

2014 OACS Global Program Report

Rabat, Morocco, May 1-31, 2014
Office of Active Citizenship & Service
Center for Cross Cultural Learning
Coordinator/Site Leader: Lauren
Moon



GLOBAL SERVICE MOROCCO

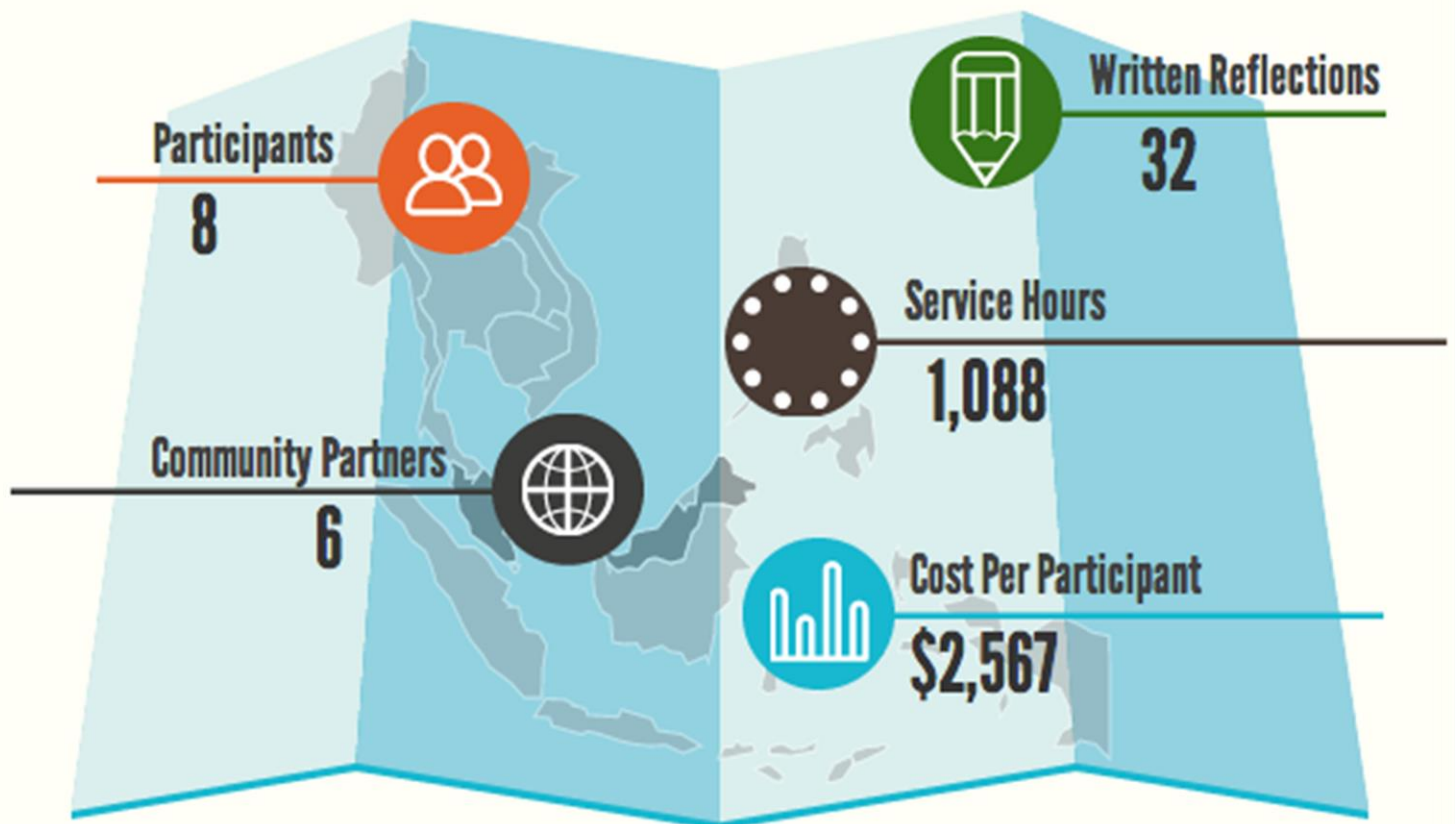
Table of Contents

- I. Program Snapshot
- II. 2014 Cohort
- III. Service Sites & Homestays
- IV. Local Partnership
- V. Budget & Costs
- VI. Learning Outcomes
- VII. Assessing Outcomes
- VIII. Keys to continued program success
- IX. Addendum - Raw Assessment Data





2014 OACS GLOBAL SERVICE MOROCCO



Partnered with Center
for Cross Cultural
Learning

2 students per homestay in
the Rabat Medina



<http://www.vanderbilt.edu/oacs/programs/oacs-global-service-projects/morocco-in-may/>

