MIT-AFRICA Initiative
Annual Report 2015/2016
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Overview

This was an exciting year for collaboration between MIT and our partners in Africa. We have multiple course offerings focus on Africa and African themes; fellowships, particularly for mid-career professionals, continue to grow and more African scholars arrive to campus each year; the 6th annual MIT Africa Sloan Business Conference was organized by the African Business Club (ABC) and hosted both impressive speakers and attendees; the number of opportunities for both African trainees, and, MIT students to meaningfully engage on the continent have steadily grown; the Africa Advisory Committee (AAC) focused on the development of a Strategic Plan for MIT Engagement in Africa, linking together current partnerships and planning for the future.

While this offers a small sampling of the wide array of outcomes this year across the Institute, in this report, we focus on the Africa programs housed at MIT International Science and Technology Initiatives (MISTI) under the MIT-AFRICA Initiative, including: Africa Advisory Committee (AAC); MIT-AFRICA Internships; MIT-Global Startup Labs (MIT GSL); MIT-South Africa; MIT-Empowering the Teachers (MIT-ETT); MIT-Educator; and the MIT-AFRICA Interest Group (MAIG).

This year was one of great forward mobility for the MIT-AFRICA Initiative. We placed 32 MIT students in internships and workshops across the continent. Students went to Algeria, Botswana, Nigeria, South Africa and Uganda further cementing our important collaborations in these countries. There was a downtick compared to last year, as the Managing Director was on a planned leave. We are on track to more than double this number in 2017.

The MIT and University of the Witwatersrand (WITS) partnership was further solidified through the MIT-WITS Alliance, by increasing the number of MIT student-researchers at WITS with generous support from the International Research Opportunities Program (IROP). We continue to explore possibilities to welcome more WITS students to the MIT campus in future years.

MIT-Empowering the Teachers (MIT-ETT), in partnership with Total Nigeria E & P and Nigerian National Petroleum Corporation (NNPC), reached an exciting milestone in which 50 Fellows have participated in the program since its launch in 2011 (46 from Nigeria, 4 from Uganda). Fellows continue to make large-scale change within their universities upon return.

This summer was the official launch of the MIT-Educator Program, in partnership with the Ministry of Higher Education and the US Embassy in Tunisia and the US State Department, in which ten fellows from top universities across Tunisia attended an intensive three-week workshop at MIT. The participants were immersed in pedagogical approaches, curriculum design and implementation, with emphasis on MIT-style problem-solving methods, Science of Learning, EdTech/online tools, and entrepreneurship. Immediately upon return to Tunisia, fellows have made significant changes to their curriculum and have organized a cross-university entrepreneurship club.
We have also greatly expanded outreach to alumni. We held gatherings across South Africa to discuss ways to better engage alumni in the Initiative moving forward.

We were pleased to welcome, among other distinguished speakers, the Governor of Lagos State, Akinwunmi Ambode, as keynote for our final MAIG of the year. The Governor made multiple offers of funding and support for our students and visiting fellows with projects in Lagos.

We thank all supporters and partners of the MIT-AFRICA Initiative this year, and look forward to a bright and productive 2017.

**MIT-AFRICA Advisory Committee**

The MIT-AFRICA Advisory Committee, formed in 2015 is comprised of 14 faculty members, 9 staff and 2 students representatives with vast experiences, collaborations and connections with the Continent. The goal of the committee is to:

- consider MIT strategy for engagement in Africa
- be a sounding board for new and ongoing programs
- determine useful cross-program efforts
- consider strategies for financial development and
- shape initiatives that will expand the MIT footprint in Africa

This year, the committee was focused on the creation of a Strategic Plan for MIT Engagement in Africa, in response to a request by Associate Provost for International Affairs, Prof. Richard Lester. The Report puts forth key recommendations for MIT strategy and connections on the continent moving forward and will be complete in May 2017.
MIT-AFRICA Advisory Committee

