

EDU AFRICA



TRANSFORMATIVE
LEARNING
JOURNEYS

WHY US?

Our goal is for all students to experience holistic transformation during their time in Africa, and that they will become global agents of that change.

To this end, we offer students access to experiential learning opportunities, high-caliber industry and academic professionals, and remarkable community initiatives. Combining place-based experience and content with intentional reflection practices and dialogue, we aim to challenge students' understanding of various African cultures, knowledge-systems, and worldviews, but also of their own.

That is why it is our mission to develop and facilitate Transformative Learning Journeys through our Faculty-led, Service Learning and Individual Study Abroad programs in Southern and East Africa. Our experienced team will work closely with you to customize your program and ensure it meets your specific learning goals.

TRANSFORMATION GOALS & RESOURCES

Our Transformation Toolkit is available to enhance and measure the process of student transformation. This includes assisting with cultural and contextual information, orientation and reflection resources, and the use of our transformation questionnaires.

Our programs aim to encourage student growth in the following areas:



OUR PROMISE TO YOU

- Transformation philosophy and resources
- Committed to student development
- Local knowledge and expertise
- Ethical and long-term community partnerships
- Wide network of academics and industry professionals
- Committed to sustainable development
- Sound safety and security framework
- Regular in-depth risk assessments
- Comprehensive public liability and passenger insurance



TESTIMONIALS

"This trip has taught me so much about the world, I've learned to embrace other cultures and learn from people different than me. I've seen parts of the world that are so beautiful they don't seem real. I've developed a thirst for knowledge about the world and how I can make an impact. I've grown spiritually, emotionally and intellectually during my time in Africa."

**Jordan,
Belmont University**

"Coming from a different country and culture, I had my own experiences and perspective of the world. I had my own meaning of what life is. But I learned there are so many different ways of life and this is a good thing. People in Tanzania are so loving and kind. Different cultures there always made me feel welcome and accepted. Before this trip, when I thought of Africa, I thought of a landscape of dirt and poverty. I didn't expect to find a world full of such vibrant color and joy."

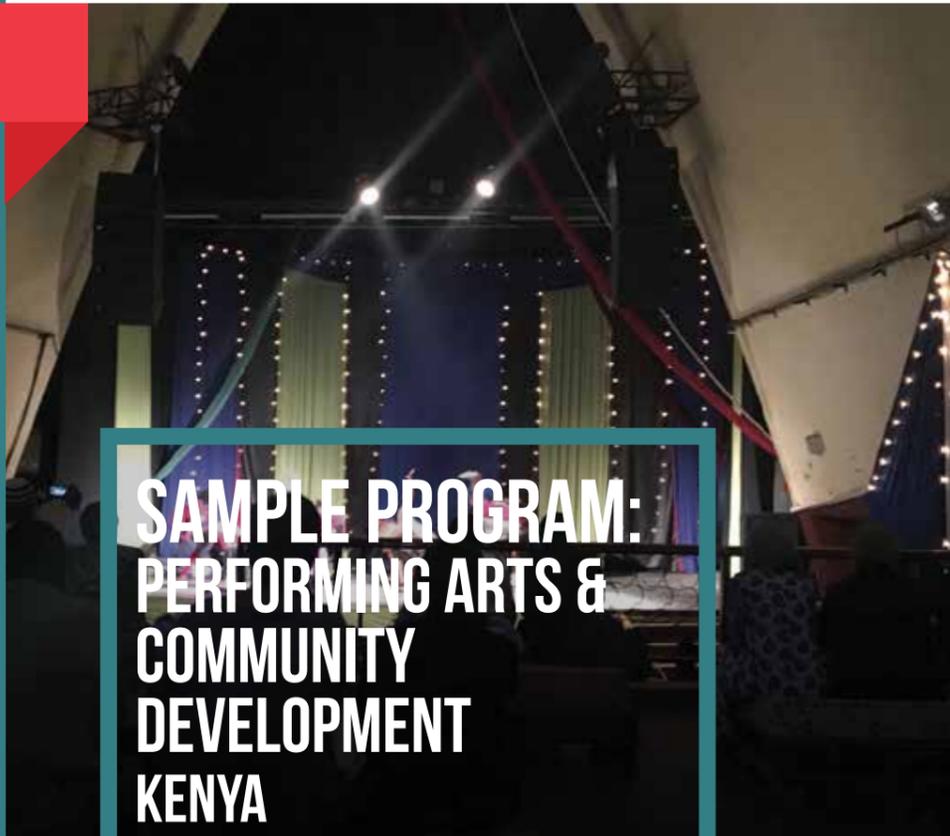
**Jessica Chippeaux,
Carthage College**

FACULTY-LED ARTS

FIELDS OF INTEREST

- Literature
- Fine Arts
- Drama/Theatre Studies
- Music

Africa has influenced the production, creation and interpretation of the arts the world over, from unique literary styles and techniques, to distinct musical genres and art forms. Each country in Africa has its own distinct articulations, expressions and interpretations of the arts, offering international students that visit the continent a plethora of material to study, collaborate with, and/or learn from. Our programs in the Arts aim to connect students to local artists, to engage them with contemporary service in the arts and, most importantly, to showcase Africa's inspiration and ability to inspire historically and in the present through various forms of artistic expression.



