

## 2014 OACS Global Program Report

Port Elizabeth, South Africa

June 1 - 28, 2014

Office of Active Citizenship & Service

Khaya Volunteer Projects

Site Leader: Kiersten Chresfield

Site Director: Sherif Barsoum



GLOBAL  
SERVICE

SOUTH  
AFRICA

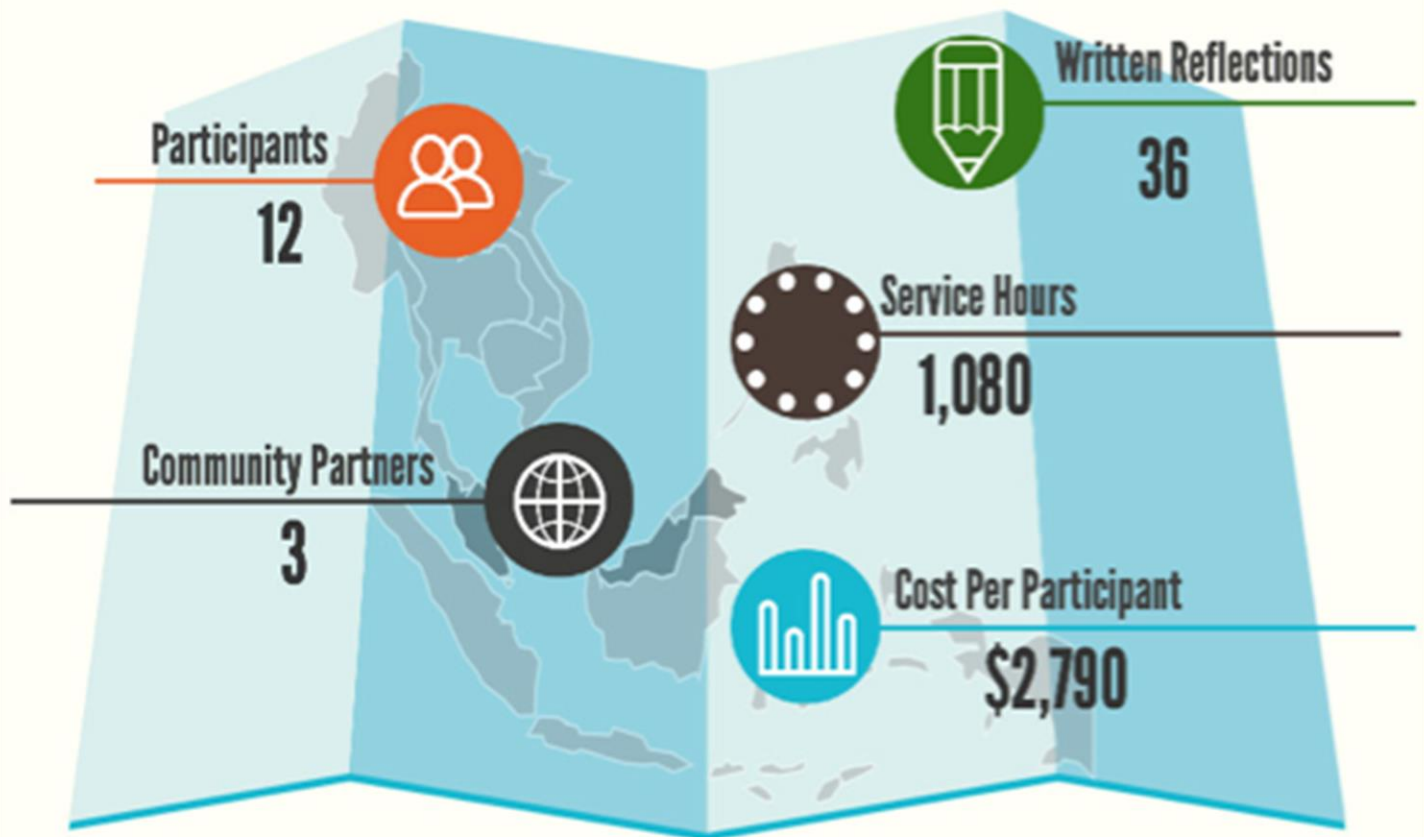
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# SNAPSHOT: 2014 OACSGLOBAL SERVICE SOUTH AFRICA



 Partnered with Khaya Volunteer Projects

12 students + site leader in community partner house in Port Elizabeth 

## LEARNING OUTCOMES

CONCEPTUALIZE A SERVICE EXPERIENCE IN THE CONTEXT OF THE SOUTH AFRICAN SOCIO-POLITICAL AND CULTURAL ENVIRONMENT

SERVE THE NEEDS OF OTHERS THROUGH INTENTIONAL OBSERVATION AND ACTIVE LISTENING TO A COMMUNITY'S SELF-IDENTIFIED NEEDS

UNDERSTAND THE DIVERSE BACKGROUNDS AND PERSPECTIVES OF THOSE OFFERING AND RECEIVING SERVICE

EXPAND CRITICAL THINKING THROUGH EXAMINATION OF DEEPER ISSUES RELATED TO EQUITY AND JUSTICE

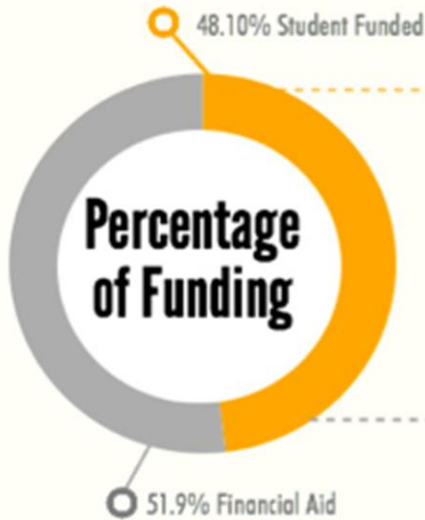
REALIZE YOUR POTENTIAL TO AFFECT COMMUNITY CHANGE WHILE MAINTAINING AND HUMBLE APPRECIATION OF THE CHALLENGES OF IMPACT

APPLY LEARNING TO FUTURE PROJECTS AND BROADER ISSUES SUCH AS SOCIAL RESPONSIBILITY, PUBLIC POLICY AND CITIZENSHIP

INSPIRE REFLECTION, WHICH EXTENDS TO A DEPTH THAT COULD NOT BE PREDICTED OR REQUIRED AND CHALLENGES PRECONCEPTIONS AND ASSUMPTIONS

DEVELOP INTERPERSONAL SKILLS IN CONFLICT RESOLUTION AND GROUP DECISION MAKING

## 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

### MISSIONVALE CARE CENTER

A holistic center committed to providing consultation, self-development, and love to people of the land township of Missionvale.

