



ANIE NEWS 2016 EDITION

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



NEW MEMBERS

EVENTS & OPPORTUNITIES

UPCOMING CONFERENCES



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Editors Desk

Warm greetings from African Network for Internationalization of Education (ANIE). As we embark on this year's activities, it is my pleasure to present to you our 9th issue and the first quarter for 2016. We set out to produce four editions of the newsletter in a year and we are glad to have lived up to our expectations and to our members and partners too. We sincerely thank you all for your continuous contribution and support in making our newsletter project a success. The newsletter content include ANIE chair Prof Chika Sehoole being appointed the dean of students in university of Pretoria, an impressive progress on ANIE partnership with Hog school Utrecht-University of applied sciences, Netherlands from exchange program students,

Gender equality through korfbal where Moi university became the first institution of higher learning in East and Central Africa to initiate korfbal. Among other stories, ANIE conducts a guest lecture series on Intercultural leadership in conjunction with Moi University wildlife club and the consortium of international and professional Association. In this edition of the newsletter you will read about most of our activities including going global where our ANIE executive director was in support. You will also find more interesting articles in the edition and an easy to read announcements packaged and categorized under Grants, Call for papers, Scholarships, Conferences and more. I hope you will enjoy your reading and I wish you all the very best. **Irene Belio- Editor**



About ANIE

ANIE is an autonomous institution whose secretariat has been set up at Moi University, Eldoret, Kenya. ANIE takes the pioneering mandate of understanding and further development of Internationalization dimension of higher education in Africa by strengthening and sustaining a cohort of highly competitive professionals, scholars, and research and in the field of international education and development. Further detailed information about ANIE

can be found on website www.anienetwork.org The African Network for Internationalization of Education (ANIE) is an independent, non-profit making, non-governmental African network committed to the advancement of high quality research, capacity building and advocacy on internationalization of higher education with prime focus on Africa. ANIE is a membership based association serving its members, their institutions and organizations, and others engaged understanding

internationalization. The network aims to be the leading organization in enhancing the understanding and development of the international dimension of higher education in Africa by expanding both knowledge and building, strengthening and sustaining a cohort of competent professionals in this field.

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.



Message From the ANIE Chair

Warm greetings to the ANIE family. I hope you will find our 9th Newsletter informative and interesting. The newsletter is a summary of the activities we undertook in the first quarter of 2016. It also focuses on the various activities that have taken place in the internationalization of higher learning in the continent since the beginning of this year. First and foremost, I would like to appreciate everyone for the good work they have been doing for the achievement of ANIE objectives. 2015, was a year of blessings to our organization, which was marked



by the 6th ANIE Conference in Dar es Salaam, Tanzania. 2016 has also began at a high note: we are currently working on the British Council/German Academic Exchange Service (DAAD) project study on research and PhD capacity in the Sub-Saharan Africa. We are yet to discuss on the outcome of the study since we have collected and continue to collect a lot of data on the research theme. We were able to have 3 new members join the ANIE Executive Board: Prof. Peter Barasa, Ms Christiana Badoo and Prof. Tolly Mbwete. On behalf of the Board, I would also like to welcome the new members to ANIE, and I look forward to working with them in the realization of ANIE goals. Apart from the research study above, we have also made applications on several other projects that we believe to be successful in the course of the year. We have also had the chance to represent ANIE in the British Going Global Event in South Africa (Prof. Barasa, Mr. James Otieno Jowi and I) where internationalization of higher education in the continent is one of the major discussions. You remember very well that we could not hold our 6th Annual Conference in Ghana in 2014 due to the Ebola Pandemic, and we had to transfer it to Dar es Salaam, Tanzania. As we prepare for the 7th Conference, I hope that we will all work hard to ensure that we have a successful event come October. I wish you all the best and God's speed in your endeavours.

Message from ANIE'S Executive Chair

The year 2016 began well with quiet some busy schedule. It is my pleasure to present to you our 9th issue of the ANIE news and the first quarter for this year. It summarizes the activities for this year and some conclusion for last year's quarter. It also highlights the activities that took place in our 6th ANIE conference which was held in Dar Es Salaam Tanzania which will be circulated in a separate report. As we are planning ahead for our 7th ANIE conference to be held in Accra Ghana, I would like to encourage all ANIE team and new members to participate. The theme of the conference is; Partnerships for knowledge generation and sustainable development. This is an important tool since it supports research capacity building and knowledge production, innovation, postgraduate education infrastructure development, teaching and learning, graduate employment, and industry competitiveness and growth. We have also had the chance to represent ANIE in the British Going Global Event in South Africa (Prof. Barasa, Mr. James Otieno Jowi and I) where internationalization of higher



education in the continent is one of the major discussions. You remember very well that we could not hold our 6th Annual Conference in Ghana in 2014 due to the Ebola Pandemic, and we had to transfer it to Dar es Salaam, Tanzania. As we prepare for the 7th Conference, I hope that we will all work hard to ensure that we have a successful event come October. I wish you all the best and God's speed in your endeavours. There is still more to work on this year and would like to appreciate the entire fraternity of ANIE for their continuous support. I wish you all the best.



Gender equality through football



Moi University became the first institution of higher learning in East and Central AFRICA to initiate Korfball, a game popular mainly in Western Europe. When James Jowi, ANIE Director, watched the game in Netherlands towards the end of 2015 he thought it could be an interesting opportunity to promote gender equity on campus. The game which is played by two teams each composed of men and women was introduced at Moi University in February 2016 by the International Korfball Federation (IKF) The federation sent Theo van der Linde an instructor with vast experience to introduce the game.

With Moi University as a spring board, the International Korfball Federation (IKF) intends to spread the game to other institutions of learning in the country such as primary & secondary, colleges & universities. The sport is very popular in Netherlands, Belgium and Taiwan, and is played in many other countries. It is a game that will create a change in the Kenyan sport industry since it brings both the males and females to focus their combined attention and diverse energy to perform well in the game as a team.

Research & PhD Capacity in Sub Saharan Africa Kick off Meeting -Nairobi



ANIE held the Nairobi Kick off meeting for the project on Research and PhD Capacity in Sub Sahara Africa on 18th February 2016. The meeting was a platform to discuss the implementation plan for the project. The project funded by British Council and German Academic Exchange Service (DAAD) project will be undertaken in Ethiopia, Ghana, Kenya, Nigeria, South Africa and Senegal. The meeting was attended by the lead researchers from the six countries and the

representatives of the funding partners. The meeting was opened by ANIE Chairman Prof. Chika Sehoole. The lead researchers are Dr. MuluNegaT(Ethiopia) Prof. Goski Alabi (Ghana), Prof. Peter Barasa (Kenya) Prof. Lilian-Rita Akudolu (Nigeria) Prof. Chika Sehoole (South Africa) and Prof. Mamadou Dime (Senegal). The project which begun in February 2016 will come to an end in February 2017.



