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Africa in Our Century: Proceedings of the 2022 Global Voices Symposium

Julius A. Amin

University of Dayton, jamin1@udayton.edu

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Africa in Our Century

Proceedings of the
2022 Global Voices Symposium
at the University of Dayton

Julius A. Amin, Editor

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Editor: Julius A. Amin, Professor of History
and Alumni Chair in Humanities

Content coordination: Jill Schalm

Copy editing: Meridith Murray

Cover design: Misty Thomas-Trout,
Assistant Professor of Art and Design

All photographs were submitted by the contributors unless otherwise noted.

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About the Presenters

Christopher Agnew is an associate professor and chairperson of the department of history at the University of Dayton. Dr. Agnew's research focuses on the history of China during the Ming and Qing dynasties, with an emphasis on social and economic change in north China. He is the author of several scholarly publications including the book *The Kongs of Qufu: The Descendants of Confucius in Late Imperial China* (University of Washington Press, 2019).

Julius A. Amin is professor of history and alumni chair in the humanities. A specialist on modern Africa, Amin has extensive publications in the field. A co-founder of the Africana Studies minor, Amin has organized symposia on race and other issues on campus.

Amy Anderson is Associate Provost, Global and Intercultural Affairs and Executive Director, Center for International Programs.

Paul Benson is Provost and Executive Vice President of Academic Affairs.

Corinne Brion is an assistant professor at the University of Dayton. Dr. Brion's research focuses on cultural proficiency in order to foster equity, diversity, and inclusion with the goal of creating socially just educational systems. She has two main lines of inquiry. First, Dr. Brion seeks to understand how educational leaders support adult and student learning and development. Second, she focuses on how culture affects women in leadership positions. Dr. Brion seeks to understand how cultural norms affect women leaders in PK-12 schools and higher education institutions.

Sangita Gosalia is the Director of Campus Engagement in the Center for International Programs at the University of Dayton (UD). She supports the advancement of global learning by fostering intercultural engagement initiatives for students, faculty, and staff. Prior to coming to UD, she worked in Campus and Community Planning for Loyola

University Chicago. Sangita holds a B.A. in Marketing from St. Louis University and an M.Ed. in Higher Education and Policy from Loyola University Chicago.

Karla Guinigundo is director of global partnerships at Miami University, where she manages international partnerships and agreements, writes and administers grants for internationalization, and serves as advisor for Fulbright Student and Scholar Programs. She has extensive experience in academic program administration, partnership development, study abroad administration, and student recruiting. Karla has an M.A. in International Studies from Ohio University and is pursuing a Ph.D. in Educational Leadership at Miami.

Furaha Henry-Jones is an English professor at Sinclair Community College. She has served on the International Education Committee and is a Collaborative Online International Learning faculty mentor. She is a co-founder of the college's Ubuntu Study Abroad Program to Durban, South Africa, and one of the college's first Global Exploration Award recipients.

Martha Hurley currently serves as chair and professor in the Criminal Justice and Security Studies Department at the University of Dayton. Dr. Hurley is a respected scholar with research and training expertise in the areas of change management, criminal justice policy analysis, restorative justice, corrections, and community-police relationship building. Dr. Hurley has trained international professionals in Thailand, Malaysia, and the UAE on best practices for substance use disorders and international police leaders on effective police-community partnerships at a conference sponsored by UNODC in Vienna, Austria.

Satang Nabaneh is the Director of Programs at the University of Dayton Human Rights Center. As a legal scholar, practitioner, and social justice advocate, Dr. Nabaneh focuses on international law, human rights law and monitoring mechanisms, human rights in Africa, gender equality and women's rights, democratization in Africa, and comparative constitutionalism. She has worked with academic institutions, human rights bodies, governments, and non-government entities on law and policymaking, advocacy, and institutional reforms.

Khensani Ngwenya is a 22-year-old South African who is currently on a student exchange program at Sinclair Community college. She

comes from a theatrical background and is majoring in New Media while in the United States. She likes to spend her spare time writing, reading, and volunteering at a nearby elementary school as a tutor, and her passions lie in anything creative and in speaking up for the helpless.

Rochonda L. Nenonene is the First Year Experience Coordinator and Founding Co-Program Director of the Urban Teacher Academy at the University of Dayton. An Assistant Professor in the Department of Teacher Education, Dr. Nenonene teaches the introduction to the profession courses for undergraduate and graduate education candidates. Areas of research interests include: urban teacher preparation, culturally responsive teaching, equity, social-emotional learning, and dispositions of teacher candidates.

Jayne Shackleford is a mother of three vibrant children and a student at the University of Dayton on the pre-med path. She began her education at Sinclair Community College, where she had the opportunity to participate in a three-week study abroad trip to Durban, South Africa. Upon matriculation from medical school, Jayme plans to volunteer her medical services in Africa as often as possible.

Maria Gabriela Vivero is an associate professor in the Department of Economics & Finance in the School of Business Administration at the University of Dayton. Dr. Vivero's research focuses on information economics, asset pricing, international financial markets, and household finance. She has published in prestigious journals such as the *Journal of Financial Economics* and the *Financial Analyst Journal* and has presented in numerous professional conferences around the world. Dr. Vivero is the recipient of a 2009 Graham and Dodd Scroll Award by the CFA Institute and a 2017 Best Paper award by the Eastern Finance Association.

Introduction: Africa in Our Century

Julius A. Amin

Since 2017, the UD Global Voices Symposium has served our community by presenting stimulating and thought-provoking programs on global awareness and global engagement. This year the symposium proudly presents “Africa in Our Century,” examining the growing importance of this continent for our present and our future. As with past programs, the 2022 symposium draws on the experiences and expertise of individuals from our UD campus and community leaders to discuss activities and initiatives which promote global education and engagement.

Also, this year’s program is particularly important. We are living in an era of the global pandemic, and as such we have all been summoned to rethink several aspects of global engagement. The presentations challenged us not to hold back—to continue to step out of our bubbles and engage the world. This is a time for innovation, creativity, and action. Irrespective of the state of the world, life in the twenty-first century demands that we look beyond our national, geographic, continental, or oceanic boundaries. Notwithstanding the times in which we live, issues which impact humanity are universal. Winston Churchill articulated some of these issues very well when he stated: “All the great things are simple, and many can be expressed in a single word: freedom, justice, honor, duty, mercy, hope.” Whether we live in Africa, America, Europe, Asia, or any other place, those concepts are global—and the presentations have captured that message. We feel grief for the people of Ukraine and of many other parts of the world because flagrant efforts are being made to deprive them of their freedom. We grieve for Cameroon’s Anglophone population, because they are locked in a conflict over

justice. We join the struggle against anti-black racism because racism is a direct challenge to those universal truths.

Speaking at the University of Cape Town almost seventy years ago, Robert Kennedy stated: “Few will have the greatness to bend history; but each of us can work to change a small portion of the events, and in the total of all these acts will be written the history of this generation.” The Global Voices Symposium repeatedly challenges us to do our part.

Organizing a symposium such as this entails collaboration, and yes, we were humbled to have been able to tap into a brain trust here on campus and in the larger community. First, I express my thanks to the planning committee: Joann Mawasha, Maria Vivero, Satang Nabaneh, Martha Hurley, Chris Agnew, Rochonda Nenonene, Furaha Henry-Jones, and Sangita Gosalia. Thank you for all the conversations and patience.

I extend my gratitude to University of Dayton president Dr. Eric Spina, whose vision that we create a “university for the common good” served as the engine room of our efforts. I extend our thanks to Dr. Paul Benson, provost of the University of Dayton, who was present at the creation of the Global Voices Symposium and has been among its chief supporters. We thank you for your support. We thank Dr. Jason Pierce, the former dean of the College of Arts and Sciences, for his consistent support of the initiative. My thanks go to Dr. Amy Anderson, associate provost for global and intercultural affairs and of the center for international programs, who believed in this from the beginning, and has always been supportive. I want to also express my thanks to my former colleague, Dr. Larry Flockerzie, who was instrumental in the creation of Global Voices and has been an invisible part of the planning of all the annual events.

Our gratitude goes out to all the presenters: students, faculty, staff, and our colleagues from the city of Dayton, Miami University, and Sinclair Community College. It was a joy to listen to you. Finally, we want to recognize the faculty, staff, students, and all present for buying into the idea that the University of Dayton and the larger community together make a global space, and therefore we must continue to search for ways to turn that notion into reality.

Ladies and gentlemen, I introduce Dr. Benson, provost of the University of Dayton.

Welcome Remarks

Paul Benson

Good evening. I join Dr. Amin in welcoming you to this evening's keynote address for the Global Voices Symposium. I am very glad that you have joined this webinar and hope that you have been able to participate in other symposium sessions yesterday and today.

I want to thank the Alumni Chair in Humanities office and the outstanding campus planning team for their thoughtful work in developing this year's symposium, and I want to thank the co-sponsors across campus for their support of these important conversations. Julius Amin deserves particular thanks for his leadership, vision, and active campus-wide collaboration as our Alumni Chair in Humanities.

The Global Voices Symposium has established an important presence and legacy our campus. From the first symposium in this series in 2017 to the subsequent symposia over the past six years, the theme of global voices has afforded a fruitful point of departure for a broad spectrum of campus conversations, research presentations, and dialogues with community partners that touch on central elements of our mission as a locally engaged and globally committed university in the Catholic and Marianist educational tradition. The global voices framework connects powerfully with our curricular work, with co-curricular programming, our expanding involvements in community-engaged scholarship and discovery, and our strategic efforts to become a more inclusive, equitable, richly diverse Catholic university. This is work to which our mission calls us, even as it challenges us deeply, and even as our efforts are imperfect, our progress halting.

This spring's symposium addresses what is in many respects the most significant, dynamic continent of our century—Africa—and the

dazzling kaleidoscope of rich histories and cultures that have emerged from the multitude of societies that enliven the continent, and which continue to influence and shape histories and cultures around the world. The context of the ongoing global COVID-19 pandemic should heighten our awareness of the multitude of ways in which our understandings of our own lives and the opportunities and challenges we face are inextricably linked to the lives of our African sisters and brothers, and the opportunities and challenges they face as our neighbors in the human community.

It is now my pleasure to introduce Dr. Amy Anderson, associate provost for global and intercultural affairs, who will introduce this evening's speaker. Thank you again for participating in this week's symposium.

Why Focus the Symposium on Africa in Our Century?

Julius A. Amin

I want to thank all of you for joining this webinar. We are honored and also humbled by the opportunity to continue to engage our campus and community in this effort of global awareness and consciousness. Even in the current state of a global pandemic, we have kept on.

Over the last five years, our annual symposium has addressed some of the critical challenges of today: race and racism, war and peace, wealth and poverty, gender, immigration, and freedom and responsibility.

We join the university community and everyone else in praying for peace in Ukraine.

This year's theme is "Africa in Our Century," and we have a great lineup of speakers. This first session will set the context, stating why Africa matters, why we are focusing the 2022 Global Voices Symposium on Africa, and how major powers have interacted with the continent over time. Tomorrow, we will have three panels focusing on issues of global concern: human rights, race and racism, gender, and more. The day will conclude with the keynote address by Dr. Landry Signé, whose talk is titled "Unlocking Africa's Potential in a Time of Competition Between Rising and Global Powers."

Today, March 1, marks the beginning of Women's History Month. The symposium recognizes this important month, and befittingly we have presentations which focus on women and development.

I will start with a short video of the closing ceremony of the African Cup of Nations (AFCON) games which took place in Cameroon from

late January to early February.¹ Someone put this together, and the link is provided below. Let's watch about eight minutes of the video and talk about it at the other end.

Why Focus on Africa?

First, despite its growing significance, Africa continues to be among the least understood places.

The AFCON video shows many things: positive vibrations, joy, celebration, community, sense of belonging, and friendship. Yet the negative labels persist—there are many—as for too long there has been miseducation about Africa.

Even some of those who write about Africa write as if Africans are not able to laugh or relax. They are always weighted down by their problems and burdens. That literature dehumanizes the African people—yes, Africa has problems, but the continent is much more. It is filled with ordinary people doing ordinary things, doing the best they can with the best they have. They respond to changing realities, apply new thinking to their issues, and so on.

We hope that this symposium will challenge us to rethink prevailing perceptions about the continent.

Second, Africa provides and has provided so much for the global economy. There is no time to delve into the contributions of Africans to the west from the fifteenth to the nineteenth centuries. Many are familiar with the 1619 Project and the debate it has generated in the United States.² It resulted in much miseducation about what critical race theory really means.³

Africa provided and continues to supply immense resources to the global community—both during colonialism and in the post-colonial era—resources such as cocoa, coffee, timber, cotton, diamonds, gold, manganese, cobalt, uranium, titanium, oil, coltan, and carbonatites.

Uranium from the Shinkolobwe mine in the province of Katanga, Congo, was used in the Manhattan project, which developed the first atomic bomb. At that time, the Congo produced the richest uranium ore

¹ <https://www.youtube.com/watch?v=TjLoetIU14A>

² <https://podcasts.apple.com/us/podcast/1619/id1476928106>

³ <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>

in the world.⁴ People of the Congo were furious when that information was declassified, because nobody will be proud to say that materials to build the atomic bomb came from their region.

Millions of people on this side of the Atlantic or the other side of the Indian or Pacific Oceans are major beneficiaries of products from Africa. We will say a little about that later.

Africa, indeed, matters.

Third, Africa is huge, complex, and very diverse. It is the second-largest continent, with a population of 1.4 billion people speaking over a thousand languages belonging to thousands of ethnic groups. Africa is a major consumer market, with an increasing youth population. The continent's diversity is immense with regard to geography, people, and culture.



"The True Size of Africa." Map by Kal Krause; public domain

Map of Africa:

Take a look at the number of countries/regions which can be put inside Africa with room to spare: U.S., China, Eastern Europe, India, Switzerland, France,

Germany, Netherlands, Spain, Belgium, Portugal, Japan, Britain, Italy, and there is still space available.

Fourth, there exists so much ignorance about Africa's historic contributions to the development of the idea of the West. Educational institutions can and must do better to educate their student bodies on these important issues. And that is not just here in the West, but in Africa also. I was educated on both sides of the Atlantic, and both systems display glaring gaps when it comes to teaching about Africa's contributions to the global community.

⁴ <https://www.bbc.com/future/article/20200803-the-forgotten-mine-that-built-the-atomic-bomb>

This knowledge, for example, is vital in the crusade against anti-black racism. A major contributing factor to anti-black racism was the white fabrication of a primitive and backward black past. Those inventions were used to justify slavery and colonialism, and today they are used to exclude, marginalize, and promote notions of otherness and difference.

Howard French's recent book *Born in Blackness: Africa and the Making of the Modern World* paints a vivid picture of Africa's monumental contributions to this idea of the west.

In short, there needs to be a renaissance or re-education about Africa's global role and contributions. We must begin to ask new questions about the Trans-Atlantic Slave Trade, the Trans-Saharan Trade, the European Scramble for Africa, the Cold War and Africa, and so on. We must add to and re-think prevailing perspectives.

Fifth, the twenty-first century has added another dimension toward the understanding of Africa's contributions to the contemporary world. The weekly magazine *The Economist* (March 2019) refers to this as "The New Scramble for Africa." And the indicators are many.⁵

Africa's rising population—by 2025 Africa's population will surpass that of China.

Between 2010 and 2016, over 320 new embassies were opened in Africa, mostly by nations not traditionally at the forefront of the rush to Africa.

Turkey alone opened twenty-six embassies, followed by India. Turkey is all over the continent. Turkish Airlines flies to over fifty African countries.

China has surpassed the West in Africa—it is now the largest arms dealer in sub-Saharan Africa and has defense agreements with more than forty-five African countries.

U.S. policy remains makeshift, and this will be discussed in detail later. Russia is back in Africa, having summits, and given Russia's invasion of Ukraine, African nations now know what Russia means by the policy of nonintervention and respect for national sovereignty.

Sixth, rapid changes are taking place globally, and we can no longer afford to remain ignorant about the rising tide taking place in Africa.

⁵ <https://www.economist.com/leaders/2019/03/07/the-new-scramble-for-africa>

Rapid urbanization: It is estimated that by the end of the century, thirteen of the world’s twenty largest cities will be in Africa, up from just two today, including cities such as Lagos, Khartoum, Kinshasa, Mombasa, and Abidjan.⁶

From November 15 to 20, 2021, U.S. Secretary of State Anthony Blinken visited Kenya, Nigeria, and Senegal. While he was in Africa, he stated:

The United States knows that, on most of the urgent challenges and opportunities we face, Africa will make the difference. ... I believe Africa will shape the future—and not just the future of the African people but of the world. The facts speak for themselves. ... This is a continent of young people — energized, innovative, hungry for jobs and opportunity. By 2025, more than half the population of Africa will be under age 25. By the year 2050, one in four people on Earth will be African.⁷

Seventh, Africa’s population growth and its implications:

2016	1.2 billion
2019	1. 31 billion
2050	2.6 billion (projected)
2100	4 billion (projected)

Africa’s middle class is growing, and as a result it is becoming a huge consumer market. The youth population is projected to be about 42 percent in 2050.