### KHAYA VOLUNTEER PROJECTS

A center focused on providing resources for both children and the elderly in Walmer Township.

### HUMAN DIGNITY CENTER

### IZIZWE PROJECTS

An organization devoted to the support and uplifting of children from the Walmer Township, many of whom directly or indirectly experience the effects of HIV/AIDS.

## 2014 SOUTH AFRICA COHORT



Lauren Barnett



Kevin Clavin



Mary Carlisle  
Crehore



Melissa De La  
Torre



Malak  
Elmousallamy



Alisha Newton

## 2014 SOUTH AFRICA COHORT



Devon Reese



Else Sharp



Blair Tramel



Sarah  
Wheatley



Tremonisha  
West



Shiloah  
Wilson

# EXPERIENCE

INTERNSHIP

SERVICE LEARNING

VOLUNTEERING



## ON THE PLUS SIDE

- Service in the Township
- Group Bonding
- Immersing with Locals
- Cape Town Homestay
- Food & Weekend Excursions
- Building Relationships
- Raw Exposure to Different Lifestyles



## ON THE DOWN SIDE

- Too Little Impact
- Language Barrier
- Isolation in the Suburbs
- Social Dynamics
- Group Too Large

# IN A WORD...





## A FEW TIPS FOR NEXT YEAR



FOR SPRING SEMINARS  
DIG DEEPER AND FOCUS ON  
SOUTH AFRICA CONTEXT AND  
CULTURE



FOR LOCAL PARTNERS  
MORE EFFECTIVE  
COMMUNICATION WITH GROUP  
THROUGHOUT THE TRIP



FOR OACS STAFF  
EVALUATE PARTNERSHIP  
WITH KHAYA FOR NEXT YEAR



FOR SITE LEADER  
LEAD REFLECTIONS ABOUT  
DIFFICULT TOPICS SUCH AS  
RACE, POVERTY, & OPPRESSION

## FOR MORE INFO, VISIT:

<http://www.vanderbilt.edu/oacs/programs/oacs-global-service-projects/south-africa>

A PROJECT BY:

Office of  
**ACTIVE CITIZENSHIP  
& SERVICE**

IN PARTNERSHIP WITH:



## II. 2014 SOUTH AFRICA COHORT

Lauren Barnett

- Sophomore

Kevin Clavin

- Junior

Mary Carlisle Crehore

- Sophomore

Melissa De La Torre

- First Year

Malak Elmousallamy

- Sophomore

Alisha Newton

- First Year

Devon Reese

- Junior

Else Sharp

- Senior

Blair Tramel

- Junior

Sarah Wheatley

- Sophomore

Tremonisha West

- Graduate Student

Shailoah Wilson

- Sophomore

*“The raw exposure to a life so drastically different than our own, presented within an accepting and inquisitive process, helped me approach {service} in a culturally aware and anthropological manner.”*

### III. SERVICE SITES & CAPE TOWN

#### Service Sites

##### Missionvale Care Center

Student Volunteers: Lauren Barnett, Devon Reese, Else Sharp, Kevin Clavin, Tremonisha West

The Missionvale Care Centre operates in the extremely poor shack land township of Missionvale in Port Elizabeth, South Africa - part of the wider Nelson Mandela Metropole. It was founded by Sister Ethel Normoyle, from humble beginnings, under a tree donated by a resident of Missionvale. It has grown into a holistic Centre committed to providing quality care and support to improve the life of the people of Missionvale through love, consultation, participation and self-development with particular emphasis on those living with HIV/AIDS.

Vanderbilt students supported Missionvale in the following ways:

- Nutrition Unit
- Medical support and HIV/AIDS Clinic
- Crafts Unit
- Child Support and Development
- Clothing warehouse
- Community Gardens

##### Izizwe Projects - Human Dignity Centre

Student Volunteers: Alisha Newton, Malak Elmousallamy, Sarah Wheatley, Kiersten Chresfield, Blair Tramel

Izizwe Projects is an organization dedicated to the community, and youth in particular in the townships of Gqebera, more commonly known as Walmer Township in Port Elizabeth (PE), South Africa. Many of the children in Walmer Township have to deal directly or indirectly with HIV/AIDS. Izizwe works to provide these children with mentorship, tutelage, and social support.

The Human Dignity Center is located just outside Walmer Township and offers several services to the community such as a small primary school (4 grades), afterschool sports activities, a sewing club for elderly women and holiday programmes for school children. Vanderbilt students supported local teachers in the classrooms, helped plan sports and crafts, and assisted with childcare and activities.

## Izizwe Project - Crèches

Student Volunteers: Melissa de la Torre, Mary Carlisle Crehore, Shailoah Wilson,

Izizwe Projects supports 7 different crèches (the South African term for preschools) where Vanderbilt students helped to care for and give individual assistance to 20-30 children in the ages of 3-6 years. Personal attention is often lacking for children in Walmer and thus is a vital component of Izizwe's mission. At the crèches, Vanderbilt students helped to organize games and sports, assisted in providing food for the children, planned activities, and helped teachers in all areas of need. Many wonderful educators in these preschools struggle to take care of and teach large numbers of children in challenging circumstances, thus the role of the volunteer was important in lessening that load.



*“My spirit to serve has been renewed. My motivation has also sky-rocketed. My expectations were by far exceeded!”*

## Cape Town

### **Sunday 22 June**

780 km bus trip to Cape Town along the Garden Route. Stops included Nature's Valley for a short hike and picnic and a brief stop in Knysna. Arrived in Mosselbay to spend the evening.

### **Monday 23 June**

Visited the Bartholomew Dias Complex in Mosselbay where students gained insight into the arrival of the first explorers in Southern Africa in 1488, viewed the oldest post office in Africa, and studied a replica of the Dias Caravel. Continued to Cape Town where students were taken in groups of 2 to their respective homestay families.

### **Tuesday 24 June**

Climbed Table Mountain, a unique national landmark, with host families and explored the old city center including the Iziko Museum, the old Company Gardens and Green Market Square.

### **Wednesday 25 June**

Learned more about Apartheid through visits to the museum of District 6 and Robben Island, where many political captives, the most famous being Nelson Mandela, were imprisoned.

### **Thursday 26 June**

Visited Lofdal Community Projects, an organization situated on the outskirts of Cape Town, to learn more about how they serve a neighbouring impoverished community.

### **Friday 27 June**

Final day exploring Cape Town and final day with host families.

