PRE-DEPARTURE PACKET

FALL 2015 | KENYA
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Welcome

Dear GESI Student,

Welcome to the ninth annual Global Engagement Studies Institute (GESI)! GESI began with the idea and perseverance of an undergraduate like you. It has since grown from a small experiential-learning program in Uganda exclusively for Northwestern students, into a nationally recognized model that has trained and sent over 400 students, from almost 100 colleges and universities, to seven countries for community development work.

GESI offers students the unique opportunity to apply their classroom learning toward addressing global challenges. Students will spend their summer working with, and learning from, our community partners across the world. Northwestern University provides students with comprehensive preparatory coursework and training, ensures a structured and supported in-country field experience, and facilitates critical post-program reflection.

This program will challenge you to think and act differently. To create change you will need to listen, ask questions, and build relationships, not merely provide solutions. We trust you’ll approach GESI with the respect, curiosity, and humility requisite to understanding people, their talents and challenges, and the role you can play to support positive social change.

GESI is one step on a path toward your personal, professional, and leadership development as well as your understanding of complex issues of consequence to the planet and its people. Throughout the fall, our professors and student instructors will be in contact with feedback and encouragement; in December they will help debrief what you’ve learned. Even after GESI, our staff will be a strong support system as you use your own unique skills and passions to live lives of global social change.

We have seen this program make a tremendous impact on students’ academic pursuits, career paths, and worldview, as well as their skills in cross-cultural communication, project management, and collaboration. We are excited to join you on this journey and to see where it leads. Get excited!

Best of luck,

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Global Engagement at the Buffett Institute:

The Buffett Institute for Global Studies mission is to prepare undergraduates with the knowledge, skills, and experiences to address shared global challenges and to lead lives of responsible global engagement. Global Engagement at the Buffett Institute is a comprehensive student support center dedicated entirely to improving undergraduates' abilities to address global poverty and inequality. We help students attain tangible skills and critique academic theory through experiential learning. Through a unique set of multidisciplinary opportunities, ranging from study abroad programs to fellowships, the Institute builds the capacity of young global leaders to cross borders and partner with communities to produce responsible, sustainable solutions to global challenges. We connect students to a network of individuals and organizations at Northwestern and around the world and are actively shaping a new generation of experienced, effective, and compassionate global leaders in a variety of fields. The Buffett Institute runs the Global Engagement Studies Institute (GESI) program. To learn about other programs and activities, visit: www.buffett.northwestern.edu

GESI History:

GESI was first conceived in 2005 by a group of undergraduate students led by Nathaniel Whittemore, then a Northwestern University junior who had recently returned from volunteering at refugee camps outside Cairo. Talking with dozens of other students volunteering and researching abroad, Whittemore realized that he was not alone in feeling a gap between the desire and ability to make a difference in the world: “The story among my peers was pretty common... tons and tons of passion and energy, a deep belief and desire to connect across cultural, religious, and national borders to make a better world, and frustration at the lack of support, infrastructure, resources, and education necessary to really move beyond our good intentions. Young people knew they didn't have the skills or resources needed to impact the problems they were trying to solve; they didn't even know where to get those things.”

Whittemore and a fellow Northwestern student, Jon Marino, went in search of academic training that could be combined with off-campus experiential learning to help students gain the tools they needed to be agents of change. Rather than founding another program to raise awareness of global issues, they sought to create a new type of study abroad experience that would provide the educational tools and experiences that could help students in the field, and then help students reflect on what they had learned by working at the grassroots. The program, they hoped, would provide the training and capacity-building young people would need to run, start, or participate in international development, service, and social entrepreneurship.

From these student-initiated roots, and together with support from across campus—including the Northwestern Office of the Provost, Buffett Institute for Global Studies, School of Education and Social Policy, and School of Communications—the Global Engagement Studies Institute, developed.
Who does what in GESI?

The Global Engagement Studies Institute (GESI) is a program, not a physical institute (despite what the name might suggest!). Whether or not you are a Northwestern student, the “acronym soup” that surrounds GESI is often confusing. It is important for you to understand the difference between each organization that helps make GESI happen so that you can communicate it effectively to your friends and family and so you know where to turn for support (now and in the future). There are numerous partners who make important contributions to your academic, cultural, and personal experience in the GESI program.

Global Engagement at the Buffett Institute: The Buffett Institute is the Northwestern University office that runs GESI. We include people you've met or spoken with (Patrick Eccles, Meghan Ozaroski, Emory Erker-Lynch, and Corey Portell) when applying to the GESI program. GESI is part of the Buffett Institute for Global Studies, which is run by Bruce Caruthers. Brian Hanson and Paul Arntson will be your main professors during the GESI coursework. The GESI team supports you before, during, and after your trip, in the following ways:

• **Program Arrangement and Logistics:** GESI works with the on-site teams to make arrangements for your trip. We also provide you with lots of information and supports you during the program application phase.

• **Pre-Departure Orientation and Materials:** GESI provides you with important information about your program to help you prepare for your experience. This includes resources, such as this packet, and in-person meetings related to health, safety, budgeting, travel, and academics.

• **Academic Coursework and Credit:** GESI is responsible for organizing all Northwestern coursework.

• **In-Country Support:** Your on-site team will provide support for you while abroad and should be your primary resource, but if you need additional assistant or would feel more comfortable approaching GESI staff with any matters experienced in-country, please do not hesitate to contact Meghan Ozaroski, Program Manager or Patrick Eccles, Assistant Director (contact information on page 6).

• **Reintegration Support:** Upon your return, we will provide you with resources to help you transition back into campus life, as well as connect you with other returnees and opportunities.
Program Staff

Patrick Eccles | Assistant Director
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Patrick Eccles joined the Buffett Institute staff as Assistant Director during the fall quarter of 2012. Prior to joining the Institute, Patrick spent seven years working to expand and deepen experiential learning opportunities for undergraduate students while coordinating local, domestic and international immersion experiences at Loyola University Chicago. Patrick earned his bachelor’s degree from Northwestern, majoring in political science with minors in international and environmental studies. During his college years, Patrick spent a year volunteering on a reforestation project and assisting with various community development efforts in the western highlands of Guatemala. He earned his Master’s degree in Latin American and Caribbean Studies from the University of Chicago. In his Master’s thesis and fieldwork, Patrick pursued research interests in trade, human rights and the environment through a critique and comparison of fair trade arrangements in coffee production as a sustainable development approach in Guatemala and Mexico. He speaks fluent Spanish and limited Portuguese.

Meghan Ozaroski | Program Manager
m-ozaroski@northwestern.edu
Office: +1 847-491-5932
Meghan is program manager of Global Engagement at the Buffett Institute where she works with the GESI program and the Institute’s co-curricular student groups. She created the Northwestern University Global Opportunities (NUGO) website, global.northwestern.edu. She also founded AHEAD@NU: the Association for Higher Education Administrators’ Development, a professional development group for employees of the University which has grown to over 700 members. Before coming to Northwestern, Meghan worked at the Associated Colleges of the Midwest (ACM), coordinating study abroad programs in Tanzania, Botswana, India, Japan, and Chicago. Meghan has a master’s degree in Higher Education Administration and Policy from Northwestern. As an undergraduate at Coe College in Cedar Rapids, Iowa, she majored in Psychology and Music.

Corey Portell | Program Coordinator
corey.portell@northwestern.edu
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Corey joined the Buffett Institute in October 2013 as Program Coordinator. She came to the Institute from Stephens College, a women’s college in Missouri, where she worked in admissions with domestic and international recruitment. She received a BA in international studies, political science, and religious studies from Loyola University Chicago, where she focused much of her co-curricular efforts on harm prevention, women’s rights, and social justice issues both in the United States and during her time studying abroad at the University of Ghana.

Emory Erker-Lynch | Graduate Intern
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Emory joined the Buffett Institute in 2014 as an intern while working towards her master’s degree in Higher Education Administration and Policy from Northwestern. Before coming to Northwestern, she worked in Boston as a housing resource manager and advocate for persons experiencing homelessness. Emory has a master’s degree in Theological Ethics from Boston College, where she also worked as a graduate assistant with the Arrupe international immersion education program. She received a BA in Religious Studies and History from Santa Clara University before living and working in El Salvador for two years with the Casa de la Solidaridad study abroad program. When not working, you will often find her with her nose stuck in a novel, her hands covered with dirt in the garden, or out exploring new parks.
Emergency Contacts

Students will receive detailed in-country emergency contact information at the pre-departure summit in Chicago. In case of emergency, parents should call (in this order):

1. Patrick Eccles  
2. Meghan Ozaroski  

Parents should not call the site teams.

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HTH Health Insurance:
001- 610 254-8771

University Police:
001-847-491-3456
Program Partners

The Foundation for Sustainable Development (FSD):
FSD is GESI’s on-the-ground partner for sites in Bolivia, India, Nicaragua, and Uganda. FSD is a non-profit, non-governmental organization created in 1995 to offer capacity building and funding to grassroots community based organizations throughout Africa, Latin American, and Asia. A professional field staff and trained volunteers provide on-site technical training and project support, while enabling information sharing to more than 300 partner organizations around the world. FSD is GESI’s oldest partner. FSD has a played a key role in supporting the development of the GESI model over the past seven years.

Social Entrepreneur Corp (SEC):
SEC is GESI’s on-the-ground partner at the Dominican Republic site. SEC is a social enterprise that leads innovative and dynamic international internship programs. GESI students will work with SEC’s sister organization, Community Enterprise Solutions, to support the creation, development, growth and impact of social innovations focused on intelligently and sustainably alleviating poverty. Participants create sustainable impact in the field while gaining the perspectives, skills, and knowledge to become the social entrepreneurs of the future.

ThinkImpact:
Our on-the-ground partner in South Africa is ThinkImpact. Headquartered in Denver, Colorado, ThinkImpact is a global social enterprise that trains the next generation of social entrepreneurs to think differently about poverty alleviation. ThinkImpact sites are located in rural Africa. GESI students will learn about new cultures while exploring market based solutions to poverty. ThinkImpact’s approach utilizes an asset-based community development philosophy to fuel social innovation in developing economies. Students work with local community members promoting a mindset of innovation and self-sufficiency rather than dependency and aid.

Each GESI partner has unique offerings based on their networks and development model. All partners have a commitment to asset-based community development, provide exemplary health, safety and logistical support to our students, and are well respected locally and internationally, including by our peer universities. It is important for you to understand that each year we adapt our programming to fit the feedback of our alumni and in-country partners and to align with the learning goals of our program. Given the different cultural contexts and models employed by our in-country partners, your experience will differ from what you’ve heard from alumni. To succeed in this program (and in any international engagement), you must be flexible and open-minded. You must also listen to be surprised—something you’ll hear us say a lot during your courses. It is important that you take time to get to know students who are traveling to other GESI country sites. The experiences of your peers in different cultural contexts, working with different types of organizations, can enrich your own learning and reflections on community development, cultural exchange, and global issues.
Academic Information

What is experiential-learning?
The following are definitions of various types of experiential-learning. GESI fits most closely into the “service-learning” category, though the program incorporates elements of all of the below:

- **Volunteerism** – Students engage in activities where the emphasis is on service for the sake of the beneficiary or recipient (client, partner)
- **Internship** – Students engage in activities to enhance their own vocational or career development
- **Practicum** – Students work in a discipline-based venue in place of an in-class course experience
- **Community Service** – Students engage in activities addressing mutually defined community needs (as a collaboration between community partners, faculty and students) as a vehicle for achieving academic goals and course objectives
- **Service-Learning** – Students engage in community service activities with intentional academic and learning goals and opportunities for reflection that connect to their academic disciplines


What to expect at GESI Pre-Departure Coursework (September 14 - 21):
The GESI pre-departure coursework at Northwestern University is an intense seven days of class. You are expected to arrive by 11 am on June 15th; we will spend the rest of that day getting to know each other, getting to know representatives from FSD, SEC and ThinkImpact, and establishing expectations for the week ahead. From June 15 through June 21, you will be in class from 9 am to 9 pm, with breaks for meals. GESI alumni will serve as student instructors, facilitating class activities and discussions. We will have many guest speakers supplementing class lectures as well; it is important that you complete all course readings before arrival. Some nights, we will assign additional (short) readings. You will need to discipline yourself so that you are able to complete these assignments and be alert and engaged for long days of class. If your group flight departs on June 22nd, you will have free time that day until your flight departs for your host country. We will provide CTA cards for you to get to the airport.

