



**African Network for Internationalization of
Education (ANIE)
Annual Report 2014**

Background Information

The African Network for Internationalization of Education (ANIE) is an independent, non-profit, 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.

Chairman's remarks



Warm greetings again to the ANIE family. I take this opportunity to thank each and everyone for the contribution towards the successful hosting of the 5th Annual Conference in Addis Ababa. Out of the outcomes is the pre-conference workshop proposal for the establishment of a Special Interest Group (SIG) on 'internationalisation at home'. I am happy to report that one of the ANIE members, Dr Jackline Nyerere has produced a discussion document on this SIG which will be shared with the ANIE community in the near future. The 2014 year started with a busy schedule for the ANIE office, as reflected in the Executive Director's report. I have also been busy as a chairperson of the ANIE Board, and was invited to two important workshops which are relevant to ANIE. The first was the Africa-Australia University Network Symposium (AAUN) that was hosted by the University of Pretoria on 4-6 April 2013 and on 7-8 April 2014. I represented ANIE at a DAAD workshop hosted at the University of Witwatersrand, Johannesburg. Invitations to these two events demonstrate the recognition ANIE is receiving in the fields of focus.

On the research front, ANIE is currently involved in joint projects with the Council for the Development of Social Science Research in Africa (CODESRIA), the Department for International Development (DFID) and EU funded Learning Mobility with Non-Industrialized Countries (LEMONOC) programme. I am grateful for the progress made in these projects. The network is growing and would like to thank our members for the continuous support in building and growing the organisation.

Message from ANIE executive Director



I take this opportunity to appreciate each and every stakeholder for the contribution so far made to ANIE. We at ANIE are moving on well with our core activities and hope to do much better in the coming year. Currently, ANIE is putting efforts to come up with a strategic plan that will act as a guide to its mission, vision and realize its core values. The process intends to bring together all stake holders; the board, the members and the secretariat in order to join forces and come up with strategies that will strengthen our organization. ANIE whose main activities are advocacy, capacity building, conferences, networking, partnerships, research and workshop aims at ensuring that all these activities are streamlined. For this reason, the organization has since been in the frontline to see to it that on-going programmes run as planned amid challenges we are facing. Concerning the 6th ANIE conference earlier scheduled for 1st to 3rd October 2014, the Ebola outbreak forced the ANIE Board to postpone it to probably next year. On behalf of the Board, we regret all the inconvenience that this could have caused. The reasons are however understandable and in the public domain. We hope that you will bear with us in this and still join the conference on the date to be announced.

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1.0 Research Projects

1.1 DFID Project – 2013/ 2014

In the late 2013, the African Network for the Internationalization of Education (ANIE) received a grant from the Department for International Development (DFID) to undertake a study on Mapping Research in Kenya. Through this, ANIE established a professional team of researchers among ANIE members to carry out the research. The study aimed at mapping and analysing of the social science research landscape in Kenya, and conducting an initial synthesis of existing political economy analyses of research commissioning, administration, and uptake in Kenya in order to identify existing knowledge gaps and areas of potential cooperation and further empirical research. The mapping entailed a review and critical analysis of relevant government policy documents, programs, and publications. The research combined document analysis with in-depth interviews with senior officials within the leadership ranks of selected government departments concerned with regulating, funding, or producing social research. These government departments include key agencies such as Ministry of Education; National Commission for Science, Technology and Innovation; Commission for University Education; National Economic and Social Council; and, KIPPRA among others. The project was marked by an inception meeting held on 16th January 2014. The meeting was attended by James Jowi, the project coordinator (ANIE), Julia Kemp (DFID), Nicola Murray (DFID), Eunice Muihia (DFID) and James Rushbrooke (DFID). They discussed on positioning of the study, linking with the South African research mapping, inception phase timing, project management, contracting and the outstanding action points for DFID. Since inception, the team has been having briefings frequently which aimed at keeping the project running.