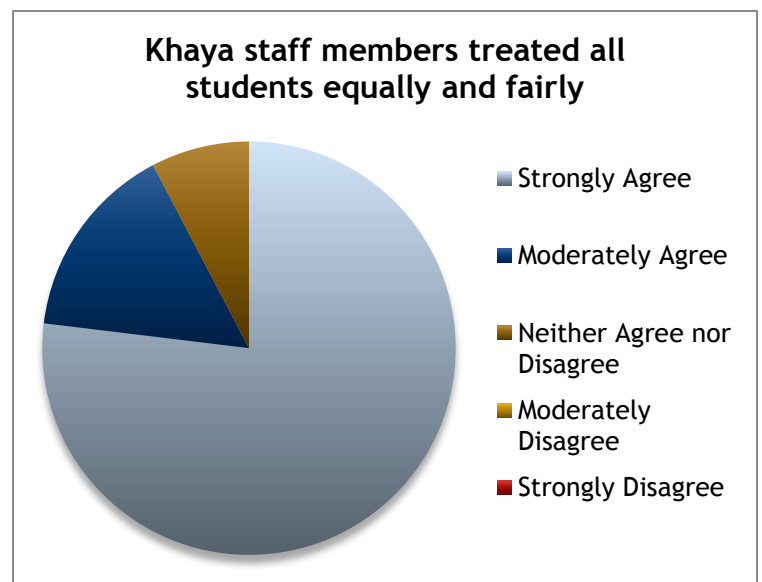
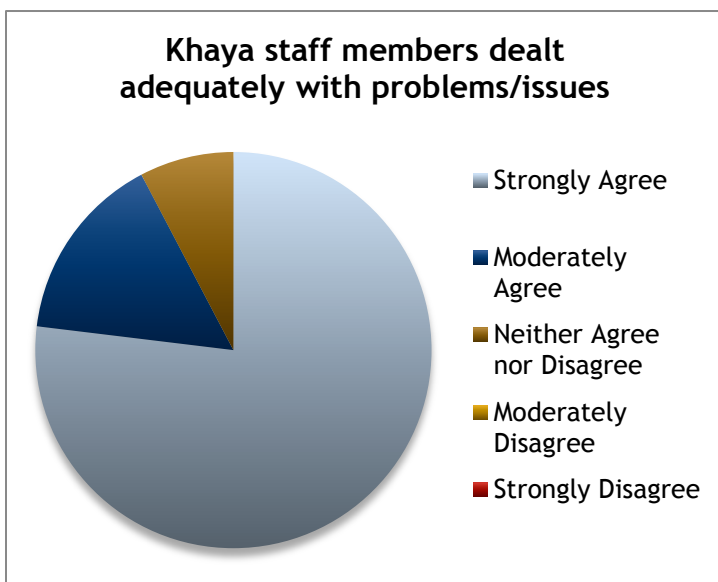
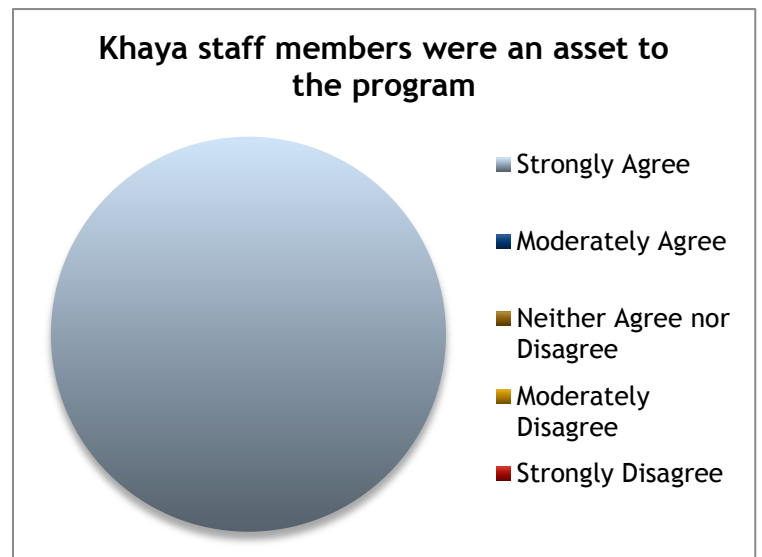
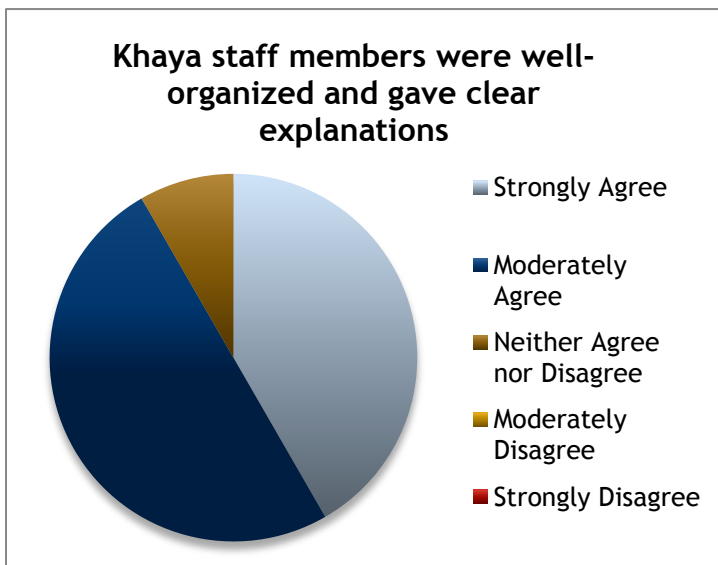


## IV. LOCAL PARTNERSHIP

Organization: Khaya Volunteer Projects

Coordinators: Junayne, Roos, and Lusi

Assessment Highlights:





## VI. LEARNING OUTCOMES

Conceptualize service experience in the context of South African socio-political and cultural environment.



Learn to serve the needs of others through intentional observation and active listening to a community's self-identified needs.



Understand and value the diverse backgrounds and perspectives of those offering and receiving service.



Encourage critical thinking through examining deeper issues related to equity and justice in society.



Empower students to realize their own potential to affect community change while maintaining humble appreciation of the challenges of impact.



Ability to apply learning to future projects and broader issues such as social responsibility, public policy, and citizenship.



Inspire reflection, which extends to a depth that could not be predicted or required and challenges preconceptions and assumptions in order to explore responsibilities as citizens.



Develop interpersonal skills in conflict resolution and group decision-making.