LEARNING OUTCOMES

INCREASED AWARENESS OF BELIEFS, VALUES, ATTITUDES, & EMOTIONS THAT MOTIVATE ONE TO SERVE INTERNATIONAL COMMUNITIES

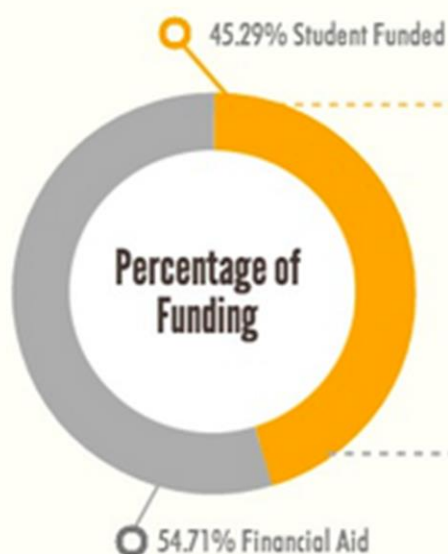
A GREATER RESPECT FOR MULTIPLE VIEWPOINTS & GROUP CONTRIBUTIONS

AN APPLIED COMPREHENSION OF INTEGRITY & RESPONSIBILITY

AN UNDERSTANDING OF THE CONNECTION & CHARGE TO CONTRIBUTE MEANINGFULLY TO THE GLOBAL COMMUNITY

INCREASED ABILITY TO PRODUCTIVELY ADAPT TO A DIFFERENT CULTURE WHILE MAINTAINING COMMITMENT TO THE GOALS OF THE GROUP

FUNDING SOURCES



STUDENTS' FUNDS

- Personal/Parents Money
- Off-Campus Funding/Scholarships
- Fundraising

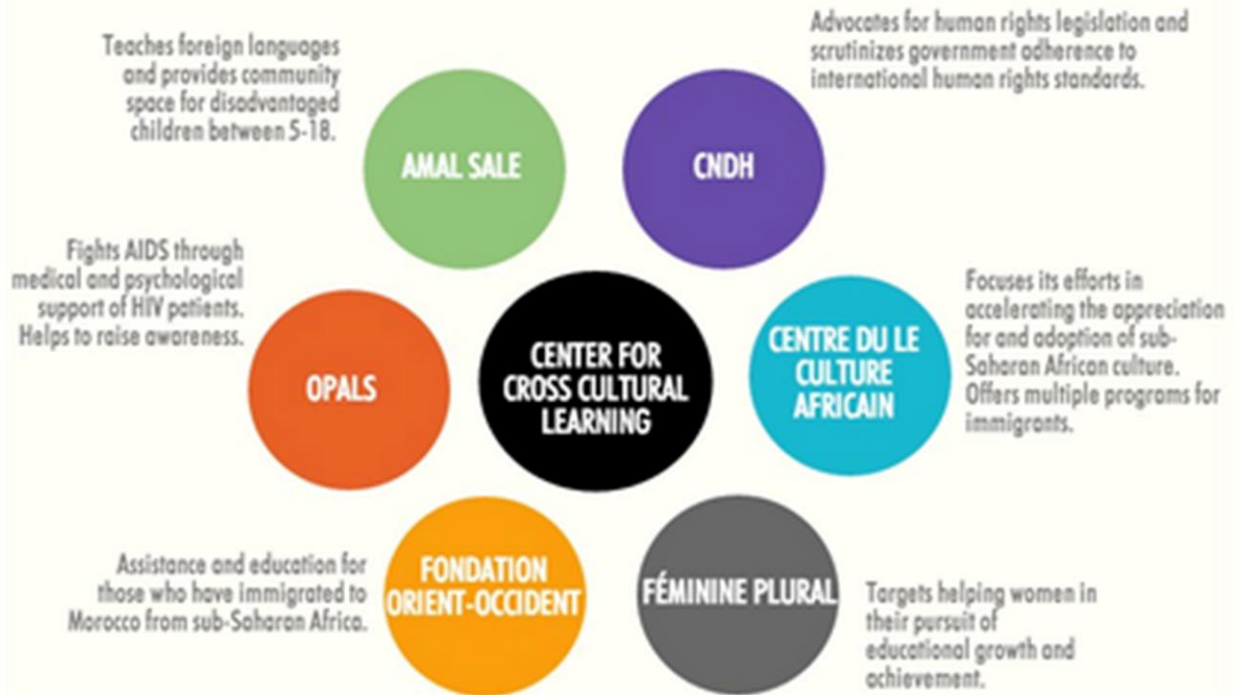
FINANCIAL AID

- OACS Fees Waived
- Nichols (Separate from Chart)



*No fee waivers in 2015

COMMUNITY PARTNERS



2014 MOROCCO COHORT



Chelsea Derer



Adria Zern



Farishtoy Yamin



Kaila Gilbert



Paige Yelvington



Lauren Hogg



Lauren Barnett



Shelby House

EXPERIENCE

INTERNSHIP

SERVICE
LEARNING

VOLUNTEERING



ON THE PLUS SIDE

Homestays
Experiencing Moroccan Culture
Group Bonding
Interaction at service sites
Immersion with Locals
Exploration



ON THE DOWNSIDE

Verbal Harassment
Food
Language Barrier
Feeling Useless/Incompetent

IN A WORD...

experience, challenging, good, diverse, ineffective, barriers, eye-opening, adventurous, growth, educational, bread, enlightening, immersion, adventure, memorable, out-of-comfort-zone, self-discovery, perspective, enriching, fun, enjoyable, culturally-broadening, surreal, encouraging, cultural, reflection, hard, support, colorful

A FEW TIPS FOR NEXT YEAR:



FOR SPRING SEMINARS

**MORE LANGUAGE & CULTURE
PREPARATION**



FOR LOCAL PARTNER

**ENSURE STUDENTS AT EACH
SITE HAVE A SUPERVISOR**



FOR OACS STAFF

**NO FEE WAIVING. RAISE FEES TO
SUBSIDIZE COST TO STUDENTS.**



FOR SITE LEADER

**SEMIMONTHLY 1:1'S INSTEAD
OF WEEKLY.**

FOR MORE INFO, VISIT:

<http://www.vanderbilt.edu/oacs/programs/oacs-global-service-projects/morocco-in-may/>

A PROJECT BY:

Office of
**ACTIVE CITIZENSHIP
& SERVICE**

IN PARTNERSHIP WITH:



مركز تواصل الثقافات

Center for Cross Cultural Learning

II. 2014 MOROCCO COHORT

| | |
|------------------|--------------|
| Lauren Barnett | • Junior |
| Chelsea Derer | • Junior |
| Kaila Gilbert | • Junior |
| Lauren Hogg | • Sophomore |
| Shelby House | • First Year |
| Farishtay Yamin | • First Year |
| Paige Yelvington | • Junior |
| Adria Zern | • Junior |

“I now understand being a world citizen as not only being educated on world news, but getting to know people who are different than you on a personal level, leaving your preconceived notions at the door and learning about them, their life, their culture, what’s important to them and then also exchanging these same things with people from other cultures. Understanding others as human beings first and then members of cultures, religions, and regions after.”

