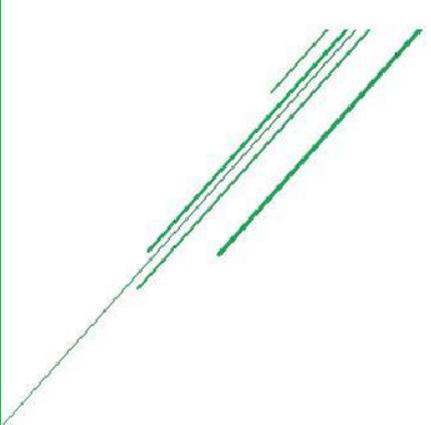




ANIE ANNUAL REPORT

2016



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.

Mission

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

Vision

To be the leading Organization in internationalization of higher education in Africa.

Message from the Chairman



Many greetings to all of you once again. I am very happy to introduce to you our annual report that describes the main activities that took place in the year 2016. This year's annual conference held in Accra, Ghana was well held and we thank our partners AAU and The University of Professional Education. We look forward to seeing all of you and your friends in Kigali, Rwanda during the 8th ANIE conference. It is important to underline that we have come a long way to accomplish most of the planned activities that has only been possible because of your combined efforts to use well the limited resources available to ANIE. I wish to thank you for supporting ANIE to accomplish its Mission and to achieve its Vision. I thank the members of the ANIE Board who exited in October 2016 as well as the rest of the Board members who continue to serve. I welcome all the new Board members and thank all of them for their confidence in me. I am aware that the new Board has many important tasks to be accomplished in the New Year. I also thank the old as well as the new members of ANIE who are welcomed wholeheartedly to the club. I urge every one of us to work to fulfil ANIE's objectives and to support the course of Internalization of the Higher Education in Africa. As we conclude the current year, let's be prepared to excel next year. I wish you all the best, a merry x-mas and a happy new year 2017 as you hopefully enjoy reading this report. Thank you".

Message from the Executive Director



I hope everyone had a wonderful 2016. I am very happy for the good work we have so far accomplished in line with the key ANIE Objectives. The year 2016 has seen us experiencing both ups and downs in terms of implementing new approaches and strategies in the realization of our goals to the improvement of the continent's higher education sector. However, we thank God for the far he has brought us. We had a successful 7th ANIE Conference in Accra, Ghana which created several positive outcomes in the higher learning field with a key touch on partnerships. We had more than 100 participants which was less than what we had during the 6th Conference in Dar es Salaam, Tanzania but we hope Kigali, Rwanda will have the highest number of participants. I would like to thank each and every one of us for the good work and effort made to ensure that we achieve our goals. The ANIE Board members, the ANIE members, Secretariat and all the partners have ensured that we deliver quality work; and I urge them to continue in the same spirit. As 2017 begins, may we continue to create a positive platform for everyone to participate so as to change Africa for the better. I wish you a merry x-mas and a happy new year 2017. God bless you all!

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Executive Summary

The ANIE Annual report follows a series of documents that have been produced giving a brief but conclusive description of the ANIE activities undertaken each year. ANIE has four major objectives which include; research, capacity building, advocacy, and conferences. The ANIE Annual reports cover these key objectives in addition to others that are undertaken through its partnerships. The year 2016 has its ups and downs, but ANIE Secretariat managed to realize a number of activities. ANIE applied more than six projects and took part in the implementation of three major projects (British Council/German Academic Exchange Service {DAAD} project on *Research and PhD Capacity in Sub Sahara Africa*; Student Mobility Project in Africa managed and coordinated by ANIE and University of Pretoria; & Melbourne Project which is underway). The BC/DAAD project is on its fifth deliverable stage which involves the researchers preparing reports on the data collected for the period between May and October. The Mobility Project is currently on its third deliverable; comprises of data collection, and the Melbourne project is under the pilot stage and should start as early as January. ANIE is also taking part in the application of the SPHEIR call for Proposals which has a deadline of February. The year 2016 saw ANIE organize the 7th ANIE Conference and taking part in other conferences such as the IEASA, EAIE, Scholars at Risk (SAR) conferences among others. The Secretariat also organized a number of workshops and capacity building initiatives (ANIE Guest Lecture Series) with its partners. The secretariat improved its website with an informative platform containing different opportunities and news updates on what is taking place in the higher learning sector both in the continent and the international community. ANIE also registered 13 new members and elected a new board to spearhead its activities and goals in the next one year.