OVERVIEW

While the artistic capability of Nairobi's performing artists cannot be more evident, the capacity in Kenya's arts sector has hardly reached its pique. This reality is compounded by an unfavorable youth unemployment rate. One in every five Kenyan youths of working age are unemployed, the worst rate in East Africa.

Through a faculty-led program, students studying a performing arts discipline can work alongside Kenya's most dedicated performers to collaborate with young artists in and around Nairobi. Students will also be involved in programs such as the Talanta training (involving deaf performing artists), the Hospital Project (bringing edutainment to hospitalized children and children in homes and remand homes), monthly musicians workshops and Artist Agency Project, in an effort to empower and be empowered by performing art peers in the Nairobi context.

Sarakasi Trust is a performing arts development organization whose philosophy is to build public awareness, appreciation and access to the benefits of cooperative performance and artistic expression. This organization goes beyond world class acrobatics, dance and music training and commits themselves to the social, professional and economic development of their artists and community.

LEARNING OUTCOMES

By the end of this program, students will be able to:

- Demonstrate increased acrobatic and dancing aptitude through training with world-class performers
- Develop intercultural competence and group communication skills through participation in cooperative performance and awareness-building events
- Contextualize local community outreach programs and demonstrate meaningful avenues for sustainable support
- Analyze the history of performing arts in Nairobi and its expressions in the present day

OTHER SAMPLE PROGRAM

- Service through the Arts - South Africa



WHY NAIROBI?

Nairobi is the capital city of Kenya and the economic hub of East Africa. It is a vibrant and intriguing city, characterized by the hustle and bustle of its busy streets and the industry and innovation of the people who inhabit it.

Nairobi is also a city of stark contrasts – between rich and poor, young and old, and open plains and skyscrapers. While its social, economic and historical achievements are numerous, perhaps Nairobi's most famous characteristic is the fact that it is the only city in the world to boast an urban national park – just 20 minutes from the city center, wild animals roam freely in the Nairobi National Park.

CONTRIBUTOR



JOHN WASHIKA

John Washika has developed rich, hands-on experience in acrobatics and circus performance during his

twenty-year career with multiple circus companies, amusement parks, theatre shows, and film productions. As Sarakasi's head acrobatic trainer, he is instrumental in choreographing dance fusion shows. A performer and teacher, John has been involved in the development of Sarakasi Trust's circus event programs, performances and trainings, both inside and outside of Africa. He has experience in social circus teaching workshops organized by Zip Zap Circus School in Cape Town, facilitated by trainers from Cirque du Soleil. With a wealth of experience in leading training programs and social circus team building activities for both adults and children, John has learned how to handle challenges across different environments and cultural backgrounds.

FACULTY-LED BUSINESS

FIELDS OF INTEREST

- Business Administration and Management
- Entrepreneurship
- Commerce
- Accounting
- Finance
- Business Sustainability
- Developing Economies
- Project Management
- Business Technology
- Corporate Communications
- Marketing

African countries provide fascinating contexts in which to study business and economics. While the continent is well-known for its adversities, its resilience is even more remarkable. In our various business programs, students study emerging economies and their innovative responses to adversity - such as Kenya's development of social entrepreneurship in the post-independence era, South Africa's attempts to end economic Apartheid post -1994, or Rwanda's market resilience in the years after the genocide. Students who participate in our programs are exposed to the various social and political factors that influence these economies; they are given the opportunity to meet and exchange knowledge with local entrepreneurs, and interact with leading businesspersons and academics.



SAMPLE PROGRAM: BUSINESS DEVELOPMENT STUDIES ZIMBABWE

OVERVIEW

Due to Zimbabwe's uncertain political outlook, business survival has required high innovation and strong leadership. This program invites students to visit Harare, the capital city of Zimbabwe, to learn from small and larger businesses and their approaches to resilience. A smaller section of time is spent in the resort town of Victoria Falls where businesses, mainly in the tourism sector, are explored. Students will carefully examine the impact of various policy decisions on the economic climate of the country and collaborate in exploring solutions for the future.

WHY ZIMBABWE?

Zimbabwe is a dramatic lesson in failed government policy, as well as the strength of innovative business in the face of adversity. Once a regional economic powerhouse, Zimbabwe is the most recent example of hyper-inflation, which saw it become the world's fastest-shrinking economy. Inflation peaked at 79 billion percent and culminated in the abandonment of the local currency. Unemployment runs at a record high and manufacturing capacity utilization is minimal. With vast mineral resources and a fertile land area larger than Germany, the country's national budget is now smaller than that of Harvard University, but all hope is not lost - the resilience, creativity and social consciousness of Zimbabwean businesses are a promising light in what is often perceived as a dark future. The country makes a fascinating case study for students interested in business development, entrepreneurship, and innovation in emerging economies.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Discover and formulate new business concepts
- Examine first-hand the impact of policy decisions and determine appropriate actions for the future
- Explore the impact of culture and colonial history on African economic development
- Generate a competitive advantage for a business and/or new business concept
- Design market research projects and build a marketing strategy
- Develop financial management systems
- Integrate knowledge and information to create a business case
- Engage with thought leaders on the ground

OTHER SAMPLE PROGRAMS

- **Social Entrepreneurship & Innovation - Kenya**
- **Market Resilience - Rwanda**
- **MBA & Executive MBA - South Africa**
- **Intersectionality & Entrepreneurship - Tanzania**
- **Social & Economic Development - South Africa**