III. SERVICE SITES & HOMESTAYS

Fondation Orient-Occident

Student Volunteers: Paige Yelvington & Farishtay Yamin

Since 1994, this association has striven to provide the less fortunate with an institution where they can learn, share information, and be trained in employable skills. Through the promotion of culture, both in Morocco and abroad, and through the opening of its board of directors to others from different countries, the Foundation aims at resuming International dialogue and contributing to the understanding among civilizations. Ultimately, it aims to serve as a bridge between the two shores of the Mediterranean where identities meet, recognize each other, and prepare for their future together.

FOO works with immigrants from sub-Saharan Africa and provides classes such as vocational training, Arabic, sewing, and dance, in addition to nursery care and basic education. The work here is made especially significant in recent years as Morocco passed a law legalizing all illegal immigrants. FOO is well-run with psychologists on staff for sufferers of PTSD and works closely with the UN Refugee Agency. Paige and Farishtay were supervised by Nabil and Malika.

Organisation Panafricaine de Lutte contre le SIDA

Student Volunteers: Chelsea Derer & Adria Zern

A non-profit NGO founded in 1994, this association's mission is the fight against AIDS. OPALS provides medical and psychological support and care of people with HIV as well as promotes advocacy to fight discrimination against people living with AIDS. The association consists of several groups of staff members including 38 executives (19 men, including 11 volunteers, 19 women including 9 volunteers), 19 technicians (9 men, 7 of whom are volunteers and 10 women 8 of whom are volunteer members), and 8 service agents (6 men 4 of whom are volunteers and 2 women volunteers).

OPALS is an international organization originally centered in Paris. The association provides free and confidential testing for HIV and educates/raises awareness around HIV/AIDS issues. Psychologists on staff counsel HIV positive patients and there is great importance placed on personal care of each client. OPALS also offers medical care (not free) from various doctors who come in as needed and has a program for pregnant women and immigrants. Additionally it provides condoms for local sex workers no questions asked. Chelsea and Adria were supervised for one week.

Amal Sale Association

Student Volunteers: Lauren Hogg & Shelby House (2 weeks)

The Amal Sale Association is a non-profit Moroccan association that was established in 2002, located in a popular neighborhood in Sale. It mainly focuses on teaching foreign languages (French and English) and organizing trips for disadvantaged children between 5-13 years old, as well as adolescents from 13 to 18 years. Volunteers teach English to non-native speakers, young adults who are coming from modest backgrounds and who are unable to study English in private centers due to their social circumstances.

Amal Sale provides a free education for youth and adults from underprivileged backgrounds, resulting in better jobs for learners. The organization serves mainly 20-30 year olds and functions as a community-use space. Amal Sale can only offer English classes when a volunteer who can teach English is on hand. Lauren and Shelby were not supervised consistently.

The National Human Rights Council (CNDH)

Student Volunteers: Kaila Gilbert & Lauren Barnett (1 week)

Established in March 2011, The National Human Rights Council is closely linked with the standards and policies of international humanitarian law. In coordination with these international standards and organizations, the National Council monitors the activities of various domestic authorities, examining their adherence to and implementation of the international conventions that Morocco has ratified. This Council facilitates training sessions and educational programs that promote these international human rights standards. The CNDH also develops cooperative partnerships outside of Morocco in order to promote information sharing with, for example, the International Committee of the Red Cross, as well as other bodies concerned with international human rights.

The CNDH has two main mandates: the protecting of human rights (through the law) and the promotion of human rights (through raising awareness and government memorandums). The majority of their work is through “naming and shaming.” Educating the population about human rights is a huge challenge for the CNDH, and some of their more successful endeavors have included passing recommendations for the Moroccan government. A broader mandate of 13 different regional human rights councils share best practices with each other and helped to found the truth-finding commission, asking questions such as, “What are human rights?” and “How does freedom of speech function?” The CNDH recognizes a need for tolerance and fosters understanding between different groups of people. Kaila and Lauren were supervised by a CNDH staff member.

Centre du le Culture Africain

Student Volunteers: Shelby House (2 weeks)

The Centre du le Culture Africain is an organization which focuses on improving human rights for sub-Saharan African immigrants and on promoting sub-Saharan African culture throughout Morocco. Shelby was supervised by a staff member from the Centre du le Culture Africain.

Féminine Plural Association

Student Volunteers: Lauren Barnett (2 weeks)

The Féminine Plural Association works to educate women in Rabat through providing classes and tutoring options in subjects such as English and French. Lauren was not supervised by a Féminine Plural Association staff member.



