

"I am a person through other people." This is one of the key mantras of the people of South Africa. The source of our humanity goes undefined unless tested through our relationship with others. The Chaffey College Study Far & Near South Africa Program epitomizes this mantra in its study of the history of apartheid and the racial reconciliation process necessary to strengthen the foundations of a new and growing democracy. The most innovative components of the summer study abroad program

include the three requirements to  $\mbox{WORK}_{\mbox{\scriptsize ,}}\mbox{LIVE}_{\mbox{\scriptsize and}}$ 

**LEARN** about the people of South Africa.

## WORK

Students spent four weeks in Cape Town, South Africa working in non-governmental organizations of their choice. Typical placement choices included supporting, mentoring and developing educational programs for young men of the Beth Uriel Boys Home, rocking A.I.D.S-infected babies and burn-unit victims to sleep at the Red Cross Children's Hospital, developing birth control activities for teens at the Planned Parenthood South Africa Center, lobbying community members to take advantage of renewable energy choices at Earthlife Africa, encouraging women suffering from domestic abuse at Sonke Women's Justice Center, and teaching young township kids about the importance of self-esteem in A.I.D.S. prevention basketball programs with Hoops 4 Hope South Africa. Each organization gave Chaffey College students the chance to experience real-world working conditions. They were able to test the theoretical concepts they learned in class, often realizing that what easily seems possible in a book often calls for more creative problem-solving skills when real people enter the picture. Transportation between work and home was not provided for the students. They were given bus/train vouchers and were encouraged to experience life as if they were South African, using the mode of public transportation taken by a majority of the population.

## LIVE

Students lived with South African families who agreed not only to board the students for their month-long stay, but to provide provocative topics of interest about South African culture, history and race through nightly sit-down dinners. Students engaged in conversations with their home-stay parents ranging from the smaller thoughts of how each family survives economically in a new democracy, to the larger concepts of race, poverty and the general commitment of the government to move its population beyond its racial past into real reconciliation. The most interesting component of the live requirement is that Caucasian families had to commit to taking in African American students whom they may have never, due to the system of racial apartheid, thought to get to know on their own. Needless to say, those dinner conversations were probably some of the best learning opportunities for both student and home-stay parent alike.

## LEARN

Students were taken to historical sites and challenged to think critically about how these sites may inhibit or encourage racial reconciliation. For example, on one particular day, Chaffey students were taken to Stellenbosch, South Africa to experience life in a nearby township in the morning, and were then shuttled through a winery tour in the afternoon. After walking through the abject poverty of shack homes in the township, students were visibly angry at the existence of such vast disparities of wealth, once they arrived at the plush and expansive wineries. This tour arrangement was booked purposely in that particular order to get students to experience the huge emotional shifts township workers must make, as they go from their jobs on the winery in the afternoon back to their homes in the townships in the evening. Students also visited Robben Island (the prison in which Nelson Mandela spent 26 years), ate traditional African food finger-style, tested their courage by bungee jumping from a 210 foot bridge suspended across a river, rode the cable car from the top of Cape Town's highest mountain, scoped out the "Big 5" on safari at the Garden Route Game Reserve, walked with the African penguins & ran from the baboons at the Cape of Good Hope.

A December 2006 *Time Magazine* article entitled, "How to Bring Our Schools Out of the 20<sup>th</sup> Century" admonished schools for not providing students with the education necessary to keep our kids competitive in a global market. The South Africa Study Abroad program **addresses such needs** by introducing students to the concept that America isn't the only exceptional country in the world. We live not in a round world, but in a flat one (as characterized by the economist Thomas Friedman) in which innovation, vigor and passion show themselves in many milieus. Visiting South Africa helped our students understand the practical logistics of a concept as simple as medicine dissemination. Just because you hand out anti-retroviral drugs for A.I.D.S. to women in the rural portions of South Africa doesn't mean they will actually take them. The use of "roaming" medical counselors who develop a relationship by checking up on their patients daily, may be the solution between a client having the medicine and the client actually taking it.

The program **removed barriers and broadened the reach of international education** by raising \$23,000 through the use of raffles, a music night and private donations to make sure 8 of the 14 students who wanted to attend but did not have the economic funding, were not left out. The program funded two full scholarships (each \$5,300), six partial scholarships (ranging from \$500 to \$4,000), and paid for all of the required textbooks for every student going on the trip. Each student who received a scholarship had to sign a letter, in which they committed to helping other students in study abroad programs once they received their college degrees and later found themselves in a better position to give back.

The program has **contributed to internationalization on our campus** by providing slide show presentations to both students and faculty members campus-wide, who are interested in either discovering what life is like in South Africa or want to take part in upcoming trips. Most of the Chaffey students who visited Cape Town last summer came back committed to making a difference in both the lives of our domestic students and the lives of the students in the global

community who we hope to change through monetary donations. For example, one student posted pictures of the trip on her personal website asking visitors to donate funds to the center who feeds homeless township children in Cape Town. Another student developed a campus wide book drive to help provide academic materials for the abused boys in the home in which he worked. Students in the South Africa Study Abroad faculty advisor's American Politics course will engage in a political mobilization project in which they compete to sponsor basketball courts in the township areas in which an organization called Hoops 4 Hope tries to infuse A.I.D.S education through the use of basketball.

The program has currently **developed partnerships with non-profit** groups such as the California Retired Teachers Association and the Upland Book Club Bookenders Group. Slide show presentations have been scheduled to take place at each of their upcoming meetings and the program hopes to add to our future scholarship fund by soliciting monetary donations from any future slide show presentations.

The South Africa Study Abroad Program continues to actively **spread the word to students and faculty** through our widespread use of marketing campaigns, of which include news articles in the campus newspaper, ads on our Chaffey College website, marquee, and semester schedule of classes, flyers posted around campus, and by the sheer excitement of generated by the proverbial word of mouth. Ultimately the program's mission is to exemplify the words of Nelson Mandela: "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we have, not what we are given, that separates one person from another."

<sup>&</sup>lt;sup>1</sup> The Chaffey College Foundation has **documented records** of such fundraising activity and can forward any documents required by the Heiskell Award committee. Attached for your interest is a copy of the 2008 Scholarship Application that each student submitted for sponsorship, as well as an advertisement of the fundraising flyer disseminated to the campus community.





[Two scholarship applicants – Ian Scott and Jessica Dewberry – receiving their funds at the awards ceremony.]