1.0 Research Projects

Research is key to the objectives and operations of the African Network for Internationalization of Education (ANIE). IN 2016, the organization has undertaken two major research studies: *study on research and PhD Capacity in Sub-Saharan Africa* and *Student Mobility Project in Africa*.

The study on research and PhD Capacity in Sub-Saharan Project is commissioned by *British Council* and the *German Academic Exchange Service (DAAD)*. ANIE is undertaking the study in 6 countries, namely: Ethiopia, Ghana, Kenya, Nigeria, Senegal and South Africa. It enhances the understanding and of research and knowledge production environment in the 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 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. We will be pleased to share the outcomes of this study with the stakeholders in higher education in Africa and internationally. The study is expected to come to an end in February 2017.



On the other hand, *the student mobility project* began in October 2015, during the 6th ANIE Conference in Dar es Salaam, Tanzania. The study covers eight African countries. The research team has already submitted progress report on the data collected in the participating countries. After the 7th ANIE Conference Mobility workshop, the research agreed to continue with the research and carry out fieldwork in the respective participating countries. The fieldwork will spread out through the course of 2017, and the research team will provide quarterly reports to give their progress on the project. At the end of the study, the data will provide more insights into the developments in mobility of students in African universities through focusing 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 also undertook a collaborative research study with Marc Curtright from the University of North Texas, United States of America which focused on creating an understanding on how the students from Garissa cope with Trauma after the 2014 Garissa Attack. ANIE assisted in collecting of data through interviews with the students relocated to Moi University, Main Campus.

2.0 Capacity Building Initiatives

Capacity building is the organization's second key objective. In the period between January and October 2016, ANIE organized and facilitated several workshops and Guest Lecture series. They included the following:

2.1 Workshops

2.1.1 Europe-Africa partnerships

The workshop presented the new developments from Austria, Finland, Switzerland and Norway. The key presenters during the workshop comprised of Erich Thaler, Julia Lichtkoppler, Hilde Kjosvedt and Prof Pierluigi Bozzi's. The workshop saw the launch and presentation of a number of partnership programmes such as:

- a. Swiss-African Research Cooperation (SARECO) Funding Database-Comprises of Funding Opportunities on key thematic areas such as knowledge production and transfer, Agriculture and Sustainability, and Life Science and Health
- b. Norwegian Partnership Programme for Global Academic Cooperation (NORPART) - supports long-term (i.e. five-year) projects with maximum 5 million NOK (650 000 USD) in the first round. In 2016, about 90 mill NOK (a little less than 12 Mill USD) shall be distributed. This amount is expected to grow in the next round of applications.

The workshop tended to answer important questions on the North-South Partnerships with a key focus on : 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 Africa. Networking through Intersectoral Partnerships; sharing capacity; South-South high level science/policy cooperation; and advancing local capacity to design and implement innovative integrated teaching/research/outreach curricula and initiatives based on international/local science/policy priorities.

From the discussions, it was clear that partnerships are the new way towards knowledge generation and sustainable development. 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. The IPBES methodology has proven to be an ideal model which can make improved strides in the partnership agenda.

2.1.2 *Facing challenges together: Learning across borders*



The workshop was facilitated by Nicole Reith, Hans Van Bergen and Stephanie Edwards all from University of Applied Sciences, Utrecht, Netherlands. The workshop 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 workshop also presented social hubs and how they could support learning at different levels. It reiterated that mistakes were important in the learning process; and students needed to use the mistakes to learn on their own. The concept thus focus on enhancing students' capacities to be self-learners and lifelong learners to deal with both present and future real-life issues. The workshop talked on the beginnings of a new learning community similar to the Agora.

