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## PART II

*ThinkImpact Guide*
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 summer, our professors and student instructors will be in contact with feedback and encouragement; in August 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,

_Patrick Eccles_
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Program History

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.
Program Information

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
Office: +1 847-467-2689

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.

Patrick Eccles  
Assistant Director, Global Engagement  
Office: +1 847-467-0844  
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patrick.eccles@northwestern.edu

Meghan Ozaroski  
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m-ozaroski@northwestern.edu

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 Corps (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 (June 15 - 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 16th; 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.
Academic Information

What to expect at the Final Reflection Summit (August 17 - 19):

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.

Safety

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 your 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 June 15th:

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.
Food for Thought

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 an 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?
Food for Thought

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.

THINK IMPACT COUNTRY GUIDE SOUTH AFRICA
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WELKOM IN SUID-AFRIKA!

Your journey begins now, as you take the intellectual and logistical steps necessary to prepare for the South Africa Institute. The Institute is more than a traditional internship or study abroad program. Throughout your time in South Africa you will be fully immersed in what we call the innovation process.

Through this process you will build meaningful relationships with community partners, begin to understand a new culture in a new and exciting way, formulate meaningful questions that guide your knowledge of economic development, and ultimately prototype new products and services that will change lives in your community.

You will wear many hats. You will be a student, facilitator, a leader, an innovator, a designer and ultimately a catalyst for sustainable social change.

Please read through this entire guide in order to be fully prepared before the Institute. You can also follow this South Africa Country Guide on your mobile device with the Unleesh App!

Get the most out of this guide and connect with fellow students on your mobile device now by downloading the Unleesh App, if you haven’t done so already! Available in the App Store for Apple devices and Google Play for Android users, just search “Unleesh” (with two e’s). Just like the Pre-Departure Handbook, the App will allow you to access the guide anytime on your phone and guide you step-by-step through your journey, while allowing you to share your experiences and knowledge with others.

All students have been automatically enrolled in the South Africa Country Guide Path on Unleesh. Make sure to register and login with the emails you have provided to ThinkImpact to gain access.
MEET THE SOUTH AFRICA COUNTRY COORDINATOR

Mbali Zondi, Country Coordinator, South Africa, Mbali@thinkimpact.com

Mbali Zondi was born and raised in Pietermaritzburg, on the East Coast of South Africa. She was selected to be a part of the inaugural class of the African Leadership Academy for outstanding leadership potential and academic promise. She attended Barnard College of Columbia University in New York studying Economics. Mbali has worked in the media industry abroad at NBC Universal and as a writer for business lifestyle magazine, DESTINY. She believes in the transformative power of social innovation and knows this will make great strides to positively developing the African continent.

GREETINGS FROM MBALI
Dear ThinkImpact South Africa Scholar:

It is my pleasure to officially welcome you to your South African experience with ThinkImpact. The coming weeks to your arrival are sure to fly by and the South Africa team looks forward to meeting you!

While we dedicate ourselves to your physical, emotional and intellectual well-being during the institute – we are also driven by the promise of positive change your presence will bring to our communities. It is my belief that small impactful projects are the key to developing rural South Africa and freeing the residents of the poverty and needy mentality that prevents positive change from happening. With each new group of Scholars, I see an impressive step towards realizing my hopes of prosperity for my country and the African continent at large.

I simply cannot wait to introduce you to our charming homestay families and community members who eagerly await your visit. Many of whom have never travelled outside of their region of South Africa and look forward to a fruitful cultural exchange during your stay. This is going to be a life-changing journey and I am honored to help you prepare for it.

See you soon!
Mbali

THINKIMPACT’S HISTORY IN SOUTH AFRICA
The History of ThinkImpact in South Africa is truly the beginning of ThinkImpact as an organization. From the desk of CEO Saul Garlick

In 2002 I saw something that shattered my worldview when I was meeting with teachers and principals in the dusty community of Delani, South Africa. I was confronted by the legacy of Apartheid, which left a generation of children earnestly learning under trees. My response to this injustice was pity, mixed with a little anger. On the spot, I promised to raise $10,000 to build several classrooms at the school. It seemed the least I could do.

Several years later I returned with a group of 18 students to visit the classrooms that had been built. On that trip I learned a hard lesson—instead of desks with children studying, the school’s original classrooms were being used as storage space for old boxes and unused textbooks, while the new classrooms were being utilized with mixed results. My vision for our work was to do better than put band-aids on problems.
Today, the way ThinkImpact approaches communities is the result of a shift that began in that dilapidated classroom. If we wanted to see progress, we believed we should direct our attention to seeking opportunities for growth as the mechanism for tackling challenges. Instead of funding schools, clinics, libraries, and sports fields, we began to partner with community entrepreneurs to leverage their resources and ambition for broader impact.

We offered the first ThinkImpact Institute in 2007 in South Africa and have offered every year since.

In the spirit of paying it forward, you will find "unofficial" words of wisdom from former scholars. Please note the blue text boxes on various pages.

Information in these orange text boxes is specific to GESI students. This guide provides information for ThinkImpact scholars going to both Kwa-Zulu Natal and the Western Cape. Only the information for the Western Cape applies to GESI students.
GROUP FLIGHTS

Students are responsible for booking their own transportation to and from the Chicago area before and after GESI. Students will then take a group flight, arranged by GESI, to and from their host-country; students should NOT book the international travel themselves. For in-country coordination and logistical purposes, students are required to travel on the flights GESI arranges. For more information, including costs and flight itinerary, please visit: http://gesi.northwestern.edu/logistics/travel-passports-visas/.

HEALTH AND SAFETY

“Consider getting multiple doctor opinions on meds to take and safe practices while in country, many doctors recommend different things. Also take your doctor’s contact information with you in case you have questions during the program.”

Your health and safety is our number one priority. Everyone on the ThinkImpact Team from our headquarter staff to our in-country coordinators and associates are trained in health and safety protocol and adhere to the Standards of Good Practice, Forum for Education Abroad.

