

Sub-Saharan Africa

Regional EducationUSA Profile

Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Republic of the Congo, Democratic Republic of the Congo, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Reunion, Rwanda, St. Helena, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe

54

EducationUSA Advising Centers in the Region

38 Comprehensive
13 Standard
3 Reference

From the islands of Cabo Verde to the island of Madagascar, and the huge, diverse continent in between, Sub-Saharan Africa is home to distinctive, talented, and motivated students. The region has a growing population of nearly 1.1 billion people, 20 percent of whom are between the ages of 15 and 24. The Population Reference Bureau projects the African population will more than double to 2.6 billion by 2050, growth which will account for more than half of the global population increase during that time.

EducationUSA Sub-Saharan Africa has 54 advising centers—38 comprehensive, 13 standard, and three reference—and 58 EducationUSA advisers throughout the region. Advisers based in standard and reference centers at U.S. missions have responsibilities for other Public Affairs programs, such as local cultural affairs programs, education exchange programs (for example, the Fulbright Program and the Hubert H. Humphrey Fellowship Program), English language programs, and alumni coordination.

U.S. embassies and consulates host nearly all EducationUSA advising centers, which allows for collaboration with Consular sections, American Spaces, and other U.S. Mission staff members. The Opportunity Funds program operates through the advising centers in Botswana, Eswatini, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria, Rwanda, South Africa, Togo, Uganda, Zambia, and Zimbabwe.

Regional Overview

Less than 10 percent of Sub-Saharan African youth enroll in postsecondary education. In Nigeria, access to higher education opportunities is so competitive that an estimated 1 million high school graduates annually are left without a university placement. This imbalance presents an opportunity for higher education institutions (HEIs) around the world to recruit students from the region.

According to a February 13, 2020 article from University World News (“The Scramble for Africa’s Growing Student Population”), institutions in Europe, the Middle East, and beyond are likely to increase outreach to African students in the coming years.

In academic year (AY) 2018-2019, Sub-Saharan African students from 50 countries and one territory studied in the United States. According to the annual *Open Doors* report, more than 40,000 students from Sub-Saharan Africa were studying in the United States in AY 2018-2019, a 2.1 percent increase over the previous year. Over the past five years, the number of students from the region studying in the United States grew by 29.5 percent.

A little more than half of the students from Sub-Saharan Africa are pursuing Bachelor’s degrees, 31.1 percent are pursuing graduate studies, 13.3 percent are in Optional Practical Training (OPT), and the remaining students are in non-degree programs.



¹ “Africa” in this section refers to the 51 countries of Sub-Saharan Africa



by New York, Massachusetts, California, and Maryland.

Among African students in the United States, 31 percent are studying at the graduate level, a 5 percent increase over the previous year. Ghana, Nigeria, Sudan, and Uganda all sent more than 100 graduate students to the United States in AY 2018-2019. In terms of undergraduate study, Ethiopia and Gabon experienced the largest growth over the past year in the number of students in the United States. More than 70 percent of internationally mobile students in a significant number of African countries are pursuing undergraduate degrees in the United States. These countries are Angola, Burkina Faso, Republic of the Congo, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Gabon, Guinea, Mali, Somalia, and South Sudan.

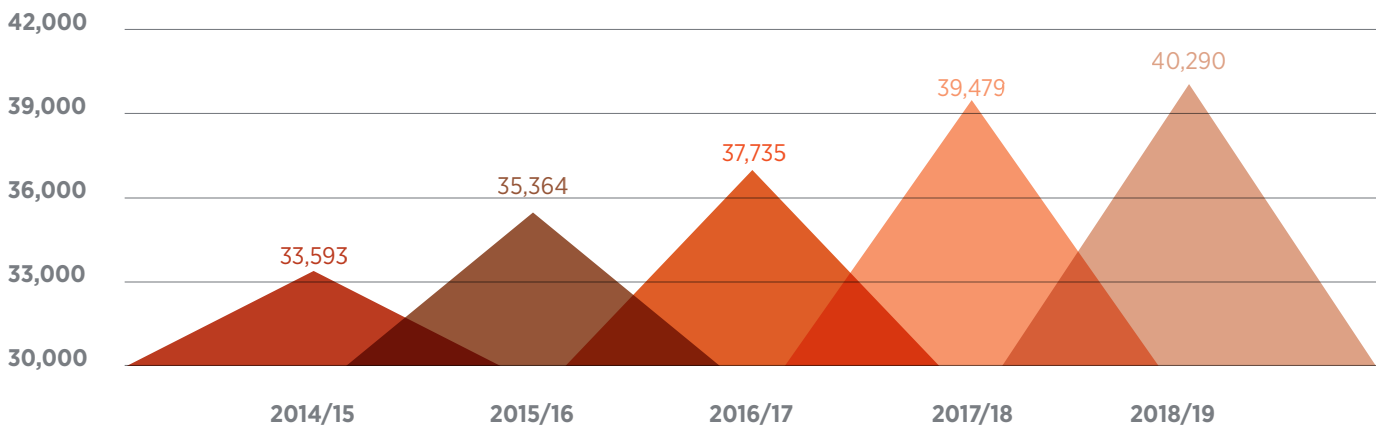
Approximately 16 percent of Sub-Saharan African students attend community colleges. EducationUSA advisers promote the community college 2+2 model and encourage students with an interest in community colleges to consider institutions that have articulation agreements with four-year institutions offering programs in their areas of academic or career interest.

