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# The Amandla Project

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THE AMANDLA PROJECT

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

August 15th 2016

Advisor: Lyneé Connelly

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**Student Name:** Alexander Stone

**Date:** July 15, 2016

**Dedication**

For Fraser,

I am so grateful for all of your support, laughs and love. You are the most talented friend, brother and dog. You've made it possible for me to realize my dreams and I promise to keep paying it forward.

### **Acknowledgements**

This project would not have come to fruition without so many awesome people. Thank you to my family for the steadfast support and to Gina Lopardo for encouragement to pursue education abroad and for providing me with invaluable mentorship. I am forever grateful to Siv Ngesi, who ensures that I never settle or play small. Sue Meinzinger's support in my life and this project has been huge. She has shown me that a big idea and dedication can change many lives. Gary Frier, thanks for your friendship, your amazing artistic talent and for believing in the project.

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**ABSTRACT**

The Amandla Project is designed to increase the number of disabled American college students pursuing educational opportunities abroad. Incorporated as a nonprofit organization, the Amandla Project will cover all costs for accepted participants through fundraising activities, removing the financial barrier for participants. Participants will complete internships with organizations serving South Africans with disabilities, in roles that match their professional and academic goals. With educational excursions and learning activities to supplement internship experiences, the Amandla Project meets its mission while benefiting the host country and fostering leadership and advocacy skills within participants.

## **Introduction**

As an undergraduate student, I spent five months in South Africa interning for a disability advocacy organization while earning credits toward my degree. The experience was life-changing for me on multiple levels. As a college student with a disability, my experience abroad was relatively rare. Personally, my experience abroad led to growth in countless areas and I would like to play an active role in creating similar opportunities for others. Born out of this experience was the concept outlined in this paper, called the Amandla Project. In the tribal languages of both Zulu and Xhosa, Amandla means ‘empowerment’. Empowerment seems an apt name for the Amandla Project because while the target population is the focus of the programming, local populations are simultaneously empowered, as well.

The Amandla Project is geared toward participants with disabilities, with internships completed at organizations serving the local disabled population and relevant educational excursions. To remove barriers, and encourage an underrepresented population to participate, the Amandla Project functions as a non-profit organization, taking in donations and grants to fund all costs for participants. Amandla participants will gain professional skills, as well as intangible skills gained through international travel and cross-cultural interactions, while interning for organizations which serve South Africans with disabilities (such as special schools). Those in the South African disability community will benefit from the interns’ efforts as well as by the example they will portray as a disabled person in pursuit of higher education. Accessible role models for disabled South African are a significant fringe benefit of the Amandla Project.

South Africa is the ideal location for The Amandla Project for several reasons, including many previously established connections upon which to rely and consult. English is one of South

Africa's official languages, making it accessible to participants with varied foreign language experience. South Africa's extreme income inequality means that while certain aspects of the country are still developing, premier medical care and resources are available when necessary at private clinics and hospitals.

## **Theoretical Foundations**

### **Literature Review**

Literature abounds regarding the benefits of the pursuit of education abroad. While much of this literature focuses on the general student population, findings are applicable to students with disabilities, as well. The Amandla Project emphasizes cultural immersion in addition to hands-on work experiences. However, findings indicate that the greatest attested personal growth stems from direct service (Brooking, 2008, pp. 104-105). With the Amandla Project, this component is the internship experience.

A thorough literature review substantiated the Amandla Project's mission, guiding principles and program elements. However, in addition, it was invaluable in highlighting potential program gaps. This literature included details regarding research conducted in the field and provided guidance while confirming proof of concept for the Amandla Project. The following were particularly powerful in finalizing the Amandla Project's program components.

A 2011 study illuminated perceived obstacles to the pursuit of education abroad amongst college students (Amani, 2011, p. 137). Respondents cited anxiety and fear of travel alongside funding constraints as top deterrents. The Amandla Project's model, covering participant costs, as well as the provision of support to ensure safety and mitigation of the impact of disability, serves to address these common concerns and hopefully to increase participation amongst an underrepresented population.

Conversely, from an institutional perspective, universities cite barriers to provision of opportunities for disabled students to participate in education abroad programs. Barriers included the difficulty in identifying accessible sites, lack of awareness regarding institutional obligations to disabled students, bandwidth for provision of resources to accommodate disabled students, as well as finding funding to address the additional needs of disabled students studying abroad (Johnson, 2000, pp. 46-47). The Amandla Project is designed to counter both institutional and student concerns as referenced above.