Tayo Akinwande
Professor, EECS

Julius Akinyemi
Resident Entrepreneur, Media Lab

Ife Bakare
President, African Students Association

Gabriella Yolanda Carolini
Assistant Professor, DUSP

Ibrahim Cisse
Assistant Professor, Physics

Philip Clay
Professor, DUSP

Efatih A. B. Eltahir
Professor, CivE

Ahmed F. Ghoniem
Professor, MechE
Philip Khoury
Associate Provost

Robin Lemp
Director, MIT Office of Major Agreements

Evan Lieberman
Professor, Poli Sci

Clapperton Mavhunga
Professor, STS

Joelle Owona
Africa Business Club

Julia Reynolds-Cuéllar
Managing Director, MIT-AFRICA

Sanjay Sarma
Dean of Digital Learning

Anjali Sastry
Senior Lecturer, Sloan
Hazel Sive
Professor, Biology
MIT-AFRICA Faculty Coordinator

Amy Smith
Co-Director, D-Lab

Robert Stoner
Deputy Director, MITei

Tavneet Suri
Professor, Sloan

Kofi Taha
Associate Director, D-Lab

Bernd Widdig
Director, International Affairs

Kamal Youcef-Toumi
Professor, MechE

Ethan Zuckerman
Director, Center for Civic Media at MIT
MIT-AFRICA Internships

With just two graduate students sent to South Africa in our 2013 pilot year, this year we sent 32 students to placements across the continent, including: Algeria, Nigeria South Africa, and Uganda. The MIT-AFRICA Initiative remains the fastest-growing international internship program at MIT.

One key development this year includes our ability to support more MIT students, particularly those from the continent, with their own startups, research or collaborations, with an airfare ticket thanks to our partnerships with both South African Airways (SAA) and the MIT Travel Office.
One such student, Babatunde Alawaode, PhD, Mechanical Engineering, shared:

“MIT-AFRICA enabled dot Learn’s first product tests. In the future when we are able to reach millions of African students with greater access to education, we will look back at the importance of this support in making it possible.”

We plan to make this airfare support an official part of the MIT-AFRICA Internship Program next year.

Students were selected from 12 academic departments:

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
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<tbody>
<tr>
<td>Electrical Engineering &amp; Computer Science</td>
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<tr>
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<td>MBA Candidate</td>
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<td>Material Sciences</td>
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<tr>
<td>Architecture</td>
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<tr>
<td>MBA Candidate</td>
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<tr>
<td>PhD Candidates</td>
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<tr>
<td>Juniors</td>
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</tr>
<tr>
<td>MBA Candidate</td>
<td>9</td>
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<tr>
<td>Seniors</td>
<td>4</td>
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**Pre-Departure Preparation**

We have developed a robust procedure for preparing students for their internships. This is offered to MISTI interns, as well as to other students going to Africa. This preparation program is considered an Institute-wide program.

The preparation for students interning over the summer of 2016 was held over a half-day retreat, a pre-departure dinner and individual pre-departure check-out meeting. In addition to this, students were also required to attend a general MISTI safety and health session with 700 other MIT students traveling abroad. The topics in this session include: cultural competency, mental health, and student experiences.

During the retreat, students explored a variety of topics ranging from cultural preparation, workplace readiness, as well as health and safety in the context of their host countries. This was completed through a variety of activities, including a lecture on *The Historical Origins of South Africa’s Current Democracy* by Professor Evan Lieberman; a group activity with current MIT students from South Africa, which covered important day-to-day information; staff-led reflection activities exploring potential challenges in cross-cultural communication; and definition of personal goals and visions during the internships.

The pre-departure dinner with Faculty Director, Professor Hazel Sive served as a space for students to learn more on places to see in their host country, workplace navigation as well as networking in new contexts.

Lastly, all MIT-AFRICA interns met with Managing Director, Julia Reynolds-Cuéllar before their departure to cover all aspects of the previous preparation sessions and answer any final questions.

Students also have access to support materials through the website we created to provide guidance as they go through the interview placement process and while in country: mitafricainternships.org.
Student Experiences

Research

**Ankita Reddy, Class of 2019, Biology**

Host: Developmental Health Pathways Research Unit, WITS University

Project: Explored Public Health in South Africa by working with a medical anthropologist and an epidemiologist, looking to uncover the role of eating disorders in South Africa. Ankita’s focus was data analyses involving eating attitudes and body image in post-adolescent women (ages 18-23) in urban and rural settings. She also gained first-hand experience recruiting and working with participants at the hospital for various studies running at DPHRU.