You must visit a Health Clinic or personal physician before departing for South Africa. Simply tell them that you will be traveling to rural communities in South Africa. The doctor or nurse practitioner will give you a list of recommended and required vaccinations. Also consult the Center for Disease Control at www.cdc.gov. ThinkImpact does not provide any medical consultation. Please consult your medical professional and the State Department and CDC websites for further guidance.

BUDGETING YOUR MONEY

The local currency is the rand (ZAR or R). Check http://www.xe.com/ for the current exchange rate.

Counterfeit notes are in circulation. South Africa has a sophisticated banking system. ATMs are widely available, though there is rampant ATM crime. Most major credit/debit cards including MasterCard, Visa, American Express and Diners Club are accepted.
ThinkImpact recommends that you utilize the estimates below to budget for spending money. You may choose to bring a VISA card and take out South African Rand from an ATM in Cape Town or Durban before entering the communities. Make sure to notify your bank that you will be leaving your home country; confirm that your debit VISA card works in South Africa and get your bank’s international calling code and phone number.

You should be prepared to enter the communities with the cash that you will need to the Institute. There won’t always be opportunities to access ATMs during the stay in the community.

Never carry large sums of cash on you at any given time. We recommend that you bring a money belt or a bag that can be tightly strapped to your body for when you are in larger cities. Although personal security may seem less concerning in the rural communities, we still encourage you to wear the money belt.

**ADDITIONAL EXPENSES — 2015**

**Travel:** To and from Chicago varies; To and from South Africa is approx. $2000–$2200

**Immunizations & Medicines:** Varies
   Notes: Consult with your medical professionals. Prescription and over-the-counter medicines for the duration of the program. Yellow fever immunization is required.

**Tourist Visa:** Varies by citizenship
   Notes: Not required for U.S. citizens.

**Personal Spending Money:** $50–$75 per week
   Notes: Dependent on personal spending habits to include cell phone minutes, entertainment, snacks, and souvenirs.

**Excursions (optional):** $100–$750
   Notes: Optional.

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*Many scholars have spent much less than this throughout their time in South Africa. This really comes down to personal spending habits and preferences.*

**THE PACKING LIST**
PACK LIGHT AND DO NOT BRING ANY LUGGAGE YOU CAN’T CARRY. We recommend a backpack or duffle bag. Anything with wheels will be difficult.

**Clothing**

- Pants - Preferably the kind that you can either roll up or they zip off into something shorter
- Workout Items - We encourage you to keep up your workout routine!
- Jeans - Good for excursions
- Shorts - Athletic and Cargo shorts work great. *Women should keep knees covered
- Dresses - Great if you want to go to church in the community. *Women should keep knees covered

"Bring a nice outfit or two for dinners in the city and excursion outings."

- T-shirts - Easy to wash, and good to layer under other clothes.
  - Heavy sweater or jacket
  - Rain coat
  - Lots of underwear and thick socks
  - Warm Sleep clothes

- Rain boots and closed shoes or boots
- Scarves and hats for warmth

**Must Have**
- Passport Photocopies (x2)
- Immunization record (Yellow book)
- Personal Medication
- Student ID or Driver’s License
- Washcloth - For bucket bathing

"Bring a pair of cheap flip-flops for your bath, Chacos and Tevas can be a pain when they are wet half the day."

- Towel - Best to have a thin quick dry towel
- Hand sanitizer - Bring larger tubes to refill your smaller stash
- Sunscreen/Aloe Vera
- Chapstick with SPF (x2)
- Watch/Travel Alarm Clock
- Insect Repellent (Deet)
- Headlamp
- Bucket Bath Sandals

- Comfortable Walking Shoes
- Water Bottle (x2)
- Kindle/Books - We encourage you to swap with your team!
- Travel Converter/ Adapter: Plug Type “M” 220/230 V
- Extra batteries!
- Personal Toiletries (Ziploc’s are great for organizing)
- Small Day Pack - Backpack or Messenger Bag
- Personal Reflection Journal
- Pens or Pencils (x5)
- Sunglasses
- Reading Glasses (If applicable) - We highly discourage you from wearing contact lenses in the community. There is a lot of dust and dirt and you will be very uncomfortable. Bring your prescription lenses for the program.
- Feminine hygiene products for entire duration of program
- Gift for Homestay (we recommend calendars, t-shirts, games, pictures, books or items from your school or hometown)
- Pictures from home to show your hosts. They love this! Pictures can either be printed out or saved on a camera/other electronic device. Having pictures of you and your family, activities that you like to do, and where you come from can help you introduce yourself to your homestay family, regardless of any language barriers.

"Take a flash drive especially if you want to share music and pictures."
Nice to Have
- Plastic Bags
- Face Wipes (instead of face wash)
- Wet Wipes
- Nail Clippers
- Clif Bars/ Granola Bars/ Protein Bars
- Peanut Butter
- Electrolyte Powder
- Personal First Aid Kit
- Playing Cards
- Sleeping Bag
- Light sheet/blanket
- Travel pillow

What Is Provided
- Bedding (1 set)
- *Pillows are not always provided
- Drinking Water
- Breakfast, Lunch and Dinner (provided by homestay)
- Hot water bottles
- Toilet Paper
- ThinkImpact Staff First Aid Kit
- ThinkImpact Action Kit (curriculum guides and supplies)

* For the personal First Aid Kit we suggest looking into the following: Anti-Diarrheal Medication (dehydration salts, Pepto), Pain Killers/Anti-inflammatory (Advil, Tylenol etc.), Antihistamines (Benadryl), Band-Aids and Gauze, Anti-bacterial Ointment, Antiseptic Wipes, Hydrocortisone Cream.

“You may not want to wear your contact lenses with in the community. There is a lot of dust and dirt and you will be very uncomfortable. Bring your prescription lenses.”
LIVING IN SOUTH AFRICA

ARRIVAL INFORMATION

ThinkImpact staff will greet you at the airport and take you on the day of your arrival to the ThinkImpact University (TIU) hotel.

GETTING TO THINKIMPACT UNIVERSITY (TIU)
ThinkImpact University is the pre-institute training that you will go through before meeting your homestay family and beginning the Institute. During TIU you will get to know your advisor and team and begin to explore the language, context and curriculum.