Key considerations for accommodating students with disabilities in education abroad have an overarching theme of individuality. It is important to consider that individuals with the same disability may be impacted in different ways and may have developed differing levels of confidence and ways of confronting obstacles. This also applies to the barriers and accommodations that should be considered for disabled students who wish to study abroad. Barriers and accommodations should be considered on a case-by-case basis, as each participant has different abilities, different backgrounds and different needs. Marketing educational opportunities abroad should be carried out in such a way that students with disabilities feel welcomed. For example, holding fairs in accessible locations and picturing disabled participants on marketing materials can be helpful in attracting disabled students (Hameister, 1999, pp. 85-90).

Often, universities do not highlight issues faced by disabled students in their education abroad orientations. Adding specific information regarding travel with a disability may be helpful. Other vital strategies for success when traveling with disabled participants include, comprehensively mapping participant needs in advance and considerations related to potential added costs related to a participant's disability. Additional costs may include things such as

funding a sign language interpreter. A federal court ruled Arizona State University was not required to fund in the case of a student pursuing education abroad despite the fact that provision of such a service would be required on campus (Hebel,2002, pp. 1-2). These are all considerations that the Amandla Project is prepared to tackle alongside participants in advance of and during travel (Twill, 2012, p. 85).

A 2014 study examining factors that impact the propensity to pursue education abroad, revealed some results that had been previously mentioned, including funding being a significant factor. However, the study also concluded that those who choose to pursue education abroad are typically more social and able to be flexible and adapt to situations as they present themselves. Conversely, those who choose not to pursue educational opportunities abroad were found to be typically more averse to ambiguity and less comfortable socially (Deviney, 2014, p. 3). The Amandla Project, with its provision of funding to participants would hope to attract those who may not otherwise pursue opportunities abroad, building confidence, social skills and adaptability within participants.

With regard to program design, it is important to incorporate the appropriate mix of structured time and programming, alongside time for students to discover on their own and to reflect. This independent time can lead to a benefit attributed to studying abroad by Brian Ballentine, that of creativity. He has established a direct link between increased creativity and study abroad (Ballentine, 2015, pp. 302-303). Creativity is an attribute that can reap both social and professional benefits, and one that should not be out of reach for disabled students.

Programs that offer relevance to student academic and professional goals tend to be more appealing and satisfying. A group of students participating in a service learning program in Mexico were surveyed upon their return. Students registered a range of critique toward the

program design. However, most participant dissatisfaction came from their inability to select their sites or roles where they would carry out their service learning. Additionally, students were displeased at the lack of perceived relevance to their individual career goals (Wessel, 2007, p. 86). An important piece of the Amandla Project design is to avoid participant dissatisfaction due to lack of relevance. The Amandla Project will utilize a wide range of partnerships to place participants in roles tied as closely as possible to individual participant career aspirations.

### **Astin's Theory of Student Involvement**

Alexander Astin's Theory of Student Involvement (1999, originally published 1984) posits that the more time and energy students devote to academic and non-academic pursuits related to school, the more growth the student will experience — both academically and personally. Astin views a student's time as a finite resource. Whether the student chooses to focus on studying or other aspects of student life (versus being withdrawn), their personal and academic growth will correlate.

This theory is particularly relevant to the experiences of Amandla Project participants. They will be spending their weekdays building professional skills, absorbing mentorship and applying skills that they have brought with them from the classroom. Both inside and outside of the office, they will be observing and assimilating to pieces of local culture. Even in times of leisure and educational excursions, they will be surrounded with learning opportunities and stimulating new experiences. Students will be actively growing in some way during all of their waking hours, and according to Astin's theory, they will be personally and academically better for it upon their arrival home.

## **Experiential Learning Theory**

David Kolb's experiential learning theory emphasizes a cycle of experience, reflection and applying learning to new situations (Kolb, 1984, p. 21). As noted in the curriculum section, below, elements of the experiential learning theory, including the practice of experience, reflection and evaluation/dialog, serve as the backbone for learning in the Amandla Project. The applications of this theory have proven to be tremendously beneficial in converting experience(s) into learning when reflection and dialog play a role (Akella, 2010).