It presented an online learning platform to the participants for sharing issues and discussed how it worked. The participants acquired a feel on how the virtual class room works and how it could be used to deploy blended learning. The facilitators introduced "Learning Tribes" as 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. The virtual online platform provided new perspective on the participants on how teachers, trainers and organizations can use it for the purpose of educating the students. The digital learning environment provided groups of learners with similar interests/different expertise with a platform to share innovative ideas. The environment discussed also provided a platform to share educational materials, knowledge without limit to boundaries of universities, countries and continents. Accounts from the Online learning platform were created for subsequent practice by members

2.1.3 *Open access and knowledge partnerships*

The workshop focused on the topic Open Access and Knowledge Partnerships. The presenter, Dr. David Tréfás, remarked that the presentation centered on four thematic areas: overcoming the digital divide, the east African journal of information science, how to launch a journal, and how to build a world network for open knowledge. He indicated that the literature suggests that there is shortage on all levels of education, as the production and the distribution of books have reached a crucial stage. Four cornerstones of knowledge production which haven't improved enough are research, access to information, publishing industry and visibility of research results. With research, he noted that literature abounds that argues that in Africa, the visibility of the outputs needs to be increased through electronic publishing. The reason for advancing this argument was the fact that scientific discoveries are shared primarily through subscription-based journals and 'fee-to-access' publications. This makes access more inequitable as it is based on the user's ability to pay or subscribe. The key areas of discussion focused on the issues of increasing status of cost when it comes to accessing internet. The reason being that electronic media usually are sold in bundles: high expenses, libraries must permanently control the quality, high education of personnel needed. The quality of the library staff determines the quality of the availability and accessibility of relevant materials. In the quest for universities to provide sufficient training to the staff of the library, huge cost is incurred and this is shifted to subscriptions. The arguments in relation to Open Access (OA) is also the issues of accessibility but OA is not always a solution. Some OA journals shift the burden of no subscription income to authors by charging high publishing fees.

2.1.4 Promoting values in international partnerships



In this workshop, participants were taking through the 1997 UNESCO's recommendation on core values from which quality higher education communities arise. These included equitable access, accountability, academic freedom, autonomy, social responsibility. The facilitator, Ms. Lauren Crain, also discussed the benefits to be derived in promoting these values and risk associated with neglecting them. On the benefits, she mentioned that promoting these values presents a chance to model a unique role of higher education sector as quality/values engine which demonstrates and lives the values. By promoting these values, the reputation of the higher education sector in general, and in particular, the institutions, leadership, faculty, students and community could be strengthened. However, the risk of neglecting the values could create conditions from which academic quality may not grow or create uncertainties that may impede academic creativity and excellence which ultimately could lead to loss of reputation and goodwill. Discussing how Scholars at Risk (SAR) was promoting the core values and protecting everyone's freedom to think, question and share ideas, Ms. Lauren Crain indicated that they do so by: hosting threatened scholars for temporary academic visits; referring scholars to the network for assistance; offering Student Advocacy Seminars to teach real-world advocacy skills; supporting scholars in prison by writing letters of appeal; work with the SAR Academic Freedom Monitoring Project; attending SAR conferences and workshops; inviting SAR scholars to share their stories on campus; and joining research groups looking at pressing issues facing international higher education. Using the on-going students' protest in Wits University in Johannesburg which led to the temporary closure of the University as case study, the facility explored with participants how universities can promote the core values of equitable access, accountability, academic freedom, autonomy, and social responsibility. The recommendations were that universities could start by: preparing a statement of values; establishing a culture of communication around values; assign responsibility for implementing statements/standards; establish a transparent process for implementation and evaluation. It was emphasised that higher education quality depends on respect for core higher education values. There was a need to improve understanding of values-related challenges encountered in negotiating international partnerships. It was also emphasised that ongoing and transparent discussion of these values, both at the home institution and in cross-border contexts was useful. Beyond statements of values, there is a need to develop

a vehicle(s) for the concrete implementation of values in international partnerships

2.1.5 Students Mobility in Africa

This workshop aimed at discussing mobility of students in Africa. It was a closed workshop only for members of the project that has been going on for close to two years now. The goal of this research project is to examine academic student mobility in nine African countries namely Kenya, Tanzania, Uganda, Nigeria, Ghana, Cameroon, Egypt, Morocco, and Senegal. While Africa is generally viewed as a victim of brain drain, there are some African countries such as South Africa that play a vital role and increasing role in receiving the world's top higher education students, particularly from within its continent. Nevertheless, there remains very limited empirical research on this significant trend on the rest of the African continent. The workshop focused on data analysis and preliminary findings across based on the data collection that took place over the past year. Two presentation were made-one in the context of Nigeria by Olaide Agbeniga from the University of Pretoria. She attempted collecting data from the University of Ibadan on international students but this proved to be very difficult since the data was virtually non-existent. She managed to speak to some international students on campus who expressed great dissatisfaction for non-recognition of their presence by the university administration. She further highlighted some push and pull factors that caused the students' mobility. In her presentation, Christiana Badoo from the University of Ghana studied the Ghanaian context from two universities in Ghana; a public university and a private university thus, the University of Ghana and the Central University College respectively.