This conversation is also about the making and distribution of goods globally. By now, everyone is familiar with supply chain disruptions, shortages, and the like. Take a look at the location of Africa—in distance it is closer to Europe, and close to America. Africa has a huge youth

⁶ *Washington Post*, Nov. 19, 2021.
<https://www.washingtonpost.com/world/interactive/2021/africa-cities/>
⁷ <https://editorials.voa.gov/a/secretary-blinken-visits-kenya-nigeria-senegal/6343059.html>

population—I gave figures a few minutes ago. Industrial nations must make a shift in their thinking, help to educate Africa's youth with industrial skills, and establish some of their factories and manufacturing centers in the continent. One region should not have a monopoly on the production of consumer goods. It makes logical sense, if the goal is to avoid future problems of supply chain disruptions, to establish manufacturing facilities in diverse locations. This raises another question of why the west was quick to depopulate Africa through slavery, yet it will not help in the continent's development. The time has come to more seriously raise those questions.

Now, I will proceed to discuss how the major powers of China, the U.S., and Russia have interacted with Africa over time.

I will start with China, for obvious reasons. That country is the most populated in the world; it is a huge manufacturing center where large quantities of consumer goods are made and shipped to many parts of the world.

China's early contact with Africa dates to the fifteenth century, when the Ming Dynasty sent ships to northeast Africa. However, little happened after that, and no serious establishment of political, economic, or cultural relations took place. In the late nineteenth century, Chinese workers came to South Africa and began to establish a vibrant Chinese community in the region. But more deliberate establishments of Sino-African relations did not begin until Mao Zedong took control of the People's Republic of China. While relations developed slowly, an important turning point was the Bandung Conference (Asian-African Conference) of 1955, when Premier Zhou Enlai of China argued that Sino-African relations could be built on the principles of mutual respect of sovereignty, non-interference in each other's internal affairs, and equality. Those principles would form the foundations for effective Sino-African relations in later years.

Simultaneously, as China was developing relations with Africa, it was also developing and finding its place in the Cold War age. Realizing its failure to promote radical movements in the new African nations, China switched sides from promoting ideological groups in Africa to focusing on its economic development. In those efforts, China received support from many African nations, whose support allowed China to gain admission in the UN as a permanent member of the Security

Council. After that, China focused on internal development in Africa. As of late 1980, 90 percent of the African nations had a higher per capita income than China. In fact, it wasn't until the 1990s that China's per capita income began to rise significantly above that of African nations. By the second decade of the new century, China's per capita income and development was significantly higher than those of African nations. This growth coincided with China's increasing⁸ involvement in Africa⁹ in terms of trade and other exchanges. In short, within less than thirty years, China emerged from underdevelopment to become an economic superpower. I argue in this section that Sino-African relations have provided China with the critical resources needed to propel its development.

Over the years, Chinese and African leaders have regularly exchanged visits. President Xi visits Africa quite often, and the Chinese foreign minister begins his annual foreign travels by visiting an African nation. Africa is very important to China's continuous development.

Why Africa is so important to China

China's economy needs Africa for continuous growth and viability. How?

One-third of China's oil comes from Africa, and 20 percent of the country's cotton comes from Africa. China's economy has become increasingly dependent on other resources as well, such as iron ore, titanium, cobalt, uranium, bauxite, manganese, coltan, timber, and cotton. Africa has half of the world's manganese.

The Democratic Republic of the Congo has half of the world's cobalt, over 70 percent of coltan, and over half of the world's supply of carbonatites.

China exports to Africa a variety of consumer goods, including clothing and electronics.

Sino-African trade has risen rapidly, from over USD1 billion in 1989 to USD200 billion in 2002, and direct investment has increased to over USD4 billion in 2002.

⁸ See map by @naytadata. <https://merchantmachine.co.uk/africa-vs-china/>

⁹ <https://weaponews.com/news/65363187-africom-was-sleeping-the-rise-of-china-in-africa-but-says-the-movement.html>

Why African leaders prefer to deal with China: 1) African leaders like China's pronouncements of the policy non-intervention and respect for national sovereignty; and 2) African leaders look at where China was barely forty years ago, and believe their countries can also develop rapidly by using China's model.

Some highlights of Sino-African relations.

- 2000: The first Forum on China-Africa Cooperation (FOCAC) ministerial conference took place in Beijing. China offered more aid to Africa.
- 2003: Second FOCAC ministerial conference took place in Addis Ababa.
- 2006: The third FOCAC meeting was attended by 48 African heads of state and representatives of governments, resulting in more aid.
- Each year, China's foreign minister begins his foreign travel in Africa before going anywhere else.
- 2018: FOCAC China promised a \$60 billion aid package.
- Xi Jinping has promoted the relationship between China and Africa.
- 2013: Xi visited Tanzania, South Africa, and the Republic of Congo.
- 2015: Xi visited Zimbabwe, and later South Africa.¹⁰
- Xi increased scholarships to African students studying in China. In 2015, there were about 50,000 African students in China.
- 2018: there were over 48 Confucius Institutes and 23 Confucius classrooms in 35 African countries.
- Xi has offered to focus on infrastructure.
- The African Union Conference Hall in Addis Ababa was designed and built by Chinese companies, with \$200 million donated by the Chinese government.

¹⁰ <https://oxford.universitypressscholarship.com/view/10.1093/oso/9780198830504.001.0001/oso-9780198830504-chapter-4>

- Within the past ten years, China has had over 40 percent of the infrastructure contracts in Africa. Chinese construction companies are everywhere.

But there are also some other issues:

- 2012: The IMF stated that China owned 15 percent of Africa's external debt, and three years later two-thirds of all new loans were coming from China.¹¹
- 2018: In the African Union Center, it was reported that the computer files of the African Union were downloaded nightly to computers in Shanghai.
- The computers were removed, and the AU denied China the right to reconfigure the replacement computers.

Continuing problems of racism: In April 2020, Africans living in Guangzhou, Guangdong province, were accused of spreading COVID, resulting in evictions from apartments, loss of employment, and other discriminatory acts. The Chinese responded quickly, stating China had “zero tolerance” for racism. A culture of anti-African racism in China is well known and documented. Chinese leaders responded quickly because of the importance of African nations to that country's economy.¹²

U.S. Involvement in Africa

The U.S. is a superpower, and superpower status comes with superpower responsibilities. For too long, Africa was an afterthought in U.S. policy, but President Kennedy sought to change that. He created programs including the Peace Corps and USAID. He showed African leaders respect, often welcoming them at the airport when they arrived in Washington for official visits.

But JFK's life was cut short by an assassin's bullet on November 22, 1963, ending his presidency after just about a thousand days.¹³ His

¹¹ <https://www.forbes.com/sites/wadeshepard/2019/10/03/what-china-is-really-up-to-in-africa/?sh=1e5a3c259304>

¹² <https://foreignpolicy.com/2020/04/15/chinas-racism-is-wrecking-its-success-in-africa/>

¹³ <https://www.amazon.com/Thousand-Days-Kennedy-White-House/dp/0618219277>

successors did not continue his African policies. They reverted to policies which treated Africans as inferior and different, and publicly referred to Africans as people with deep personal insecurity, and as irrational, provincial, or too sensitive.¹⁴

Some programs exemplified the new directions:

- AGOA—African Growth Opportunity Act, started by the Clinton Administration; this program created jobs and cemented relations.

There were other initiatives as well:

- The Malaria Initiative has been beneficial.
- President's Emergency Plan for AIDS Relief (PEPFAR) has contained the spread of HIV/AIDS.
- Feed the Future (U.S.-led policy to combat global hunger)
- Power Africa, designed to promote access to power in Africa
- Millennium Challenge Corporation (MCC), designed to combat global poverty
- Youth Leaders Initiative (known as YALI)
- US- Africa Summit
- AFRCOM or Africa Command (military side of U.S. interest in Africa)

Yet, the overall and long period of neglect and failure to take Africa seriously has been detrimental to America's interest in the continent. There must be a deliberate shift in policy; African nations are not where they were in the 1960s in the immediate years after independence.

[At this point in the presentation, Amin displayed a series of images of world leaders in African countries, among which were the following:

- John F. Kennedy meeting Ghanaian president Kwame Nkrumah, in Washington, D.C.
- Arrival ceremonies for Léopold Sédar Senghor, President of Senegal, Nov. 3, 1961

¹⁴ <https://www.umasspress.com/9781558497344/secular-missionaries/>



John F. Kennedy at arrival ceremony for Julius Nyerere, President of Tanganyika. (Robert Knudsen, White House Photographs, John F. Kennedy Presidential Library and Museum, Boston. July 15, 1963. Public domain.)



Arrival ceremonies for Léopold Sédar Senghor, President of Senegal, November 3, 1961. (Robert Knudsen, White House Photographs, John F. Kennedy Presidential Library and Museum, Boston. Public domain.)

- John F. Kennedy at the arrival ceremony for Julius Nyerere, President of Tanganyika, July 15, 1963
- President Jimmy Carter in Nigeria (1978)
- Photos of President Bill Clinton with infant Bill Clinton (1998) and 14-year-old Bill Clinton (2012); the younger Clinton was named after the president during his 1998 visit to Uganda.
- President Bill Clinton and first lady Hillary Rodham Clinton, guests of Ghanaian President Jerry Rawlings
- President George W. Bush and President Ellen Johnson Sirleaf of Liberia, Feb. 21, 2008
- George W. Bush and Senegal President Abdoulaye Wade touring a “slave house” on Goree Island in Senegal, July 8, 2003
- Photos of President George W. Bush in Kenya, July 2013



President George W. Bush and President Ellen Johnson Sirleaf of Liberia, Feb. 21, 2008, during the President's visit to Monrovia, Liberia (White House photo by Eric Draper).



President Barack Obama and President Jakaya Kikwete of Tanzania, along with First Lady Michelle Obama and Salma Kikwete, watch performers during an arrival ceremony at Julius Nyerere International Airport in Dar es Salaam, Tanzania, July 1, 2013 (Official White House Photo by Chuck Kennedy).

- President Barack Obama and first lady Michelle Obama at Door of Return in Elmina Castle in Ghana
- President Barack Obama and Kenyan President Uhuru Kenyatta, July 24, 2015, at Jomo Kenyatta Airport in Nairobi, Kenya
- President Barack Obama and President Jakaya Kikwete of Tanzania, July 1, 2013
- President Barack Obama in Egypt, 2009
- Presidents George W. Bush and Barack Obama laid a wreath at the U.S. Embassy in Tanzania July 7, 2013, in a ceremony memorializing the 1998 bombing of the embassy
- President Joe Biden on a visit to Kenya while he was vice president]

Initially, the plan was to talk about Russia, but in view of that country's aggressive action in Ukraine, I will shelve that discussion. Russia's entire premise for re-entry into Africa was the promise of Africa's sovereignty

and the preservation of territorial integrity. But Russia's invasion of Ukraine confirmed that Russia cannot be trusted. In addition, that invasion sadly is reminiscent of the old adage about how major powers practice diplomacy: "no eternal friends, no eternal enemies, only eternal interests."¹⁵ And those powers continue to pursue that conduct of diplomacy irrespective of the consequences.

We have spent time on the role of major global powers in Africa. I will now switch gears to another subject, university students. This symposium is taking place at a university, and student voices matter. For decades, American universities have sponsored study abroad and immersion programs in Africa, and those experiences have impacted thousands of students. A few years ago, I wrote a book, *African Immersion: American College Students in Cameroon*, which captured the voices of the University of Dayton students and those from other universities.¹⁶ Participants of many of these programs were heavily impacted, and here are some of their voices:

- Victoria Berthé: "I left Cameroon feeling self-confident, self-assured, and normal."
- Kristen Kemp thought it "was refreshing to be embraced in such a wonderful culture."
- In Cameroon, Erin Kauffman felt the "best" she had "felt in ages," found a "sense of clarity," and felt "fulfilled."
- The people of Africa, wrote Kelly Dougherty, "taught me how to live and I am forever indebted to them."
- Cameroon was a "once in a lifetime experience," wrote Adrienne Berger, adding, "I am so happy and grateful that I was able to be a part of it."
- African immersion participant Joe Weyman wrote, "Going to UD was the best choice I made in the first 18 years of my life. Going on this trip was the best decision I made at UD."
- Emilee Petrus wrote in her journal on departure from Cameroon: "This is my experience. I yearn for Africa. A piece of my heart will surely remain here. I could not convey with enough justice

¹⁵ <https://diplomatmagazine.com/kosovo-british-relations/>

¹⁶ <https://rowman.com/ISBN/9781498502382/African-Immersion-American-College-Students-in-Cameroon>

what my mind and soul see in the country. But I hope this journal will suffice and remind me to never forget. I must not abandon the ideas and perspective formed by the people who touched my life. I will be better. And remember no condition is permanent.”

- Susan Brown, who served half a year in Sierra Leone and three years in Namibia, wrote: “The African experience...changed my perspective on prejudice, justice, religion, and American culture.”

In this opening session we have tried to convey to you that Africa has mattered in the past, matters in the present, and will matter in the future. The direction of the global community will increasingly be shaped by happenings in Africa. We hope we have provided some highlights and increased your appetite to participate in the subsequent sessions of the symposium. We hope we have convinced you to continue to read and learn about Africa. Thank you for being a part of our program.



UD students in Barombi at the ceremony of the completion of water project



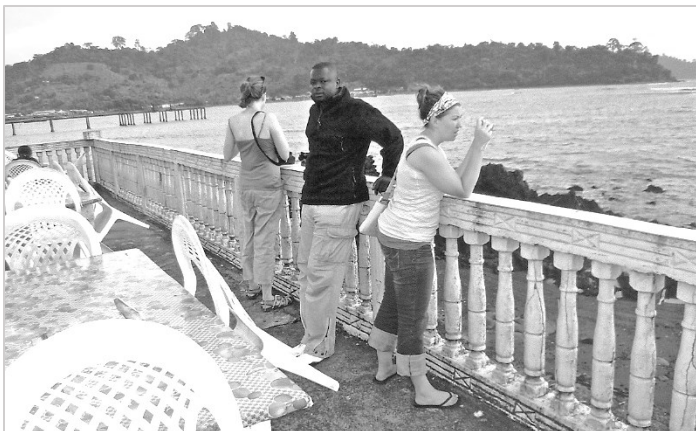
*At the Women's Empowerment
Center in Kumba*



*At the farewell
reception at Azi Motel,
Kumba*



*UD students at the Tole
Tea plantation in Tole,
Cameroon*



At Seme Beach, Limbe, Cameroon



At a tour of Brasserie Du Cameroun, Yaoundé



*At an ice cream
restaurant in
Yaoundé*



At the U.S. Embassy with Ambassador Janet Garvey in Yaoundé



*University of Dayton students
at the International Relations
Institute of Cameroon,
Yaounde*

Introduction of Keynote Speaker

Amy Anderson

Good evening, good afternoon to our global audience attending from around the world. It is such a pleasure to be with all of you and to introduce our speaker. My name is Amy Anderson, and I serve as the Associate Provost for Global and Intercultural Affairs at the University of Dayton. The theme of this year's symposium, *Africa in Our Century*, could not be more appropriate. Many of the comments I've heard throughout this symposium express the need for us to truly understand and engage the fullness of Africa, including its brilliant people, contributions, and ideas.

Personally, I would not be here tonight in this role if it were not for Africa. During my time as a Peace Corps volunteer in Togo back in the late 80s, the experience and the people profoundly shaped my worldview. I met many brilliant people and was exposed to important ways of knowing and being. The experience inspired my own interest in the intercultural development process. I certainly received much more than I contributed during those two-plus years.

Tonight, we are fortunate to hear from Dr. Landry Signé—a world-renowned scholar, teacher, writer, activist, advisor, public intellectual, consultant, entrepreneur, board member, commentator, keynote speaker, and award winner. Please allow me to give you *just a sampling* of his many accomplishments.

Professor Landry Signé was born in Cameroon; he grew up and was educated in Cameroon, France, and Canada before coming to the United States. He also spent time in the United Kingdom and has traveled all

over the world, which led him to explore many innovative and diverse countries, shaping his vision of the world.

Professor Signé studied at the University of Lyon 3, Sciences Po Paris, and Sandar Institute in France and earned his PhD from the University of Montreal, where he was awarded the Best International PhD Dissertation. He completed his postdoctoral studies at Stanford University and earned the Banting fellowship for best and brightest researchers internationally. He has also completed executive business and leadership programs at the University of Oxford Saïd School of Business and Harvard Kennedy School.

He currently serves as the Managing Director and Professor at the Thunderbird School of Global Management; as Senior Fellow in the Global Economy and Development Program and the Africa Growth Initiative at the Brookings Institution; as Distinguished Fellow at Stanford University's Centre for African Studies; and as a member of the World Economic Forum's Global Future Council on Agile Governance, and its Regional Action Group for Africa.