Even for short-term study abroad, pre-departure activities geared toward cultural competence for participants is crucial. Understanding the background entrenching what participants will be experiencing plays an essential role and lays the foundation for understanding real-life experiences and making important connections and observations. Professor Jenny Bossaller found that preparation and cultural understanding was hugely beneficial as she led a group of library systems students on a service-learning course in Cape Town, South Africa. Upon arrival in Cape Town, having a foundational understanding of the culture around them allowed her students to understand the significance of the material and work they were handling (Bossaller, 2015, p. 8). The Amandla Project in-country programming will be very important in preparing students and grounding what they have experienced, upon return.

Given the rise of internationalization requirements in university curriculum nationwide, programming to suit these requirements is necessary (Boateng, 2013, p. 701). Gearing such programming toward an underserved population, specifically those with disabilities, presents the Amandla Project with an opportunity to enable a wider population of students to experience international education and to attain competitive advantage on par with non-disabled job-seeking peers.

## **Needs Assessment**

Nationally, approximately eleven percent of college students in the United States have a documented disability. However, according to the Institute of International Education's Open Doors Report (2014), students with disabilities make up only 5.1 percent of those who pursued educational experiences abroad. Of that 5.1 percent, only 5.9 percent had a physical disability. This means that those with physical disabilities equate to only 0.3 percent of those who go abroad. Disabled students are underrepresented in the pursuit of educational opportunities abroad. The Amandla Project serves to increase the participation of college students with disabilities in educational opportunities abroad (in this case, specifically South Africa). The professional skills gained and personal growth experienced through this program will benefit participants.

## **Goals and Objectives**

### **Program Goals**

The goal of the Amandla Project is to:

- Provide an opportunity for disabled participants to have an educational experience abroad, while building upon their professional skills, as well as intangible skills gained through cross-cultural experiences.
- Increase intangible qualities within participants, fostering leadership growth.
- Benefit organizations serving South Africans with disabilities through internships completed by Amandla Project participants.

### **Program Objectives**

- Provide internship placements with organizations serving disabled South Africans in positions relevant to participant career goals.

- Augment participant internship experiences with culturally significant excursions and reflection.
- Promote weekly reflection to solidify learning and connections.
- Foster growth in the areas of public speaking, advocacy and leadership.

### **Participant Goals**

The goal for Amandla Project participants is to:

- Foster greater self-confidence, producing a willingness to consistently reach farther outside comfort zones.
- Strengthen participant adaptability to expected and unexpected situations.
- Develop professional skills through opportunities offered at internships.
- Lead by example and inspire disabled South Africans to aspire to and achieve their own goals.

### **Participant Objectives**

After completing this curriculum, participants will:

- Be able to problem-solve and adapt to complex and unexpected circumstances.
- Communicate the personal impact of the Amandla Project experience.
- Have developed leadership qualities.

## **Program Description**

### **Organizational Structure (Nonprofit):**

The Amandla Project is structured as a nonprofit organization. This organizational structure will serve multiple purposes. Primarily, this structure will allow for fundraising, enabling the program to cover all participant travel costs through grants and gifts from individual donors (whose contributions are tax deductible). This structure is vitally important to the

program, as it will serve as a means to accomplish the Amandla Project's main goal, that of increasing participation amongst disabled students in educational opportunities abroad.

### **Fundraising**

Cost is commonly cited as a top barrier to the pursuit of education abroad opportunities amongst college students. Disabled students (who are underrepresented), face some unique obstacles from the average student namely — real and perceived physical barriers. Barriers that impact the propensity of able-bodied students to pursue education abroad would also be barriers for disabled students. The Amandla Project's ability to fundraise to cover all costs for participants removes a major barrier. Additionally, offering a “free travel experience” to students who are hesitant to participate in other education abroad opportunities due to insecurities around their ability to be successful given unique barriers will likely play a role in increasing a potential participant's willingness to take a leap outside of their comfort zone. While the bulk of fundraising activities will be conducted in the United States, South Africa has the largest income inequality in the world. While there is deep poverty, there is also extreme wealth. The Amandla Project's high profile ambassadors in South Africa make significant fundraising activities possible, tapping into South Africa's upper class.

