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UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Models for Initiating and Sustaining sub-Saharan Africa and U.S. HEI Partnerships

Chair: Clara Priester, EducationUSA

Arlene Jackson, AASCU (American Association of State Colleges and Universities)

Cheryl Francisconi, EducationUSA

Minnie Battle Mayes, North Carolina A&T State University



The Changing Landscape of International Partnerships

Old Definition: "Cooperative agreements between a higher education institution and another distinct organization."

(Kinser and Green, 2009, The Power of Partnerships)

New Definition: "Bi-national (or multinational) communities of higher education in which there is a constant flow of people, ideas, and projects back and forth, as well as the development of new projects and common goals."

(IUPUI, Office of International Affairs)





Two Primary Reasons for Growth of International Partnerships

- Growing recognition that internationalization is as much a process of outward engagement as internal restructuring;
- The increasing need for academic institutions to position themselves within emerging global systems of higher education





Sub-Saharan Africa Today



McKinseyQuarterly

The Economist

Economic Commission for Africa











Goldman Sachs





... In the 21st Century, Africa is the continent that is the land of opportunity

One of the fastest growing regions in the world

- home to six soon to be seven of the world's 10 fastest growing economies
- trade between Africa and the rest of the world has tripled in the past decade
- private foreign investment has surpassed official aid, and it will surely keep rising."
- Africa offers the highest rate of return on foreign direct investment of any developing region in the world"



... In the 21st Century, Africa is the continent that is the land of opportunity

- The only developing region where the growth rate is expected to rise this year
- The middle class is growing
- Consumer spending is increasing
- Urban centers are becoming vital economic hubs."







Table 1.1. Sub-Saharan Africa: Real GDP Growth (Percent change)

	2004-08	2009	2010	2011	2012	2013	2014
Sub-Saharan Africa (Total) Of which:	6.5	2.6	5.6	5.5	4.9	5.0	6.0
Oil-exporting countries	8.5	4.9	6.7	6.1	5.3	6.1	7.7
Middle-income countries ¹	5.1	-0.8	4.0	4.8	3.4	3.0	3.6
Of which: South Africa	4.9	-1.5	3.1	3.5	2.5	2.0	2.9
Low-income countries ¹	7.3	5.1	7.1	6.5	6.2	6.3	6.9
Fragile countries Memo item:	2.5	3.3	4.2	2.4	7.0	5.4	7.2
Sub-Saharan Africa ²	6.5	2.6	5.6	5.5	5.1	4.8	5.7
World	4.6	-0.4	5.2	3.9	3.2	2.9	3.6

Source: IMF, World Economic Outlook database.

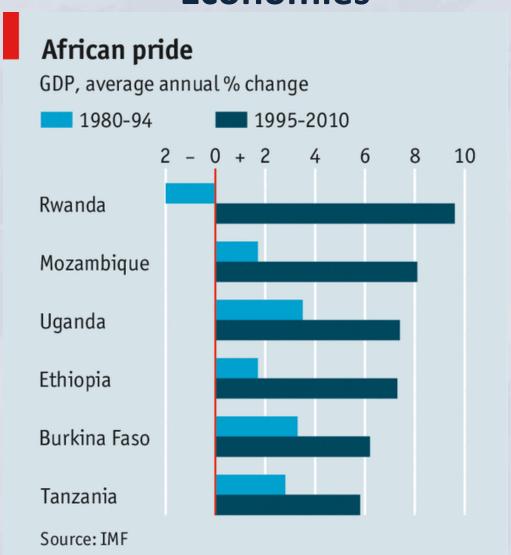


¹Excluding fragile countries.

²Excluding South Sudan.



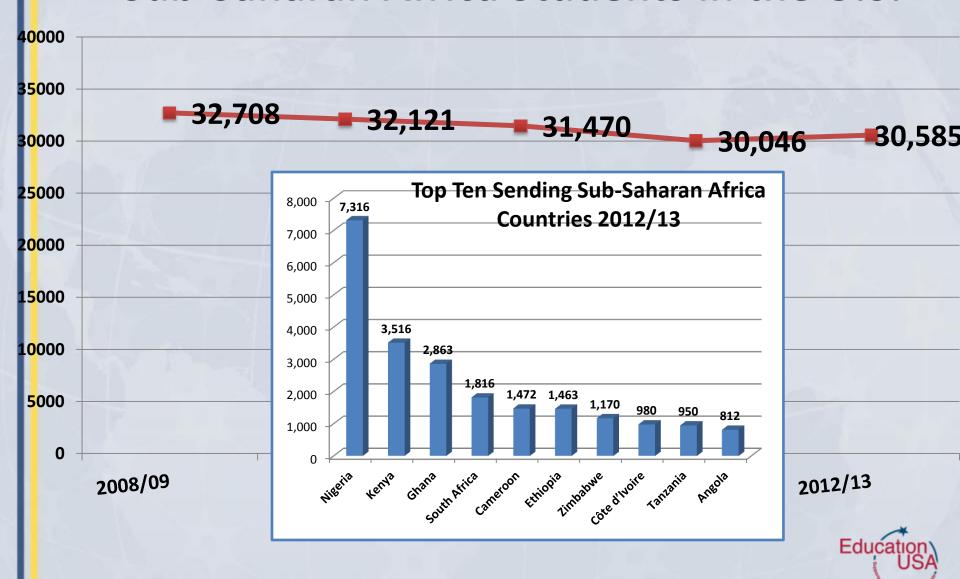
Fastest Growing Sub-Saharan African Economies







