and local communities	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of *projects* thereby making a potential contribution to the entire range of SDGs.

3 Synergy and Complementarity with other (Belgian) development actors in South Africa

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators[3] aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for South Africa will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

(i) communicate about the launch and results of competitive calls for projects;
(ii) communicate other opportunities for projects or scholarships;
(iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
(iv) share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in South Africa

Since June 2019, bilateral cooperation with South Africa was discontinued.

[3] The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in South Africa

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
ITM	ITM	University of Pretoria	Master of Science in Tropical Animal Health (ICP 2022 – 2026)	Pierre Dorny
ITM		Department of Veterinary Tropical Diseases (DVTD), University of Pretoria (UP)	Institutional Capacity Strengthening (ICS 2022 – 2026)	
ITM		School of Public Health (SOPH) of University of the Western Cape (UWC)	Institutional Capacity Strengthening (ICS 2022 – 2026)	

ARES does not have any already identified partners in South Africa.

3.3.2 South Africa Joint Strategic Framework

There is no longer a South Africa Joint Strategic Framework as of 2022. How interaction between Belgian actors that will continue in South Africa remains to be seen, but the Belgian Embassy can certainly play an important role in keeping these important exchanges active.

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
VVSG	Sustainable cities	1. Local governments co-create and implement together with other actors a local policy for sustainable development 2. Local authorities and actors strengthen their capacities to contribute to a sustainable city	To be completed	Karlien Gorissen

		3. Local economic actors, including local governments, adopt inclusive sourcing practices that stimulate sustainable consumption and production		
FOS & BIS	Decent Work	Droits du travail Protection Sociale Dialogue social Campagne sur la santé sécurité comme convention fondamentale de l'OIT	COSATU FEDUSA NACTU	To be completed

Thematic JSF Resilience is not active in South Africa.