## VII. ASSESSING OUTCOMES

*Vanderbilt students described their experience in South Africa as...*



*“I feel immensely more confident as an individual after having been shown love from people of a completely different culture... Once you show someone love and kindness, no matter where they are from, they will show you the same in return. Learning lessons like these is what makes me feel like I have become more of a world citizen as I have been able to focus on the similarities between people around the world rather than the differences.”*

## Connecting Data to Learning Outcomes

Pre-Assessment: 13 Responses | Post Assessment: 12 Responses

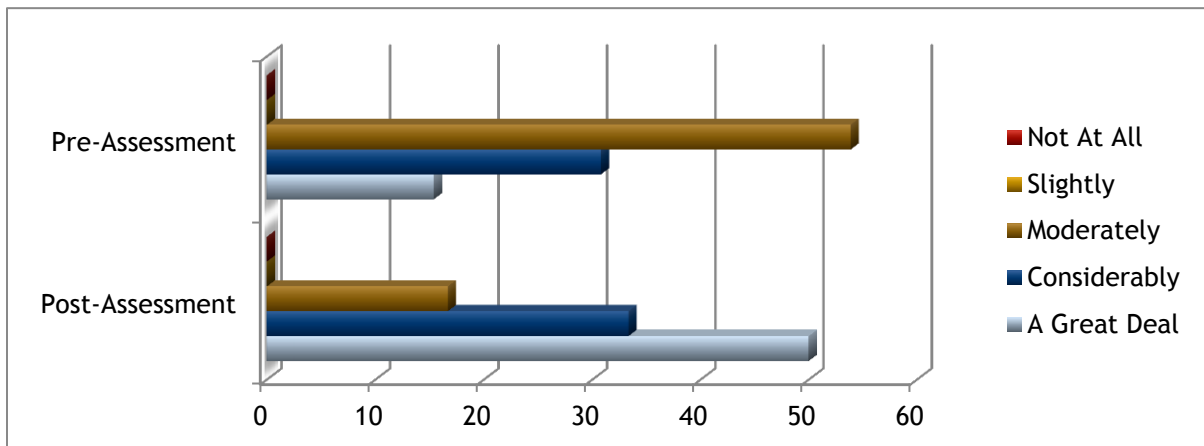
### Learning Outcome 1:

*Conceptualize service experience in the context of South African socio-political and cultural environment.*

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

Pre-South Africa Global Service: 46.15%

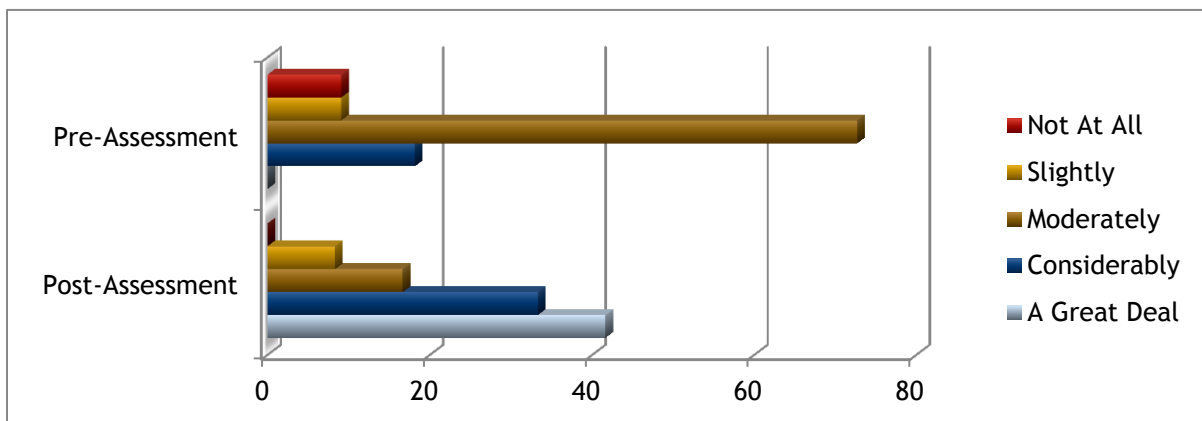
Post-Morocco Global Service: 73.33%



Percentage of participants who feel that they understand ***attributes of cultures and belief systems different from their own*** considerably or a great deal.

Pre-South Africa Global Service: 18.18%

Post-South Africa Global Service: 75%



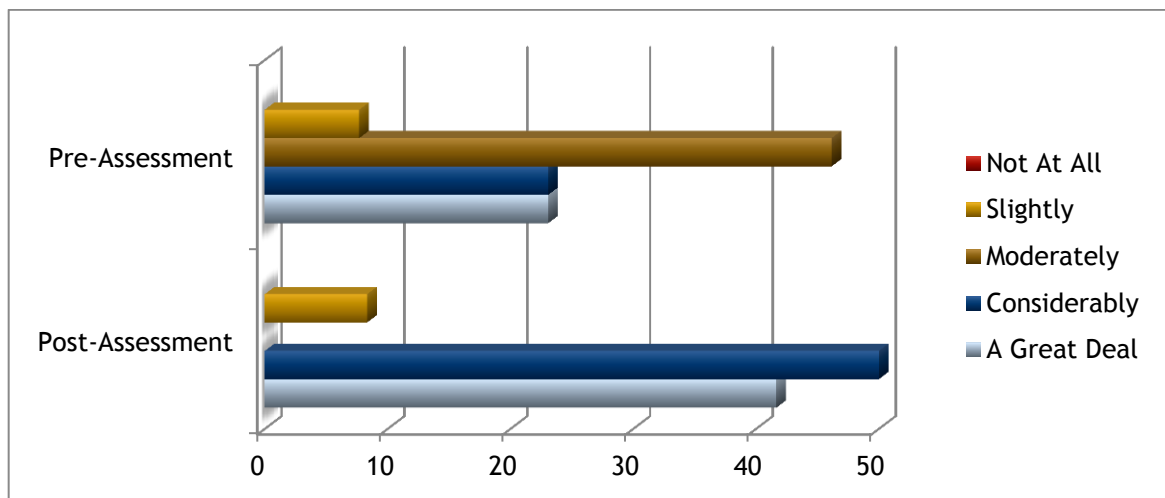
### Learning Outcome 2:

*Learn to serve the needs of others through intentional observation and active listening to a community's self-identified needs.*

Percentage of participants who feel that they had the opportunity *to establish mutually beneficial and rewarding relationships with someone/others from a different culture* considerably or a great deal.