CONTRIBUTORS

ROY CHIMANIKIRE

Roy (Group Chief Financial Officer at Econet Wireless) joined the organization in 2009 from Deloitte, where he was a Partner. Roy is a qualified Chartered Accountant and holds a Bachelor of Accounting Science (Honours) Degree from UNISA and a Certificate in the Theory of Accounting from the Institute of Chartered Accountants Zimbabwe (ICAZ). Roy is a registered Public Accountant and is a Council member of the Institute of Chartered Accountants Zimbabwe. He also chairs the Auditing Professional Standards Committee (APSC) of ICAZ. He is on the boards of the Zimbabwe Accounting Practices Board (ZAPB) and the Public Accountants and Auditors Board (PAAB), which regulate the accounting and auditing professions in Zimbabwe. He has extensive experience in accounting and governance matters, and continues to participate in various projects to improve financial regulation in Zimbabwe.

EDDIE CROSS

With a background in Agriculture, Eddie was appointed first to head the Dairy Marketing Board and then the Cold Storage Commission. This was soon after Zimbabwe's independence. He was subsequently CEO of the Beira Corridor Group, which promoted the rehabilitation of the Beira Corridor as an export outlet to the sea for land locked Zimbabwe. He is a founding member of the opposition MDC party and a Member of Parliament.

FACULTY-LED ECOLOGY

FIELDS OF INTEREST

- Conservation Biology
- Agro-ecology
- Permaculture
- Animal Ecology
- Plant Ecology
- Human Ecology
- Biodiversity
- Botany
- Entomology
- Arachnology

Africa's high biodiversity offers students near-exhaustive opportunities for exploration in the fields of ecology and conservation. Our programs in these disciplines strive to highlight the continent's diversity from a variety of subject areas. Students can choose to study desert adaptations in the Namib, biodiversity and conservation in Cape Town, or raptor biology in Kenya. Alternatively, they could explore the efforts of forest restoration in Tigoni, human-wildlife conflict management in the Maasai Steppe, or the conservation of endangered species in Zimbabwe, to name but a few. Because our faculty-led programs are fully customizable, our ecology and conservation programs can be tailored to meet the needs of specific research areas and foci, no matter how niche these may be.



SAMPLE PROGRAM: WATER SHORTAGE SOLUTIONS SOUTH AFRICA

OVERVIEW

The need for climate action has never been greater and water security is becoming one of the key themes in combatting the effects of Global Warming. This program is designed to introduce ways for cities to significantly reduce their water consumption in a relatively short-period of time, using the Cape Town drought as a case study.

WHY CAPE TOWN?

Cape Town is a top global travel destination, acclaimed as one of the most beautiful cities in the world and noted for its rich natural heritage, cultural diversity, and historical significance. However, the city and surrounds have recently experienced a severe drought with far-reaching impacts on its people, wildlife, land, economy, and politics. Cape Town's water saving campaign resulted in the city almost halving its water consumption, positioning it as one of the world leaders in water conservation and making the city an ideal location from which to study this topic.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Discuss ways in which a modern city can reduce water consumption
- Analyze the role of business and consumers in conserving water
- Present on the challenges and potential solutions facing residents who want to reduce average daily consumption
- Think critically about the future of water conservation

OTHER SAMPLE PROGRAMS

- **Savanna Ecology & Community-Based Conservation - Kenya**
- **Desert Adaptations - Namibia**
- **Cape Biodiversity & Conservation - South Africa**
- **Endangered Species Conservation - Zimbabwe**
- **Wildlife Conservation - South Africa**
- **Raptor Biology & Conservation - Kenya**
- **Regenerative Permaculture - Kenya**

CONTRIBUTORS

A4 ARTS ACADEMY

A4 ARTS is a non-profit organisation dedicated to supporting the arts in Southern Africa. Conceived as a laboratory - a site for experiment and an experiment itself - A4 explores the role of the arts as a catalyst to social innovation. They are focused towards practitioners, and seek to accommodate and share exploratory creative processes across disciplines and research interests. They have run a very successful program designed to help participants reflect on their journey as they explore the water crisis.

GREENCAPE

GreenCape supports businesses and investors in the green economy to remove barriers to establishment and growth. GreenCape also supports local, provincial and national government to build a resilient green economy.