Below is a sample day of class. A detailed schedule will be provided upon arrival in Chicago.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:55 am</td>
<td>Lecture by Brian Hanson on International Development</td>
</tr>
<tr>
<td>11:00 - 11:55 am</td>
<td>Language lesson</td>
</tr>
<tr>
<td>12:00 - 12:55 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 4:45 pm</td>
<td>Lecture and group activities with Paul Arntson</td>
</tr>
<tr>
<td>5:00 - 5:55 pm</td>
<td>Guest speaker on your host country</td>
</tr>
<tr>
<td>6:00 - 7:30 pm</td>
<td>Dinner with group or on your own</td>
</tr>
<tr>
<td>7:30 pm</td>
<td>Back to hostel for evening reading and sleep</td>
</tr>
</tbody>
</table>
Academic Information

In-Country Assignments:
We feel strongly that in a foreign context you should look to your local hosts for “expert” advice. Your interaction with GESI staff and faculty while abroad will be limited. Occasionally, GESI staff, faculty or student instructors will reply to your weekly updates (and/or other deliverables, as outlined below) with comments, questions, cautions or feedback. However, given that they are not in-country with you, their written feedback will be limited. Only you, your site team, and community colleagues can truly understand your situation and challenges in country. Please note that GESI staff are always available to discuss any program, health, safety or other concerns you have.

You will be evaluated based on satisfactory submission of the following (through Canvas):

1. Project Proposal. This should be a maximum of 2 pages; initial proposals are due within the first few weeks abroad.

2. External work plan. These are due at the same time you submit your project proposal. These should be a maximum of two pages and conform to the template provided. FSD students will also be required to submit a budget along with their proposal and work plan.

3. Weekly group reports. These are due on each of the seven Fridays while in the field. Submit these online on your group's Blackboard blog. Entries should be a maximum of 1 page, and should answer the following questions:
   • What you accomplished the previous week
   • What you plan to accomplish in the week ahead and who is responsible for these goals
   • What are the barriers/challenges that you are dealing with in terms of accomplishing the work plan, and interacting with your organization, community and your group

4. Reflection Journal. You will be given a spiral-bound reflection journal upon arrival in Chicago. It is your responsibility to complete at least two of the reflection activities outlined in the journal each week. You will choose from a variety of reflection topics outlined in the journal. While we will collect these journals from you at the Final Summit, you can choose to fold any page you do not want us to read and we will honor your request. We will mail the journals back to you after we are done reviewing them.

5. Final Reflection Summit Summary. In order to share your work with your fellow GESI colleagues, you will complete a summary of your work, including your rationale, process, and assessment. This will be shared with all students at the Final Summit to guide discussions.

6. Evaluations. Before you return to the US, the country site teams will complete a 2 to 3 page evaluation with you. You will also be required to submit a comprehensive GESI program evaluation electronically by August 25th. Failure to complete the electronic evaluation will result in an “incomplete” grade appearing on your transcript until we receive your completed evaluation.

Note: There may be times when you do not have access to internet or communications for some time. If you are unable to submit any of the aforementioned assignments due to communications issue, do not worry. GESI staff and faculty are accustomed to technological delays and this will not be held against you as long as you submit any missing deliverables once your internet access allows for it.
What to expect at the Final Reflection Summit (December 10 - 12):

Upon returning from their host-countries, students meet back in Chicago for a three-day Final Reflection Summit where we will reflect on some of the program’s learning outcomes, including but not limited to the following:

- Understanding ethical, historical, political, economic, and/or social issues in relation to community development
- Analyzing multiple perspectives of the social issue at hand
- Taking responsibility for your own actions as they have an effect on society
- Contributing to the society through the application of new field knowledge
- Appreciating ends as well as means
- Appreciating cultural pluralism and global connectedness – as well as the challenges and opportunities of each

In addition, GESI participants from all six sites share and compare geographical experiences while processing their immersion and what it has taught them about global development challenges, culture, and themselves. Students will also consider how to respond to the GESI experience by networking with professionals who are creating social change in a range of fields.

What Happens After GESI?

As the program closes, GESI transitions into the role of alumni support. GESI aspires to help students lead lives committed to international social justice. For us, this means helping our alumni find internships, jobs, or project support opportunities that allow them to continue engaging with the issues they care about most. You may always contact the GESI team for guidance and support.

Changing our worldview is an implicit goal of most service-learning programs. Unless we understand how political, economic, and judicial systems tend to favor one group over another, we will be unable to truly assist those in need.

Crisis and Emergency Procedures & Contacts:

In the event of any unanticipated crisis or emergency, it is important that you understand the action plans that your on-site staff will follow to ensure your health and safety, as well as your roles, responsibilities, and appropriate prevention and response steps.

General Policies and Preventive Measures:

• Site teams will arrange to ensure students have cell phones. You must provide your cell phone number to your on-site staff, so that you can be contacted in case of emergency. You should also program your cell phone with your country Program Director's, GESI's, other students' and local emergency contact numbers.
• All students must carry the list of emergency contacts and the Emergency Card--both provided in Chicago during the pre-departure coursework--with them at all times. If an emergency arises and you cannot access the contact numbers in your cell phone, you should have a backup, so that you can call the emergency phone numbers.
• Contact your country Program Director first if an incident arises. They will lead you through next steps and make any necessary arrangements. If your Program Director is not available, contact another on-site contact to help you. If the incident involves your on-site administrators or if, for some reason, you cannot reach anyone on-site, contact GESI staff.
• Do not participate in any kind of rally, protest, or political manifestation.
• Report any independent travel, including a written itinerary and contact information, to your on-site administrators. Also enter your travel information into the Personal Travel Locator in International SOS.

Scenario I: Physical or Mental Health Emergency
If you are not feeling well or are experiencing emotional distress, contact your country Program Director or other on-site administrator, and they will help you get the care that you need. You will be given more specific information at you in-country orientation.

Scenario II: Crime Committed Against a Student
If you are the victim of a crime (e.g., a robbery or assault), contact your country Program Director or on-site administrator, and they will notify you of the proper procedure for reporting the crime and if applicable, the steps for replacing stolen items. If your passport is lost or stolen, you will need to contact local police and the US Embassy.

Scenario III: Hostility Toward United States Citizens & Terrorist Acts
We monitor International SOS and the State Department for announcements regarding the safety of our students abroad. In case of emergency, we will work with the US Embassy, the State Department, and International SOS to analyze the severity of the situation. We will keep you informed of any situations that have occurred and any relevant warnings and update you about any potential risks or areas to avoid. If necessary, we will make arrangements to evacuate students to a secure and calm location far from Anti-American or terrorist activity to prevent attack.

*Note: You will be provided with comprehensive safety sheets and emergency contact information prior to your departure!*
Cultural Adjustment

Cultural Norms & Adjustment:

Students will experience cultural differences and react to these differences (commonly referred to as "culture shock") in a variety of ways. There is a lot of helpful literature related to the cultural adjustment process, including common themes and experiences, representing phases of highs (comfort and excitement) and lows (discomfort and anxiety).

Your on-site teams will be the most important resources for helping you to navigate cultural differences and adjustment, but just keep in mind a few things:

• Culture shock is normal and however you experience it is normal.
• Intercultural adjustment not only varies by individual, but also by program. You may find that some of the traditional “low” phases may correspond with program excursions and produce a “high.”
• Culture shock can exacerbate other mental health challenges or conditions. If you have seen a therapist or psychiatrist for any mental health conditions within the past three years, be sure to indicate this on the required NU Health Assessment Form and meet with your doctor to discuss your condition in light of study abroad. If you require any special accommodations, be sure to discuss your situation with GESI prior to departure, so that we can work with on-site staff to determine what—if any—provisions can be made.
• Be aware of what you are experiencing. If you encounter any difficulties or discomfort, which prevent you from being successful, discuss this with your on-site administrators or GESI staff ASAP.

Encountering Culture:

For many GESI students, witnessing extreme poverty first-hand causes a great deal of culture shock. Encounters with beggars, for example, can be a deeply unsettling experience. Richard Slimbach offers the following advice,

“Begging may be a deeply flawed method of redistributing wealth, but letting ourselves lapse into callous indifference only injures our moral sensibilities. Whether to give or not to give ultimately must be decided case by case, because much depends on our knowledge of the particular beggar and the larger social context. We simply cannot give to all beggars but neither must we refuse all. Over time, our giving probably will be selective, biased in favor of those who provide some service. Instead of our “gift” reinforcing the notion that poor folk are simply welfare wards of wealthy westerners, it can become a legitimate and dignifying form of payment for services rendered” (Slimbach, p. 188).

Bargaining is another cultural experience that can sometimes overwhelm students. Yet bargaining can be the most enjoyable of experiences abroad and we hope you’ll learn to have fun with it! Remember that if you really want something, you should plan to pay fair price, not the lowest possible price. Bargaining can be a fun way to form relationships with locals. Just be careful not to pay high prices for basic goods because it may harm locals. If local merchants can get premium prices for their goods and services from foreigners, they may be less likely to sell to their neighbors at lower, fairer rates.
Homework

By doing some research before you go abroad, you will begin to grasp important historical events, as well as social, economic and political systems that shape the cultural realities in your host country. Knowledge will make you better equipped to interact with residents in a substantive way, throwing aside stereotypes of the “Ugly American”. Without doing research and grappling with multiple perspectives about your host country, you are likely to have many misconceptions about the place and people, carrying counterproductive stereotypes with you that taint your ability to fully comprehend what you experience on the ground. “Carrying knowledge conveys a curious and concerned self, one who cares enough about the peoples and places in one’s destination country to invest the time learning about them. This, in itself, may not be enough to distinguish us from the camera-toting and culturally clueless tourists piling in and out of tour buses, but it’s a good start” (Slimbach, p. 128).

Therefore, don’t leave home without “packing” place-specific knowledge into your head. You should develop at least a basic understanding of the cultural, social, political, historical, and environmental dynamics of the place where you will be living. Knowledge of the local language spoken is also critical. GESI predeparture coursework will provide you with some of this information, but you will take more out of the classroom and field experience if you discover new knowledge about your host country on your own as well.