The project was recently concluded and the report was submitted to DFID early September. The report was an outcome of a mapping research of the social science research landscape in Kenya undertaken by the African Network for Internationalization of Education (ANIE) on behalf of the Department for International Development (DFID) of the United Kingdom. The aim of the study was to enable DFID to gain a deeper understanding of Kenya's existing knowledge production and utilization capacities and gaps in the social sciences, particularly with respect to the priority thematic areas of economic growth, climate change, governance and security, and urbanization. The scope of the mapping exercise also covered an analysis of evaluation studies published in Kenya over the last decade by a range of agencies. This study focused on two main undertakings. The first task was to carry out a mapping and analysis of the social science research and evaluation landscape in Kenya in order to identify the key research organisations, policy framework, main sources of research funding, as well as thematic, methodological, and geographical priorities. The second activity was to develop a comprehensive and searchable database containing details of research organizations involved in social science research in Kenya within the four priority sectors identified above. Thus the project was to present two deliverables i.e. (i) Final Research Mapping Report, and (ii) searchable database of social science research organizations in Kenya.

The Final Research Mapping Report will present a summary of the research mapping and analysis conducted as part of the Kenya research mapping study. In carrying out the research mapping, the team adopted a variety of research methods including desk-based reviews, analysis, and synthesis of selected published materials from the research organizations, administration of a survey questionnaire, and analysis of government policy documents relevant to the study. The research team compiled a comprehensive database consisting of approximately 212 research institutions and research units conducting research within the four domains of social science research. A total of 128 survey questionnaires were administered to research organizations drawn from our initial database of 275 organizations and 62 questionnaires were fully completed and returned. Some research agencies did not respond whereas others, especially departments in the newer universities and the smaller independent agencies, did not have reliable emails, websites, or contact details making it difficult to deliver the survey. The number of organizations in the database eventually dropped to 212 after weeding out irrelevant and non-existent agencies.

This sample therefore represents a 30% response rate which was relatively low but we took measures to ensure that the sample was as representative as possible across the various organization types, sizes, and thematic areas. The purposive sample of 62 agencies consisted of 30 university departments and schools, government research institutes (5), non-profit organizations and NGOs (20), think tanks (2), and research institutes (4). According to our database, these numbers fairly represent the relative proportions of each of these types of organizations within the wider research landscape. This sample therefore provides a reliable overview of the organizational landscape of social science research in Kenya at this time. The team gathered articles, abstracts, and reports published by all the research units and organizations identified in our database, wherever available, over the last 10 years. These were then subjected to grounded thematic analysis and coding to draw out some of the key themes and issues that seemed to be represented in the published literature from a given organization. A synthesis was thereafter conducted to compare, contrast, and group the diverse themes and issues, identifying the varied ways and extents to which certain themes were represented across different organizations. The key findings drawn from this study on main research actors and thematic landscape, funding sources and policy frameworks, shape of social science research in Kenya will be given in the final report. ANIE looks forward to release the final report to the public domain soon.

1.2 CODESRIA Project - 2013/2014



Following ANIE and the Council for the Development of Social Science Research in Africa (CODESRIA) joint workshop at Uganda Management Institute, Kampala, Uganda from 16th -18th September 2013, ANIE is currently working on finalizing the Higher Education Leadership Project (HELP) managed by CODESRIA that commenced early 2013. The aim of the HELP project, whose co-ordinator is Dr. Ibrahim Oanda, is to strengthen leadership and governance in African Universities within the context of the new dynamics in the sector. ANIE, a recipient of the HELP grant is working on a project that explores the impacts of internationalization on the leadership roles of Deans in East African Universities. ANIE's project is a comparative study involving researchers from Kenya, Uganda and Tanzania. The members of ANIE's Comparative Research Network (CRN) include six researchers comprising two each from the participating countries. Mr. James Jowi, the Project Coordinator of ANIE's CRN working on the project is making a close follow up with the team to ensure that the project yields commendable result before the end of the year.

1.3 LEMONOC Project - 2013/2014



The increasing interest in Learning Mobility with Non-Industrialized Countries (LEMONOC) has been taken up in future European educational policies (E4A and Horizon 2020). The European Commission has launched the E4A programme (2014-2020) aiming “to ensure that education and training systems deliver the knowledge and skills needed in an increasingly globalized labour market”. The goal is to strengthen the EU as an advanced knowledge society, with sustainable economic development, provide more and better jobs and greater social cohesion by transnational mobility, by enhancing personal growth and global citizenship. Better knowledge of societies in non-

industrialised countries, in combination with the acquisition of “more and better skills” while studying or working abroad, will contribute to these goals (EURASHE). European Association of Institutions for Higher Education