There are other benefits to the nonprofit structure that are uniquely applicable to the Amandla Project. Detailed in sections below, this format lends itself to professional development within participants (for an example of this, see the Reentry section of this paper). The governing structure of nonprofit organizations, which dictates that a board of directors be constituted, will also be a beneficial element in the area of selection of applicants (see Application Process, below). Preliminary publicity for the Amandla Project has already yielded interest in board

membership, both from professionals in the United States, as well as strategically powerful connections in South Africa.

### **Participant Profile**

Amandla Project participants will be full-time students at four-year universities across the United States. Given the Amandla Project's goal of increasing opportunities for students with disabilities, preference will be given to participants who have not previously pursued educational opportunities abroad. It is likely that the bulk of the cohort will be first-time international travelers. As English is one of South Africa's official languages, participants can possess a wide range of language abilities. It is anticipated that students will be completing independent studies at their home institutions while participating in the Amandla Project in order to receive academic credit for their participation. However, this will not be a condition of acceptance. The Amandla Project's wide range of partnerships enables placement in roles that suit a variety of professional interests while serving South Africans with disabilities. This versatility in placement options means that the expected student profile will comprise students from a multitude of academic fields. Currently, students with physical disabilities represent the lowest participating disability subcategory in the field of education abroad. For this reason, preference will be given to applicants with physical disabilities. However, participants with all types of disabilities will be considered. The Amandla Project's first cohort will consist of as few as four participants. It is important to have a wide-range of perspectives and opinions within the cohort.

### **Curriculum**

The Amandla Project will include structured pre-departure and re-entry programming in the United States. In South Africa, participants will engage in a mix of structured workplace experiences, group and individual reflection and educational excursions designed to transform

participants. Internships will last eight weeks. In addition to 40-hour per week internships, based in Cape Town, participants will visit sites of cultural and historic significance throughout the country, on weekends (see Appendix A for a detailed schedule). The impact of the Amandla Project will be amplified in South Africa through media partnerships. Participants will make an early visit to Johannesburg for media interviews and will do the same again at the conclusion of their internships, providing both a spotlight to the issues they have been working on (often hidden on the media's agenda) and also building confidence and articulation skills while in the spotlight.

### **Pre-Departure**

Accepted students will participate in vital pre-departure activities. A few months prior to travel, students will receive a detailed introduction packet. Within this packet will be a reading list consisting of books that will acquaint participants on an introductory level with the culture and land that they will be entering. Contemporary and historical texts will round out the list, which participants must read prior to attending the in-person phase of the pre-departure orientation.

Participants will travel to Seattle, Washington, four days prior to departure for South Africa. During these four days, participants will get to know each other and discuss what they have read. Health and safety information, conduct expectations, and other vital information will be imparted at this time to ensure that information is understood prior to being thrust into an overwhelming and unfamiliar environment. Students will be reminded that the program manager is available to them as a resource, but they will be encouraged at the outset to embrace uncertainty and to trust their own abilities to problem-solve whenever possible.

Information regarding what to expect upon arrival in South Africa, as well as a detailed overview of the curriculum and academic expectations, which will supplement their experiential learning. All participant costs for the Seattle portion of the program, as with all elements of the Amandla Project, will be covered by the Amandla Project. In addition to going over vital information and acquainting themselves with each other, participants will go on excursions in the city, navigating public transit or private taxis, in an environment that is somewhat familiar to their own home cities, before doing the same in a less familiar environment.

### **In-Country**

**Thrown into the Fire — Johannesburg, South Africa.** All participants will fly together from Seattle, Washington, to Johannesburg, South Africa. For the Johannesburg portion of the program, participants will stay at the Fire and Ice Hotel at Melrose Arch. Upon arrival in Johannesburg, there will be a group dinner during which safety and conduct expectations will once again be discussed. Students will be informed at this dinner that the following morning they will be guests of Gareth Cliff on his morning talk show. Cliff is a top media personality in South Africa, nationally famous as a radio host with a social media following of over one million. He is one of four judges on Idols, the South African equivalent of American Idol. Cliff is aware of the Amandla Project and has offered resounding support, including pre- and post- internship interviews with all participants in an effort to both shed light on disability issues for his audience, and to provide a unique and valuable experience for participants, requiring them to think on their feet, given Cliff's reputation for quick wit and irreverent, but substantial conversations.

