

DEVELOPING PARTNERS AND PROGRAMS IN SUB-SAHARAN AFRICA

August 14, 2024



The IDEAS (Increase and Diversify Education Abroad for U.S. Students) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

WELCOME

Anthony Koliha

Director

Office of Global Educational Programs

U.S. Department of State



IDEAS
PROGRAM

USA Study Abroad



Mission:

The **Bureau of Educational and Cultural Affairs** (ECA)'s mission is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations. ECA is committed to fairness, equity and inclusion, and its programs strive to reflect the diversity of the United States and global society.



55,000 participants engage in exchange programs funded by ECA annually



15,000 American participants travel abroad on exchanges each year



101 U.S. public and private non-profit institutions funded



Bureau of Educational and Cultural Affairs, U.S. Department of State



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IDEAS Program

A program of the U.S. Department of State Bureau of Educational and Cultural Affairs, USA Study Abroad branch

Seeks to broaden U.S. higher education institutions' capacity to grow study abroad programs for U.S. students

- Increase number of all students studying abroad, particularly those from historically underrepresented groups
- Increase the number of U.S. higher education institutions offering study abroad programs
- Expand study abroad to new overseas destinations, particularly those that are less common

Grant Competition

- Approximately 35 grants of up to \$35,000
- Approximately one consortium grant of up to \$50,000

Capacity Building Initiatives

- Virtual and in-person, open to everyone



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Felix Salazar

Public Diplomacy Officer for Southern Africa

Office of Public Diplomacy and Public Affairs

U.S. Department of State



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Where We Are – The United States and Abroad

THE BUREAU OF CONSULAR AFFAIRS HAS A PRESENCE IN

29  **+2**  VISA CENTERS IN THE U.S.

PASSPORT AGENCIES AND CENTERS

THE BUREAU OF CONSULAR AFFAIRS HAS A PRESENCE IN

OVER 250  EMBASSIES AND CONSULATES AROUND THE WORLD

THE BUREAU OF CONSULAR AFFAIRS EMPLOYS

~9,000 PEOPLE WORLDWIDE



Threats Impacting U.S. Citizens in Africa

- Political instability/civil unrest
- Infectious diseases
- Infrastructure
- Wildlife
- Crime
- Terrorism



Personal Emergencies – What We Can and Can't Do



- ✓ **Provide emergency passports**
- ✓ **Visit detained U.S. citizens to ensure receipt of medical care; contact approved POCs; provide info on attorneys, legal processes, etc.**
- ✓ **Provide repatriation loans; facilitate \$ transfer**
- ✓ **Contact local authorities and institutions to try to locate missing persons**
- ✓ **Help address emergency needs of crime victims**



- **Get U.S. citizens out of jail**
- **Provide legal advice**
- **Investigate crimes against U.S. citizens**
- **Pay legal, medical, or other fees**
- **Provide private information about an U.S. citizen to anyone (e.g. family, friends, members of Congress) without their written consent**



Crisis Management - What We Can and Can't Do

The best time to leave a country is before a crisis, if possible



- ✓ Advise U.S. citizens to leave if it is safe to do so or to shelter in place
- ✓ Provide information on evacuation routes and commercial transportation
- ✓ Provide loans to facilitate repatriation or evacuation



- Pay for evacuations
- Provide transportation within a country to individuals or groups
- Guarantee evacuations

OUR #1 SUPPORT TOOL: INFORMATION!



Travel Advisory Levels 1-4

1 Exercise normal precautions

Lowest risk. There is some risk in any international travel.

2 Exercise increased caution

Heightened risks to safety and security

3 Reconsider travel

Reconsider travel due to serious risks to safety and security.

4 Do not travel

Highest advisory level: Greater likelihood of life-threatening risks. USG may have very limited ability to provide aid. DOS advises U.S. citizens to not travel or leave as soon as it is safe to do so.



Travel Advisory Risk Indicators

- **C – Crime:** Widespread violent/organized crime is present. Local law enforcement may have limited ability to respond.
- **T – Terrorism:** Terrorist attacks have occurred and/or specific threats may exist.
- **U – Civil Unrest:** Political, economic, religious, and/or ethnic instability may cause violence, major disruptions, and/or safety risks.
- **H – Health:** Health risks, including current outbreaks or a crisis that disrupts medical infrastructure, are present.
- **N – Natural Disaster:** A natural disaster or its aftermath poses danger.
- **E – Time-limited Event:** Short-term event may pose safety risks.
- **K – Kidnapping or Hostage Taking:** Criminals or terrorists have threatened to and/or have seized or detained and threatened individuals to compel a third party (including a govt) to do or abstain from doing something as a condition of release.
- **D – Wrongful Detention:** The risk of wrongful detention exists
- **O – Other:** Covers potential risks not covered by previous risk indicators.