Please complete the following activity before coming to Chicago on September 14th:

This activity is taken and amended from Richard Slimbach’s Becoming World Wise. Divide up the following sections among your teammates. See what you can learn about your assigned topics, make sure you read from multiple sources with conflicting viewpoints, and be prepared to informally present your findings with your teammates, faculty, and GESI staff. Once abroad, you will have the opportunity to reflect as a team on what you read versus what you encountered. The following are examples of questions you can consider for each category—but you are encouraged to dig deeper!

a. Geography: In what region of the world does your host country lie? What are the neighboring countries? What is the climate in each of the host country’s main regions? What are its major natural resources (e.g., forestry, fishing, mineral)? What are the names and locations of the country’s major states/provinces? What are the names of the major urban centers in each? What is the national capital?

b. Political History: What are the major periods and watershed events in your country’s history? Was there a classical era or “golden age”? Describe the experience of colonialism or foreign domination: How was the colonial rule imposed? How was independence won? What historical events are annually commemorated? Who are the nation’s heroes and heroines? For what are they best known?

c. Economy: What percentage of the labor force is involved, respectively, in agriculture, industry, services, and the military? What is the country’s annual per-capita income and gross national product? What are its primary agricultural and industrial products? Where are they produced? What are the leading exports and imports?
d. Groups/Ethnicities: What are the various groups in the country called, and where are they concentrated? What groups occupy the service sector and which make up the elite? Is there an indigenous population? Are there any intergroup tensions based on race, religion, territory or language? Among what group(s) will you be living and serving?

e. Current politics: What is the form of the national government? What are the majority and minority parties, and what issues and perspectives do they represent? Who are their leaders? Does any one group or family dominate local politics? What is the political relationship between your host country and your homeland? What countries are important to them and why?

f. Religion: What religions are practiced? What proportion of the people are followers of each faith tradition? Is there one national religion? What are the most important religious ceremonies? Have you read any of their sacred writings?

g. Arts and sports: What are some of the most popular music and dance styles? What traditional or popular sports are regularly played? What cultural festivals will be held during the time of your residence in country?

h. Environment: What factors affect the productivity of the land and the quality of life of those who farm it? (Consider climate, overpopulation, pests, land ownership, farming methods, indebtedness, seed varieties, deforestation, and desertification.) What environmental factors—like climate, rainfall, calamity, and land productively—negatively affect the country?

i. Education: What indigenous, pre-modern institutions and practices have historically served educational functions? Currently, what are the major divisions in the public and private education system? How many grades are there in each division? Is the school system modeled after that of another country? What are the most pressing issues facing modern education?

j. Current events: Judging from current newspaper articles, what are some of the most important issues and problems engaging the minds of the people?

k. Languages: What languages are spoken in your host country? Are these official or unofficial? Do these languages represent any ethnic, geographically, or socioeconomic divisions? List and learn five essential phrases in the local language.
You are passionate about making a positive impact this summer, yet short-term study abroad can have long-term negative impacts if the traveler and program provider are not thoughtful and reflective about their engagements abroad. The following are a list of questions taken from First, Do No Harm: Ideas for Mitigating Negative Community Impacts of Short-term Study Abroad (Schroeder, Wood, Galiardi, and Koen, 2009). These questions are meant to help you think about the unintended consequences of study abroad and foreign travel. Many GESI sites are located in areas frequented by general tourists throughout the year. We encourage you to reflect on these types of questions with your GESI groups, in your personal writing reflections, and whenever you travel abroad again. These questions can help us continue to develop programming that does not harm local communities.

- Upon arrival, figure out where your food/water/housing comes from. Do foreigners/tourists impose any hardship on local people, such as water shortages? What about garbage disposal and pollution? Is land being used for visitors rather than local needs?
- Does the economic impact of study abroad or tourism create economic inequality in the community? Do foreigners or local elites own or manage the hotels that students/tourists frequent? Are guides and drivers outsiders or wealthier members of the community? Do local prices go up as a result of the student visit? The giving of gifts can contribute to similar questions, however well intentioned—can nonmaterial gifts be given instead, or gifts to the community as a whole?
- Do student/tourist visits contribute to economies of dependency on outsiders, orienting those economies to pleasing or providing pleasure for wealthy foreigners rather than to local needs?
- Is there a season for foreign visitors to come to the area, such that student visits contribute to a boom and bust cycle in the local economy? Is there any way to mitigate this effect?
- Do outsiders’ patterns of consumption contribute to problems in the community? The “demonstration effect” of students bringing high-end travel gear, lots of clothes, spending money easily on restaurants, giving gifts, etc. may create resentment, the perception of American students as wealthy consumers with no responsibilities at home (McLaren 2006), or the desire in local people (especially youth) to leave the community so they can make money to buy similar goods and services. Even traveling on an airplane or traveling away from home can create these problems among people who do not have that option.
- Are local people excluded from any of the areas where foreigners are encouraged or allowed to go?
- Are foreign visitors well-behaved and respectful in terms of the local culture? Do they dress appropriately, or otherwise commit cultural offenses that will anger, distress, or shock people in the local community? Do outsiders see culture and the “authenticity” of local people as commodities to be consumed? What other cultural impacts results from outsiders’ visits? Cultural differences in themselves are likely sources of confusion and conflict in unanticipated ways.
- Do foreigners smoke, drink, or do drugs during their visit? The effect of these behaviors can range from being poor role models for local youth to bringing new addictions to the community.
- Do students/tourists demonstrate other expressions of privilege during their visit, such as doing things “our” way, eating “our” food, playing “our” music, requiring things to be done on “our” schedule?
- How well are students prepared to understand the community they are visiting? Do they bring damaging stereotypes that can be countered throughout the program? These might be as narrow as “Bolivians” but for most students are more likely to be broader such as “poor people”, “indigenous people”, or “people in developing countries”, as well as racist and exoticizing images of people in out-of-the-way places.
- Are there human rights issues already present that are exacerbated by the presence of foreigners?
- Does anything about the students’ presence or activities reinforce a negative self-image for local people, for example that Americans are smarter, more competent, more attractive? Is there any way their presence could promote a positive self-image instead?
To mitigate potentially negative impacts, we encourage you to honor the host community's independence and encourage self-reliance; to never impose your personal agenda when working with the community; to respect local people's visions and opinions above your own; and to be vigilant of any cultural impacts you might be having and adjust your behaviors and actions as necessary. Here are some additional tips to make the most of your time abroad and to leave a positive impact:

- Take advantage of opportunities to interact with people who are different from you.
- Engage in every activity fully, remaining mentally and emotionally present. Consider going unplugged, leaving technology like laptops and iPods aside or even at home. While technology can be helpful to keep us connected to our world and people at home, many times it ends up restricting our ability to immerse ourselves in the local community or interferes with our ability to make ourselves available to the people right in front of us. Think about ways you will travel abroad with technology and still remember to look up.
- Do not try to replicate the U.S. in your host community; avoid demanding the services you would expect at home. Observe the way things are done locally, refrain from judgment, and when you feel yourself getting irritated or judgmental, take a step back and try to understand why the locals do things differently from the way you are accustomed to. Speak with locals to understand their viewpoints, listen to be surprised so that your own assumptions are challenged.
- Question your and your peers’ use of words like “authentic”, “real”, “rural”, “indigenous”, and “traditional”. (“To suggest the life of a rural citizen is any more or less “real” than that of an urban citizen of the same culture is condescending and can indicate a disturbingly colonial nostalgia for a cultural experience laden with pre-development realities”) (Johnson, 184).
- Avoid the “theme park” experience, the places that were clearly designed for foreigners’ amusement.
- As you meet people and form strong relationships with your hosts, remain curious about the larger global, national and local structures that exist, that recreate the poverty and inequality you are trying to grasp. Global learning must reach in both directions—toward persons and structures.
- Recognize the value of play and lightheartedness in cultivating friendships.
- Practice culturally sensitive photography: Always ask first. Be especially mindful of children, who are often readily photogenic. Photos of children are sometimes easily taken as we seek to document memorable experiences in the community, but be careful and considerate when taking kids' photos. Keep an open mind and heart but avoid romanticizing your experiences in host communities. Remember that below the surface of a seemingly homogenous social structure are power hierarchies, conflicting interests, and patterns of discrimination and exclusion.
- Be a listener, more than talker; a learner more than teacher; a facilitator more than leader.
- Observe, listen, and inquire rather than criticize, rationalize, or withdraw.
- When confronted with a language barrier, speak English as little as possible. Expand your vocabulary, if necessary, actively engaging community members with nonverbal communication.
- Risk making mistakes.
- “Go slow. Respect People. Practice humility, and don’t condescend with your good intentions. Make friends. Ask questions. Know that you are visitor. Keep promises even if that means mailing a photograph a few weeks later. Be a personal ambassador of your home culture, and take your new perspectives home so that you can share them with your neighbor” (Potts, 2008).
Stop complaining and start reflecting!
When you catch yourself complaining, ask yourself: Can we—both hosts and guests—learn to adapt to each other? Can our differences be a source of mutual enrichment rather than separation? When we discover that things abroad are profoundly different from things at home, our natural tendency is to flee away from them. Instead of seeking to understand why certain practices irritate us, our immediate impulse is to simply spurn them as primitive and uncivilized, even immoral… “Doing so justifies our escape from the culturally disagreeable environment into behaviors where we can feel protected and affirmed: calling home frequently, sleeping either too much or too little, reading romance novels, blogging or listening to music for hours, movies…We may not “return home” in a physical sense, but psychologically we’re a world away” (Slimbach, 158-160).

Get out your journal.
Writing in an analytic mode helps us to calm down, gain some objectivity, and ask the critical questions: What provoked this reaction from me? How do locals interpret this act or event? And what does my reaction tell me about myself? Especially as we learn to put personal experiences and reactions into a larger social and theoretical context, our writing takes on a distinctive character—one that joins personal expression with cultural analysis—and encourages a more rigorous cognitive process than is common in conversation.

Think About the Six Skills of Intercultural Communication:

1. Cultivating curiosity about another culture and empathy towards its members;
2. Realizing that effective communication requires discovering the culturally conditioned images that are evoked in the minds of the people when they think, act and react to the world around them;
3. Recognizing that role expectations and other social variables such as age, sex, social and economic class, religion, ethnicity and place of residence affect the way a people act and behave;
4. Recognizing that situational variables and convention shape behavior in important ways;
5. Understanding that people generally act the way they do because they are using options that their society allows for satisfying basic physical and psychological needs; and
6. Developing the ability to evaluate the strength of a generalization about the target culture (from the evidence substantiating the statements) and to locate and organize information about the target culture from the library, internet, mass media, people, and personal observation and reflection.
Works Cited


International Program Development Study Abroad Handbook, Northwestern University, 2011.

PART II

KAKAMEGA, KENYA
Letter from FSD

Congratulations again on your choice to work abroad on sustainable development projects in conjunction with Foundation for Sustainable Development (FSD) and Northwestern University!

For many of you this experience will spark a lifelong interest in development. For others, it will be a chance to gain insights into other cultures that can only be obtained through direct experience. For all of you it will be a chance to make a lasting impact on people and communities in your host country, and an opportunity that will make a lasting impression on your life.

Many challenges await you. It is likely that the most difficult obstacles you face will not be the ones that test your technical skills or knowledge. More often it will be the difficulty of gaining the cultural competencies necessary to do successful work in a community. It will be learning to see the problems facing a region from the eyes of a community member rather than through the eyes of an outsider. Remember that culture, community, and language should guide your work as much as your own knowledge.

During your program you will represent both yourself and FSD in your community. Many people in the region that you will work in have had very little experience with people from outside their country. As such they will develop opinions of you and the work of FSD through their interactions with you or what they hear about you. We ask that you take your visibility into consideration when you make decisions about your actions in your host country.