During the first interview, Cliff will introduce his listeners to the participants and the Amandla Project, itself. He will ask participants to speak about their lives back home, their

experience living with a disability, and he will also seek an American perspective on issues of the day. Participants will speak with Cliff regarding any apprehensions at the outset of the program, as well as what has them excited and how they hope to grow as a result of participation.

At the conclusion of the eight-week program, participants will fly back to Johannesburg for another interview with Cliff. In this interview, the focus will be on detailing what each participant has experienced, what has surprised them, how they will use their experience to make their own communities a better place, and how perhaps, they will remain connected to South Africa. Due to the fact that disability is not on the forefront of public debate in South Africa, Cliff is excited about the prospect of what participants may be able to offer listeners about the state of affairs related to people with disabilities in South Africa.

Following the initial visit to Cliff's studios, students will proceed to the Apartheid Museum. The purpose of this visit is to strengthen the foundation of participant knowledge of South African history. The museum's format allows visitors to assume the identity of a particular race. This aspect will get participants thinking about privilege, and how the legacy of Apartheid continues to color the nation. From the Apartheid Museum, participants will proceed to Melrose Arch, an upscale Johannesburg shopping district, where they will dine at Roast, a café within an upscale comedy club. Here they will meet with renowned comedians Goliath & Goliath. Nick and Donovan Goliath will speak with participants about their experience as 'coloured' comedians and business-owners, and the role of comedy in race relations and reconciliation in South Africa. After the meal and discussion, participants will enjoy stand-up comedy at Goliath Comedy Club, which adjoins Roast.

The following morning, participants will tour Soweto, Southwestern Township, an area which was a black-only settlement during the Apartheid regime, and which served as the catalyst

and foundation for prominent resistance movements. Following the Soweto tour, participants will fly to Cape Town and settle in to their long-term accommodations.

**Settling in — Cape Town, South Africa.** Immediately upon arrival, safety and conduct expectations will again be reiterated. Participants will be given South African cell phones, which must be returned to the Amandla Project at the conclusion of their South African stay.

Participants will be expected to have their phone on them at all times so that they may be reached and make calls in the event of a crisis. The Amandla Project will cover costs for airtime and phones for temporary use. Expectations will be outlined regarding the use of alternate means to communicate with family and friends in the United States for casual conversation, as the use of cell phones for this type of communication would be prohibitively costly. An overview will be given regarding transportation options and accessibility obstacles present within Cape Town. Participants will then complete a scavenger hunt across the city, acquainting themselves with how to get around.

**Internships and Reflection.** Participants will have the first weekend for leisure and to become acquainted with the city. At the beginning of week one in Cape Town, participants will begin their internships. Internships typically take place from 8:30 a.m. to 4:30 p.m., Monday through Friday. Every Wednesday evening, participants are expected to gather together for dinner and a reflective discussion regarding their experiences from the past week. Typical topics will include:

- **What caught participants by surprise?**

This question may get participants thinking about their expectations and prejudices or how their own abilities surpassed expectations, illuminating limitations that they had imposed on themselves.

- **What made them angry?**

Asking this question will encourage students to think perhaps about privilege that they, themselves, have been overlooking in their own lives.

- **What are examples of injustice that were encountered?**

Participants will be encouraged to consider this question from a disabled person's perspective, but examples of racial injustice, corruption or other unfairness may enter into the conversation.

- **Provide examples of cultural differences.**

Responses to this question may start off in the form of a verbal list/brainstorm. However, offshoot conversations will likely interject historical information that other members have learned — experiences from internship sites, excursions or simply leisurely trips into the downtown core.

- **What were the week's successes?**

This will encourage participants to take stock of accomplishments and personal growth. Asking this question weekly, along with the subsequent journaling exercise, will make it easy for participants to chart their exponential growth. Referring back to discussion notes and journal entries will be a powerful tool when crafting their re-entry speeches.

- **Were conflicts encountered? How were they dealt with?**

Similarly, to the rationale behind posing the previous question, this question will also point to a trajectory of growth. As participants look back on a series of reflections detailing their problem-solving skills, they will be impressed with how they dealt with problems, but also likely they will notice that what they considered to be problems changes in scale. Through discussions, participants will also learn strategies from others in the cohort and add these strategies to their own personal toolkits.

