

Global Inclusion Conference

Coalition Building to Create Access

Utilizing a Pan-African Study Abroad Model

October 6, 2022



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Opportunity to Improve AA participation in Study Abroad

Think, Pair, Share:

Is increasing minority participation in your study abroad/global learning programs a priority for your organization?

IIE/Open Doors - An overwhelming majority of U.S. study abroad takes place in Europe

Study Abroad 2017-18 data	All Reporting Institutions	HBCUs	TSU
Total number of Student Participants	341, 751	20,847 (6.1% of total)	159 (0.05% of total)
Majors/Field of Study	<ul style="list-style-type: none"> - STEM - Business - Social Sciences 	<ul style="list-style-type: none"> -STEM Programs -Business Programs -Social Sciences -Foreign Language and International Studies -Fine or Applied Arts 	<ul style="list-style-type: none"> -Liberal Arts -Social Sciences -Business -Communication -STEM -Education -Agriculture
Top Study Abroad Destinations	United Kingdom Italy Spain France Ireland Japan Czech Republic Greece Netherlands Peru Argentina Israel	United Kingdom Italy Spain France Ireland Japan Czech Republic Greece Netherlands Peru Argentina Israel	Colombia Spain Japan South Africa Turkey Brazil China
Undergraduate participation	300,740 (88% of total)	18,303 (5.5% of total)	155 (0.05% of total)
Graduate Participation	41,011 (12% of total)	2502 (0.7% of total)	4

AA students = 15% of all college students in the US

<5% of all Study Abroad experiences occur on “the continent” (Africa)



PRESENTED BY THE AFRICAN DIASPORA ALLIANCE

The HBCU Africa Education Coalition (HAEC)

The HBCU Africa Education Coalition (HAEC) aims to eliminate the disparity of access to study abroad opportunities on the continent of Africa and its Diaspora. Through the 100,000 Strong Africa Initiative, the Coalition will leverage a Pan African Study Abroad Model to facilitate access to improve study abroad opportunities among students of African descent.

Founding Members (5):

CAU: [Clark Atlanta University \(cau.edu\)](http://cau.edu)

MSU: [Morgan State University - Maryland's Preeminent Urban Public Research University](http://morganstate.edu)

TSU: [Tennessee State University \(tnstate.edu\)](http://tnstate.edu)

WU-Ghana: [Webster Ghana](http://websterghana.edu)

3GC Inc (Give, Gain Grow Collaborative): [3GC, Inc. \(weare3gc.org\)](http://weare3gc.org)

HAEC website - <https://hbcuafricaeducationcoalition.org>

The HAEC aims to eliminate the disparity of access to study abroad opportunities on the continent of Africa and its Diaspora.



HAEC Strategies

- I. Reduce the disparity of access to study abroad & global learning opportunities on the continent of Africa and its Diaspora
- II. Increase the number of students participating in study abroad & global learning programs in Africa
- III. Expose participants to common social justice issues impacting global communities
- III. Expose students to key principles of the Pan African Study Abroad Model created by Booker Ammah, Walls, & Walls, 2022, <https://journals.auctr.edu/index.php/jebht/issue/view/65>)
- IV. Explore and strengthen the African concept of identity in participant

HAEC-100K Strong Africa Initiative Tactics

- I. Engage 100,000 students of African descent in the Diaspora and on the African continent (positioning HBCUs and African based Universities to lead the charge)
- II. Engage and collaborate with Study abroad offices at HBCUs, African universities, and other institutions and organizations that focus on creating a culture of expectation for every enrolled student to have a study abroad experience in Africa before they graduate from college
- III. Engage the global network of HBCUs, African Universities, and organizations that focus on Black Youth Empowerment to encourage Black students to have study abroad experience in Africa and Diaspora before they graduate from university. These programs will also collaborate with HBCUs, African University student organizations, alumni ambassadors and D9 organizations to uplift the initiative to shift the narrative from fear of international travel, to empowering and transformative experiences in Africa and the Diaspora for the future global leaders.