ThinkImpact will provide Scholars arriving on the program start date a transfer to the TIU location. You will find a driver waiting at the airport holding a ThinkImpact sign. Should you need assistance on arrival or encounter problems, contact our team on +27 72 347 2619.

ThinkImpact University will be held at either:

Schoenstatt Retreat & Conference Centre (Western Cape)
3 Schoenstatt Avenue
Constantia
Cape Town, Western Cape 7806
South Africa
Tel: 021 794 3132
Email: info@schoenstattconstantia.co.za

The Valley Trust Backpackers (Kwa-Zulu Natal)
Zulu Reserve Road
Protea Farms
Hillcrest, 3610,
South Africa
Tel: 031 716 6868
Fax: 031 777 1114

*These locations are subject to change and you will be notified if the site location changes before the start date of the program*
COUNTRY OVERVIEW

In 1990, the National Party government under President F W De Klerk took the first steps towards the abolition of apartheid when it lifted the ban on the African National Congress (ANC) and other left-wing political organizations. They released ANC leader Nelson Mandela from prison after 27 years of incarceration on Robben Island. Apartheid legislation was gradually removed from the statute books, and the first multi-racial elections were held in 1994. The ANC won the poll by an overwhelming majority, and has retained power ever since, with Mandela becoming the first black president of South Africa. Post his term in office, Mandela continued with his humanitarian work until his death in December 2013. In 2009, another ANC leader, Jacob Zuma assumed the presidency. He was re-elected for a second consecutive term in the May 2014 elections.

The country is broadly regarded as the principal political and economic force in the region and plays an active role in both international and regional organizations, such as the African Union (AU), and the Southern African Development Community (SADC). South Africa has played and continues to play a significant role in the mediation of several African conflicts. South Africa is very culturally diverse, with 11 official languages and even more ethnic and racial affiliations. Wide wealth distribution is a key distinction you will notice across these affiliations. Due to Apartheid, a system of racial segregation was enforced from 1948 to 1994. The country is split into created racial categories and often-accompanying economic brackets. The Group Areas Act of 1950 was passed during the height of Apartheid and designated living areas according to "race". While racial barriers are no longer legal,
the population still largely self-segregates. It will not be uncommon to have a wealthy suburban area adjacent to an impoverished township. The central values of freedom, equality, human rights, and tolerance of cultural, ethnic, and religious difference set a high standard. South Africa has made strides, albeit slowly, to reach these standards. In urban areas, gender equality in the workplace and the home is more prevalent. However, in rural areas women are still expected to do most of the household chores while men have the traditionally ‘western’ careers. Religiously, about 74% of South Africans identify as Christian. Many of the tribes practice traditional beliefs in conjunction with their Christian living.

GEOGRAPHY
The Republic of South Africa is located at the southernmost tip of the African continent. It borders Namibia in the north-west, Botswana and Zimbabwe to the north, and Mozambique and Swaziland in the north-east and east. Lesotho, an independent country, lies entirely within South African territory. The South African coastlines border the Indian Ocean to the south-east and the Atlantic Ocean in the south-west. South Africa is divided into nine provinces, comprising Gauteng and Mpumalanga in the north-east; Limpopo and North West in the north and north-west; KwaZulu-Natal in the east; Eastern Cape, Western Cape, Northern Cape in the west and south; and Free State in the central region. The country has a diverse topography and consequently a varying climatic profile. The Karoo plateau covers much of the interior, which is mountainous and sparsely populated. To the north-west, along the Namibian frontier, lies the Kalahari Desert. South Africa also possesses the small sub-Antarctic archipelago of the Prince Edward Islands, consisting of Marion Island and Prince Edward Island, approximately 1,200 miles (1,931km) from Cape Town.

CLIMATE
South Africa enjoys a Mediterranean climate in the south-west, temperate in the interior regions and subtropical in the north-eastern corner. In the south-west and northeast, one enjoys an average temperatures range between 8 degrees Celsius (46F) and 32C (89F). During November to March, the summer months, the climate is usually hot and sunny; often accompanied by tropical rains and thunderstorms in the afternoon. However, in the Western Cape the downpour occurs in the winter. Raincoats and warm clothing may be required. Autumn (April to May) and spring (September to October) are warm with little rainfall. Months between June and August are cold with chilly nights. Hilly and mountainous regions can receive snowfall in winter.

COMMUNITIES IN THE WESTERN CAPE
The West Coast District Municipality comprises the northwestern part of the Western Cape Province in South Africa. The area is a farming zone with vineyards, citrus plantations and rare flowers. The ThinkImpact communities are fishing and farming communities located on the western most tip of the West Coast district in Matzikama. The district has approximately 67,147 inhabitants and is 5,012 square miles in size.

In the region, 74.7% of the population describe themselves as mixed race and commonly termed, Colored. Approximately 14.8% identify as White and 8.5% as Black. The predominant language is Afrikaans as
91.8% of the population uses it as their primary language. A small 3.5% of the inhabitants speak Xhosa and 1.8% speaks English. There are relatively low levels of quality infrastructure in the region—including roads, public transportation and public services. Employment in the area is seasonal according to the farming and fishing times. Due to global warming many fishing communities have lost their ability to fish, as the ocean grows increasingly warmer-making it impossible for certain sea creatures like crayfish to survive.

Two major concerns in the Matzikama region are unemployment and health. Land distribution in the region is still controlled by pre-Apartheid laws. Many of the farms are predominantly White owned leaving the majority colored community suffering from seasonal employment with little to no benefits. In the community of Doringbaai, the large crayfish factory that was the source of economic drive in the town; was shut down due to less crayfish in the sea. This resulted in large unemployment in the region and massive movement towards other farming communities.

As is the case throughout South Africa, the communities in which we work face high rates of HIV/AIDS and little to no access to quality education or treatment. Treatment is not consistently available at the local hospitals. For reliable access to medication, one would have to travel to a private clinic or major urban center. Healthcare in the region is underfunded with poor service delivery, exasperating health problems and contributing to death. As a result of the lack of facility availability and public transportation, many residents are unlikely to visit clinics when they are ill.