Norway's new academic partnerships with global South that was attended by ANIE's Executive Director



At a conference on internationalization and mobility held in Stavanger from 9-10 March 2016, Norway – which has a long history of collaboration with African higher education – unveiled its big new programme for academic partnerships with the global South. The conference was organized by the Norwegian Centre for International Cooperation in Education or SIU, which will administer the programme called NORPART – Norwegian Partnership Programme for Global Academic Cooperation. It replaces the Quota Scheme, which until recently awarded scholarships to students from developing countries – and nations in Central and Eastern Europe and Central Asia – for full degree study in Norway. The objective was to provide relevant education that would benefit students' home countries on their return. The following were key points drawn from the new program;

i. Focus on postgraduate, internationalization.

According to Jon Gunnar Simonsen of SIU, the NORPART programme will support partnerships focused at masters and PhD level. While under the Quota Scheme students went to Norway for degree study, NORPART will support exchanges and joint curriculum development, with degrees for students from the South granted by their home institutions or southern partners in project consortia. The initiative is jointly funded by Norway's Ministry of Education and Research, and Ministry of Foreign Affairs. As University of Oslo Rector Ole Petter Ottersen affirmed, universities must show global responsibility by working together to face global challenges.

ii. First call for proposals.

The deadline for online submission of applications is 22 April 2016. Applicants will be notified of the outcome by 9 May. After this, funding will be disbursed and institutions will have until early September to implement preparatory project activities and until 1 October 2016 to produce final project accounts and a report describing activities and project results..

iii. Many positives.

One new development from the initiative is that it will allow for movement of students and staff in both directions. The Quota Scheme mainly facilitated mobility from developing countries to Norway, without reverse mobility. Norwegian students will now have opportunities to participate in projects within

African universities, thus enhancing internationalization efforts in Africa. It is also hoped that because the programme is based on short exchanges, it could stem brain drain, which has been one of the negative consequences of mobility for African countries. The project promotes sharing of knowledge and expertise, with emphasis on students and staff working together, which was not emphasized in the Quota Scheme. It also covers all fields of education and is not concentrated on a few. . This allows for more diversity within projects that will be supported through the initiative, and is also aimed at enhancing internationalization at home for non-mobile students. The academic degrees offered through the programme will largely be issued by universities in developing countries, meaning that participating students will not obtain degrees from institutions in Norway. This might be greeted with dismay by some students, since participation in such international programmes for some students is to enable them to attain a qualification from abroad.

iv. Conclusion

African universities need to strategically respond to the initiative to enable them to strengthen internal research capacities and develop new doctoral programmes, train more PhDs, raise the quality of their education and find more opportunities to internationalize their campuses.



The Norwegian Partnership Program for Global Academic Cooperation (NORPART)

NORPART supports academic partnerships and student mobility with an emphasis on Master and PhD level between higher education institutions in Norway and selected developing countries. Objectives of NORPART

The program shall lead to:

- Strengthened partnerships for education and research between developing countries and Norway
- Increased quality and internationalization of academic program at participating institutions
- Increased mobility of students from developing countries to Norway, including mobility in connection with work placements
- Increased mobility of students from Norway to developing countries, including mobility in connection with work placements

NORPART will support 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. Student mobility through academic partnerships is a core element in the programme, with emphasis on the mobility of students from partner countries to Norway.

Is Africa Ready For Post-Doctoral Education? Education strategy in African universities

Institutions of higher education in Africa are seen to lack behind in providing postgraduate and doctoral courses. This is mainly contributed by limited economic factors which does not give room for institutions to accommodate provision of these courses. The inability to have enough human resource to provide teaching is another challenge. This is contributed by the brain drain idea in which most African countries have lost the able human resource to developed nations in search of greener pastures. Quality and relevant education, creativity and entrepreneurship are such important elements as research is core to innovation. Many African scholars who are willing to study do not have enough resources to enable them pursue these courses. The little resources they own, is not enough to sustain them in pursuing the entire course. This therefore calls for harmonized education and training systems that are essential to realizing intra-Africa mobility and academic integration through regional cooperation. According to Karen MacGregor (5th February 2016) Issue, there is a strong call for strengthening universities and research in the new Continental Education Strategy for Africa 2016-2025. Its objectives include boost postgraduate and post-doctoral education and growing competitive. Its objectives include boosting postgraduate and post-doctoral education and growing competitive awards to nurture young academics, more international research cooperation and expanding centres of excellence and institutional links. Tertiary education and research have been given more stress than in previous education statements, reflecting continental realization of their importance to growth and development. The Continental Education Strategy for Africa 2016-2025, or CESA 16-25, is driven by a desire to achieve quality education and training that provides the continent with "efficient human resources adapted to African core values and therefore able to achieve the vision and ambitions of the African Union". The guiding principles are that knowledge societies are driven by skilled human capital; holistic, inclusive and equitable education and lifelong

learning is a sine qua non for sustainable development; and good governance, leadership and accountability are paramount. There is need to focus on the strategy of strengthening the capacities by policy makers through formulation of policies and implementing reforms with focus on education sectors. Through consideration of national human resource as an important tool in promoting education, will mean that the country will maintain a sustained long term investment in the sector. There is need also to focus on tertiary education in which it contributes to sustainable economic growth of any country. These institutions produce skilled human resource which are an asset to both developing and developed countries in the world. By strengthening such institutions, it means that a country will be in a position to produce well trained human resources which at the end of the day will provide services that will result in development hence such institutions should be at the top priority in the agenda of every nation. African countries strive to build tertiary institution through offering of technical courses which are more relevant in the contemporary society. Despite having the capacity to absorb the massive number of graduates from secondary, there is also the challenge of infrastructure in which with the current need for ICT, it drags down the development in such institutions. The need to provide online courses means the institution has to upgrade through building modern infrastructure, offering training to its human resource, among other developments. Another challenge is that the tutors in the institution are mainly the aging population likewise to trainers. This means that those who are trained are the group that will retire within a short term period hence it means that the human resources who are employed to replace such workforce will not have any experience in the field. This means therefore that there is an urgent need to renew the teaching force and also have a strategy of attracting young people to join such institutions.