Pre-South Africa Global Service: 46.16%

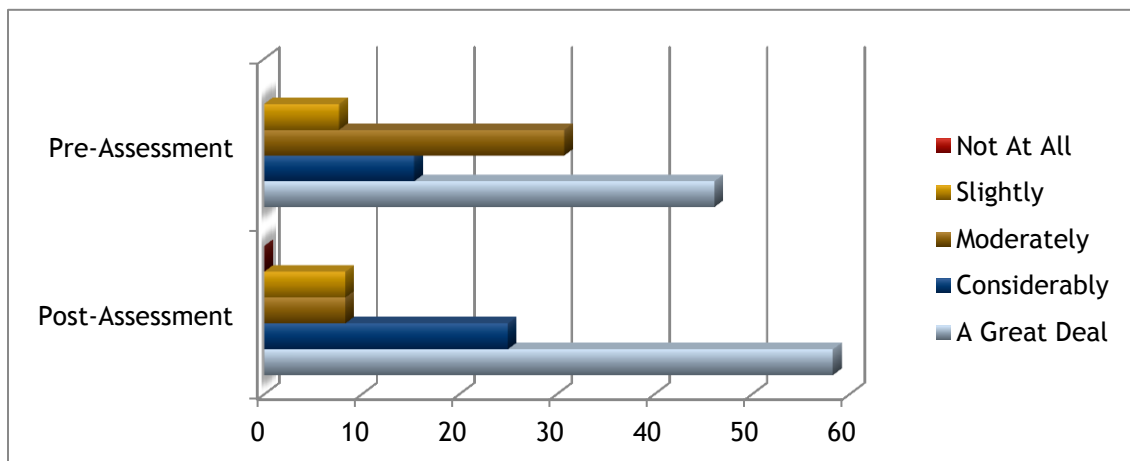
Post-South Africa Global Service: 91.67%



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

Pre-South Africa Global Service: 61.43%

Post-South Africa Global Service: 83.33%



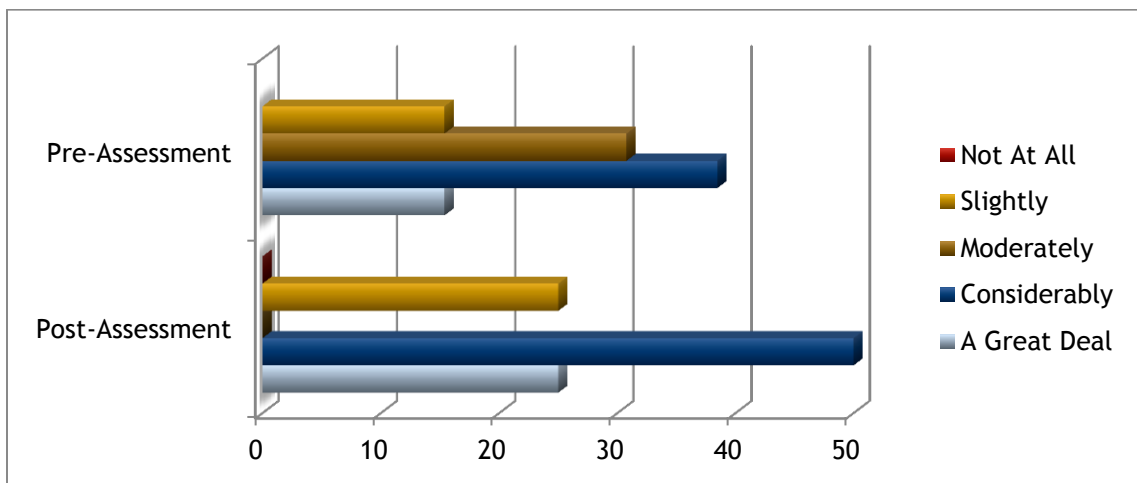
### Learning Outcome 3:

*Understand and value the diverse backgrounds and perspectives of those offering and receiving service.*

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

Pre-South Africa Global Service: 53.84%

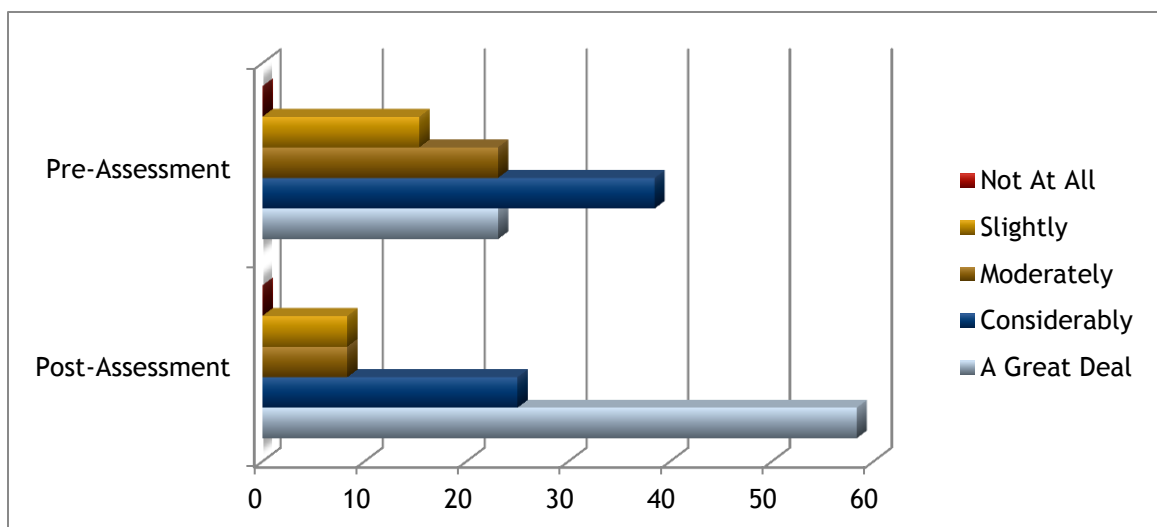
Post-South Africa Global Service: 75%



Percentage of participants who feel that they had the opportunity to ***demonstrate flexibility and patience in adjusting to a new culture*** considerably or a great deal.

Pre-South Africa Global Service: 61.54%

Post-South Africa Global Service: 83.33%



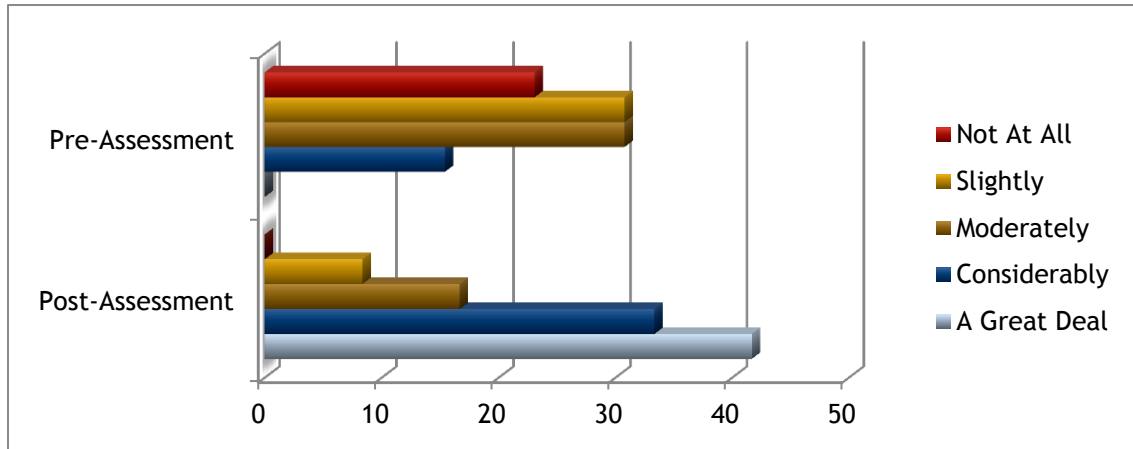
**Learning Outcome 4:**

*Encourage critical thinking through examining deeper issues related to equity and justice in society.*