Students: Lauren Hogg & Paige Yelvington**Host Family: El Azizi****Members of the family:**

Mother: Al Batoul

Father:

Mohammed

Daughters: wafaa(23 years old)

Sons: Abdelah (34 years old) & Abdelali(15years old)

Family Description

Languages: Moroccan Arabic – English (Basic English)– French

Room: Shared

Toilet: Turkish

Students: Chelsea Derer & Adria Zern**Host Family: Abboudi****Members of the family:**

Mother: Mbarka

Daughters: Oumayma(14 years old)/ Son: Boutayna (12)

Family Description:

Languages: Moroccan Arabic –French – English (Basic)

Room: Shared

Toilet: Turkish

Students: Lauren Barnett & Shelby House**Host Family:Alami****Members of the family:**

Mother: Nabila

Father:Walid

Son: Yassine (5 years old)

Family Description

Languages: Arabic -English – French- Spanish

Room: Shared

Toilet: Turkish

Students: Kaila Gilbert & Farishtay Yamin**Host Family: Ben Omar****Members of the family:**

Mother: Nezha
Son: Mohmed + ILham (Son's wife)
Son's daughter: Dyae (5years old)

Family Description

Languages: Arabic -English – French – English (Basic English)
Room: Shared
Toilet: Turkish

Leader: Lauren Moon**Host Family: Ritel(1)****Members of the family:**

Mother: Fouzia
Father: Abdellatif
Sons: Yassine (8) & Chemseddine (5)
Aunt: Jamila

Family Description

Languages: Moroccan Arabic –French- English (Basic English)
Room: Single
Toilet: Western

“I have gained an enormous appreciation for alternative ways of living, as well as an increased understanding of ways that communication and language affect our capabilities, perceptions, & behaviors. I hoped to be challenged, to be enlightened, and to be bettered by the experience. All three happened.”

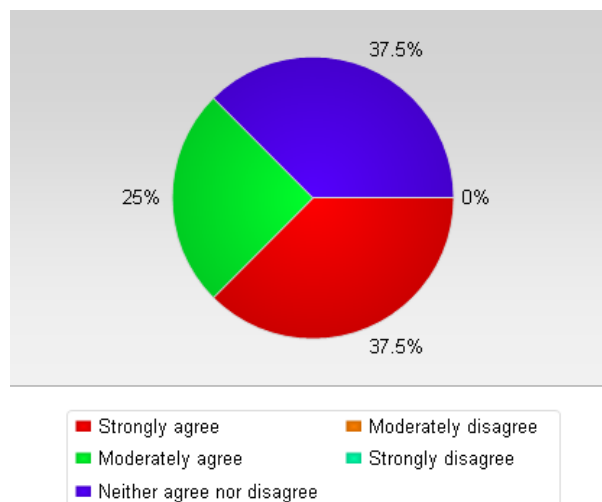
IV. LOCAL PARTNERSHIP

Organization: Center for Cross Cultural Learning

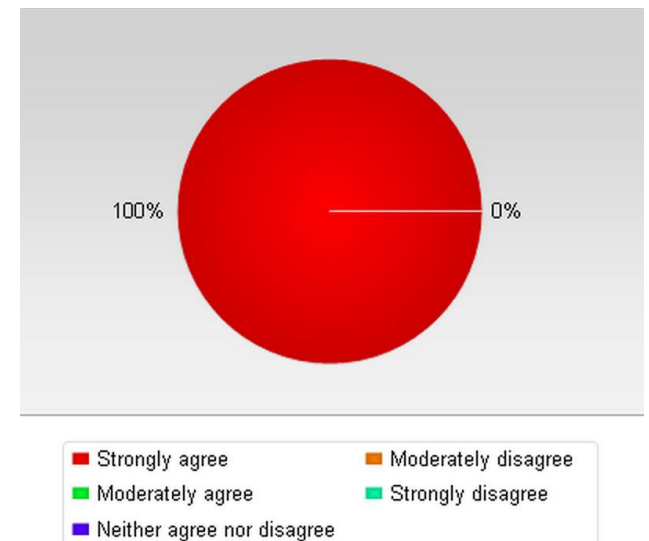
Coordinator: Abdelghani Al Ouadali

Assessment Highlights:

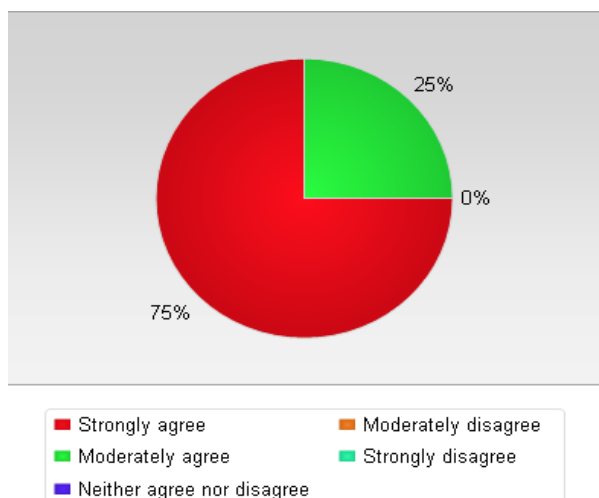
CCCL Staff dealt adequately with problems/issues.



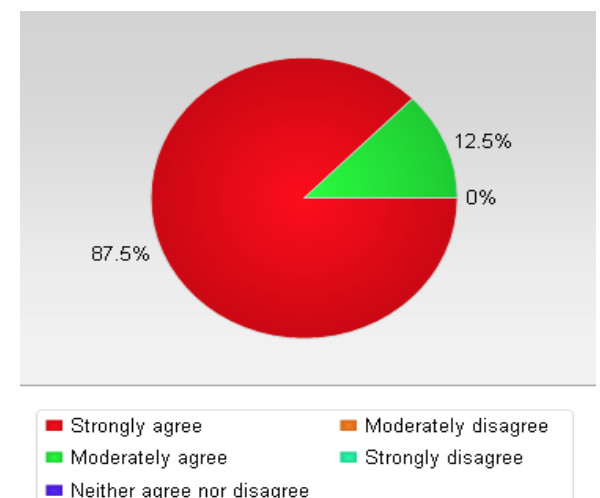
CCCL Staff were approachable.