He is also chairman of the Global Network for Africa's Prosperity; senior adviser to top global leaders (presidential, ministerial, and C-suite levels); and author of numerous books, including *Unlocking Africa's Business Potential*¹ (Brookings Institution Press), *Innovating Development Strategies in Africa: The Role of International, Regional and National Actors*² (Cambridge University Press), and *African Development, African Transformation: How Institutions Shape Development Strategy*³ (Cambridge University Press).

Professor Signé's achievements have been recognized internationally with dozens of distinctions for his accomplishments.

He was selected as:

- A World Economic Forum Young Global Leader for “finding innovative solutions to some of the world's most pressing issues”⁴

¹ <https://www.brookings.edu/book/unlocking-africas-business-potential/>

² <https://www.amazon.com/Innovating-Development-Strategies-Africa-International-ebook/dp/B0727RRF3X>

³ <https://www.amazon.com/African-Development-Transformation-Institutions-Strategy/dp/1108456200>

⁴ <https://www.weforum.org/people/landry-signé>

- An Andrew Carnegie Fellow for being one of the “most creative thinkers”
- A Desmond Tutu Fellow for driving “the transformation of Africa”
- A Woodrow Wilson Public Policy Fellow for “preeminent scholarship uniting the world of ideas to the world of policy”
- One of JCI’s Ten Outstanding Young Persons in the World for “extraordinary achievements and dedication exemplifying the best attributes and leadership in academia”

He has won numerous academic awards, including the American Political Science Association Campus Teaching Award; the Chancellor's Award for Excellence in Teaching; and the Chancellor's Award for Excellence in Academic Research and Creative Activity.

As a pioneer in Silicon Valley, he is the first to have taught an award-winning course at Stanford—*Emerging African Markets: Strategies, Investments and Government Affairs*—and received the Stanford Center for African Studies Distinguished Leadership Award for “innovative teaching, outstanding mentorship and exceptional service to the community.”

He has served on numerous global boards and councils, and often engages with global policymakers and business leaders to bridge the world of ideas and practice. He has testified before the U.S. Senate and the U.S. International Trade Commission. His work has also appeared in the *New York Times*, the *Washington Post*, *Foreign Affairs*, *Foreign Policy*, CNBC, *Forbes*, the Hill, and *Harvard International Review*, among others.

And with all those amazing accomplishments, in case you can’t imagine that he would have ANY time for fun, he has developed a love for thrill-seeking hobbies, from walking safaris with gorillas and cheetahs to skydiving, shark diving, and more.

Without further ado—Unlocking Africa’s Potential in a Time of Competition Between Rising and Global Powers—please help me welcome Dr. Landry Signé.

Keynote Address: Unlocking Africa's Potential in a Time of Competition between Rising and Global Powers

Landry Signé

Distinguished guests, I am humbled, honored, and grateful to be here today to present this keynote speech during this extremely important Global Voices Symposium. It is a privilege to have been invited to stand before you and address all the distinguished persons in attendance today. Before I begin, I would like to thank and commend Julius Amin, Professor and Alumni Chair in Humanities, for his leadership and for bringing together this incredible event, as well as Provost and Executive Vice President of Academic Affairs Paul Benson, Associate Provost for Global and Intercultural Affairs Amy Anderson, College of Arts and Sciences Dean Danielle Poe, and the leadership exhibited from the faculty and staff at the University of Dayton. This piece synthesizes some of the key trends shared in the keynote, with nine distinct key takeaways that are critical for better understanding and engagement for Africa and the rest of the world.¹



Landry Signé

¹ This piece was adapted and builds from the publication of my book *Unlocking Africa's Business Potential: Trends, Opportunities, Risks, and Strategies* as well as my testimony before the U.S. Senate.

I am Landry Signé, Managing Director and Professor at the Thunderbird School of Global Management, Senior Fellow at the Brookings Institution's Africa Growth Initiative in the Global Economy and Development Program, Distinguished Fellow at Stanford University's Center for African Studies, and a member of the World Economic Forum's Regional Action Group on Africa, and the World Economic Forum's Global Future Council on Agile Governance.

“Borders frequented by trade seldom need soldiers.”
—*William Schurz, second President of the American Institute for Foreign Trade (now the Thunderbird School of Global Management)*

Trade and investment are not just about money and prosperity. They also bring and support peace, stability, and security. In my book *Unlocking Africa's Business Potential*,² I explore key trade and investment trends, opportunities, challenges, and strategies that illustrate the tremendous potential of Africa and explain the complex competition between emerging and established powers on the continent. The following key trends are critical for policymaking, given their implications for trade investment, economic transformation, inclusive prosperity, and geopolitical dynamics in a time of competition between rising and global powers.

1. Africa's economic transformation and business potential are more substantial than most people think: Africa is the world's next growth market. Considered a hopeless continent in 2000 by *The Economist*, Africa has seen the two best cumulative successive decades of its existence in the twenty-first century.³ Trade in and with Africa has grown 300 percent in the last decade, outperforming global averages (196 percent).⁴ It has become home to many of the world's fastest-growing economies, offering unique opportunities for U.S. trade and

² Landry Signé, *Unlocking Africa's Business Potential* (Washington: Brookings Institution Press, 2020).

³ <https://www.economist.com/weeklyedition/2000-05-13>

⁴ Landry Signé and Chris Heitzig, “Seizing the momentum for effective engagement with Africa,” forthcoming 2022.

investment. Moreover, Africa has tremendous economic potential and offers rewarding opportunities for local and global partners looking for new markets and long-term investments with some of the highest returns, along with the potential to foster economic growth, diversification, and job creation, including for women and youth, and improved general welfare.

2. The fast population growth on the continent could be turned into demographic dividends, or threats to global prosperity and stability. Africa was home to 17 percent of the world population in 2020, and it is expected to contain 26 percent of the global population in 2050 (2.53 billion people).⁵ If Africa is not successfully integrated into the global economy, this could represent a major threat to global prosperity and stability. Citizens could be further subjected to extreme poverty, fragility, violent extremism, illegal immigration, and health challenges, among other things—challenges that many already face on the continent. If our goal is a prosperous and safe world, Africa must not be left behind.

3. The growth of household consumption and business spending represents a unique opportunity for U.S. trade and investment. By 2050, Africa will be home to an estimated USD16.12 trillion of combined consumer and business spending.^{6,7} Africa's prosperity can be beneficial for the U.S.: Such growth will offer tremendous opportunities for U.S. businesses in household consumption (USD8 trillion) in areas such as food and beverages, housing, hospitality and recreation, health care, financial services, education and transport, and consumer goods, as well as business to business spending (such sectors as construction, utility, and transportation, agriculture and agri-processing, wholesale and retail).

4. The rise of global partnerships and the competition between traditional and new players represents an opportunity for the U.S. to build on its sustainable competitive advantage. In

⁵ United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects 2019*.

⁶ Signé, *Unlocking Africa's Business Potential*, p. 247.

⁷ *Ibid.*, p. 14.

2009, China became the region’s prime trading partner.⁸ In fact, between 2006 and 2016, China’s trade with Africa surged, with imports increasing by 233 percent and exports increasing by 53 percent, as they did for several other global players as well.⁹ During the same period, the U.S. lost ground in exports to Africa (a loss of 66 percent).¹⁰

China’s influence goes beyond the trade relationship; China is also the top investor in infrastructure, and it now is the first destination of English-speaking African students, outperforming the U.S. and the U.K.¹¹

	Change (increase) in imports from Africa, 2006 – 2016	Change (increase) in exports to Africa, 2006 - 2016
Russia	142%	168%
Turkey	192%	61%
India	181%	186%
Indonesia	107%	147%
World	56%	18%

Source: IMF, *Direction of Trade Statistics*, 2017¹²

But the U.S. remains a critical player on the continent. As I mentioned in a recent article, “Successes in the past decades—initiatives such as the African Growth and Opportunity Act (AGOA), the President’s Malaria Initiative, the President’s Emergency Plan for AIDS Relief, the Millennium Challenge Corporation, and U.S. trade and investment hubs—have generated tremendous opportunities for millions of Africans and Americans. But the current era—and competition from other global powers—will require new ideas and a new approach to several key issues.”¹³ In fact, African countries would often prefer to work with the U.S., given local content regulation rules, more investment

⁸ <https://foreignpolicy.com/2021/01/15/united-states-africa-biden-administration-relations-china/>
⁹ Wenjie Chen and Roger Nord, “Reassessing Africa’s global partnerships,” in *Foresight Africa 2018* (Brookings Institution, January 11, 2018) p. 110 (<https://www.brookings.edu/research/reassessing-africas-global-partnerships/>)
¹⁰ Ibid.
¹¹ Signé, “How to Restore U.S. Credibility in Africa.”
¹² Wenjie Chen and Roger Nord, “Reassessing Africa’s global partnerships,” p. 110.
¹³ Signé, “How to Restore U.S. Credibility in Africa.”

in on-the-ground resources, and standards about hiring/training locals. In other words, the U.S. is less extractive and more transparent than numerous other partners.

5. Fast urbanization includes also fast rural population

growth: By 2030, Africa will be home to five cities of more than 10 million inhabitants and 17 other cities of more than 5 million inhabitants.¹⁴ Cities in Africa are becoming powerful economic centers, and a city-based approach to foreign policy, along with trade and investment, will be critical to outperform competitors and build mutual prosperity. Contributing to the prosperity of African cities will also make a difference in addressing security challenges.

6. Africa has made tremendous progress in mobilizing resources for infrastructure development, working hard to bridge gaps in ICT, energy, water and sanitation, and transportation. Despite the remaining deficits, the Infrastructure Consortium for Africa (ICA) reported that between 2013 and 2017 the annual funding for infrastructure development in the region was USD77 billion, about twice as much as the annual funding average of the first six years of the 2000s.¹⁵ However, many of these gaps persist. In 2018 the African Development Bank (AfDB) found that Africa's infrastructure requirements are between USD130 and 170 billion a year, leaving a financing gap of USD68 to 108 billion.¹⁶ China has played a key role in financing and has become the largest bilateral infrastructure financier in Africa (Chinese FDI grew 40 percent annually from 2010 to 2020).¹⁷

¹⁴ Acha Leke and Landry Signé, "Spotlighting opportunities for business in Africa and strategies to succeed in the world's next big growth market" in *Foresight Africa 2019* (Brookings Institution, January 11, 2019), p. 83 (<https://foreignpolicy.com/2021/01/15/united-states-africa-biden-administration-relations-china/>)

¹⁵ Kannan Lakmecharan and others, "Solving Africa's infrastructure paradox," *McKinsey & Company*, March 6, 2020 (<https://www.mckinsey.com/business-functions/operations/our-insights/solving-africas-infrastructure-paradox>)

¹⁶ AfDB, *African Economic Outlook 2018*, p. xvi (<https://www.afdb.org/en/documents/document/african-economic-outlook-aoe-2018-99877>)

¹⁷ Miriam Tuerk, "Africa is the Next Frontier for the Internet," *Forbes*, June 9, 2020 (<https://www.forbes.com/sites/miriamtuerk/2020/06/09/africa-is-the-next-frontier-for-the-internet/?sh=1bf4088a4900>)

However, the U.S. has the chance to make a monumental difference when it comes to investing in infrastructure development in Africa.

In fact, Africa has one of the fastest-growing, and is the second-largest, mobile phone market in the world.^{18, 19} In sub-Saharan Africa alone, there were 477 million mobile subscribers in 2019; by 2025, the region will host 614 million cell phone subscribers and 475 million mobile internet users.²⁰ The internet is also expected to contribute to at least 5 to 6 percent of Africa's total GDP by 2025.²¹ While the Information and Communication Technology sector is making incredible advancements, water and sanitation, transportation, and energy infrastructure development still needs significant investment. However, this is indicative of positive and extensive investment opportunities that can be undertaken on the African continent.

7. Fast digitalization, increased technological innovation, and an accelerated Fourth Industrial Revolution (4IR) are increasingly significant: The Fourth Industrial Revolution is characterized by the fusion of the digital, biological, and technological worlds, incorporating technologies such as artificial intelligence, big data, 5G, drones and automated vehicles, and cloud computing.²² As a world leader in technological innovation, digital transformation, and the Fourth Industrial Revolution, the United States is well positioned to play a leading role in the African digital space and contribute to Africa's pursuit of now-vital technologies.

¹⁸ AfDB, "Infrastructure Development," 2021, (<https://www.afdb.org/en/knowledge/publications/tracking-africa's-progress-in-figures/infrastructure-development>).

¹⁹ GSMA, "The Mobile Economy Sub-Saharan Africa," 2020 (https://www.gsma.com/mobileeconomy/wp-content/uploads/2020/09/GSMA_MobileEconomy2020_SSA_Eng.pdf).

²⁰ Ibid. In Sub-Saharan Africa mobile internet users are expected to increase from 272 million (26 percent of the population) in 2019 to 475 million (39 percent) in 2025, and 65 percent of people will own smartphones by 2025.

²¹ AfDB, "Infrastructure Development."

²² Njuguna Ndung'u and Landry Signé, "The Fourth Industrial Revolution and digitization will transform Africa into a global powerhouse," in *Foresight Africa 2020*, (Brookings Institution, January 8, 2020), p. 61 (<https://www.brookings.edu/research/the-fourth-industrial-revolution-and-digitization-will-transform-africa-into-a-global-powerhouse/>)

Indeed, advanced technology can have beneficial spillover effects. For example, in the health sector, countries such as Rwanda and Ghana are using the American drone company Zipline to deliver, in record time, medication, blood, and medical supplies to remote rural areas with limited road accessibility.²³ In agriculture, African farmers now have access to affordable precision farming tools that use sensors, satellites, smart devices, and big data technologies to inform every decision.²⁴ The lending, insurance, and e-commerce opportunities provided by the fintech industry are transforming the lives of all Africans, and not just those in urban centers. These advancements are just the beginning too, as African entrepreneurs are increasingly seeking partners to bring transformative businesses to life. African tech startup funding increased over 40 percent in 2020 to over USD700 million, a fraction of tech startup funding outside of Africa.²⁵ Despite such progress, the digital divide remains crucial and must be bridged to allow inclusive development. During the pandemic, for example, access to education and business on the continent was more complex, given the level of internet connectivity, among other limitations. Bridging the digital divide represents an opportunity to advance U.S. trade and investment in Africa while also addressing some of Africa's key priorities.

8. Fast regional integration and the African Continental Free Trade Areas represent opportunities for a continental engagement. With the signing of the African Continental Free Trade Area (AfCFTA) in 2018, ratification in 2019, and an official launch in January 2021, African growth prospects and business opportunities have been magnified. The continent is giving the world just one more reason to invest in it with the creation of the largest new free-trade zone per number of countries in world, since the creation of the WTO. The AfCFTA will accelerate Africa's industrialization as well as increase incomes, which will lead to the increase of both household consumption

²³ Noah Lewis, "A tech company engineered drones to deliver vital COVID-19 medical supplies to rural Ghana and Rwanda in minutes," *Business Insider*, May 12, 2020 (<https://www.businessinsider.com/zipline-drone-coronavirus-supplies-africa-rwanda-ghana-2020-5>)

²⁴ <https://hbr.org/2017/05/how-digital-technology-is-changing-farming-in-africa>

²⁵ <https://disrupt-africa.com/2021/01/21/african-tech-startup-funding-passes-700m-in-record-breaking-2020/>

and business spending, generating unique opportunities for U.S. trade and investment. Per a World Bank study, the AfCFTA has the potential to lift 30 million people out of extreme poverty, increase the income of 68 million Africans, increase Africa's exports by USD560 billion, and generate USD450 billion of potential gains for African economies by 2035.²⁶

9. The sustained demand for accountability, democracy, and stability of African citizens, and policy priorities are aligned with U.S. core values. Per Afrobarometer surveys, 7 out of 10 Africans support democracy and accountable governance, and approximately two-thirds are opposed to a single-party or military government.^{27, 28} Importantly, areas in which the U.S. has a sustained competitive advantage, given its global leadership in democracy and human rights, and its support for such issues as health and education, are priorities for Africans too.²⁹ Given China's leadership in infrastructure, the U.S. could increase its footprint in this area by partnering with other players such as the G7 and the European Union countries. This approach would be welcomed by African citizens, who prefer the U.S. model of development (32 percent) over the Chinese approach (23 percent).³⁰

Conclusion

The pandemic has created unique momentum for engagement with Africa. Global partners should seize this momentum to renew their relationship with Africa, drawing from consultations with African partners and multilateral concerns, developing and successfully implementing multistakeholder and cutting-edge strategies. By acting promptly and forging transformative partnerships aligned with African values, global partners have the opportunity not only to contribute to the

²⁶ World Bank, "The African Continental Free Trade Area," July 27, 2020 (<https://www.worldbank.org/en/topic/trade/publication/the-african-continental-free-trade-area>)

²⁷ Gyimah-Boadi, Signé, and Sanny, "US foreign policy toward Africa: An African citizen perspective."

²⁸ <https://www.brookings.edu/blog/africa-in-focus/2020/10/23/us-foreign-policy-toward-africa-an-african-citizen-perspective/>

²⁹ Ibid.