HAEC Communication to HBCU Leaders

I. Engage 100,000 students of African descent...

HBCU Leadership - This is a Retention tactic for your currently enrolled students. This experience will benefit students with Higher Graduation Rates; Higher GPAs, and More Employable Graduates (Nationality 75% of companies recruiting seek employees with a Global Perspective)

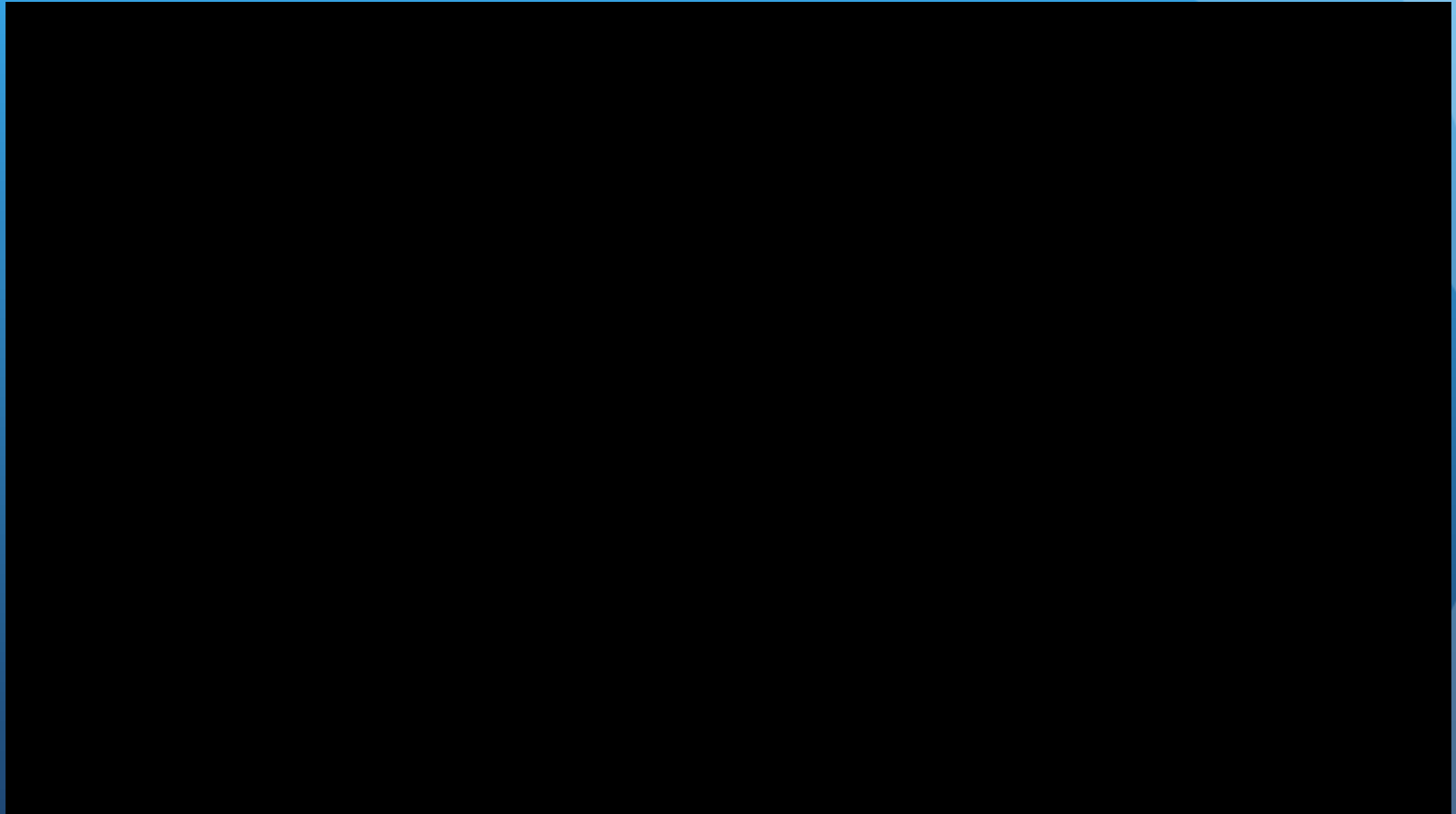
II. Engage and collaborate with Study Abroad offices at HBCUs, African universities, and other institutions and organizations...