It is the intention of FSD to provide you with a broad support network to best position you for success, but at the end of the day, it is your effort that will most influence the success of your experience with FSD. You will need to take initiative and put yourself in situations that stretch your comfort levels. You will have to work within cultural contexts that can cause extreme frustration. Many other challenges await, but at the same time you face these challenges you also have an incredible set of opportunities. Go into the experience with the willingness to listen and learn. You will find that through this willingness you will increase your ability to give to your community.

This guide has been developed to help make clear what FSD expects of our interns and volunteers and what you can expect of us. We look at your internship or volunteer program as a partnership. It is our hope and belief that clear expectations are the foundation for a solid working relationship. Please read this guide thoroughly; it contains information that is crucial to the success of your experience and our partnership.

Above all, you should feel comfortable contacting us in the San Francisco office if you need any additional support or have any questions.

Good luck!
About FSD

At the center of the internship experience are the core values, vision, and mission that make FSD the organization that it is. We ask that as an FSD participant, you understand and remember these tenets throughout your time abroad, in order to make your program a meaningful experience for both you and the communities in which you serve.

Vision:
FSD envisions a world where all people have the opportunity and capacity to direct economic, social, and environmental resources toward sustainable outcomes that improve their lives and communities.

Mission:
FSD achieves community-driven goals through asset-based development and international exchange in Africa, Asia, and Latin America.

Core Values:

• **Start with Assets, Not Problems:** We take an asset-based approach to development work. We begin by listening to the priorities set by our community-based partners at our international program sites. We then identify and utilize existing assets and capacity to address those priorities.

• **Motivate Community Ownership:** We partner with leaders, organizations, and stakeholders committed to change, action, and social justice. We stress community ownership and participation before launching initiatives, especially in our volunteer and student programs.

• **Generate Enduring Results and Impact:** We ensure the outcomes of our support have long-lasting benefits for our partners. We think hard about how to participate appropriately and effectively in development, and on how to become redundant so that our initiatives outlast our involvement.

• **Focus On The Site Teams:** We are headquartered in San Francisco, but our 10 Site Teams direct our programs across Africa, Asia, and Latin America on the ground, 365 days a year. These teams build partnerships based on trust, respect, efficacy, and alignment with an asset-based approach.

• **Build Capacity:** We strengthen the skills, competencies, and abilities of the leaders of our community-based partners and of our students and professional volunteers. We educate and train, facilitating the sharing of best practices across all of our stakeholders to support our partners’ priorities.

• **Be A Bridge:** We relentlessly build a network of students, professionals, and passionate advocates for our community-based partners to access. We connect this network of assets and volunteers with the work of our partners through our international exchange and grantmaking programs.

• **Change Perspectives:** We share our experiences and learning about the complexities of development with friends, family, and colleagues. We promote cultural exchange and sensitivity, encouraging a reflective approach to navigating cross-cultural issues, confusions, and tensions.

• **Promote Reciprocity:** We operate on our founding principle that producing strong community outcomes must be the priority. We base all partnerships, strategies, and decisions on the Fair Trade Learning concept that we must be ethical and reciprocal in our planning, implementation, and outcomes.
About FSD

Web of support: FSD is a key partner in your experience. Below are the two main players on FSD’s team, with a description of exactly how they will support you.

Site Team Roles:
• Program Director: FSD’s program directors are local experts in the field of community development. Their experience and strong community ties make them a great resource to support you in your in-country project work. The program director develops and maintains FSD’s relationships with our host organizations and is heavily involved in the process from the time you apply to FSD to the end of your term of service.
• Program Coordinators: Your program coordinator(s) provides ongoing support to you, FSD’s host families and our partner organizations. During the application process, they advise the program director and San Francisco staff about your placement. Once you’re in the field, they serve as a bridge to the local culture and language and as lifeline when culture shock inevitably sets in. They are also available to advise you as you develop your program workplan.

San Francisco Office (SFO) Roles:
SFO works closely with the Northwestern staff to ensure safety and productivity of your in-country experience. Northwestern is in direct contact with the SFO office.
• Emergency Contact: SFO is available at all times in the case of an emergency.
• Additional Support: If the support offered in your host country is not satisfactory.
• Re-Integration Support: Upon your return, SFO will connect you with other veteran and offer opportunities for you to share your experience.

International Programs Team (San Francisco Office):
Keiko Pinces | International Programs Officer Asia and Africa | pinces@fsdinternational.org
Keiko has a long relationship with FSD, starting as an intern in Mombasa, Kenya in 2007 and returning to serve as International Program Coordinator at our Kakamega site in 2012. She has a range of experience in the non-profit sector, from fundraising to project management. With a B.A. in Psychology from the University of California, Santa Barbara, she has always loved learning about and talking to people from all over the world. Keiko is excited to continue working with FSD, offering her insights on sustainable, community-based development. She spends her free time playing tennis, running half marathons, reading, watching movies and comedy tv, and exploring the city of San Francisco.

Matt Perry | Communications and Outreach Manager
Matthew graduated from Brigham Young University with a BA in English and Editing, and after a time in the publishing industry he changed careers to have a more direct impact on the world. He has lived in Argentina, where he served as an economic development intern with the LDS church, and Japan, where he taught public school in Kanagawa Prefecture. He was drawn to FSD for its mission, vision, and core values, and he has been delighted to see them in action as a San Francisco intern, a part-time contractor, and a full-time staff member. He reads constantly.

San Francisco Office Hours:
9 am – 5 pm PST
Office Phone: 415-283-4873
Emergency Cell Phone: 415-828-8414
About FSD

Kakamega Site Team:

Peter Khamusali Ingosi | Program Director
Peter has a long and demonstrated commitment to community development. Born and raised in the Shikokho district of Kakamega, Kenya, Peter has more than ten years of experience working with communities at the grassroots level, including public, private, and NGO sectors. He holds a B.S. in Animal Production, a diploma in Sustainable Development, a Masters degree in Community Development and Project Management. Peter currently serves as a key Advisor to Shikokho Community Development Initiatives, ensuring the ideas and needs of the community are incorporated into the design of each project. Peter has also consulted on numerous community development projects financed by both local and international government agencies as well as NGOs, with projects ranging in focus from microfinance and small business development to human rights, health, education, and quality of life for widows and orphans. Peter is married with three sons and a daughter.

Pollyne Khasandi | Program Director
Pollyne recently graduated from Daystar University (Nairobi, Kenya) with a bachelor’s degree in Community Development and a minor in Peace and Transformational Studies. She is passionate about working with communities (and especially children) in transforming their lives. During her studies, Pollyne worked with Compassion International Organization as an intern based in Kawangware slums in Nairobi; currently she is a part time volunteer with Connecting Voices of Inspiration for a better Tomorrow (COVIT) in Kibera slums (Nairobi) that deals with community service, better education for the children; equipping the community with leadership and ICT skills. Pollyne's hobbies include, traveling and meeting people from different communities/cultures, cooking, reading inspirational and motivational books.

Rachel Massone | International Program Coordinator
Rachael's love for traveling began at a young age when she studied in Potsdam, Germany during her 11th grade. She went on to study International Relations in the Developing World at SUNY Geneseo. During that time Rachael also studied abroad in Cusco, Peru and completed a month-long Global Service Trip to Kakamega, Kenya with FSD. Her team implemented projects involving environmental sustainability, water harvesting, and income generation at Daisy Special School in Kakamega. It was there that Rachael discovered her love for sustainable community development. She has enjoyed the last two and a half years living and working in San Francisco, where she also interned as a Grants Administrator and Executive Assistant at FSD’s home office. She is very excited to return to Kakamega and continue working with FSD. Her favorite word in Swahili is “malembe”.

The safety and security of our program participants and staff is our first priority. Our safety and security protocols meet international standards and have been developed over our 15 years of operation, and from the practical experience of our staff. We have rigorous and conservative safety and security procedures, including triaged security measures for students (such as restricted travel, curfews, and buddy systems) should any emergent or potentially emergent event occur. Every site has an emergency evacuation plan (supported by our travel insurance partner) that identifies safe houses, identifies on-call transportation, and provides a variety of options for moving participants out of unsafe area via land and air routes.

For each site, we have identified physicians, health centers and hospitals for routine and emergency care that meet standards of care for foreigners, and we know the locations of and how to contact the relevant embassies and consulates. These procedures are supported by duty officer training of our support staff in San Francisco who monitor an emergency call line 24/7. But the most critical components of our safety and security system are our local staff, who are also on call 24/7, and our network of community partners at each of our program sites. Our local staff have the best knowledge as to the potential of local events to become critical, and have a network of community members to turn to for safety information, such as best routes to safer locations. Every program participant undergoes safety and security training during orientation.

It is an unfortunate but usual part of development work that emergencies occur, and we have had experience dealing with a variety of issues, from localized civil unrest and natural disasters to total evacuation of programs. The US office is in constant communication with our program sites through a variety of communications channels, including biweekly phone calls and reporting on each participant, and we also monitor international media for emerging events.

All of our sites are in safe areas. However, similar to any semi-urban or rural area in the US, certain common-sense safety measures must be taken. These will be reviewed extensively during orientation, when every participant receives a safety briefing. We emphasize that the most important ways to stay safe are to exercise good judgment, to have a strong network of local contacts, and to have a strong awareness of the potential for harm.

FSD will do its utmost to provide a safe environment and a responsive support system to you throughout your experience. To ensure a safe and successful experience for everyone involved, we depend upon our staff to serve as a barometer of the local political, social and economic climates, and to use that knowledge to maintain a safe and secure environment for FSD participants. We depend on our participants to act prudently and be receptive to instructions and suggestions regarding safety and security.

**FSD’s responsibilities:**
- Ensure a safe and secure host community. Our host organizations and programs are run by FSD staff and trusted colleagues who live locally and often have years of experience with FSD. While the political climate varies by location and timing, we feel that our extensive local networks of host families and partner organizations provide us with a good barometer of the climate in relation to the safety of foreign volunteers.
- Inform you about safety and security in your host community through materials like this pre-departure guide. We equip you with the information and tools to be aware of the realities of your host community, to avoid situations that would put you at risk, and to manage these situations should they arise.
- Send you an electronic proof of insurance card.
- Direct you to a preferred medical facility in the case of an emergency.
- Support you logistically and emotionally through any medical or emergency situation.
- Contact your emergency contacts in the case of a major emergency.

**Your responsibilities:**
- Learn about the history and current events of your host country and community.
- Secure all recommended vaccinations.

*Continued on next page*
Health Preparations

- Follow the directions of your site team and host family.
- Register with the US State Department or your country’s equivalent.
- Avoid volatile or risky situations. Travel with someone you know, and avoid being out alone after dark.
- Be aware of your surroundings. Walk purposefully and act as though you know where you are going.
- Notify your site team of any incidents of harassment, illness, accident, or any other serious event as soon as possible.
- Review your insurance coverage to determine whether you want to purchase an enhanced package. FSD program insurance ensures that adequate support is available to you in the case of a major emergency. There is a US $250 deductible for which you are responsible. The illnesses and medical issues you are more likely to encounter may require medical consultations and prescriptions that will generally incur a cost between $25 and $100. Beyond taking all necessary precautions to prevent illness and accidents, please plan financially for these types of expenses. Hospitals and clinics may require payment upfront for services; please bring cash and/or a credit card (Visa or Mastercard) for emergency medical expenses and seek reimbursement directly from the insurance provider. FSD is not responsible for upfront costs or cash-related medical fees.

As a GESI student, it is your full responsibility to identify and take all necessary health precautions prior to, during, and following the Program. Please start your health preparations early, as some vaccinations must be taken as far as eight weeks or more before departure. Providing detailed medical advice is beyond the expertise of FSD so it is very important to consult the resources below as well as medical professionals such as your doctor or local travel health clinic.

