

# ANIE NEWS

A Newsletter of the African Network for Internationalization of Education (ANIE)

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AFRICAN NETWORK FOR INTERNATIONALIZATION





## About ANIE

The African Network for Internationalization of Education (ANIE) is an independent, nonprofit, non-governmental pan-African network and think-tank committed to the advancement of high quality research, capacity building, information sharing and exchange, transnational networking and cooperation, and policy advocacy on the internationalization of higher education to enable African universities and development stakeholders take optimal advantage of the opportunities presented by internationalization and globalization. Established in 2008, ANIE has its Secretariat based at Moi University, Eldoret, Kenya. ANIE takes the pioneering mandate of enhancing the understanding and further development of the international dimension of higher education in Africa by expanding knowledge and by strengthening and sustaining a cohort of highly competent professionals, scholars, and researchers in the field of international education and development. Further detailed information about ANIE can be found on our website [www.anienetwork.org](http://www.anienetwork.org).

## ANIE Mission

To develop and strengthen capacity for research, advocacy and professional development in the international dimension of higher education to meet the needs of individuals, institutions and organizations in Africa

## ANIE Vision

To be the leading Organization in Internationalization of Higher Education in Africa.

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# Message from ANIE Chairman

The year 2016 is soon coming to an end. It is our pleasure to present to you the last issue of the ANIE newsletter for this year. It is also the first issue since I was elected Chairman of ANIE in October. It is my hope that you have always found this newsletter useful as the key resource in informing our members and stakeholders the main activities of ANIE during the last quarter of 2016. The Board will keep on strengthening this newsletter and other ANIE communication and dissemination frameworks to enable us have wider and strategic reach with information from and relevant to ANIE and its members. This newsletter covers stories from our 7th ANIE conference held in Accra Ghana from 5-7th October 2016 which was very successful. . I thank the Association of African Universities (AAU) and the University of Professional Studies Accra (UPSA) for joining us in organizing this conference. We continue to follow on some of the key outcomes of that conference and the several meetings that were held. We remain committed to



the goals that we set within the Europe-Africa meetings and the other initiatives we discussed. The newsletter also reports on ANIE projects and other events held in the last quarter of 2016. It also presents some organizational changes such as the election of the new ANIE Board to which I am chairman. In that regard, I wish to thank ANIE members for electing me to this position. At the same time, I wish to congratulate the new Board members who were elected in the same meeting. I would like to very sincerely thank Prof. Chika Seehole and the outgoing Board members for the gallant leadership they

gave to the organization over the past four years. We will still appreciate their support and the continuing roles as institutional memory as we enhance the organization. They have left ANIE on a strong foundation on which we promise to continue the pursuit of the noble goals. As I take up the role of Board Chairman, I promise that we shall do our best to implement the agreed common goals and strategies. Let me also promise that ANIE will intensively exploit ICTs in communication including revitalizing AFIRE as a repository of our resources on internationalization as well as also linking it to other platforms in addition to reliance on online discussion fora to facilitate continuous dialogue. Lastly, we continually thank our members, partners and secretariat staff for their unrelenting support they continue to accord us as we progress each day. I hope this issue of the newsletter will be useful to you as you enjoy reading it. I wish all of you a Merry Christmas and a successful 2017.

**Prof. Tolly Salvator Mbwette**

# Message from ANIE Executive Director



year for ANIE in which we achieved several milestones. These were in our key activity areas of research, capacity building, information sharing and advocacy. This newsletter summarizes the main events and achievements of the last quarter of 2016. There are some pieces on the 7th ANIE conference held in Accra Ghana in October 2016. The annual conference is usually a key event in the annual calendar of ANIE. The 7th ANIE conference on the theme 'Partnerships for Knowledge Generation and Sustainable Development' attained great success especially due to the very useful outcomes. The conference brought together participants from over 30 countries. Apart from summarizing the outcomes of the conference, this issue also presents the new ANIE Board elected in October 2016. We welcome them to the leadership of the organization and also wish the outgoing board members the best. We sincerely thank them for their courageous stewardship of the organization over the

past four years and will still value their support and guidance. I sincerely thank Prof. Chika for the selfless leadership and support he gave to ANIE as Board Chairman that has enabled us attain several milestones. As we look forward to starting the New Year, we will focus on realizing the goals and activities for next year. In addition to the 8th ANIE conference to be held in Kigali Rwanda from 4th-6th October 2017, we have also planned training workshops, revitalization of our online resources, more engagement of members and a few more research projects that would contribute more to our agenda. There is still more to work on in the coming years. I sincerely thank the members, the board, the partners and staff in the secretariat for the support they gave throughout the year. We still look forward to your support as we move through 2017. On behalf of the entire ANIE fraternity I wish you a merry Christmas and a productive 2017.

**James Otieno Jowi**

It is my pleasure to present to you our last issue of the ANIE newsletter for 2016. It has been quite an eventful

# ANIE elects New Board Members



Following the ANIE members Annual General Meeting held during the 7th ANIE Conference, new Board members were elected to as a consequence of the end of term of the previous Board. Prof. Tolly Salvator Mbwette (University of Dar es Salaam, Tanzania) was elected as the ANIE Board Chairperson taking over from Prof. Chika Sehoolo of University of Pretoria who has chaired ANIE over the past four years. The ANIE Board now

comprises of the following:

## **Prof. Tolly Salvator Mbwette (Chairman)**

Prof. Mbwette is a holder of a First Class BSc. Engineering (Hons) and a Master's Degree in Civil Engineering obtained from The University of Dar es Salaam (UDSM) in 1981 and 1984, respectively. In 1982, he was awarded a Postgraduate Diploma (Masters Equivalent) in



## **Prof. Goski Alabi , (Vice Chairperson)**



Prof. Goski Alabi (Vice Chairperson) University of Professional Studies Accra, Ghana is an Associate Professor in Management and Leadership and Dean, School of Graduate Studies, University of Professional Studies, Accra (Ghana). Her main areas of expertise include Strategic Thinking,

driving accelerated change in complex business environments; Strategic leadership, developing and sustaining high-performing leadership teams; developing a culture of innovation and quality systems that work in organizations and action learning design and delivery. Prior to joining Academia, She has worked as a Project and Research Officer, at the Food and Drugs Board of Ghana for 3-4years, conducting inspections and audits of the management systems of several organizations from Small to Large and multi-national organizations.

Sanitary Engineering (with Distinction) from the UNESCO IHE, The Netherlands. In 1989, he was awarded a PhD degree of the University of London that also entailed a parallel award of a Diploma of Imperial College (DIC) in the same year. Prof. Mbwette has been an Associate Dean s of the Former Faculty of Engineering at UDSM between 1991 and 1994 prior to coordinating the UDSM Transformation Programme between July 1994 and April 2002 as the PMU Manager in the Vice Chancellor's Office. He was DVC Academic of the Open University of Tanzania (OUT) between January 2004 and April 2005 after which he became the Vice Chancellor until her retirement in April 2015 and returning to UDSM.

## Prof. Isaac N. Kimengi (Treasurer)

**P**rof. Isaac Njuguna Kimengi is a professor of Moi University and the Deputy Vice Chancellor in charge of (Academics, Research and Extension). Prior to his appointment Prof. Kimengi has served the University in various capacities: Head of Department Educational Foundations, Dean, School of Education, Director Academic Programmes Odera Akang'o Campus, Acting Principal at Odera Akango Campus College and the Coordinator, Mama Ngina University College. Prof. Kimengi has served as a member of the Board of Directors of Jomo Kenyatta Foundation He is a Professor of Sociology of Education. He Studied Bachelor of Education (Science) at the University of Nairobi and graduated with First Class Honours in 1980. In 1985 he was awarded a M.A in Educational Foundations (Sociology of Education) at University of Nairobi. In 1992 he was awarded Doctor of Philosophy in Education at Kenyatta University.



## Dr. Mamadou Dime (Member)

is currently professor and head of the Department of Sociology at University Gaston Berger (Saint-Louis-Senegal). He obtained his PhD in Sociology in 2005 at University of Montreal. He has several publications in different areas such as international development, public policies, ethnic relations, environment, and gender, assessment of development projects, urban poverty, migration, youth and education. He has led several research projects in Canada and Senegal as main researcher or co researcher: He has also worked on international student mobility in Africa, migration, remittances and climate change, youth unemployment, childhood, etc. He got a rich experience in management of research programs and consultancies especially on international development, assessment of projects, education, unemployment and youth.