Alerts and STEP



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step.state.gov



SECURITY
ALERT



DEMONSTRATION
ALERT



TRAVEL ADVISORY
LEVEL 4
DO NOT TRAVEL



HEALTH
ALERT



NATURAL DISASTER
ALERT





Thank you!

step.state.gov

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Developing Partners and Programs in AF

Diane Weisz Young, REAC: Regional Manager for West and Central Africa, EducationUSA



EducationUSA Overview

EducationUSA is a network of over 430 advising centers in more than 170 countries and territories.

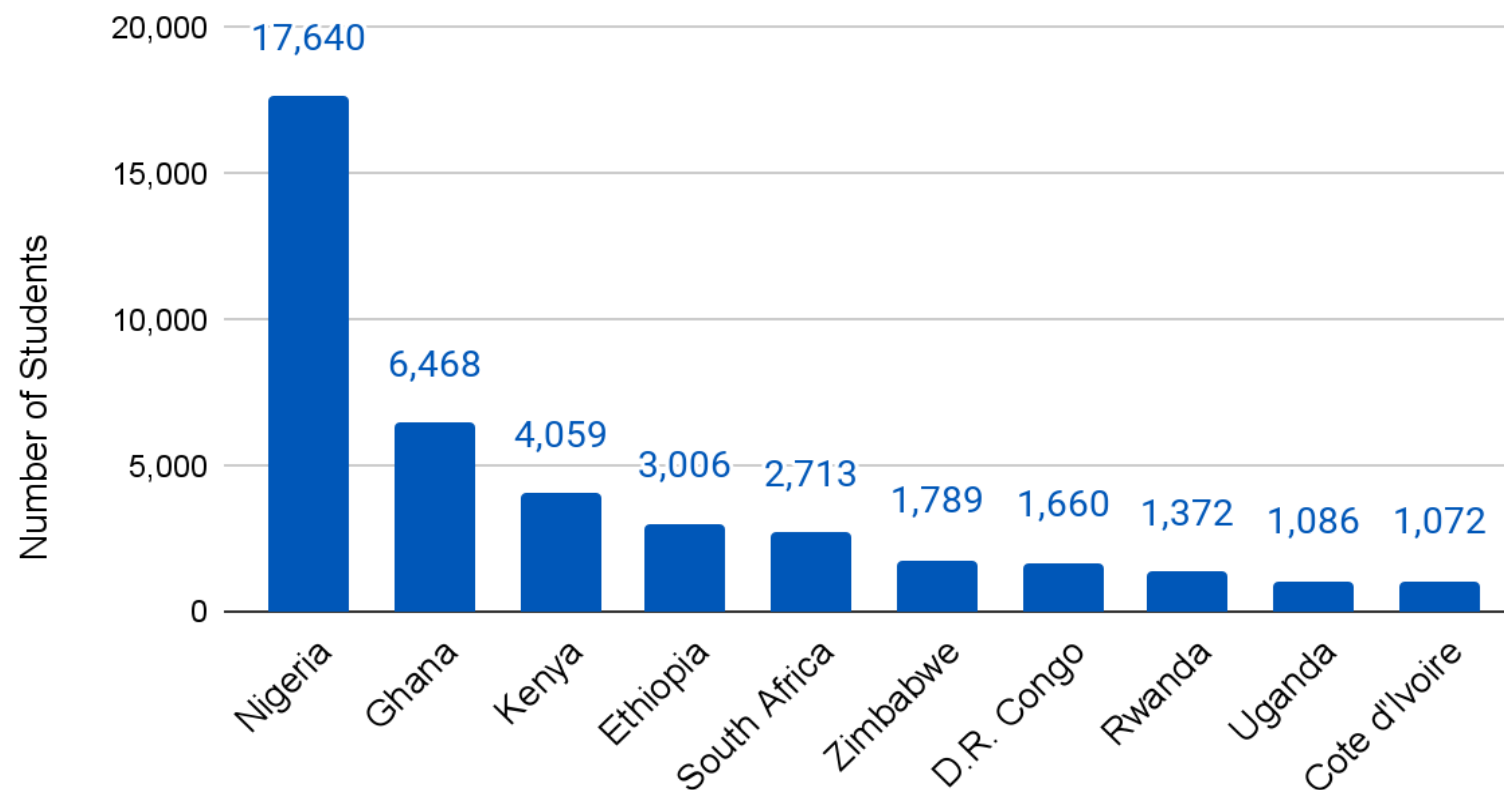
EducationUSA provides international students with accurate, comprehensive and current information to guide them to apply to accredited U.S. higher institutions of learning.