CCCL Staff treated all students equitably & fairly.



CCCL Staff were an asset to the program.





VI. LEARNING OUTCOMES

Increased awareness of beliefs, values, attitudes, & emotions that motivate one to serve international communities



A greater respect for multiple viewpoints & group contributions



An applied comprehension of integrity and responsibility



An understanding of the connection & charge to contribute meaningfully to the global community



Increased ability to productively adapt to a different culture while maintaining commitment to the goals of the group

VII. ASSESSING OUTCOMES

Vanderbilt students described their experience in Morocco as...



“I felt that through my work at my service site and other daily life experiences in my home stay I learned about the educational system in Morocco and Moroccan culture among many other things regarding ethics and service.”

Connecting Data to Learning Outcomes

Pre-Assessment: 9 Responses | Post Assessment: 8 Responses

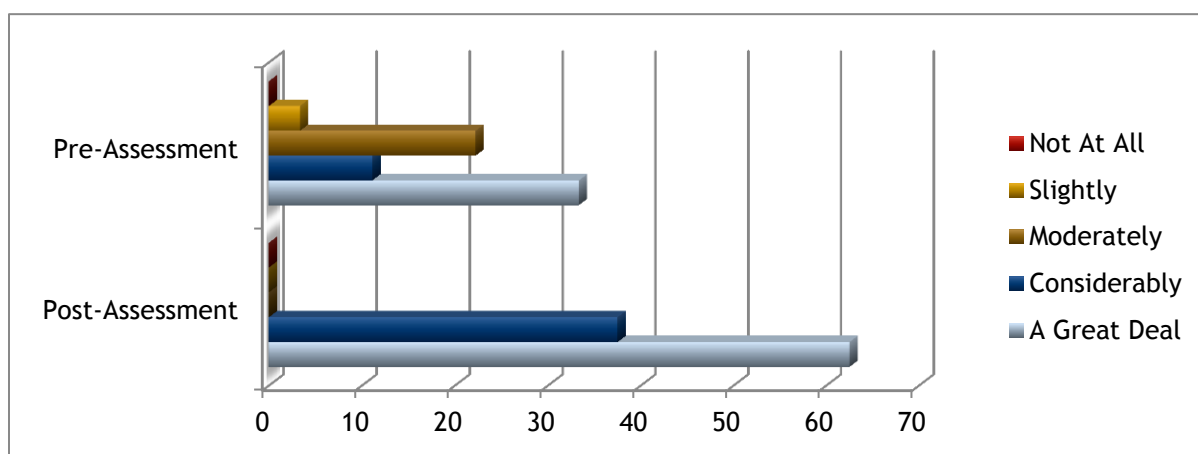
Learning Outcome 1:

Increased awareness of beliefs, values, attitudes and emotions that motivates one to serve international communities

Percentage of participants who feel that they ***developed an understanding of another country and its culture*** considerably or a great deal.

Pre-Morocco Global Service: 44.41%

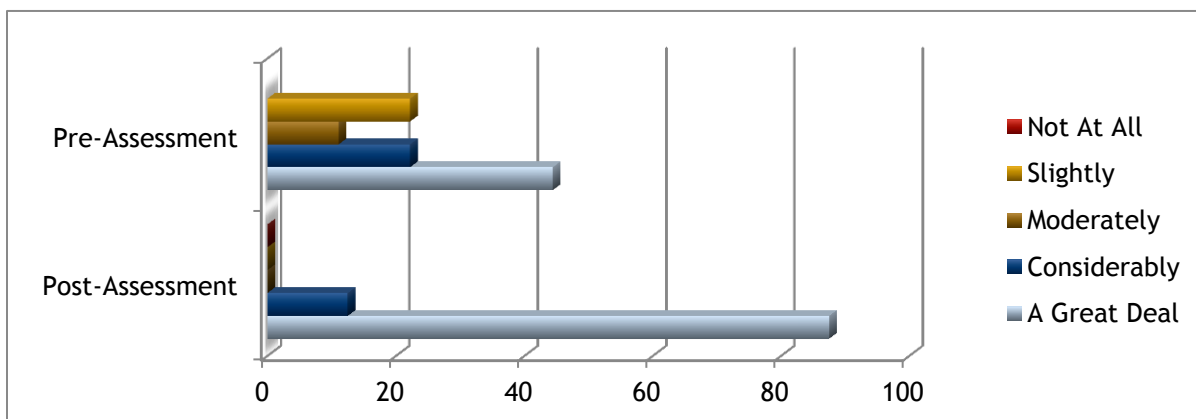
Post-Morocco Global Service: 100%



Percentage of participants who feel that they had the opportunity to ***reflect on and examine their own personal and cultural values*** considerably or a great deal.