## Amy Fishburn (Member)

**A**my is from Morocco and has been living and working in the MENA region for more than 30 years during which she has been in higher education administration for the most part. She has a MA in Administration & Curriculum from Gonzaga University of the USA. Since 1996, she has been at Al Akhawayn University in Ifrane, Morocco running the Office of International Programs that has become the central facilitator of the institutionalization of internationalization. She works to put international education theory into practice to fit the university's mission and advances its strategic planning. She is active in professional associations for international education and enjoys mentoring and sharing resources.



## David Farirai, (Member)



**D**avid Farirai's responsibilities at Africa's largest open distance learning university entails: Development and resource mobilisation; creating productive international partnerships; overseeing strategic projects of the university; alumni cultivation and preservation of Unisa brand integrity through the Unisa Shop. He is responsible for bringing President Obama's flagship programme of the Young African Leadership Initiative (YALI) to UNISA. He has also negotiated and concluded the productive partnership between UNISA and the African Union Commission. David has worked for United States Agency for International Development (USAID) as: Higher Education Project Development Specialist, University of Pretoria as Head: Corporate International Partnerships, University of Limpopo as the Director: Strategic Planning, Department of Higher Education and Training as HEMIS Specialist amongst others. His specialist skills in higher education are: Strategic Planning; Higher Education Management Information Systems; Fundraising and Resource Mobilisation; Internationalisation; Alumni Cultivation and Entrepreneurship in Higher Education. He is a former president and current member of the International Education Association of South Africa, former ANIE board member, member of the African Council on Distance Education and the Council for Advancement and Support of Education. He has a Master of Science degree from the University of Cape Town, a programme in Higher Education Development from Vanderbilt University in Tennessee (USA), a certificate in Management of University Income Generation from (UNIESCO) IIEP: Paris, France and is a certified Cognisant Technical Officer for USAID development projects.

**Dr Christoff Pauw (Member)**

**D**r Christoff Pauw is the Programme Manager for STIAS, the Stellenbosch Institute for Advanced Study, an independent research institute that hosts international scholars from all disciplines for research fellowships in Stellenbosch, South Africa. He focuses, among others, on developing STIAS as a resource for African researchers throughout the continent and beyond. He previously worked for the international relations office of Stellenbosch University where he gained extensive experience in working with African and south-south-north partnerships and networks. Christoff obtained a PhD in Theology at the VU University Amsterdam in 2007 and an MAP philosophy at Stellenbosch University in 2002.

**Ms. Christiana Badoo**

**M**s. Badoo's main areas of expertise are in Project Management, Gender and Advocacy and Corporate Practice. She holds a Bachelor of Arts degree in Political Science with Philosophy and an MPhil. in International Affairs both from University of Ghana, Legon. She also holds Diplomas in Marketing and in Statistics from the Institute of Commercial Management and the University of Ghana respectively. Previously she has worked as a Customer Relations Manager, Monitoring and Evaluation Manager, Practice Manager and as a Consultant with various organizations. Currently, she works for Brookstone Relief Services as a Programmes Coordinator.

**Prof. Peter Barasa (Member)**

**P**rof. Peter Barasa (member) is a Professor of Education at Moi University, Eldoret in the Department of Curriculum, Instruction and Educational Media. His areas of interest are: Theory and Philosophy of Research; Curriculum Development, Language Education, Higher Education and Drama. He is the current Liaison Officer of OSSREA (Organization of Social Sciences for Eastern and Southern Africa) in Kenya, the President of ASELER-KENYA (The Kenya Association of English Language Educators and Researchers) and a member of POD (Professional Organization Development, North America).

**James Otieno Jowi (Executive Director)**

**J**ames Otieno Jowi, is the founding Executive Director/ Secretary of ANIE. He heads the ANIE secretariat and provides leadership and strategic direction to the development, execution and monitoring of ANIE's activities, programs and plans. The secretariat also serves members and maintains links with partners and stakeholders. Mr. Jowi also teaches Comparative and International Education at the School of Education, Moi University, Kenya. His interests are in internationalization, governance, leadership and management of higher education in Africa.



# Prof. Chika Sehoolesstatement as marking the end of his term as ANIE Chairman

*Prof. Chika having a conversation with ANIE Staff during the conference.*

I have associated with this organization since inception 9 years ago and during that period I have served the organization in different capacities. My interest in African higher education stems from my experience in South Africa where my training never exposed me much to the African higher education context. I had to go to the US to learn about African higher education. On my return in 2004 I made it my goal to travel the continent and learn about African higher education, needless to talk of knowing my continent. I could not have chosen a better

vehicle to achieve this goal than the African Network for Internationalization of Education (ANIE). In the nine years of our existence we have taken the annual ANIE conference to different parts of the African continent ranging from Kenya, Uganda, Nigeria, South Africa, Ethiopia, and Tanzania; and now we are in Ghana. Through these conference ANIE has provided a forum for knowledge exchange for scholars, practitioners, students and leaders thus bringing the international dimension of higher education in Africa to centre stage. As I indicated in the AGM yesterday,

it has also become a vehicle for career development for those who care to focus and sacrifice for its development.

One of the key goals which ANIE has set itself to achieve is to fill the knowledge gap on the international dimension of higher education on the African continent. Much as we have made progress on this, there is still a lot to be done. I was concerned when sitting in the mobility project meeting and also listening to the serious concerns about the lack of data for some projects undertaken on the African continent. We need to

continue to engage with our institutional and national structures to find a solution to this problem. Another goal we had set ourselves is that of compiling a data base of all ANIE members and their fields of expertise in order to serve as a resource for our institutions for external examiners for masters and doctoral dissertations and theses and even aspects such as strategy development for internationalization. I will request that their project be taken further. As a result of the pioneering work we have been doing in this field, we have attracted strategic African and international partners with whom we work towards the realization of our goals. ANIE is committed to capacity building for its new generation group of researchers and practitioners within our membership. I am glad to announce that ANIE in partnership with the University of Pretoria is taking capacity building to another level in the offering of a doctoral degree in higher education policy studies. We will recruit a cohort of 15 students across the African continent that will enroll for the programme to be delivered in three years with University of Pretoria awarding the qualification. For details of this please contact the board, the secretariat and myself. As I bring my closing remark to a conclusion would like, to thank outgoing board members: In absentia; Professor Olufemi Bamiro, Dr Gerald Ouma. Present: Dr Mohsen Said, Professor Maria Barifajjo.

In conclusion I will would like to introduce and hand over to the new Board. It is now my pleasure to introduce to you Professor Tolly S.A. Mbwette of University of Dar es Salaam Tanzania as the new Chairperson of ANIE. Professor Goski Alabi of University of Professional Studies Accra (UPS) has been elected the new vice chairperson. The other members of the Board are Professor Peter Barasa- Moi University, Kenya, Mr. David Farirai-UNISA, South Africa, Dr Mamadou Dime- University of Gaston Berger, Senegal, Ms. Christiana Badoo- University of Ghana, and Dr Christoff Pauw of University of Stellenbosch, South Africa. I am handing over to you this glorious organization, take care of it.

## Prof. Mbwette's Acceptance Speech as ANIE Chairman



**Prof. Mbwette giving his speech**

It is my pleasure to thank the members of ANIE and particularly the Annual General Meeting held yesterday for voting to facilitate re-composition of the ANIE Board. I wish to congratulate the five new Board members who were also elected. Let me also take this opportunity to thank the members of ANIE for electing me to be the new Chairperson of the Board I hereby declare my formal acceptance of this position. At the outset, let me also thank the former members of the ANIE Board who completed their term for working very hard to support ANIE. It is my sincere hope that they will continue to assist ANIE in future whenever the Board will feel obliged to consult them and at times, it may seek their direct support.

To the entire membership of ANIE, I wish to promise you that I and the members of the ANIE Board will work hard to ensure success in implementation of the ANIEs Strategic Plan. I will also ensure that it is updated within the next two months. We shall strive to periodically scan fully the new dynamic global environment that is impacting internationalization in a very direct manner and to mainstream requisite strategies in the ANIE Strategic Plan to ensure its continued relevance. To our European and other partners that were present here (including AAU), on behalf of the ANIE Board, I promise that we shall implement all the agreed common strategies and goals in a timely and efficient manner in order to guarantee timely access to correct data on internationalization of higher education in Africa as well as facilitating your easy access to the Southern partners identified in your projects whenever necessary or when ANIE is requested to provide such expert inputs. Let me also promise that ANIE will intensively exploit ICT in communication including linking and exploitation of the websites and enhanced use of online discussion fora including Skype etc. to facilitate continuous dialogue. I ask all ANIE members and the partners to use well our websites and the electronic Newsletters to disseminate relevant information. Finally, I now take this opportunity to thank all the Conference participants, the Local Organizing Committee (LOC) members and the ANIE secretariat staff as well as other AAU and UPSA staff for making the conference event a great success.