³⁰ Signé, "How to Restore U.S. Credibility in Africa."

transformation of a continent that will make up nearly 40 percent of the world's population by 2100, but also to build a more prosperous, democratic, secure, and stable world. As mentioned by William Schurz, "Borders frequented by trade seldom need soldiers."

Thank you very much for your attention and looking forward to continued conversations.

Student Perspectives of Global Engagement

*Introduction by Christopher Agnew;
panelists: Jayme Shackleford, Khensani Ngwenya*

Since 2017, the UD Global Voices Symposium has served our community by presenting stimulating programs on global awareness and global engagement. This year the symposium proudly presents “Africa in Our Century,” examining the growing importance of this continent for our present and our future.

I happily welcome you all to this student session, titled Perspectives on Global Education and Impact. In this session, we bring students together from the wider Dayton community to discuss their views on global education and their study abroad experiences, and to suggest ways in which we might enhance global awareness on campus and the larger community.



Christopher Agnew

My name is Chris Agnew, and I serve as the chair of the history department at the University of Dayton; before that I was the director of the International Studies program. This session’s focus is of particular interest to me for both personal and professional reasons. Professionally, in my time as the director of the International Studies program, I saw firsthand how study abroad and global learning transformed the attitudes and outlooks of the students I advised. International Studies majors were

required to have some form of global experience to graduate, and I witnessed how these experiences changed students' identities, interests, and awareness about their place in the world.

On a personal level, this session resonates because I remember my own experiences, and how study abroad sent me down the path that brings me here. Like the students you will hear from today, when I was a college student in 1996 I studied abroad. I spent a semester studying in Beijing, the capital of the Peoples Republic of China. The experience was transformative on many levels, but it was full of contradictions as well. On the one hand, I witnessed conditions of poverty that I had never experienced. China was developing quickly, but this was the era when the principal form of transportation was still the bicycle, not the car. At the same time, coming from a small town myself, I also experienced for the first time in China what I might describe as urban modernity. I took my first taxi in Beijing, rode my first public bus, took my first subway ride, went to my first disco, and saw my first police beating. And it was within this mess of contradiction that I began to reflect on myself and my own country for the first time. That is, it was only in China that I became one of the “Americans”—an identity that never really mattered to me before.

Today we are going to hear from students with global experiences of their own. As we listen to their stories, I would like for us to think not only about how these experiences changed their perspectives, but also about what this means about how we all should act to change the communities in which we live and work.

The speakers for this session are Jayme Shackleford and Khensani Ngwenya. I have asked each panelist to prepare a short presentation or talk. We will proceed with each in turn and then follow up with questions.

Jayme Shackleford

My name is Jayme Shackleford. I am a 37-year old mother of three vibrant children. I transferred from Sinclair Community College, and I am now a full-time student here at UD, a junior on the pre-med pathway.

My Traveling Experiences: I did study abroad in Africa, but first I want to give you an overview of my traveling experiences and how they shaped my life. I grew up in the very small town of Rochester, Indiana. I

barely had any experiences with anyone who was not a white Christian conservative farmer until I started traveling with my youth group on



Jayme Shackleford

various mission trips in the U.S. (California, Kentucky, Tennessee, and Chicago). Then I graduated from high school, and when I was seventeen, I went to ministry school in Charlotte, North Carolina, where I completed my Associates Degree in Christian Ministry. After graduation, I went on a trip to Denmark, Sweden, and Norway, speaking to churches and helping to support their communities, and I did the same with churches in Alabama and

Georgia. At that point, my traveling for the sake of ministry died down, and I started my family. That's when I began to travel for the fun of it! I have been able to visit about half of the states here in the U.S. and I have been on cruises to the Bahamas a few times.

My Experience in Africa: None of these experiences could compare to my study abroad trip to South Africa. I have always had a heart for serving others. It was a driving force in my life when I was young, and it has become that again at this stage of my life. It all happened when I was twelve years old, and I received a piece of mail that set me on a path that I wouldn't understand the full impact of until 2018. The pamphlet was from Samaritan's Purse, and there were pictures of sad children with extended bellies. It said "Support Africa" in big bold red letters. Everything in me wanted to help those children feel better. I don't think that sort of advertisement is necessarily appropriate, but I was consumed with the idea of living in Africa and supporting communities with healthcare, so much so that I started having very vivid dreams about living that life. Now back to 2018: I was realizing during that period of my life that I wasn't actually happy, and after some very honest grappling with myself, I decided to go back to school in the summer of 2018 to take a stab at fulfilling my lifelong dream of becoming a physician. My goal is to practice humanitarian medicine in Africa. I knew I had much to learn before I would be able to practice as a physician, but at that point I didn't understand how much I still didn't know about myself. A year later, in June 2019, is when I had the privilege of studying abroad for three weeks in Durban, South Africa,

through Sinclair Community College. It was by far the most significant and life-changing trip I have ever taken. After 25 hours of traveling by cars and planes, I stepped out of the airport into the earthy dense air of Durban, South Africa, and I felt like I was home. I actually started tearing up, because in that moment, I knew that anything I set my heart to accomplish could be accomplished. The trip became a spiritual sojourn for me. The way I thought about myself as small and incapable of causing a real positive impact for others instantly changed in my mind. My brain had evidence now that what I wanted to accomplish in my life was a literal possibility. The trip would unfold into many experiences that felt spiritual. I was able to stand in the spot where Nelson Mandela cast his first vote. I remember lying on my living room floor when I was nine years old, listening to the news report about Mandela's vote. Africa has taught us that every voice matters and deserves the space to speak. I had the privilege of walking through Gandhi's home and seeing the printing press that they funded to help educate people in their communities. The amount of love, sacrifice, and a pure stand for justice was tangible in that building. I learned their history, and it became my own. Their acts of love shaped who I wanted to be as a doctor and as a human. Another spiritual moment: We went to a Hare Krishna temple, and a monk spoke with us for a long time. He talked about ascension and how greater conscientiousness comes when we have peace. Then I was very privileged to join my host family in their home bible study, and it was pretty much like being at my home church. On the plane ride home from Durban to Dubai, I sat next to a woman who didn't speak a lick of English, and I couldn't tell if she was speaking Nepali (Neh-puh-li), Maithili (My thi lee), or something else. Not that it would have mattered, because I can't speak either one! She was the kindest woman, and I helped her connect her headphones and get the language setting correct. The gentleman on the other side of me was also very kind. He was a Muslim on a pilgrimage with his wife. He asked me how I knew the woman next to me and when I told him that I didn't know her from Eve he was shocked because she and I had such an obvious connection. We were very comfortable with each other, even with barely being able to understand one another. The man began to tell me all about his pilgrimage. He had saved and saved his whole life to be able to go with his wife. He said something to me that I will never forget. "Unless

we see people as good, then they will never be good.” As simple as that statement is, it’s also very profound. It’s a call to be responsible for each other.

The Impact on My Education

From then on, my educational goals were no longer goals. They had become solidified destinations. It was like the difference between imagining that I was going to the grocery store versus going to Never Never Land, as cliché as that may be. My trip fostered this great sense of my own shortcomings in knowledge and understanding. I realized that even if I were very wealthy at that time, I still wouldn’t have had the slightest idea how I could help make things better. I realized that I didn’t actually have factual data to back up this belief in my head that Africa has it so much worse than we do here in America. My study abroad experience put into perspective for me how large the need is in some areas of Africa and how similar those needs are here in America. The solution must be very sophisticated. As we know in our own systems, it can be rather tricky finding viable options that support individuals under the poverty level. From what little research I have done, it seems that the solutions that come from within a population and can be sustained by that same population are longer lasting and more stable. Our goal must be to work with and not for the people. I believe this will also be beneficial for our own society, because if we find people who care a whole awful lot, we can share our ideas with other nations and support each other when possible. The more we know each other, the less misrepresentation will occur, and the more honest our problem solving can be. Study abroad trips for students are relative to growth and development because they challenge all that the students think they know about cultures that are different from their own. Another phenomenon occurs during student trips, and that is the students become related to the people in the host community and vice versa. I believe this to be key in creating viable long-term solutions for areas globally that are below the poverty line or that are not thriving. Relatedness grows trust and understanding, which can help stave off paternalism. Then, when students come home to their own communities, they have new perspectives and see themselves as the ones who have the responsibility

to create solutions for local problems. I think that is what Socrates meant when he said, "Let him who would move the world, first move himself."

Why It Matters

I have always had a heart for serving others in other countries. I think that when I was young, this idea was misguided and came from a viewpoint that I was "better off" than they were and that they needed my help. The more that I traveled, the more aware I became that what I have to offer is nothing more than what they have to offer me. It is mutually beneficial, and symbiotic in nature. When you serve others, they are serving you. One other thing that I have realized from my own personal travels is that if I am thriving, but I know someone else is not, then how can I really be thriving? I believe that a world divided will not stand, and that we must keep moving toward union and brotherhood on a global level to become stronger and more stable. As far as the theme of this year's symposium, Africa in Our Century, I think this is a very healthy place to start when we are looking for solutions. We need to ask ourselves and Africans who the people of Africa actually are and what would they consider to be their personal struggles? Let's not assume that our generations in the past understood everything about Africa. The stigmas must be broken, and I believe we can do that by finding ways to become related with Africa and her people. I believe until we set the stigmas aside, and come to the proverbial round table together as a global mankind, then we won't be able to solve our complex problems.

What Can Be Done to Bring a Greater Awareness

In my own experience, it seems a bit randomized regarding what communications from the school about studying abroad I happened to actually hear. Now that I am a junior, I am more conscientious about the importance of any communication from the school; but I remember being a freshman and just trying to survive. The best way to reach me at that stage in my education would have been to have someone come into the classroom at scheduled class times and talk about foreign study programs for less than five minutes, and if they had a flier, then I would remember to take action outside of the classroom. I also think that students are concerned with how it might affect the other courses during their

semesters. They are also concerned with how they might be able to afford it. So if those things can be addressed in the flier or the presentation, then I believe that you will create more interest. Because let's be honest, there are not too many people who would turn down a study abroad trip if it were paid for and it wasn't going to interfere with their other responsibilities.

Khensani Ngwenya

My name is Khensani Ngwenya, and before I go any further, I would like to say thank you to the organizers of this symposium for the opportunity to speak on this topic.

I would like to give a brief background history on myself. I grew up in a small town in Mpumalanga, South Africa. I later moved to a big city when I was fifteen years old. I completed my high school education in 2018 and next enrolled in a drama school; what started as simply an interest became my chosen career field. Beginning in 2021, I applied to be part of the Community College Initiative (CCI) program, which is a student exchange program to the U.S. for a year, and on the first of August 2021, I set foot in the United States of America. I started the fall semester at Sinclair Community College, and starting school made me realize that this whole journey would not only be about education, but about a change in me as well.

Coming to the US

I thought that I would just be coming to school; I honestly forgot that I was coming into another country with different cultures and lifestyle. I not only had to adapt to how school operates here, I had to adapt to a new way of life. You start picking up the accent, the way of thinking and so forth—you start changing perspectives, and as the weeks go by, you do notice a change within yourself.

School in the US

Going to college in my country doesn't necessarily mean that you're going to get the best education. Now I do not know if every community college in the United States is as amazing as Sinclair, and should they be, then most people are more fortunate than they think. I remember walking

into two of my classes and being amazed for the majority of my fall semester at the computers that serenaded every desk. This to me almost brought tears to my eyes, because I realized that if someone didn't have a laptop, they could do their work or access our eLearn shelf in class. The library is so spacious and you're allowed in anytime and any day except Sundays. One could also borrow a laptop from the library for their semester! The classroom was a space where I was encouraged to speak out and also pursue interests of my own, whereas back home, we had less interactive learning and if there was a project to do, normally the teacher would tell us what to do. Here, for my classes at least, teachers give you the outline of what the project is, what needs to be accomplished, and how to go about it, but you get creative freedom to do with it as you please most of the time, which to me has been heaven.

Adjusting to the US

I talked a bit about how coming to U.S. means adjusting. I have been fortunate enough to have been around people who do not mock my accent or try to change my pronunciation of words, unless I asked for help. But it was still frustrating to repeat things on the menu because the waiter could not really understand me the first time and did not make it any easier! But after some time you get used to the flow of things here, you get used to giving introductions and having small conversations with people. Most of all, I have seen the importance of networking, of introducing yourself even to people who are very influential, with confidence, getting used to the idea of approaching people to be your mentor or to ask for their help.

Another thing I had to adjust to was the lack of people. I do agree that the pandemic played a huge part in this, but for the longest time it was disorienting making the ten-minute walk from home to school and back again hardly seeing one single person. A funny story is that when I first came here I would buy something so small—like maybe a cup of coffee for \$10, but now, I would rather go thirsty! It took me a while to realize that though the price numbers are less than back home does not necessarily mean that they are cheaper!

In all of this, participating in global education has created a mindset shift in me. Being in the U.S. particularly has taught me essential skills

such as networking, adaptation, decision making, and being comfortable in my independence. I even have a love for volunteering now from seeing people around me care and fight for their community the way they do.

The importance of global education, I believe, is that it sets you up for a shift in mindset and perspective. It teaches new ways and helps us see the world through new eyes, see issues that might not have been as important back home, and it also creates an ease with being a global citizen.

The way that colleges can do better is to be more mindful of the international students in their schools. There are concepts we do not understand and topics we haven't had the chance to learn about.

The theme Africa in Our Century allows us to change and redefine Africa as a continent and as a people. It is a conversation that is needed to be had so a new, more accurate narrative can be told.

Resetting Global Awareness During the Global Pandemic

*Maria Vivero (moderator); panelists: Satang Nabaneh, Corinne Brion,
Joann Wright Mawasha*

During this session, four female presenters from diverse academic and service backgrounds spoke about the global pandemic of the past two years as a catalyst to raise awareness on global concerns about human rights, education, environment, immigration, and racism. Panelists were Dr. Corinne Brion, a professor in the department of Education; Dr. Satang Nabaneh, Director of Programs at the University of Dayton Human Rights Center; Dr. Joann Wright Mawasha, deputy director at the Dayton Human Relations Council; and Dr. Maria Vivero, a professor in the department of Economics and Finance. Together, they spoke about how the pandemic has revealed the depths of our mutual dependence.

Satang Nabaneh Resetting Global Awareness, Guided by Human Rights

Thank you so much, Maria, for moderating this session, and appreciation to Julius for bringing us together for the Global Voices Symposium on the timely theme of “Africa in Our Century.” Obviously, I am biased. On a personal note, I come to this symposium and this conversation as an African, as someone born and raised in Africa. I am from one of the smallest countries in mainland Africa, The Gambia. I also consider myself a global citizen



Satang Nabaneh

committed to bringing in “othered” voices, fighting injustice and the marginalization of the most vulnerable in society, and recognizing human rights and dignity for all. I also wear two hats, as a legal scholar and as a human rights practitioner and activist. I have been involved in grassroots advocacy virtually my whole life, which led me into academia. I now do this work at the Human Rights Center, which advances UD's commitment to human rights through conducting research-driven, participatory advocacy, educating future practitioners



with Human Rights Studies, and fostering inclusive and reflective dialogue and learning.

My presentation *Resetting global awareness, guided by human rights* focuses on three issues. First, an overview of the COVID-19 pandemic and its interlinkages with human rights; second, the current challenges we face and their implications; and third, the path ahead and what we can do as a global community, as UD and others,

collaborating across global divides. In terms of human rights worldwide, I wanted to start with the following quote from the preamble of the Universal Declaration on Human Rights (UDHR), which states that:

[W]hereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

This is particularly timely, given what is happening in Ukraine and other countries around the world in conflict and facing human rights crises.

First, on the COVID-19 Pandemic. 2020 highlighted, through the coronavirus pandemic, a global interconnectedness that has long been present but often ignored. These past few years prompted unprecedented

social movements in countries such as Belarus, India, Chile, and Sudan. The Black Lives Matter movement, which has existed for years but gained unprecedented momentum after the murder of George Floyd in May of 2020 has had global implications, with protests in countries around the world. The COVID pandemic has also led to human rights being viewed with a vision that speaks to each and every human being and encompasses all rights: economic, social, cultural, civil, and political. However, responses and approaches adopted by governments around the world have significantly harmed the world's most marginalized people. The vaccine development has also largely mirrored the inequities that marked the rest of the pandemic.

Second on the challenges and their implications. Human rights are being threatened by the current social, economic, and political contexts. The consequences of the COVID-19 pandemic have exacerbated inequality, particularly for women and girls. Half the global population continues to be subjected to multiple forms of discrimination, entrenched inequalities, exclusion, and disempowerment. Gender-based violence, particularly domestic violence against women and girls, is increasing worldwide amid the pandemic, including child and forced marriage. We are all aware that racism, patriarchy, and neocolonial power structures persist in the U.S. and globally. Therefore, there is a need to utilize frameworks that deepen our understanding of the negative impact of coloniality, racism, and the oppressive structures embedded in human rights architecture. These structures continue to disproportionately affect Black people, indigenous communities, and other groups who are racially discriminated against in the U.S. and the global south.