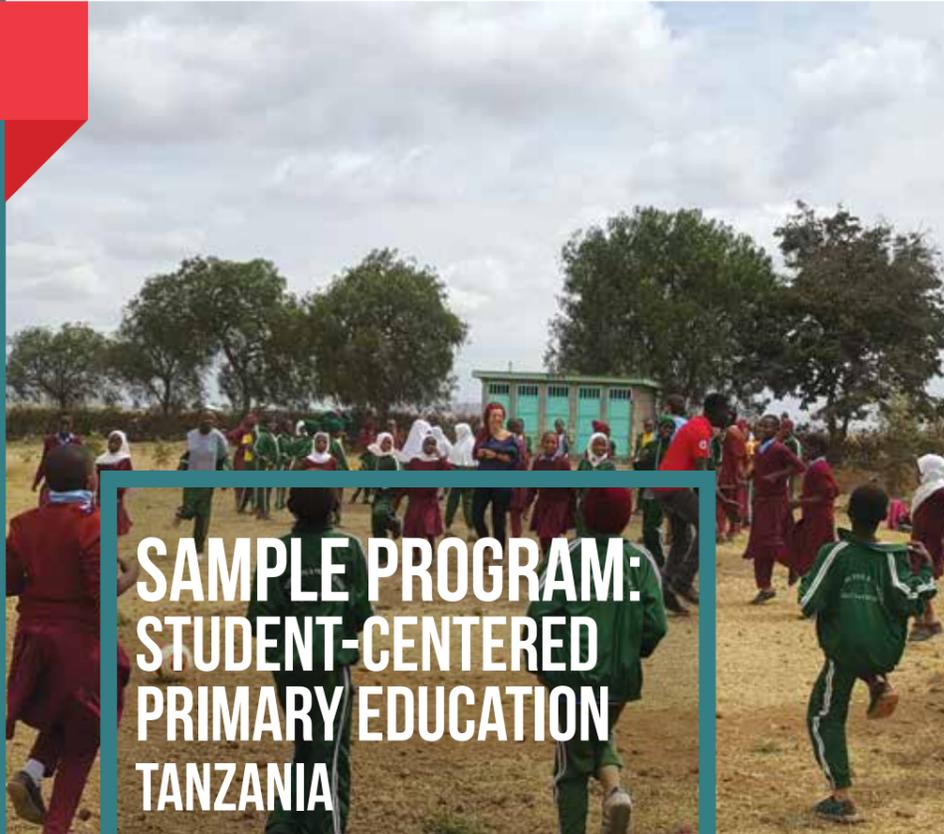


FACULTY-LED EDUCATION

FIELDS OF INTEREST

- Early Childhood Development
- Educational Psychology
- Primary Education
- Global Education
- Academic Literacies
- Educational Leadership
- Curriculum and Instructional Design
- Student-Centered Pedagogy

Our Education programs are designed to expose students to pedagogical practices and ideologies in Africa and the effects of social, cultural, political and economic realities on student development. Our programs match students' and/or educators' learning needs with those of the local communities, and are designed to facilitate service, scholarship, and professional development opportunities.



OVERVIEW

The focus of this program is to develop an understanding of how to implement student-centered education at a public primary school level despite these challenges. Students will be based at Kisimani Primary School, one of only 11 primary schools in Tanzania that teach the government curriculum in English, as opposed to Kiswahili. This gives students from Kisimani Primary School a competitive advantage when making the transition to secondary school as all public secondary schools are taught in English. Despite the previously mentioned challenges facing the public schools, Kisimani Primary School is committed to transitioning from the use of traditional education approaches to a more student-centered style of teaching and learning. A unique partnership between the local community, central government and an American non-profit organization supports Kisimani's mission to raise the bar for government primary schools and to show what is possible when we invest in education and teacher training. Student groups engage with teachers and pupils to assist in this important endeavor.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Develop student-centered learning strategies in an environment characterized by a very high student-to-teacher ratio
- Generate ideas for teaching resources and visual aids that can be made from local/recycled materials
- Engage with Tanzanian teachers to create student-centered lesson plans and implement modern teaching methods
- Assist teachers in devising ideas to engage students in the existing curriculum through art, drama and outdoor activities
- Understand the challenges common to primary school children in a largely populated, developing country
- Develop intercultural competence through authentic cultural exchange with teaching staff and students

OTHER SAMPLE PROGRAMS

- Drama Based Education - Kenya
- Primary Education - Kenya
- Education Technology - Kenya

WHY ARUSHA?

Tanzania has a rapidly expanding population which currently stands at over 50 million people. Arusha, the capital city and economic hub of the Arusha Region, is home to many public primary and secondary schools which, due to the nature of the demography of the area, are largely understaffed, overcrowded and poorly resourced, making interesting case studies for visiting students. Arusha is furthermore a cultural and religious hub, and this diversity is translated into the city's schools and nation's education system. The city's strategic position also allows easy access to Tanzania's most famous National Parks, such as Ngorongoro Crater, the Serengeti and Mt. Kilimanjaro, in turn adding a potential environmental aspect to this program.

CONTRIBUTOR



JAMES LOSIOKI

James Losioki is a teacher and teacher trainer with an advanced degree from Makumira

College in Usa River, Tanzania. He has been donating his time to Kisimani School since its inception. He was instrumental in finding the community in Mkonoo village, negotiating the vision for the school with the municipal government. He also provides additional support to Kisimani's teachers, leading them in professional development training.



FACULTY-LED HEALTH SCIENCE

FIELDS OF INTEREST

- Global Healthcare
- Physical Therapy
- Occupational Therapy
- Speech Therapy
- Midwifery
- Nursing
- Obstetrics
- Gynaecology
- Psychology

Our medical programs offer students a unique glimpse into healthcare systems on the African continent and provide the ideal opportunity for transnational collaboration. Students participating in these programs have the opportunity to learn about healthcare options in developing countries, to share their own knowledge and experience, to provide hands-on support to local health professionals, and to foster a culture of authentic allyship in the medical fields.