# 7th ANIE Conference held in Accra Ghana



**Participants during the 7th ANIE conference**

The 7th ANIE Conference was held in Accra Ghana from 5th to 7th October 2016. The theme of the conference was „Partnerships for Knowledge Generation and Sustainable Development. ANIE organized the conference in partnership with Association of African Universities (AAU) and the University for Professional Studies, Accra (UPSA). The conference brought together participants from over 30 countries. They included higher education leaders, researcher, and practitioners in international education, international partners and representatives of research organizations. The conference sessions included a series of six workshops, four plenary sessions, different thematic tracks for paper presentations and a number of side meetings. The main aim of the conference was to discuss how university partnerships could contribute to enhanced knowledge generation in Africa and how this could be used to respond to the sustainable development goals. In his opening remarks, ANIE Chairman Prof. Chika Sehoole emphasized the essence of strengthening the knowledge generation capacities of African universities especially due to the importance of knowledge in transforming societies. AAU Secretary General Prof. Etienne Ehile gave insights on

a number of continental initiatives that had been initiated to enhance cooperation between African universities. These included the African Unions Agenda 2063, the Pan African University initiative, the African Higher Education and Research space and the establishment of several centres of excellence in the different regions of the continent. James Jowi, Executive Director of ANIE welcome all participants to the conference and highlighted the timelines of the conference to Africa's knowledge generation agenda. The theme of the conference was a follow up to the discussions emanating from the 3rd and 6th ANIE conferences. In the keynote address Prof. Reitumetse Obakeng Mabokela of University of Illinois at Urbana Champaign challenged African universities to develop formidable and strategic partnerships to enable them develop institutional capacities and enhance their knowledge production. She enumerated the many challenges that still faced Africa yet there could be several possibilities if universities worked together. She stressed on the need for collaborations between western and African universities to be anchored on ethical principles so that they are beneficial to all partners. Dr. Jane Knight of University of Toronto Canada, in her keynote address

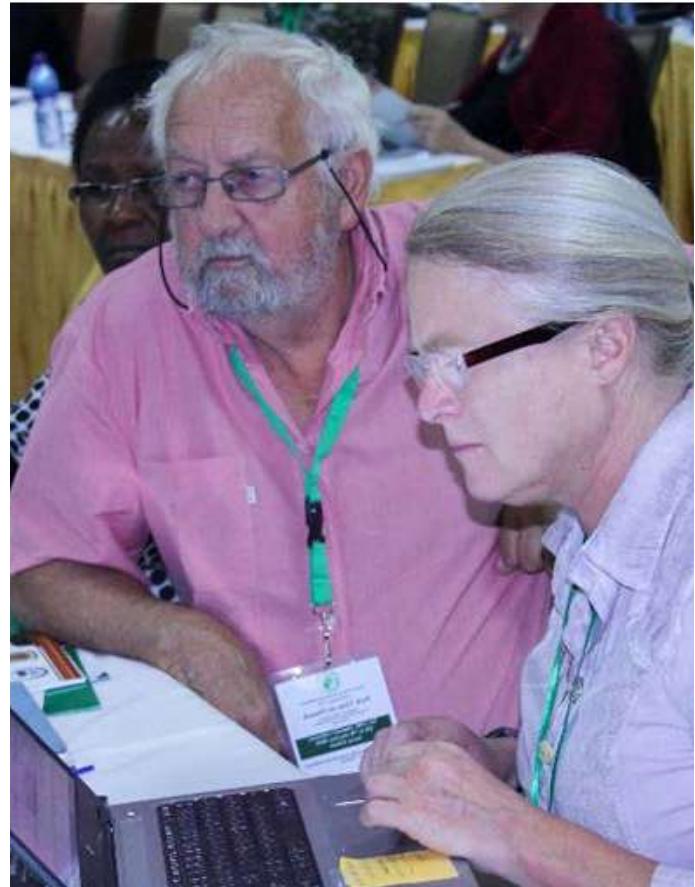
enlightened the participants on the new developments in transnational education in Africa and how this could impact on internationalization and knowledge generation in Africa. She noted that transnational education was rising in different parts of the world including Africa and could lead to both negative and positive consequences. She called for better understanding and research on the developments in transnational education.

The Europe-Africa session discussed how European and African partners could develop new ways of partnership for knowledge generation. Mr. Erich Thaler from University of Basel presented on the SARECO funding database and funding opportunities of Switzerland. Hilde Kjostvedt presented on the NORPART program recently initiated by Norway while Julia Lichtkoppler discussed the APPEAR program of the Austrian government. It was agreed that these debates be continued at the next ANIE conference. There were several other workshop and paper presentation sessions. The conference was very successful in outcomes and also in developing steps for future engagements. The presentations at the conference are available at <http://www.anienetwork.org/index.php/7th-anie-annual-conference-presentations>.

# Blended Learning Workshop

The workshop was structured in three session and was facilitated by Nicole Reith, Hans Van Bergen and Stephanie Edwards all from University of Applied Sciences, Utrecht, Netherlands. The first session was on Blended Learning" and Learning across Borders. The first session introduced blended learning and how it could be used to enhance learning. The facilitators highlighted how blended learning was impacting on learning in the Netherlands. Its application in learning across borders, in flipping the class room and in virtual class rooms were explained. The challenges that could face blended learning in Africa such as internet access, inadequate capacities and challenges in rural schools where there was no electricity were discussed. It was however noted that Africa was making fast advances in ICT access and application and this would be a way to go. It was recognized as a way through which universities could easily cooperate and share knowledge and learning experiences.

The second session discussed social hubs and how they could support learning at different levels. The "walled gardens" was presented as a structured and safe environment is needed to allow students to make mistakes and learn from them. However, another task of education is to liberate students; to teach them how to be life-long learners on their own. This means they need to learn in an environment in which they are aware of their competence and autonomy in relation to their co-learners. That entails that the garden must be un-walled, and borders must be crossed! The concept thus focus on enhancing students' capacities to be self-learners and lifelong learners to deal with both present and future real-life issuesThe final session was to forge the beginnings of a new learning community similar to the Agora. Participants engaged in an online learning platform to share issues and discuss how it works. This gave participants a feel



***Dr. Nicole & Theo de Hosson of HU Utrecht during the workshop presentation***

on how the virtual class room works and how it could be used to deploy blended learning. "Learning Tribes" are networks without boundaries in which people with the same passion for a certain learning theme find each other, work together and so get inspired to develop new learning materials. This provides new perspectives for teachers, trainers and organizations that are concerned with educating. With the help of the digital learning environment, groups of people with the same interest and possibly different expertise can share innovative ideas. These "Learning Tribes" are accessible for all those involved in sharing knowledge and educational materials. Let's create a learning tribe, exchange what we know, and learn beyond the boundaries of our universities, countries and continents. Accounts were created for subsequent practice by members.

# 7th ANIE Conference in pictures



Participants being attended at the registration desk



Group discussions during one of the sessions



A tour of the University of Professional Studies, Accra, Ghana



Discussions during health breaks



Participant from University of Professional Study, Accra during a photo session



The Conference in Session

# Highlights from the 7th ANIE Conference

## More data needed on transnational education in Africa

**By Brennan Weiss**

**T**ransnational education, or TNE, has become a fixture in higher education. Many universities see it as an advantage in today's more globalized and interconnected world. The mobility of programmes and provider institutions can promote intercultural understanding, broaden an institution's overall impact and increase opportunities for more diverse student populations. For emerging markets in Africa, TNE may be a particularly appealing concept for institutions looking to expand access to education and offer students cross-border learning experiences. But a lack of reliable data on its current presence and impact across the continent leaves many African educators unclear about how to move forward. "We're suffering from a scarcity of robust data on a pan-African level," said Jane Knight, a professor of education studies at the University of Toronto, Canada. "We can no longer only deal with attitudes and perceptions and opinions. We need data." Knight made the plea during her keynote address at the seventh annual gathering of the African Network for Internationalization of Education – ANIE – conference, held in Ghana's capital Accra from 5-7 October.

### Research into TNE

During her presentation on the impacts, issues and implications of transnational education, Knight discussed a 2015 report that she co-authored with John McNamara, an economist and researcher, to raise awareness about TNE information, identify challenges in data collection and implement a more comprehensive classification framework that would help develop a university's capacity for properly collecting and managing data. Out of the 10 countries they analyzed in the study, three were in Africa: Egypt, Botswana and Mauritius.