What is still to be ranked in higher education?

Rankings continue to dominate higher education. It seems that not a week passes without some kind of new ranking appearing in the media. The rankings are either system-, institution-, subject- or theme-based, and global, regional or national. A lot of them can be categorised as trivial, for instance, there is one about the most student-friendly cities. As in previous years, Paris was selected as number one, which, ironically, was announced just after the terrorist attacks in November in which international students were among those killed. One can only wonder what new rankings will appear in 2016. There is more discussion than ever about their indicators, methodology and reliability, but their impact is increasing, and it is unlikely this will change in 2016. The rankings are a manifestation of the increased competitiveness in higher education, where regions, nations, cities and institutions compete for the best research centres, scholars and students and for more funding and citations.

Higher education and sustainable Development Goals

Among all this competition, the social role of higher education seems to get lost: the contribution of higher education to preparing graduates and to delivering research which aims to improve the quality of the society we live in. In that context, several scholars have pointed to the lack of reference to higher education in the new Sustainable Development Goals, or SDGs, as defined by the United Nations. Others point out that all the goals can only be realised with a strong contribution from higher education and for that reason they claim that it is important to put the SDGs at the forefront of the higher education agenda for the future. The SDGs and the role of higher education will be debated more in 2016.

Study abroad numbers continue to rise

The number of students studying abroad, both for credits and for degrees, increased again substantially in 2015. We will soon reach five million and there are predictions that in 2025 that number will go up to at least eight million. Although these figures are impressive, this growth is still equal to the general 2% increase in student numbers around the world. As for degree mobility, the dominant sending countries are still the same: China, India and South Korea, although new senders have appeared on the horizon, such as Nigeria. The main recipient countries are also still the same: the US, the UK, Germany, Australia and France, but their market share is under threat due to increasing competition from other countries, including China. Most degree-seeking students are funding their study abroad through private sources. National scholarship schemes also play an important role, but in countries such as Saudi Arabia and Brazil it became clear in 2015 that funding schemes are unstable due to political (Saudi Arabia) and economic (Brazil) circumstances. The Organisation for Economic Co-operation and Development (OECD), correctly warns that a further growth in student mobility is not guaranteed. The curve of credit mobility, which had remained flat for several years, is on the rise again, as more students in the US and in Europe are studying abroad as part of their home degree, a trend that is still rather small elsewhere. At the same time, the average length of the study abroad period has shortened further in 2015. According to the Open Doors report by the Institute of International Education, as many as two-thirds of US students go for a period shorter than eight weeks.

Internationalisation for all

The increase of study abroad opportunities is still being driven by the long-term or short-term political and economic purposes of governments and institutions of higher education. In itself there is nothing wrong with the call for more study abroad, both for credits and degrees. But what has become clear is that the impact of these forms of mobility will remain minor: in the first place, because only a minority of students will benefit from these types of mobility and, in the second place, because their integration and interaction with local students stays minimal despite institutions' best efforts. It is for that reason that there was an even greater call in 2015 than before to shift the focus of internationalisation towards a policy that embraces all students and staff. This is expressed clearly in the updated definition of internationalisation in the 2015 study *Internationalisation of Higher Education*, commissioned by the European Parliament, as "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society". This reflects the increased awareness that internationalisation has to become more inclusive and less elitist by not focusing predominantly on mobility, but more on the curriculum and learning outcomes.



The response of Higher Education to the refugee crisis

The response of Higher education to the refugee crisis Another development, which has manifested itself in 2015 in higher education and will continue to do so in 2016, is the impact of global political instability, terrorism and the related refugee crisis. The University World News discussed the initial response of higher education to these developments and was rather minor and slow, but over the past months many initiatives have emerged in response to the massive inflow of refugees from conflict-stricken regions around the world, in particular the Middle East. The implementing agency is the Inter-University Council for East Africa (IUCEA). It follows on ACE I, which was launched in 2014 for Western and Central Africa, with 19 centres of excellence selected across seven countries. ACE I is funded to the tune of US\$430 million and ends in 2018. The ACE II objective is to establish and strengthen specialisation and collaboration among higher education institutions designated as African Centres of Excellence, "to deliver relevant and quality education and applied research to address key development challenges facing the region", according to its website. The development priorities identified for the project fall into four areas: science, technology, engineering and mathematics or STEM; agriculture; health; and science, technology and innovation or STI – quality of education and applied statistics.

Source: <http://www.universityworldnews.com/article.php?story=20160108150820350> [cle.php?story=20160105135121652](http://www.universityworldnews.com/article.php?story=20160105135121652)

Eight countries to get 23 centres of research excellence MainaWaruru 8th January 2016



Twenty-three proposals from eight countries have been conditionally selected for the World Bank's Eastern and Southern Africa Higher Education Centres of Excellence Project – ACE II. Ethiopia, Tanzania and Uganda each bagged four research centres, followed by Kenya and Rwanda with three, Malawi and Zambia with two and Zimbabwe with one. Their selection is conditional on appraisals to be conducted by the World Bank, and approval by the World Bank Group's board. Mozambique was the only participating country that failed to secure a centre of excellence. Another eight proposed centres from universities in five of the countries – three from Rwanda, two from Kenya and one each from Ethiopia, Tanzania and Uganda – were deemed 'fundable' and could potentially be supported by individual countries or donor

ACE II

ACE II is being guided by a regional steering committee comprising representatives from participating countries, academia, regional bodies and the private sector. The implementing agency is the Inter-University Council for East Africa (IUCEA). It follows on ACE I, which was launched in 2014 for Western and Central Africa, with 19 centres of excellence selected across seven countries. ACE I is funded to the tune of US\$430 million and ends in 2018. The ACE II objective is to establish and strengthen specialisation and collaboration

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Source: <http://www.universityworldnews.com/article.php?story=20160108150820350>





Garissa college, site of 2015 terror massacre, reopens

Garissa University College in northeast Kenya has reopened, nine months after 147 students were killed in a brutal assault by Somalia-based al-Qaeda linked al-Shabaab Islamist militants. Staff reported to work on Monday 4 January while students are expected to arrive by 11 January. According to the college Principal Dr Ahmed Oman Warfa, the majority of lecturers are back on duty. Most surviving Garissa students were relocated to Moi University – a public, multi-campus university headquartered in Eldoret – of which Garissa is a constituent college. They are not expected back. "Sixty students who could not be redeployed to other campuses will begin classes on 11 January while new students will join the college in the September intake," said Warfa.