HBCU Leadership - Recruitment of Local & International Students, Retention of currently enrolled students, and supplement to the operations of your International Affairs office to offer access to authentic Global Learning Programs (student exchange, Faculty Exchange, Collaborative Research, and Degree & Dual Degree academic programs for your scholars.

III. Engage the global network of HBCUs, African Universities, and organizations that focus on Black Youth Empowerment...

HBCU Leadership - Recruitment of Future Global Leaders to your institutions or organizations. Allows your organization to provide access to the continent and the Diaspora for your local community partners.

Dr. Glenda Glover - President Tennessee State University



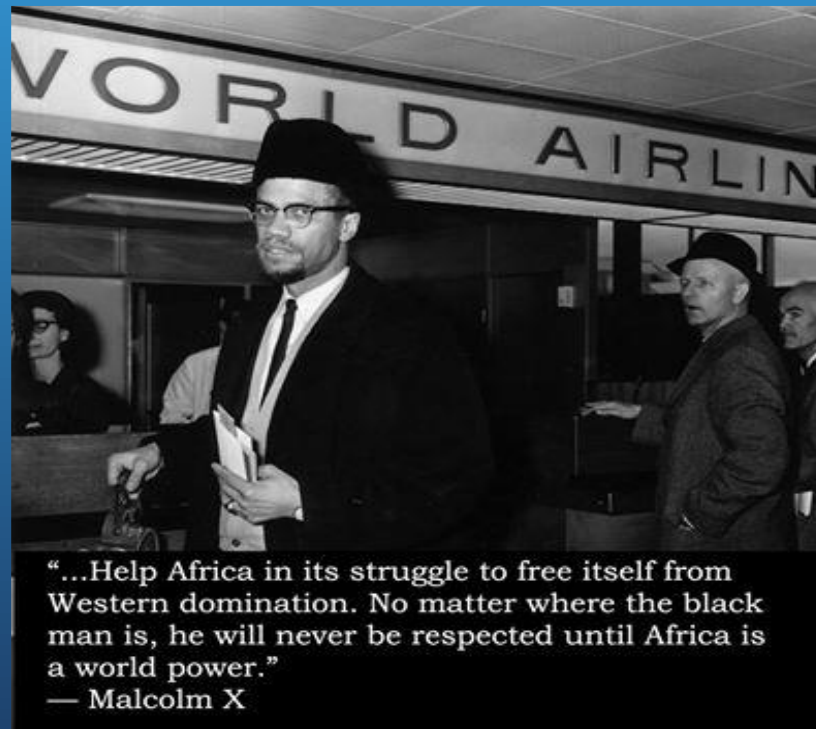
Pan-African Study Abroad Model

Brief history

- Developed in Ghana by Professor Beverly Booker Ammah; Dr. Rose Walls, and Albert Walls from over 20 years of combined work with 3GC Inc and the University of California Education Programs (short and long- term study abroad)
- Model designed to promote Pan Africanism and global competency skills among students of African ancestry.
- Key principles of Model are:
 - 1- Identity and Primacy of Africa
 - 2- Humanism
 - 3- Collectivism (African Unity) and Socialism
- Booker, Walls, & Walls secured grant funding to conduct a pilot study to assess the Model and measure the attainment of intended outcomes.
- Article link- <https://journals.auctr.edu/index.php/jebht/issue/view/65>
- HAEC's collaborative alignment to adopt the Pan African Study Abroad Model creates greater access to utilize it as a tool to expand the Pan African strategic youth mission among college students (Booker Ammah, Walls, & Walls, 2022)

STEP 1: ESTABLISHING AFRICAN IDENTITY & PRIMACY OF AFRICA

Encourage African students to establish their African identity and their appreciation for the primacy of Africa in the effort to advance the quality of life for African people wherever they may be in the world.