2.1.6 Transnational education in Africa: Perspectives in Africa, policies and prospects

The workshop was based on the findings of a three year action research project sponsored by the British Council and the DAAD. The TNE Impact study (2014) clearly demonstrated that TNE host countries believe there are academic, skills development, and social/cultural benefits to TNE. According to the outcome from the workshop, there was very little hard data to support these perceptions. A follow-up study (2015) examined the TNE data collection systems in both host and sending countries and found that very few host countries had robust data on TNE provision even though it represented an important part of the higher education provision in the country. A key finding was the myriad of different terms being used to describe the same TNE activity and conversely, the same term used to describe diverse TNE modes. This lead to the current project which focuses on developing 'Guidelines on TNE Classification and Data Collection' which will support TNE active countries to gather relevant data for the development of appropriate policies and regulations and help with overall higher education planning.

2.1.7 2nd Blended Learning Workshop



At a workshop attended by HU and Moi University Professors, Doctors and Lectures, Students and ANIE members, Prof. Nicole Reith from Hogeschool Utrecht made a presentation about blended learning also known as ‘Flipping Classroom’ as one way of catering for multiple learning styles and multiple intelligence. She also gave real life examples of how Blended learning was possible without technology considering low internet penetration in Kenya. In her presentation she noted that Blended learning entailed moving instructions and imparting & gathering knowledge outside classroom. Conclusively, blended learning uses classroom time to work with new knowledge, to apply it, share it, build on skills like evaluation (what is now often known as “Homework”) hence the term flipping the classroom.

The seminar was part of an exchange program between Moi University and Utrecht University of Applied Sciences (HU) in which ten students from Netherlands engaged in knowledge sharing with 14 students from Moi University. From HU, Nicole was joined by Mr. Frans Kriger, Theo de Hosson and Stephanie Edwards. The students developed teaching materials together and proceeded to teach in three different schools around Eldoret. They also had presentations on the different education systems and cultures. On the more positive note, the Dutch students noted that they were optimistic to see things happening in Kenya, and that for the few days in Kenya they noticed that things were moving fast and Kenya as a country was very adaptable to technology. “Things are looking very progressive and I think there are a lot of possibilities in the nearby future.” said Mrs. Annita.

2.2 ANIE Guest Lecture Series and Sports

Anie held two guest series in the month between April and July. The first guest series focused on *East African Higher Education in a Global Context* which was facilitated by Prof. Marc Curtright, Curtright, an associate professor of higher education at the University of North Texas, USA and also a Fulbright Scholar to Uganda in 2013-14, attached to Uganda Martyrs University. In his presentation, he

discussed his insights into higher education in East Africa and relate it to other global developments and trends. In his talk, Prof. Curtright mentioned the role of government towards accountability in coming up with reforms to improve status of higher education in Africa. He further explained that majority of African scholars migrate or move out of the continent to look for greener pasture hence this it leaves universities in Africa with less scholar population and expertise. Prof. Marc advised that Mobility within institutions of higher learning in Africa needed to be better managed as this was critical for advancement of institution of Higher learning and to incorporate training and student capacity building for students. Prof. Marc elaborated on the effects of Colonialism both positive and negative and mentioned that it was affecting Africa in terms of education since a lot was borrowed from colonial masters including languages of instruction.

The second ANIE guest lecture series focused on *Neo-Liberalism and International Education: Global Trends and Implication for Africa*. David addressed six questions based on the aspect of neo-liberalism and the importance of international education and development. He touched on the relationship many countries have towards improving the status of international education and partnerships. He talked on the equality found on different countries in the world: touching on Kenya as one of the societies that comprised of unequal socio-economic status among the citizens. He posed a question on how the problem of neo-liberalism could be dealt. The session was one of the most useful platform as many issues were discussed between David and attendants from Moi University.

Anie also facilitated the introduction of Korfball in February 2016 in Moi University through the International Korfball Federation (IKF): a game popular mainly in Western Europe. James Jowi, ANIE Director, had previously watched the game in Netherlands towards the end of 2015 and thought that it could be an interesting opportunity to promote gender equity on campus. The game involves two teams each composed of men and women playing against each other. 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.