(EURASHE) is an associate partner in the LEMONOC project (project website) on Learning Mobility with non-Industrialised Countries from October 2013 to September 2015. ANIE, part of the EU funded project on Learning Mobility with Non-Industrialized Countries (LEMONOC) is proceeding with a project whose kick-off meeting took place in Leuven, Belgium from 13-15th November 2013. The project aims at developing a best practices manual on the different items of learning mobility with non-industrialized countries, create diverse e-publications with links to validated (online) good practices, and a self-assessment tool for HEIs on an e-platform which can direct the user to the appropriate information. The project consortium will ensure the sustainability of these instruments and the wider approach by starting a transnational network of HEI partners, dealing with the quality improvement of 'learning mobility to non-industrialized countries'. Partners involved in this project are University of Cork (Ireland), University of Basel (Switzerland), HAMK (Finland), University of Granada (Spain), and KH Leuven (Belgium). Other partners comprise the Coimbra Group (an association of 39 European Universities), EURASHE (the European Association of HEIs with a professional development orientation, currently counting more than 1,400 HEIs in 40 countries) and KFPE (the Swiss Commission for Research Partnerships with Developing Countries). From non-industrialized countries the African Network of Internationalization of Education (ANIE), the Association of Universities Grupo Montevideo (AUGM), the Xavier Institute of Management, India are the main partners. <http://www.eurashe.eu/projects/lemonoc/>

1.4 OECD Project 2013

The Organization for Economic Co-operation and Development (OECD) carried out a study on Governance of higher education, research and innovation in Ghana, Kenya and Uganda as a part of the OECD programme on Higher Education and Research for Development (IHERD), which is financed by the Swedish International Development Cooperation Agency. The report consists of an overview of the higher education landscape in Africa and three case studies on Ghana, Kenya and Uganda.

The case studies of Ghana, Kenya and Uganda show that:

- Recent development policy frameworks and program initiatives in the three countries demonstrate a clear focus on the interconnectedness between STI (science technology, and innovation) and development planning. However, the level of coherence within and among the existing policies, programs, and institutions still remains relatively weak. Policymakers require greater awareness and capacity building to ensure that national STI policies and programs capture the national development priorities and are internally and externally consistent in order to promote policy complementarity, coherence, and effectiveness.
- Notwithstanding the increasing mainstreaming of STI at the national development policy level, and despite the growing emphasis on the instrumentality of universities in promoting economic competitiveness and sustainable development, higher education institutions across the three countries remain poorly integrated into the emerging knowledge-based development paradigm and discourse. Higher education institutions still lack the required vision, resources, capacity, and leadership to embrace science technology and innovation as a guiding principle for their strategic planning and academic programs. The disjoint between national-level policies and institutional realities represent a devastating challenge to the realisation of knowledge-based economies in African countries. Senior leadership within universities and research institutions therefore require skills and capacity strengthening to be able to embed knowledge, enterprise, and innovation into their own strategic plans and research programs in order to discharge their mandate as catalysts of development;
- The three countries demonstrate impressive but varying levels of sophistication with respect to recent policy frameworks and governance arrangements for the management of their national research and innovation systems. Ghana and Kenya represent more elaborate and dynamic governance landscapes than Uganda; but all three countries clearly demonstrate an unmistakable emphasis on developing more effective national institutional arrangements and policies to promote research governance and nurture knowledge economies. The key and most persistent weakness is the lack of national and institutional policies and programs that stimulate collaboration and knowledge exchange between research subsystems and the industrial and business subsystems.
- Inadequate and undiversified funding regimes remain a major challenge to the development of more vibrant research and innovation infrastructure in the three countries and across the sub-Saharan region. In the absence of private-sector funding and competitive grants, public universities and research institutes in the Sub-Saharan region predominantly depend on dwindling public subsidies as well as unpredictable international donor support. This narrow funding base suggests that research and innovation systems in the three countries face severe financial deficits and lack the capacity to formulate and drive their own domestic research agendas. National policymakers and university leadership need to be encouraged to work in closer partnership and to prioritize the strategic importance of research and innovation in national economic growth and competitiveness by investing more significantly in strengthening research capacity, infrastructure, and research opportunities in universities.
- The three country case studies demonstrate that internationalisation, particularly through transnational and transdisciplinary partnerships among universities; represent one of the most effective options for strengthening research capacity and governance arrangements for research and innovation in sub-Saharan countries.