Due to strong cultural and family influence, many African students start their studies in science, technology, engineering, and mathematics (STEM)

The more than 5,000 students from the region pursuing OPT represented a 12 percent increase over the previous year. A 5.3 percent increase in graduate students and a 2.7 percent increase in non-degree students more than offset the 2.1 percent decline in the number of students pursuing undergraduate degrees. Sub-Saharan African students primarily go to the United States to earn degrees; only 3 percent of students are studying in non-degree programs.

West Africa is responsible for 53 percent of Africa's total student population studying in the United States, followed by East Africa, with 23 percent; Southern Africa, with 16 percent; and Central Africa, with 8 percent. West Africa experienced the strongest growth (5 percent) in the number of students studying in the United States. Although African students study in all 50 states, Texas is the most popular, with 13.7 percent of all African students, followed

Student Mobility in the Region (Five-Year Trend)



Sub-Saharan Africa

and pre-professional fields. In many cases, however, exposure to new fields sparks interest in other areas of study. The freedom to choose their majors, combine disparate fields, and get practical experience is particularly appealing to Sub-Saharan African students.

Personal relationships are valued and vital in Sub-Saharan Africa. For effective recruitment, it is essential to travel to the region or offer interactive webinars. Students and families are more likely to invest in educational institutions with which they have had face-to-face interactions. EducationUSA and U.S. embassies and consulates actively support U.S. HEI travel in the region and seek to maximize visitors' experiences. EducationUSA advising centers frequently host webinars and welcome the chance to make more virtual connections.

Recent Trends

Interest in graduate study among Sub-Saharan African students continues to grow. As more students complete undergraduate degrees in the United States or in their home countries, this trend will likely continue. Graduate study in the United States is particularly desirable because of the breadth of programs offered, in contrast to the more limited offerings at institutions in

students' home countries. Students from smaller countries need to look abroad for graduate study in fields beyond the most basic ones.

Parents generally have a favorable view of the United States and support their children studying there. At the same time, many parents are concerned about safety and security, and these considerations factor into their decision-making. Providing clear information about safety measures, regulations, and policies on campus, particularly for residence halls, will resonate positively with parents. Students will also benefit from having this information to share with their parents and should be encouraged to discuss how seriously U.S. institutions take safety and security.

Countries in the Spotlight

The following 11 Sub-Saharan African countries all send more than 1,000 students to the United States (IIE *Open Doors* report data for AY 2018-2019): Angola, Cameroon, Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Nigeria, Rwanda, South Africa, and Zimbabwe. The top five sending countries (from highest to lowest senders)—Nigeria, Ghana, Kenya, Ethiopia, and South Africa—account for more than 60 percent of students from the region studying in the United States.

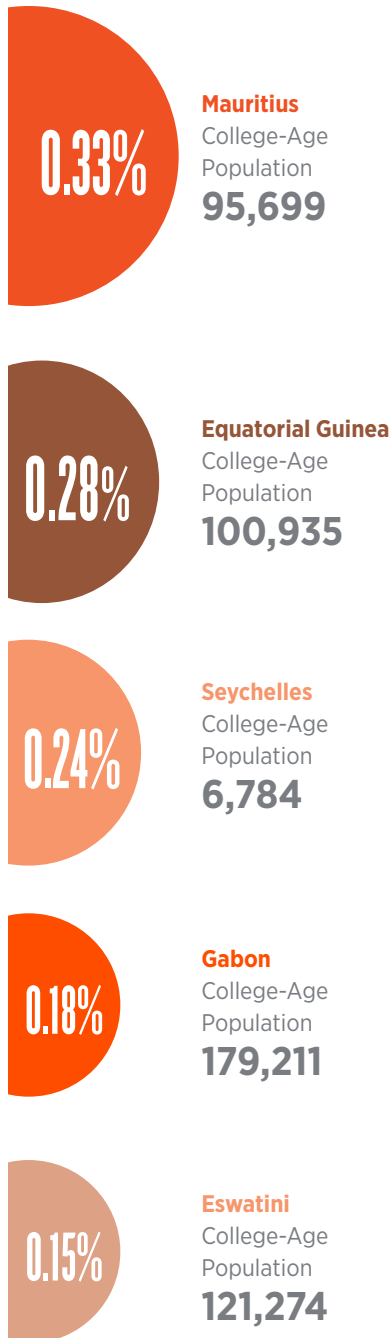
Ethiopia is the fourth largest Sub-Saharan Africa sender of students to the United States. Ethiopia's population is growing, and 20 percent are between the ages of 15 and 24. According to UNESCO, the United States is the top destination for degree-seeking Ethiopian students. Beyond the United States, Ethiopian students study in Finland, India, Italy, Norway, Saudi Arabia, South Africa, the Republic of Korea, and Turkey. In 2018 the Chinese government provided more than 1,450 scholarships for Ethiopians, mostly for short-term vocational training, as well as graduate programs at Chinese universities.