THE COMMUNITY IN KWA-ZULU NATAL

Umzinyathi District is one of the 11 districts on the East Coast Province of Kwa-Zulu Natal (KZN) in South Africa. Umzinyathi is located on the North West of the major KZN city, Durban. The region covers 8589 square kilometers and is home to approximately 510 838 residents. 93% of the region is considered rural while Dundee is the most urban town in the area.

The Umzinyathi District was classified under apartheid as "black-inhabited" land. Pre-1994, the area was governed under traditional chiefs. Black South Africans from around the region were relocated here from other areas as part of the apartheid system thus creating distinct homelands, towns, and cities for the different races. There are relatively low levels of quality infrastructure in the region including roads, sanitation, and access to water. The majority of residents
are Zulu. The District has a temperate climate. Frost occurs only in parts of uMzinyathi in winter. Several significant rivers bisect UMzinyathi, including the Tugela, Mooi, Umvoti, Blood and Buffalo.

Three major concerns in the district region are the quality of health, education and service delivery. Education is a major challenge throughout South Africa and even more so in the Umzinyathi region. All children in the district today are required to attend school and there are hundreds of schools within the Umzinyathi Municipality, the quality of education still lacking.

As is the case throughout South Africa, the communities in which we work face high rates of HIV/AIDS and little to no access to quality education or treatment. According to surveys and censuses, greater than 1 in 4 people in the area have tested HIV-positive. It is projected that in certain age groups across the region, the HIV prevalence is as high as 80%. Treatment is not consistently available at the local hospitals, and for reliable access to medication, one would have to travel to a private clinic or major urban center. The challenges of HIV/AIDS in Umzinyathi are coupled with other widespread diseases such as tuberculosis and other health issues like malnutrition. Healthcare in the region is underfunded with poor service delivery, exasperating health problems and contributing to death. Many residents cannot access quality care or are unlikely to visit clinics when needed as a result of distrust in the quality of care and belief in traditional medicine.

The municipal area has extensive grasslands in the north supporting the primary agricultural sector based on cattle ranching for beef, small-scale sheep and mixed farming and maize cultivation. In the southern areas substantial forestry is prevalent. Sugar cane and smaller scale fruit farming such as avocado and kiwi fruit are grown.

There is electricity and running water in parts of the community. We will provide you with water to drink, but it is safe to use the community water for bathing.

FAMILY
The role of the family is central to local culture. Families have an innate trust and sense of loyalty to each other, which does not often extend outside of the family. Gender roles differ in families. Men usually represent the family outside of the home, but women are primary decision makers within it. While men and women both work, women are generally responsible for cooking, cleaning, and looking after children. Children are expected to help out around the house before and after school, collecting water, cleaning, cooking, or looking after their younger siblings. The elderly are highly respected in this culture, and it is not uncommon for grandparents to be raising their grandchildren if the parents are away at work or have died.

HOMESTAY FAMILIES
The makeup of homestay families will be very different from home to home. It is possible that you will be living with a single mother and her children or an older couple and any other combination. You will be placed with another scholar in the same house to increase your comfort level while in this setting.

“Start brainstorming some games to play with the kids: hopscotch, patty cake, kid songs.”

“I never felt uncomfortable at the homestay, but be sure to be respectful. Everyone watches everything you do and you don’t want to make a bad impression.”

Make an effort to fully immerse yourself in your host family. Set a goal to spend a few minutes every day to learn about the local culture. Offer assistance with household chores as much as possible. This is a great way to learn about the local culture. Family members may be shy and introverted which can create some awkward silences and uncomfortable situations. Express appreciation for your host family’s hospitality as often as possible. Smile and say thank you regularly. It is a privilege for you to stay in their home.
FOOD AND WATER
Corn based dishes are South Africa’s most popular traditional food, and are eaten with chicken, beef or fish, in addition to sauces made with tomatoes or onions. Mealie pap is a maize-based porridge, common in appearance to mashed potatoes. Other common traditional foods include greens, beans, and samp. Most people prefer to use their hands to eat, but forks and spoons are used for dishes like rice, beetroot, and butternut. Culturally, it is common for women to serve their husbands and children and eat their meals separately afterwards.

Tap water is safe in all towns and cities, however, use bottled or boiled water in rural areas. Always wash your hands with soap before eating, or use an alcohol-based hand sanitizer. Also be sure to clean any fruits or vegetables before eating them.

SOUTH AFRICA ELECTRICITY
Voltage: 220/230 volts
Frequency: 50 Hz
This is the most common plug type used:

COMMUNICATION
You will be given a simple mobile phone for your use while on the program. The phones will be returned to ThinkImpact on the last day of the program. The ThinkImpact staff will guide you in purchasing the airtime for this phone during the first couple days of ThinkImpact University. It will be much cheaper to purchase the airtime in country than to roam with your U.S. mobile phone. If you have an Apple iOS product please bring it to the Institute to use for ThinkImpact’s new app “Unleesh”. We will also provide you with an optional mobile version of your curriculum. If you have any type of smartphone, you may want to have it along to utilize some apps, but again data cover and usage can get expensive.

It will not take you long to realize that many people in the communities own mobile phones and possibly even have access to Facebook. When you are networking with community members and forming your design team in the “Inspire” phase of the Institute, it will be helpful for you to have access to a mobile phone so you can contact community members and keep their information organized.

All ThinkImpact staff will have mobile phones and their mobile contact information will be distributed during ThinkImpact University (TIU).

Internet will be minimal while in the communities. Computers and Internet are not part of daily life for local residents in these rural areas. If there is a local Internet connection, it is not reliable and often is not functioning for days at a time. The ThinkImpact Country Staff will be equipped with Internet sticks so that they can maintain correspondence with ThinkImpact Headquarters in Denver and post regular updates to the ThinkImpact blog. Make sure to give us the names and emails of friends and family you want to receive updates from the field on the Welcome Materials page.

Homestays in South Africa will most likely not have electricity. You will be able to charge your mobile phones and small electronics at local kiosks in the community. Larger electronics may be charged during TIU and on excursion. Your homestay will provide kerosene lamps for light at night.