3.0 Conferences

3.1 7th ANIE Conference held in Accra Ghana



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. The keynote speakers included Prof. Reitumetse Obakeng Mabokela of University of Illinois and Dr. Jane Knight of University of Toronto Canada. The conference saw the launch and presentation of programmes such as Swiss-African Research Cooperation (SARECO) Funding Database; and Norwegian Partnership Programme for Global Academic Cooperation (NORPART). The conference had successful outcomes and influenced development steps in the field of internationalization of higher learning in relation to the Sustainable Development Goals. It acted as a platform for future engagements.



3.2 Other Conferences

As a participant of the British Council and German Academic Exchange Programme (DAAD), ANIE was invited to the British Councils *Going Global Conference 2016* held in Cape Town, South Africa from 3rd-5th May 2016 to present the findings of the projects. Prof. Chika Sehoole (ANIE Chairman), Prof. Peter Barasa (ANIE Board Member) and Mr. James Otieno Jowi (ANIE Director) participated in the conference in which they presented the study. Other ANIE members participated in the conference included: Prof. David Some, CEO Commission for University Education and first ANIE Chairman together with Prof. Olusola Oyewole, founding ANIE member and president AAU, and Dr Gerald Ouma, ANIE Board.



ANIE through its Executive Director, Mr. James Otieno Jowi attended the SIU Conference in Norway from 9th to 10th March 2016. The conference was organised 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 to unveil its big new programme for academic partnerships with the global South. The outcome of the conference focused on providing support partnerships at masters and PhD level, exchanges and joint curriculum development with an aim to strengthen research. It will also support implementation of educational cooperation through student mobility, research, joint teaching and supervision, field courses and summer schools. The programme will be based on common academic interest and mutuality – which has so far eluded most collaboration, especially with developing countries.

Mr. James Otieno Jowi, ANIE Executive Director participated at the Scholars at Risk conference held at McGill University, Montreal, Canada from 6th to 11th June 2016. The theme of the conference was *Universities in a Dangerous World: Defending higher education communities and values*.



The Global Congress of Scholars at Risk was to address some of the key challenges facing global higher education including security especially during conflict and violence, and higher education values especially at a time of several transformations. Mr. Jowi participated as a speaker in the plenary panel session on Promoting values in international partnerships. The session discussed how global partnerships in higher education could help address the current imbalances and also foster better environments for growth of higher education and promotion of free inquiry without any risks. At the conference, Mr. Jowi held discussions with Mr. Robert Quinn, Executive Director of SAR and Sinead O’Gorman, European Director on the development of a collaboration framework between ANIE and SAR.

4.0 Networking and Information Sharing



Prof. Pierluigi Bozzi, coordinator International University Network on Cultural and Biological Diversity (IUCBD) visited the ANIE Secretariat in July 2016. He held discussions with Mr. James Jowi, ANIE Executive Director to discuss possibilities of collaborations between the two organizations due to complementary goals in research and networking between ANIE and IUCBD. The outcome of the meeting included the aspect of the two organizations working together in a complementary manner to enhance research, networking and strategic approaches that ensure

continuous research with other key stakeholders in the higher education sector through communication, public awareness and capacity building. The discussions on the possibilities of partnership looked into how the two organizations could to align their objectives to enable a partnership will focus on a number of thematic areas such as education, science, policy and society with a combination to cultural issues and environmental biodiversity to build on research in the continent. They could also share different roles: free access, utilize fully the IUCBD theoretical laboratory, and enlarge networks in the two organizations.

The year 2016 has seen the ANIE Website improve in terms of its functionality and content. For the first time, ANIE 7th Conference participants were able to register online for their participation in the ANIE key event. The ANIE Website has a new look; the AFIRE portal (Resource Center) has been redesigned to meet the changing higher educational sector and will be populated with different resources concerning the internationalization of education. The website is also populated with different opportunities and information materials in the field of higher learning such as scholarships, funding opportunities, gallery (6th & 7th Conference photos) among others.

ANIE has also remained informative to its board members, partners, higher education institutions, NGOs and other stakeholders in higher education sector through its newsletter. The year 2016 saw the organization develop and send out its 9th and 10th edition of the newsletter. Through its newsletter, it has created an informative platform for different stakeholders in the higher education sector to interact, share and learn of that is happening in the continent and beyond.