The report built upon a previous study published in 2014, also co-authored by Knight and McNamara, to augment TNE research specifically from the perspective of host countries, as opposed to that of sending

countries. Knight and McNamara wrote about this study extensively in an article last year for University World News. Another objective of the original report was to highlight the important role TNE research plays in properly addressing concerns universities may have generally about internationalized higher education.

There is already adequate research on student mobility. UNESCO and the OECD provide elaborate data on the issue. But Knight says that this information covers just a fraction of the global student population since a majority of students will never even leave their country. Therefore, it's time educators also focus on programme and provider mobility. "We all agree that student or people mobility has a fundamental impact on students, but if all of our internationalizations efforts are working to just 5% of our student population, we are actually going to have some backlash asking whether in fact international higher education is for the elite," said Knight.

### Why data is needed

Although individual countries may have sufficient national data on their TNE developments, a lack of overall data across Africa makes it hard for regulators and policy-makers to ensure a satisfactory level of education is being delivered. Examples of policy areas that rely on proper data include "internationalization strategies, accreditation and quality assurance, recognition of foreign qualifications, visa and immigration guidelines, access to higher education, and knowledge and research development," according to the 2015 report by Knight and McNamara. More available data could also lead to more international partnerships between programme providers. Patrick Hackett, deputy vice-chancellor of the University of Liverpool in the United Kingdom, recently highlighted the strategic importance of Africa within the global higher education framework. "As for promising markets, I believe Africa is a region that presents new opportunities. Nigeria is already our number

*Continued From Page 13*

one market for online programmes and the sheer demographics of Africa mean that new types of provision will be essential for growth and prosperity there," he said. Better data on TNE in Africa will, it is argued, help African universities maximize their potential and attract more international partners.

### **Classification framework needed**

To help institutions build more efficient data collection systems, Knight and McNamara devised a Common Transnational Education Classification Framework. The main objective of the model is to remedy what is known as terminology chaos. Transnational education is often interchangeable with cross-border education, borderless education and offshore education. Not only is the use of a singular term inconsistent, but interpretations of those terms widely vary, adding to the confusion. The International Association of Universities gave a brief overview of this dilemma last year.

There are also more than 20 terms used to refer to programmes jointly designed and executed by two or more institutions. This chaos of terminology creates confusion among data collectors, especially when the terms are translated across languages. Cultural histories and colonial legacies also factor into the confusion. "Not all countries in Africa speak English. There's also French and Portuguese," pointed out Raghav Lal, executive director of Transnational Education Africa and a member of the Lancaster University Management Council in Ghana. "So there's automatically a disconnect in the data because countries like Ivory Coast and Senegal send students to France. Portuguese students go to Portugal and English students go to the UK or United States. That in itself creates a bit of an issue because not everyone is looking at each other's data." The classification framework is supposed to simplify the data collection process by narrowing down the long list of terms to a few consolidated characteristics and categories.

The framework, which was presented in a workshop at the ANIE conference,

breaks down TNE into two main categories: collaborative TNE, which involves a joint partnership between the sending foreign institution and the providing host country; and independent TNE, which leaves the sending foreign institution with responsibility over most or all of the institutional operations. The two provisions are then broken down into four sub-categories, including partnership programmes, joint universities, franchise programmes and international branch campuses. "We could not come up with one definition that would be appropriate in all regions of the world, so that's why we've come up with categories and characteristics," said Knight. "If we fall into the trap of trying to define everything, we make the framework so detailed that it doesn't work."

### **Some bright spots in Africa**

Lack of overall data has made it challenging for researchers to assess the scope of TNE in Africa, but two countries in particular give the continent some hope. In Botswana, TNE makes up 30% of the nation's higher education provision. In Mauritius, it's 40%. Both countries, which were analyzed in the data report by Knight and McNamara, have data collection systems administered by a single agency. This simplification allows data to be collected rather seamlessly and without the clash in terminology that might be caused by two or more competing data collecting agencies working with the same information. And in the case of Mauritius, a majority of private higher education sector offerings is made up of TNE programmes, the report notes. This uniformity of data makes it relatively easy to compile. "There might not be enough information available across Africa, but if [an institution] can get a sense of what's going on in a particular market, it can be successful," said Lal from TNE Africa. If it can conduct the necessary empirical research and skilfully interpret the direction in which a particular emerging market is moving, its efforts in TNE will pay off in the long run, he added.

**Link:** <http://www.universityworldnews.com/article.php?story=2016101420340792>

## Urgent need to narrow the gender gap in African academia



**Prof. Reitumetse presenting her keynote speech**

**By Francis Kokutse**

African universities need to narrow the gap between men and women in academic positions by creating opportunities and encouraging more females to enter academia, says Reitumetse Obakeng Mabokela, vice-provost for international affairs and global strategic studies at the University of Illinois at Urbana-Champaign in the United States. She was delivering a keynote presentation on "The Pursuit of Excellence and Innovation through Partnership" at the recent 7th African Network for Internationalization of Education ANIE conference held in Ghana's capital Accra. Mabokela said: "The persistent, glaring absence of women in academic positions across many African universities, particularly in senior academic ranks, continues to be a challenge." She blamed this on the fact that "most of the research that examines gender issues in education in Sub-Saharan Africa has focused intensely on the education of girls in the primary and secondary education sectors", without attention being

paid to what pertains at the tertiary level.

Noting that universities have not been able to bring about required change, even though some attempts have been put in motion, Mabokela said: "Unfortunately, decades of neglect in the higher education sector have manifest into seemingly insurmountable challenges, characterized by poor infrastructure, under-resourced facilities, brain drain of the most talented and the burgeoning demand for higher education across the African continent." In the current era of globalization, she said, African universities would need to position themselves strategically to be influential players in the higher education landscape by harnessing collective talents to create innovative spaces where both men and women can contribute to development.

### Bringing about change

Mabokela said most Sub-Saharan African universities – many of which were established

in the colonial era with elitist structures – had not changed and this has led to the current neglect that most institutions across the continent face. In order to bring about change, she suggested the use of the curriculum to "bend the curve" as well as looking for ways to reduce the rural-urban divide. African universities would need to redefine their roles as active participants in a collaborative partnership with others, and this would demand recognizing the unique opportunity spaces that African universities can occupy to be innovative leaders in partnering with others.

Mabokela said the future of higher education would rely largely on partnerships – but this would depend on "preparing globally competent students, and creating the right teaching and research opportunities for faculty as well as putting in place strategic partnerships". Effective internationalization of higher-education would demand the integration of international dimensions into universities and expanding home campuses into international markets. To be successful in this endeavour, Mabokela said, universities should engage in partnerships for development and they should be aimed at developing the capacity of higher education institutions across the continent and must be focused on how universities can integrate strategies that will increase access for students.

She cautioned against partnerships that are funded by overseas development agencies and lead to dependency and unsustainability. In effective university partnerships, partners shared ownership of collaborative work in a relationship based on "respect, trust, transparency and reciprocity". "An effective educational partnership," she stressed, "is a dynamic collaborative process between educational institutions that brings mutual though not necessarily symmetrical benefits to the parties engaged."

**Link:**<http://www.universityworldnews.com/article.php?story=20161014191511239>

## PhD programme empowers women in Sudan

By Brennan Weiss

In 2011, Izzeldin Osman founded a PhD programme in computer science and information technology at Sudan University of Science and Technology, or SUST, aimed at empowering women to enter more senior academic positions. So far, 12 women have graduated. Another 113 women are currently enrolled. While these numbers aren't astronomical, they are evidence of a gradually improving teacher-training environment in Sudan, a nation bubbling with talent but currently lacking the resourcefulness to unleash it, according to Osman. That, he says, will begin to change as his programme matures. "We do not have a problem with women not wanting to specialize in science and mathematics," said Osman, emeritus professor and former vice-chancellor of SUST in Sudan's capital Khartoum. "We think this good for the country." Osman presented an overview of his PhD programme at the African Network for Internationalization of Education Conference held in Ghana from 5-7 October. The program which blends distance learning with face-to-face faculty supervision, recruits professors from all over the world to teach a range of courses in computer science and information technology and to conduct collaborative research with students. The objective is to train young lecturers in Sudan and enable them to obtain PhD degrees so that they can become full-time professors.