- The studies demonstrate the need for systematic and coherent approaches to integrating STI Policy into national economic and development strategy. This embedding process should accord particular emphasis on the coherent translation and cascading of national development goals and STI policies into clear action plans and intervention programs that are directly connected to promoting economic growth and improving people's real livelihoods.

2.0 Information Sharing

2.1 ANIE Postponed 6th Conference to 2015

ANIE planned to hold its 6th Annual Conference on 1st to 3rd October, 2014 in Accra, Ghana. However, this has since been rescheduled to probably next year. The outbreak of Ebola in the West Africa region had earlier made the ANIE Board to relocate the Conference to Dar Es Salaam, Tanzania. Even after the postponement, the Board noted that Ebola had not been managed and is continuing to spread even to newer countries. This led to many countries and airlines imposing travel bans to affected West African countries. Owing to this situation and many uncertainties, the Board of ANIE decided that it would be in the interest of all that the conference be postponed until the situation becomes manageable. The details of dates, which is likely to be next year (2015) and the venue will be made public as new developments arise. The theme of the conference still remains as: Internationalization and the MDGs: What has Higher Education Contributed? ANIE received a good number of abstracts related to the main theme and the sub themes from which the accepted ones remain valid. More information about the conference will be communicated through email, social media handles or in our website.

3.0 Capacity building

3.1 Prof. Kenneth King visits Moi University and ANIE



Prof. Kenneth King, Professor Emeritus, University of Edinburgh, UK, presented a public lecture at Moi University on 8th July 2014 at the Margaret Thatcher Library. The theme of the lecture was China's cooperation in education and training with Kenya: A different model? Prof. King was the Director of Centre for African Studies and professor of International and Comparative Education, University of Edinburgh. He taught at the University of Nairobi in the early years of his academic career and has undertaken several researches on Kenya. Prof. King is visiting Kenya to further his research on China- Africa engagements and also visit ANIE for a research project on Mapping Research in Kenya. He is accompanied in this visit by his wife Pravina and Li Jun.

Prof. Kenneth King was the Director of the Centre of African Studies and Professor of International and Comparative Education at the University of Edinburgh till September 2005. He spent a year in the University of Hong Kong, 2006/7 as Distinguished Visiting Professor in the Schools of Education, and of Arts. He is now Emeritus Professor in the School of Education and also of Social and Political Sciences. Much earlier he had taught at the University of Nairobi, and for four years he was seconded to Canada's International Development Research Centre (IDRC) in Ottawa. From 1992 till 2005, his wife, Pravina, was the administrator of the Centre of African Studies, and was responsible for initiating the Centre's African Scholarship and for the organisation of Scotland Africa '97.

4.0 Advocacy

4.1 ANIE at 18th Annual IEASA Conference 20-23 August 2014

The Chairman of the Board of ANIE, Professor Chika Schoole, together with the Executive Director Mr James Jowi attended the 18th International Education Association of South Africa (IEASA) conference in Johannesburg, South Africa on 20-23rd August 2014. IEASA is one of the organisations which ANIE has signed a Memorandum of Agreement in 2012. The theme of the conference was “The internationalisation of higher education in a world of geo-political reorganisation.

Apart from presenting a paper entitled “Mobility to South Africa: International Students’ Motivations and Aspirations” which explored rationales for international students’ choice of South Africa as their preferred destination for study purposes, he represented ANIE in a plenary panel discussion to which focused on the implications of internationalisation of higher education in a world of geo-political reorganisation. Other panellists were representatives from the IEAA, EAI and the Brazilian Internationalisation Organisation. In his input Chika highlighted the key focus of ANIE which is to contribute to the development and understanding of internationalization of higher education in Africa through research and publication. He noted that in the world of geo-political reorganisation, there is a new scramble for Africa, in which different countries and international institutions want to have some forms Association with Africa. He cited three examples of developments he has been part of in the past four months namely, a weekend long Africa-Australia University Network (AAUN) which brings together a number of research intensive African Universities and Australian Universities. The meeting took place at the end of March in Pretoria. This was followed by a two days workshop organised by DAAD which is busy developing a new strategy for higher education in Africa. In his own work at the University of Pretoria, he is involved in an inter institutional collaborative project with a Chinese university under the 20+20 project that brings together 20 Chinese Universities and 20 African Universities. The question he posed for reflection was, what the terms of engagement in these initiatives and what is in there for Africa. He suggested the need for African institutions and scholars to ensure that they arm themselves with knowledge to ensure that Africa gets the most benefit out of these initiatives.