According to *Open Doors* data, in AY 2018-2019, 2,061 Ethiopian students were studying in the United States, a 2.7 percent decline from the previous year. Most Ethiopian students—65 percent—are enrolled at the undergraduate level; 22 percent are at the graduate level, 11 percent are in OPT, and 3 percent are in non-degree programs. The 2.7 percent decrease reflected declines in the number of graduate and non-degree students. The number of Ethiopian undergraduate students in the United States increased by 12.5 percent, while OPT students increased by 7.9 percent.

Ethiopian students are most interested in studying in STEM fields, likely because of the country's 2008 education policy



Five Countries of Origin in the Region with Highest Per Capita College-Age Student Mobility to the United States



Source: UNESCO Institute of Statistics; Indicator: 2017 Population of the official age for tertiary education, both sexes

requiring 70 percent of students to study science and technology and 30 percent to study the humanities and social sciences.

Ghana became the second largest sender of students to the United States in AY 2018-2019, with 3,661 students, an almost 14 percent increase over the previous year. According to UNESCO, the United States is Ghana's top study abroad destination. More than half of the Ghanaian students in the United States are studying at the graduate level. Ghana is now in the top 25 of all international sending countries for graduate students.

One of the most stable countries in West Africa, Ghana attracts more than 30,000 international students each year. Institutions around the world have established partnerships and study abroad agreements with Ghanaian institutions. In AY 2017-2018, more than 2,000 U.S. students studied in Ghana, an 18 percent increase over the previous academic year.

Ghana has a population of more than 30 million people, more than half of whom are under 25. Enrollment is limited at Ghanaian public universities; on average only 20 percent of all university applicants are offered the opportunity to enroll in a higher education institution. The country struggles to meet the demand for inclusive and high-quality education. Rapid population growth, economic development, scholarship availability, and the increasing demand for higher education are incentives for Ghanaian students to pursue study abroad.

Kenya is Sub-Saharan Africa's third largest source of students to the United States, with 3,451 students studying in the United States in AY 2018-2019. UNESCO reports the United States remains the number one destination of Kenyan study abroad students. Approximately 58 percent of Kenyan students are undergraduates, and 27.8 percent study at the graduate level.

Two years ago, Kenya's government tightened university admission policies; in 2017, national exam testing procedures were tightened to combat grade inflation. As a result, fewer high school graduates qualified to enroll at local universities. In recent years, as few as 11 percent of Kenyan students have been offered

university placements. This turmoil, combined with strikes and inadequate facilities at local universities, may lead students and their families to pursue U.S. education for first-year or transfer undergraduate studies.

Kenya's population of college-aged students is projected to hit 5.7 million by 2024. These students hold the promise of meeting Kenya's goal of becoming a middle-income country by 2030. Kenya's higher education system has expanded rapidly in recent years, largely due to the establishment of several private universities and polytechnic schools. But there are persistent concerns about quality, and government funding has been declining. UNESCO estimates that almost 15,000 Kenyans are studying abroad, mostly in the United States, Australia, the United Kingdom, and South Africa.

Nigeria is the top sending country in the region. The 13,423 Nigerian students studying in the United States in AY 2018-2019 represented one-third of all Sub-Saharan African students in the United States. Nigeria is the 11th largest sending country in the world, up from its rank of 13th the previous year.