### Encouraging women into the field

Although anyone outside of Sudan can apply to the program, it specifically targets young female lecturers in remote areas of Sudan in an effort to encourage more women to enter the field. While 56% of lecturers in Sudanese tertiary institutions are women, they comprise only 14% of all assistant professors, according to data Osman compiled from Sudan's Ministry of Higher Education and Scientific Research. The reason that so few women are promoted from lecturer to assistant professor, says Osman, is because PhD programming opportunities are so limited, especially in rural areas. Without a PhD degree, a lecturer cannot be promoted. This forces many lecturers to seek programmes outside the country, but that privilege is usually reserved only for those who can afford it. To help bridge that gap, Osman says he wants to empower women and enable them to obtain PhD degrees locally. His goal is to increase the number of women in higher



**Prof. Osman Izzeldin taking notes during one of the session**

education so that they represent at least half of all assistant professors in Sudan's tertiary institutions.

### Overcoming Skepticism

The locality of the PhD program is beneficial to Sudanese students who cannot afford to study abroad, but it can also pose challenges when recruiting professors from other countries who may be hesitant, considering the fragile state of Sudanese politics. "Many people ask us if it's safe," said Osman bluntly. "So I give them the emails of some Europeans and Americans who are already teaching. I tell them [the political unrest] is in the boundaries and in southern Sudan." Last year, 10 professors from Australia, Canada, the Czech Republic, Egypt, France, Italy, Spain and the United Kingdom participated in the program, although the number fluctuates each year. Most of the course instruction is conducted online with a program called Cisco WebEx, but professors and students are required to meet for one week in Khartoum for face-to-face meetings once every year.

Although there are downsides to this kind of limited in-person interaction, it helps reduce the burden on professors who have hectic schedules back at their home institutions and on Sudanese students tied down with work or family responsibilities. "I tried to start my PhD research more than once, but unfortunately it stopped because of my responsibilities of being a working woman and a mother," said Eiman Kambal, a graduate of the

program. "There was also the difficulty of going abroad because of my familial ties in Sudan." Osman says its people like Kambal who he hopes to help.

Internet deficiencies and funding challenges

In most developing countries, access to the internet in rural areas can be problematic. When a program like the one at SUST so heavily depends on a stable connection, it can sometimes be impossible to complete the work. This forces many students in rural communities to commute to the nearest town with a university where the connection is stronger. Funding the programme at SUST is also a struggle, as is the case for most universities and educational programmes around the world. Although it is able to stay afloat with tuition fees – US\$5,000 per year for foreign students and US\$1,000 per year for in-country Sudanese students – plus funds from the Ministry of Information and Communications and the university at large, Osman says the program needs a more sustainable approach. "When we started, we thought some of the international agencies would assist us, but it didn't happen," he said. When asked how he envisioned the program in five years' time, he said he hoped that "we are fully financed and can give scholarships to some students so they don't have to pay fees".

**Link:** <http://www.universityworldnews.com/article.php?story=20161014194307588>

## The 'infinite' benefits of internationalization

**By Francis Kokutse**

The world has become more interconnected because of globalization and African universities need to find a way of taking advantage of efforts to globalize higher education in order to become relevant to the people they serve, according to the secretary general of the Association of African Universities or AAU, Etienne Ehouan Ehile. Addressing the opening of the 7th conference of the African Network for Internationalization of Education, or ANIE, held in Ghana's capital Accra from 5-7 October, Ehile said: "The world today has become more interconnected and so has higher education... Internationalizing exudes an infinite set of opportunities that we all need to take advantage of." ANIE is a non-profit, non-governmental African network committed to the advancement of high-quality research, capacity building, advocacy and information sharing on internationalization of higher education, with a primary focus on Africa. The theme of this year's conference was "Partnerships for knowledge generation and sustainable development". Ehile said: "In reflecting internationalization in every aspect of our discourse, curriculum, research, students and staff body, as well as in all other areas of our work, we overcome our individual challenges and tap into a rich pool of expertise."

### Retaining relevance

Higher education institutions and universities across Africa will remain relevant and meet societal expectations "only by working synergistically among ourselves and with other key partners, including African governments, ministries of education, and development partners supporting the revitalization of tertiary education in Africa". Ehile said he was confident that through deliberations and networking at the conference, partnerships would be strengthened for the benefit of African universities. Africa's development hinges on the quality of its higher education – its research, its graduates, university-industry linkages, the degree of community engagement and internationalization, among other issues, he said. He reminded universities of their individual and joint commitments to ensuring that the African Union achieves the aspirations enshrined in Agenda 2063, an initiative intended to use the continent's experiences of the past, build on current progress, and see how resources could be harnessed to develop Africa within 50 years.

### Continental frameworks

Accordingly, Ehile asked all stakeholders in the higher education chain to work with the various continental higher education frameworks and keep the Sustainable Development Goals in mind, as their achievements were tied intrinsically to the development of the continent as a whole. "For our part, the AAU has been advocating through various fora for all higher educational institutions to contribute meaningful towards implementation of these frameworks. "Beyond these we have been implementing a wide range of quality programmes aimed towards creating the right environment for higher education institutions, supporting their core functions, and empowering our members with the requisite tools to aid them in their operations," he added. He listed the World Bank African Centers of Excellence project, the database of African theses and dissertations, the quality assurance project, leadership and management development programmes, staff exchanges and small grants for theses and dissertations, among several other high-profile projects aimed at meeting ANIE's mandate of improving the quality of higher education on the African continent.

### Partnerships as drivers

Chairman of the ANIE board, Professor Chika Sehoole, said this year's conference focused on the role of partnerships in knowledge generation and sustainable development. "This is on the basis that partnerships are an inherent feature of universities; they are critical drivers for enhancing the realization of institutional goals and impact on society," he said. "They support research capacity building and knowledge production, innovation, postgraduate education, infrastructure development, teaching and learning, graduate employment and industry competitiveness and growth," Sehoole said. Conferences were an important forum through which ANIE achieves its goal of creating opportunities for African scholars to deliberate on issues relating to the international dimension of higher education and how they manifest in African universities and contexts, he explained.

**Link:** <http://www.universityworldnews.com/article.php?story=2016101152424683>

## Internationalization: A driver of change

By James Otieno Jowi

Internationalization is a phenomenon that now influences different aspects of university activities, including leadership. Its consequences, opportunities, challenges and risks demand not only closer analysis and understanding but also new leadership responses. Internationalization has characterized African universities from their inception. Most of the pioneer African universities were established as colleges of European universities and adopted their models and practices that later also guided the establishment of new universities in Africa. Due to the latecomer position of African higher education compared to other regions of the world, African universities have borrowed bits from universities from other regions. As a result of this, it has been claimed that African universities may be the most internationalized in the world. This could be more to do with circumstances than a strategic response by African universities to internationalization.

Though internationalization has a long history within the African higher education system, just as in other parts of the world the past two decades have witnessed a rise in internationalization activities. These have included growth in student and staff mobility, partnerships and collaborations, joint research projects and transnational education, amongst others. These activities and developments have an impact on institutional leadership.

### Drivers of Internationalization

How then does internationalization impact on university leadership in Africa? The past two global surveys by the International Association of Universities, or IAU, have revealed that university leaders are the main drivers of internationalization in universities, including in Africa. This shows that, among internal stakeholders, universities' top leadership consider internationalization as very important. There are several benefits of internationalization that could stimulate top university leadership to prioritize internationalization. African university leaders are now placing more premium on internationalization.

This spirit is still seen decades later. The 2015 Conference of Rectors, Vice Chancellors and Presidents of the Association of African Universities focused on the theme of internationalization, further underscoring the growing importance of internationalization to African university leaders. Internationalization was again the theme of the African University Day the same year with the celebrations hosted by Ashesi University in Ghana. While giving his keynote address at the 2016 International Education Association of South Africa conference, Professor Derrick Swartz, vice-chancellor of Nelson Mandela Metropolitan University, emphasized this important role of internationalization and argued that it presented interesting times and opportunities for African universities. Professor Olusola Oyewole, vice-chancellor of the Federal University of Agriculture, Abeokuta, Nigeria, and president of the Association of African Universities, has consistently crusaded for the creation of an African higher education space and the development of credit transfer framework to foster mobility of students and staff. At the sixth African Network for Internationalization of Education, or ANIE, conference in Dar es Salaam in 2015, Professor Elifas Bisanda, vice-chancellor of the Open University of Tanzania, underscored the importance of open educational resources and the ICT revolution in enhancing university partnerships in Africa. He viewed these developments as presenting more possibilities for cross-border teaching and learning and engagements between institutions.