The panel discussion reflected on some of the global developments and security measures such as the shooting down of the Malaysian Airplane that was flying over the Ukraine and the number international students and scholars who perished in that plane, the Ebola outbreak in West Africa and its impact of international scholarly activities. In this regard, the relocation of the hosting of conference from Ghana to Tanzania and the possibility of the conference been called off were cited as examples of the ways in which higher education is not immune and is affected by global developments be they security, health or environmental issues.

5.0 New Members



Mr. Kassim Kipkorir Swaleh is pursuing a Master Degree in Comparative Education. He graduated with a second upper division in Bachelor of Education (Arts). Swaleh Teaches Kiswahili and history at Simotwo Secondary School in the Elgeyo Marakwet County, Kenya.



Mr. Peter Kipchumba Kosgei currently works as a Lecturer at Moi University, School of Education and as a coordinator at the Department of Educational Foundations. He holds a Master of Education degree in Sociology of Education and Bachelor of Education in Mathematics and Geography.



Dr. Peter Isaboke Omboto is a Senior lecturer and head of Department at Moi University. He has interests in Environmental Studies, Project Planning and Management and Ecopreneurship.

Ms Linnah Koyiano Resuka works as a Graduate Assistant at Moi University (School of Human Resource Development, Department of Developmental Studies). She is pursuing a Master of Science (Human Resource Development). She holds a Bachelor of Science in Human Resource (First Class Honours).



Mr. Moses Kimnyango Beru is currently pursuing a Doctor of Philosophy Degree in Applied Environmental Social Sciences at the University of Eldoret, Kenya. He holds a Master's Degree in Developmental Studies and a Bachelor of Education (Arts) Degree from Moi University. Mr. Beru has taught in high school for 14 years and at the university for six years.



Mrs. Irene Magara currently an Assistant Lecturer at Mbarara University of Science and Technology with the Computer Engineering Department. She is finalizing her Master Degree in Technology Innovation and Industrial Development from Makerere University and holds a Bachelor of Engineering in Telecommunications Engineering from Kyambogo University. She is very passionate about contributing to change and advancement in higher education from a theoretical to a practical point of view. It is vital that innovative ways are used to right from methods of teaching, curriculum development, policy making and much more to ensure an innovative product of students who will identify and provide practical and feasible solutions to the different

challenges in society.

6.0 Financial Statement

AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE)			
Financial Statements			
For the year ended 31st.December,2014			
Statement of Financial Position as at 31st December 2014			
		2014	
Assets		Kshs.	(USD)
Non-Current Assets			
Property & equipment		348,132.00	3,784.04
		348,132.00	3,784.04
Current Assets			
Trade and other receivables		1,205,375.40	13,101.91
Bank and cash balances		3,064,675.85	33,311.69
		4,270,051.25	46,413.60
Total Assets		4,618,183.25	50,197.64
General Fund & Liabilities			
Current Liabilities			
Trade and other payables		875,797.25	9,519.54
		875,797.25	9,519.54
General Fund			
Property Fund		348,132.00	3,784.04
Accumulated fund		3,394,254.00	36,894.07
		3,742,386.00	40,678.11
Total general fund & Liabilities		4,618,183.25	50,197.64

AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE)**Financial Statements****For the year ended 31st.December,2014****Statement of Comprehensive Income**

		2014		
		Notes	Kshs.	(USD)
Income	2		10,289,068.30	111,837.70
			10,289,068.30	111,837.70
Expenditure				
Administration (project)	3		1,556,143.70	16,914.61
				-
Project,workshops&seminar	4		2,263,137.00	24,599.32
				-
Consultancy cost	5		4,729,560.00	51,408.26
				-
Financial expenses	6		52,971.25	575.77
				-
			8,601,811.95	93,497.96
Deficit/Surplus for the year			1,687,256.35	18,339.74



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