Nigeria experienced an almost 6 percent increase in students studying in the United States in AY 2018-2019. While

African Countries with More than 1,000 Students in the United States

Country	2018/19	% Change 2017/18
Nigeria	13,423	5.8%
Ghana	3,661	13.9%
Kenya	3,451	3.9%
Ethiopia	2,061	-2.7%
South Africa	2,042	0.1%
Côte d'Ivoire	1,392	3.2%
Zimbabwe	1,343	1.4%
Rwanda	1,292	4.9%
Cameroon	1,188	-14%
DR Congo	1,164	3.7%
Angola	1,014	-14.3%

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10.6 percent increase among graduate students.

South Africa's population of about 59 million people is projected to reach 64 million by 2030. University-aged students make up around 8 percent of the country's population. According to UNESCO (2017 data), there are approximately 8,000 South African students studying overseas, representing only 0.16 percent of the country's university-aged population. Like other countries in the region, South Africa will likely be unable to meet the demands of its students who qualify for university admission. In AY 2018/2019, approximately 48 percent of all South African students overseas chose an English-speaking study destination, with largest numbers of students choosing the United States, the United Kingdom, and Australia.

The most popular fields of study for South African students are engineering, biology, business, and the performing arts.

Countries to Watch

Côte d'Ivoire. In AY 2018-2018, Côte d'Ivoire was the sixth largest sending country in the region and reached its highest number yet of students studying in the United States. Over the past five years, the number of students from Côte d'Ivoire studying in the United States has increased by 24.73 percent.

Rwanda. Rwandan students are choosing to study in the United States in higher numbers than ever before. AY 2018-2019 saw a record number of Rwandan students pursuing undergraduate, graduate, or non-degree study in the United States. Over the past five years,

the number of undergraduate students declined by about 3 percent, this was more than offset by an almost 11 percent increase in graduate students and significant increases in students pursuing OPT and non-degree programs.

There are currently 85,251 Nigerian students abroad; the most popular study destinations are the UK, the United States, and Malaysia. Over the past several years, the most popular fields of study for

Nigerian students in the United States have included business, engineering, and physical sciences, and health-related fields.

In AY 2018-2019, more than 2,000 students from **South Africa** studied in the United States, making it the fifth largest sending country in Sub-Saharan Africa. Of these students, 1,156 studied at the undergraduate level and 550 at the graduate level, representing a 6 percent increase among undergraduates and a

African Students by Level of Study in the Region

Associate	6,003
Bachelor	18,636
Master	12,064
Doctorate	5,380
All Other	2,071

Source: SEVIS, January 2020

Regional Student Totals Top Five Countries of Origin

Country	2018/19	%Change
Nigeria	13,423	5.8%
Ghana	3,661	13.9%
Kenya	3,451	3.9%
Ethiopia	2,061	-2.7%
South Africa	2,042	0.1%

the number of Rwandan students studying in the United States has more than doubled, from 565 in AY 2013-2014 to 1,232 in AY 2018-2019.

The following 10 countries with fewer than 500 students studying in the United States had over 30 percent increases in student enrollment in the last five years (listed in percentage order): Somalia, South Sudan, Namibia, Sudan, Liberia, Central African Republic, Lesotho, Mauritius, Guinea, and Mauritania. U.S. HEIs should consider including these countries in Sub-Saharan Africa recruitment efforts.

What to Expect in the Next Three to Five Years

Africa is home to the world's fastest growing college-aged population. According to the United Nations, Africans under the age of 35 are forecast to account for 42 percent of the continent's population by 2030, and this number will continue growing throughout the remainder of the century. The growth of this demographic will lead to rising demand for higher education and international study across the continent.

China's investments in scholarships for international students will likely increase the number of African students in China. India and Russia are also poised to increase scholarships for African students. According to an April 18, 2019 press release from China's Ministry of Education, in 2018, 81,562 African students studied in China, double the number of African students *Open Doors* reported studying in the United States that year (40,290).

Virtual Engagement and Social Media Usage

Mobile telephone use has radically changed the way all of Sub-Saharan Africa operates, and the region's youth continue to be on the forefront of these trends. As in the rest of the world, social media is a driving force throughout Sub-Saharan Africa. For many, mobile phones are the primary way to access the internet. WhatsApp is by far the most popular platform for social media use for individual and group communications. Facebook remains extremely popular, with more than 170 million users out of a population of 1.06 billion people. EducationUSA advisers

use both Facebook and WhatsApp to share information and plan activities with students, parents, and counselors.

Online platforms are tapping into a growing interest in higher education. Unicaf University, an online higher education platform, enrolled 25,000 students in January 2019, reflecting 108 percent growth in four years. ELearnAfrica announced a partnership with the Association of African Universities to expand online learning opportunities for students enrolled in its 380 member institutions, potentially making educational opportunities available to 10 million African students. Pan African University officially launched its e-learning arm in December 2019, allowing millions of Africans to enroll in online courses and programs.