- **Were there instances where privilege presented itself?**

If previous questions did not hit on the acknowledgement of privilege, asking the question more directly likely will. Students who may consider themselves a marginalized class may find it enlightening to uncover examples of the privilege that they do possess.

- **Were there challenges with accessibility or other disability-related issues?**

This question is expected to elicit significant response. Depending upon the experience of the group that week, this question could go in many directions — from frustrations about the lack of accessibility and its associated impact on their personal day/plans, to highlighting the accessibility/frustrations are dealt with on a daily basis by disabled people who live in Cape Town, and in many cases are not able to afford the accessible cab service made available to Amandla Project participants. Responses may also touch on workarounds that may be helpful to other cohort members when encountering obstacles.

- **Did you encounter anything that you would like to investigate further?**

This question is designed to get participants to think critically about what they are seeing and experiencing, to ask why. Perhaps responses to this question will result in a lively debate, but could even result in a master's thesis.

- **How are you feeling about your role within your internship site? Is there anything new or more substantial that you could be taking on?**

Often, internship sites are understaffed and cannot provide constant direction to interns.

This question is aimed at encouraging participants to take personal responsibility for the quality of their experience and to strive to make the biggest impact possible with the organization who as agreed to take them on.

After the weekly meal and discussion on these topics, moderated by the program manager, participants will be asked to return to their rooms to spend at least an hour reflecting personally and journaling regarding their contributions to the discussion and further thoughts that arose from the contributions of others.

**Educational Excursions.** While students will have periods of free time during their weekends, the Amandla Project will also organize group excursions. It is expected that Amandla participants attend excursions. All excursions will have some educational value — whether visiting Cape Town’s winelands and learning about a valuable export for the nation, or touring Langa Township, and hearing about traditional medicine firsthand from a sangoma. While students will be gaining valuable professional skills during the week at their internships, these excursions will provide an opportunity to bond socially, but more importantly, lend a greater understanding to the many facets of the nation.

Some participants will be interning at local schools. Others will have other opportunities that more closely suit their professional aspirations and interests. It is important, however, that all participants visit local schools throughout their stay in South Africa. As participants will learn early on during their stay, many South African students with disabilities are relegated to ‘special

schools', often regardless of the impact of their disability. It is important, therefore, to show students in such schools that college and higher career aspirations are open to those with disabilities. The mentoring/role model aspect of the Amandla Project is one of the many aspects that allow and mandate that participants leave a positive impact in return for their gains in South Africa.

While in South Africa, participants will visit with Siv Ngesi, an Amandla Project board member. Ngesi is comedian and television personality, known nationally for his charisma, as well as his motivational abilities. Ngesi will serve as a valuable resource in opening doors for the Amandla Project and its participants. He will first meet with students early on to share his experiences growing up in Apartheid South Africa. He will also be present intermittently throughout participant stays in South Africa, providing perspective, motivation, and the occasional out-of-this-world red carpet experience.

### **Re-Entry — Taking it Forward**

Following completion of participant internships, students will return to Seattle, where they will spend a few days discussing what they have experienced and how they have grown. Participants will be encouraged to discuss how they plan to use the internship experience and the intangible benefits of their travel to make a bigger impact, locally and/or globally. Participants will spend time reviewing their journals, containing highlights from their reflective discussions to prepare short speeches. For diverse groups such as disabled students, re-entry activities are exceptionally important. The opportunity to decompress and share about unique obstacles overcome and successes experienced is invaluable (Bruce, 2015, p. 3). It's certainly not solely facilitators who see enormous value in reflection curriculum. Students attest to reflection's ability to strengthen connections across disciplines (Bloomquist, 2015).

The night before returning to their homes, participants will attend a fundraising celebration, where they will mingle with supporters before addressing them to speak about their experiences and the ways in which they have grown. This piece of the re-entry experience is huge for the Amandla Project. Not only are students crystalizing benefits that they have experienced through the program, they are raising awareness for disability issues internationally and becoming confident and competent public speakers. It is through this final element that the beauty of the Amandla Project comes together. An underserved population gaining professional skills through international exchange abroad, while interning with organizations serving South Africans with disabilities. This final piece showcases the intangible increased confidence amongst participants and shapes participants into advocates while they simultaneously appeal for funding so that the next cohort can experience the same life-changing opportunity.