“My summer in South Africa raised my awareness of the diversity of human conditions. Working at a research unit in the largest hospital in the Southern hemisphere expanded how I understood health care systems as well as clinical research.”

**Esther Kim, Graduate student, Technology and Policy**

Host: Various

Project: Researched the biotech sector of Cape Town to identify the drivers allowing Cape Town to be Africa’s health innovation hub.

“My trip to Cape Town not only gave me a chance to investigate the city’s growing healthcare innovation but also provided an opportunity to expand my international network and engage with colleagues abroad.”

Host: South African Research Chair in Spatial Analysis and City Planning, Johannesburg

Project: Conducted urban planning research related to major development plans and projects in the inner city neighborhoods and suburbs of Johannesburg, producing strategy recommendations to mitigate Johannesburg's complex historical precedents and inequitable dynamics.

“I put my MIT-learned skills into action working on policy and design recommendations for the more equitable spatial development of the City of Johannesburg!”

Rebecca Eisenach, Class of 2015, Materials Science and Engineering

Host: University of Cape Town Centre for Materials Engineering, South Africa

Project: Worked in a metallurgy lab and studied the microstructure of aluminum with the goal of minimizing waste in the manufacturing of beverage cans in South Africa.

"MISTI South Africa has made me realize that I have been given an opportunity to go out and change the world; MIT and MISTI are just the beginning and after that, the sky is the limit."

Chloe Dlott, Class of 2016, Biology

Host: SBIMB, Johannesburg, South Africa

Project: Interned at SBIMB, performing statistical analysis on HIV status and BMI.

“My work at SBIMB taught me the importance of community focused research and the benefit of improving local research capacity.”
**Ursula August, Class of 2016, Art, Culture and Technology**  
**Host:** WITS University and IC Solutions, South Africa  
**Project:** Researched at WITS and visited with artists, historians and professors at the university who are working in the areas of identity production and education. Was invited to assist a consulting team working with local leaders municipalities in Zululand and KwaZulu Natal ahead of the elections.

"IC Solutions helped me understand the processes of local government during election season, contributing a hands-on aspect to my research on education and identity. The professors, artists, and historians at WITS were invaluable to guiding my questions of identity in contemporary South Africa and the impact of culture on equality. This work will help further develop my film and thesis."

**Cameron Arnet, Class of 2018, Mechanical Engineering**  
**Host:** University of Cape Town (UCT), Cape Town, South Africa  
**Project:** Continued a preexisting project dedicated to the analysis of the mechanical properties of biological tissue and synthetic rubber. Also assisted with explosive testing and analysis of military grade metallic plates.

"There was never a dull moment. I was always looking forward to the next step of my project at BISRU, as well as the next time I would be able to hike Table Mountain or dine with friends at the V&A Waterfront."

**Manolya Altan, Class of 2018, Mathematics with Computer Science**  
**Host:** AIMS, Muizenberg, South Africa  
**Project:** Analyzed Twitter data in Africa, looking at sentiments across countries and how factors like geography, time of day, and day of week affect the sentiment we see in tweets.

"Through working at AIMS, I was able to learn from my peers about various fields of research and many new and different cultures."
Natasha Batten, Class of 2019, Biological Engineering  
**Host:** Sydney Brenner Institute for Molecular Bioscience, WITS University, Johannesburg, South Africa  
**Project:** Worked in the biobank, extracting DNA from samples throughout South Africa (both rural and urban populations) and validating an assay that will be used in the biobank for future research.

“Working at SBIMB was incredible experience, and I could not have asked for a more exceptional summer. I feel so lucky to have travelled within the country and immerse myself in the various traditions and South African culture.”

Teaching

Raeez Lorgat, Graduate Student, Electrical Engineering & Computer Science  
**Host:** AIMSSEC  
**Project:** Taught as a part of a 10-day development course for South African High School mathematics teachers.