5.0 New ANIE Board

Following its meeting held on 6th October 2016 at Mensvic Grand Hotel, Accra, Ghana, the General Assembly of the African Network for Internationalization of Education (ANIE) elected members of the ANIE Board pending positions that had fallen vacant due to end of terms in office as follows:

Prof. Tolly Salvator Mbwette



Chairman

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.



Prof. Goski Alabi

Vice Chairperson

Born in Nungua, a suburb of Accra, the capital city of Ghana, Prof. Mrs. Goski Alabi 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.



**Prof. Isaac N. Kimengi
Treasurer**

Prof. Isaac Njuguna Kimengi is a professor of Moi University, Kenya 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, and current serving member of the Moi University Secondary school Management Board. He is a Professor of Sociology of Education. He received secondary education at Kapsabet Boys High School ("O" level) and Mangu High School ("A") level. 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. David Farirai

Board Member

Born in Kagiso South Africa and has 15 years of senior management in higher education in South Africa. The experience spans government (South African Department of Education), the development sector (USAID) and South African universities (Universities of Walter Sisulu, Limpopo, Pretoria and UNISA). Has dealt with higher education financing, mergers and incorporations, institutional and strategic planning, internationalisation, fundraising and general management. Consulted for United States Agency for International Development, Academy for Educational Development (USA), Irish Aid, Coleman Research to advise the Equity Select Group (USA), Maastricht University on the Dutch Government funded project in Zambia.



Mrs. Amy Fishburn

Board Member

Amy lives and works in the MENA region for more than 30 years, 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.



Dr. Mamadou Dime

Board Member

Mamadou DIME is currently professor and head of the Department of sociology at University Gaston Berger (Saint-Louis-Senegal). Mr. Dime obtained his PhD in sociology in 2005 at University of Montreal. He had several publications on thematic like international development, public policies, ethnic relations, environment, gender, assessment of development projects, urban poverty, migration, youth and education. Dime led several research projects in Canada and Senegal as main researcher or co researcher: international student mobility in Africa, migration, remittances and climatic change, youth unemployment, childhood, etc. He got a rich experience in management of research programs both in Canada and Senegal. Dr. Dime accumulated rich experience in consultancy on international development, assessment of projects, education, unemployment and youth.

5.1 Changes in the Secretariat

In August, 2016, three of the secretariat interns left ANIE. Among them Mr. Philphert Kizia in charge of communications, who left in August, Mr. Michael Bahati incharge of Research and Mr. Joseph Nyamu in charge of website management who both left in December, 2016.

5.2 New Registered 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 (CIFIC) 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.



Dr. Gifty Oforiwaa Gyamera

Dr Gifty Oforiwaa 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 Abdulai

He is the general secretary at consumer Advocacy Centre (CAC) Ghana. Currently he works at the University of Professional Studies, Accra (UPSA), consumer advocacy center, (CAC) Ghana, Adabeth & Co Ltd. He is lecturer for quality management, principle of leadership & global dimension of business, coordinating the University International projects and collaborations.



Kamal Emam Kamel

Professor at Ain Shams 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.

6.0 Financial Statement

AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE)				
Financial Statements				
For the year ended 31st.December,2016				
Statement of Financial Position as at 31st December 2016				
		2016		
Assets		Kshs.		(USD)
Non-Current Assets				
Property & equipment		269,028.00		2,684.05
		269,028.00		2,684.05
Current Assets				
Trade and other receivables		1,313,187.40		13,101.47
Bank and cash balances		861,052.15		8,590.58
		2,174,239.55		21,692.05
Total Assets		2,443,267.55		24,376.10
General Fund & Liabilities				
Current Liabilities				
Trade and other payables		298,000.00		2,973.10
		298,000.00		2,973.10
General Fund				
Property Fund		269,028.00		2,684.05
Accumulated fund		1,876,239.55		18,718.95
		2,145,267.55		20,976.51

AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE)**Financial Statements****For the year ended 31st.December,2016****Statement of Comprehensive Income**

			2016	
			Kshs.	(USD)
Income			11,548,374.85	115,216.33
			11,548,374.85	115,216.33
Expenditure				
Administration (project)			2,164,604.25	21,595.92
Seminar & Workshop Costs			3,879,848.40	38,708.64
Consultancy cost			4,436,443.20	44,261.70
Financial expenses			94,744.40	945.25
			10,575,640.25	105,511.51
Deficit/Surplus for the year			972,734.60	9,704.82



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