Sub-Saharan Africa Students in the U.S.





U.S. Study Abroad in Africa

- Africa fast becoming one of the preferred alternative destinations for U.S. students
- 2008/09 11,844 students
 +4.5%
- 2011/12: 12,849 students +8.2%

Source: Open Doors







U.S. Study Abroad: Leading Hosts

Country	# Students	Annual % change	5 Year % Trend
South Africa	4,540	+4.7%	+41.2
Ghana	2,190	+2.7%	+33.1%
Kenya	1,231	-4.6%	+79.4%
Tanzania	1,115	-1.0%	+77.0%
Uganda	716	+6.4%	+100.6%
Senegal	399	+6.4%	-16.0%
Rwanda	308	+57.1%	+422.0%
Zambia	284	+7.2%	+113.5%
Botswana	281	-0.7%	+44.8%
Ethiopia	267	+81.6%	+217.9%





Building Sustainable U.S.-Ethiopian University Partnerships



Cheryl Francisconi
Regional Educational Advising Coordinator (REAC),
Southern Europe
EducationUSA



Background

- Growing youth population and the demand for higher education in Ethiopia, and Africa in general
- Significant Ethiopian government investment in establishing new institutions
- U.S. government desire to support the commitment, but limited resources





Context

Barriers to the development of university partnerships in Ethiopia, and Africa in general:

- Ability to effectively communicate joint expectations
- Unequal access to funding
- Logistical challenges
- Insufficient housing and working facilities





Conference Purpose

- Present models of successful university partnerships
- Provide tools to manage partnerships once they are established
- Give exposure to existing institutions that support higher education development globally and in the region





The Conference Model

- A design team consisting of various stakeholders
- A participatory approach using large group meeting methodologies
- Pre-conference survey
- Sharing of successful models
- World Café Dialogue
- Workshop Sessions
- Post-conference seed grants





Lessons Learned

- Build upon existing relationships with faculty and administrators
- Develop clear institutional strategy and identify compatible partners
- Negotiate partnership agreements that set out clear expectations and assign roles and responsibilities
- Build in structures and mechanisms to address conflict



Seed Grant Competition

- 5 grants of \$15,000 each one U.S. and one Ethiopian university.
- Good results, generally; mixed in terms of ongoing partnerships
- Some additional funding leveraged
- Adjusting to cultural differences, time, and challenge of high staff turnover on Ethiopian side
- New universities were reached





Grant Outcomes

- Curriculum development
- Joint research
- Faculty exchanges
- Research capacity development
- Establishment of actual tools, labs, programs



Models for Initiating and Sustaining Sub-Saharan Africa and U.S. Institutional Partnerships



Minnie Battle Mayes

Director, International Programs



North Carolina A&T State University and Kwame Nkrumah University of Science and Technology (KNUST)

Partnership established 1996





North Carolina A&T at a Glance

- Founded in 1891 as the land grant Agricultural and Mechanical College for the "colored race"
- 1975 became member of the University of North Carolina system (16 universities)
- Carnegie classification High Research Activity
- Ranks 3rd in UNC system in research funding





North Carolina A&T at a Glance

- Recipient of National Science Foundation's
 Engineering Research Center grant for biomedical engineering and nano-bio applications research
- University offers 118 bachelors degree programs,
 - 60 masters, and 9 doctoral degree programs;
- 10,600 Students (including 1700 graduate students)





KNUST, Kumasi, Ghana

- Founded 1951
- @50,000 students
- Most prominent science & technology university in West Africa
- 6 colleges (College of Engineering)





The Partnership

- Initially started as an exchange program for under-graduates (grading was a challenge for both schools)
- A&T undergrads exchanged w/KNUST grad students and junior faculty
- Short term visits for KNUST senior project students (mini-baja) competition – Alcoa grant
- Created "sandwich program" KNUST degree w/research done at A&T