“Contributing towards AIMSSEC as both a South African and a member of the MIT community has culminated in a colliding of narratives, promoting both an awareness of the problems facing South Africa’s development, as well as making clear obstructions and potential paths towards their resolution.”

Kate Collins, MBA 2017, MIT Sloan  
**Host:** Uganda Development Trust  
**Project:** Completed research on enfranchisement of small holder farms with the goal of improving food security. In addition, facilitated two workshops for entrepreneurs at leading ICT accelerator.

“My trip to Cape Town not only gave me a chance to investigate the city’s growing healthcare innovation but also provided an opportunity to expand my international network and engage with colleagues abroad.”
Kate Collins, MBA 2017, MIT Sloan
Host: Uganda Development Trust
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Justin Carrus, Class of 2017, Mechanical and Ocean Engineering
Host: MIT D-Lab, Okavango Delta and D’Kar, Botswana
Project: Taught wood and metal-working to local farmers in the Okavango Delta as part of a workshop while framing problems facing the area.

“My MISTI experience was an essential part of my education. It was empowering to see how I could use my skills to impact the lives of others and make a difference.”

Brittany Bautista, Class of 2017, Mechanical Engineering & Premed
Host: MIT D-Lab, Okavango Delta and D’Kar, Botswana
Project: Taught wood and metal-working to local farmers in the Okavango Delta as part of a workshop while framing problems facing the area.

“Traveling with MISTI was a life changing experience. It was an amazing opportunity to share my knowledge with people across the globe and also learn from them.”
Nick Del Vecchio, MBA 2017, MIT Sloan
Host: dot Learn
Project: Conducted usability tests and focus groups with students in order to better understand their needs and how we could develop our software to better serve them, as well as fostered partnerships with potential partners on the ground in Accra.

“I have learned much this summer about the difficulty involved with designing a product for students 5,000 miles away. MISTI Africa allowed me to travel to Ghana to do much-needed user research.”

Samrat Bhattacharyya, MBA 2016, MIT Sloan
Host: dot Learn
Project: Launched the pilot of our startup dot Learn, an Africa-focused online learning platform using software technology to deliver full video courses to students for less than the cost of an SMS. Performed interviews with students, educators, content partners and telcos.

“I’m incredibly grateful for the help and support we’ve received from MISTI Africa. Thanks to their help, we were able to turn our student project into a real startup and a full-time job after graduation.”

Tunde Alawode, Graduate student, Mechanical Engineering
Host: dot Learn
Project: Built partnerships across Ghana, conducted usability tests with students and tried to understand what students wanted to see in the dot Learn app.

“This MISTI internship enabled dot Learn’s first product tests. In the future when we are able to reach millions of African students with greater access to education, we will look back to this time.”
Nisha Dalvie, Graduate student, Mechanical Engineering
Host: Adjumani refugee camp, D-Lab
Project: Helped design and teach a STEM curriculum for elementary students in the Adjumani refugee camp.Travelled to several different places to locally source and set-up the supplies for a hands-on circuitry lab, and helped students apply this knowledge to their daily lives with a flashlight design project.”

“Without the support of MIT-AFRICA, I would not have been able to take part in such important work in partnership with D-Lab.”

Jocelyn Gonzales
Host:
Project:

“This MISTI internship enabled dot Learn’s first product tests. In the future when we are able to reach millions of African students with greater access to education, we will look back to this time.”
MIT Global Startup Labs Africa

The rise of young tech business adds new hope for finding solutions to pressing social and economic challenges across Africa. MIT-GSL Africa was founded with the mission to cultivate, support and empower a generation of young tech entrepreneurs across the continent.

**Partners:** MIT-GSL Africa partners with top universities, telecoms, and governments across the continent to transform them into hubs of entrepreneurship by building local skills and sustainable programs.

**Technology Incubator Courses:** At each partner, MIT-GSL Africa sends a team of four MIT student-instructors to guide local students through their first real-world, hands-on mobile-tech entrepreneurship experience. Courses focus on ideation, market research, pitching, and appropriate technology platforms, culminating with a pitch and prototype competition.