SAMPLE PROGRAM: REHABILITATION DISCIPLINES TANZANIA

OVERVIEW

This program provides an opportunity for rehabilitation therapists in training (Occupational Therapy, Physical Therapy and Speech & Language Pathology students) to engage with their fields of study within an emerging country context. Participants will be able to compare and contrast the similarities and differences of therapy practice in Tanzania with their country of origin/study. As students spend time with local professionals and health workers, they will gain valuable insight into different practices and methodologies that are effective in developing countries while utilizing locally available knowledge and resources.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Demonstrate insight into the practice of Occupational Therapy, Physiotherapy and Speech & Language Pathology in a developing country
- Develop an understanding of the cultural perceptions surrounding disabilities and healthcare in Tanzania
- Demonstrate the ability to holistically contextualize the challenges of healthcare and disability in Tanzania
- Broaden professional perspectives through mentorship from people and organizations that are dedicated to providing education, vocational training and employment for people with disabilities
- Develop empathy and cross-cultural responsiveness through assisting professionals with their patients in a multilingual, cross-cultural environment

OTHER SAMPLE PROGRAMS

- Nursing & Midwifery - Tanzania
- Medical Support - Kenya
- Global Healthcare - South Africa
- Public Health - Zimbabwe
- Rural Healthcare - South Africa

WHY ARUSHA?

For the most part, students will be based in Arusha which sits in the shadows of Mt. Meru, on the edge of the eastern branch of the Great African Rift Valley. Arusha is a medical hub, and is home to several public and private hospitals, clinics and NGO's that students can engage with. Arusha is, moreover, a culturally-diverse city with a Tanzanian population from a variety of backgrounds; including indigenous African, Arab-Tanzanian and Indian-Tanzanian, and is the perfect place from which to study the various cultural factors that influence rehabilitation therapies in the region.

CONTRIBUTOR



MARGARET KENYI

Margaret has a Master's degree in chemistry and a diploma in Education. She was the Education Program Manager of an International

NGO but decided to leave that career path to pursue Special Education in order to provide education and a flourishing life for her autistic daughter Ruth. She is now the Executive Director of Step By Step Learning Centre which has been providing education and medical care to children with disabilities since 2005. What she loves most about her work is watching her students begin to improve from the work at SSLC after being put down by their challenges and the difficult world around them.



FACULTY-LED SOCIAL SCIENCE

FIELDS OF INTEREST

- Political Science
- Sociology
- Development Studies
- African Studies
- Gender Studies
- Anthropology
- History
- Religion Studies
- Psychology
- Applied Language Studies
- Linguistics

Our programs in the Social Sciences offer dynamic and interactive learning opportunities that focus on understanding the value(s) of Africa and her diverse peoples in an increasingly globalizing world. We strive to create programs that merge theoretical learning and/or abstract concepts with real-world, contextual examples, allowing students to witness their subjects in action.



OVERVIEW

South Africa was hailed as a beacon of hope to the world as it successfully transitioned to democracy from the brutal apartheid regime. However, the hopes of becoming a rainbow nation have faded as the country continues to wrestle with crippling inequality, social upheaval and injustice despite having one of the most progressive constitutions in the world. This program offers faculty and their students a unique opportunity to see how the nation is dealing with its multifaceted social challenges while also coming to grips with its traumatic past.

Students will be able to engage with key sites that speak to South Africa's struggle to both overcome Apartheid and its attempts to deal with the current social justice concerns.

WHY SOUTH AFRICA?

This program takes place in both Cape Town and Johannesburg. Although apartheid engulfed the entire country, for groups wanting to engage the topic, Cape Town and Johannesburg offer unique historical sites and places of significance from the apartheid struggle; including Soweto Township, Mandela House, Hector Pietersen Memorial, Freedom Square, Constitution Hill, Apartheid Museum, Robben Island and the District 6 Museum. Both Cape Town and Johannesburg are centers of culture and commerce in South Africa and act as hubs for understanding present-day South African culture and economic realities.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Discuss the key themes in South Africa's Apartheid past
- Reflect on the impact of Apartheid on South Africa's present challenges
- Analyze the role that historical sites play in preserving history
- Compare and contrast South Africa's democratic practices with those of their home country

OTHER SAMPLE PROGRAMS

- Culture & Religion - Tanzania
- History, Culture & Faith - Kenya
- Culture & Customs Studies - Zimbabwe



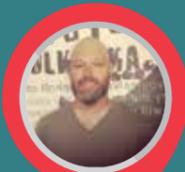
CONTRIBUTORS



CHRISTO BRAND

Christo Brand is one of several prison wardens who was responsible for guarding Nelson Mandela. Brand was 18 years old

when he came to Robben Island where Mandela was held and was later transferred with Mandela to Pollsmoor Prison. Brand wrote the book 'Doing Life with Mandela - My Prisoner, My Friend' where he tells of the friendship that the two developed over the years.



WAYNE EAVES

Wayne has first-hand experience of development initiatives in a number of African countries and is currently serving as a grant

writer and sanitation advocacy team leader at the Warehouse, a local non-profit dedicated to mobilizing the local church to effect transformation. Wayne is an engaging public speaker and is able to speak on a range of development-related topics including self-care, the role of theology in development, fundraising and sanitation. In addition, Wayne has helped students who are studying abroad in South Africa to debrief and contextualize their service learning experiences.