Percentage of participants who feel that they had the opportunity *to challenge misinformation and stereotypes about the U.S. and South Africa* considerably or a great deal.

Pre-South Africa Global Service: 15.38%

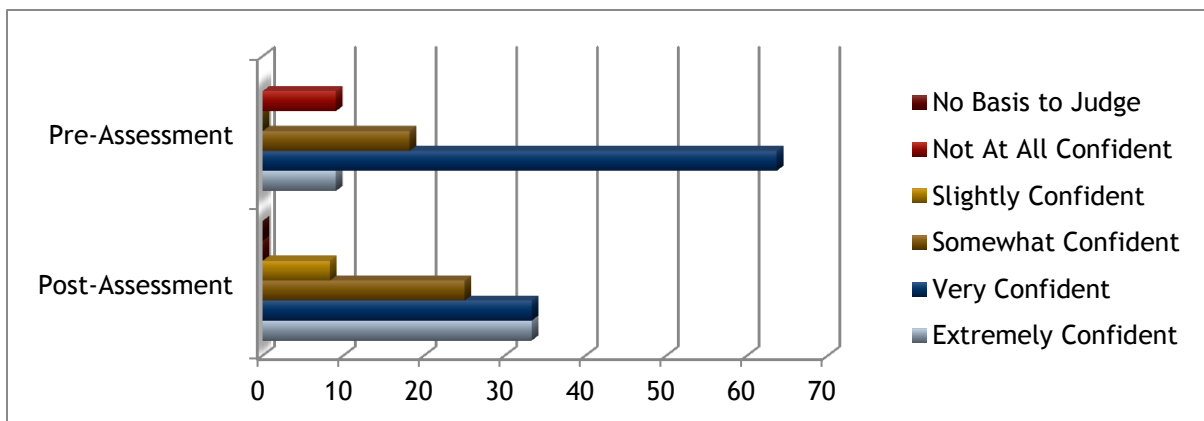
Post-South Africa Global Service: 75%



Percentage of participants who are extremely confident that they would be able *to identify systemic barriers to equality, inclusiveness, and shared understanding*

Pre-South Africa Global Service: 9.09%

Post-South Africa Global Service: 33.33%



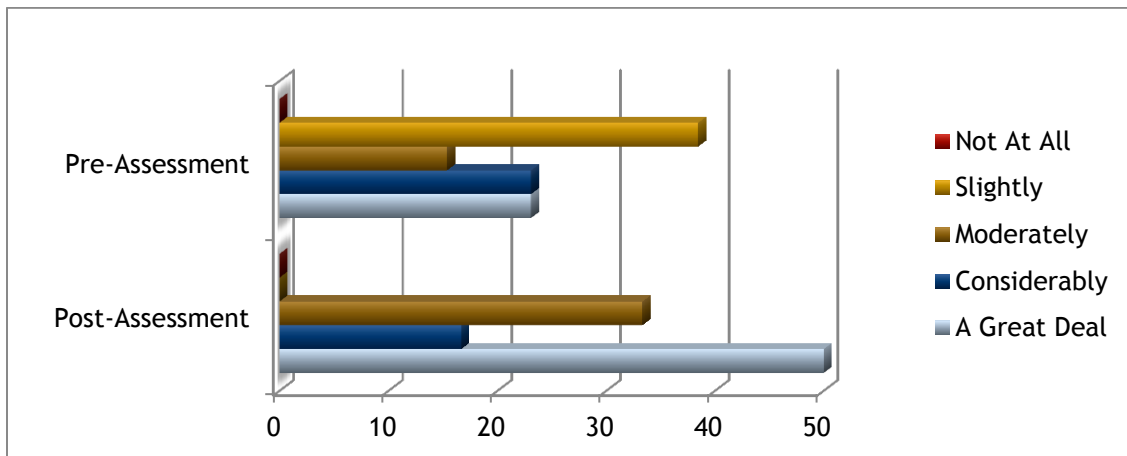
### Learning Outcome 5:

*Empower students to realize their own potential to affect community change while maintaining humble appreciation of the challenges of impact.*

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

Pre-South Africa Global Service: 46.16%

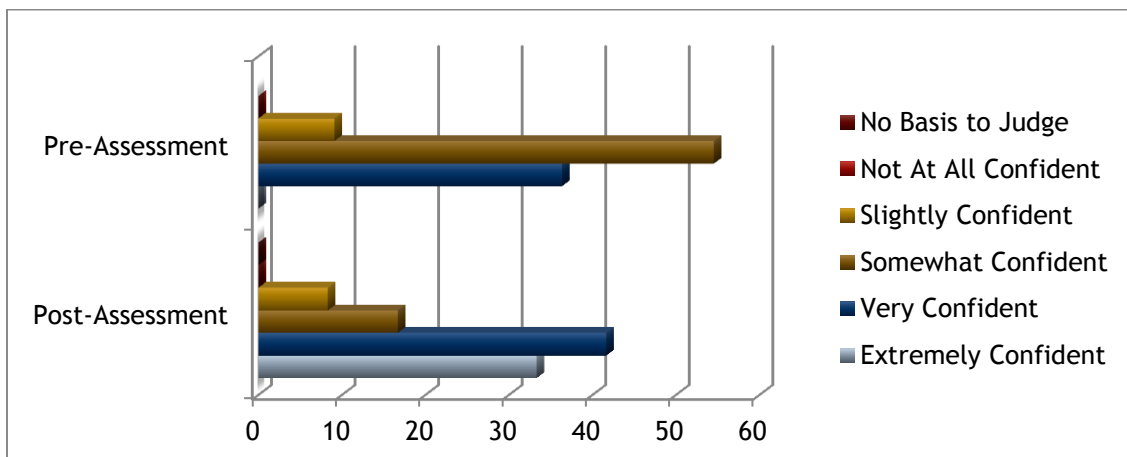
Post-South Africa Global Service: 66.67%