**Organize Networks:** Businesses do not grow in isolation. Centered on each partner, MIT-GSL Africa student teams, organizes investor and mentorship networks of local and regional players as applicable.

**Funded Startups:** MIT-GSL Africa culminates with a pitch competition where mentors and funders have the opportunity to invest in the course startups. Over half of global MIT Global Startup Labs’ graduates go on to register their own startup after completing the workshop.

In 2016, MIT-GSL Africa workshops were held in both South Africa and Algeria, with expansion to Mauritius and Rwanda planned for 2017.
Six out of eight teams pitched their ideas on Demo Day and four won prizes. Four teams had working prototypes for their products (three websites and one mobile app). Demo day attendance was over 100 people with four local judges for the pitches.
GSL Algeria

Alanna Hughes, MBA 2016, MIT Sloan
Host: WTA, Algiers, Algeria

Rahul Kulkarni, MBA 2016, MIT Sloan
Host: WTA, Algiers, Algeria

Sudarshan, Graduate Student 2016, SDM
Host: WTA, Algiers, Algeria

"Fourteen startups pitched at demo day, presenting much more detailed business plans with credible evidence that they did not have prepared before we started working with them."

- MIT GSL Algeria 2016 Team

PROGRAM PARTNERS

- MIT GSL South Africa 2016 Team
MIT-Empowering the Teachers (MIT-ETT)

MIT Empowering the Teachers (MIT-ETT) strives to foster innovation in science and engineering education in tertiary academic institutions in Africa through an intense engagement with faculty members from African universities.

The overarching goal of MIT-ETT is to facilitate the development of young African faculty leadership in science and engineering education who will introduce innovation and creativity into science and engineering curricular. There are two main objectives of the ETT program: to provide young African professors with exposure to cutting-edge pedagogical methods in the highest-rated engineering and science departments in the U.S. and to provide American faculty who have a deep interest in connecting with those in their disciplines in emerging economies a concrete means of engagement. The ultimate goal is to reform their current curricular using new materials, approaches and methods that exemplify the best of MIT’s practices: problem-solving, student-centered, innovation and bringing knowledge to bear on the world’s greatest challenges.

**During their semester at MIT, Fellows do the following:**

- observe instruction in their own disciplines and subjects
- interact with MIT faculty teaching in their own disciplines and subjects
- develop courses based on problem-solving approach inspired by equivalent MIT course
- discuss and explore curricular enrichment and reform through both formal and informal interaction with the MIT community

Professor Akintunde Ibitayo Akinwande (EECS) is the Faculty Director for the program.
A survey sent out in 2016 identified the following outcomes:

- 100% of ETT fellows have changed their teaching approach.
- 83% of ETT fellows changed their syllabus/curriculum.
- 63% received a promotion/of these promotions
- 42% are now department heads or in a leadership position whereby they can influence policy.
- 54% changed either teaching policy or the teaching approach throughout their entire university.
- 91% held events to share MIT knowledge/experience.
- 100% mentored other colleagues/superiors.

This year, MIT-ETT is also pleased to welcome Nigerian National Petroleum Corporation as a new partner.
MIT-Educator Program

“The very inspiring MIT-Educator will help me to improve my way of teaching, to introduce entrepreneurship in life sciences, to train young teachers by sharing my own experience at MIT, and to implement a system able to sustain and support the use of new innovative tools.”

- 2016 MIT-Educator Participant

Vision

As educational approaches and technologies develop, the faculty of Higher Educators is challenged to engage students in the most productive way.

MIT-Educator meets this challenge by addressing pedagogical approaches, curriculum design, and implementation with emphasis on MIT-style problem-solving methods, Science of Learning, and EdTech/online tools. Inclusion of entrepreneurial skills into higher education is becoming increasingly important to meet unemployment challenges, and the program includes exposure to the MIT innovation culture and startup development. Specific subject content is part of the curriculum. This collaborative and collegial program is based at MIT and the home universities.

