

2015 SCHOLAR COHORT

We would like to introduce you to the 2015 Scholar Cohort:



Kenneth Adu-Awuku hails from Livingstone Kolobeng College in Botswana, where he serves as the vice principal, director of A-Level Studies, and a senior math teacher. Kolobeng is one of the few private schools in Botswana offering IGCSE and A-level qualifications. He is also the coordinator of

A-Level and IB Diploma providers in Botswana, and works with the Ministry of Education to help empower youth nationwide to make the right choices in tertiary education.

He is a member of the Botswana International University and Science and Technology (BIUST) National Guidance and Counselors Committee, which helps formulate guidelines for selecting outstanding guidance and counseling teachers in Botswana. Kenneth studied at the University of Ghana, earning both a BSc and PGDE.

Kenneth travels and addresses junior and senior schools, in an effort to motivate students to take their studies seriously and to inspire future leaders. Kenneth says, "I want to motivate students and give them the zeal to concentrate on their studies to be able to achieve superb results that help them gain admissions in our top local universities, and even international institutions."



Saima Ben Brahim served as a teacher and senior teacher in numerous schools throughout Tunisia before serving as vice-principal and interim principal at Pioneer School of Ariana. She currently holds the position of principal at Ibn Khaldoun-Ariana School. In addition to her primary roles, she has served as volunteer counselor for Pioneer School of Ariana for the

past few years, where she has guided students through the US and European university application processes. Saima received her degrees at Lycee Montfleury and Institut Bourguiba des Langues Vivantes.

AMIDEAST said of Saima: "Despite unfamiliar application procedures, Saima chose to make a difference by helping these outstanding students achieve their goals and build a strong academic and social profile by encouraging student participation in international educational events and fairs." EducationUSA recognized the impact of Saima's dedication to students.

Her work has led and inspired schools in Tunisia by setting an example of students going overseas for study. Saima's leadership is also demonstrated through her position as vice president for a Scientific Foundation and as a partner of the London International Youth Science Forum.



Samuel Birondwa is Principal at Cornerstone Leadership Academy (CLA) in Kigali, Rwanda. CLA, established in 2007, offers an A-level curriculum and has a mission "to create a life-transforming learning environment that will mold young people into future leaders..." Upon graduation, students are awarded Certificates of Leadership and commissioned to return to their communities to act as agents of change, using the skills and knowledge learned while at the academy. Samuel earned his BA at Makerere University in Uganda and his MA at Uganda Christian University.

With the help of his former students, Samuel founded the Youth Impact Mission-Rwanda, a national program whose mission is to see a reconciled, united and prosperous Rwandan society, by addressing issues of drug and sex abuse, encouraging hard work, academic success, integrity and equipping youth with leadership skills. The Mission has clubs and chapters in high schools across the country.



Omowunmi Ehikhametalor resides in Kingston, Jamaica where she is the Dean of Sixth Form at Immaculate Conception High School (ICHS). Previously she held positions as Guidance Counselor, Clinical Social Worker, Lecturer and Teacher at both the high school and university levels. She earned her degrees at Nova Southeastern University, University of The West Indies, Mona and The University of Ibadan, Nigeria.

Preparing students for a future college education or work, instilling leadership, responsibility and fostering personal development are endeavors supported by Omowunmi. ICHS is one of the top schools on the island; most students rank in the top five percent on national exams.



Saingerel Indree is head of curriculum and counselor at New Era International Laboratory School of Ministry Education and Science in Mongolia. Her degrees are from the Pedagogical Institute of Russian Language and the University of Humanities. For 25 years, Saingerel taught English and Russian; for the past four years, she has been

overseeing curriculum development, program, and management at New Era and sits on several national boards. She has been a national teacher trainer since 2003.

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New Era implements the Mongolian national curriculum along with Cambridge International Examinations. This unique combination gives students the potential to successfully transition to overseas tertiary education, which is a newer trend in the country.



Stephanie Nails Kane spent her early years in the US before moving to Germany where she attended Frankfurt American School. She received her degree from Morgan State University in Maryland before heading back to Germany to begin a career in ESL. Over the years, Stephanie has lived in Senegal, Tanzania, Kenya, Ghana, and Mali. In 1985, she was contacted by the American Embassy to write a manual for Senegalese students wanting to study in the US. Four years later, in Dakar, she founded the Petite Ecole Bilingue, a Montessori preschool that grew into the Senegalese-American Bilingual School with a primary, middle, and high school. She serves as both the director as well as school's head university counselor.

With more than 1,000 students from 30 countries, the school is unique in that it offers secondary students either the Senegalese baccalaureate or an American diploma. It is also a pioneer in promoting environmental awareness and social responsibility through community service activities.



John Mwaura Munyua is a teacher of history and Kiswhili and career counselor at Starehe Girl's Centre in Nairobi, Kenya. John graduated from Moi University and found his way to Starehe in 2005. His work is important because applications to Kenyan universities can be done only online and only with the assistance of the career counselors. This is a huge undertaking and 97 percent of his final classes are admitted on merit.

The school is a charitable institution, one of the few that offers free secondary school education to bright young women from financially challenged backgrounds. It is supported by individual well-wishers, the Kenyan Government, and various national and international corporate donors. Girls are selected for admission based on their academic promise as well as regional considerations to ensure country-wide representation within the school.



Ed Tourle serves as head of student education at Pestalozzi International Village Trust, and oversees 37 students from Belize, Bhutan, India, Indonesia, Nepal, Tibetan communities in exile (India & Nepal), Uganda, Zambia, and Zimbabwe. Students are academically bright, but economically disadvantaged; some are refugees. Fulfilling the Pestalozzi mission of "educating the Head,

Heart and Hands", Ed guides students through their A-level studies, extracurricular activities, and university application process. Ed studied at The University of Brighton in East Sussex.

Pestalozzi provides full scholarships for an ever-expanding number of students to reside with them and study an Enhanced A-Level curriculum at a local college. The hope is that these students will have an opportunity to attend university and upon leaving, have the educational tools to make a lasting and significant change in the world. Amongst the accepted offers this year, two Tibetan students have been admitted to Yale (first ever!) and Carleton.



Hetty Widiastuty studied Mandarin in Xiamen, China after completing her degree at Trisakti University in Indonesia. Hetty has been teaching at Jubilee School for more than a decade. She sits on the senior administrative leadership team, heads the Full English Program for the school's 1,400 students, and serves as one of the university and careers guidance counselors.

Jubilee is a "national plus" school, which offers both the national and IGCSE/A-level qualification; students are eligible to receive both diplomas. The school's motto of "Harmony in Diversity," along with its unique curriculum, ensures that students will meet the demands of today's global challenges.



Tsehaye Yohannes teaches chemistry at Saint Joseph School in Addis Ababa, Ethiopia. Tsehaye serves as the school's counselor as well, on top of a full teaching load. Earning his BSc at Asmara University in Eritrea, Tsehaye's teaching objective is to train his students to be internationally capable in a competitive environment and to be global thinkers. As a published scientist, he also insists they leave the school with excellent research skills.

Students must pass a rigorous entrance exam to enroll at the school; it is considered one of the best in Ethiopia. Tsehaye knows his teaching methods are successful because each year, at least 10 students are offered scholarships for university study outside of the country. Tsehaye was awarded the Yale Educator Award in 2013, which recognizes outstanding educators around the world who have supported and inspired their students to achieve at high levels.

Due to difficulties in obtaining a visa, Tsehaye will not attend this conference, but will be funded to attend OACAC's Regional Institute in Africa in 2016.