Center for Disease Control and Prevention (CDC):
Recorded information about health risks and precautions for international travelers:
1-877-FYI-TRIP (1-877-394-8747)

Malaria Hotline: 404-332-4555

Topics to talk to your doctor or local health clinic about:
- Anti-malarial medications and mosquito repellent
- The symptoms of the most common illnesses contracted by travelers, and the appropriate treatment
- Medicines and supplies for preventing and treating common illnesses and maladies (diarrhea dehydration, sunburn, food poisoning)
- Anti-Malarial medications and mosquito repellent
- Rabies
- Food and water-borne diseases
- Nutrition

What happens if I get sick?
- For serious illness that may occur during your program, there are public and private clinics and hospitals available in most areas. If you should become sick, please alert the FSD site team and your host family immediately and they will ensure that you receive appropriate medical care. Kakamega is home to several very good hospital facilities and well-trained, sensitive doctors are easily found.
Visa Info

The recommendations provided here are subject to change at any time. As a GESI student, it is your full responsibility to secure the appropriate visa and ensure the full legality of your stay in the host country during the program. To do so requires consultation of the following resources beyond the information provided by FSD and GESI.

Embassy of Kenya
2249 R Street N.W.
Washington, DC   20008
Telephone: (202) 387-6101
www.kenyaembassy.com

Guidance (subject to change at any time):

The recommendations provided here are subject to change at any time. As an FSD participant, it is your full responsibility to secure the appropriate visa and ensure the full legality of your stay in the host country during the program. To do so requires consultation of resources above and beyond the information provided by FSD. Please check with a Kenyan consulate or embassy for the most current information.

A single entry, 90 day tourist visa costs $50 US dollars and can be purchased at the Nairobi airport with currency 2008 or newer. A multi-entry visa is also available for $100, but is only needed if you are traveling outside of East Africa (Kenya, Uganda, and Tanzania). The visa fee must be paid in US dollars. Participants that stay longer than 90 days will have to renew their visa while in Kenya. Participants are advised to apply for a tourist visa; if you say you are volunteering or working the visa will be much more expensive and more difficult to get. For more information, please visit the Kenyan embassy’s website at http://www.kenyaembassy.com or in-person at the embassy or a Kenyan consulate.
Packing List

Clothes:
- A variety of shirts (collared button up for men) and pants/full or knee length skirts (see Clothing FAQs below)
- A light jacket and/or sweater
- A lightweight waterproof jacket
- A pair of comfortable, sturdy shoes
- Sandals (these can double as slippers)
- A pair of comfortable shoes that you can wear to work
- Rubber rain boots (can also be purchased inexpensively and easily in Kenya)
- Thick cotton socks
- Modest sleepwear
- A sun hat

Health and hygiene:
- Strong, waterproof sunscreen
- Strong insect repellent (Permethrin can be used to treat clothes)
- Aspirin and/or non-aspirin pain reliever
- Over the counter medicines (Pepto-Bismol, Imodium AD, etc.)
- Any medications you use in their original containers and a copy of your prescriptions
- Vitamins
- A supply of hand wipes (biodegradable) and anti-bacterial hand lotion
- Water treatment tablets or a camping water filter for backup
- Personal hygiene products like shampoo, toothpaste, sanitary pads, etc. (at least enough for your first few days as you can buy most products locally)
- Sunglasses, glasses, plenty of contact lenses (the dry, dusty environment can be very hard on the lenses), copy of your prescription, saline solution
- Strong insect repellent and Calamine lotion or other itch-relief cream (you will get bitten by insects at some point during your stay)
- Vitamins
- Antibiotics for travelers' diarrhea
- Sunglasses
- Contact lense solution (is very expensive in-country)
- Feminine hygiene products (sanitary pads are widely available, tampons are not)

Practical supplies:
- Towels, the quick-drying variety are a good idea
- Travel alarm clock (with extra batteries)
- Backpack for overnight or day field visits
- Bright, LED headlamp or flashlight
- Adapters for laptops and other electrical appliances as necessary
- Camera and extra memory cards
- Small combination locks for luggage
- Money belt (waist is more secure than around the neck)
- Utility knife (make sure to put this in your checked luggage at the airport)
- Travel water bottle
- USB (flash) drive
- Notebooks, pens, paper

Documents and money:
- Passport with Kenyan visa and 3-4 photocopies of both, stored in different parts of your luggage
- Vaccination booklet and copy
- FSD Insurance Card and copy
- ATM card (Visa or Mastercard more widely accepted than others)
- Photocopies of all other important documents (including credit card front and backs)
- Cash (at least US$200 when entering country)

Other:
- Reading materials
- Pictures of your family, friends, neighborhood, work
- Books and other reading materials
- Small inexpensive gifts for your host family (these are nice to bring but are not mandatory)
What kind of luggage should I bring?
Don't overdo it—pack lightly so you can travel more easily and store your bag in small places. Remember that clothes can be bought fairly cheaply in Kakamega. Think in terms of a backpack, duffel bag, or moderate-sized suitcase and a daypack. Bags with shoulder straps are preferable to suitcases because they're easier to carry.

What should I bring in my carry-on luggage?
We recommend that you carry all valuables (money, credit card, passport, identification, immunization booklet, insurance card, etc.), prescription medication, and a complete set of clothes (change of shirt, pants/long skirt, underwear) in your carry-on luggage in case your checked bag is temporarily lost or delayed.

What documents should I bring?
We recommend that you carry all valuables (money, credit card, passport, identification, immunization booklet, insurance card, etc.), prescription medication, and a complete set of clothes (change of shirt, pants/long skirt, underwear) in your carry-on luggage in case your checked bag is temporarily lost or delayed.

What should I bring for rural field visits?
We recommend that you carry all valuables (money, credit card, passport, identification, immunization booklet, insurance card, etc.), prescription medication, and a complete set of clothes (change of shirt, pants/long skirt, underwear) in your carry-on luggage in case your checked bag is temporarily lost or delayed.

What are some items especially difficult to get in Kenya?
Electronics (for a reasonable price), books in English (books in English are available in some bookstores, but are often of poor quality). There is a resource library available for reading, however there is a limited selection.

How are clothes washed?
Families will wash all of your clothes except your underwear. Washing machines will not be available—your clothes will be hand-washed and line-dried. Please note that because clothes are washed and dried outside they will probably endure some wear and tear. The climate is so humid that it can often take days to get clothes fully dry, keep this in mind while packing and opt for lighter weight clothes that will dry quickly. You will wash your personal items by first soaking them in powdered detergent and then washing them by hand, using detergent soap.

What type of clothes should I pack?
Keep in mind that darker colors are easier to keep clean, and consider what kind of work you will be doing: for example, if you’ll be working in a rural area, it is likely you’ll need to wear sneakers for going out to the campo, whereas an urban school or microfinance organization will require dress shoes or nice sandals. Lightweight clothes that will breathe in the heat are highly recommended.

What should I wear?
To avoid uncomfortable stereotypes and feel safe (this is especially important for women), dress somewhat conservatively; politically-oriented T-shirts, skimpy tanktops and mini-skirts are not appropriate for work.

At work
Bring neat, presentable clothes for your work at the host organization. Jeans for men and women are the norm, but you may find them hot at some sites, especially Tola. Nice outfits may also double for night-time occasions, since Nicaraguans dress up for dancing and the numerous festivals that occur throughout the year.

For women, jeans, light cotton pants or skirts (knee-length or longer) and tops appropriate for an office-setting. For men, jeans, light cotton dress pants and dress shirts (short sleeved) or polo T-shirts are appropriate. For both genders, comfortable, sturdy, closed-toe shoes or nice sandals are appropriate for work. Many Tola work placements are grass roots organizations; as such, dress standards are lower than at other more professionalized organizations.

At home
Shorts and rubber flip-flops, for both genders, may not be considered appropriate for work—they’re usually worn at home or for informal activities such as sports or going to the corner store. Please bring a pair of modest pajamas to sleep in.
Packing & Electronics

How are clothes washed?
Families will wash all of your clothes except your underwear. Washing machines will not be available - your clothes will be hand-washed and line-dried. Please note that because clothes are washed and dried outside they will probably endure some wear and tear. The climate is so humid that it can often take days to get clothes fully dry, keep this in mind while packing and opt for lighter weight clothes that will dry quickly. You will wash your personal items by first soaking them in powdered detergent and then washing them by hand, using detergent soap.

What type of clothes should I pack?
Keep in mind that darker colors are easier to keep clean, and consider what kind of work you will be doing: for example, if you’ll be working in a rural area, it is likely you’ll need to wear sneakers for going out to the campo, whereas an urban school or microfinance organization will require dress shoes or nice sandals. Lightweight clothes that will breathe in the heat are highly recommended.

What should I wear?
To avoid uncomfortable stereotypes and feel safe (this is especially important for women), dress somewhat conservatively; politically-oriented T-shirts, skimpy tanktops and mini-skirts are not appropriate for work.

At work
Bring neat, presentable clothes for your work at the host organization. Jeans for men and women are the norm, but you may find them hot at some sites, especially Tola. Nice outfits may also double for night-time occasions, since Nicaraguans dress up for dancing and the numerous festivals that occur throughout the year.

For women, jeans, light cotton pants or skirts (knee-length or longer) and tops appropriate for an office-setting. For men, jeans, light cotton dress pants and dress shirts (short sleeved) or polo T-shirts are appropriate. For both genders, comfortable, sturdy, closed-toe shoes or nice sandals are appropriate for work. Many Tola work placements are grass roots organizations; as such, dress standards are lower than at other more professionalized organizations.

At home
Shorts and rubber flip-flops, for both genders, may not be considered appropriate for work – they’re usually worn at home or for informal activities such as sports or going to the corner store. Please bring a pair of modest pajamas to sleep in.

Laptops
Generally, it is recommended that interns bring their own laptop or netbook when possible. Computers are frequently used at work for doing research, writing work plans, budgets, reports and proposals, and designing materials. Most host organizations have limited computers for staff and one is not always available for intern use. It is unusual for host families to have computers at home. Netbooks offer a cheaper alternative to the traditional laptop and are often sufficient for the work necessary. It may also be a good idea to invest in a cheap USB drive. These are an excellent way to cart around your documents: email, print or fax them from an internet cafe. It is recommended that if you bring a laptop or netbook that you back up your files, install anti-virus software, and install any programs you may want to use while abroad before leaving.

Please understand that taking a laptop entails the risk that it could be lost, stolen or damaged. FSD is not responsible for your possessions.

Should I bring my iPod?
iPods are becoming more common, but you should generally not walk around listening to your iPod; they automatically advertise your wealth and set you apart. Keeping it at home and listening to it with your family is perfectly fine.
Food & Water

Can I drink the tap/well water? Where can I get safe water?
Do not drink or brush your teeth with the tap water for the first few weeks of your stay while your body adjusts, and never swallow this water. You are only to drink filtered water or water that has been boiled.

Where can I get safe water?
It is very hot in Kenya, so please pay close attention to your hydration at all times and be sure you’re getting plenty of (safe) water. Your host family will make purified water available to you. When visiting other families or communities, bring your own water with you at all times, and when in doubt, drink a bottled beverage. Most shops in Kenya sell bottled water. Before purchasing a bottle of water, please ensure that it has an intact plastic seal covering the lid. Very rarely, unscrupulous vendors re-fill used bottles with tap water. Protect yourself from this scam by purchasing only sealed bottles. The most sustainable way to ensure that you always have a supply of purified water available is to bring a stainless steel water bottle and re-fill it each morning from your host family’s supply. You should bring water treatment tablets.