Sombre opening

Unlike the excited hustle and bustle at other colleges that reopened last week after the festive season, Garissa held a sombre, low-key ceremony in which survivors of the massacre remembered the early morning attack of 2 April 2015, when gunmen stormed the campus. The college was the scene of a 12-hour siege by al-Shabaab attackers led by AbdirahimAbdullahi, a graduate of the University of Nairobi. "It pains me that we lost such a huge number of students, and I wish there was something we could have done differently," said Warfa. A United Nations report on the massacre, released late last year, showed that the principal had repeatedly requested greater security on and around campus in the face of an ongoing terror attack threat – but had been ignored by the authorities at all levels.

Greater security

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Source:http://www.universityworldnews.com/article.php?story=20160108150820350_cle.php?story=20160105135121652

The leaders Role in Strategic international partnerships

By Alvaro Romo on 04 December 2015

It is now virtually unavoidable for a university CEO to perform his or her leadership role at a higher education institution without confronting the various aspects, issues and challenges connected with the internationalisation of the institution. In particular, the need to build and take advantage of real strategic international partnerships that will enhance the quality and reach of the institution should be High on the priority list of any university president. As university leaders look at this kind of partnership, they should do it in a very practical manner that will reflect tactics that have proven to be useful and successful in actual experience and best practice. Thus, the following questions will necessarily need to be considered and answered: What does a university stand to gain from strategic international partnerships with counterparts abroad? What is this something that university leaders are investing in? What does 'strategic' mean and how is a 'strategic' partnership different from other relationships and linkages a university may have? If certain university leaders are not currently investing in strategic partnerships, why and how should they? It is now virtually unavoidable for a university CEO to perform his or her leadership role at a higher education institution without confronting the various aspects, issues and challenges connected with the internationalisation of the institution. In particular, the need to build and take advantage of real strategic international partnerships that will enhance the quality and reach of the institution should be High on the priority list of any university president.



It is now virtually unavoidable for a university CEO to perform his or her leadership role at a higher education institution without confronting the various aspects, issues and challenges connected with the internationalisation of the institution. In particular, the need to build and take advantage of real strategic international partnerships that will enhance the quality and reach of the institution should be high on the priority list of any university president. As university leaders look at this kind of partnership, they should do it in a very practical manner that will reflect tactics that have proven to be useful and successful in actual experience and best practice. Thus, the following questions will necessarily need to be considered and answered: What does a university stand to gain from strategic international partnerships with counterparts abroad? What is this something that university leaders are investing in? What does 'strategic' mean and how is a 'strategic' partnership different from other relationships and linkages a university may have? If certain university leaders are not currently investing in strategic partnerships, why and how should they?

Importance of strategic partnerships

There are a number of reasons why strategic partnerships are important and worth investing time, effort and resources. First, the internationalisation of a university is no longer 'optional'. It has practically become a parameter of quality. Any modern university will be measured and evaluated or ranked – among other things – by the degree of internationalisation it has achieved and its success in terms of students, faculty members, researchers and staff participating in international programmes and benefiting from the experience in specific measurable ways. Partnerships, and internationalisation in general, are critical to taking on the great challenge buffeting our universities today of preparing our new generation of students for tough competition for jobs in the global market. Second, a good strategic partnership can improve an institution by, for example, offering students an opportunity to participate in significant experiences abroad, whether through traditional study abroad terms, or through more innovative programmes such as internships abroad, joint or double degree programmes, or service learning experiences, which provide the added advantage of involving students within the local community. These opportunities help leaders achieve the goal of preparing their students to be true global citizens, which is now a widely embraced aim of internationalisation at many universities. Providing faculty members with the possibility of teaching at a university abroad, even for a short period of time, or engaging in joint research projects with their

counterparts, are additional benefits of international partnerships. But it is not only students and faculty that may benefit from a strategic partnership. A strategic partnership is different from a traditional, focused partnership in that the truly strategic one has a greater 'breadth and depth of impact'. It is interdisciplinary in nature and it goes beyond the usual study abroad or faculty exchange partnership. It includes complex interactions and involves all sectors of the university as a whole, joint research programmes, dual degrees and other significant initiatives, and even actions favourably affecting the local communities. A strategic partnership also involves a strong faculty support and is mutually beneficial to both parties. The benefits may be quite significant, including an impact on the quality of the institutions overall. Finally it requires a sustained effort over time. It is a long-lasting relationship, because it is solid and well-founded. Naturally, the strategic partnership follows the steps of a good, tailor-made institutional strategic plan. Not all forms of internationalisation efforts will require the same degree of sophistication, but a good strategic plan certainly does.

Steps included in a good strategic plan

Judging from experience from the point of view of a university president or CEO a good strategic plan must include the following

10 general steps:

Step 1: Develop a strategy. This first step involves being aware that there are no recipes for internationalisation; each university needs to develop its own strategies and they need to include the organisational strategies that provide a foundation for the institutional policies, as well as the programmatic strategies that allow us to establish the internationalisation activities and programmes for the substantive functions of the university.





Step 2: Establish a university mission with regard to internationalisation. Once established, it must be communicated appropriately to the university community and to the community at large. This involves reaching consensus among the faculty, staff and students with regard to institutional policy on internationalisation. It also includes appointing a central coordinating body on internationalisation at the institutional level, establishing an office responsible for international programmes, and assigning the necessary space and resources.

Step 3: Maintain financial and staff support at the level that is needed. This support is vital to the success of the process. Time and persistence is required to make international programmes solid and, obviously, financial and staff resources need to be kept in place to execute the programmes

Step 4: Establish clear coordination at the institutional level. It is no easy task and the bigger the university is the harder it will be to provide this coordination. Integrated planning is required, involving all departments, in order to prevent the tendency towards the creation of power conflicts or resistance to change by the faculties or schools

Step 5: Define decision-making roles and responsibilities. It is essential to indicate clearly who has the decision-making power on international affairs at the university, as well as the roles of each office or person in each international programme. It should also be clear who decides the assignment of resources, who decides on priorities, what the relationship is between the vice-president for international affairs and the deans at each college, faculty or school.

Step 6: Use technology. Recognise the importance of technology in international programmes and use it appropriately, such as through virtual teaching or advising.

Step 7: Establish an agenda to be followed by the office of the vice-president for international affairs (or similar role) and the central coordinating body on internationalisation. This agenda will include identifying areas of potential collaboration between departments. Naturally, it is necessary to monitor progress, including the internationalisation of the curriculum.