### **Staffing Plan**

The Amandla Project will launch with one staff member, an executive director/program manager. This position will be responsible for marketing throughout the year, interacting with potential participants and carrying out a variety of fundraising activities. The program manager will oversee the entire program from start to finish, both in the United States and South Africa. The in-country role of this position is that of a resource for participants, when necessary, helping participants to problem-solve and advocate as unexpected problems arise. As one of the benefits desired by the Amandla Project is increased self-confidence and self-advocacy, the program manager will ensure that participants are safe, while at the same time give participants enough space to push their limits and accumulate successes independently.

On either side of travel, the program manager will facilitate the pre-departure orientation and re-entry activities. While much of participant's learning will be experiential, the program

manager will also facilitate reflective activities and excursions to supplement what participants are experiencing at their internship sites. The role of the program manager, in this circumstance is to help participants draw connections between their everyday experiences, the culture around them, and historical factors that may influence what they are experiencing.

Should participants require human assistance to mitigate their disability, resources will be sought locally, providing the Amandla Project and its participants another opportunity to leave a positive impact on South Africa and its economy. Because such staff will not be necessary for all students, or even all cohorts, these employees will be hired on a contract basis and will not be considered employees of the Amandla Project. The Amandla Project will, however, vet and source the necessary assistance, as well as covering all associated costs.

### **Program Marketing**

While a professional development opportunity abroad offered at no cost may seem like something that would produce an immediate waiting list, a brand new program aiming to serve a population that has been under-served, faces a formidable marketing challenge at the outset. Simply spreading the word that the Amandla Project exists, while adhering to a tight budget, will require an efficient marketing plan. With eligibility extended to full-time students with a documented disability at all universities in the United States, there is a lot of potential ground to cover.

The Amandla Project will launch with a major fundraising dinner serving as the kick-off event in the Seattle area. As the event draws close, the program manager and potentially, a future participant, will take part in a local media campaign. Spreading word through radio, television and print about the upcoming launch, the Amandla Project and its benefits to the community. At the local launch, a short (three to five minute) video explaining the elements of the program will

be unveiled, highlighting why the program is necessary, benefits to participants, and calling on viewers to make a social investment by contributing to the Amandla Project.

### **Student Recruitment and Admissions**

After the local launch, larger scale outreach will begin. The program manager will send the video to education abroad and disability services offices at universities nationwide. An appeal will be made to universities to show the video at campus-wide events, such as new student orientation, when education abroad is typically discussed, to get disabled students thinking about opportunities as being possible for them, too. As part of outreach to universities across the country, an offer will be made to present the Amandla Project to interested students detailing the benefits that they can expect from such an experience. If funding is too tight in the beginning to warrant in-person presentations, requiring significant travel, webinars, skype conferences, phone calls and other virtual means may be offered. As food is often a valuable incentive for presentation attendance, the best course of action for these virtual scenarios will be to ask universities to reserve a large room for interested students to participate in the webinar together and then using Amandla funds to have pizza delivered to the gathering. This would be a lower-cost alternative to an in-person presentation. Much like the local pre-launch strategy, press releases will be sent to regional news outlets nationwide with the hope of getting media attention.

Plans are in place to present the Amandla Project at the 2017 NAFSA Conference, held in Los Angeles, as well as the 2017 International Internship Conference in Santiago, Chile, and the 2017 Forum on Education Abroad Conference, held in Seattle Washington. While there are travel expenses associated with these conferences, the exposure to large crowds of people who are tapped into communities where resonance could be found for the Amandla Project, could be

exponentially beneficial and relatively efficient. Additional domestic marketing strategies include the use of social media (Twitter, Facebook, etc.) and the use of short, shareable videos.

After students submit an application and are deemed viable candidates academically, they will receive advising. It will be important at the outset for applicants to feel comfortable disclosing all of their needs (Soneson, 2011). It will be made clear that the goal of the Amandla Project is to provide opportunities to an underserved population and an applicant's degree of disability and mitigation need will not be grounds for disqualification. During initial interactions, efforts will be made to determine an applicant's ability to embrace the unknown, roll with challenges as they come, and exist and adapt in situations of discomfort. There is a difficult balance here because the Amandla Project aims to foster growth in these areas beyond what an applicant may see as possible before participation. However, an applicant who displays adamant resistance to the unknown will be scrutinized carefully prior to an admission decision. The Amandla Project will cover all expenses to meet an applicant's needs in order to be successful. However, circumstances will inevitably arise where creative solutions must be sought and where a participant's resourcefulness and the flexibility to adjust to unexpected circumstances will be necessary and also a valuable outcome of participation in the Amandla Project.