Pre-Morocco Global Service: 66.66%

Post-Morocco Global Service: 100%



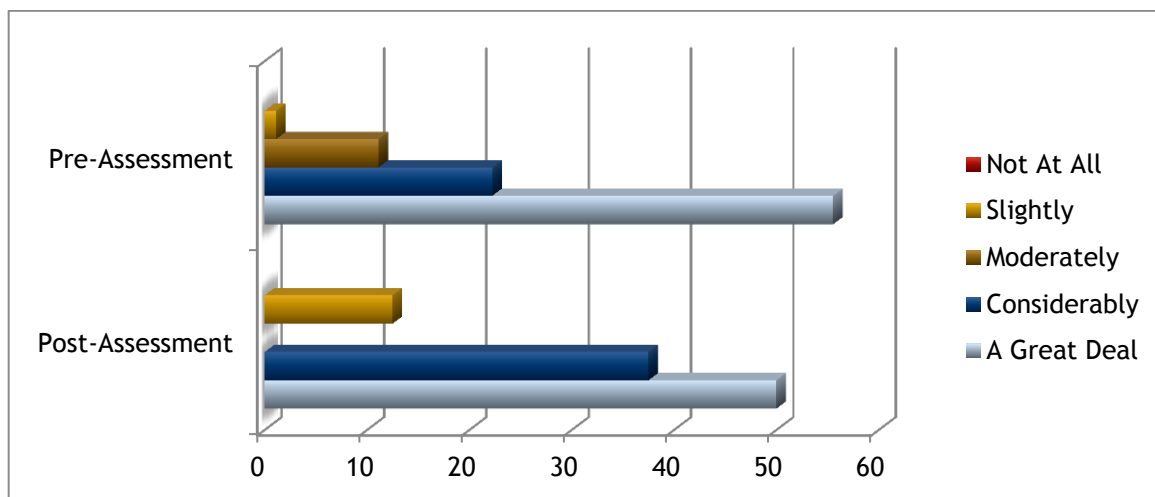
Learning Outcome 2:

A greater respect for multiple viewpoints and group contributions

Percentage of participants who feel that they had the opportunity *to identify with people of different backgrounds and/or social structures* considerably or a great deal.

Pre-Morocco Global Service: 77.77%

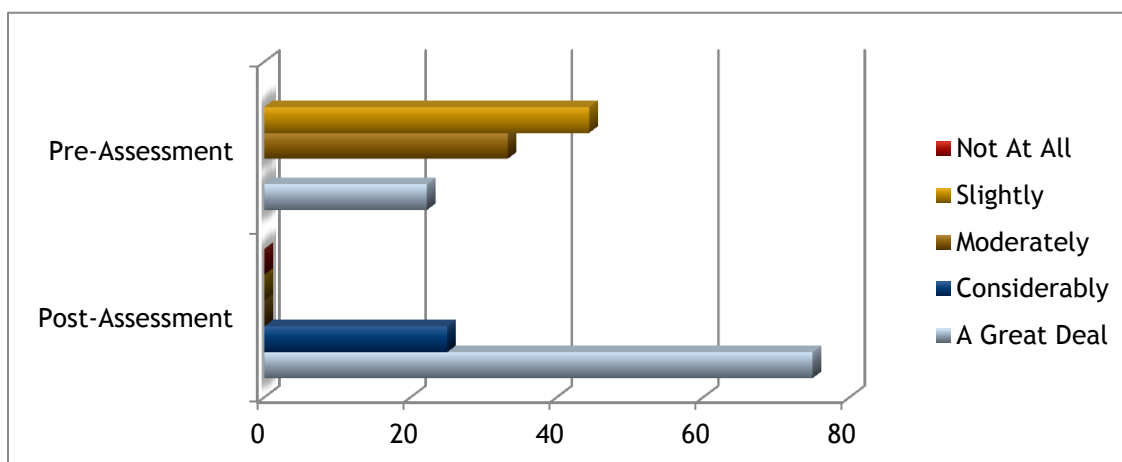
Post-Morocco Global Service: 87.5%



Percentage of participants who feel that they can *demonstrate patience & flexibility when adjusting to a new culture* considerably or a great deal.

Pre-Morocco Global Service: 22.22%

Post-Morocco Global Service: 100%



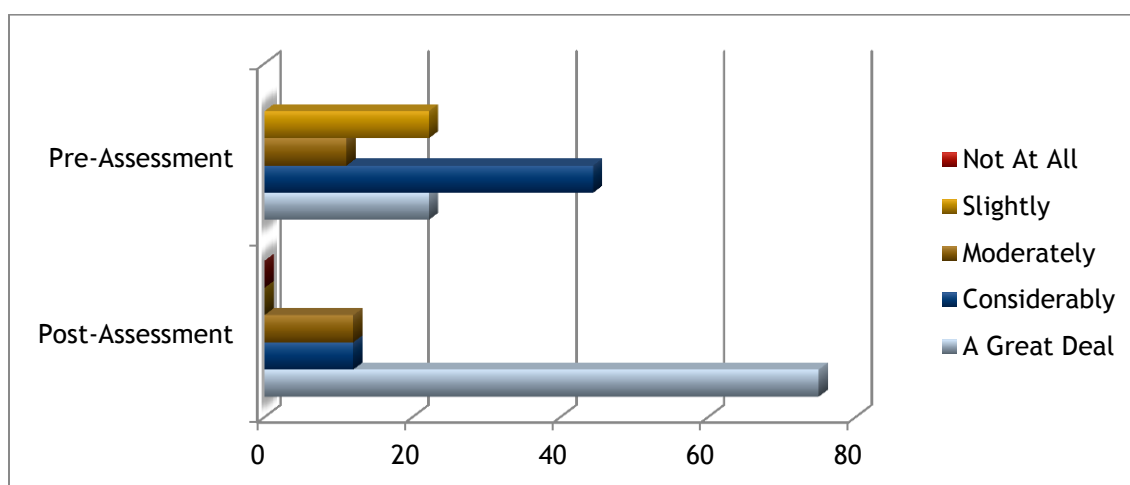
Learning Outcome 3:

An applied comprehension of integrity and responsibility

Percentage of participants who feel that they had the opportunity to ***examine their own socioeconomic position in life*** considerably or a great deal.