FACULTY-LED STEM

FIELDS OF INTEREST

- Science
- Applied Sciences
- Design
- Construction
- Engineering (Software, Mechanical, Civil or Electrical)
- Architecture
- Mathematics
- Computer & Information Technology
- Physics
- Robotics

In line with the renewed global interest in STEM, the programs we design in this area aim to integrate interdisciplinary approaches to Science, Technology, Engineering and Mathematics with application-based paradigms in Africa. The distinct opportunities and challenges that various African countries present (for example, the strides South Africa has been making in renewable energy, or the use of technology to drive community change in Kenya) make the continent a rich platform for further study in STEM.



SAMPLE PROGRAM: GLOBAL ENGINEERING KENYA

OVERVIEW

This program will expose students to the design methods, standards, codes and regulations of engineering in Kenya, as well as the social, cultural and political factors that impact engineering practice in the region.

Sub-Saharan Africa is renowned for its young and ambitious human population, its expanding middle-class, and its rapid economic growth in sectors ranging from agriculture, to banking and consumer goods. As African societies grow and change, the implementation of human-centered design in engineering and problem-solving processes is vital.

LEARNING OUTCOMES

By the end of this program, students should be able to:

- Hone cross-cultural responsiveness through Kiswahili and Maa lessons, directed lectures on the socio-cultural/historical context of Kenya, and meaningful culturally immersive activities
- Discuss the engineering design method, and human-centered design in particular, as applied to specific projects in Nairobi through lectures and site visits
- Analyze the interplay between cultural and political factors in engineering design in Kenya
- Demonstrate flexibility, adaptability and innovation in solving problems in the Kenyan context
- Develop global citizenship through participation in comprehensive social and environmental sustainability

OTHER SAMPLE PROGRAMS

- **Social Entrepreneurship & Innovation - Kenya**
- **Market Resilience - Rwanda**
- **MBA & Executive MBA - South Africa**
- **Intersectionality & Entrepreneurship - Tanzania**
- **Social & Economic Development - South Africa**

WHY KENYA?

Kenya's 42+ tribal groups - spanning 3 of the 4 African language groups - along with its breathtaking landscapes, iconic wildlife, and rapidly modernizing cities, make this one of the most diverse countries in Africa. Built on Muslim-Arab trade along the coast, Christian missions in the interior, and a primarily agricultural and tourism-driven economy, Kenya is now rapidly changing, providing a fascinating case study for globalization, culture, and modernization in a growing economy. In Nairobi, where this program will primarily be based, students will engage with the innovation and industry that characterizes the city's engineering space.

CONTRIBUTOR



TONNY OMWANSA

Dr Tonny K. Omwansa is a lecturer in the School of Computing and Informatics at the University of Nairobi; he also

offers his services as a facilitator and/or mentor at Nairobi Design Thinking School. He is the co-author of *Money, Real Quick: Kenya's Disruptive Mobile Money Innovation*, a study on the impact and projection of mobile money in Kenya and across the world. He is also the founder of Nairobi Design Thinking School and Nairobi Innovations Week. He is a formidable expert on marketable design and innovation in the Kenyan context.



MULTI- AND INTERDISCIPLINARY

OVERVIEW

As nations, cultures and societies become increasingly interconnected, multi- and interdisciplinary study abroad programs can play an integral role in equipping students for the challenges and opportunities of personal and professional life beyond their studies.

Participating in multi- and/or interdisciplinary study abroad programs in Africa in particular -- a continent known for its creativity and innovation in the face of some of the most challenging circumstances -- offers students a prime context from which to explore the connectedness of not only their disciplines and future professions, but also between themselves and others.



EXAMPLES OF PROGRAMS SOUTHERN & EAST AFRICA

There are innumerable possibilities for subject combinations in multi- and interdisciplinary programs, creating exciting opportunities for innovative global curriculum design.

- Women's Studies & Business Studies - Tanzania
- The Arts, Ecology, Education & Social Work - Kenya
- Aquatic & Cultural Studies - Kenya
- Human Wildlife Conflict, Cultural Studies & Conservation - Zimbabwe
- Community Development & Health Sciences - Zambia
- Culture, Anthropology & Politics - Zimbabwe
- Performing Arts, Fine Arts & Literature - South Africa
- Agriculture, Conservation & Climate Change - Tanzania
- Philosophy, Sociology & History - South Africa

THE BENEFITS

The benefits of multi- and interdisciplinary programs are far-reaching. They:

- Foster creative thought and problem solving, encouraging students to think "outside of the box"
- Help students observe patterns and parallels between seemingly unrelated concepts and phenomena
- Nurture an awareness and respect for the interconnectedness of various disciplines, helping to reject hierarchies of knowledge
- Encourage the development of more well-rounded individuals
- Encourage a culture of collaboration among students
- Practically expose students to the value of working across borders, boundaries and difference

SUMMER PROGRAM 2020

OVERVIEW

This program is split evenly between Brackenhurst, an eco-campus in Limuru, Kenya, and a Conservancy in the Maasai Mara ecosystem. It aims to provide students with an understanding of the complex relationships between Kenya's indigenous communities, land, water and wildlife. Students will be presented with modern challenges and solutions that can help preserve some of the world's most diverse ecosystems -- from African forest, to wetlands, to the savannah. As Kenya's human population grows at an ever-increasing rate, improved land management, payments for ecosystems services, and control of human-wildlife conflict are all required to stem the loss of biodiversity and the habitats that sustain it. This program will provide students with an understanding of historical and current threats to biodiversity in East Africa, expose them to ecological regenerative practices, and equip them with field-based skills to observe and apply practical solutions to the needs of specific target groups.