The pandemic has accelerated an already declining democratic global landscape and set back development progress. We have seen increased repression, even within democratically elected governments. To be clear, this is not just an African problem. We have seen the events of January 6 in the U.S. capitol. Evidence also shows the rise of fake news and anti-rights alliances, particularly rooted in white supremacy culture in the U.S. and beyond. Moreover, another key challenge is the growing impact of the climate crisis. Climate change is the biggest threat to our survival as a species and the future, and it has also had a significant impact on human rights. Climate action must be rooted in human rights-based approaches. Other challenges relate to new

technologies and the deterioration of democratic values as they pose serious risks to privacy and human rights, as well as unchecked corporate power.

The critical question then is, what is the path ahead? International legal avenues exist, and we need to develop innovative ways of using these platforms to document abuse, provide testimony, and exert political pressure on the government. This has been a useful platform for activists, including racial justice activists. In the case of the U.S., there have been platforms utilized over the past few years such as the Human Rights Council, with George Floyd's brother appearing before them. Related to this is the call to foster and build intersectional solidarity, further underlined by the COVID pandemic. There is a need to dismantle power systems by acknowledging them, continuously educating ourselves, and learning from each other to take powerful collective action. Drawing connections between different struggles and activists can provide hope. This is connected to an engagement in critical self-reflection about human rights, considering its roots in a western framework. Challenges to current practices by the human rights framework can result in a redistribution of power. We need to be actively anti-racist, anti-colonial, and anti-oppressive in order to rebalance power.

Universities also have a role to play in promoting human rights for their students, their communities, and beyond. The University of Dayton has a unique institutional commitment to human rights. This opens an enormous opportunity for strong interdisciplinary collaboration with other parts of the University and mobilization of the entire university community to leverage power, knowledge, and resources for human rights organizations. The COVID-19 pandemic has revealed the urgent need for human rights education. That is what we are currently doing at the HRC and the HRS, to provide a foundation for UD students and experiential learning opportunities, including the Moral Courage Project, Malawi Practicum, and our anti-trafficking work through Abolition Ohio, among others. However, it is also acknowledged that it is not just enough to provide human rights education. The call to decolonize human rights education has gained traction in recent years. Increasingly, in the wake of the global social justice and human rights movement, this is an opportune time to reflect on human rights learning and teaching in higher education that incorporates intersectional, anti-racist, and decolonial approaches.

In addition, there is an urgent need to bridge the divide between academia and activism and to identify how collaborative work between academia and social movements/activism can drive social change. That is why we at the HRC are utilizing the social practice of human rights, in which we acknowledge that human rights is not just for experts, lawyers, and professional advocates, but that it is also the everyday lived behaviors and actions of people that bring it into reality. People around the globe are defending and practicing human rights in many different ways.

Finally, we can also work toward ensuring that digital technology is a force for good. Since 2005, we have partnered with the American Association for the Advancement of Science (AAAS) and the University's Department of Geology and Environmental Geosciences to use Geographic Information Systems (GIS) technology. We have been providing students with the opportunity to use these applications to investigate human rights violations. This is grounded in the belief that advocacy can only be done "in the real world," so successful advocacy education must be done "in the real world" as well. Experiential learning in education has transformative power. To conclude, I wish to reecho UN Secretary-General António Guterre, who reminds us that:

With the pandemic shining a spotlight on human rights, recovery gives us an opportunity to generate momentum for transformation. Now is the time to reset. To reshape. To rebuild. To recover better, guided by human rights and human dignity for all.

Corinne Brion
Changing Cultural Norms Through Education: Voices from
Ghanaian Women Principals

Introduction/ Conceptual Framework

Giving equitable access to leadership positions and building the leadership capacity of women to execute their roles as leaders does not only benefit the women themselves, but it also transforms societies (Wakahiu & Keller 2011). Wakahiu and Keller assert that women



Corinne Brion

educational leaders in developing nations have a fundamental role to play toward eradicating global poverty. However, in patriarchal societies such as Ghana (Sikweyiya et al. 2020), some persistent cultural mindsets, behaviours and practices seem to undermine the attainment of gender equity. These attitudes are oftentimes extended beyond the communities to schools, where women, both staff and pupils, sometimes experience discrimination simply because they are females and as such are expected to play second fiddle to males. It becomes even more

pronounced when women school leaders, who are supposed to provide strategic direction for schools, also become victims of such actions. Research in sub-Saharan Africa has found that women have traditionally been barred from accessing leadership positions due to the patriarchal cultures and the mindset that male leaders can do the job better than women (Bush 2014; Bush & Glover 2016; Mestry & Schmidt 2012; Moorosi et al. 2018; Ngcobo & Tilky 2010). Consequently, teachers in public schools were more accountable to male elders, such as village chiefs, than to female principals (Moorosi et al. 2018). Women in leadership positions faced challenges in exercising their leadership because they were viewed as invisible if they enacted feminine behaviours and unfeminine if they enacted masculine ones (Debebe 2011), creating for them a dilemma. Additionally, it was not unusual for them to experience microaggressions and sexism (Moorosi et al. 2018).

Currently, the majority of empirical work on the experiences of women educational leaders coming out of the African continent is from South Africa (Diko 2014; Mestry & Schmidt 2012; Moorosi 2010). In Ghana, quantitative studies have focused on factors accounting for gender disparity in educational leadership in specific districts (Segkulu & Gyimah 2016) and stereotypical perceptions of women principals (Pwadura 2016). However, there are a limited number of qualitative studies that explore the experiences of women principals. This study is designed to contribute to addressing this knowledge gap by employing a qualitative design to explore the experiences of twelve women school principals located in the Komenda Edina Eguafo Abrem (KEEA) municipality in the Central Region of Ghana. Thus, the gap in knowledge that this study seeks to bridge is both methodological, in terms of the use of a qualitative approach, and topical, in terms of exploring the experiences of female principals. This study is significant because it provides an understanding of how women principals navigate stereotypical cultural norms which seem to undermine their leadership in schools. Additionally, this research contributes to the literature on women educational leaders in Ghana because, to date, the literature is scant on the experiences of Ghanaian women educational leaders.

Given that this study aimed at understanding the experiences of women leaders in a patriarchal society, using a conceptual framework on national culture seemed appropriate to analyse the data. The researchers chose the Hofstede et al. (2010) model of national culture (6D) because it is widely accepted and studied. These authors defined culture as the collective mental programming of the human mind which distinguishes one group of people from another. This programming influences patterns of thinking which are reflected in the meaning people attach to various aspects of life and become crystallised in the society's institutions. National culture is about the value differences between groups of nations (Hofstede et al. 2010). The cultural dimensions in the Hofstede et al. model represent independent preferences for one state of affairs over another which distinguish countries (rather than individuals) from each other. The six dimensions of the cultural model include: power distance, individualism, masculinity, uncertainty avoidance, long term orientation, and indulgence. The countries' positions on these dimensions are

expressed in a score on a 100-point scale, with zero being the lowest possible score (Table 1).

Table 1: Ghana's Scores on the 6D model of national culture

Cultural Dimension	Ghana
Power Distance	80
Individualism/Collectivism	15
Masculinity	40
Uncertainty Avoidance	65
Long-Term Orientation	4
Indulgence	72

Methods

The study was guided by the following research questions: What are the experiences of women principals in Ghanaian K-12 public schools? What challenges do these women encounter in their work as principals? What support exists for these women to effectively execute their leadership roles? This study used a qualitative design and a phenomenological approach to understand the perspectives of women school principals. The phenomenological approach is represented in cultural and social experiences. It enables researchers to describe the meaning of individuals’ experiences (Creswell 2007). In this case, the experiences pertained to the practice of principalship. This approach also allowed the investigators to understand the meaning participants attached to those experiences. Data collection included twelve individual interviews and document analysis. Multiple in-depth semi-structured individual interviews allowed the researchers to understand the participants’ perspectives of what challenges women leaders faced and what support they received to help them in their leadership roles. The researchers engaged in document analysis by examining school records, including minutes of staff meetings, Parent-Teacher Association meetings, and School Management Committee meetings to understand the issues under study. The researchers also kept a journal and wrote field notes and memos after each day that data collection took place. The researchers analyzed the data using Hofstede et al. (2010) 6D and two

cycles of coding in order for robust themes to arise (Saldaña 2009). Trustworthiness of the analysis was achieved by using two sources of data, having multiple researchers, and engaging in member checking.

Findings

Women in this study talked about their experiences in both positive and negative terms. They related their positive experiences to the support they received and the collectivistic society and negative experiences to challenges. All participants had support systems in common. Several talked about the “supportive role of family members.” Others talked about the support of friends. They all found the strength to do the work because of the passion they had for children. All twelve participants found their deepest and strongest form of support in God. The women spoke about challenges related to gender and culture in terms of power distance, long term orientation, and uncertainty avoidance. They talked about the “Wife Homework.” Women shared that the biggest challenge was “having to do their house chores: raise children, be a wife, auntie, and daughter as well as lead schools.” They also mentioned that many people viewed women as weaker and less able to discipline children. Hence, some parents disrespected them because “they were women principals and were supposed to stay home to cook and raise the family.” Another challenge had to do with lacking educational resources for the teachers and children.

Despite the adversities, the women leaders succeeded in changing mindsets using their own unique leadership styles.

Conclusions/Implications

Given the global call to promote equity in all aspects of social, economic, and public life, the question is not whether we should support women educational leaders but rather how we can better support these professionals as they navigate cultural norms which are embedded in patriarchal and traditional societies. The relevance of the research is two-fold: (1) At the global level, this study promotes the empowerment of women leaders. Additionally, this study offers recommendations for current and sound policies to ensure the promotion of gender equity in educational leadership; (2) This research will contribute to the body of

literature on leadership in Ghana by documenting the perspectives of women leaders in the Central Region of Ghana. Even though the data was collected in a specific region of Ghana, the findings and recommendations may apply to other regions and countries with similar cultural circumstances.

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Joann Wright Mawasha **Creating Awareness of Systemic Economic** **Inequalities in the City of Dayton**

Unlike the other presentations in this panel, Dr. Wright Mawasha's talk centered around the effects of the pandemic at the regional and local levels. Dr. Wright Mawasha leads the Dayton Human Relations Council, which was created in 1962 to protect the civil rights of the city's residents through fair housing, non-discrimination in employment and credit card transactions, and making sure that every contract awarded by the city has representation of women, minorities, and small businesses, to ensure that there is equity in government contracting. The council is also committed to fostering good relationships between the community and Dayton police and has been actively involved in police reform. Finally, the council does extensive work to integrate immigrants through outreach efforts and education on topics such as health exchanges, employment, schooling, arts, and justice.

During the early months of the pandemic, one of the main concerns was the possibility that many families might not be able to make rent and therefore might face eviction from their homes. The Human Rights Council obtained resources through the CARES act to cover rent payments to ensure that everyone could stay in their homes during the lockdowns. Following CDC guidelines, an eviction moratorium was put into place. The city adopted a stay in place ordinance, which meant that no one could be evicted from their homes while the ordinance was in effect. When the ordinance was lifted, many eviction holdups created an administrative backlog which slowed the provision of funds to landlords to stop evictions. Landlords became impatient because they were not being paid, and this gave way to a Catch-22 type situation: the money to pay the landlords was there, but it was not allocated quickly enough because of high administrative backlog. Once the ordinance was lifted, many landlords resorted to eviction court.

Another phenomenon that could be clearly observed early in the pandemic was a wide digital divide between families with access to the internet and families without, which really impacted residents of marginalized communities. Early in the pandemic, many low-income households could not connect to the internet to continue with their daily lives. Children were not able to continue attending school on an ongoing basis, which further increased the education gap. More than creating new problems, the pandemic exacerbated problems that already existed in marginalized communities across Ohio. A lesson for the future is the need for having a plan to deploy additional resources for rent support and internet access if an emergency like this one were to happen again.

The city of Dayton experienced a steep economic decline during the first months of the pandemic. Small businesses and mom and pop stores were the most seriously affected. Many of these businesses, unable to pay their bills and their employees, had to close shop. Fortunately, the Federal Government provided some funds via PPP loans and payment protection plans to help keep some of these businesses open. However, these resources were not enough for some business that were already lagging behind and were vulnerable to adverse shocks to their cash flows. These failing businesses were usually part of communities that already struggled before the pandemic, widening the already existing inequalities across communities in the region.

The pandemic was particularly difficult to navigate for immigrants, as much of the information that was being disseminated by the health and civil authorities was not translated. This meant that refugees and immigrants that do not speak English did not have access to important information on a timely basis. Again, the lack of access of information to non-English-speaking residents impacted marginalized communities the most. The digital divide and lack of language access had a major effect on the most vulnerable families. It made it very difficult for some parents to help with their children's schooling.

Unlike what has been documented for other parts of the world, the United States and the city of Dayton did not see an increase in domestic violence during the pandemic. The United States documented a decrease in calls for protection from domestic violence.

Another key issue to manage a public health emergency is addressing mental health. Mental health was and will always be a part of our lives, but the pandemic highlighted the importance of seeking help, as mental health issues became more prevalent and widespread. In general, people in black and brown communities tend to refrain from seeking help when they are dealing with mental health issues. It is important for them to know that there are resources available and to emphasize that people should have confidence to seek help.

During the pandemic, marginalized communities became even more marginalized. This increased the need for communities to become organized and resourceful. The Human Rights council gathered around seventy community organizations to seek funding from the department of housing to overcome the eviction crisis in the city; in addition to seeking help, these organizations also started sharing information with one another. The pandemic has forced local communities to find ways to collaborate and pool resources. Now we have an opportunity to acknowledge honestly what has been going on in our communities since before the pandemic.

Maria Vivero

The Global Pandemic and Its Implications for Understanding Economic Inequalities

Maria Vivero spoke about how the pandemic helped raise awareness on the state of economic inequalities in the United States and around the world. She started by sharing statistical information on the impact of the



Maria Vivero

pandemic on human lives since its start in March of 2020. Worldwide, there have been around 427 million people who have contracted COVID, of which close to 6 million have died. There have been six waves of the disease, with the most recent wave being the most severe in terms of the number of cases, but not the number of deaths, thanks to the effect of vaccines in reducing the severity of the disease and the chance of hospitalization and death. The

deadliest wave of the disease happened at the end of 2020, when most of the world's population was not yet vaccinated. In the U.S., about 80 million people have contracted COVID, and almost one million have died.

Then Dr. Vivero shared information on the economic effects of the pandemic, which reached its low point in April of 2020. The pandemic has worked as a magnifying glass to point up issues that already existed in society and the economy but that now can be seen with more clarity. The U.S. economy suffered greatly in terms of employment and economic output during the first two quarters of 2020, but indicators started to recover when the government deployed a strong fiscal policy to sustain households and businesses over the lockdown periods.

Unlike the situation during the Great Depression, when economic output declined for thirteen straight quarters, output during the pandemic fell for two consecutive quarters before starting to show signs of recovery. This pattern can be observed in several key areas such as employment, small business revenue, and personal savings. For instance, COVID-19-related job losses wiped out 113 straight months of job growth, with total nonfarm employment falling by 20.5 million jobs in April of 2020. These losses were greater for women, non-white workers,

lower-wage earners, and those with less education. These groups have seen their jobs continue to disappear and their savings dwindle even as the finances of other households show signs of improvement. Areas in which the recovery has been unequal are access to food, financial fragility, and the ability to make rent.

While the pandemic has shed light on how unequal U.S. and world societies really are, wealth inequality is not a new phenomenon. Over the past fifty years, the highest-earning 20 percent of U.S. households have steadily brought in an ever-increasing share of the country's total income. According to the Pew Research Institute, the wealth gap between America's richest and poorest families more than doubled from 1989 to 2016. This trend has been observed in most developed countries, but it is more severe in the U.S. As a result, income inequality in the U.S. is now the highest of all the G7 nations.

Dr. Vivero suggested that rising inequality in the U.S. economy at large is a problem that affects all society, regardless of income, because it reduces competitiveness in several important ways. For starters, inequality limits educational opportunities for children from poor socioeconomic backgrounds, lowering social mobility and hampering skills development. This makes the labor force less competitive compared to other countries. In addition, inequality depresses economic growth because of lower aggregate demand. Lower skill development means lower wages and lower aggregate demand. During the time in which U.S. inequality has risen, U.S. aggregate demand has fallen in relation to other countries. Finally, inequality is tied to criminal behavior. The high cost of policing and incarceration in the U.S. is linked to resource misallocation, because it leaves fewer resources for other needs such as health, education, infrastructure, and R&D.

Dr. Vivero posited that economic inequality in the U.S. has had a negative effect on the COVID-19 crisis. The unequal access to healthcare made testing and treatment unequal, leaving large segments of society vulnerable to contagion. A higher rate of pre-existing conditions among low-income families increased the likelihood of dying from the COVID-19 relative to households with healthy members. Also, an unequal access to education on the importance of sanitation, social distancing, and vaccination increased the likelihood of contracting the virus, especially among multi-generational households. Finally, the financial fragility of

certain households made them unable to “shelter in place,” even if they wanted to.