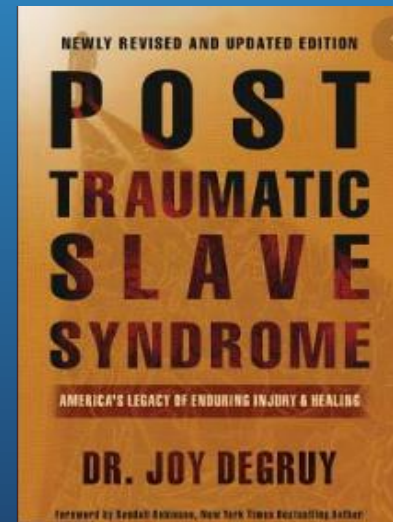
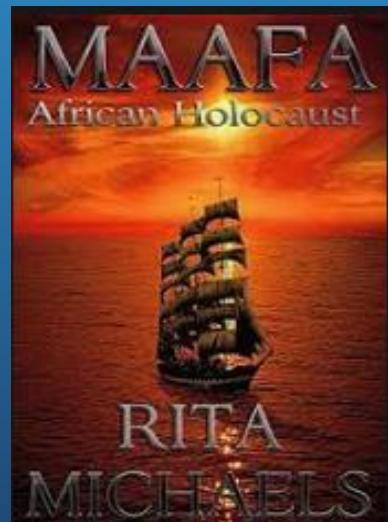
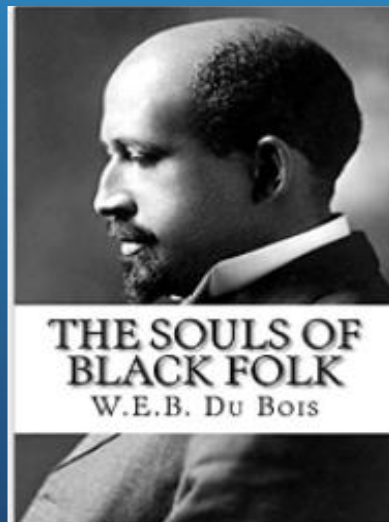
“...Help Africa in its struggle to free itself from Western domination. No matter where the black man is, he will never be respected until Africa is a world power.”
— Malcolm X

ACADEMICS

WEB DuBois Double Consciousness

Africans living in the Diaspora – Ascendants of Maafa

Post Traumatic Slave Disorder



REINFORCING ACTIVITIES

Interviews

Assigned Readings

Films

Visit to Slave Dungeons

Interactions with African students and mentors

STEP 2: HUMANISM

A system of thought that focuses on humans, their values, capacities and worth. It is concerned with the interests, needs, and welfare of humans.

It focuses on the belief that human beings can solve human problems.



ACADEMICS

Definition & principles of humanism

Critical thinking

Compassion based ethics

Understanding the impact of de-humanizing

Special protection of the vulnerable

Action and advocacy for change and transformation

REINFORCING ACTIVITIES

Class Activity 1: The Relevancy of Humanist Philosophy (learning our global position)

Class Activity 2: How Should We Treat Other People? Service to the Vulnerable

The Impact of De-Humanization

REINFORCING ACTIVITIES

Class Activity 3: Trip to Cape Coast or Elmina Slave Dungeons

Reveal the impact of de-humanization (This is the African holocaust via the Trans-Atlantic slave trade and other routes to Europe, South America, etc.);
Process the impact of robbing the African nation of humans and resources in the past and today;

Stimulate discussion on the need for reparations (correcting past wrongs) and social justice ; and

Contemplate modern day slavery.



STEP 3: SOCIALISM AND AFRICAN UNITY

Socialism is an economic and political system which emphasizes the means of production, distribution and exchange should be owned by the community as a whole.

African unity looks at the weaknesses and ineffectiveness of 55 separate nations and how a political and economic union could transform the continent.



ACADEMICS

Comparing and contrasting the two complex systems (socialism favors the community over the individual, capitalism favors individual wealth and private property)

Process the purpose of a nation's economy

What happens when competition is unrestrained?