What is typical food?
The main staple of the Kenyan diet is ugali, a coarsely-ground maize meal that is cooked with water until stiff. Small pieces are pinched off and dipped into other foods. In Kakamga, where the diet is more traditional, you can expect to eat ugali at almost every meal (aside from breakfast). Common side dishes include sukumawiki (kale), kunde (cowpea leaves), maharagwe (beans), ndengu (lentils), ndizi (green plantains), and walli (rice). In Kakamga, it is also customary – if the hosts can afford it – for guests to be served kuku (chicken). Breakfast usually consists of chai (tea), often served with milk and sugar, and white bread. The Kakamgan diet reflects the cultural diversity of the region with Arab, Indian and European influences. Common dishes include pilau (spiced rice with meat), curries, biriani, and sambusa (samosas). If you are living with a Muslim family, remember that it is customary to eat only with the right hand. If you are coming to Kakamga and your right hand is uncoordinated, it would be a good idea to practice before you arrive. In all families, ugali and its accompaniments is eaten with the hands. Traditionally, the host will pour water over a guest’s hands before meals, but soap is rarely provided – you may consider bringing a small bottle of hand sanitizer to use (discreetly) before meals.

What do most people drink?
Most families drink plenty of chai throughout the day and, at meals, also drink water (often treated with a locally-available chemical agent). If it is available, many Kenyans enjoy maziwa lala (“sleeping milk”), or curdled milk. It is definitely an acquired taste. Soda is considered a treat and not standard in most Kenyan homes, but can usually be purchased at small roadside kiosks (be sure to return your glass bottle to get your deposit back). When coffee is available it is usually Nescafé, though fresh coffee is easily purchased in grocery stores as it is one of Kenya’s main exports.

How vegetarian-friendly is the local cuisine?
Meat is a luxury not afforded to many Kenyan families, especially in rural areas. However, you will find that because you are a guest, most Kenyans will want to treat you with kuku (chicken) or nyama (meat). Vegetarian diets are easily accommodated, but please be specific as to your preferences (i.e. whether you eat chicken but no red meat, no fish, no eggs or dairy, etc.) and let the FSD staff know beforehand so they can alert the family. If you are invited to another home for a meal, please inform the host well ahead of time of your diet preferences.

What foods should I avoid?
Avoid uncooked food, street vendors and restaurants that have not been recommended by FSD Site Team. Do not eat raw fruits or vegetables unless they are peeled or have been thoroughly washed with boiled or treated water. Do not eat pork to avoid the risk of acquiring schistosomiasis. To prevent parasites and diarrhea, you should eat lightly upon arrival and stay away from milk and cheese that has not been pasteurized.

Can I eat fresh fruit from street stands, and trees?
In Kenya you are likely to encounter an abundance of fresh fruit. As a rule, if you can peel it, you can eat it! Avoid peeled fruit served on the street unless you watch the vendor peel it. Be sure ahead of time that the knife being used is clean.

Let me express my preferences, or turn down unsafe food that is offered to me?
In many places food is an important form of hospitality and it is a cultural practice to offer food and drink as a welcoming, friendly gesture. Never put yourself at risk, but please be diplomatic in expressing your needs. Take care not to offend your hosts with negative comments or facial expressions. Your host family will be notified of what you can and cannot eat or drink, but you should also be sure to tell your family what you do and do not like to eat. You should feel comfortable politely asking your family for food to be less greasy or salty, to put salt on the side, to mention that you like fruits and vegetables, or to be given more or less food.

Are there any US-style restaurants?
In Kakamga, aside from french fries which are very popular (called “chips”), it is somewhat rare to find restaurants serving western food. Most restaurants serve the local food, however there are a few that offer pasta and pizza. In Kisumu, about an hour away by matatu (public bus), some other American-style food is available.
Communication FAQs

What is the best way for friends and family at home to reach me?
Email is the most reliable way to be in touch with your friends and family at home. So that you can stay in contact with the site team and make other local calls you will be provided with a cell phone once in-country, but you will have to purchase credit to cover most calls you want to make. Through your cell phone your family will always be able to contact you at no cost to you (incoming calls are free), but beware – calling both from the US to Kenya and from Kenya to US is quite expensive! If your host family has a phone, you can ask them if it is all right for your family to call you on that line. Realize that phone communication is often interrupted by bad weather, local technicalities or over-loaded circuits, and sometimes lines are cut in the middle of a call. Please ensure that your friends and families are aware of this and understand that it is best not to schedule international calls at exact times.

In case of an emergency, your family can also call the FSD site team and leave a message for you. Please remember that many host families do not speak English well enough to converse on the phone. In these cases it may be better to call the US emergency cell phone.

Can friends and family call me?
You can receive calls from friends and family on your cell phone. The majority of host families do not have house phones and instead rely on cell phones. Never make any long distance calls from your host family or organization’s phone without permission (if you use a calling card and ask permission from your family this could be OK).

Is there access to internet and email?
In Kakamega Town, there are plenty of internet points (called cybercafes). Access is usually around 1 shilling per minute, or about US$0.85 per hour. USB internet modems are also widely available and cost around $30, after that you pay by the amount of uploaded and downloaded data (measured by the MB) or by the minute.

How do I call the US?
To call the U.S., dial 001, the area code, then the seven-digit number. Calls to the US are very expensive, ranging between about US$0.30 to over US$1 per minute. If you are calling from a cell phone, you may need to dial +1 (producing the “+” symbol by pressing the “*” button twice) before the area code and seven-digit number.

How do I make a call within Kenya?
You can call anywhere in Kenya simply by dialing the 7 to 10 digit number. Area codes are included in any number you will be given. For directory enquiries dial: 991
Money

How much cash should I bring with me?
Plan on having US $200 in cash when you arrive, as well as an ATM card and an emergency credit card. While you can exchange money at the airport or at change bureaus in Nairobi upon your arrival, we recommend that you plan on drawing all your money from ATMs, as it is more convenient and you avoid costly exchange fees. To ensure that your ATM card will work in-country, please check to see if it bears a Visa or Mastercard logo. Check if your bank has relationships with any companies in Kenya that you can withdraw from free of charge.

How much money should I plan on spending in country?
FSD covers most of your necessary expenses, including room and board, in-country transportation, trip expenses (if applicable), orientation, midterm, and debriefing sessions. You will need to purchase your own water or beverages during orientation and the midterm retreat, however all meals are provided. Recreational activities during the midterm retreat are not covered, so you should bring extra money for excursions and activities. You may also want additional money for entertainment, snacks, books, gifts, newspapers, weekend excursions, additional transportation and health emergencies. You should budget for about US$5/day and about $50 for a weekend trip. Bring more if you plan to go out often or buy gifts. Never carry a large sum of cash or your passport on public transportation; if you must, please do so with caution. Bring only what you need for the day and use a nondescript bag to carry books or papers.

How can I get cash?
ATM machines are recommended because they are available, secure, and get a good rate of exchange. ATMs are widely available in Kakamega Town. Traveler’s checks are not recommended: they do not get a good exchange rate (cash is much better) and are not widely accepted. Do not exchange money with street dealers; banks or exchange bureaus are much more secure.

Are credit cards accepted?
Credit cards are only accepted in more expensive shops and restaurants, and often require a minimum purchase. Bring a Visa since it is the most widely accepted. MasterCard is no longer accepted in most places.

What is the local attitude towards bargaining?
Bargaining is part of the culture and expected at local markets. In Kenya it is generally accepted that mzungus (lit. “Europeans,” or whites) will have plenty of money to spend and thus most vendors will initially quote an exaggerated price (commonly referred to as the “mzungu price”). The rule is generally that you will divide that price in 3 to 5 and begin bargaining from there. Stand your ground, but have fun, too – the bargaining process is generally conducted good-naturedly, almost like a game. Knowing enough Swahili to haggle a bit will demonstrate you’re not a tourist and often helps you get the best price.

MONETARY UNIT & EXCHANGE RATE

Monetary Unit | Shilling (Ksh)
Exchange Rate | The exchange rate is approximately 87Ksh to the US Dollar.
You can find the current rate online through websites like www.xe.com
Arrival & Transportation

Arrival:

• Your Arrival in Kenya:
The FSD Site Team will be waiting for you at the greeting area of the airport upon your arrival. They will have a sign with the letters “FSD” on it.
• Your Departure from Kenya:
The Site Team will work with you to arrange for your departure. They will accompany you to the airport as well.

Transportation in Kenya:

What are the most common modes of transport and are they expensive?
Bodabodas (bicycle taxis), pikipikis (motorbikes), Matatus (public buses), and taxis are all available forms of transportation in Kakamega and Kenya in general. For the most part, payment is negotiated based on distance. When taking a motorbike, make sure to use a helmet which can be purchased in-country, or borrowed from the FSD office. It is best to use a driver recommended by your host-family or FSD whenever possible.

Can I travel after dark?
It is recommended that you do not travel after dark (which is normally around 6:30-7pm), so plan ahead and be cautious.

Is it safe to go out at night?
Do not walk around after 7 p.m. If you must go somewhere, do not go alone. Consult with your host family about safety information specific to your neighborhood. Plan ahead and be cautious.

Know Where You Are Going
Always know where you are going and the name of the stop (or stage) before you get on a matatu. If you are going to an unfamiliar location, ask a member of your family or a member of the FSD site team for landmarks or nearby stops to look for and indicate to the driver. If you are still unsure where to get off, usually the conductor or driver will readily inform you of your stop when you’ve arrived.
Family Homestay

One of the most rewarding, challenging, and meaningful experiences during your time in Kenya is likely to be the time you spend living with your host family. Host families offer the rare opportunity to truly integrate yourself into the local culture and build meaningful relationships that will last long past your stay. Families are carefully selected and offer their homes out of a genuine sense of generosity and the wish to learn about another culture. Your host family will view you as a member of the family and treat you as such. We hope that you will feel equally at home, but we ask that you never forget you are a guest. Please always be respectful of their rules and help out the best you can.

A typical FSD host family in Kakamega, Kenya:
Kakamega has both rural and urban home stays. In the rural setting families often live in a compound comprising of several different homes that belong to different family members. Majority of the rural homes have no electricity or running water, but do have access to water and lanterns to use after dark. In most cases rural families have small farms adjacent to their compounds where they grow some of their food. In the urban setting there is a much higher percentage of homes with both electricity and running water. Unlike in the rural setting, urban homes are usually a single dwelling, where all family members live together. Kenyan families usually have three to four children, and often times there are members of the extended family living in the household. There is therefore a high probability that most families will have children in the homes. In both settings there is normally one family member, either the mother or the father who work outside of the home.

What will my host family provide?
Your family is required to provide you with a private room with a bed and bedding, three meals a day, purified water and weekly hand-washing of your clothes. Toiletries and a towel are not provided; you must bring your own.

What are the living accommodations like?
Living accommodations are very basic by U.S. standards. In rural areas, many host families are without running water or electricity, making kerosene lamps and bucket baths the norm. Even in more urban areas, often water and electric services will shut off for short periods of time. However, all FSD host families keep very clean houses and will do their utmost to keep you comfortable during your stay. Ants, mosquitoes, geckos, and occasionally spiders and small rodents can creep into the house, though these are generally not harmful and your host family can help prevent their entering if you let them know. Storing food in its proper place and keeping your living area neat will make a big difference. You will become accustomed to a fair amount of night sound, varying between urban and rural sites but often including traffic, animals, rain and wind on tin roofs, drumming from traditional nighttime ceremonies, and radios. Ear plugs can help.