Despite all these challenges, Dr. Vivero suggested that the pandemic could be seen as an opportunity to mitigate inequality, because besides wars, pandemics have been the historical events with the biggest impact on wealth inequality. According to historian Yuval Noah Harari, emergencies can provide opportunities for social change because they accelerate historical processes: “What happens when everybody works from home and communicates only at a distance? What happens when entire schools and universities go online? In normal times, governments, businesses, and educational boards would never agree to conduct such experiments. But these aren’t normal times.”¹

Dr. Vivero finished her talk by pointing at three areas in which the experiences from the past two years could provide opportunities to reduce inequality: transportation, education, and health. In the area of transportation, telecommuting has become a widely acceptable work practice which has reduced commuter times and rerouted population patterns from large cities to suburbs, smaller cities, and rural areas. Lower infrastructure costs could result in more resources being allocated to local economies. In education, the now wide acceptance of online or hybrid teaching could substantially reduce the costs of higher education, particularly for immigrants and first-generation families. This opens new opportunities to teach children and adults at all levels of education. Finally, effects of COVID-19 could transform health access in the U.S. and could be an opportunity to push for broader access to basic healthcare for everyone as a matter of public health and economic stability.

¹ “The World After Coronavirus.” *Financial Times*, March 20, 2020.

New Directions to Promote Global Education on College Campuses and in Communities

Rochonda Nenonene, moderator; panelists: Karla Guinigundo, Sangita Gosalia, Furaha Henry-Jones

Opening Remarks: Rochonda Nenonene

In 2000, South Africa’s president Thabo Mbeki stated that the twenty-first century would be the “Century of Africa.” Indeed I, like many, believe that Africa is a continent full of promise, rich cultural heritage, blessed with a wealth of natural resources, and poised to become a hub of innovation and progress. Recently, Secretary of State Anthony Blinken remarked that Africa is headed toward becoming one of the world’s most important economic regions, and that it will have a hand in shaping in the future of the world.¹ Recent advances have been made in solar power, the “green tech” industry working to reduce carbon emissions, and personally important to me, the steady increase in access to education for both elementary and secondary school students.



Rochonda Nenonene

¹ Anthony Blinken. Speech delivered November 19, 2021. “The United States and Africa: Building a 21st Century Partnership.” <https://www.state.gov/the-united-states-and-africa-building-a-21st-century-partnership/>

It is projected that by 2025, half the population of Africa will be under the age of 25 and by 2050, one fourth of the world's population will be African. So it is clear that Africa is indeed on the rise.

Africa has much in its favor. In the past ten years we have seen much progress:

1. The steady rise of democratic states
2. Continued economic growth—many countries such as Kenya, Tanzania, Ghana, and Cameroon are in transition from agricultural to manufacturing and service economies.
3. The advancement of women
4. Increased access to consistent quality healthcare
5. Improvements in water quality and land usage

However, like all continents and nations, Africa has critical issues impacting the population. I will focus on three in particular.

1. **Climate Change** — Africa is likely to be hit hardest by the droughts, floods, and other catastrophic effects of climate change, despite contributing the least amount of greenhouse gases—less than 4 per cent of the world's total emissions. A UN report concluded that “Africa is the first continent to fully feel the effect of climate change on political and economic stability because of its history of ethnic, resource and political conflict, and its reliance on climate sensitive sectors like rain-fed agriculture.”
2. **Poverty, Hunger, and Malnutrition** — In 2020, 281.6 million Africans suffered from hunger. According to a UN report, the numbers vary across the subregions; the number of undernourished people reaches about 44 percent in Eastern Africa, 27 percent in Western Africa, 20 percent in Central Africa, 6.2 percent in Northern Africa, and 2.4 percent in Southern Africa.
3. **Education** — Africa's current primary school enrollment rate is above 80 percent on average, with the continent recording some of the biggest increases in elementary school enrollment globally in the last few decades; according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), more children in Africa are going to school than ever before. Yet

despite the successes in primary school enrollment, inequalities and inefficiencies remain in this critical sector. The recent expansion in enrollments “masks huge disparities and system dysfunctionalities and inefficiencies” in education subsectors such as preprimary, technical, vocational, and informal education, which are severely underdeveloped. It is widely accepted that most of Africa’s education and training programs suffer from low-quality teaching and learning, as well as inequalities and exclusion at all levels. Even with a substantial increase in the number of children with access to basic education, a large number still remain out of school.

So this second largest continent with 54 countries is definitely a place you need to explore, learn from, and support where you can. We have an excellent panel here today to share their experiences and expertise, and I hope that when the session is over, you will be encouraged and excited to make plans to become engaged with Africa.

Panelists

Karla Guinigundo is director of global partnerships at Miami University, where she manages international partnerships and



Karla Guinigundo



Sangita Gosalia

agreements, writes and administers grants for internationalization, and serves as advisor for Fulbright Student and Scholar Programs. In her twenty-year international education career, she has gained extensive experience in academic program administration, partnership development,

and study abroad administration. Karla has an M.A. in International Studies from Ohio University and is pursuing a Ph.D. in Educational Leadership at Miami.

Sangita Gosalia is the Director of Campus Engagement in the Center for International Programs at the University of Dayton (UD). She

supports the advancement of global learning by fostering intercultural engagement initiatives for students, faculty, and staff. Prior to coming to UD, she worked in Campus and Community Planning for Loyola University Chicago. Sangita holds a B.S. in Marketing from St. Louis University and an M.Ed. in Higher Education and Policy from Loyola University Chicago.

As an English professor at Sinclair Community College, **Furaha Henry-Jones** has served on the International Education Committee and is a Collaborative Online International Learning faculty mentor. She is a co-founder of the college's Ubuntu Study Abroad Program to Durban, South Africa, and is one of the college's first Global Exploration Award recipients.

Resources Shared by Panelists

Karla Guinigundo

Select funding resources for students:

- Benjamin A. Gilman International Scholarship <https://www.gilmanscholarship.org/>
- Boren Scholarship and Fellowship <https://www.borenawards.org/>
- Critical Language Scholarship <https://clscholarship.org/>
- Freeman ASIA Scholarship <https://www.iie.org/freeman-ASIA>
- Fulbright U.S. Student Program <https://us.fulbrightonline.org/>
- Fund for Education Abroad <https://fundforeducationabroad.org/>

Select funding resources for faculty and institutions:

- Fulbright Scholar Program <https://cies.org/>
- Fulbright Specialist Program <https://www.worldlearning.org/program/fulbright-specialist-program/>
- U.S. Department of Education Fulbright-Hays Group Projects Abroad Program <https://www2.ed.gov/programs/iegpsgpa/index.html>
- U.S. Department of Education Fulbright-Hays Seminars Abroad Program <https://www2.ed.gov/programs/iegpssap/index.html>

- U.S. Department of Education Undergraduate International Studies and Foreign Language Program (UISFL)
<https://www2.ed.gov/programs/iegpsugisf/index.html>
- U.S. Department of State Public Diplomacy Grants
<https://www.grants.gov/web/grants>

Sangita Gosalia

- Stevens Initiative: The Stevens Initiative is an international effort to build global competence and career readiness skills for young people in the United States and the Middle East and North Africa by expanding and enhancing the field of virtual exchange. It provides research, success stories, and workshops associated with virtual exchange, and it also offers grant opportunities.
<https://www.stevensinitiative.org/>
- Community-Based Global Learning Collaborative: The Collaborative is a network of educational institutions and community organizations that advances ethical, critical, and aspirationally decolonial community-based learning and research for more just, inclusive, and sustainable communities. It offers research, community-based global learning stories, guides, and toolkits (online learning modules) focused on global civic engagement.
<https://compact.org/global-sl/founding-sponsors/>
- Critical Internationalization Studies Network: The Critical Internationalization Studies Network brings together scholars, practitioners, educators, students, and community organizations interested in reimagining dominant patterns of relationship, representation, and resource distribution in the internationalization of education. It serves as a resource for collaboration, sharing information, and exchanging ideas about different approaches.
<https://criticalinternationalization.net/>
- University of Dayton Dialogue Zone: The Dialogue Zone is a curricular and co-curricular initiative that builds capacity among students, staff, and faculty to learn and practice facilitated dialogue in order to address difficult issues that arise as we interact together in community. It is a resource for ways to build dialogue capacity

within a campus environment.

<https://udayton.edu/libraries/dialoguezone/index.php>

Furaha Henry-Jones

- Unicollaboration <http://www.unicollaboration.org/>
- SUNY Coil Center <https://coil.suny.edu/>
- DePaul University Global Conversations
<https://offices.depaul.edu/global-engagement/global-depaul/global-conversations/Pages/default.aspx>

Karla Guinigundo

Thank you, Dr. Julius Amin and Dr. Rochonda Nenonene, for the opportunity to participate in today's panel. As I'm speaking from Miami University's campus in Oxford, Ohio, I'd like to begin with Miami University's Land Acknowledgement:

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who

have attended Miami since 1991 through the Myaamia Heritage Award Program.

As mentioned in the introduction, I am the Director of Global Partnerships at Miami University. I have worked in international education for twenty years. My own global experiences have been centered in South and Southeast Asia. I lived in Malaysia from 1990 to 1992 during high school, which initiated an academic interest in Asia. This interest led me to pursue Asian Studies as an undergraduate student at Miami University, and I went on to complete my master's degree in Southeast Asian Studies at Ohio University. I worked in the Center for International Studies at Ohio University from 2002 through 2011 and traveled to Southeast Asia regularly for student recruiting and work pertaining to global partnerships. Since joining the staff at Miami in 2012, I have been engaged more in India than in Southeast Asia, particularly following my participation in the Fulbright International Education Administrator program in 2017. The perspectives I will share today are informed by my global experiences as an international education practitioner as well as by my academic work as a doctoral student in Educational Leadership at Miami University.

Global engagement and community building are both central to my work at Miami. The two areas of that work that I will briefly discuss today are student mobility and the building and maintenance of global partnerships.

I have the opportunity to work with students on a variety of national fellowship and scholarship opportunities to support their study abroad aspirations. I serve as our campus advisor for the Boren, Critical Language, Freeman-ASIA, and Gilman Study Abroad Scholarships as well as the Fulbright U.S. Student Program and the Rangel and Pickering Fellowships. One of the more satisfying aspects of working with students on these programs is seeing their academic and professional goals come into focus with each essay revision and helping them get excited about the “study” aspect of study abroad, going beyond just the desire to travel. The student demographic that I work with is largely white, aligned with the demographic trends in study abroad as a whole, and so I find myself also challenging students to think critically about their study abroad plans and consider how history and privilege may play a role in their

experience abroad, particularly if their study destination is in the global south. Tunisian writer Albert Memmi, perhaps best known for his writing of *The Colonizer and the Colonized* published in 1957, helps provide context for this discussion with students in terms of pointing out where students may be viewing countries from a deficit perspective and encouraging them to avoid “stressing things which separate” in favor of emphasizing commonalities that “contribute to the foundation of a joint community.”² The emphasis on community engagement that is integrated into applications for fellowships and scholarships, particularly those funded by the U.S. Department of State, is one of the reasons I try to take this approach with advising, believing that building community globally requires humility and an understanding of our own positionality in relation to history and the host country.

Building and managing institutional partnerships is the other major area of my work at Miami. I am the point of contact for faculty and departments that want to formally connect with institutions abroad. That process often involves the signing of Memoranda of Understanding and other types of agreements that require several rounds of review from both institutions and their respective legal offices. While I can’t say that the paperwork side of these agreements is itself particularly fulfilling, the outcomes of that work certainly are. Seeing those relationships grow and develop through grant proposals, joint research and publications, student and faculty exchange, collaborative teaching, and delegation visits is something I enjoy tremendously.

The onset of COVID revealed how dependent we have been on physical mobility to build and maintain those partnerships. All of a sudden, there were no delegations visiting. Student and faculty exchange stopped. Plans to visit partner institutions were canceled. We had to adapt and rethink how we would keep building momentum with partners despite the interruption in how we normally do things. One tool we leveraged was COIL, collaborative online international learning. We launched an initiative we call MiamiConnects, which leverages COIL methods to provide virtual global experiences for students who are integrated into their classes. One example of this was connecting Dr. Daniel Hall, a professor of criminal justice on Miami University’s

² ASDIC (2010). *The Colonizer and the Colonized*: Albert Memmi. C.21.

Hamilton Campus, to colleagues in the School of Law at Christ University in Bangalore, India. Dr. Hall and his counterpart at Christ co-taught a course in Fall 2020 that engaged 100 students working on semester-long projects comparing how the insanity defense is used in criminal proceedings in the United States and India. To my surprise, communication and conversations with our global partners have taken place *more often* since COVID than they did before, because those conversations no longer had to be planned around travel schedules. While I look forward to resuming travel when it becomes possible, I hope that virtual global learning will become a permanent part of global education programming moving forward, as it makes global learning more widely accessible for both students and faculty.

One other new direction that I will mention is the potential to explore global learning through local partnerships. For those of us who work in international education, we tend to be so focused on mobility across borders that I think we miss some of the potential for global learning that is right in front of us. I live in close proximity to the Islamic Center of Greater Cincinnati and the Hindu Temple of Greater Cincinnati, and adjacent to my neighborhood in West Chester there is a Sikh Temple. There is a Vietnamese Buddhist monastery near a school where my daughter plays softball. Both Cincinnati and Dayton have strong immigrant communities with whom partnerships could be beneficial. Our universities here in Ohio have specialized global strengths. The African Studies Program at Ohio University was a U.S. Department of Education funded Title VI National Resource Center for many years, and Ohio State currently houses Title VI Centers for East Asia, Latin America, Russia, Eastern Europe, and Eurasia. Connecting with these communities and resources will not only help provide local resources for global learning during times of crisis when we aren't able to travel, but it may also provide a strategy for bridging internationalization with diversity, equity, and inclusion programming centered on heritage learners in our own communities and on our campuses.

When thinking about the symposium theme of “Africa in Our Century” in relation to my work, I recalled a study I read about the University of Wisconsin-River Falls. Faculty members Jacqueline Murray Brux and Blake Fry conducted a study to assess what barriers

kept multicultural students from studying abroad at their institution.³ An African-American respondent described the idea of study abroad as a “double whammy,” referring to being minoritized both within the study abroad cohort (mostly white) and within the host community (likely a European location).⁴ A great deal of emphasis has been placed on the diversification of study abroad in the past decade, and many efforts to increase participation by students of color focus on increased funding for study abroad and more inclusive marketing. Equal efforts need to be made toward the diversification of study destinations. Heritage study abroad programming, providing cultural experiences for diaspora students in the countries of their heritage, is an area of potential that I think may increase interest in study abroad among students of color. Providing opportunities for faculty of color to lead programs abroad may also contribute to wider interest among students.

Sangita Gosalia

As Dr. Nenonene shared, I am Sangita Gosalia, Director of Campus Engagement in the Center for International Programs here at the University of Dayton. My office directs and supports initiatives that foster intercultural engagement for students, faculty and staff. We do this by fostering dialogue and intercultural development as a foundation for building global consciousness and support for our institutional goals of diversity, equity and inclusion.

Our student-facing initiatives build intercultural and dialogic skills through cross-cultural exchange, relationship development, and reflection. Also, we work with campus partners to oversee two intercultural residential communities and programming with a focus on social justice education. Through these efforts, we create space for students to explore critical topics from both a local and global lens. Some examples of our programs:

- **Diversity Peer Educators (DPE):** This is a collaboration with the Multi-Ethnic Education and Engagement Center. Students explore identity and group dynamics with the goal of better understanding

³ Brux, J. M., & B. Fry. (2010). Multicultural students in study abroad: Their interests, their issues, and their constraints. *Journal of Studies in International Education*, 14 (5), 508–527.

⁴ Ibid., 519.

the self in relation to others. As Diversity Peer Educators, the students take part in a mini-course, retreats, and training which are designed to enhance dialogic skills so they are equipped to facilitate peer-to-peer dialogues focused on diversity.

- **Creating Inclusive Community (CIC):** A collaboration with the Multi-Ethnic Education and Engagement Center and Race and Ethnic Studies, this mini-course is designed to bring a cohort of students together to examine power and privilege and identify ways to take action.
- **Dialogue Zone (DZ):** A campus-wide initiative that focuses on building capacity among our students, staff, and faculty to learn and practice dialogue facilitation in order to address difficult topics and issues. The intention is to expand perspectives, cultivate listening skills, and promote critical understanding by fostering dialogue.