Personal computers are okay to bring on the Institute, but not necessary. The ThinkImpact staff will all have laptops with them throughout the Institute. We recommend that you keep all expensive electronics hidden out of site during the day and bring a durable case to keep dust out of crevices. ThinkImpact is not responsible for any lost or damaged personal items.
MAIL
Please note that friends and family will not be able to mail you letters or packages during the program. Homestays do not have traditional mailing addresses and it takes staff time and resources to collect such mail. Only in case of medical emergency will the ThinkImpact team arrange to have something delivered to you in the communities.

LOCAL LANGUAGE
South Africa is a multilingual country with 11 official languages including:

- Afrikaans (13.3%)
- English (98.2%)
- Ndebele (1.6%)
- Xhosa (17.6%)
- Zulu (23.8%)
- Sepedi (9.4%)
- Tswana (8.2%)
- Sesotho (7.9%)
- Xitsonga (4.4%)
- Swati (2.7%)
- Venda (2.3%)

Most educated South Africans are multilingual and almost all business is conducted in English. In rural areas, standards of language may differ and Afrikaans may be more common among low paid workers.

In the Western Cape Afrikaans is widely spoken. The Afrikaans language was developed by European settlers in the Western Cape and has elements of French, Dutch and English. The language was passed on to the Khoi San who inhabited Western Cape pre-colonialism. As a result most Colored race people in South Africa speak Afrikaans.

In Kwa-Zulu Natal most residents speak Zulu. It is the language of the Zulu people with about 10 million speakers worldwide. Zulu is the most spoken home language in South Africa and dates back to pre-colonial Nguni origins.

LIFESTYLES
LGBT: The South African post-apartheid constitution was the first in the world to prohibit discrimination based on sexual orientation. It is the only African country that allows same sex marriages, a right protected by its constitution, regarded as one of the most progressive in the world. However, the LGBT communities still comes across discrimination and hate speech within the country.

Here are some additional LGBT resources for scholars on the South Africa program. Your in-country team will discuss this topic in greater length during TIU.

Department of State LGBT Travel Info Page:
http://travel.state.gov/content/passports/english/go.html

NAFSA Rainbow SIG Student Resources:
http://www.rainbowsig.org/

LGBT Articles and Resources:
http://www.rainbowsig.org/international-education-resources/bibliography/

Accessibility: While in South Africa, if you have a disability, you may find accessibility and accommodation very different from what you would find in the United States. Buildings with elevators and ramps are limited, though newly constructed buildings have improved access to facilities. Contact Mobility International for help with your disability. http://www.miusa.org/

Minority students: As in most cultures, minority students are often watched and feel uncomfortable in this setting. This may be the case in South Africa for non-black students. Usually this is it a matter
of curiosity for the locals who may not have been in contact with other people of color in the past. Recognize this as an opportunity to educate others about your culture and upbringing. African American students report being expected to understand the language based on their race, thus making it difficult for them at times. Check out a couple of YouTube channels regarding this topic.

https://www.youtube.com/user/AdoreLaure28/videos
https://www.youtube.com/user/AfroAmericaninAfrica/videos

CULTURAL NORMS
Greetings: South Africans typically greet each other by shaking hands and using common greetings from their local language. Phrases like “More” in Afrikaans and “Sawubona” in Zulu are frequently used in the area and you should practice these as often as possible. It is considered impolite to pass someone on the street without greeting each other in this way. There are also common handshakes practiced in South Africa. Let local community members initiate these and learn from them.

Clothing: The majority of South Africans wear typical “Western-style” clothing. During your stay the weather will be primarily rainy and windy. You are advised to bring raincoats and rain boots to navigate through the community. It will also be very chilly so warm socks and clothes will serve you well during the trip.

Death: There are a variety of practices and traditions associated with death in these communities. Ceremonies usually last a weekend, with a night vigil and morning burial, taking place during the time. The entire community often attends funerals, and visiting Scholars are sometimes asked to attend. Scholars are encouraged to take part in any daytime festivities, but are prohibited from attending evening festivities for safety reasons.

CULTURAL EXPRESSION
Music and dance have an important role in local culture. There are types of dances rooted in both traditional and modern culture. Traditional tribal dances often have gender specific roles and are learned by children at a young age. Modern music and dance is also popular and varies from hip-hop to kwato to house. It is not uncommon for a group of people to gather around and watch others dance, especially at a church, local shebeen (bar), or community event.

DATING AND MARRIAGE
Public displays of affection in the rural areas and urban areas vary. Men and women rarely show public affection in these communities. However, it is not uncommon to see a man and a woman or two men hold hands as a sign of friendship while speaking or walking.

For youth in rural communities, dating is secretive and young people usually sneak out of their homes after dark in order to spend time with members of the opposite sex. Rates of pregnancy among teens and young women are extremely high.

CULTURAL TIPS
- Most South Africans get excited about the national sporting teams. Commonly followed sports include Soccer - national team-Bafana Bafana; Rugby - national team-Springboks and Cricket – national team-Proteas. Discussing the teams’ latest performance can establish friendly connections in social settings.
- Conversations with South Africans will often include a discussion on local politics and can be belligerent. During such discussions you are advised to be polite and not confrontational. Some topics such as religion, the apartheid era and its legacy are best avoided altogether.
- The government has replaced some established place names seen as having apartheid-era connotations with alternatives. Visitors may find that government officials use different names for cities. For example: Pretoria as Tshwane, Port Elizabeth as Nelson Mandela Bay, Durban as eThekwini, etc.
• There are several religious beliefs in South Africa. The Dutch Reformed Church, which is popular among Afrikaners. Christian Zionism, which is practiced by black communities in KZN. Islam and Judaism are also popular religions followed in the country.
• It is important to schedule appointments well in advance and visitors are expected to be punctual.
• Members of the national government may be in casual dress or traditional cloth shirts. This is not a signal that visitors can dress casually, though the hot climate allows some flexibility.
• South Africa has a high incidence of sexual assault and rapes; however, the majority of these cases is domestic and occurs in low-income communities. Nonetheless, female students should be alert to the increased risks and adopt sensible security precautions.
• Travel on foot is inadvisable in most areas due to a high rate of opportunistic crime and sexual assault. Do not travel on foot alone, or after dark
• A number of drink-spiking incidents have been reported. Never leave a beverage unattended or accept drinks from strangers. Symptoms include dizziness, drowsiness, memory loss, and vomiting or impaired muscle control. Personnel who suspect they may have been a victim of drink-spiking should seek professional medical advice and support immediately.