Mobile phone use is skyrocketing throughout Sub-Saharan Africa. As mobile technology becomes more widespread and less expensive, more Sub-Saharan Africans will have access to technology

that was previously unavailable. Already, the majority of Sub-Saharan African students access the internet via mobile phones.

According to a September 26, 2019 report by the Brookings Institution ("Africa's Growing Mobile Economy"), half the population in Sub-Saharan Africa will subscribe to mobile services by 2025. Across the continent, the growing youth population will significantly influence patterns of cellular usage in the future.

Africa is growing as a hub of advanced technology and research. In April 2019, Google opened its first artificial intelligence (AI) lab center in Accra, Ghana. Google also supports machine intelligence programs at the African Institute for Mathematical Sciences Center in Rwanda. In May 2019, Microsoft launched its Africa Development Centre, with two sites in Nairobi, Kenya, and Lagos, Nigeria. Local developers are expected to focus on transformative

U.S. Study Abroad

Top Five Receiving Countries in the Region

Destination	2017/18	% Change
South Africa	6,001	-0.7%
Ghana	2,210	18.5%
Tanzania	1,556	14.1%
Kenya	927	19.2%
Uganda	837	-0.9%

Five Countries (with over 100 students) with Highest Percentage Growth, U.S. Students in the Region (Five-Year Trend)

Country	2014/15	2018/19	% Change
Namibia	167	237	41.9%
Zambia	291	372	27.8%
Uganda	685	837	22.2%
South Africa	4,968	6,001	20.8%
Tanzania	1,294	1,556	20.2%

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technologies, such as AI and machine learning.

Additionally, Africa leads the world in digital financial services, more commonly known as mobile money. According to the Bill and Melinda Gates Foundation, since the introduction of mobile money transactions just over a decade ago, Africa now hosts almost half of the world's 277 mobile money services.

Successful Recruiting Strategies

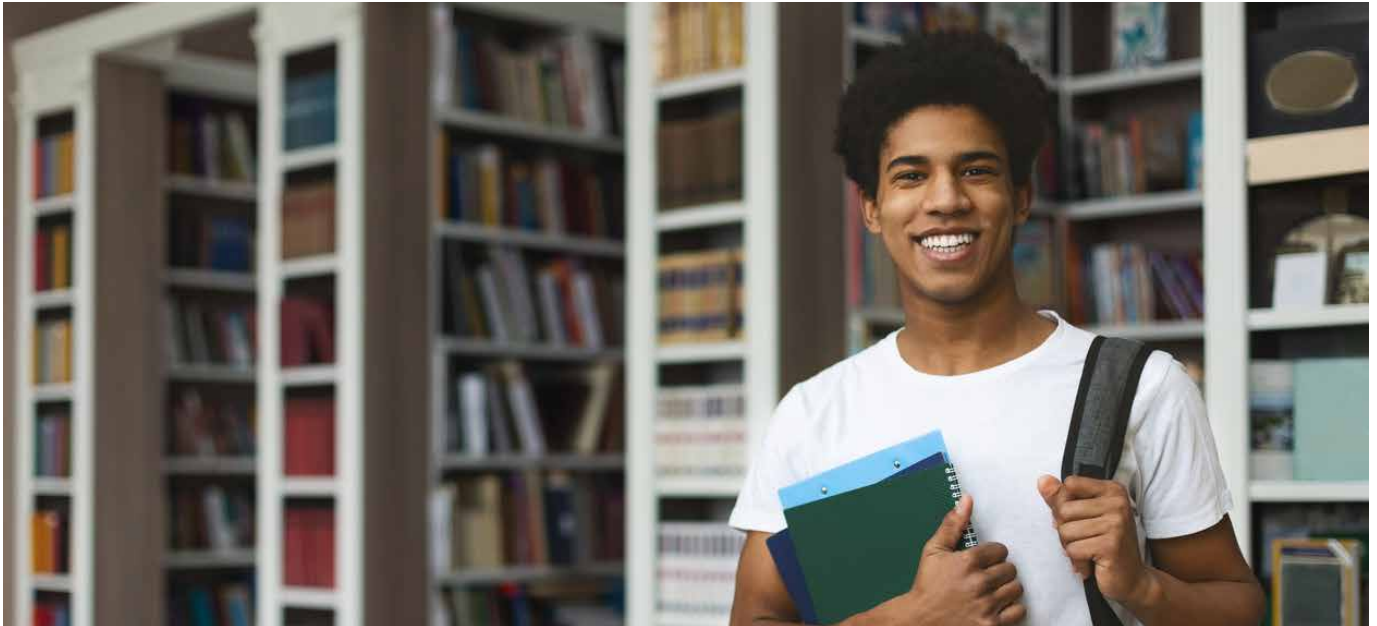
- Parents are typically the primary decision-makers in the choice of a school. It is wise to engage parents, welcome their questions, and clearly explain the benefits of studying at your institution.
- EducationUSA advisers use a combination of criteria to select students participating in EducationUSA scholars programs. Criteria include the student's motivation, work ethic, academic records, participation in the community, and references. Selected students typically work with EducationUSA advising centers for at least one year and demonstrate strong preparedness to study in the United States.
- Consolidate scholarships into meaningful funding awards; this will make a big difference to Sub-Saharan African students who need funding. Three USD\$10,000 scholarships won't be useful, for example, should a student have a US\$30,000 gap. Instead, consider offering a single US\$30,000 scholarship and enabling one student to study in the United States. This will have a direct effect on others considering the institution.
- Travel with other HEI representatives. Small-group travel provides students, parents, and local education administrators a better understanding of the diversity of U.S. HEIs. Students are better able to discern differences among institutions and select the right fit for their needs.
- Be prepared to respond to advisers' requests for your materials for EducationUSA "Homegrown College Fairs" or alumni fairs. More EducationUSA centers will be holding these college fairs with U.S. alumni, Peace Corps volunteers, embassy and consulate staff, and staff from other U.S. offices (such as the Centers for Disease Control and Prevention and the U.S. Agency for International Development [USAID]) representing their alma maters. This model is quite successful and provides institutions exposure when they are not able to recruit in person.
- Consider waiving application fees. This will encourage students to apply. Making the payment is a practical challenge for many potential Sub-Saharan African students and their families. Most students in the region use local mobile money accounts on their phones, rather than bank cards. Obtaining U.S. dollar checks from banks is an expensive and cumbersome process. Additionally, some countries do not allow money to transfer out of the student's home country.
- Offer vouchers for students to complete the College Scholarship Service (CSS) Profile for financial aid. Students will appreciate vouchers or the acceptance of a hard-copy International Student Financial Aid Application (ISFAA), which lower barriers to access for many students.
- Offer flexibility in testing requirements. This is especially important in countries where specific tests are still not offered or are paper-based (GRE, TOEFL, etc.) and only offered three times per year.
- Remember that secondary schools may appear run-down or have poor infrastructure; however, this is not a reflection of the quality of the education and the students attending the school.
- Clearly state the total cost of attendance on the website; hidden costs and fees can prohibit students from attending at the last minute or present financial challenges once they are on your campuses.
- Respond as quickly as possible to student inquiries. Students and their parents view responsiveness as a signal of interest.
- Direct admitted students to the EducationUSA Pre-Departure Orientation Sessions usually held in July. These sessions will focus on, among other issues, broad cultural differences between the United States and Sub-Saharan Africa, whereas campus orientations will focus on adjusting to life in the United States.