My office also focuses on faculty engagement. We offer two programs, which are designed as mechanisms to support faculty to internationalize their curriculum and enhance our global engagement. These programs include:

- **Global Education Seminar (GES):** Developed in 2010, this program is designed to familiarize faculty with regions of the world that are not as well represented in our curriculum or global engagement efforts. Each interdisciplinary faculty cohort comes together for one year, in a seminar format, before participating in a three-week immersive trip. Earlier cohorts focused on China, Argentina, Peru, and Chile. In recent years the focus has been on Ghana and Togo. We had hoped to send faculty to South Africa when the pandemic began. The seminar provides the historical, economic, cultural, and political context of the region, and the three-week immersive trip includes visits to cultural attractions, museums, and universities/colleges. GES broadens the pedagogical and scholarly horizons of faculty members, providing them with an experience for academic exploration and study that can shape revision of the courses they teach, motivate new scholarly projects, and inform additional international collaborations such as faculty/student exchanges and grant opportunities.

- **Collaborative Online International Learning (COIL) Fellows**

Program: Collaborative Online International Learning is a teaching and learning paradigm that promotes intercultural development. In this model, faculty from two different institutions and countries collaborate to co-design and co-teach a project-based experience that their students work on together in a virtual learning environment. The University of Dayton piloted COIL through our School of Engineering for a few years, and we have now expanded this effort to all academic units. Faculty Fellows participate in a one-semester professional development experience to learn about what COIL is and how to design COIL before implementing COIL projects during the following academic year.

Why Africa? Trends and Forecasts

There are a number of trends in Africa and the U.S. which present an opportunity for further engagement. As we have noted throughout the symposium, in Africa, the rising youth population, growing middle class, growth in higher education infrastructure, and focus on STEM and technology all create great opportunities for collaboration. In the U.S., we are also experiencing demographic shifts in terms of population and racial/ethnic diversity on campuses. Our international student enrollment numbers peaked years ago, and we are witnessing competition for international students around the world. Of course, the political climate in the U.S. and regulations are also factors impacting international students' decisions to study in the U.S. However, as an international educator, when asked "Why Africa?" I think the reasons have more layers.

In Dr. Amin's opening remarks, he shared through images how vast Africa is. It is also culturally and linguistically diverse across the continent and within individual countries. And yet, we still know so little about Africa and its history. For some, I believe their knowledge about Africa is often associated with its connection to enslavement—a critically important part of history that needs to be discussed further with students, especially given its influence on systemic injustices we face in the U.S. However, I wonder if that one viewpoint is so limiting that it

reinforces certain biases and stereotypes. We still have much to learn about Africa's history, traditions, and culture.

Given my work with faculty, we are more conscious of the idea that we need to "decolonize" our curriculum, a concept that began in South Africa. We often forget that the way we teach and what we teach has been shaped by a colonial perspective, one which is a dominant narrative. By engaging with this region, we create opportunities to better represent the voices of our world. We should be asking our students to reflect upon which voices have been brought to the surface and why? Which voices have been marginalized? And, how do the stories that are shared manifest as a result of power and privilege?

As I look to the future, I think the demand for graduates who have the intercultural skills to thrive in a global community will continue to rise. The pandemic has taught us that technology can bring us together. I believe that efforts such as virtual exchange and COIL are going to serve as powerful models to enhance engagement between U.S. and African students, faculty, and staff. I also think these models will be used in creative ways to enhance travel programs, whether they take place before or after an immersive experience.

International education grew out of a need to promote peace and unity. The initiatives coming out of my office are designed to enhance cultural awareness as ways to make engagement across differences accessible, effective, and meaningful. However, we recognize that this is not enough, and the field has evolved over the years. We are now paying closer attention to bridging this work with social justice education as a way for us to bring to light local and global connections with an analysis of power.

I believe dialogue and intercultural development are foundations for social justice education. Many of our student-facing programs start with building self-awareness by exploring one's own identity with relation to others. From there we are able to challenge students to reflect more about the dynamics of power and how privilege and oppression have impacted certain individuals and communities. This is a process of reflecting upon our own socialization process and the preconceived notions and stereotypes that we hold on to. I tell students all the time that we often learn the most about ourselves by being out of our comfort zone. When we are feeling discomfort or dissonance, we gain perspective and grow. I

believe many of our students are well-intentioned and want to act in socially responsible ways. But to understand the interconnectedness of global systems and their legacies and implications, it takes work. And it takes even more work to know how to act in just and equitable ways. Global learning experiences facilitate growth, whether through virtual means or travel abroad. It is through engagement with difference that students are able to exercise intercultural and dialogic skills and move beyond an ethnocentric mindset to one that is intercultural and capable of adapting to cultural context.

Engagement Beyond Tourism and Voyeurism: Ethics of Engagement

During the past few years of the pandemic, some have asked what the future of international education is, given our focus on mobility. While mobility is still an important aspect of international education, it doesn't always translate into inclusion or socially responsible ways of engagement. In some ways, with travel at a halt, educators were forced to look within and ask ourselves philosophically what we are trying to achieve with our programs. Now the conversation in the field has evolved to ask HOW we will design global learning experiences, given all that we have learned in recent years.

About a year ago, the University of Dayton became the first institution to sign into the ethical and fair trade learning commitment sponsored by the Community-Based Global Learning Collaborative. The Collaborative is a network of educational institutions and community organizations that advance ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities. The initiative was signed by President Spina, and it means that as an institution we are committed to strive toward fair trade principles that don't further create structural inequities or expose the most vulnerable populations.

Some examples include that when we engage with a community, we need to ensure there is a common purpose that moves toward a more just, sustainable, global community; representation and/or leadership from members of the community that are impacted by the research or program experience; and protection of the most vulnerable population, especially

when we engage in short-term volunteerism. Often our community-based learning theories are developed from a western lens, so the commitment pushes us to educate the community about the frameworks being utilized and to have an openness to re-evaluate and adjust approaches that are appropriate for that particular community.

In the Center for International Programs, we try to work with our students to understand their positionality in the context of the experiences they are about to embark on and facilitate awareness around how their behavior and actions impact others. We are also becoming increasingly aware of the impact travel has on the environment. Our Education Abroad Office is starting to integrate ways to work with students to identify ways to reduce their carbon footprint as a result of their choices to travel abroad.

We also engage our faculty who are pursuing partnerships or collaborations by asking them to consider their approach. It is easy to initiate outreach with a western way of conducting business and in the process overlook whether there is equal reciprocity. Are the institution's values and practices aligned with our institution? Is it a collaboration that should be focused on equitable involvement versus equal involvement? Are the goals aligned? Is this form of global engagement beneficial for everyone? These are essential questions we must ask ourselves.

I shared earlier that one of the programs my office oversees is the Global Education Seminar. This program started in 2010 and continues to bring an interdisciplinary cohort of faculty together to advance the priorities for internationalization in their respective academic units. After a year-long seminar experience, faculty participate in a three-week exploratory and immersive experience in the region central to that year's focus. In the earlier years of the program, we visited China, Peru, Argentina, and Chile. In recent years we made the shift to Africa and have since sent two cohorts of faculty to Ghana and Togo. Our hope was to visit South Africa when the pandemic hit and derailed our plans for travel. The regions we focus on are intentionally selected because we have some foundation of engagement in the region, but we also believe there are further opportunities for collaboration and global engagement that have not yet been explored or represented in our curriculum or in global learning opportunities for students. We recognize that faculty play an important role in driving global engagement and partnerships, so the

Global Education Seminar is designed to be one mechanism to support this.

Our cohort to Ghana and Togo visited higher education institutions in Accra, Kumasi, Cape Coast, Lome, and Kara. They visited places of historical significance such as the W.E.B. Dubois Center and Manhyia Palace. Often, impromptu visits to a local market, music performance, or to a local restaurant presented opportunities to engage with locals and get a better glimpse into the local culture. In Cape Coast, one of the most impactful and meaningful experiences was the visit to Elmina Castle.

For those who are not familiar with the historical significance, Elmina Castle was a stop on the transatlantic trade route; it was the last place many Africans saw before being sold into slavery and shipped to the Americas. While the trip to the Americas had its own hardships, the time at Elmina was a brutal experience. Our GES trip culminated with this visit and left a mix of emotions among the group that can't be fully described or shared here. One faculty member shared reflections on the impact of the trip as an educated African American female and the descendant of slaves. Another faculty member shared how the concept of community was broken and distorted and led to more questions around injustices that continue today. Others grappled with the complexity of religion and a new perspective of the U.S. For many, they returned to campus with a sense of the importance of addressing issues dealing with race and diversity.

The experience at Elmina followed a number of other experiences which challenged the faculty members' preconceived notions of the region and its people. Our faculty commented on a number of positive takeaways about its history, culture, and influence in a variety of disciplines. Since the group's return, we have seen revised or new curricula, exchange agreements, faculty collaborations, and COIL come out of the program experience. This is one example of how meaningful engagement with our faculty can be beneficial for our students.

Final Thoughts/Remarks

We discussed a number of relevant things today. I've shared my perspective on the importance of intercultural development, ethical engagement, and faculty engagement. When I traveled to Ghana, I

remember looking for art pieces to hang in my office on campus. I wanted something reflective of the work we do. Then a Ghanian at the local market presented me with a drawing of two heads, which is symbolic of the idea that two heads are better than one. I thought it was special and spoke simply to the benefits of global engagement.

Sampling of Students'

Reflections on the Symposium

*Abdulrahman Alazemi, Noah Aschemeier, Kylie Jones, Tenin Magassa,
Emma Mason, Mary Newman, Janaya Thompson*

Following the Global Voices Symposium, some faculty members asked their students to reflect on what they had heard. The following are a sampling of those reflections.

Abdulrahman Alazemi

I attended the “Unlocking Africa’s Potential in a Time of Competition between Rising and Global Powers” session by Dr. Landry Signé. The session presented a thought-provoking approach toward Africa's perception of the world and its position in the global economy. Africa is now an emerging economy, receiving renewed attention from the outside world. There is a juxtaposition of the idea of Africa as a poverty-ridden continent with many people living below the poverty line and the view of Africa as a nation blessed with natural resources and the potential to contribute immensely to the world economy. One example of this is Africa's Congo, which harbors seventy-five percent of the world’s coltan, which is used in cellphone manufacturing. How then is the continent poverty-stricken? Perhaps, it all has to do with Africa's recent marginalized history. However, the continent has gained global attention due to its fast-paced growth and potential.

The session emphasized Africa's potential in the global arena. However, the speaker does not shy away from acknowledging the African curse. The continent has the highest unemployment rate, with many more youths likely to be unemployed than in any other place on

earth. Dr. Signé sees this as a demographic curse. Additionally, Africa has a tiny percentage of exports compared to other emerging countries, such as Asian countries. Many trade concessions need to be made to ensure that Africa's business potential is maximized. Investors are now considering doing business in Africa. They are faced with the continent's advantage of being an emerging economy and the burden of Africa lagging in terms of commerce infrastructure. Majorly, only a few countries contribute to the GDP of the continent, namely, Egypt, Nigeria, and South Africa. Hence, investors must include small nations in their development strategies. It is essential for African leaders to partner with global players.

The attention to Africa's growth is well deserved, as the changes that abound in the continent have a global impact. In the years to come, Africa will house the world's largest cities and be home to one-third of the world's population. Also, Africa's labor force is on the rise. Arguably, Africa is among the youngest of the continents, given that other continents such as Europe and Asia have already experienced a fair share of industrialization and technological advancements. Africa is also the fastest urbanizing region in the world. Hence, while over forty percent of people in Africa live below the poverty line, the continent is growing, and these numbers are bound to continue to change. African states are adapting to global technological and economic trends. Many more people are getting an education, and the continent is quickly rising away from poverty and underdevelopment.

Africa is a complex continent. It is inspirational that American learning institutions have begun to take notice and engage with the continent academically. Africa is on the move, and it is humbling that it was considered an area of interest to raise global awareness and consciousness among the college community. Dr. Signé presents the case for why Africa should matter to global citizens. However, the only glaring problem is whether this renewed interest in Africa will be detrimental or beneficial. It seems that the continent is the last frontier for global expansion, and people from different parts of the world are scrambling for the limited resources the continent has to offer. Much care needs to be taken to prevent Africa from plunging into neo-colonial tendencies. If Africa is to achieve global recognition, it must have equal investment partnerships to benefit its population. Overall, it is

inspirational that the African continent is now being recognized as a force on the global space. This Global Voices Symposium focus area was timely and eye-opening.

Noah Aschemeier

I attended the session called “Resetting Global Awareness During the Global Pandemic.” This session was extremely informative; it covered a wide array of issues and concepts that must be addressed to improve amid the aftermath of the Coronavirus. The event began with Dr. Corrine Brion discussing her area of study, that mainly being how gender either positively or negatively impacts leadership in Africa. From her presentation, one takeaway that I found important was the notion of masculinity vs. femininity. From her observations, she explained that persons of each gender act differently when they are granted leadership privileges and powers. For example, males act with a top-down leadership style, and make



Noah Aschemeier

decisions for others in nearly every situation. This can apply to countries with vast gender disparities, where many issues can be traced back to a male leader in charge with virtually zero restrictions. On the other hand, females have been found to adapt to many different circumstances when making leadership decisions. With this outcome in mind, women in charge are able to empower girls while also acting as role models for girls to look up to. These studies from Dr. Brion emphasize the importance of not adhering to patriarchal practices in the future, emphasizing the idea that countries should not be afraid to change the power dynamics by having women in power.

Dr. Satang Nabaneh covered the concept of resetting global awareness during and after the pandemic, guided by the foundation of human rights. Just a few issues that have resulted from COVID-19 include global interconnectedness, vaccine nationalism, and the rise of unprecedented social movements, just to name a few. The rise of social movements caught my attention the most, as the media continues to follow such movements, such as the Black Lives Matter movement

within the United States. This specific movement within America illuminates just one human rights issue that happens to exist globally: inequality. Inequality is a national and global crisis, as countless people are either granted or denied certain privileges depending on a great number of factors. These factors include race, sex, class, and many more. Together, each factor contributes to intersectionality, a term coined by Kimberle Crenshaw. This concept explains that everyone will experience discrimination in different ways throughout their lives, resulting from the many factors which differentiate individuals from one another. The notion of intersectionality coincides with Dr. Satang's discussion on the challenges and implications of the Coronavirus. Other challenges to note include an increase in authoritarianism and repression, and the rise of fake news and anti-rights alliances which are particularly rooted in white supremacy culture in the United States and beyond. Dr. Satang wrapped up her discussion by emphasizing the importance of human rights education post-COVID, and how a revision/resetting of human rights practices themselves should be the goal.

Dr. Joann Mawasha provided numerous insightful points when she analyzed the impacts of the pandemic on a more local level. However, although her discussion was extremely impactful and educational, Dr. Maria Vivero's exploration on the effects of COVID-19 on the U.S. economy seemed to attract my focus more. This is because I am a current U.S. citizen, and, as I continue to grow, I will have to be much more knowledgeable about the economy and the hills and valleys that it tends to experience. One of the effects of the pandemic on the U.S. economy that Dr. Vivero covered was the fact that nationwide, revenues fell by 22% in April of 2020, around the peak/start of the Coronavirus in the United States. Within the same timeframe, unemployment rates nearly tripled from 7.9 million individuals to 19.6 million people facing unemployment. Accompanying such steep changes was the fact that poor, elderly, black, and Hispanic individuals were all "hit especially hard" by the effects of the virus in the United States. This is a result of unequal economic opportunities, where the previously mentioned individuals had much more difficulty in gaining their footing than a young, white male at the time. The unequal economic impacts of COVID-19 on the American population echo an idea that has long been tempered, which is that inequality continues to be an issue within the

country. To eliminate such inequalities, leadership changes and educational impacts, as discussed by both Dr. Brion and Dr. Nabaneh, could change the course of the United States for the better.

Kylie Jones

Through taking part in the panel symposiums today I have learned so much outside of the history of Africa. This panel allowed me to see a more contemporary version of Africa that is not often discussed within our society in the United States. As a woman, I also have a strong interest in learning and thoroughly enjoyed learning that African women are gaining more rights and an economic presence within Africa. This is a major progression, and it is amazing to know that women are receiving the recognition that they have fought for, for so long. As an education major, I have an interest in wanting to better understand the education



Kylie Jones

systems that exist in other countries around the globe.

Through listening to Sangita Gosalia, I realized that there are a lot of opportunities to gain a better global awareness as well as ways to get involved through the University internationally. As a result of the presentation that she gave, I have an interest in wanting to grow my international awareness and possibly study abroad, hopefully in Africa. Hearing her talk about the faculty trips makes me look

forward to continued education after college. I have a goal of eventually being a history professor, and this would be a program that I would want to take part in so that I can enhance my global awareness. I also would want to be well educated and traveled so that I can teach from experience to students who may not have the opportunity to travel and experience diverse global cultures.

Karla Guinigundo brought up a striking point about the fact that students who study abroad are predominately white. Thinking about the privilege that white students have compared to other students is disappointing, yet it leaves space for change. Through reflecting on this, I feel that it is the responsibility of white students who study abroad to share their experiences with those who are not as privileged or fortunate

to go on these trips. Going on the trip is just a small part of the learning experience and global awareness; the information that you bring back with you and how you share it with those around you is also crucial to getting the most out of your unique experience.