Step 8: Establish a strong and sound structure for the management of international programmes. The size of the structure will depend on the size of the university, but purposes, functions, responsibilities and relations need to be crystal clear.

Step 9: Periodic review. A university leader should ensure that there is a periodic careful review of each programme affecting the international mission of the institution: the internationalisation of each subject; faculty and staff international development programmes; student mobility; foreign language teaching and learning; faculty visitation and exchange; joint research internationally; international internships; and any other programmes.

Step 10: Examine the relationship between the university and the community. This includes examining relationships with consulates and embassies, with governments, with local businesses and industry, with national and international organisations, and with alumni. The aim of these actions is to use community resources wisely. Of course, there needs to be an appropriate evaluation and assessment periodically and the strategic plan needs to include it.

Investing in strategic partnerships

Thus we arrive now at the final questions we wish to consider: If certain university leaders are not currently investing in strategic partnerships, why should they and how should they? Earlier, several reasons were provided regarding why university leaders should feel a clear responsibility in establishing strategic partnerships. They included the fact that any modern university needs to be internationalised, as this will be a factor in institutional quality ranking and evaluation. Second, strategic partnerships, when based on a good plan, will involve and benefit all sectors of the university – students, faculty, researchers, and staff – and even the local community where the university is located. As to how a university president should act and invest in worthy international strategic partnerships, setting up the strategic plan is paramount. But it should certainly be added that a wise university leader must also first reflect carefully and have a decisive role in determining who are the best strategic partner(s) for the institution and secondly in establishing direct close relationships with his or her counterparts. The choice of a strategic partner should be approached as carefully as one approaches the choice for a marriage. When both presidents become friends in the process of interacting as partners, there is a great advantage to help solve and overcome any unexpected obstacles or difficulties as the partnership progresses. Perhaps it is also important to express that, at a time when the ugly face of racism and xenophobia is still showing its negative features, a positive attitude towards the other culture and people will help avoid wrong or even arrogant positions. When one recognises that one's own way of seeing things in life is not necessarily 'the right one' or the only one, cross-cultural interaction will certainly be more fruitful.



ANIE Executive Director Supports Going Global Conference:

James Otieno Jowi agrees that it is positive to have Going Global in Africa. Concerted efforts could eradicate the continent's scars, and the conference will present opportunities to discuss major issues such as the extent to which Africa has gone global, whether it is still at the periphery of the knowledge society and barriers to its participation. "African higher education leaders need to take their place at the table and discuss these issues. The future of Africa's youth is at stake."

Source: <http://www.universityworldnews.com/>

China-Africa – Reviewing higher education's gains

By Simon Ngalomba

Relations with China have revived Africa's prospects in diverse ways, with investment, trade and development activities that have helped the continent achieve economic growth of 4.5% in 2015. An increasing focus on higher education and skills training was highlighted at the second summit of the Forum on China-Africa Cooperation held in South Africa this month. There, Chinese President Xi Jinping announced US\$60 billion in funding support to the continent over the next three years, and agreement on growing China-Africa relations through a comprehensive strategic cooperative partnership.

The China-Africa relationship

The modern relationship between China and Africa traces its origins to five decades ago. Three periods can be clearly identified, the first during the 1960s as most African countries gained independence from colonialists, and the second when China acquired a permanent seat at the United Nations Security Council in 1971. The latest, post-Maoist phase is characterised by the liberalisation and substantial growth of the Chinese economy and increased influence across the globe – and in Africa in particular. China has emerged as Africa's largest trading partner over the past decade. Trade volumes between the two rose significantly, from US\$10 billion in 2000 to more than US\$198 billion in 2012. In the same vein, China's economic position strengthened, overtaking industrialised countries including the United States as the largest economy in the world in December 2014. Previously, China-Africa relations were limited to supporting African liberation movements, the spread of socialist ideology, and mega-construction projects such as railway lines – the Tanzania-Zambia railway was the biggest aid project on the continent in the 1970s – roads, stadiums and ports as well as ongoing infrastructural projects across Africa.

Education collaboration origins

Collaboration between China and Africa has recently been expanding to include higher education collaboration between Chinese and African universities, and academic and student exchange. This article focuses on Chinese education initiatives in Africa in the form of scholarships as well as the recent establishment of Confucius Institutes in many of Africa's public universities. It is important to note that China's educational and technical assistance first emerged strongly during the 1960s, after African countries gained independence. African students from Algeria to Zanzibar studied at the China Institute of Foreign Language in Beijing. In 1966, for instance, China supported Tanzania and Somalia with teaching equipment and sent Chinese teachers to various African countries to help to fill gaps left by departed colonial experts. However, after Communist Party leader Mao Zedong launched the Cultural Revolution in 1966, China stopped all African education programmes, with all Chinese teachers recalled and foreign students expelled. It was only in 1970-71 that China resumed education cooperation by sending maths, physics, and chemistry and language teachers to the Congo.

Current higher education support

Various incentives and policies initiated by the Chinese government – such as the Forum on China-Africa Cooperation, or FOCAC – have facilitated an increase in the number of African students in Chinese institutions. Migration of African students into China has become more formalised and institutionalised. For instance, in 2005 Chinese universities hosted a total of 2,757 African students and by 2006 the number had increased to 3,737 – a 40% hike. It was further reported that by 2009 there were 12,436 African students in Chinese higher education institutions, and the number is set to expand as the Chinese government has pledged to double the number of scholarships for African students. China's open-door policy and its recently devalued currency have made living costs more affordable and student visa requirements simpler than is the case in most Western countries. Such pull factors have increasingly attracted not only government-sponsored but also self-sponsored African students to many Chinese universities.



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Some conclusions

One interesting observation regarding China's Africa policy is that of 'inclusivity'. Whether the African country is rich or poor in natural resources, democratic or not, China maintains the relationship. But why are China-Africa relations important for Africa's future? Scholarships provide opportunities for human resource capacity building and collaborative research amid budget deficits, the HIV-Aids pandemic and recent extremism in many African countries. Chinese scholarship alumni association(s) may influence governments – African and China – by identifying priority areas on which scholarship programmes should focus to ensure their impacts are felt by the larger community. Ongoing mega-construction projects by Chinese firms. For instance, the University of Dodoma, on completion, will accommodate 40,000 students. Hence there is expanded enrolment for students who could otherwise be left out. There is no doubt that China-Africa relations have helped to revive Africa through trade, investment and socio-economic endeavours. For example the Tripartite Free Trade Area, or TFTA, established in 2015 and involving East and Southern African regional economic blocs, signifies a major attempt by Africa to reform internal trade. If TFTA and the Africa Union's Agenda 2063 are well implemented, eventually Africa's human and natural resources will be optimally used for the benefit of all Africans. Strict immigration regulations to the United States and European countries associated with high financial requirements, expensive living costs and tuition fees may give China preferred higher education destination status among African students. Evidence indicates that increased Chinese government scholarships to the doctorate level have led to a rapidly increasing number of African students in Chinese universities. Self-sponsored student numbers have also increased. In addition, the mushrooming of Confucius Institutes points to deep penetration of China into African higher education systems. This shift is one of the remarkable and visible parameters of the internationalisation of higher education on African soil in recent years.