MIT-Educator is aimed at global faculty, and especially groups from one university or several within one country that have the goal of revising curriculum or educational structure. Faculty from new universities will find the program exceptionally useful as curriculum is devised for the first time, and state of the art approaches can be incorporated. Long-term collaborations are especially useful, and encouraged.
Program

**MIT-Educator** comprises six modules each led by distinguished MIT Professors, and Instructors from multiple units including the MIT Teaching and Learning Lab, Office of Digital Learning, MIT Integrative Learning Initiative, Martin Trust, Legatum Center, Sloan School of Management, School of Science, School of Engineering, School of Humanities, Arts and Social Sciences and School of Architecture and Planning.

Modules include:

- Curriculum Design
- Problem-Solving Approaches
- Use of Online Education and EdTech Tools
- Entrepreneurship in the Curriculum
- Research as a Learning Tool
- Specific Subject Content

Groups and individual faculty members define their goals prior to arriving at MIT, through online, Skype and written discussion with MIT faculty and staff. At MIT, faculty members participate in intensive, hands-on workshops that encompass material in each module. Revised curricula are developed at MIT, with extensive input from faculty and staff.

The Program continues collaboratively with MIT at the home universities through online interactions, in person group programs, and a reporting structure. Groups plan implementation and implications of the newly developed material for higher education in their respective institute and country.

Logistics

- **MIT-Educator** participants visit MIT for three weeks for an intense and collegial program under the directorship of Professor Hazel Sive, a distinguished educator and MacVicar Faculty Fellow.
- At the end of this period, faculty participants return home to finalize and implement curriculum, with ongoing MIT interaction.
- Each participant, and group, prepares reports to facilitate discussion and trajectory.
• Groups can continue to engage with MIT for ongoing curriculum development and assessment.
• To ensure successful outcomes, partnerships are set up for a three-year period, with an option for renewal.

Participants

**MIT-Educator** participants are top faculty and lecturers selected following an application and interview led by a distinguished MIT panel. Proposals from groups with an overarching goal are encouraged.

Our 2016 program was launched with participants from Tunisia, where MIT is collaborating with the Ministry of Higher Education to revise the Tunisian Life Sciences curriculum. The program is supported by the US Department of State. We welcomed ten professors from Tunisia to MIT for an intensive three-week program. Upon return to Tunisia, fellows made significant changes to their curriculum including organizing a cross-university entrepreneurship club.

This important program also marks the first MIT-Tunisian collaboration. You can read more about the program here: http://news.mit.edu/2016/mit-educator-program-tunisia-0902

We look forward to welcoming ten Tunisian fellows in 2017 and adding additional country participants moving forward.

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**PROGRAM PARTNERS**
MIT-South Africa

The philosophy of MIT-South Africa is to create meaningful connections between MIT and South Africa. The greatest currency of MIT to make these connections is our students, through placements in industry, research and educational institutions across South Africa.

Since its formal inception in 2013, MIT-South Africa has recruited, selected and placed highly qualified and motivated MIT students in internships across South Africa – a country marked by innovation, entrepreneurship, and cutting-edge research, as well as a rich and diverse cultural history. MIT-South Africa has grown in numbers, diversity of opportunities, and depth of the educational process: from just 2 students in the summer of 2013 to 18 students in summer of 2016.

In addition to these important student connections, we focus on partnerships between South African universities, industry and government. One partnership of note is the newly created MIT-WITS Alliance. This Alliance was created thanks to visionary leadership of Prof. Hazel Sive, Deputy Vice Chancellor Zeblon Vilakazi (WITS) and Prof. Adam Habib (WITS). As a cornerstone of this Alliance, we are thrilled to share that WITS is now the first African MITx partner. WITS will now generate content for the groundbreaking online educational MITx platform. Each year at WITS we hold MIT-Global Startup Labs to promote a culture of entrepreneurship. Many MIT interns perform research with WITS faculty through the MIT-South Africa Internship Program.
We have continued our connection to South Africa via the MISTI Global Teaching Labs program by sending MIT students to work with the African Institute of Mathematical Sciences Secondary School Enrichment Centre (AIMSSEC) on their workshop to support secondary school math teachers across the country.