### Renewed interest in Internationalization

The above examples present a glimpse into the views of different university leaders from Africa and show that African university leaders are responding to internationalization with more gusto than before. As a result, they have spearheaded the establishment of international offices, the development of institutional strategies for internationalization and even the creation of and support for collaborative projects and activities of university associations that facilitate

internationalization. These sentiments are also demonstrated in the growth of university networks in Africa, the development of intra-Africa mobility and training programmes and closer cooperation among the universities, especially within regional blocks. Speaking at a seminar on doctoral training held in Nairobi, Kenya recently, Professor Alexandre Lyambabaje, executive secretary of the IUCEA, emphasized the need for regional university leaders to join efforts to develop centres of excellence and programmes to strengthen doctoral training on the continent.

Internationalization is also influencing leadership at other levels in African universities. A study carried out by ANIE in 2015 with funding from CODESRIA – the Council for the Development of Social Science Research in Africa – under the Higher Education Leadership Program revealed that deans in faculties with enhanced internationalization activities demonstrated certain leadership responsibilities more than those in faculties with less internationalization activities. The deans who engaged more with internationalization focused more on their external environment, were aware of opportunities around them and the prevailing competition. They deliberately took steps to improve their faculties and make them more attractive and competitive.

They also tended to acquire abilities that were not useful to other deans who did not emphasize internationalization. These included forming research teams, fundraising for research, creating more partnerships and being part of networks and consortia. They were also more collaborative and invested in supportive infrastructures such as ICT for communication and for academic support. Internationalization is also bringing new dynamics to student life. The rising number of international students in several African universities, partly due to growing intra-African mobility, has led to international students creating spaces for representation, especially through their own unions, which enable them to participate

in the governance structures of the institutions.

In general internationalization brings new dimensions to leadership, requiring leaders of complex organizations such as universities to develop dynamic leadership structures to balance the competing and at times contradictory requirements of their organizations.

Having said this, leadership remains one of the main challenges facing African universities. With internationalization and the many new dynamics coming in, leadership development, also for internationalization, would still be useful in many African universities. The renewed quest to develop a new generation of African leaders may be one of the ways through which this can be addressed. Though internationalization has been considered everyone's business, the commitment and support of top institutional leadership has been seen as key to success.

#### **Europe-Africa partnerships- What is it?**

Europe-Africa partnerships has been a long-standing partner for higher education in Africa. Partnerships with Europe have for a very long time been characterized and determined by the development of higher education in Africa. In the contemporary times, Africa higher education systems are modelled along European university systems as portrayed in institutional capacity building and curriculum development. Several new programs have been introduced through the development of the Bologna process. Out of these, Europe has initiated several new programmes and strategies for partnering with Africa in higher education. Research cooperation between Switzerland and Africa and their partnerships has aimed at increasing cooperation as portrayed by the Swiss Development Cooperation (SDC). It is good to note that relative to many European and Asian countries, Switzerland has the highest percentage of international students in higher education, international doctorate candidates, and international partners in publications. Therefore, Co-funding of research projects among funding agencies or countries (e.g. Swiss-Norwegian or Swiss-Austrian) should

be encouraged to provide adequate funding for knowledge generation and dissemination. By use of such strategy, it can lead to synergy; beyond having research cooperation with national bodies or institutions. Funding agencies need to engage more with continental and regional bodies on research partnerships and cooperation.

Several initiatives and programmes undertaken by Switzerland for partnering with Africa in higher education include the Swiss-African Research Cooperation (SARECO) which has funding opportunities. Under the SARECO program, the three thematic areas are knowledge production and transfer, Agriculture and Sustainability, and Life Science and Health. Some African researchers who have benefited from SARECO funding include the Department for the Study of Religions of the University of Ghana, the Korle Bu Teaching Hospital Ghana and the INDEPTH Network. Through SARECO, the Department for the Study of Religions of the University of Ghana, has established partnership with the Faculty of Theology of the University of Basel Switzerland which has yielded mutual benefits to both institutions in the areas of exchange visits by faculty and students, joint research project on religion and development and PHD supervisions.

The Austrian Partnership Program in Higher Education & Research for Development (APPEAR) which is funded by the Austrian Development Cooperation and operated by the Austrian Agency for International Cooperation in Education and Research has its objectives which include: strengthening capacities in higher education research; teaching and management of involved individuals and institutions; contribution to tackling global challenges such as the water - energy - food security nexus, rural development, private sector development, poverty reduction, peace building, governance and human rights, gender equality, strengthening of social sciences, making development research activities and connected development political issues known and accessible to the public; academic partnerships between Austrian higher education institutions and higher education and research

institutions in 16 countries in Africa, Asia and Central America. APPEAR over years has been supporting Master's and PhD scholarships in Austria for students and professionals from the partnering countries. There are also preparatory funding for new research partnerships and advance academic partnerships.

Norwegian Partnership Program for Global Academic Cooperation (NORPART) by the Norwegian Government is a program replacing the quota scheme which was a popular scholarship project involving many different countries to Norway mainly from Africa as well as Asia and Latin America. The program supports close academic cooperation and mutual student mobility between higher education institutions in Norway and the partner countries, based on common academic interests and strategic priorities of the institutions. NORPART program extensively seeks to create a win-win scenario for both Norwegian Institutions and partner institutions in the global south. While providing funding for African students, the program looks at the benefits from the knowledge of participating students. To a large degree, the program is a long-term approach towards a sustainable partnership program.

The 7th ANIE Conference Themed: Partnership for knowledge generation and sustainable development summarized it in four thematic areas namely: Partnership in Education, Partnership in society, Partnerships in research and Partnership in Policy. Two key modalities in this case are; methodology and strategy. There is need for partner institutions and stakeholders to create and adopt sustainable methodologies and strategies to make good use of available partnerships for sustainable development and knowledge generation despite challenges with partnerships between education, science, policy and society- what methodology and strategy to adopt?. The ideal strategy and methodology to embark on fruitful and sustainable partnership is the toughest decision yet. Identifying which methodology to employ is relevant to the success and sustainability of the partnership! Therefore, ANIE should begin to do more research and advocacy on south-south collaborations and cooperation.

# Championing of Higher Education in Africa

African Union Chairperson announces a Committee of Ten Heads of State and Government to Champion Higher Education in Africa at the RUFORUM Conference in Cape Town 10th November, 2016 Cape Town, South Africa. Her Excellency Dr. Nkosasana Dlamini Zuma, Chairperson of the African Union Commission at the fifth Biennial Conference and Higher Education Week in Cape Town, South Africa. Ten African Heads of State and Government have been constituted into a Committee to champion Higher Education, Science and Technology in Africa, as part of the efforts to strengthen the role of Science and Technology to enhance the realization of economic growth on the continent.

This announcement was made by Her Excellency, Dr. Nkosasana Dlamini



**Dr. Nkosasana Dlamini Zuma**

Zuma, Chairperson of the African Union Commission at the opening Ceremony of the Regional University Forum for Capacity Building in Agriculture (RUFORUM) Fifth Biennial Conference and African Higher Education Week, 2016. The event took place on the 18th October, 2016 at the Century City Conference Centre in Cape Town, South Africa. The Committee of 10, will support the implementation of the Science,

Technology and Innovation Strategy for Africa and ensure that Science, Technology and Innovation can be used to drive economic growth in Africa.

The Committee of 10 will be coordinated by His Excellency Macky Sall, President of Senegal and include two Heads of State from each of the five African regions. Below is the list of the 10 Heads of State; 1. West Africa, Senegal President Macky Sall 2. Sierra Leone President Ernest Bai Koroma 3. North Africa, Egypt President Abdel Fattah El Sisi 4. Tunisia President Beji Caid Essebsi 5. Southern Africa, Malawi President Arthur Peter Mutharika 6. Namibia President Hage Geingob 7. Eastern Africa, Kenya President Uhuru Kenyatta 8. Mauritius President Ameenah Gurib-Fakim 9. Central Africa, Chad President Idriss Deby Itno 10. Gabon President Ali Bongo Ondimba

The RUFORUM Board Chair and Vice Chancellor of Jomo Kenyatta University of Agriculture and Technology (JKUAT), Prof. Mabel Imbuga thanked the African Union for putting in place the Committee of 10, which she heralded as a major milestone in the efforts to achieve Agenda 2063 - Building the Africa We want. She confirmed the readiness of the RUFORUM Network to implement actions to strengthen Higher Education and Science, Technology and Innovation (STI) development in Africa.

8th ANIE Conference to be held in Kigali Rwanda  
The 8th ANIE Conference would be held in Kigali, Rwanda from 4th to 6th October, 2017. The ANIE Board and AGM decided on this during the respective meetings held in Ghana alongside the 7th ANIE conference. The ANIE Conference committees will publicize the conference call before end of December 2016.