Source: [http://www.universityworldnews.com/article.php?story=20151208112142346experiences in the other country.](http://www.universityworldnews.com/article.php?story=20151208112142346experiences%20in%20the%20other%20country)

Key role for universities in African education strategy

Karen MacGregor

There is a strong call for strengthening universities and research in the new Continental Education Strategy for Africa 2016-2025. Its objectives include boosting postgraduate and post-doctoral education and growing competitive awards to nurture young academics, more international research cooperation and expanding centres of excellence and institutional links. The strategy, approved by heads of state attending the 26th African Union Summit in Addis Ababa also urges governments to honour their commitment to spend 1% of gross domestic product on research and to create "conducive environments" for research and innovation by providing adequate infrastructure and resources. Tertiary education and research have been given more stress than in previous education statements, reflecting continental realisation of their importance to growth and development. The Continental Education Strategy for Africa 2016-2025, or CESA 16-25, is driven by a desire to achieve quality education and training that provides the continent with "efficient human resources adapted to African core values and therefore able to achieve the vision and ambitions of the African Union". The guiding principles are that knowledge societies are driven by skilled human capital; holistic, inclusive and equitable education and lifelong learning is a sine qua non for sustainable development; and good governance, leadership and accountability are paramount. Further, harmonised education and training systems are essential to realising intra-Africa mobility and academic integration through regional cooperation; and quality and relevant education and research is core to innovation, creativity and entrepreneurship.



Backdrop

The African Union and regional bodies have produced visions and strategic frameworks on every facet of an African Renaissance. The latest is Agenda 2063, which charts the strategies needed to achieve a more prosperous, secure, peaceful and democratic Africa. CESA 16-25 points out that there has been unprecedented growth of African economies while other regions have experienced sluggish expansion. Africa has abundant natural resources and is the world's youngest continent – but its potential can only be realised through more and better education and training. "This call has been re-echoed by national governments, regional communities and continental groupings. During the last two decades, they have heavily invested in the schooling and training of African children and youth and articulated strategic policy frameworks and plans to achieve accessible, dynamic and relevant educational development." Agenda 2063 provides a roadmap for Africa's development. The post-2015 United Nations global development programme was an essential step towards implementing Agenda 2063.

Backdrop

Africa's education pyramid has a broad base of 79% participation at the primary level, a "very narrow middle" of 50% participation at secondary level and a "microscopic" top of 7% at tertiary level. Also, education systems are of low quality, they are failing to articulate with economic and social sectors, and there are inequalities and exclusion at all levels. A major focus of the strategy is strengthening the capacities of ministries to formulate policies and implement reforms. Another key focus is articulating education policies with economic and social sectors "in order to make national human resource development a top priority and a recipient of substantial and sustained investment in the years to come". The Science, Technology and Innovation Strategy for Africa 2024 stressed the importance of higher education as it has the largest research centres in Africa, responsible for the bulk of scientific production. Higher education, CESA 16-25 adds, provides a conducive environment for the development and exploitation of science, technology and innovation to support sustainable growth and development. It improves competitiveness in research, innovation and entrepreneurship and requires "more and more quality university studies from African states". Despite impressive growth in tertiary education in the past two decades, enrolment across Africa still averages at only about 7% of the age cohort. Private providers have played an important role in growth, and currently enrol 25% of students on the continent. "Quality and relevance of university education have emerged as serious concerns of the sector for some time now. Postgraduate education remains underdeveloped and its contribution to research and innovation remains minuscule."

Expansion of International Higher Education

CIHE's publication, *International Higher Education*, is also expanding globally. In addition to the English version and its translations into Chinese, Russian and Spanish by three of our partners in GCIHES, the publication is also translated into Portuguese and will soon be available in Vietnamese, translated by local partners there. You can have free access to the online version of the publication in all these different languages at <http://ejournals.bc.edu/ojs/index.php/ihe>. Two spin-off publications focusing on regional higher education issues have also been established. Now in its third year, the publication *Higher Education in Russia and Beyond* is published by our partner, the Higher School of Economics in Russia. In 2016, another publication will start, *Higher Education in South-East Asia and Beyond*, an initiative of the HEAD Foundation in Singapore, in cooperation with CIHE. Another new initiative is relevant to mention in this context as well. Autumn 2016 will see the launch of a 12-month Master of Arts in International Higher Education at Boston College, an initiative of CIHE to provide a strong international programme combining education, research and field experience through a mixture of blended learning with on-site faculty and scholars from around the world, including our partners in GCIHES. Shanghai Statement of 2013 All these initiatives, in particular the establishment

of CGHE and GCIHES, can be seen as a product of the "Shanghai Statement, The Future of Higher Education: The need for research and training for the higher education enterprise" in 2013. Reflecting the thinking of 33 research and policy professionals concerning the future development of the field of higher education research, policy and training, the statement noted: "This developing field is so far limited to a fairly small group of countries." The statement made an appeal for more research and the development of research centers at universities around the world, for doctoral studies in international higher education and adequate funding. The statement was a product of a roundtable initiated by CIHE. As a follow-up, the center created an inventory of research centers in higher education around the world, published as a *Worldwide Higher Education Inventory*, which is now available as an interactive map on its website. These initiatives illustrate the growing importance of higher education research and dissemination in a global context. Where higher education research was in the past limited and mainly focused on national and regional aspects, like the sector itself, the shift is now towards international higher education. This is an important development. *Hans de Wit is professor and director of the Center for International Higher Education at Boston College, USA. E-mail dewitj@bc.edu.*



Universities cautioned over setting up campuses outside Kenya



There can never be a single, reliable, overarching ranking system that is acceptable to all universities and interested parties, because universities mean different things to different people," says Gerald Wangenge-Ouma, director of institutional planning at the University of Pretoria in South Africa. But universities should use ranking as a means to improve, while ranking systems should support stability and recognize multiple expressions of excellence. Wangenge-Ouma will participate in a panel on university rankings at the British Council's Going Global 2016 conference being held from 3-5 May in Cape Town, South Africa, under the theme "Building Nations and Connecting Cultures: Education policy, economic development and engagement". University World News is a media partner and is previewing some of the themes.