Five Countries of Origin (with over 100 students) with Highest Percentage Growth, International Students in the Region (Five-Year Trend)

Country	2014/15	2018/19	%Change
Rwanda	800	1,292	61.5%
Namibia	67	105	56.7%
DR Congo	755	1,164	54.2%
Liberia	168	255	51.8%
Nigeria	9,494	13,423	41.4%

61.5%

Rwanda has the largest percentage growth in the region over the last five years (*with over 100 students*)



- Check in on your students once they have arrived at your institution. If students are warmly welcomed and integrated into an institution, they will share their experiences with friends and family back home.

Institutional Partnerships

In January 2020, Assistant Secretary of State for the Bureau of African Affairs Tibor Nagy traveled to the Central African Republic, Ethiopia, Kenya, Somalia, South Sudan, and Sudan to promote university partnerships. During the tour, Assistant Secretary Nagy promoted the September 2019 University Partnerships Initiative (UPI), a program of the U.S. Department of State designed to strengthen ties and encourage collaboration between U.S. and African universities. The UPI supports higher education links that expose African students, faculty, and administrators to the diversity and innovation of American campuses.

The goals of UPI are to 1) promote and expand U.S.-Africa faculty and student exchanges, especially in dual-degree programs in which Africans can complete their studies in their home countries; 2) encourage joint research, especially in agriculture, food security, and STEM, all areas critical to Africa's future development; 3) support training and skills transfer in all aspects of university administration; and 4) tap American universities' expertise in working with the private sector, with an emphasis on

research, commercialization, technology transfer, and job creation.

In February 2020, the Department of State held a U.S.-African University Partnerships Forum in Washington, DC. The meeting, convened by Assistant Secretary Nagy, brought together more than 150 higher education leaders from the United States and across Africa, as well as several Washington, DC-based members of the African diplomatic corps.