## ANIE Research Projects

### Study on Research and PhD capacity in Sub-Saharan Africa

Over the past six months, ANIE has been undertaking a study on 'The Analysis of the Development of Research and Sustainable PhD Capacity and Capability in Sub-Saharan Africa'. The study which is commissioned by British Council and German Academic Service (DAAD) aims at ANIE is undertaking the study in Ethiopia, Ghana, Kenya, Nigeria, Senegal and South Africa. The study aims at enhancing the understanding of the research and knowledge production environment in Sub-Saharan Africa, the capacities for production and utilization of research outcomes, the existing

knowledge production systems and their links to national policy frameworks and development agenda, and the challenges and gaps existing in the research and knowledge production environment. The initial experiences with the project were also presented and discussed at the Going Global Conference which was also very useful in giving feedback and new insights. The six country teams have completed reviews of literature from their national and institutional research landscapes. Further information is being gathered through interviews and a survey to different stakeholders in research and doctoral training in the participating countries. The study is expected to come to an end in February 2017. The research

team has already undertaken literature reviews relevant to the participating countries and developed draft country reports based on these. Additional information is being attained through surveys and interviews with various stakeholders within the institutions, at national level, within the private sector and international agencies engaged in higher education in the region. While some studies have addressed doctoral education in Africa, this study will be interesting as it will bring out innovative ways to develop, strengthen and sustain doctoral education in Africa. We will be pleased to share the outcomes of this study with the stakeholders in higher education in Africa and internationally.

# Mobility research attains good progress



*Students travelling to various destinations*

The project was launched during the 6th ANIE Conference in Dar es Salaam, Tanzania and it began in October 2015. The project covers eight countries in Africa. The research team has already submitted progress report on the data collected in the participating countries. The research team is meeting during the 7th ANIE Conference in Accra, Ghana to give a comprehensive report and also discuss the way forward in the project. This will be facilitated through the Student Mobility in Africa Workshop to be held alongside the conference. The study will provide more insights into the developments in mobility of students in African universities, it mainly focuses on the motivations and experiences of the mobile students in their new institutions. Being a pioneering study on mobility in Africa, the outcomes are expected to trigger more questions and open more grounds and interest for future research especially in countries and institutions not included in the current study.

## ANIE Executive Director appointed to NORPART Board

ANIE Executive Director James Otieno Jowi has been appointed to join the program board of the newly established Norwegian Partnership Program for Global Academic Partnerships (NORPART). The program board which is composed of six other members from Norway is chaired by Lise Ovreas, University of Bergen, Norway. The NORPART program was developed by the Norwegian Centre for International Cooperation in Education (SIU) to foster academic partnerships and students mobility with a long term perspective. The partnerships between Norwegian higher

education institutions and those from developing countries is aimed at enhancing the quality of higher education in Norway and the developing countries through mutual cooperation. It focuses on strengthening research, quality and internationalization of academic programs and mobility of students for study purposes and work placement. In mid-2016 a call for proposals was made for projects between Norwegian higher education institutions and institutions in the 39 selected partner countries. The first program board meeting was held from 23rd to 24th November 2016 in Bergen Norway.

## ANIE at DIES seminar on Quality Doctoral Education in Africa

ANIE was represented by its Executive Director Mr. James Otieno Jowi at the DIES Seminar on Quality Doctoral Education: A Prerequisite for Strong Universities in Africa which was held in Nairobi, Kenya from 26th to 28th September 2016. The seminar which was organized by the German Academic Exchange Service (DAAD) and the Inter University Council for East Africa (IUCEA) was based on the recognition that higher education in sub-Saharan Africa can only be sustainably strengthened if local capacities to educate the next generation of scholars and researchers are in place. It discussed the challenges facing doctoral education and research in Africa and some of the innovative strategies that could be used to enhance doctoral training. Participants included university leaders, deans of faculties, academic leaders, leaders of regional higher education and research agencies and also doctoral

students. The seminar was supported under the Dialogue for Innovative Higher Education Strategies (DIES). The seminar included broader experiences to not only identify challenges but also seek solutions to doctoral education in Africa. The seminar was opened by the Director DAAD Regional Office Dr. Helmut Blumbach'. He emphasized the commitment of DAAD to supporting doctoral training in Africa. The Secretary General of IUCEA Prof. Alexandre Lyambabaje highlighted the deficits in doctoral graduates within the East African region and noted some of the steps that were being taken to ameliorate this. Mr. Jowi presented on Embedding Doctoral Training in Institutional Research Strategies where he called on universities in Africa to prioritize research in their institutional strategies and provide supportive frameworks and resources.  
Network of International Offices in Africa

# New ANIE Members



## Mr. Erich Thaler

Eric manages networks and global partnerships within the University of Basel's International office. Among others, he coordinates the Swiss-African Research cooperation program (SARECO). Before joining the University of Basel in 2007, Erich worked at different higher education institutions in Austria, France and South Korea. He is married and a father of a nine year old son.



## Prof. Ambrose Kiprop

Prof. A.K. Kiprop who is Associate professor of chemistry is currently dean, school of Biological and Physical sciences Moi University. He is also the center leader, African center of excellence in phytochemicals, textiles and renewable energy. His research interests is in natural product chemistry and internationalization of higher education.



## Prof. Izzeldin Osman

Dr Izzeldin Osman is the chairman of the Council for Computer Systems Professions. He was: Vice-chancellor of Sudan University of Science and Technology (1994 – 2002); Coordinator of Computer Studies at the School of Mathematical Sciences of the University of Khartoum and full professor of computer science, California State University. He has supervised over thirty PhD theses in computer science and information technology in University of Khartoum, Sudan University of Science and Technology and other universities in Sudan and abroad. He has been the chairman of the Sudanese Higher Education Committee for computer Studies for over fifteen years. On the international level he is active in the UNESCO Information for All Program (IFAP) UN ICT Taskforce, the World Summit



## Prof. Rosemond Boohene

Prof. (Mrs.) Rosemond Boohene is an Associate Professor of Enterprise Development at the Centre for Entrepreneurship and Small Enterprise Development (CESED), University of Cape Coast with more than eighteen years (18) experience. She is currently the Dean of International Education and also served as Head of Department, Management Studies and Vice Dean, School of Business at the University of Cape Coast. Prof. Rosemond Boohene holds a PhD in Entrepreneurship and Small Enterprise Development from the University of New England, Australia, PDipCom and MCom (Accounting) from the University of Otago, New Zealand, BCom (Hons) and Diploma in Education from the University of Cape Coast, Ghana and a Diploma in Small Enterprise Development, Galilee College, Israel.



## Mr. Alfred Ghartey

He works at the University of Cape Coast Centre for International Education Ghana as a junior assistant registrar.



## Mr. Michael Kubi

He is a lecturer at the University of professional studies Accra (UPSA) and lectures; leadership, management, human resource and corporate governance with the management faculty. An MPM holder on leadership and also the coordinator of operations at the Centre for International Education and Collaboration (CIFC) UPSA.



## Ibrahim Mohamed

Director Centre for International Education University of Ilorin, a renowned Professor of Mathematics and a research scholar, was the past National President, Mathematical Association of Nigeria which has over hundred thousand members across the Nation. His research interest is in the broad area of applied Mathematics which encompasses Biomathematics and Mathematical modelling: Formulation, Design and Analysis of Mathematical models in Epidemiology, Pharmacokinetics, Ecology, Economics, Chemistry, Physics and Biology; Differential equations and Computer models and Automata theory in Biology and Medicine (Applied Mathematics); and has solved many life problems using Mathematics.

# New ANIE Members



## Dr. Gifty Oforiwa Gyamera

Dr Gifty Oforiwa Gyamera is a Lecturer at the School of Public Service and Governance at the Ghana Institute of Management and Public Administration (GIMPA). She holds a PhD in Education from the University of Roehampton in the UK. Among others, she teaches Policy Studies, Gender and African Studies.



## Mr. Munkaila Abdula'i

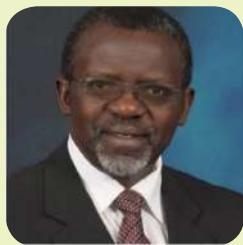
Professor at Ainshams University, Cairo, he is also the CEO of CTQS Company. The International Center for Training and Quality of Services". He is the Chairman of the Board" of The Arab Society for Quality Assurance in Education, ASQAE

## Kamal Emam Kamel



Professor at Ainshams University, Cairo, he is also the CEO of CTQS Company.