The Results

- 17 KNUST faculty earned PhD's at A&T (Mechanical, Electrical & Industrial Engineering; Computer Science
- 7 have returned to teach at KNUST and 10 more will return by end of 2014
- Over 70 students from Ghana (word of mouth) have earned MS and PhD degrees at A&T and have gone elsewhere to work or teach – not originally teaching at KNUST
- Over 20 A&T students have spent a semester at KNUST (over 100 have made shorter visits)





Results (Cont'd)

Other partnerships with Ghanaian institutions –
 Koforidua Polytechnic University







The man who made all this possible -Dr. Samuel Owusu-Ofori, NC A&T Professor, Mechanical Engineering







Building Academic Partnerships between the University of Comoros and AASCU Colleges and Universities

Arlene Jackson Director,
American Association State Colleges and
Universities





AASCU

Non-Profit, Non-Governmental

Presidential Higher Education Association

420 + Members—public colleges and universities

U.S.; Puerto Rico; Virgin Islands; Guam





Comoros Information:

- The Union of the Comoros is a sovereign archipelago island national in the Indian Ocean, located at the northern end of the Mozambique Channel off the coast of Africa, between northeastern Mozambique and northwestern Madagascar.
- Other countries near the Comoros are Tanzania to the northwest and the Seychelles to the northeast.
- Its capital is Moroni, on the Grande Comore.
- National Language: French, Arabic



Union of Comoros









- Comoros' Higher Education Needs:
 - Increase English language instruction at all levels
 - Increase the awareness of language knowledge and proficiency
 - Increase English language teachers
 - Increase training for all faculty members
 - Increase funds for higher education to meet the needs





- Program Focus:
 - Conduct preliminary assessment
 - Address strategies and steps
 - Selected special topics:
 - foreign language education
 - Tourism and historical preservation
 - Building effective university partnership





- Program included:
 - Workshops
 - Round-table discussions
 - Engagement with
 - University administrators and faculty members
 - Government officials
 - Private Sectors
 - Facilitated by: EducationUSA





Topics Discussed:

- Strategies for building formal partnerships

 Exposure to Comoran faculty members and students to Western orientated education system

Models for planning a successful partnership





SWOT Assessment and Analysis

- Strength
 - Willingness of students to learn
- Weakness
 - Lack of facilities/resources (human and financial)
- Opportunity
 - Develop partnerships to increase language skills
- Threat/Challenge
 - Link language/tourism education to national workforce goal



Next Step: Follow up

- 1. 2013 AASCU-Academic Leadership & Change (ALC) Winter meeting
 - pre-con training: teacher education, grant writing, leadership, strategic planning
 - concurrent session on Comoros
 - campus visits to Troy University and Coastal Carolina University
- 2. Bilateral agreement with Troy University and Bemidji State University
- 3. 2014 Madagascar/USAID and EducationUSA Projects in Cooperation with AASCU--National AASCU book/DVD Drive
- 4. 2014-2015 Faculty Development in Comoros
 - US Embassy will sponsor two faculty to Comoros for one week intensive training of faculty in each of the departments





For more information

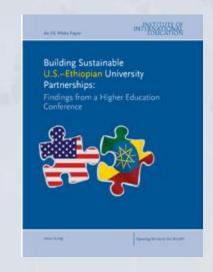
IIE White Paper was published and is online at:

http://www.iie.org/en/Research-and-

Publications/Publications-and-Reports/IIE-

Bookstore/Building-Sustainable-Ethiopia-

<u>Partnerships</u>



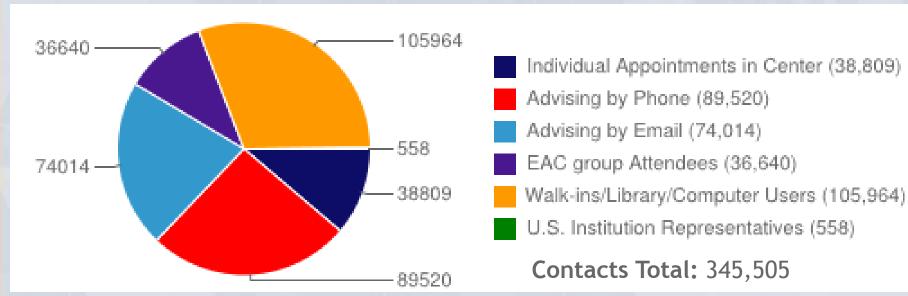


http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Developing-Strategic-International-Partnerships



For more information

48 EducationUSA Centers in 43 countries



- Majority of Centers located in U.S. Embassies and Consulates
- Four sub-regions: Central, East, West and Southern Africa





Thank you!

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