As I was listening to the information that Furaha Henry-Jones gave through her presentation, I had a growing awareness of the importance of travel for educators. The ability to have an increased global awareness allows educators to have a more open classroom and a welcoming space for all learners. Additionally, she spoke of the cultural differences between Africa and the U.S.

Before a speech takes place, the speaker gives thanks and recognition to those who came before them as well as those who influenced them. The way that Dr. Henry-Jones listed the people who had influenced her as an educator made me stop and think about those who have influenced me, and it made me want to learn more about the world around me and to be aware of those who inspired me to want to have a stronger global awareness.

These speakers had a huge influence on how I as a future educator want to have a stronger global awareness so that I can have a welcoming classroom for all my students. I hope that I can possibly study abroad next summer or participate in an international mission trip so that I can learn from and serve people from different cultures. Through listening to these amazing speakers, I also thought about my high school English teacher who left my high school the year I graduated to go teach in Morocco; when thinking about him and his work that he does now as an educator, I am inspired, and hopeful that that type of experience could be a possibility for me in the future.

Tenin Magassa

The symposium was very enriching and definitely interesting. Many subjects were discussed, for example, how does Africa handle the pandemic? Yet, I was also very interested in the talks on gender inequality, especially in Ghana. There is a lack of representation and experiences of women leaders in low- and middle-socioeconomic countries, and developing countries need a better education for their children. Children are the leaders of tomorrow, and not seeing enough women being represented compared to men does not help them to

develop an inclusive outlook. It unconsciously creates limited beliefs in the kids' minds, particularly girls. However, nothing starts easily, and change can happen.

There is this proverb that says "If you educate a man, you educate an individual. But if you educate a woman, you educate a nation" (African proverb, Fante tribe, Central coastal region of Ghana). Moreover, it is a fact that over the years women have proven themselves able to do all the things men do. Not that they had anything to prove, but society needed to hear them and realize how women can in fact change things for the better.

Through the meeting, many things were discussed about this subject. One of the speakers, Corinne Brion, reflected on the understanding of experiences and perspectives of life of twelve women based in Ghana. How does gender positively or negatively influence those women's leadership in their everyday lives? In addition, what type of policies are needed in order to start the eradication of systematic patterns of injustice toward women?

The twelve women that Dr. Brion talked about are school principals. They educate children; they have a leadership role they must handle in order for people to actually listen to them. However, they cannot fulfill their role if they are being persecuted repeatedly by men:

It is not easy to be a female head teacher because the male teachers, the chief, and the community members are not respectful.

I want to let the men know that we can lead, no matter what I have a position, so I can decide to do something or not.

Intimidation is there.

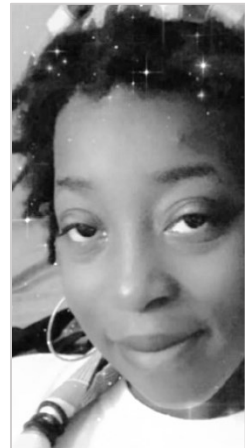
Those are testimonies of the women. There is a lack of understanding and sadly, Ghana is a patriarchal country just like many others.

Being the target of discrimination interferes with those women's everyday jobs and their everyday lives. It creates a sense of uncertainty with others but also with themselves.

Women are an essential factor in society. They bring something that no others can. Women have a different leadership style; we all know about the maternal sense women usually already have so they bring a motherly love, the type of love kids need and the society needs. These twelve women are sensitive to cultural differences and know what they're doing. They are a model for many and help empower many girls.

Emma Mason

After attending the Resetting Global Awareness African Symposium, the biggest takeaway I got was the idea that global awareness requires new thinking. I have a passion for learning about different countries and ethnic groups from around the world, specifically various European and Jewish groups. During the presentation, it was said that now is a better time than ever to educate yourself about the continent of Africa, due to the era of the internet that we are living in. The internet is all around us, and in less than five minutes we are able to read about any topic imaginable. It was claimed within the meeting that with the internet, being ignorant about a continent like Africa is more of a choice than ever before in history.



Emma Mason

While I agree with the speaker's claim that education and new thinking is the best way to best understand and learn about Africa and all it offers, as an African myself, I believe that actually visiting an African country is the best way to go. When you lived all your life in the West; a region rooted in white supremacy both inside and out, you will never be able to fully understand Africa because of how large and diverse the continent is. Africa is a continent with 54 countries, 75 languages, and over 3,000 ethnic groups. Due to the West's rampant and dangerous white supremacy, you will never get the real and right information about Africa, unless you set foot on African soil.

Last winter was my first time as a Liberian-American to visit a part of Africa, specifically West Africa. Before setting foot in any foreign country, it is important to read up on the country, even if one already has family in the area. You can never learn too much information. I watched countless videos about Liberia. I watched videos about daily life and the history, culture, and politics of the country over the years. However, no amount of reading could have totally prepared me for my new life for two weeks. My dad grew up in what was once peaceful grassy terrains with little to no inhabitants. However, due to both the war that lasted from 1987 to 2003 and the corruption that followed, it became so much more that information on Google and YouTube would have not prepared me for. I had a wonderful experience spending time with family that I had never met before or haven't seen in years. The nice sun beating on my skin rather than shivering from the cold that many were experiencing in the West was God sent. And I enjoyed revamping my diet to fresh, grounded, and natural food rather than fake and processed foods that was in every turn in America.

One of the major culture shocks that I experienced during my trip was when I visited the countryside of Liberia. The countryside was bare, agricultural, and to the eye of a Westerner, poor. It was a sight that I could have never prepared myself for. This was the lifestyle and the conditions that my great-grandmother was living in, and I had mixed feelings. It has been two months since I experienced being in Liberia, and I'm still processing what I saw. In a brief summary, my experience made me both count my blessings and enjoy the little things in life, such as an education and the ability to eat global cuisine. The West is very much materialistic in its outlook. We all want more rather than enjoying what we have now. We're always worrying about the future, rather than living and enjoying the present. Give thanks for living another day. Those few out of many of the experiences I had had could not be found through simply reading on the internet. And this was only within West Africa. North Africa, East Africa, Central and South Africa all have their own culture, history and lifestyle that are vastly different from West Africa. Every region of Africa must be experienced on foot rather than from afar. The internet can only make you think, feel, and see so much, which pales compared to what real life experiences can bring. After visiting Liberia, I feel not only closer to my family but also to my

African roots, a feeling I have been wanting to feel for the last three years.

Mary Newman

For the Global Voices Symposium, I attended two sessions outside of class time, the global education session on Wednesday afternoon and the keynote speaker Wednesday night. For my reflection I would like to touch a bit on each.

I was interested in the global education discussion, because I have been making an active effort to seek out more education on a global



Mary Newman

scale. I wouldn't say it has necessarily been difficult for me to do so, but I have been left with the feeling of wanting more or craving better quality. For example, I am really interested in African religions, both modern and traditional, and I really want a guide to help me learn about them but UD does not have a class on African religions, only African American religions, which needs to be recognized as a separate distinct subject. That being said, I probably found the discussion of traveling abroad the most interesting. After researching

African religions and philosophies during a summer at UD, I have been interested in traveling to Africa to really experience the things I have read, as I felt I was missing a large aspect that could only be gained in person. Unfortunately, I am not entirely well-versed on the travel landscape of Africa, on which places hold what and which places are better to travel as well as the age-old concern of safety. I largely agree with one student who cited COVID-19 as a major hindrance to traveling or studying abroad. It suddenly made every location unsafe as well as shutting down programs, which I feel had a great effect on the advertisement and availability of information on these programs. When I tried searching for information, programs would just come up as cancelled and thus even the general information about these programs wasn't available or advertised, since there was no possibility of going at that time. The University also wasn't advertising international travel opportunities, which made it hard to try and learn how to find programs,

information, and help. I found it really refreshing to see other students also looking for these opportunities and information, as I don't readily know anyone searching for that.

Moving on to Dr. Signé's presentation, I have to admit I am not extremely economically well versed, in that I am not very educated on global and business economics. I have a general understanding, but it is definitely not my forte, so I was not in a place to critically evaluate the information he was presenting. I was processing the information at a surface level, but even then, I felt the information was not inaccessible for people of my level of understanding. Sure, there was room for a higher level of understanding, but it was not out of my reach. I specifically enjoyed how digestible the information was presented in the numbered observations. I think this enabled a more general understanding, in that the audience was not asked to maintain attention on one specific topic or point for too long but also allowed him to go into detail on multiple different points. Also, even as he had many numbered observations, I felt he did a good job of connecting them all to present overarching themes such as the underdevelopment of Africa and China's influence and presence in Africa. I also found myself quite amazed by his political knowledge and influence, as I knew he would be well studied and knowledgeable about his research but did not understand how large of a figure Dr. Signé is and the presence he has had with regard to active change. This distinction is important to me to recognize, in that research and studying can have some effect as far as change and progression, but is mostly dependent on what others do with your published information and findings. However, being involved in the political scene, providing input and appropriate, educated solutions, stimulates active change and progress that is not dependent on others instigating the use of your work.

Janaya Thompson

The continent of Africa is filled to the brim with resources that have been sought after by the most powerful countries around the world for decades. It is a hunt that marked the colonization of Africa by European countries, which is critical for understanding the present condition of the African continent and the African people.

This year I have taken two courses on Africa—*19th-century African History and Human Rights and Development in Africa*—

and I attended UD's Global Voices Symposium, "Africa in our Century." I have a deep interest in the continent of Africa. It is where most of my ancestors came from, yet I have no connection to it at all, which makes me want to try to find my own connection. I read up constantly about the history of Africa and take courses on the subject whenever I can. These experiences have given me new insights, which I share here. In the U.S., we often consider African countries as underdeveloped. I believe the true culprit is the ghost of colonialism that lingers throughout the African continent, and because of this, I don't view Africa as underdeveloped but just slightly behind, through no fault of their own. It's time that our view of Africa changed.

Africa is changing. Since 2017, the Global Voices Symposium has aimed to create global awareness and promote global engagement. This year's symposium focused on "Africa in Our Century" with five thought-provoking sessions, including a student session on their perspectives on the impact of global education. The event was hosted and planned by UD faculty with expertise in African history and contemporary culture. The symposium examined the growing importance of the African continent for our present and future.



Janaya Thompson

One of the first speakers of the Global Voices symposium was our Alumni Chair in Humanities and professor Dr. Julius Amin, who focused his presentation on China's Involvement in Africa. I was struck by the map Dr. Amin showed, which displayed the difference between the GDPs of Africa and China in 1980 and 2016. In 1980, the GDP of almost every African country was higher than China's GDP, but the map of 2016 was completely flipped, wherein China's GDP was higher than nearly every African country. What caused the shift over the last forty years?

In the keynote address, "Unlocking Africa's Potential in a Time of Competition between Rising and Global Powers," Professor Landry Signé clearly articulated a new narrative which showcases the changing dynamics of Africa. He noted the significant shift in global opinion about Africa in the last twenty years. As an example, Dr. Signé used an article published by the *Economist* back in 2000 which read "The Hopeless Continent," referring to Africa. By 2011, however, the *Economist* had changed its tune, characterizing the continent as "Africa Rising." So, what has changed? Dr. Signé detailed why people may be beginning to change the way they see Africa. For example, the amount of consumer spending in Africa has significantly increased, with no signs of stopping. A rise in urbanization has also been seen in recent years, as countries in Africa have seen an extremely fast, growing trend of increasing population in cities. Industrialization has also happened very quickly, despite the need for more advanced technology and infrastructure. These are essential things that are helping to bring African countries up to speed with the rest of the world. Africa is beginning to compete with global powers through urbanization, industrialization, technological advancements, and the overall increase of GDP in African countries.

My perception of Africa: What I take away from learning about African history and Africa today is the challenge to our way of thinking and the negative perceptions of Africa in the U.S. These are not just attitudes or views. In what Chimamanda Adichie calls the "single story," these perspectives have slowed down Africa's development. While some people blame the underdevelopment of African countries on its peoples' own doing, I believe that this stems from the legacy of colonialism. While I do not pretend that conflicts and problems did not happen in Africa prior to colonialism, the effects of colonialism have exacerbated

the continent's challenges to date. The post-colonial perspective of Africa is one-dimensional and continues to present the continent only through the lenses of war, poverty, deprivation, disease, and corruption. Instead of helping Africa to move forward, colonialism has led to exploitation, where most of the continent's resources are exported while essential goods are foreign imported. We should question why coastal countries in Africa need imports of seafood from across the world, or why a country such as the Democratic Republic of Congo has almost no access to the precious mineral, coltan, which is found in its own country?

And these dynamics extend not only to past colonialism. I also think that much of the rapid development of China is largely due to the growth of China's economic presence in Africa, which is associated with securing the continent's natural resources. I struggle to understand how countries today outside of Africa can take whatever resources they need to advance their societies, while African countries are left with little. This is despite the fact that while the majority of countries in Africa are considered to be developing countries, they have an abundance of resources that make countries outside of the continent some of the richest countries in the world. How is that fair? It was pointed out that China's involvement might not be mutually beneficial to Africa, though there continue to be polarizing debates about the benefits of China's involvement and its role in the underdevelopment in Africa.

Personally, I came to the conclusion that the global competition focused on Africa is due to the fact that African countries are beginning to catch up to the foreign countries that once exploited them. The reckoning is coming, and any prospect of lack of access to Africa's resources scares most, if not all, of the global superpowers.

In sum, I have realized the need to critically engage with the perceptions of Africa that have been largely driven by Western media and which reinforce negative stereotypes of the continent. While serious problems need to be tackled in Africa, we also must recognize the tremendous advances being made. In my opinion, Africa's potential has already been unlocked. From outside Africa, I ask, how do we actively support the creation of positive narratives about the continent?

The question isn't whether we should assist female educational leaders, but rather how we can better support these professionals, given their dual roles at work and at home.

Many recommendations were made, and I think for all leaders in Ghana, there is a need for systematic leadership training and leadership standards. Because of their dual position as leaders at work and at home, female principals require special training. Training for men and women should be required, to make sure people understand each other's positions and roles. I think one key takeaway is that women need to feel supported and equipped to equip other girls and women for leadership roles.

Conclusion: Global Awareness— The Wave of the Future

Julius A. Amin

The 2022 Global Voices Symposium occurred at a momentous time. In addition to the ongoing global pandemic, Russia had unleashed a brutal invasion of Ukraine. The presentations focused on students' perspectives of study abroad, human rights, the role of women, COVID 19, new directions in study abroad, immigrant life, and the increasing importance of Africa. Each speaker brought a unique perspective to the conversation. Repeatedly, speakers spoke about the positive impact of global awareness in their personal and professional development. Given the context in which the Symposium took place, there was renewed attention brought to the impact of the global pandemic and human rights. Maria Vivero convincingly showed how the pandemic helped to raise awareness on the state of "economic inequalities in the United States and around the world." The pandemic, she continued, summons the nation to engage in structural changes designed to uplift the condition of the poor. Satang Nebaneh's presentation built on that theme, arguing that the global pandemic has been impactful. There is an urgent need for human rights education because it helps to create a more just society. Human rights education, she stated, ultimately calls for redistribution of power, adding, "we need to be actively anti-racist, anti-colonial, and anti-oppressive in order to rebalance power."

The global pandemic brought new thinking to the manner in which universities conduct study abroad. As some moved to de-emphasize

travel, others built on existing programs such as Collaborative Online International Learning (COIL). Rochonda Nenonene introduced the “New Directions,” session with significant data showing why Africa matters. Africa, she argues, is a “continent full of promise, rich cultural heritage, blessed with a wealth of natural resources, and poised to become a hub of innovation and progress.” Presentations by Karla Guinigundo, Furaha Henry-Jones, and Sangita Gosalia pointed to opportunities available at their various institutions for education abroad. Global engagement is an essential part of higher education. Sangita argued that “fostering dialogue and intercultural development” are crucial for “building global consciousness and support for institutional goals of diversity, equity, and inclusion.” In addition to Sangita’s argument, Guinigundo stated that her university, Miami, has taken major efforts toward the “diversification of study abroad,” and to find ways to make the experience available to more students.

A particularly important part of the Symposium was the keynote address, where Landry Signe argued that Africa, despite all the apparent and real challenges, offers tremendous opportunities for the global community. Utilizing immense scholarly evidence, combined with charts showing predictions, Signe argues that Africa’s time is at hand. “The pandemic has created unique momentum for engagement with Africa,” he states, adding, “Global partners should seize this momentum to renew their relation with Africa. ... By acting promptly, and forging transformative partnerships aligned with African values, global partners have the opportunity not only to contribute to the transformation of a continent that will make up nearly 40 percent of the world’s population by 2100, but also to build a more prosperous, democratic, secure, and stable world. As mentioned by William Schurz, ‘Borders frequented by trade seldom need soldiers.’”

During the last five years, the global voices symposia have contributed to bringing awareness to critical issues which we face in contemporary times: race and racism, war and peace, wealth and poverty, gender, immigration, and freedom and responsibility. We, the planners of these events, hope that we have encouraged new thinking about responsibility and participation in the global space. We hope that you will continue to find new ways to stimulate global awareness. It is the wave of the future.