There can never be a single, reliable, overarching ranking system that is acceptable to all universities and interested parties, because universities mean different things to different people," says Gerald Wangenge-Ouma, direct Commission for University Education CEO David Some (right) speaks to reporters that there is no policy to guide public universities in establishing branches outside the country. The Commission for University Education (CUE) has cautioned public universities over setting up campuses in foreign countries, saying they will have to justify their reasons. CUE Chief Executive Officer David Some said the campuses do not enroll government-sponsored students though they are funded by the exchequer.

Some observed that though the agency does not have the mandate to accredit courses offered outside Kenya, they will still crack the whip. "The commission does not recognize the campuses outside the country, which according to the regulator, have failed to observe the criteria on establishing campuses. "I told them to declare campuses that have not been accredited. Rather than opening a campus in, for instance, Kakamega, they do so in another country because they don't want to be inspected," he said. This year, the government allocated Sh52.9 billion to 31 public universities, up from Sh34 billion last year. Jomo Kenyatta University of Agriculture and Technology (JKUAT) has campuses in Tanzania and Rwanda offering undergraduate and post-graduate courses. The University of Nairobi and the University of Rwanda recently held discussions on a partnership. Among private universities, Mount Kenya is in Rwanda. The Saturday Nation has learnt that MKU's Kigali campus, which appointed Prof Edwin Odhuno as the vice-chancellor designate, has already applied to the Rwanda Higher Education Council to become an independent university. Prof Some said that there is no policy to guide public universities in establishing branches outside the country. Additionally, Kenya Universities and Colleges Central Placement Service Chief Executive John Muraguri said the board can only admit students to public universities in Kenya. During a recent event at Egerton University, Education Cabinet Secretary Fred Matiang'i said funding to each institution was to be streamlined by the recently appointed members of the Universities Funding Board, which will be responsible for decisions on prudent cash disbursements. Regulations state that a campus should be the lowest unit of any local university, and is required to have local administrative structures clearly linked to the main institution. The 2015 Economic Survey showed that university enrolment rose by 22.8 per cent; from 361,379 in 2013 to 443,783 in 2014, and in 2015, an additional 100,000 students were admitted to public and private universities. or of institutional planning at the University of Pretoria in South Africa. But universities should use ranking as a means to improve, while ranking systems should support stability and recognize multiple expressions of excellence. Wangenge-Ouma will participate in a panel on university rankings at the British Council's Going Global 2016 conference being held from 3-5 May in Cape Town, South Africa, under the theme "Building Nations and Connecting Cultures: Education policy, economic development and engagement". University World News is a media partner and is previewing some of the themes.

Value of rankings – A means for universities to improve

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Hyperactive

The field of university rankings is bustling with activity. Global ranking systems are evolving quite rapidly and there are new rankings coming in, and offshoot rankings drawn from existing information such as those for Asia, Latin America and 'young' universities.



Many countries have national rankings and some – such as the United States – have numerous rankings across a range of indicators from research to cost to safety. Some countries, such as the United Kingdom and South Africa, have de facto rankings in the form of research assessments, and others such as Kenya are considering producing rankings. The European Union is supporting U-Multirank, a ranking that is everything to everyone. Rankings, Wangenge-Ouma points out, are big business and lots of people want a piece of the pie. "So going forward, we're going to see more and different kinds of rankings coming onto the scene and trying to distinguish themselves from existing rankings," he told University World News. "There are going to be a lot more rankings and more that are focused on particular areas or regions. We're likely to see departments that have oversight of higher education institutions coming up with ranking systems." There has been a lot of criticism of the main ranking systems for not considering country or regional specificities, or country policy thrusts that should keep higher education busy, or for focusing too heavily on research and on science fields. The case of Africa Could Africa use university rankings in an innovative way? Continental plans and declarations, such as the African Union's Agenda 2063 and resolutions that came out of the African Higher Education Summit held in Dakar last March, aspire to enhance research on the continent. Rankings, says Wangenge-Ouma, could play an important role, for instance in determining which universities have the wherewithal or concentration of capacity to set up centres of excellence. "We recognize that we do not have sufficient resources, so why is everyone on the continent doing the same things with the little resources that they have?" Rankings can be used by universities not only at the institutional level but at the subject level to identify people who are doing exceptional things in their fields. "What might that mean for the rest of Africa in terms of enhancing science, support for postgraduate education or partnerships across the continent?" Times Higher Education is developing an Africa university ranking based on its existing database.

ANIE New Board Members



Ms. Christiana Ago Badoo



Prof. Peter L. Barasa



Prof. Tolly Salvator Mbwette

Ms. Badoo's main areas of expertise are in Project Management, Gender and Advocacy and Corporate Practise. 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. Mbwette is a holder of a First Class BSc. Engineering (Hons) and a Masters 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 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 for Research, Publications and Postgraduate Studies of the Former Faculty of Engineering at UDSM for three years 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.

Board Member Prof. L. P. Barasa is an Associate Professor of Education at Moi University, Eldoret in the Department of Curriculum, Instruction and Educational Media. He is a consultant in: Theory and Philosophy of research, Curriculum Development, Language Education, Higher Education and Drama. He is the current Liaison officer of OSSREA (Organisation of Social Sciences for Eastern and Southern Africa), the President of ASELER-KENYA (The Kenya Association of English Language Educators and Researchers), a member of ANIE, a member of POD (Professional Organisation Development, North America).



ANNOUNCEMENTS

Scholarships

Commonwealth Distance Learning Scholarships, at UK Universities 2016/2017

[http://www.afterschoolafrica.com/4831/commonwealth-distance-learning-scholarships-](http://www.afterschoolafrica.com/4831/commonwealth-distance-learning-scholarships-100-Chancellor's-Masters-Scholarship-at-University-of-Sussex-UK-2016/2017)

100 Chancellor's Masters Scholarship at University of Sussex UK 2016/2017

<http://www.afterschoolafrica.com/11822/chancellors-masters-scholarship-university-Netherlands-Government-Scholarship> (<http://www.nesoindonesia.or.id/beasiswa>).