How are families structured in Kenya?
Many Kenyan families consist of parents, grown children, and grandchildren in the same home, or in several small homes scattered around the same plot of land. Please note that in rural areas, polygamy is not uncommon, although most families are limited to two wives. Children in Kenya, like children anywhere, can be both adorable and annoying, but try to maintain your patience with them in order to integrate smoothly into the household. Sometimes young children will be afraid of you for the first few weeks because you are a stranger and you look and act differently than the people they're used to. Please don't take this personally and be patient—they'll warm up to you with time. It is sometimes difficult to understand family structure in Kenya as many people refer to their aunts and uncles as “mother” and “father” and their cousins as their siblings. Some families will take nieces and nephews into their homes and raise them as their own children. Don't be afraid to ask questions – this is a great opportunity to understand the structure of Kenyan families.

Do I need to help out with chores?
We ask families to treat you as another member of the family, which means you will pick up after yourself, keep your area neat, and help out with the cooking and cleaning as appropriate. For women, spending some time with mama in the kitchen can be a great culinary learning experience! Men may expect to have the opportunity to help tend to animals or work on carpentry projects with the males of the house.

Is it safe to bring and store valuables at my host family's house?
There is no need to bring many valuables, or openly advertise any that you do bring. We require that you keep items of value locked in your luggage at all times. This is extremely important because friends and relatives are often in and out of the house. There have been incidents when an intern thought something was stolen only to find that s/he had misplaced it. This kind of “scandal” is hard on the host family who take great care to protect you and your things. If something unusual of this nature does happen, please speak with your host mother and/or the FSD Site Team immediately.
Family Homestay

What are standard meal times?
Lunch is at midday, however breakfast and dinner are served a bit earlier than you may be used to, generally because people both arise and go to bed earlier. Family members often eat at different times. Many families watch the news or “telenovelas” (soap operas) during lunch and dinner. Don't be surprised if the family serves you before or after their own meal.

How should I tell my family that I'd like less food, or different kinds of food?
Don't be shy about asking your family for particular foods or the amount of food you want to eat. Vegetarian food is always available. You should tell your family what you do and do not like to eat. Politely ask your family for food to be less greasy or salty, to put salt on the side, mention that you like fruits and vegetables, or ask to be given more or less food.

How much time should I spend with my host family? What should we talk about?
One of the most rewarding, challenging, and meaningful experiences during your time in Kenya is likely to be the time you spend living with your host family. You will learn a great deal about Kenyan culture and habits through the people who live there, so cultivate a habit of listening and observing, rather than merely hearing and seeing. Ask questions and share your perspective. Be sensitive to the feelings of others and embrace the different viewpoints, lifestyles, experiences and company your family provides. Host families are eager to get to know you and learn about your western life so be ready to talk about your interests, culture, family and plans. We encourage you to share pictures and stories from your life at home.

How often should I check in with my family?
You are entrusted in the family's care and just like your own family, they will worry about you if you don't check in. Please advise your family in advance if you do not plan to be home for a meal. Likewise, be sure to notify your family in advance of any weekend excursions you take other than those in the scheduled program.

Can I have visitors come over to the house?
Please advise your family before you invite anyone to the house, especially someone of the opposite sex. Overnight guests are NOT appropriate and are unacceptable during the program. Protect your family’s safety and privacy. Do not give out their home number. Remember: Even though you will be treated as part of the family, you are still a guest in their home and must be respectful of their rules.

Will I receive my own set of keys?
You should receive your own keys to the house so that you are free to come and go as needed.

Can I go out at night?
Yes, although opportunities to do so will vary widely according to your site. In some rural areas, for example, there will be no reason to go out after dark and nocturnal excursions will be limited to weekends that you spend in more urban areas. If you do make plans to go out at night, please advise your family of your transportation, who will be accompanying you, your return time, and arrangements for getting home and into the house. Exercise good judgment: As anywhere, it is best to go out with family members, coworkers or friends that you meet. Be extremely wary of lavish attention from strangers in bars or nightclubs and always be aware of your surroundings. Simply being a westerner makes you more of a target for theft, harassment, etc. You should never be out alone at night past 7 p.m.

How should I handle requests for money?
FSD program fees subsidize all of your room and board expenses so there is no need for you to discuss money with your family. They should not ask you to borrow money and if this happens, tell them it is against your program rules to lend money. If children ask for money, gently remind them that it is against the rules, and let your Site Team know about the incident.

What types of gifts are appropriate to bring for my host family?
We suggest that you bring small and modest gifts for your host family as a token of goodwill and gratitude for their hospitality. Ideas: souvenirs of your hometown or state, chocolates/candies, inexpensive solar calculators or watches, inexpensive jewelry or headscarves, school supplies for the children, etc. It is possible to purchase small gifts in Kenya too, but regional gifts are special. Use your imagination!
First of all, let me just say that I cannot believe that I have already been in Kakamega for over a month. Talk about how time flies! Even scarier, however, is the thought that I only have one month left to accomplish any of my goals at work. As I mentioned in my last post, I spent a lot of time during weeks 2 and 3 formulating my work plan. How could I have a sustainable impact on KES and the Kakamega community? This was a really difficult question to answer, and after hours of deliberation I decided not to focus on just one idea, but instead to work on a series of small projects that could improve the cooperative’s effectiveness in Kakamega. My first objective is to facilitate the involvement of current members and the recruitment of new members. KES has over 400 members, but suffers from a very high monthly default rate due to their “goodwill” debt collection procedures in which members are expected to pay monthly without any staff or loan officers to guide them. This high rate of default is detrimental to the cooperative’s growth and I believe it needs to be addressed as soon as possible if the SACCO is to reach its goal of being fully operational by 2012.

My first idea is to create a quarterly newsletter, targeted specifically at members who have been dormant for more than two months. This newsletter (only 4 pages long) is almost complete and will be ready for KES’ Annual General Meeting scheduled to occur on June 27th. In addition, I am hoping to implement new incentive programs to encourage continuous payment of loans and member recruitment. Specifically, a member who makes loan payments every month for a year (a rarity in the current records) will receive the last month’s interest free, a member who pays his shares every month for a year will get the opportunity to take out a loan at a lower interest rate (8% monthly instead of 1%), and members who recruit new members will receive a certain amount of money for every member they bring in. Finally, I have agreed to help the SACCO design a sign to help advertise their location on the main road of the town. These are all very simple ideas, but I hope that in combination they will give KES a boost in member recruitment and involvement.

My second objective is to update their accounting systems. Currently, the bookkeeper uses Microsoft Excel for all accounts, but none of her spreadsheets are dynamic. In other words, she adds everything up with a calculator (and occasionally makes mistakes along the way) instead of using formulas (as simple as auto sum) that could calculate everything automatically. I have already worked out a good system, but my goal is not to just teach the bookkeeper to use the system that I have created. Instead, I am trying to teach her how to create general dynamic spreadsheets – that way after I am gone she will be able to design efficient systems of data management using excel as the need arises.

Thirdly, I am working with KES’ microfinance sector to jumpstart a new group of boda boda drivers. This is probably the part of my project that I am most excited about. A boda boda is essentially a bicycle taxi, who shuttles people around all day for about 15 cents per trip on average. Most of the drivers (there are hundreds of them) have no other way of making a living – many have even finished high school or university but just don’t have any other career options. Our goal is to get a group of 15 boda bodas to start saving monthly for four months, after which they will have the opportunity to take out a small business loan. After this loan is paid back, they will eventually take out a bigger loan and will thus be given the opportunity to work their way up out of poverty.

At first I was unsure that we would be able to get a group of bodas interested in this kind of project – as a matter of fact KES tried to implement this kind of project with an FSD intern last year and the project was ultimately unsuccessful – but last week I was happy to find that my fears were unfounded. I met with the bodas for the first time on Friday, and it was probably the most powerful experience I have had since coming to Kenya. We met for about an hour in a small hot room, with someone translating what I was saying sentence by sentence into Kiswahili and then translating their questions back into English. After their skepticism had been assuaged (many Kenyan workers have been victims of fraudulent pyramid schemes), I could sense the excitement and nervousness in their tone of voice. Nobody had ever before put theirfaith in the hands of these boda drivers, and I believe they saw in this newfound trust an opportunity to change their lives. Contrary to my expectations, they were very proactive about organizing their next meeting time and even asked if they could bring new members. At the next meeting (July 3rd) we will go over/amend the group constitution, and elect officers (chairman, treasurer, secretary).

My final project involves evaluating the KES Strategic Management Plan that was created in 2007. In the SMP, KES has set specific goals for each year from 2008 to 2012 (i.e. number of members, amount of capital etc.) and I plan to go through their records and make a report detailing their progress. In the end, I hope that some if not all of my projects will be sustainable, and will help KES to reach the goals outlined in their SMP.
Cultural Practices & Beliefs

How important is punctuality in Kenyan culture?
The concept of time is very flexible in Kenya. Many people, especially in the villages, do not use or own any time-keeping device. For this reason, as well as many outside factors like transportation issues or severe weather, some Kenyans will arrive for meetings or appointments significantly late by western standards (or sometimes not at all). Often there is no way to communicate when someone is running late or unable to come. While this cultural trait will require some adjustment for most westerners, with time you’ll find that this relaxed pace has merits of its own!

How do people in Kenya feel about privacy?
Privacy is not a value in Kenyan culture. You will often be surrounded by adults or children, particularly if you live in a village. Many Kenyans are not shy about asking personal questions once they know you. Should they arise, take uncomfortable inquiries with a grain of salt and try to bounce back with a sense of humor, when possible. There may also be many more people in a small house than you are accustomed to, but you should always be allowed privacy within your room. Sometimes your host mother or children in the house may forget to knock, and it’s okay to gently remind them that you would appreciate a warning before they enter.

How do people in Kenya greet and say goodbye to each other?
Extended greetings are very important to Kenyans, and you should at least learn the greetings and some other basic vocabulary (such as “thank you”) in Swahili and in Kibaluhuya in order to appropriately converse with locals who don’t speak English. Handshakes are by far the most common greeting gesture in Kenya, and most people you meet will be particularly interested in shaking your hand as you are a foreigner. When you enter a large room full of people, don’t be surprised if you are expected to shake the hand of each one – small children included! Despite the importance of greetings, introductions are uncommon in Kenya. If you are unsure of who someone is, you may ask politely, but do your best to remember names – sometimes your new acquaintance will jokingly quiz you on your memory the next time you meet!

What are some common non-verbal gestures and body language to know?
Extended greetings are very important to Kenyans, and you should at least learn the greetings and some other basic vocabulary (such as “thank you”) in Swahili and in Kibaluhuya in order to appropriately converse with locals who don’t speak English. Handshakes are by far the most common greeting gesture in Kenya, and most people you meet will be particularly interested in shaking your hand as you are a foreigner. When you enter a large room full of people, don’t be surprised if you are expected to shake the hand of each one – small children included! Despite the importance of greetings, introductions are uncommon in Kenya. If you are unsure of who someone is, ask politely, but do your best to remember names – your new acquaintance may jokingly quiz you the next time you meet!

What kind of public touching gestures are acceptable in country?
Handshakes between both sexes and across all ages are the norm. Generally, other public displays of affection are considered distasteful, especially in the more conservative Western highlands. It is very common, however, to see same-sex friends walking down the street hand-in-hand. If a Kenyan of your gender takes your hand as you walk, consider it a compliment devoid of sexual connotations. It is also common to lightly hold a person’s arm or elbow to get their attention.