“It was such a great experience living in South Africa. I set out to have as many conversations as I could with new friends, colleagues, patients, and our Air Bnb family. Each conversation I had became an opportunity to understand how people live in South Africa, their views on politics, their ideas about what race meant, how the government was running, and the changing culture in South Africa’s youth. I think I grew in so many ways than I can imagine – such as living away from everything I knew and learning how to assimilate into a new culture.”

- Ankita Reddy, Biology ’19, WITS University

“My supervisor organized a trip to the rural Limpopo province, where I got to see how data collection was conducted. I also conversed with masters and PhD students about their research and what living in South Africa entails. I had the opportunity to tour two other lab spaces while in Johannesburg, which allowed me to ask questions about how research in South Africa is conducted and how labs in South Africa differ from those in the United States.”

- Chloe Dlott, Biology ’16, Sydney Brenner Institute for Molecular Biology (SBIMB)

PROGRAM PARTNERS
In 2014, we created a space for MIT students, faculty, staff, post-docs and alumni to come together several times per semester, and share experiences from their work and lives in Africa. Now in 2017, Professor Phil Khoury, Associate Provost, has generously provided full funding for this important gathering. We now have a solid group of 60 attendees and have covered a vast range of topics with keynotes from important speakers, including the following this last year.

**November 2016**
- H.E. Governor Ambode (the honorable Governor of Lagos), ‘Lagos, Africa’s Prime Innovation Destination’

**October 2016**
- Professor Phillip L. Clay
  ‘The Case and a Model for the Transformation of Higher Education in Africa’

**April 2016**
- Associate Provost Philip Khoury
  “From the Arab Spring to ISIS: Which Way the Middle East?”

**March 2016**
- Joost Bonsen, Lecturer, MIT Media Lab
  “Ventures on the Continent”
Future Plans

The goals of the MIT-AFRICA Initiative for the upcoming year AY 2016/17 include:

- release of the Strategic Plan for MIT Engagement in Africa, from the Africa Advisory Committee
- increasing the number of funded student internship opportunities on the Continent
- an MIT-AFRICA Seed Fund to enable research collaborations between MIT and African collaborators
- raising endowment funds to secure the program
- increasing the number of African trainees at MIT

Alumni Donor Acknowledgements

We are thankful to our alumni donors who have helped us launch and continue to grow the program and the many annual fund supporters.

- John J. Kogel ‘03
- Guillaume P. Amblard ’87, SM ’89
- Abu Marmah ’76, MAR ’79
- Ayisi B. Makatiani ‘90
- Yaw B. Anku ‘07
- Kymus Ginwala ‘53
- Tunde Fafunwa SM ‘92
- Laura N. Mobisson ‘96
Further Acknowledgements

- Total
- Nigeria E & P
- South African Airways
- Ooredoo in Algeria, WTA Algeria Telecom
- University of the Witwatersrand
- Deloitte
- iXperience
- FormulaD
- African Institute for Mathematical Science (AIMS)
- Secondary School Enrichment Centre (AIMSSEC)
- MIT Institute for Medical Engineering & Science (IMES)
- Ragon Institute of MGH, MIT & Harvard
- South African Astronomical Observatory
- Knife Capital
- University of Cape Town (UCT)
- The Bertha Centre at UCT
- CAPRISA
- EMSS
- Makerere University
- Praekelt Foundation

- Prof. Rafael Reif, President of MIT
- Prof. Cynthia Barnhart, Chancellor, MIT
- Prof. Melissa Nobles, Dean of the School of Humanities, Arts, and Social Sciences, MIT
- Prof. Philip Khoury, Ford International Professor of History and Associate Provost, MIT
- Members of the MIT-AFRICA Advisory Committee (AAC)
- Sara Nelson, MIT-UROP
- Pam O’Neil, MIT Travel Office
- April Julich Perez, MISTI Executive Director
- Prof. Chap Lawson, MISTI Faculty Director
- Urban AFRICA
- President Joelle Itoua-Owona, African Business Club
- MIT African Students Association
- Bolaji Finnih, Sloan Fellow ‘15
- Joost Bonsen, Lecturer, MIT Media Lab
- Julius Akinyemi, MIT Media Lab
- Dhaval Ajdohnah, MIT Media Lab