Pre-Morocco Global Service: 66.66%

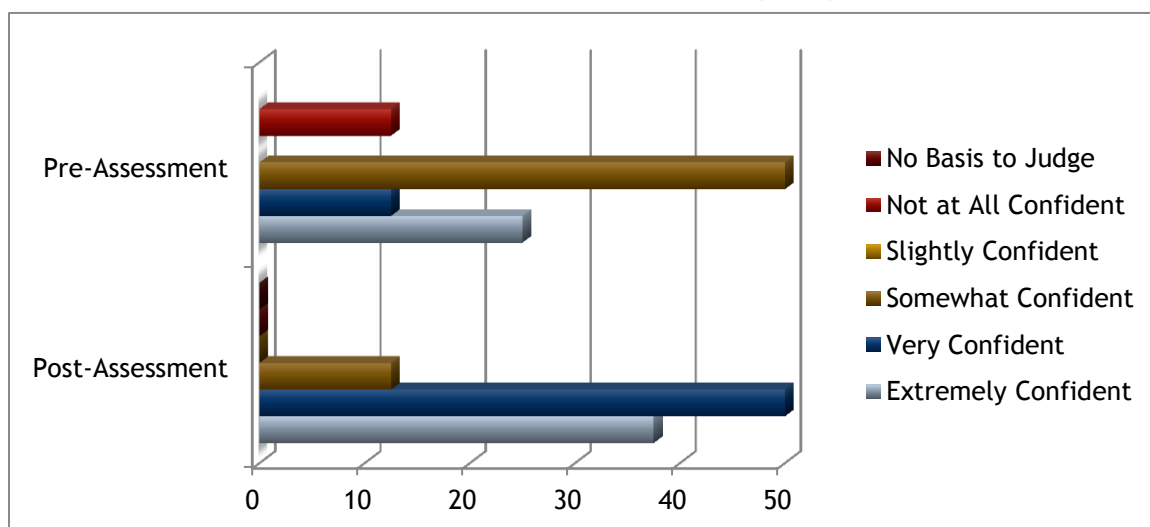
Post-Morocco Global Service: 87%



Percentage of participants who feel that they are extremely or very confident in their ability ***to identify systemic barriers to equality, inclusiveness, and shared understanding***.

Pre-Morocco Global Service: 37.5%

Post-Morocco Global Service: 87.5%



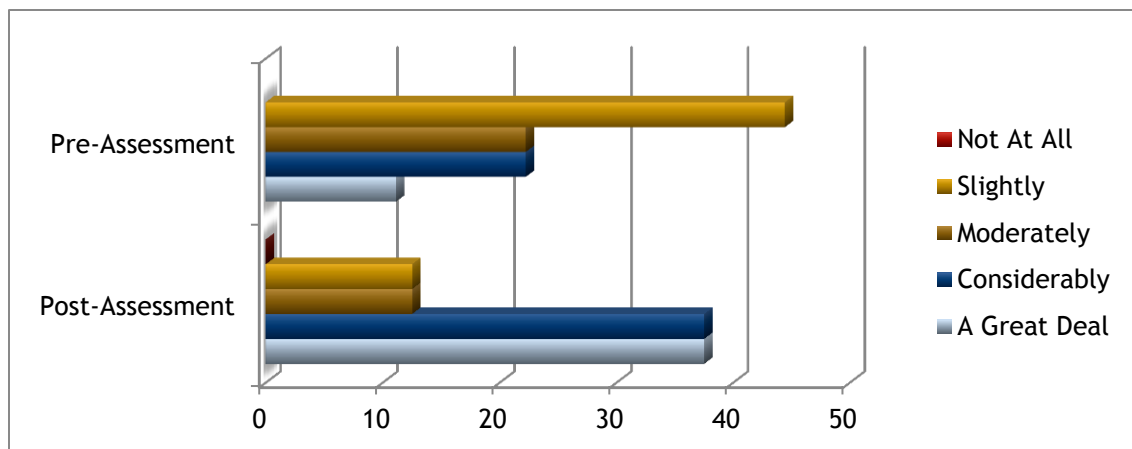
Learning Outcome 4:

An understanding of the connection and charge to contribute meaningfully to the global community

Percentage of participants who feel that they had the opportunity *to practice global citizenship* considerably or a great deal.

Pre-Morocco Global Service: 33.33%

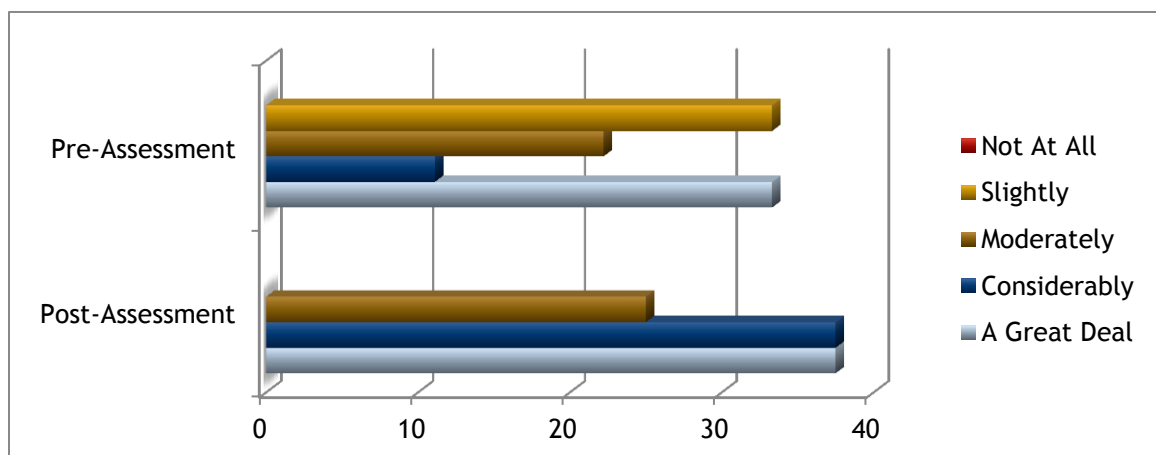
Post-Morocco Global Service: 75%



Percentage of participants who feel that they *established mutually beneficial and rewarding relationships with someone from a different culture* considerably or a great deal.

