MEMORANDUM FOR SCUSA 74

SUBJECT: Sub-Saharan Africa

1. **Issue:**
   Sub-Saharan is currently experiencing exponential population growth relative to the rest of the world. However, this rapid growth exacerbates issues of regional instability, education, and infrastructure. Consequently, global powers such as China and Russia have capitalized on these issues while US engagement with the region has stagnated.

2. **Strategic Analysis:**
   By 2050, Sub-Saharan Africa is projected to hold approximately 25-30% of the world’s population and currently holds 30% of the critical resources needed to fuel the modern world. Various nations aim to leverage these resources to spread their influence throughout the region. For example, China has seized opportunities to develop infrastructure throughout Sub-Saharan Africa through various programs, such as their belt-and-road initiative, spending $20 billion more between 2018 and 2020 on investment in Sub-Saharan Africa relative to the United States. Currently, only 46% of the population in Sub-Saharan Africa has access to electricity. In addition, the average tertiary education enrollment rate in Sub-Saharan Africa, 9.4%, is notably lower than the global average, 30%. Out of the 84 branches of U.S. higher education institutions located abroad, only one is in Sub-Saharan Africa.

3. **Relevant National Interests:**
   Taking action to strengthen nations throughout Sub-Saharan Africa will also strengthen the span of US influence across the world, especially considering the rapidity at which Sub-Saharan Africa is growing. Creating conditions for the development of sustainable energy infrastructure would allow Sub-Saharan nations to grow and become stronger trade partners. As other world powers expand their cultural influence into Sub-Saharan Africa, they gain greater access to the resources available throughout the region at the expense of U.S. access. Thus, countering this expansion is vital to maintaining and expanding U.S. power in the region.

4. **Strategic Options:**
   There are three main courses of actions the United States can undertake to address issues and achieve national interests in Sub-Saharan Africa:
   
   1. Implementation of policy which addresses demonstrated needs throughout Sub-Saharan Africa in energy, education, and employment The U.S. will promote cheap, renewable energy infrastructure which will meet the demands of the growing population in Sub-Saharan Africa. By expanding education programs into Sub-Saharan Africa, the U.S. will develop a new generation of technically skilled leaders with connections to the United States who will maintain and expand infrastructure.
MADN-SOC
SUBJECT: Sub-Saharan Africa

2. Increasing funding towards existing multilateral organizations such as the African Union, World Bank, or United Nations
3. Use of military presence to train and advise local forces and build infrastructure in tandem with financial incentivizes tied to educational performance indexes

5. **Recommendation:**
   The United States should aim to implement policy which addresses the Sub-Saharan needs in energy, education, and employment. This option provides the most agency to nations in Sub-Saharan Africa. Each nation, which is vastly different from each other, would be able to coordinate with the United States in order to address their specific needs. Historically, multilateral organization have achieved minimal in Sub-Saharan Africa. Additionally, Sub-Saharan nations could perceive the establishment of military presence in the region as intrusive and financial incentives as manipulative.

6. **Implementation:**
   Use equity and capital from multi-conglomerate energy corporations which have a vested interest in providing clean energy, specifically through hydro dams used throughout the Victoria’s Falls and river plains regions, solar and wind energy. Funding of these projects will be through carbon credit schemes.
   The U.S. should incentivize us universities to establish campuses in sub Saharan Africa and increase study-abroad opportunities, such as the expansion of the Fulbright program, to attract sub Saharan African students to U.S. institutions. Moreover, the U.S. should supply such institutions with quality technology and build phone and wireless infrastructure across he sub Saharan African region. The U.S. should establish mentorship programs to support future sub Saharan leaders in developing specialized skills through partnership with us profession and create substantive trade expertise program to offer further training in the technical skills needed to operate newly constructed complex infrastructure. Finally, the U.S. should implement country-specific task forces to identify areas of concern withing given countries and initiate strategies to work with local leadership to minimize these issues.
   In an effort to improve employment in sub Saharan Africa the United States should create a multi-year vocational exchange program for African students, preferably coming from lower income and densely populated countries. After receiving their education, these students will work in areas of need in the United States, providing a temporary workforce prior to returning to their home country. These technical skills and education will help to provide stability in those countries.

7. The point of contact for this memorandum is CDT Daniel Pinney at daniel.pinney@westpoint.edu or 571-442-6614.

Sub-Saharan Africa
SCUSA 74
United States Military Academy