EducationUSA provides services to the U.S. higher education community to help institutional leaders meet their recruitment and campus internationalization goals.

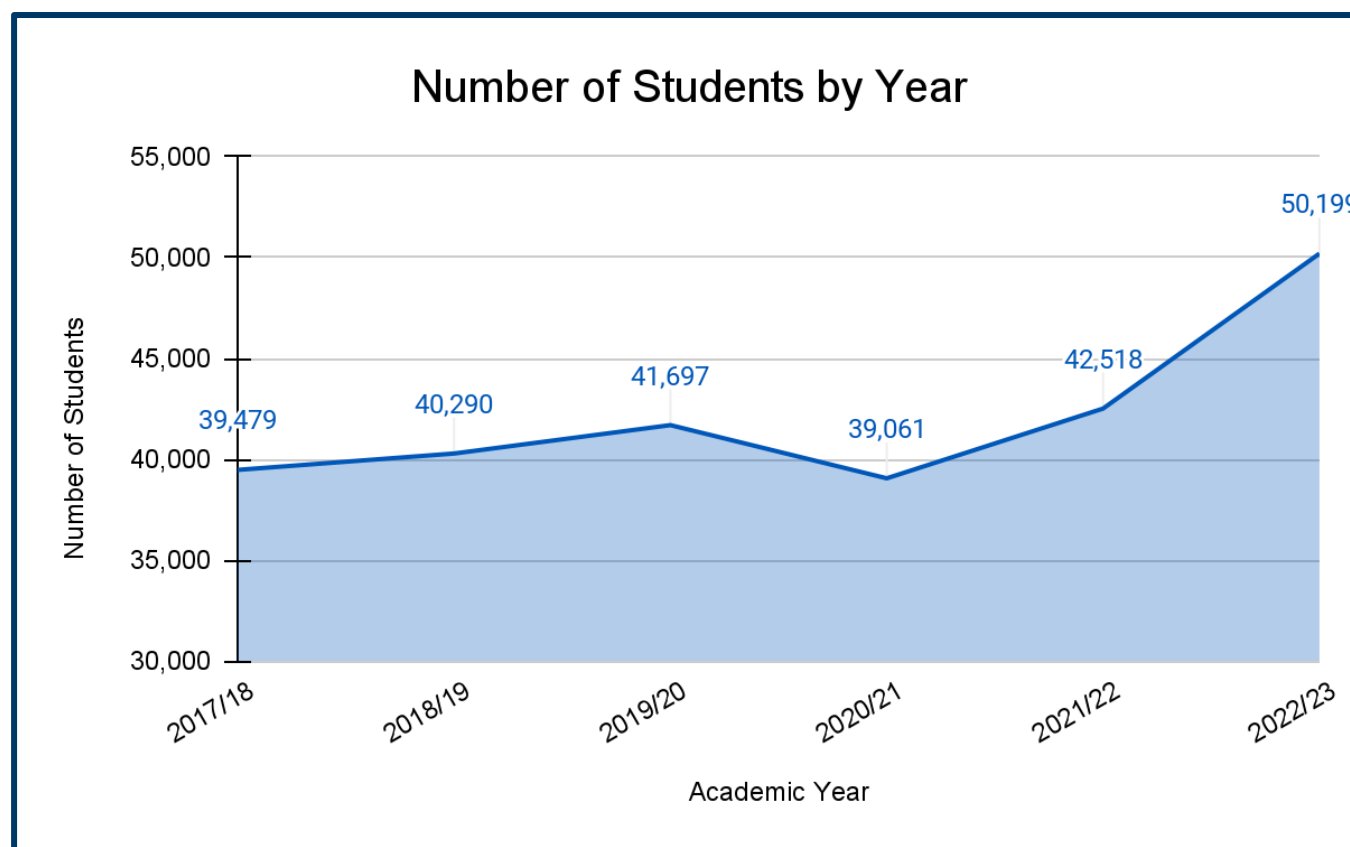


**Celebrating
25 YEARS**

Top 10 Sending Countries

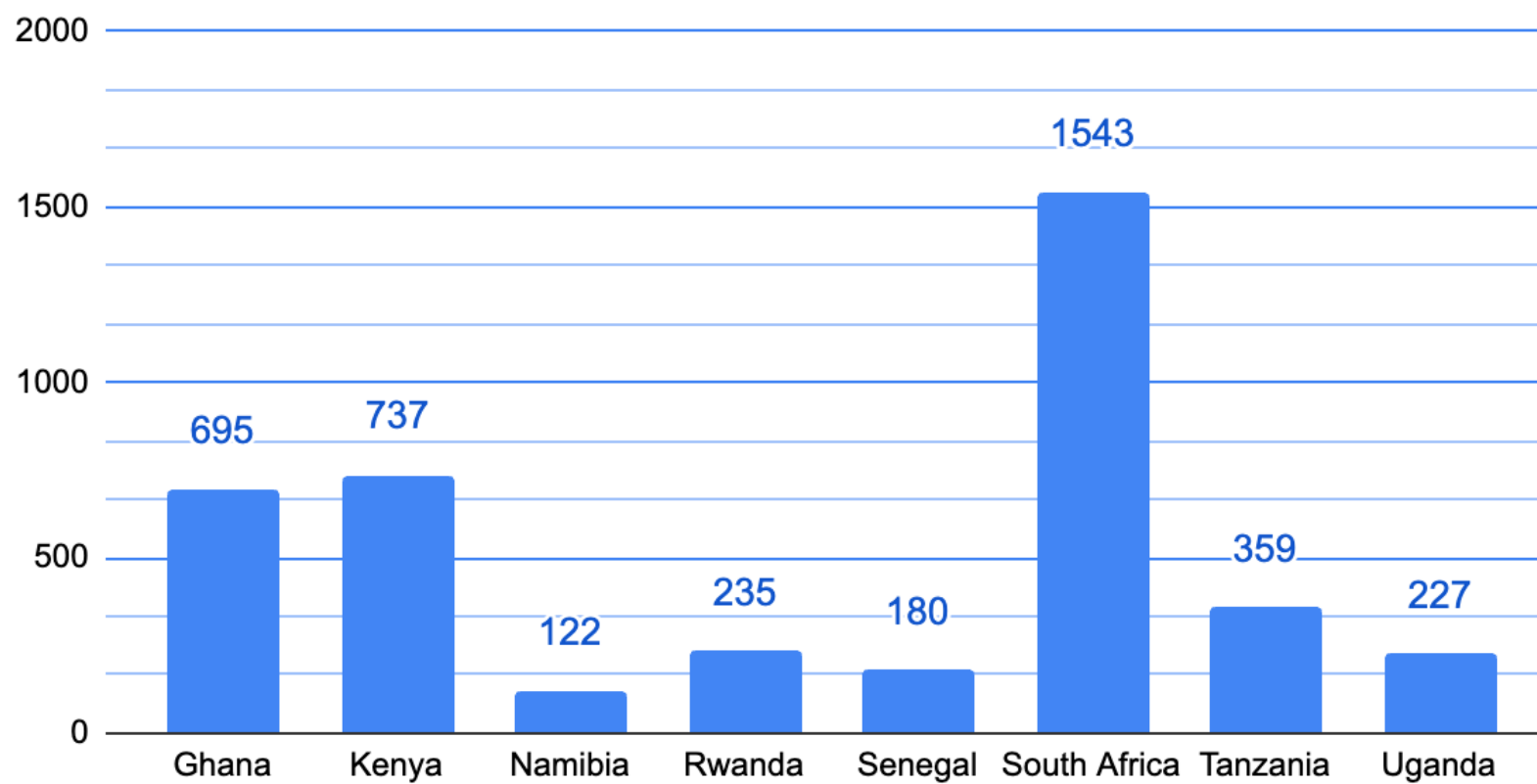


Sub-Saharan Africa Data



The number of international students coming from Sub-Saharan Africa **increased by 18%**, the highest growth rate of any world region.

Countries with More Than 100 U.S. Students Studying Abroad during 2021-22



**Celebrating
25 YEARS**

Sub-Saharan Africa is ready for you!