ECOLOGY & CONSERVATION KENYA

LOCATIONS

Brackenhurst is approximately 40km north of Nairobi set in a safe and peaceful environment among the rolling hills of Limuru, which is famous for its tea fields. Brackenhurst is home to one of the largest collection of indigenous plants species in East Africa, with over 1,000 tree and shrub species, many of which are endangered or thought to be extinct within their original distribution zones. It's also an ideal base from which students can explore the surrounding Kenyan wetlands.

The **Maasai Mara**, part of the expansive Maasai Mara-Serengeti ecosystem, has 15 conservancies. These conservancies cover over 300 000 acres and provide connected critical wildlife habitats that complement national parks and the reserve; they also secure major wildlife migratory corridors. Their vast open plains, Acacia-Commiphora woodland, rocky outcrops, and varied riverine vegetation provide habitat for around 400 bird species and over 60 mammal species and host some of the highest wildlife densities in Africa. The conservancies are established under the rationale of conserving the environment and its wildlife alongside a mandate to protect, empower and improve the livelihood of the local Maasai communities. The Maasai Mara Conservancies provide an ideal location to study ecology, human influences on the Savannah, and community-based conservation in East Africa.

PRE-REQUISITES

A background in environmental science, conservation biology, agro-ecology, horticulture, development studies, wildlife studies, or related subjects is ideal (entering 200 level and up). Participants need to be culturally-aware and open-minded to thrive in this program. All lectures and tutorials are conducted in English; hence a good command of the English language is essential.

LEARNING OUTCOMES

During this course, students will:

- Broaden their knowledge of historical and current threats to tropical wetlands, forest, and African savannah ecosystems
- Demonstrate an understanding of key terms, theories and concepts related to East African wetlands, forest and savannah ecologies
- Use appropriate evaluative techniques in wetland plant and animal investigation
- Understand the basics of submontane forest regeneration in Kenya
- Explore human-wildlife relationships in East Africa
- Gain critical insight into community-based conservation, incentivizing conservation, and restoring damaged ecosystems

KEY STUDY TOPICS

- Forestry and agroforestry
- Ecological restoration and monitoring techniques
- Indigenous vegetation and biodiversity
- Ethnobotany, traditional knowledge systems and their uses for conservation
- Tree nursery management (species identification/propagation)
- Wetlands health and ecosystems services
- Community-based conservation vs. state protection
- Wildlife monitoring/research practices (transect game counts, camera trap grid design/maintenance, mammal identification techniques)
- Human-wildlife conflict
- Nomadic pastoralism, rotational grazing, and grassland management
- Marine biology (coastal component)

28 DAY PROGRAM COSTS

\$4 850
(Inclusive of room, board, tuition and activities)



CONTRIBUTORS



DR. STEWART THOMPSON

Stewart is a Professor of Biodiversity Conservation and has led the Spatial Ecology and Land-use

Unit in Biological & Medical Sciences at Oxford Brookes for over 20 years. He has a particular interest in how threatened species use landscapes in response to policy and management initiatives. Much of his current work surrounds understanding herbivore population changes and movement patterns in protected areas. For the last decade he has been working on projects in the Maasai Mara investigating herbivore response to the creation of wildlife conservancies and assessing aspects of eco-tourism impacts to wildlife.



DR. SHARON KAHARA

Sharon is now based in her home country, Kenya, but is on staff with Humboldt State

University, California as a lecturer and research associate. Sharon specializes in wetland ecosystem functioning in natural and modified landscapes, as well as wetland wildlife use. Her research activities included evaluating impacts of urbanization on aquatic systems in developing countries, and investigating effects of climate and human activities on wetland ecosystem service delivery

SUMMER PROGRAM 2020

OVERVIEW

This program, in partnership with several medical facilities and NGOs, explores and observes maternal and child health care practices and challenges in Northern Tanzania. Students gain insight into the cultures represented in Tanzania, including the Maasai sub-culture, which is at the core of this stable democratic and tolerant nation. Tanzania, one of the safest countries in Africa, has a population of over 50 million people. Arusha, the capital city and economic hub of the Arusha Region (and the city where students will be based), is home to several government, private and mission-run hospitals, as well as dozens of clinics and dispensaries.

The course will be broken down into three modules, namely Maternal Health, Social and Cultural Context of Health Care in Tanzania, and Child Health Care Practices, providing students with a complex overview of the attitudes and practices of child and maternal health in and around Arusha. Moreover, students will visit communities, clinics and dispensaries in the iconic Ngorongoro, Manyara and Rift Valley regions, as well as a hospital in the foothills of Mount Kilimanjaro. Students will also receive Swahili lessons to aid them during their hospital placements and optimize cultural immersion.



COMMUNITY PUBLIC HEALTH TANZANIA

LOCATION

This program is based for the most part in Arusha, the capital city of the Arusha Region in Northern Tanzania. Arusha sits in the shadow of Mt. Meru, on the edge of the eastern branch of the Great African Rift Valley and acts as a very important hub for the East African Community, the African Court on Human and Peoples' Rights and the Tanzanian tourism industry. Arusha, a culturally diverse city with a majority Tanzanian population from a variety of backgrounds (including indigenous African, Arab-Tanzanian and Indian-Tanzanian), provides the perfect location and environment for this study abroad program. The city's strategic position allows easy access to Tanzania's most famous National Parks, such as Ngorongoro Crater, Serengeti, Tarangire and Lake Manyara National Parks, and Mt. Kilimanjaro. Field trips to the Rift Valley and Ngorongoro Highlands are included.