UNITED STATES CONSULATES

U.S. Consulate General Cape Town
2 Reddam Avenue, West Lake 7945,
Cape Town, South Africa
Telephone: +27 21 702-7300 / 021-702-7300 (from within South Africa)
Emergency After-Hours Telephone: +27 702-7300 / 021702-7411 (from within South Africa)
Fax: +27 21 702-7493 / 021-702-7493 (from within South Africa)
americanscapetown@state.gov

U.S. Consulate General Durban
303 Dr. Pixley KaSeme Street (formerly West Street)
31st Floor Old Mutual Centre
Durban 4001, South Africa
Telephone: +27 31 305-7600 / 031 305-7600 (from within South Africa)
Emergency After-Hours Telephone: +27 079-111-1445 / 031 305-7600 or 079 111-1445 (from within South Africa)
Fax: +27 31 305-7691 / 031 305-7691 (from within South Africa)
consulardurban@state.gov

STAYING HEALTHY
• Malaria risks: The decision to take preventative medication for malaria while in South Africa is entirely up to you, and should be made in consultation with your doctor. Malaria is generally not present in the areas we work in South Africa and is not considered a major risk and there is a small presence of mosquitoes.
• Water: The water used by homestay families is generally safe to drink and you should have no concerns about brushing your teeth or bathing. However, ThinkImpact will provide you with drinking water to ensure that you always have plenty of clean water and are staying hydrated. Tap water in South Africa is safe to drink, and many lodges use well water that is also safe. Despite water that may sometimes taste a little funny, know that the water ThinkImpact provides is always clean and safe, and that it is vital that you stay hydrated at all times.
• Animals: Animals of all kinds are found in the communities in which we work. You should recognize that many animals, especially dogs, are not properly cared for. Do not pet, feed, or play with dogs in the communities.
• HIV: Do not practice high-risk behavior. HIV is a high risk in South Africa.
• Drugs: Cape Town has a very active and dangerous drug trafficking and dealing industry. Drugs in
South Africa, including marijuana are not legal. Do not accept any medication from anyone who is not from the ThinkImpact team or an authorized medical practitioner.

- Diarrhea: Diarrhea is common while traveling, especially in a foreign environment. If you experience any serious issues, be sure to inform the staff and stay hydrated. Try to maintain a light, bland diet, avoid caffeine, fruit juice and greasy foods should this occur.

**EMERGENCY CONTACT INFORMATION**

*This information will also be sent to you as an Emergency Contact Card in your pre-departure final mailing 1-2 weeks prior to departure. We recommend that you have it on you at all times.*

**U.S. EMERGENCY CONTACT**

<table>
<thead>
<tr>
<th>Contact</th>
<th>South Africa</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Ward, Admissions and Advising Coordinator (after hours noted above)</td>
<td>Calling from South Africa: 001 303 377 3776</td>
<td>Calling from the U.S.: 1 303 377 3776</td>
</tr>
<tr>
<td>ThinkImpact Denver Office (9:00 to 6:00 p.m. MST Monday-Friday)</td>
<td>Calling from South Africa: 001 847 915 5227</td>
<td>Calling from the U.S.: 1 847 915 5227</td>
</tr>
</tbody>
</table>

**SOUTH AFRICA EMERGENCY CONTACT**

<table>
<thead>
<tr>
<th>Contact</th>
<th>South Africa</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mbali Zondi (Country Coordinator)</td>
<td>Calling from South Africa: 27 72 347 2619</td>
<td>Calling from the U.S.: 011 27 72 347 2619</td>
</tr>
<tr>
<td>Emergency (911)</td>
<td>10177 or 10111</td>
<td></td>
</tr>
<tr>
<td>U.S. Consulate Afterhours Emergency</td>
<td>011 290 3000</td>
<td></td>
</tr>
<tr>
<td>Northwestern University Police Department</td>
<td>847-491-3456</td>
<td></td>
</tr>
</tbody>
</table>

**SOUTH AFRICAN MEDICAL CARE**

ThinkImpact has an extensive network of in country medical providers to ensure you stay healthy during the Institute.


Medical care in South Africa is considered to be amongst the best in the world. South Africa is the main referral center for Sub-Saharan Africa. Private hospitals are of an international standard and should be used when available. Most doctors will speak English. Large hospitals have full specialist care and most have academic medical facilities as well. All medical staff is trained to international standards.

These hospitals are often recommended by embassies and/or used by expatriates.

**Cape Town**
Life Vincent Palotti Hospital  
Address: Alexandra Rd  
Pinelands, Cape Town, Western Cape 7405  
Telephone: 27 (0) 21 506 5111

Mediclinic Cape Town Hospital  
Address: 21 Hof Street  
Oranjezicht, Cape Town, Western Cape 8001  
Telephone: 27 (0) 21 4645500
Netcare N1 City Hospital
Address: Louwtjie Rotham Street
Goodwood, Cape Town, 7463
Telephone: 27 (0) 21 5904444

Durban
Life Entabeni Hospital
Address: 148 Mazisi Kunene (South Ridge Road)
Berea, Durban, KZN 4001
Telephone: 27 (0) 31 2041300

Netcare St Augustine Hospital
Address: 107 Chelmsford Road
Berea, Durban, KZN 4001
Telephone: 27 (0) 31 268 5248

BLOOD SUPPLIES
Blood in South Africa is safe and is screened according to international requirements.

POLITICAL SITUATION
South Africa is unique in dividing the government entities amongst three provinces. Pretoria (Gauteng) is the administrative capital and Cape Town (Western Cape) houses the legislature and Bloemfontein (Free State) is the seat of the Supreme Court. There is a National Parliament comprising 90-member National Council of Provinces (NCOP) and a 400-member National Assembly. The other key branches of the government are the nine provincial legislatures, led by provincial premiers and executive councils, as well as metropolitan and municipal councils. The African National Congress (ANC) has been a dominant force since the establishment of non-racial democracy in 1994.