Pre-Morocco Global Service: 44.44%

Post-Morocco Global Service: 75%



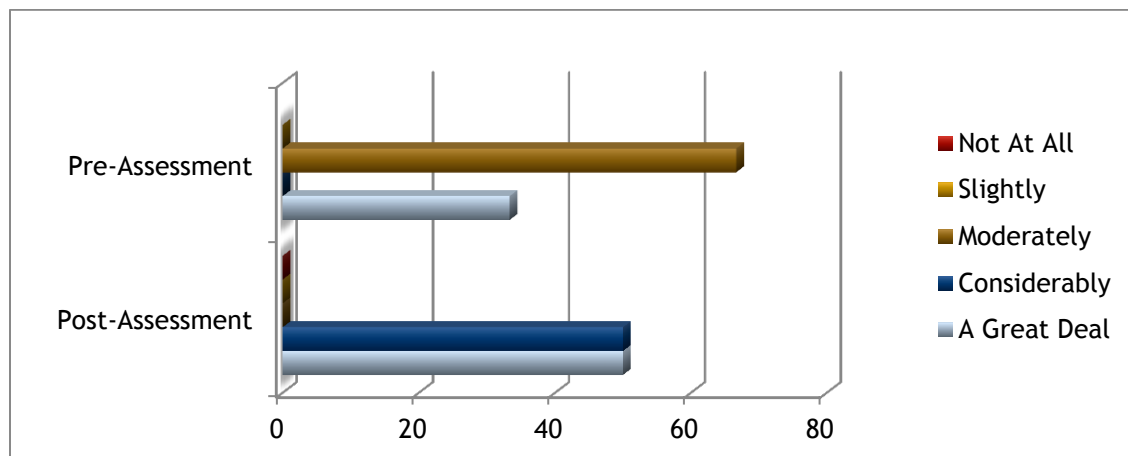
Learning Outcome 5:

Increased ability to productively adapt to a different culture while maintaining commitment to the goals of the group

Percentage of participants who feel that they can ***navigate a culture different from their own*** considerably or a great deal.

Pre-Morocco Global Service: 33.33%

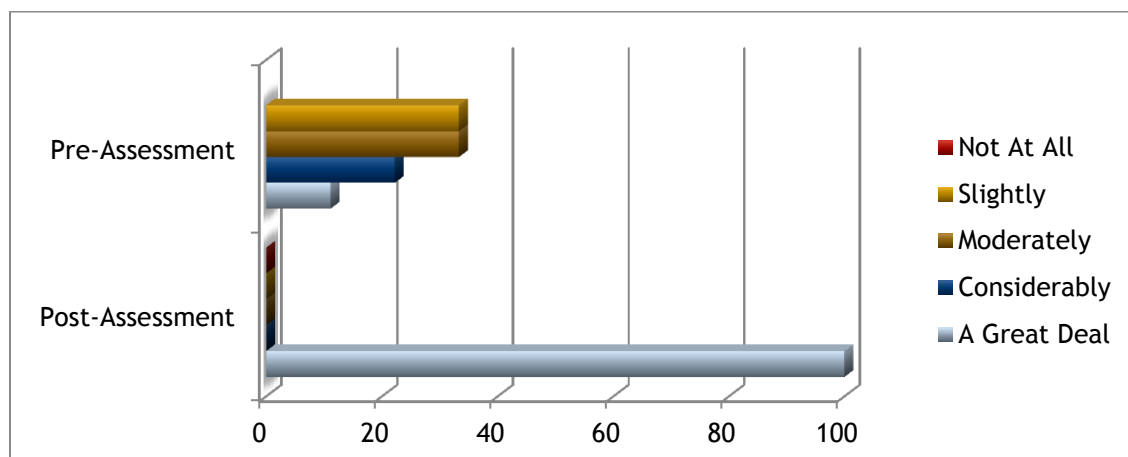
Post-Morocco Global Service: 100%



Percentage of participants who feel that they demonstrated an ***ability to work, live, or travel beyond their personal comfort zone*** considerably or a great deal.

Pre-Morocco Global Service: 33.33%

Post-Morocco Global Service: 100%



VIII. KEYS TO CONTINUED SUCCESS

SPRING SEMINARS

1. Partner with staff in the Women's Center and faculty from Women's and Gender Studies to improve curriculum around women's issues.
2. Develop basic Moroccan Arabic skills with students.
3. Provide more in-depth review of Moroccan culture, including gender and social dynamics, food, etiquette, art, and religion.
4. Explain Turkish toilets and bucket showers.

PROGRAM

1. Fees should not be waived unless other students' fees are covering the costs. Raise fees if necessary to help subsidize other students.
2. Recruit students with French skills.
3. Work with CCCL as early as possible in the spring to match students to service sites.
4. Connect students with a supervisor at their site prior to arrival.
5. Schedule room for weekly reflection sessions at CCCL prior to arrival.
6. Plan for only one day in Marrakesh.
7. Schedule bi-monthly 1:1's instead of weekly.