Percentage of participants who are extremely confident or very confident that they have the ability to *challenge what they feel to be unjust or uncivil behavior by an individual or group.*

Pre-South Africa Global Service: 36.36%

Post-South Africa Global Service: 75%



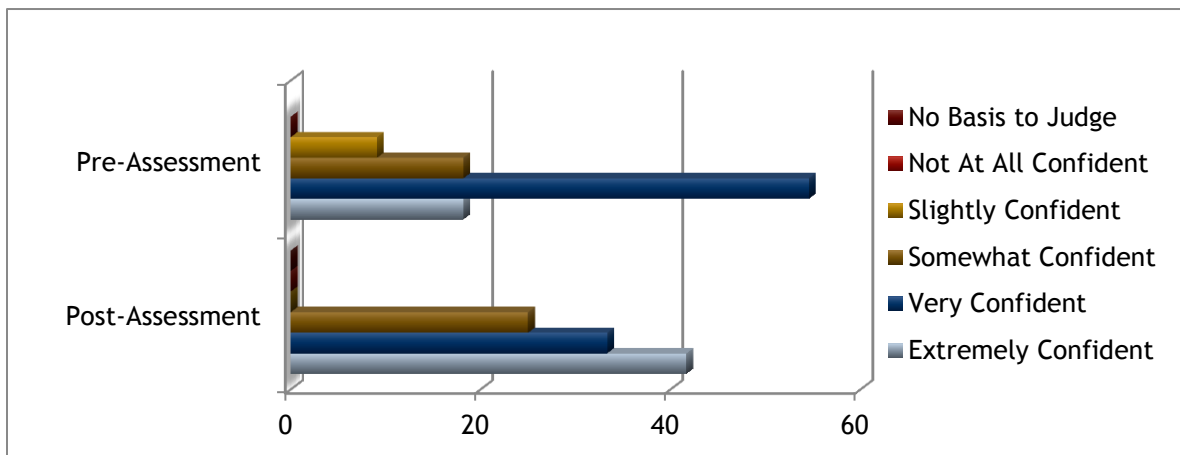
### Learning Outcome 6:

*Ability to apply learning to future projects and broader issues such as social responsibility, public policy, and citizenship.*

Percentage of participants who are extremely confident that they have the ability to *find alternative solutions to a problem*.

Pre-South Africa Global Service: 18.18%

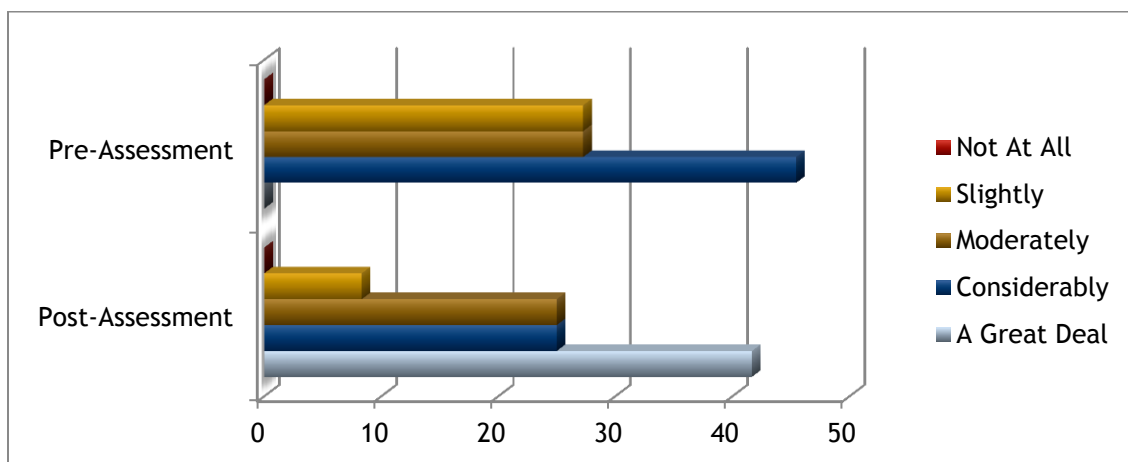
Post-South Africa Global Service: 75%



Percentage of participants who feel that they understand *the interconnectedness of societies worldwide* a great deal.

Pre-South Africa Global Service: 0%

Post-South Africa Global Service: 41.67%

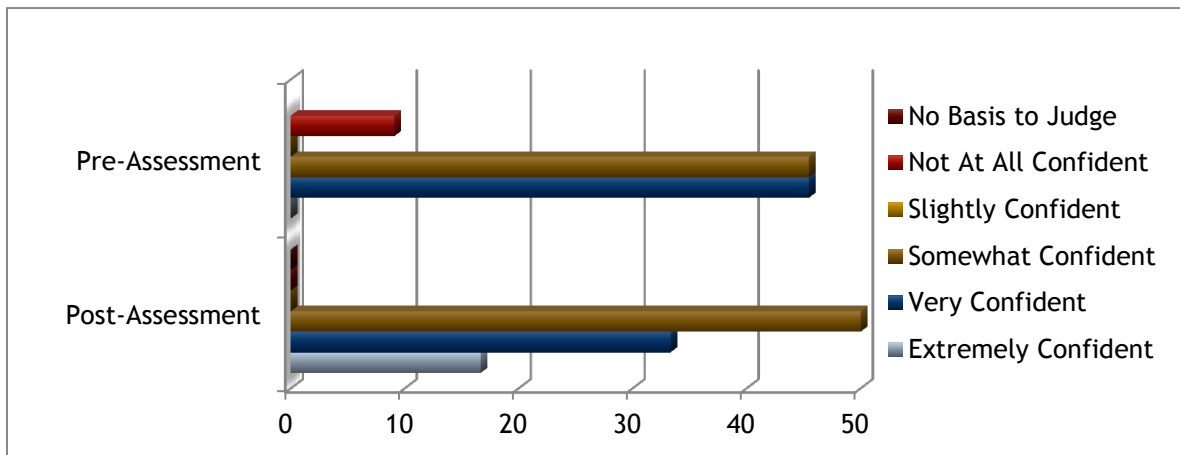


### Learning Outcome 7:

*Inspire reflection, which extends to a depth that could not be predicted or required and challenges preconceptions and assumptions in order to explore responsibilities as citizens.*