Shifts in the political landscape over recent years have seen the steady strengthening of the opposition Democratic Alliance (DA) and the unexpected success of Economic Freedom Fighters (EFF), the latter of which has only been a party since August 2013. However, these gains have largely been made at the expense of other opposition parties and the ANC is still able to draw upon a fiercely loyal support base that continues to associate it with the overthrow of apartheid.

However, there is a growing level of discontent with the political and socio-economic status quo. Radical leftist ideology has stirred populist sentiments, and has often been the driving force behind the regular occurrence of socio-economically motivated disturbances. These instances of unrest have become a persistent feature of the security environment.

TERRORISM
There is no history of international terrorism in South Africa. However, the country is likely viewed as an attractive transit hub for international terror networks due to good infrastructure, communication and transport links to prospective target countries. Although extremist groups for recruitment and operations use South Africa, (a fact attested to by the arrests of suspected al-Qaida militants carrying South African passports), there is little evidence to suggest that the country remains an attractive target in its own right. There is currently no significant threat of domestic terrorism in South Africa.

SOCIAL UNREST
Social unrest in the country is predominantly due to the socio-economic tensions stemming from high levels of inequality, lack of economic opportunity and perceived government inaction. These issues generate widespread frustration from the country's economically marginalized sections, particularly among the urban youth, and can act as a trigger for demonstrations. Protests over
inadequate services are usually spontaneous and occur early in the morning, frequently coinciding with peak rush hour. This can include blocking major roads during rush hour.

Diverse business sectors are likely to be affected by work stoppages due to low pay. These usually take place between June and August (known as the ‘strike season’). Although the majority of protests are well policed and tend to pass off peacefully, gatherings of more radical groups can sometimes degenerate into low-level clashes.

CRIME
While there are notably high crime rates in the major cities, crime rates tend to be much lower in the rural areas where Scholars live and work. The communities are small and nearly everyone knows each other, making community members accountable to one another. Violent crime within the communities towards Americans has never been reported. We do not lead students in communities with any record of risk for Americans. While we are in cities we travel in groups and stay at vetted locations that are safe; however, foreigners are often targeted by criminals due to their perceived wealth. People of African descent are likely to be seen as middle-income South Africans and are equally likely to be targeted. Be wary of pickpockets and scam artists who may engage you in conversation. Exercise heightened situational awareness when walking in crowded areas, keep valuables secured on your person. Theft of luggage and passports is a concern at Johannesburg’s OR Tambo International Airport.

Muggings at ATMs are common. Only withdraw funds during daylight hours and from machines within secured shopping centers or bank lobbies. There is also the potential for credit card fraud when purchasing items. Card skimming has taken place at shops and restaurants as well as at ATMs. Criminals are commonly armed; in the event of being accosted, do nothing to resist the assailants.

South Africa has the highest incidence of reported rape in the world, and female and male students should exercise vigilance and avoid travelling on foot alone or at night. Personal safety for all students on the program is an important concern and though we do not anticipate any such emergencies we will provide all students the necessary information for them to protect themselves and steps to take should any problems arise. Females do experience a different kind of attention from men in the communities; however, this attention is very rarely concerning. Female AND male scholars are instructed to always communicate with a staff member if a community member makes them feel uncomfortable. ThinkImpact will not hesitate to move homestays if someone does not feel comfortable in their new environment. If a homestay is moved our Country Coordinator will help facilitate that transition, knowing culturally appropriate next steps. We take every precaution against random crime.

CORRUPTION
Studies published in 2013 indicate that over half the population admitted to paying a bribe. Corruption is a problem among lower-ranking state employees. Some elements of the police force have a reputation for corruption and have been implicated in organized crime. Corruption within the government has also been alleged.

TRAVEL IN SOUTH AFRICA
You should use caution whenever traveling in South Africa. ThinkImpact will keep you abreast to any developments impacting our participants. You should have signed up for the State Department STEP alert program as noted in your prior pre-departure packet.

TRANSPORTATION
Participants are not to use any transportation that is not organized by ThinkImpact while on the Institute except in the case of an emergency. This includes bikes and any form of motorized transportation not organized by or provided by ThinkImpact, including motorbikes, public vans or taxis, and scooters.
TIPPING
Tipping is common in South Africa. Taxi drivers, waiters, bartenders, hairdressers, petrol pump attendants and hotel porters expect a tip of 10-15% or as visitors deem appropriate.

RECOMMENDED TRAVEL RESOURCES
If you plan to travel before or after the Institute, we recommend the following travel resources for your time in South Africa. Have fun and be safe!

- South Africa Tourism: http://www.southafrica.net/za/en/landing/visitor-home
- Kruger National Park: http://www.sanparks.org/parks/kruger/
- Table Mountain: http://www.sanparks.org/parks/table_mountain/tourism/attractions.php#tablemountain
- Apartheid Museum: http://www.apartheidmuseum.org/
- Robben Island: http://www.robben-island.org.za/
- Drakensberg Mountains: www.zulu.org.za › Discover › Destinations
- UShaka Marine World www.ushakamarineworld.co.za/

RECOMMENDED RESOURCES
These readings and documentaries will be instrumental as you dig through the historical, theoretical and contextual component of your experience. Here we have included some of our favorites, enjoy!

Movies/Documentaries
- Mandela: A Long Walk to Freedom (2013)
- South Africa’s Role in Africa’s Economic Renaissance (2011)
- U-Carmen eKhayelitsha (2005)
- Tsotsi (2005)
- Amandla!: A Revolution in 4-Part Harmony (2004)
- Cry, the Beloved Country (1995)
- Sarafina (1992)

Books/Articles
- A Long Walk to Freedom, by Nelson Mandela
- Cry, the Beloved Country, by Alan Paton
- Country of My Skull, by Antjie Krog
- Kaffir Boy, by Mark Mathabane
- Heart of Redness, by Zakes Mda

SOUTH AFRICA OPTIONAL EXCURSIONS
You can choose to join the group for a number of optional excursions that will take place in the middle of the Institute. Depending on your Institute length, options include an overnight excursion and a two-night excursion. This is a great way to incorporate additional attractions into your itinerary and make the most of your time abroad. You’ll stay overnight in a hotel or guesthouse, and enjoy free time to explore on your own. The excursions are optional and are not included in the program fee. If you would like to attend any of the excursions, purchases must be complete by the end of ThinkImpact University. Excursion costs and instructions for purchasing may be found at: http://www.thinkimpact.com/institute/#!south-africa-marketplace/c1z45

“Take a multivitamin while in the community- you probably will not be getting all the vitamins and nutrients you usually do at home. Bring lots of energy bars!! You will want the extra protein especially if you get sick.”
Western Cape

Langebaan Beach and Adventures
One Night Excursion Option for 8 Week Institute Only: Scholars can choose 2 or more options from Quad biking, paintball fighting, target shooting, and Archery to take part in on this adventure day.