How do Kenyans view household animals/pets?
While domestic animals like cats and dogs are less common, farm animals represent an important part of life for most Kenyans and many families rely on cows, chickens, and goats as food sources. Chickens especially can be seen scattered about most rural yards and can sometimes even be seen in a family’s sitting room! Some families do have dogs but their relationship with them will probably be different than what you are used. Dogs that live with families are generally kept within the compound (yard) but outside of the house, even at night, and also serve to guard the home and deter intruders.

What is religion like in Kenya?
Religion plays a major role in the lives of most Kenyans. Along the coast, most are Muslim, but throughout the rest of the country, Christianity is by far the most dominant religion. Many Kenyan Christians are very vocal about their faith, and may press you about your beliefs and denomination or ask you if you are “saved” or “born again.” Evangelical preaching on television and in crowded markets or streets, where a large crowd will often be gathered around, is quite common. Most host families and some host organizations actively incorporate religion into their daily activities and may precede ceremonies or meals with prayer. Even if you do not follow the same faith, please be respectful of your hosts by bowing your head during prayers.

What are some other values and/or beliefs which will help me adjust to and immerse myself in my new host community?
Due to the prevalence of disease and the lack of health care death is also a very common and unfortunate part of life in Kenya. In rural areas, you may often hear drumming throughout the night which indicates a death in a nearby home. It is common for people to miss work for burials. If someone in the village you are staying in passes away, work may stop or slow down and may not pick back up again for several days. It is likely that you be invited or asked to attend a burial during your time in Kenya. This is an important way to show your support for the family and community as a whole, but if you do not feel comfortable attending you do not have to. If you wish to attend please dress modestly, and be prepared as they may ask for a donation for the family.
Workplace

What is the general perception of work in country?
Work is generally approached with the same degree of seriousness and commitment as in western cultures, although you may find that schedules and time frames are much more relaxed here. Still, it is very important to maintain professionalism in the workplace by arriving and leaving on time and dressing appropriately. If the office opens later than scheduled, discuss timing with your supervisor and Site Team to determine the best way you can adapt to the organization's office hours.

What is a typical work schedule in Kenya?
An 8 or 9-to-5 schedule with about an hour break for lunch is the norm for almost all office jobs and FSD host organizations.

How is personal initiative viewed? Is it appropriate to voice my opinions?
It is appropriate and encouraged for you to voice your opinions, though we recommend doing so first in private with your supervisor, especially if you would like to discuss an issue which pertains directly to one of his/her ideas or initiatives. As in any other work or internship setting, it is imperative that you avoid taking a condescending tone or blatantly criticizing the ideas of others.

What are common practices for socializing with colleagues?
It is common for colleagues to eat lunch together or run errands around town. In cases where you become especially close with one of your colleagues, you may be invited to a meal at their home or, as mentioned above, a funeral of a family member. All of these activities are perfectly acceptable. If you feel that a colleague is becoming too close or attempting to make inappropriate advances, you may politely decline extended invitations and notify the FSD Site Team if you are becoming uncomfortable.
Race, Sexuality & Gender

How you interact with others will initially have a lot to do with preconceptions. You’ll feel more comfortable once the inevitable “getting to know you” period is over, but keep some of these cultural norms in mind.

RACE AND ETHNICITY
In Kenya, you may not encounter the same level and/or kind of awareness and sensitivity surrounding race relations and conceptualizations of heritage as you may be accustomed to finding in the U.S. If you have features associated with an Asian heritage, you may be referred to as “Chinese.” If you have fair skin, kids and adults will shout out, call or greet you as “Mzungu” (Lit. “European”). Even persons with dark skin and an African heritage will sometimes be referred to as “Mzungu”, in this case meaning any westerner or, often, any person showing the appearance of wealth associated with western nations. If you have features associated with an Indian or South Asian heritage, you may be referred to simply as “Asian.” In most cases, these names are not necessarily derogatory terms; many people use them simply because your skin color or features are unusual or intriguing within that context. Please be patient and try to remember that, especially in Kakamega and more rural areas, your appearance is most likely unusual and provokes curiosity in locals. In some cases, it may be valuable to engage the people you meet in a conversation about the specificity of your heritage.

SEXUALITY
Sexual orientation or preference is not a topic that is openly discussed in Kenya. Please realize that homosexuality may not be regarded with the same understanding or sensitivity in Kenya. Please do your best to take this into consideration when discussing such issues with your host family or other members of the community. Also take note that homosexual relations are illegal in Kenya.

GENDER
If you are a woman, expect to get a lot of unwanted attention; it is likely that men will talk to you in the street and attempt to engage you in conversation. Use your common sense. The best thing to do is to ignore them. Do not give out your phone number to people you don’t know. You can explain that you are living in someone else’s house and are not allowed to receive calls or visitors.
Website Guide

Daily Nation
- Kenya’s most widely-distributed newspaper. Most critics agree that it is relatively independent and balanced

East African Standard
- http://www.eastandard.net/
- Kenya’s oldest newspaper – a privately-owned daily

BBC News: Africa
- http://news.bbc.co.uk/2/hi/africa/default.stm
- Arguably the best site on African news and current affairs
Out of Africa  Director: Sydney Pollack, 1985 — This film tells the true story of Baroness Karen Blixen-Finecke, a Danish woman who relocated to the British East Africa Protectorate (Kenya) with her husband in 1914 to take charge of a large coffee plantation. Based on Blixen's 1937 autobiographical account written under the pen name “IsakDineson”. Out of Africa won seven Academy Awards in 1986, including Best Picture.

The Kitchen Toto  Director: Harry Hook, 1988 — Mwangi is a Kikuyu boy whose preacher father is murdered by Mau Mau rebels in 1950. Soon afterward he goes to work as a house servant for a colonial police officer and his wife and young son. When the rebels kidnap Mwangi and make him swear allegiance to their cause, a potentially explosive situation arises. A gripping story about one of the bloodiest episodes in the history of British decolonization and the birth of modern Kenya.

Something of Value  Director: Richard Brooks, 1957 — Peter, a Kenya settler boy, and Kimani, a Kikuyu, are childhood friends. After his father is jailed for following tribal customs, Kimani joins the Mau Mau rebellion. Kimani believes in the cause, but does not agree with the indiscriminate killing of women, children, and those who will not join or support the rebels. Peter, even after the deaths of his little sister and brother by the Mau Mau, still believes that there is a chance for peaceful co-existence. Based on the 1955 novel by Robert C. Ruark. © MGM

Massai, Les Guerriers de la Pluie (Masai, The Rain Warriors)  Director: Pascal Plisson, 2004 — This French film follows the lives of a group of young and inexperienced Masai warriors on a search to bring back the mane of Vitchua, a mythical lion and incarnation of the god of revenge. In doing this they believe they will put an end to the drought that has cursed their land. As they press onward through the plains of Kenya, the young warriors are at every moment confronted with danger, betrayal, fear, and competition to become men.

The Constant Gardener  Director: Fernando Meirelles, 2005 — Justin Quayle, a British diplomat stationed in Nairobi, investigates the brutal murder of his health activist wife despite the wishes of his superiors that he rely upon the official inquiry for answers. Instead, Quayle discovers a sinister conspiracy between his government and the pharmaceutical industry to test experimental drugs on unsuspecting Kenyan slum dwellers. Based on the best-selling novel by John Le Carré with scenes filmed in Kibera, Nairobi's notorious slum and the largest in all of Africa.

The Knife Grinder’s Tale  Director: R.L Hooker, 2007 — This short film tells the story of Ogwang, a countryside knife grinder who loses his son to an angry mob in a Nairobi slum. Wanting to know the place and circumstances of his son’s death, Ogwang sets out on a journey to bridge the distance between love and death in the face of violence. Based on a short story by award-winning Kenyan author Yvonne AdhaimboOwuor.

Kibera Kid  Director: Nathan Collett, 2006 — Otieno is a twelve-year old orphan living in Kibera, Nairobi's notorious slum and one of the world's largest. He lives with “The Razors,” a gang of petty thieves. After a theft gone bad, Otieno is forced to choose between saving an innocent man's life and his loyalty to the Razors, the only family he knows. A compelling look at the widespread poverty and violence that is a daily reality in much of urban East Africa.

Hip Hop Colony  Director: Michael Wanguhu, 2005 — This documentary traces the unique development of hip hop music in Kenya. US influences have combined with the traditional music of Kenya to create a new style, “Genge,” that is extremely popular throughout the country. The documentary intersperses concert footage and interviews with musicians and producers. An interesting glimpse into how contemporary East African culture is shaped and influenced.
Reading & Website Guide

The Mzungu Boy  by Meja Mwangi (Groundwood Books, 2005)
For Kariuki, life in a small village in Kenya is one great adventure. The best part of his day is the walk home from school, when he is free from both his bullying headmaster and his mother's long list of chores. The landscape around his village is beautifully wild, and Kariuki knows it well. One day Kariuki meets Nigel, a boy from England who has come to visit his grandfather, the fearsome Bwana Ruin, who owns the farm where the villagers work. The villagers call Nigel the mzungu boy (westerner), and view him with suspicion and fear, but not Kariuki. In this novel, the author captures a time of innocence, wild beauty, and the growing violence that eventually changed the entire structure of colonial Africa.

Petals of Blood  by Ngugi wa Thiong'o (1977)
Called “The definitive African book of the 20th century”, a novel presenting an impassioned critique of the hypocrisy of post-colonial Kenyan rulers, corruption, and the deterioration of the traditional Kenyan culture. Set in Kenya just after independence, the story follows four of the novel's major characters - Munira, Abdulla, Wanja, and Karega - whose lives are all intertwined due to the Mau Mau rebellion. In order to escape city life, each retreats to the small, pastoral village of Ilmorog. As the novel progresses, the characters deal with the repercussions of the Mau Mau rebellion as well as with a new, rapidly modernizing Kenya.

The classic vivid account of the author's childhood on a coffee plantation in colonial Kenya. With an extraordinary gift for detail and a keen sense of humor, Huxley recalls her childhood on the small farm at a time when Europeans waged their fortunes on a land that was as harsh as it was beautiful. For a young girl, it was a time of adventure and freedom, and Huxley paints an unforgettable portrait of growing up among the Masai and Kikuyu people, discovering both the beauty and the terrors of the jungle, and enduring the rugged realities of the pioneer life.

A beautifully composed collection of first-hand accounts from a broad array of Kenyan women.

A Primate's Memoir: A Neuroscientist's Unconventional Life Among the Baboons by Robert M. Sapolsky (Scribner, 2001)
The author gives a smart, descriptive account of his translocation from Brooklyn to the Kenyan bush as a primate researcher, anecdotal and witty as he relates his loss of naïveté. Sapolsky flings a few darts along the way at the late activist Dian Fossey--who, he hints, may have indirectly caused the deaths of her beloved mountain gorillas by her unstable, irrational dealings with local people--and at local bureaucrats whose interests did not often coincide with those of Sapolsky's wild charges.

Tick Bite Fever by David Bennun (Ebury Press, 2004)
Tick Bite Fever is the unconventional memoir of a very unconventional childhood. In the early Seventies, Dave Bennun's family transplanted themselves from Swindon to the wilds of Kenya. His father had lived in Africa before, but for Dave, Kenya was bemusingly new. It would be his home for the next 16 years, with things sometimes seeming a bit surreal.