By **2030**, one of every four people aged **15-24** will live in Africa

Large diaspora communities, including your faculty and staff, located throughout the United States

Make a long-term commitment to internationalization

Now is the time to get your school's name known, if it isn't already



Where to Start?

Fact Sheets

by country or by state
opendoorsdata.org



Student Mobility Facts and Figures 2023

Ethiopia



Academic Level	2021/22	2022/23	Total	Change
Undergraduate	1,735	1,918	61.9%	12.6%
Graduate	609	633	21.1%	3.9%
New Degree	48	88	3.3%	15.0%
CPT	308	380	12.8%	25.8%

Institution	Total
Associate's Colleges	18.1%
Baccalaureate Colleges	11.4%
Doctoral Universities	58.1%
Master's Colleges and Universities	21.1%
Special Focus Institutions	6.7%

Visa	Change 2021-2022*
F	0.2%
J	66.7%
M	180.0%

Source: Open Doors Report on International Educational Exchange. For more information, visit www.opendoorsdata.org.
 *Other sources: The World Fact Book, U.S. Department of Commerce, TravelStats.gov (fiscal year: October 1 - September 30).
 Note: N/A=No information that is not available or not applicable. Open Doors does not publish rankings for states of less than ten students.



State Facts and Figures 2023

District of Columbia



Program	2022/23	2021/22	2022/23
Exchange Program	64	57	8
U.S. students from colleges and universities in the state	64	57	8
International students at colleges and universities in the state	111		

*Rankings include all 50 U.S. states in addition to Washington, D.C., Puerto Rico, and the U.S. Virgin Islands.
 **Economic analysis produced by IIE/IEA, Association of International Education based on enrollment data from Open Doors 2023. www.iie.org
 Note: Leading institutions with ten or more international or study abroad students.
 Source: Open Doors Report on International Educational Exchange. For more information, visit www.opendoorsdata.org.



Realities and Engagement

University systems are bureaucratic and move slowly

Professors and staff are underpaid and overworked

Getting MOUs signed is important, but having strong programs will take continuous work and monitoring



Cultural Tips

Relationships are key!

Make time for greetings and small talk - during each and every interaction

Use WhatsApp, if at all possible

Your current students may be able to assist

Thank you!



East Africa Breakout Room



NC State Engineering Rwanda Study Abroad Program

Kanton T. Reynolds, Ph.D.
Director, Undergraduate Programs
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NC State University

NC State Engineering Rwanda Study Abroad Program



Description: This study abroad program is facilitated through our newly established Engineering Education program and provides the background and skills to allow NC State students to collaborate with Rwandan students and educators to prepare the next generation of scholar-citizens.

History: Rwanda is committed to attaining Middle Income Country Status by 2035 and High-Income Country status by 2050. Their central government and institutions of higher education are working to leap from the current agronomy-and-tourist-based economy to reach those goals. There is a commitment to its citizens through science and technology to have Rwandans, as skilled contributors, working with international partners. This program is a response to that need and helps to build capacity for STEM education in Rwanda as well as capacity in NC State students to aid in that quest.

This program has benefited all stakeholders including:

1. Rwandan students and educators have gained additional skills and knowledge to build a strong STEM education system in Rwanda.
2. US students and educators have gained cross-cultural understanding and experience, and are able to contribute to the development of STEM education in Rwanda and similarly situated countries.
3. The NCSU Engineering Education program has built partnerships with Rwandan institutions and organizations, to share its expertise in STEM education.
4. The Rwandan government and institutions of higher education are even more prepared to develop a skilled workforce and improve the quality of STEM education in the country to support the growing industrial base (computing, transportation, etc.).

Results: This program has helped inspire young people to pursue careers in STEM while helping to address the shortage of skilled practitioners by providing training and opportunities for Rwandan students and educators. It has also provided an opportunity for NC State students to learn how to navigate a challenging environment that has limited resources while solving complex engineering problems. The program has evolved from one course (Field Experiences in Engineering Education) to two courses (added Ethics for Engineering Education) and substantial research collaborations.



Project Activities

The Field Experiences in Engineering Education: Rwanda program is designed to provide students with hands-on experience in STEM education through three main project activities: Workshops and Coaching, Thematic Education, and Research Opportunities.