Scholars will also enjoy a traditional Cape Lunch at Boesmanland Plaaskombuis and have time to swim and explore the beach.

All transportation, accommodations, 1 breakfast, 2 lunches and 1 dinner are included in the excursion fee.

Cederberg Wilderness Area
Two Night Excursion Option for both the 8 week and 3 week Institutes: Scholars will spend the day touring the Cederberg Wilderness Areas and visiting Algeria Forest Station, Stadsaal caves & rock art. Zip line adventures possible as well!

All transportation, accommodations, 2 breakfasts, 2 lunches & 2 dinners are included in the excursion fee.

Tour of Cape Town
One Night Excursion Option for 8 Week Institute Only: Scholars will tour Cape Town where they can buy souvenirs as well as visit the Southern Peninsular, and go to Cape Point Nature Reserve.

Scholars will also have time to go swimming while visiting Boulders beach to see penguins!

All transportation, accommodations, 1 breakfast, 2 lunches, 1 dinner and a snack on the bus are included.

Kwa-Zulu Natal
Coastal Living
One Night Excursion Option for 8 Week Institute Only: Scholars will travel through the valley of a thousand hills to the Natal Zoological Gardens. After viewing indigenous KZN game, it will be time to gather some courage and visit the acclaimed Natal Lion Park.

Scholars will also travel to enjoy a sea animal show with penguins, dolphins and seals at a finger reach away at Shaka Marine World. There will also be time to relax at Umhlanga Private beach before visiting the Howick falls on the way back to the community.

All transportation, accommodations, 1 breakfast, 2 lunches and 1 dinner and a snack on the bus are included.

Two Night Zulu Adventure

Two Night Excursion Option for both the 8 week and 3 week Institutes: Scholars will travel to Eshowe for a cultural feast. They will spend the day at Shakaland on the Nandi tour which includes viewing traditional Zulu dancing, meeting traditional healers, learning to weave baskets and making traditional Zulu beer.

The second day will be an active day with a short hike and abseiling adventure on the banks of the Drakensberg Mountains. Scholars will also walk the 150m long Dlinza Forest Aerial Boardwalk while viewing over hundreds of indigenous birds. The trip will wrap up with a visit to Fort Nongqayi, an acclaimed museum with colonial and Zulu traditional artifacts.

All transportation, accommodations, 2 breakfasts, 2 lunches & 2 dinners is included in the excursion fee.

KZN SAFARI NIGHT
One Night Excursion Option for 8 Week Institute Only: Scholars will take a short drive to Shongweni Dam and Game Reserve where they will set up ‘glam’ camp for the night. They will enjoy viewing beasts of the wild on a spectacular game drive. Scholars can also canoe and fish at the Dam during their stay.

All transportation, accommodations, 1 breakfast, 2 lunches, 1 dinner and a snack on the bus are included.

LANGUAGE GUIDE
While the most commonly spoken language in the communities is either Afrikaans (Western Cape) or Zulu (KZN), English is commonly understood. You will receive more language training during TIU.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>AFRIKAANS</th>
<th>IsiZulu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cape Town</td>
<td>Kaapstad</td>
<td>eKapa</td>
</tr>
<tr>
<td>Good morning</td>
<td>Goeie môre</td>
<td>Sawubona/Sanibonani (pl.)</td>
</tr>
<tr>
<td>Goodbye</td>
<td>Tot siens</td>
<td>Hamba kahle</td>
</tr>
<tr>
<td>Thank you</td>
<td>Dankie</td>
<td>Ngiyabonga</td>
</tr>
<tr>
<td>Yes</td>
<td>Ja</td>
<td>Yebo</td>
</tr>
<tr>
<td>No</td>
<td>Nee</td>
<td>Cha</td>
</tr>
<tr>
<td>How much?</td>
<td>Hoe veel?</td>
<td>Kubiza malini lokhu?</td>
</tr>
<tr>
<td>Expensive</td>
<td>Duur</td>
<td>Kuyabiza</td>
</tr>
<tr>
<td>Hot</td>
<td>Warm</td>
<td>Kuyashisa</td>
</tr>
<tr>
<td>Cold</td>
<td>Koud</td>
<td>Kuyabanda</td>
</tr>
<tr>
<td>Friend</td>
<td>Vriend</td>
<td>Mngani</td>
</tr>
<tr>
<td>Good/OK</td>
<td>Lekker</td>
<td>Kulungile</td>
</tr>
<tr>
<td>Excuse me/sorry</td>
<td>Askies</td>
<td>Ngiyaxolisa</td>
</tr>
<tr>
<td>How are you?</td>
<td>Hoe gaan dit?</td>
<td>Unjani?</td>
</tr>
</tbody>
</table>

Although English is only one of South Africa’s 11 official languages, a strong vernacular has developed and English-speaking visitors might have a hard time recognizing some of the words. We’re a friendly bunch in SA, so if you’re totally confused, just ask and we’ll have you speaking South African “now now”!

Here are some local phrases to get you started:

- Braai: What you would know as a barbecue. We even celebrate national Braai Day on 24 September every year!
- Cool drink or cold drink: This is the common term for a soda. Ask for a soda in South Africa and you will receive a club soda.
- Eish: (‘Aysh’) Zulu expression of surprise, bewilderment or shock.
- Howzit: A traditional South African greeting that translates roughly as “How are you?” or “How are things?”