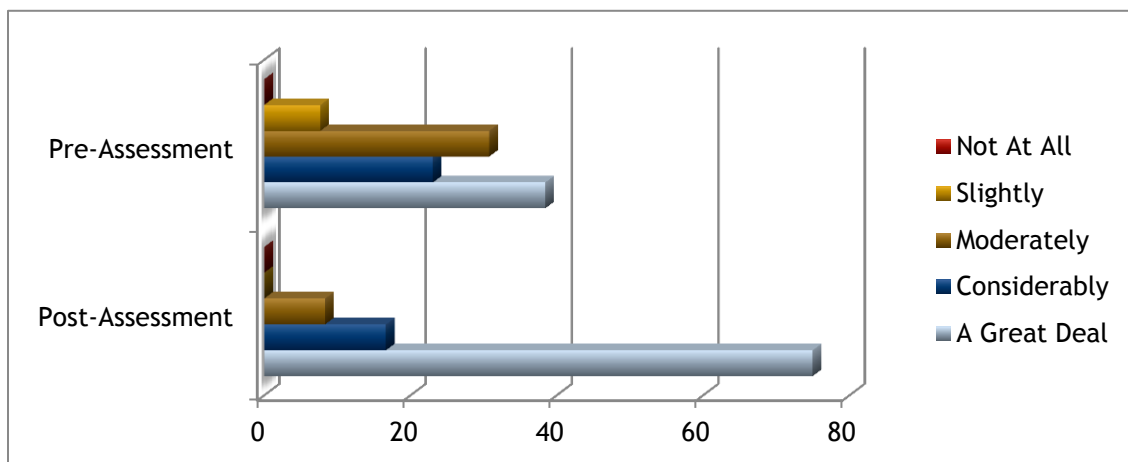
Percentage of participants who feel extremely confident that they have the ability to *help someone else reevaluate a preconceived notion*.

Pre-South Africa Global Service: 0%  
 Post-South Africa Global Service: 16.67%



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

Pre-South Africa Global Service: 61.54%  
 Post-South Africa Global Service: 91.67%





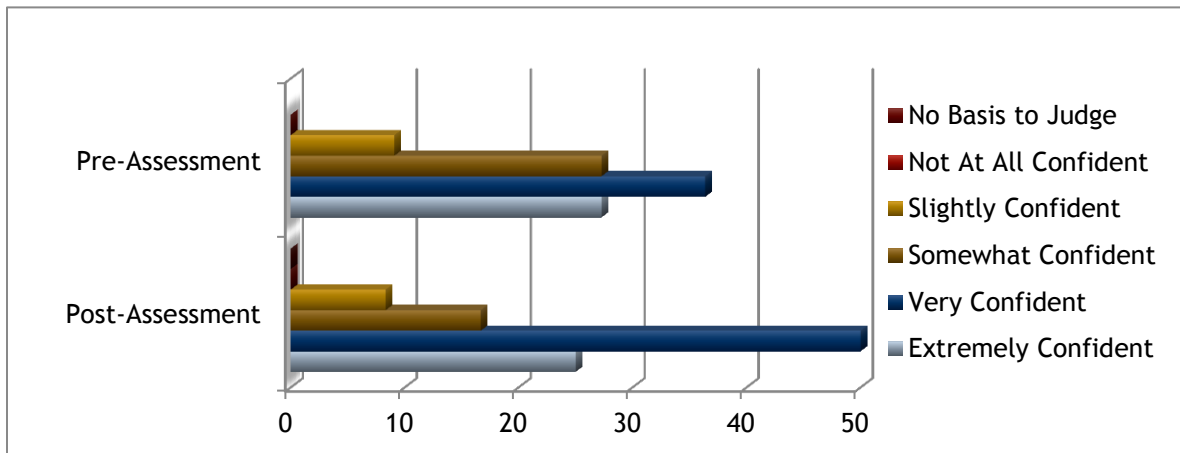
### Learning Outcome 8:

*Develop interpersonal skills in conflict resolution and group decision-making.*

Percentage of participants who feel extremely confident and very confident that they can *work through a difficult relationship with a group/team member.*

Pre-South Africa Global Service: 63.63%

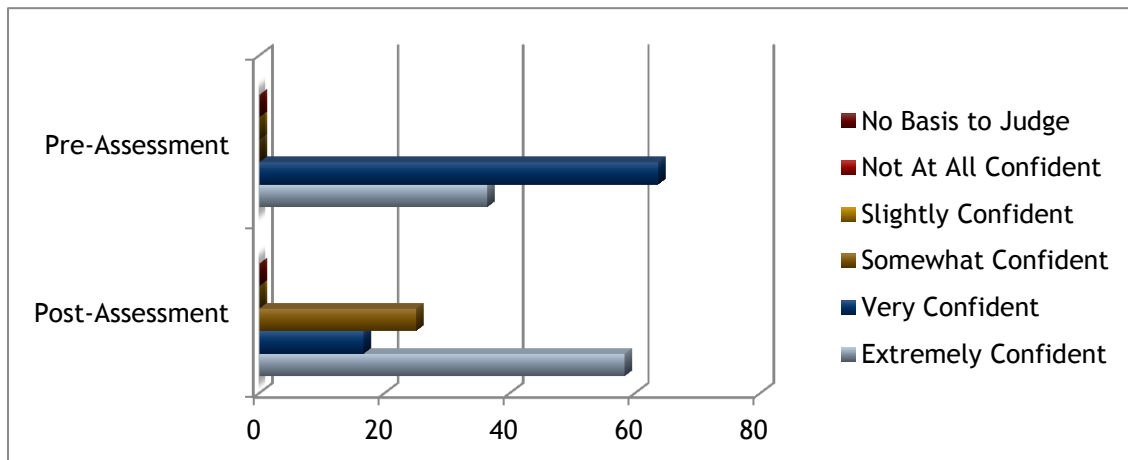
Post-South Africa Global Service: 75%



Percentage of participants who feel extremely confident that they can *work cooperatively with others.*

Pre-South Africa Global Service: 36.36%

Post-South Africa Global Service: 58.33%



## VIII. KEYS TO CONTINUED SUCCESS

### SPRING SEMINARS

1. Deepen the contextual information about South Africa, and include sessions on global citizenship, privilege, and the interconnectedness of humanity.
2. Add more seminars with the South Africa cohort only rather than including the other cohorts.
3. Schedule the seminars at the same time every time to the extent possible.
4. Include more preparatory readings and challenge the cohort to discuss heavy topics such as poverty, racism, and oppression.

### PROGRAM

1. Reevaluate partnership with Khaya. Look into homestays if possible.
2. Work with local partner as early as possible in the spring to match students to service sites.
3. Provide students with more information about their service site prior to arrival.
4. Eliminate crèches as a service site option.
5. Deepen reflection sessions during the trip and working to maintain these during the Cape Town portion.