- Workshops and Coaching
 - Capacity building workshops on topics such as international partnerships, student exchanges, faculty training, active learning techniques and global entrepreneurship. These workshops are facilitated by NC State and include creative hands-on experiences.
- Thematic Education (Skill Enhancement)
 - Comprehensive development sessions on teaching STEM in Primary and Secondary environments with an emphasis on innovation in education and evidence-based pedagogical methods. This is delivered in collaboration with Mothering Across Continents (MAC), a US-based non-profit with an established presence in Rwanda.
- Research Opportunities
 - NC State students have had the opportunity to work on collaborative research projects with Rwandan students and faculty with emphasis on the prevailing themes in the country (as related to the UN SDGs or Engineering Grand Challenges)
 - To date, we have had a focus on biological and agricultural engineering, energy, education and health. This includes research on smart agriculture, bio-energy, water sustainability and leveraging technology for student engagement.



Impact Stories



Jenni Mangala: Jenni is a Park Scholar and Master's student in Electrical Engineering. Through the Field Experiences in Engineering Education: Rwanda program, Jenni is coordinating the installation of solar panels at a primary school on an island in Rwanda. This project will provide the school with reliable access to electricity, which will allow the students to learn and study at night and will also help to reduce the school's reliance on kerosene lamps, which are a major source of indoor air pollution.

Catherine Reckard: Catherine is a recent Master's graduate in Industrial Engineering. Through her research, she has developed a scale-learning immersive virtual environment using a Head-Mounted Display (HMD) that allows students to learn engineering concepts in a more intuitive and engaging way. Catherine's virtual reality environment was used by a group of high school students in Rwanda to visualize scientific entities of different sizes. The students were able to experiment with different types of STEM topics and learn the concepts in an environment that was more relevant and reflective of their lived experience.



Elista Parks: Elista is a senior in Civil Engineering. She spent part of Summer 2024 conducting research at one of our partner institutions, INES (Institute of Applied Sciences) in Musanze, Rwanda using different formulations of concrete to determine resilience and strength under various environmental conditions.



Meriem Laroussi (MSIE/English Teaching Assistant) and **Amy Isvik** (Ph.D. Computer Science/Research) both received Fulbright Student Program awards to Rwanda after completing either the ASB (Alternative Service Break program) or the Summer Study Abroad Program. Amy has returns to NC State this Fall as a staff member in our Engineering Place STEM outreach center.



Southern Africa Breakout Room

Partnership Building in Southern Africa: Some Thoughts

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Guilford College

- Continuation of US-SA Higher Education Network
 - 2023 - Piloted MBA Program in Cape Town
- 2023 - U.S. Embassy in South Africa grant for US-SA virtual incubator (<https://ussavi.org/>)
 - Mamelodi Program (designed for 2025)
- U.S.-Africa Higher Education Partnership Summit
 - August 2024 Awarded Fulbright Hayes grant for partnership with University of Venda



Observations

- Ensuring reciprocal opportunities especially Southern African students and partners to U.S.
- Power of networks. Value of working outside of traditional partners and on-going relationship building.
- Watching SA's cycles over the years.



West Africa Breakout Room



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Building Capacity for Pre-Service Teacher Education Students with Rural and SOS Ghana Schools

*Dr. Anthony Owusu-Ansah
Albany State University
Albany, GA*



Building Capacity for Pre-Service Teachers with Rural and SOS Ghana Schools

Program Goal:

Pre-Service Teachers at Albany State University will study abroad by completing a practicum through classroom observation, teaching, and investigating the unique needs of disadvantaged youths in rural schools in Ghana.

This will develop their global competency and increase their understanding of culturally and linguistically diverse students that are similar to the students in South West Georgia.

ASU faculty commitment:

1. Develop teaching and learning experiences to support the existing capacities in the SOS Villages, their schools and schools in two other rural communities;
2. Commit to a long-term partnership with SOS and selected rural communities in Ghana where our teacher candidates can enhance their intercultural learning, teaching and service;
3. Co-create creative solutions with selected schools in the rural communities to ensure that educational resources and teaching strategies are shared

Supporting our Students to know the world

Outcome #1: Increase number of pre-service Education Students from HBCUs in study abroad programs

Outcome #2: Expand student cultural understanding, worldview and self-awareness

Outcome #3: Increase student competency and improved professional skills



Information and knowledge remain powerful tools in the hands of our future teachers and leaders who continually advocate for equitable education systems around the world.



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE

Stay in touch with the IDEAS Program!

Email	IDEAS@worldlearning.org
Website	StudyAbroadCapacityBuilding.org
LinkedIn	https://www.linkedin.com/company/ideas-program

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