The International Center for Training and Quality of Services". He is the Chairman of the Board" of The Arab Society for Quality Assurance in Education, ASQAE



## Prof William O Ogara

Prof Ogara is an Associate Professor in the Department of Public Health, Pharmacology and Toxicology. He got his Doctor of Veterinary Medicine (DVM) in 1981 and PhD in 1985 from Moscow Academy of Veterinary Sciences. He joined the Department in 1989 as a Lecturer and rose through the ranks to attain his current position in 2012. He served as chairman of department for 6 years between 2005 and 2010. Prior to his appointment as chairman, he was coordinator of the meat inspection course offered in the department.



## Prof. Victor F. Peretomode

He is a professor of Education at the Delta State University, Abraka, Nigeria. He was appointed the Vice Chancellor of the University on December 1st 2014 for a tenure of five years. He obtained his D.Ed. of Science degree from the University of Benin, Benin City, Nigeria and his DAS, Ed. D and post-doctoral degree in political science from the Oklahoma state University, Stillwater Oklahoma, USA.

## Adams O.U. Onuka



Adams O. U. ONUKA, Ph. D, is on the academic staff of the Institute of Education, University of Ibadan, Nigeria. His research interests are in educational evaluation particularly public and school-based assessment and management education programmes. He has published widely (books, chapters and journal articles-over 100) globally. He was awarded accomplished African educational researcher 2013 by ADI/AfDB, ADEA and South Korean Foundation. He is a fellow of three academic/professional bodies. He is a past president of Association of Educational Researchers and Evaluators of Nigeria, Vice-President (HERPNET) and coordinator of its journals and also edits some other journals.

## ANIE at DIES Seminar on Internationalization



**A**NIE Executive Director James Otieno Jowi was one of the facilitators during the Dialogue on Innovative Higher Education Strategies (DIES) training seminar on the management of internationalization which took place at Jomo Kenyatta University of Agriculture and Technology (JKUAT) from 24th-28th October 2016. The seminar which was organized by Leibniz University Hanover, Germany and JKUAT brought together practitioners of internationalization from different African institutions to share experiences and best practices from their intuitions and from other parts of the world. The seminar was officially opened by Prof. Mabel Imbuga, Vice Chancellor JKUAT. Dr. Birgit Barden-Laufer and Mr. Bala Ramani both of the International Office at Leibniz University shared experiences of how they manage their international office and how it fits within the overall university strategy. James Jowi presented on the contributions of ANIE to internationalization of higher education in Africa. He highlighted the

capacity building, research projects, new generation group initiative and the policy dialogue sessions and the annual ANIE conferences. Prof. David Some Secretary Commission for University Education (CUE), Kenya presented on the current reforms in the Kenyan higher education system and the impacts that internationalization and partnerships was playing in this. He underscored the role of the commission in regulating foreign providers of higher education in Kenya and also in the ongoing quality reforms. Prof. Ekwumu Adipala of the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) shared the experience of RUFORUM which has grown to be a research and capacity building of international acclaim especially through international partnerships, collaborative researches and capacity building initiatives. The seminar which was very successful enabled the internationalization practitioners to gain new knowledge and share best practices.

## New ANIE Members

### Wiseman Jack



He is the Executive Director for International Relations and Advancement at Vaal University of Technology (VUT). The position provides a strategic leadership for all international activities. Its primary mandate is to build a visible and recognizable presence for the Vaal University of Technology internationally. He has created a wide range of international research and mobility partnerships which has created intercultural competence and confidence among VUT staff and students. Prior to joining VUT, his most recent position was an Executive Dean (acting) and Academic Dean at CIDA City Campus (Business School) positioning the institution as an innovative leader in business education. Under his leadership, CIDA received a number of accolades including the following: Centre for Public Service Innovation (CPSI) Innovation Service Delivery Institutions Category Award for 2009/2010; CPSI Public Sector Innovator of the Year Award for 2009/2010; The African Business's National Business Awards 2010 - Honorary recognition in the Category of Business Education and Training. He is currently reading for a DBA in Higher Education Management at the University of Bath in the United Kingdom. His research interest is in international relations, corporate innovation, change management and strategic marketing.

## Network of International Offices in Africa launched

**D**uring the 7th ANIE Conference held in Ghana from 5th to 7th October 2016, the network of international offices in Africa was launched. This was during a meeting of international office representatives who attended the conference. ANIE has been aspiring to bring together international office practitioners from Africa to start working together in fostering internationalization in the continent. The first efforts towards this was in the 5th ANIE conference held in Addis Ababa Ethiopia in 2013. The meeting in Accra which was chaired by James Otieno Jowi, Director of ANIE outlined the activities that the network of international offices could undertake in promoting internationalization in Africa. The participants agreed to set up a list serve for communication, organize capacity building workshops at the next ANIE conference and also participate in other activities organized by the network. Millicent Adjei of the international office of Ashehi University, Ghana was appointed to lead the network. The meeting was also attended by Prof. Goski Alabi, ANIE Board Member and also responsible for internationalization at University of Professional Studies, Accra. Dr. Stephen Apia Padi of Bucknel University and Association of International Educational Educators NAFSA, USA also shared his experiences with internationalization in USA and the opportunities within which ANIE and the network of international offices could work with NAFSA.

# Announcements

## Conference calls

Association of International Education Administration (AIEA) will hold its Annual Conference from February 19, 2017 to February 22, 2017 in Washington, DC, USA  
<http://www.aieaworld.org>

Consortium for North American Higher Education Collaboration CIES 2017 will hold its Annual Conference from March 5, 2017 to March 9, 2017 in Atlanta, GA United States  
<https://www.conahec.org/additional-events>

Asia-Pacific Association for International Education (APAIE) will hold its Annual Conference from 20 – 23 March, 2017, in Kaohsiung, Taiwan.

<https://www.apiae.org/conference/2017/>

International Association of Universities (IAU) International Conference will take place in 2017. It will take place in Ghana in collaboration with the Association of African Universities and other partners.  
<http://www.iau-aiu.net/content/international-conferences>

British Council will hold its 2017 Going Global Conference from 22nd May to 24th May 2017 in London

<https://www.britishcouncil.org/going-global>

Association for International Educators (NAFSA) Annual Conference and Expo will be held in Los Angeles, CA from May 28-June 2

[http://www.nafsa.org/Annual\\_Conference/Annual\\_Conference\\_Expo/](http://www.nafsa.org/Annual_Conference/Annual_Conference_Expo/)

The 29th Annual Conference of the EAIE will be held from 12th to 15th September 2017 in Seville

<http://www.eaie.org/seville.html>

IAPS 2017 Symposium will be held in Dar es Salaam, Tanzania from 27-29 September 2017

<https://iaps2017.com/wrdprs/>

## Scholarship Opportunities

UWE Bristol Millennium Development Scholarship+Internship for International Students 2017/18  
<http://www.afterschoolafrica.com/12486/postgraduate-scholarships-at-the-university-of-bristol/>

Erasmus Mundus Joint Masters Scholarship in Coastal and Marine Engineering and Management (COMEM) 2017/19  
<http://www.afterschoolafrica.com/16841/erasmus-mundus-comem/>

International Master of Science in Rural Development 2017 at Ghent University. Open to all nationals. Scholarship application deadline: 1 March 2017.

## Call for Proposal

Call for Strategic Partnerships for Higher Education Innovation and Reform

(SPHEIR ) partnership proposals opens on 21 October 2016 and closes on 20 February 2017.

[www.spheir.org.uk/apply/call-for-proposals](http://www.spheir.org.uk/apply/call-for-proposals)

SS 2017: DHET funding for SU Staff PhD candidates 2017 Summer School

<http://www0.sun.ac.za/ada/funding-for-su-phds.html>  
 National Research Fund (NRF) Call for Proposals for Postgraduate Research

[www.researchfund.go.ke](http://www.researchfund.go.ke)

## African Peacebuilding Network (APN)

### Research Grants 2017

<http://www.afterschoolafrica.com/scholarship/by-deadline/>

## Quebec Government Research Internship for International Students 2017/2018

<http://www.afterschoolafrica.com/scholarship/by-deadline/>

The 2017 Senator Paul Simon Award Competition is now open.

[http://www.nafsa.org/About\\_Us/About\\_NAFSA/Awards/Simon\\_Award/Simon\\_Award\\_How\\_to\\_Apply//?impid=hp:simon\\_award\\_2017:box\\_4:mb\\_2016\\_10\\_25](http://www.nafsa.org/About_Us/About_NAFSA/Awards/Simon_Award/Simon_Award_How_to_Apply//?impid=hp:simon_award_2017:box_4:mb_2016_10_25)

**Call for manuscripts: African Journal for Rural Development. Regular articles, short communications and reviews accepted. Deadline: Open**



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