How African people and the African continent are left out of the global market

Cooperative economics – Ujamaa (the 4th principle of Kwanzaa as a starting point)

The impact of 'Aid'

Books and reading related to African unity (e.g., Africa Must Unite by Nkrumah)

REINFORCING ACTIVITIES

Link socialism and collectivism - Refer to Nkrumah's analysis of the two

Visit to facilities built and operated during CPP government in Ghana

Conduct Service Projects

Provide interaction with Pan-African Student organization(s)

Lecture topics:

Benefits of African Unity and Socialism

Challenges and Weaknesses in Implementing Socialism

Organic Link between Socialism and African Unity

Internationalism vs Globalization

**A FEW RESEARCH HIGHLIGHTS from article by Booker
Ammah, Walls, & Walls, 2022
& Reflections from TENNESSEE STATE UNIVERSITY**

**SHORT TERM & LONG- TERM STUDY ABROAD
(INTERNATIONAL SERVICE LEARNING)**

Two research instruments developed as a part of study: Pan African Study Abroad Model Survey and Pan African Study Abroad Model Interview Protocols

Survey participants: male=6 female=19. Typically, males comprise about 10% or less. Heavy recruitment of AA males was done for the program.

Students included: undergraduate, graduate, and PhD students

More than 95% were first time visitors to Ghana

Research collected from 2017/18 participants

RESEARCH HIGHLIGHTS & TENNESSEE STATE University - SHORT TERM STUDY ABROAD (INTERNATIONAL SERVICE LEARNING)

100% of respondents agreed or strongly agreed that their study abroad/ISL experience helped them learn more about Africa than they could have learned from a textbook and that the experience helped them to understand global connections impacting issues of development.

100% of respondents also agreed or strongly agreed that the study abroad/ISL experience helped them to understand the impact of capitalism and imperialism on people around the world and helped them to understand the importance of all people working together globally for human rights and justice.

RESEARCH HIGHLIGHTS AND TENNESSEE STATE UNIVERSITY REFLECTIONS

More than 95% of the students responded that they agreed or strongly agreed that Africa was the birthplace of their cultural identity. Also, 95% responded that they agreed or strongly agreed that their African cultural identity was important.

100% responded that they were proud of their African cultural identity.

100% of students agreed or strongly agreed that their level of understanding about African culture increased after their study abroad experience.

95% of respondents indicated that they agreed or strongly agreed that they understood and agreed with the importance of Pan-Africanism and some of its key principles.

TENNESSEE STATE UNIVERSITY REFLECTIONS OF STUDY ABROAD EXPERIENCE & HAEC 2022 with 3GC & NEXT STEPS

HBCU Study Abroad and International Program Director Reflections

Booker Ammah, Walls, & Walls working on an edited book on the Pan African Study Abroad Model for students and faculty, staff, and administrators

See Sign up sheet for Pre-sale orders

Perspective - The Student Voice

“ The HAEC 100K Strong Africa Experience in Ghana 2022, has made me realize that this is only the beginning. I am sure each “Return” to the continent will allow me a deeper understanding of Pan Africanism and reveal new engagement opportunities. I could not ask for a better experience, I could not ask for a better purpose, and I could not ask for a better movement aligned with my Black/HBCU experience.”

Shaun Wimberly - Senior-Agricultural Sciences & Student
Trustee on the TSU Board of Directors

Perspective – The Student Voice

Going Home to Ghana 2022.- <https://youtu.be/aKJYnPUBDpw>.

Anyah Sanders' (TSU – 1st year student) reflections of the HAEC 100K Strong Africa Student Experience

CONCLUSIONS AND PRACTICAL ACTION STEPS

Scale-up and seek additional Funding, Marketing & Recruiting with the student voice and student ambassadors

Design and recruit a service- learning class/capstone abroad and develop key curricular connections

HAEC 2nd annual Conference May 2023 in Ghana

Vetted HAEC Study Abroad Provider Programs toward the 100K Strong Africa Initiative

3GC Inc- HAEC Study Abroad Manager

The Hilltop Group

Webster Ghana WINNS (HAEC)

University of Ghana- Ghana to the World

Focus on solidifying community partnerships abroad and at home

Encourage post experience contributions to the campus, local community, partnerships abroad

QUESTIONS