Building Africa and U.S. university partnerships is a priority among U.S. embassies and consulates in Africa. The following are examples of partnerships with universities in Sub-Saharan Africa.

South Africa

- The U.S. embassy in South Africa has worked closely with governmental and quasi-governmental agencies and departments to establish successful higher education initiatives, such as the U.S.-South Africa Higher Education Network. This network has piloted a tripartite mentorship model with U.S. universities that serves to grow the number of qualified faculty at South African universities and create other collaborative ties between U.S. and South African universities. For example, since 2018, the University of Pretoria has collaborated with Rutgers University and the University of Venda in Limpopo to grow the U.S.-South Africa Higher Education Network, with an emphasis on supporting the development of a pipeline of South African doctoral candidates, staff development, and curriculum development.
- Under the same initiative, the University of Missouri, Rutgers University–Newark, the University of Western Cape, and the University of Pretoria are collaborating with South Africa's Department of Higher Education and Training under the University Capacity Development Programme to support community development and education. Many more partnerships are underway, focusing on research collaboration as well as academic capacity building between U.S. and South African HEIs.
- The U.S. embassy in South Africa is partnering with the National Research Foundation to offer a one-year Fulbright Visiting Researcher scholarship for eligible South African doctoral candidates who will work toward their South African degree at a U.S. research institution. This initiative supports the South African government's goal to increase the number of doctoral graduates to 5,000 per year by 2030.
- A delegation from the United States recently visited South Africa to build a transatlantic education bridge in the context of a 21-year sister partnership between Tacoma, Washington and George, Western Cape. This U.S.

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delegation has growing partnerships with two technical and vocational education and training colleges in Cape Town (in False Bay TVET College and Northlink College).

- Over the past two years, the Western Cape Regional Office of the Department of Higher Education, Science, and Technology has been working with San Mateo County Community College in California to conduct staff professional development and student exchange partnerships.
- Montgomery College and the Maryland International Education Consortium are working with EducationUSA to promote community colleges in the United States.



Equatorial Guinea

- In 2019, the Equatoguinean Minister of the Ministry of Mines and Hydrocarbons (MMH) and representatives from Prairie View A&M University and Texas Southern University signed a memorandum of understanding to educate recipients of a recurring full ministry scholarship for undergraduates. Equatorial Guinea has long had strong ties to Texas due to social and economic linkages with several Houston-area communities and companies. The Ministry currently focuses on two Historically Black Colleges and Universities (HBCUs) because they are perceived as being more affordable and collaborative in managing administrative needs. GEPetrol and MMH will administer the program for 50 to 100 students per year. The embassy will seek to support these relationships through English programming and consular outreach.

Ethiopia

- The journalism and communication departments at Ohio State University and the University of Gondar have been sharing experiences, skills, and resources that will be crucial for maintaining quality education.
- Rutgers University's Robert Wood Johnson Medical School is partnering with Jimma University to establish a Cardiology and Emergency Medical Department at Jimma University Medical Center as part of an initiative called JUST-Jimma University Strategic Team Empowerment.

- The University of Wisconsin–Madison and Hawassa University have been working on the “Joint Curriculum Development for Fellowship Training in Women’s Health” to create three evidence-based modules on maternal-fetal medicine and urogynecology. Skilled women’s health professionals at Hawassa University have been collaborating, sharing information, and conducting exchanges with University of Wisconsin experts.
- The University of Maryland is partnering with Debre Berhan University to implement community outreach through a Women in Agriculture program to enhance the capacity of the university and improve the livelihoods of women in the community.
- The University of North Texas is working with Jimma University to enhance the digital repository of university research output.
- Bowling Green State University and Mettu University work in partnership to strengthen Mettu’s professional and administrative capacity, improve its information network and digital libraries, and build English language programs through onsite training and research.
- Cornell University partners with Jimma University on a joint project focused on clean-burning pyrolysis cookstoves and sustainable-soil biochar systems.

Ghana

The U.S. embassy estimates that more than 100 types of partnerships exist between American and Ghanaian universities, largely due to the personal connections established with Fulbright and other exchange programs for students and faculty from both countries. While most of these partnerships involve large public Ghanaian universities, there is a small number of burgeoning partnerships with private universities. The broad goal is to strengthen the professional capacity of faculty in specific areas of study, particularly STEM and the humanities.

The following are a few examples:

- The University of Ghana has exchange agreements with Brown University, Howard University, Tufts University, University of Alabama, University of Connecticut, University of Oregon, and University of Virginia.
- The University of Cape Coast has a long-standing relationship with Grand Valley State University’s education program, Clarion University, Kennesaw State University, and Louisiana State University.
- Kwame Nkrumah University of Science and Technology in Kumasi has a 2+2 agreement with Arizona State University and a relationship of over a decade with North Carolina A&T State University.