USA Government Scholarship

(<http://www.aminef.or.id/index.php>)

(<http://www.iief.or.id>)

Prasetya Mulya Business School Indonesia

(<http://www.pmbms.ac.id/s2/scholarship.php?lang=ENG>)

Brunei Darussalam Government Scholarship

(<http://www.mofat.gov.bn/index.php/announcement>)

Monbugakusho Scholarship Japan

(<http://www.id.emb-japan.go.jp/sch.html>)

University of Twente Netherlands

(<http://www.utwente.nl/international>)

Chinese Government Scholarship

(<http://www.csc.edu.cn/laihua/scholarshipdetailen.aspx>)

Taiwan Government Scholarship

(http://www.studyintaiwan.org/taiwan_scholarships.html)

United Kingdom Government Scholarship

(<http://www.chevening.org/indonesia/>)

Taiwan Government Scholarship

(http://www.studyintaiwan.org/taiwan_scholarships.html)

Asian Public Intellectuals Fellowship Japan

(<http://www.api-fellowships.org/body/>)

Honjo International Scholarship Foundation Japan

(<http://hisf.or.jp/english/sch-f/>)

IDB Merit Scholarship Programme for High Technology

(<http://www.isdb.org/irj/portal/anonymous>)

International HIV & Drug Use Fellowship USA

(<http://www.iasociety.org/fellowship.aspx>)

University of Sydney International Scholarships (Australia)

The University of Sydney invites candidates who are eligible to

undertake a Postgraduate Research Degree or Master's by Research program

at this University to apply for the University of Sydney International

Research Scholarship (USyDIS). The USyDIS will cover tuition fees and

living allowance for up to three years.

Fulbright Foreign Student Program (USA)

The Fulbright Foreign Student Program are prestigious scholarships for

International students who wants to pursue a Master's or PhD degree in

the United States. The Fulbright program provides funding for the

duration of the study. The grant also funds tuition, textbooks, airfare,

a living stipend, and health insurance.

Conferences

3-5 May: UPDATE – Registration is now open for Going Global 2016 which takes place in Cape Town, South Africa, organized by the British Council on the theme Building Nations and Connecting Cultures: Education Policy, Economic Development and Engagement. The conference – a forum for education world leaders to debate international higher and further education issues and challenges and discuss collaborative solutions www.britishcouncil.org

International Student Mobility Fair 2016

<http://www0.sun.ac.za/international/news/international-student-mobility-fair-2016.html>

Change of dates for the IAU 15th General Conference (13-16 November) and Call for Case Studies!

<http://www.iau-aiu.net/tuition-fees-and-living-allowance-for-up-to-three-years>.

Fulbright Foreign Student Program (USA)

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The Council for the Development of Social Science Research in Africa (CODESRIA) announces the organization of the CODESRIA Gender symposium on 9 -

10 May in Cairo, Egypt. This year, the topic of the annual forum will be "Women's Struggles Today".

<http://www.codesria.org/spip.php?article2542&lang=en>

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Grants

Call for Applications: 2016 Small Grants Programme for Thesis Writing- Deadline: 30th April 2016

http://www.codesria.org/ Call for Expressions of Interest: Developing a Reader for the Collaborative Master of Research and Public Policy Programme (MRPP) The assignment should commence on April 22, 2016 and be completed by March 31, 2017. http://www.pasgr.org/call-for-expressions-of-interest-developing-a-reader-for-the-collaborative-master-of-research-and-public-policy-programme-mrpp/



Theme: Partnerships for knowledge generation and sustainable development

Background and rationale.

The higher education sector in Africa holds promise for the success and viability of several continental strategies and development frameworks. Partnerships are an inherent feature of universities; they are critical drivers for enhancing the realization of institutional goals and impact on society. Partnerships support research capacity building and knowledge production, innovation, postgraduate education, infrastructure development, teaching and learning, graduate employment, and industry competitiveness and growth. Overall, they are an important strategy through which universities are able to propel the social, scientific and economic advancement of society. African universities have historically developed and sustained partnerships with their counterparts both on the continent and across the world. The need for such partnerships has become even more pronounced due to factors such as the globalization of higher education, the recognition of partnerships as critical for the attainment of sustainable development and continental and national development frameworks that call for partnerships. The 7th ANIE Conference follows up on the outcomes of the 3rd and 6th ANIE Conference held in Abuja, Nigeria in 2010 and Dar es Salaam, Tanzania in 2015, respectively. In these conferences emphasis was put on university partnerships for knowledge generation and development, and also as an important strategy for realizing the global Sustainable Development Goals that were promulgated in 2015. The conference will bring more insights into

(i) the drivers and challenges of international partnerships (both South-South and North-South partnerships) in higher education in Africa (ii) the nature and forms of existing international partnerships (iii) the role they play in knowledge production and sustainable development (iv) gaps and opportunities that exist to initiate and sustain partnerships for development. Sub Themes The nature, forms and contributions of existing partnerships Institutionalization of international partnerships The role of Africa's diaspora and other strategies for new partnerships. Building sustainable South-South and North-South higher education partnerships: lessons, challenges and new developments. Partnerships for knowledge generation and sustainable development. The role of continental bodies, research consortia, research councils, international networks and agencies in developing and sustaining university partnerships. We invite abstracts of not more than 200 words and related to one of the sub themes outlined above. We also encourage submission of discussion sessions on any of the themes comprising speakers with diverse insights on the sub theme. Abstracts and session proposals should be sent to sec@anienetwork.org on or before 30th May 2016. Authors of successful abstracts will be informed by 20th June 2016. Successful abstracts will be developed into full papers which will be co-published with the Association of African Universities (AAU) as proceedings of the conference.

Important Dates

Registration opens , 30th April 2016 , Deadline for submission of abstracts, 30th May 2016, Acceptance of abstracts , 20th June 2016

Early bird deadline ,30th July 2016, Registration closes , 30th August 2016, Conference dates , 5th- 7th October 2016

Conference Fees, Early Bird After 10th July 2016

ANIE Member \$150 \$200 , Non-ANIE member (African countries) \$200 \$ 250

Non-ANIE member (Rest of the world) \$ 300 \$ 350

Please note that conference fees will cover the costs of tea/coffee, lunches and conference materials

More Information The Africa Network for Internationalization of Education (ANIE) is a 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 internationalization of education. Established in 2008, ANIE has its Secretariat based at Moi University, Eldoret, Kenya. ANIE will host the conference jointly with the Association of African Universities (AAU). More information on the conference can be obtained from sec@anienetwork.org or by visiting www.anienetwork.org

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