The accommodations included are very comfortable and secure, and provide excellent "home away from home" bases for the program. All rooms have en-suite bathrooms. Hearty meals, hot showers and meeting rooms are also provided.

PRE-REQUISITES

Those enrolling on this program will be studying towards, or have completed, a qualification in nursing, midwifery, medicine, allied health or related fields. In order to thrive and experience the full benefits of this program, participants should be culturally aware and open minded. A good command of the English language is essential to participate on this program as all lectures and tutorials will be conducted in English.

LEARNING OUTCOMES

During the course of this program, you can expect to:

- Gain an understanding of medical norms and practices in pediatric, maternal and maternity care facilities in Tanzania
- Recognize the work of an organization dedicated to reducing infant mortality due to obstetric fistula
- Develop your cross-cultural teaching and communication skills through the creation and delivery of healthcare workshops to members of a women's shelter and women from a traditional Maasai community
- Gain insight into the cultural perceptions surrounding medicine and medical care in Tanzania
- Analyze the medical challenges facing Tanzania's most vulnerable communities, especially women, children and those with disabilities
- Expand your worldview through authentic, daily cross-cultural interaction with professionals and patients in the communities you engage with

KEY STUDY TOPICS

- Midwifery, maternal and paediatric care in developing countries
- Community health
- Women's & children's rights
- Impact of culture on healthcare

28 DAY PROGRAM COSTS

\$4 500
(Inclusive of room, board, tuition and activities)



CONTRIBUTORS



SISTER JANE BARARUKULIZA

Educated in Tanzania, Sister Jane Bararukuliza holds a Bachelor of Science Degree in Nursing and Midwifery. She

has gathered enormous practical, administrative and leadership experience working in many different facets of the nursing and midwifery branch of the healthcare sector in Tanzania for close to 30 years. Sr. Jane currently holds the title of City Nursing Officer for Arusha City, and is responsible for the management and oversight of 650 nurses and 1500 medical attendants across Arusha's 5 hospitals, 16 health centers and 72 dispensaries. She also serves as a member of the Council Health Management Team, a government structure that oversees healthcare delivery in both the public and private healthcare sectors.



DR. FREDDY MBISE

Dr. Freddy Mbise is a young Tanzanian doctor. He trained at Kilimanjaro Christian Medical Center (KCMC) for his undergraduate education,

following which he joined Selian Hospital in Arusha where he worked for three years. He was head of department and part of a fistula project under Dr. Andrew Browning who founded Maternity Africa. Dr. Mbise founded a cervical cancer screening program which offers outreach services in rural communities. He has established a unit of excellence in labor and delivery, the main goals being to make childbirth safe and to prevent obstetrics fistula among mothers.

WANT TO CUSTOMIZE A FACULTY-LED PROGRAM?

Our friendly, in-country Program Managers will assist you every step of the way in developing your unique Transformative Learning Journey in Africa.

1. GET TO KNOW US

We would love to set up a call to meet you, discuss your requirements and tell you more about our approach to Transformative Learning.

2. REQUEST YOUR PROPOSAL

Share your ideas, learning objectives and logistical needs.

3. REVIEW YOUR PROPOSAL

After receiving your customized proposal within 2-3 weeks, we can collaborate and tweak every detail until it meets your exact requirements.

4. ACCEPT YOUR PROPOSAL

Once you are 100% happy with your program, we require a minimum of 10% deposit to secure your booking. This is refundable up to 90 days before departure (minus any booking cancellation fees).

5. PROMOTE YOUR PROGRAM

If required, we can support your efforts by providing you with promotional material and presentations to help with student enrolment and recruitment.

6. PRE-DEPARTURE CHECK-INS | 3 MONTHS BEFORE

Your dedicated Program Manager will arrange a call to talk through:

- The program details in order to clarify expectations and answer any questions
- Health & Safety policies and procedures
- Our Transformation Toolkit - orientation, reflections, student questionnaires and reintegration support

7. FINAL CONFIRMATION | 2 MONTHS BEFORE

Final participant numbers and payment are due 60 days prior to your departure date.

8. PREPARATION | 1 MONTH BEFORE

We'll share our online Participant Information & Agreement form with your students in order to gather vital information. Please share flight details and any last requirements with us.

9. PRE-DEPARTURE RESOURCES | 2 WEEKS BEFORE

You'll receive relevant country and program specific information to share with your students.

10. FINAL ITINERARY | 2 WEEKS BEFORE

You'll receive a detailed itinerary with daily timing and all relevant information for you and your students.

11. ARRIVAL & IN-COUNTRY SUPPORT

You'll be welcomed and supported by your dedicated Program Facilitator for the duration of your program.

12. POST-TRIP

We'll share student feedback, questionnaire results and reintegration support material with you. We would love to hear from you and discuss any feedback.

LET'S START PLANNING



#AFRICAMYCLASSROOM

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“This trip changed the way I viewed the world. I learned a lot about human connection and community that is not valued where I come from. It was amazing to meet people from a completely different background and get a glimpse of their world.”

**Abby Leedy,
Georgia College**