Malawi

- Lilongwe University of Agriculture and Natural Resources has been in partnership with Michigan State

University through the Innovation Scholars Program and the Global Center for Food Systems Innovation via the Frugal Innovation Practicum. Lilongwe also partners with Tufts University through the Malawi Dietetic Program (both funded by USAID).

- With support from the Lemelson Foundation and the Rice 360° Institute for Global Health Technologies, Rice University partners with the engineering department at the Polytechnic (part of the University of Malawi in Blantyre). The partnership aims to improve healthcare by replicating the success of Rice's engineering education programs for global health and by promoting shared innovation between students at the two campuses.
- The University of Denver and the Virginia Polytechnic Institute and State University (Virginia Tech) offer their students a study abroad program at Mzuzu University's Environmental Sciences department, focusing on water, sanitation, and hygiene.
- The Strengthening Higher Education Access in Malawi Activity program is an Arizona State University–led partnership with five Malawian universities. Supported by USAID, it aims to transform higher education in Malawi.
- The University of North Carolina Project-Malawi is a collaboration between the University of North Carolina at Chapel Hill and the Malawi Ministry of Health. The project is based on the campus of Kamuzu Central Hospital in Malawi's capital, Lilongwe. The mission of the project is to identify innovative, culturally acceptable, and affordable methods to improve the health of the people of Malawi through research, capacity building, and care.
- Auburn University has a long history of partnerships with Malawi through the School of Fisheries, Aquaculture and Aquatic Sciences, the College of Agriculture, the Masamu Advanced Study Institutes and Workshops in the College of Sciences and Mathematics, study abroad programs in the College of Education and the School of Nursing, and numerous faculty and staff exchanges.

Public-Private Partnerships

Nigeria and Coca-Cola developed a public-private partnership that was piloted in AY 2019-2020. The program supports successful Opportunity Funds program students with airfare to the United States and a settling-in allowance upon admission to a U.S. HEI. If the pilot is successful, Coca-Cola may consider expanding the program to other Sub-Saharan African countries.

Foreign Government and Private Funding

Funding from governments in Sub-Saharan African countries is rare. Botswana is one of the few countries where students have access to funding for study abroad, including in the United States. The Debswana Diamond Company of Botswana provides funding through its Top Achievers Scholarship.

Regional Economics and Market Demand

Many African economies have been growing steadily over the past decade. Economic gains over this period point to a growing middle class able to afford their children's university education.

The African Economic Outlook 2020 report underscores the importance of developing education and skills to advance economic growth. The report concludes that to better prepare for current and future growing employment categories, Africa needs to build skills in STEM, health, education, and communication technology. Other reports note current and fast-growing employment categories, including agriculture, infrastructure, mining, the service sector, banking and finance,

entrepreneurship, transportation and logistics, and entertainment and tourism. The World Economic Forum's *The Future of Jobs and Skills in Africa* report predicts that work will shift toward automation and knowledge-intensive tasks.

Regional EducationUSA Events

The first annual EducationUSA Africa College Fair Tour, planned for August-September 2020, was postponed. For updates, visit the "Find an Event" page at <https://educationusa.state.gov>.

U.S. Study Abroad in the Region

The number of U.S. students studying in Africa increased in AY 2018-2019 to 14,416, a 7 percent increase over the previous year. South Africa hosts 42 percent of the U.S. students studying in Sub-Saharan Africa, followed by Ghana, Tanzania, Kenya, Uganda, Rwanda, Zambia, and Senegal.

EducationUSA advising centers welcome the chance to host American study abroad students who can attend sessions as student ambassadors to promote their U.S. institutions and share information about U.S. college life.

In 2019, U.S. embassies in Ethiopia, Malawi, South Africa, Tanzania, and Uganda received Study Abroad Engagement Grants from the USA Study Abroad Branch at the Bureau of Educational and Cultural Affairs to carry out capacity-building projects to promote Americans studying in Africa.

Best and Worst Times of the Year to Interact with Students (Face-to-Face and Virtually)

The best times to plan in-person travel are when schools are in session:

East Africa: March to June and October to November

Southern Africa: February to May and July to August

West and Central Africa: January to March, May to mid-July, and October to November

It is best to avoid traveling during Ramadan, Easter, Christmas, exam periods (April to June and November to December), and national elections. The dates may vary from year to year, so please contact the EducationUSA adviser in your country of interest for the current year's dates.

Virtual sessions can be planned with advisers when students are available. These sessions usually focus on *Your 5 Steps to U.S. Study* from EducationUSA, with individual HEI representatives or as a panel discussion.