### **Application Process**

Applicants will submit an essay detailing the reasons they hope to participate, as well as two letters of recommendation attesting to why the particular applicant is a strong candidate for participation. After a completed application has been submitted, the applicant will be contacted by the program manager for a preliminary interview/advising session. If, after learning more about the Amandla Project, the applicant still wishes to pursue participation, interviews will be arranged with the applicant and multiple members of the organization's board of directors (at

least one domestic member and one international member). After these three interactions have taken place, a virtual meeting between the two board members and the program manager will take place. This discussion will be aimed at airing concerns about each applicant in order to make decisions regarding Amandla Project acceptance. Only in extremely rare cases where the sentiment is unanimous that the applicant is not the right fit for the experience, or would put the viability of the Amandla Project at risk, will acceptance be refused.

Applicants will submit a participation agreement. Applicants will also submit a health form (see Appendix for both forms), provided by the Amandla Project and completed by the applicant's physician(s) attesting to both the applicant's documented disability and the applicant's health status. The physician will be asked to comment on any health concerns that may be presented by travel and participation in the Amandla Project. Due to the fact that this is a brand new program, it is possible that the number of applicants may be relatively low until the program has run through a cycle and trust can be built.

## **Logistics**

### **Placements/Partnerships**

All internships will be completed with organizations serving disabled South Africans in some way. That said, it is important for students to be placed with organizations and in roles that align with their professional interests and aspirations. Perhaps a participant is interested in film. In this case, the program manager will seek a placement with a production company working to produce a film or commercial shining a spotlight on disability. In some cases, connections between disability and the intern's professional interests will be more difficult to secure. In circumstances such as this, the Amandla Project will leverage partnerships which have already been formed. The African Disability Alliance (formerly the Secretariat of the African Decade of

Persons with Disabilities) has agreed to assist with sourcing roles in unconventional fields with organizations that serve disabled South Africans. The African Disability Alliance was formed as a technical agency to secure funding for African nations to undertake projects to increase accessibility and dialog around accessibility. For example, the Alliance assisted with securing funding and implementation of accessible voting booths for the blind in Kenya. Projects such as these in South Africa, could align well with an intern interested in architecture.

Another key partnership that has already been forged is with the Thembelethu School. Thembelethu is a special school located in the Gugulethu Township, in the Cape Town suburbs. Thembelethu accepts college interns from the United States to expand their capacity to provide services to their disabled learners. Due to the fact that the surrounding area is not highly accessible and Thembelethu is one of the only schools that accepts disabled learners in a wide geographic area, many students live at the school. Students receive meals, physical and occupational therapy services, participate in accommodated sports and other group activities that would not otherwise be available to them.

The wide expanse of service provision at the school provides the students with many vital aspects, however, for the Amandla Project and its participating interns, the expansive range of services at Thembelethu equates to a wide range of roles and professional interests that can be accommodated through internships. In March of 2016, Thembelethu representatives met with the Amandla Project's program manager, and were thrilled at the prospect of receiving more interns in general, but ecstatic at the prospect of receiving interns who, themselves, are wheelchair users, or otherwise disabled, an opportunity that has never been presented to the students and staff at Thembelethu. Thembelethu's principal was so excited at the prospect, that he asked the Amandla Project's program manager to share news of the program at an impromptu school-wide assembly

because he was so excited that his students would be able to interact with, and see tangible examples of disabled students pursuing higher education and professional careers, something nearly unprecedented amongst Thembelethu alumni.

Interns will not be paid. The Amandla Project's program manager will advocate for students to receive course credit from their home institutions through completing their internships as independent studies under the guidance of the program manager. The supplemental curriculum, reflection exercises, educational excursions, etc., should bolster participant's cases for credit acceptance.

### **Lodging**

Once participants arrive in Cape Town, they will stay in two-bedroom condo units available to the Amandla Project. The Amandla Project will be able to administer accessibility modifications as necessary to the units to accommodate participants. The building, Perspectives, is located at 37 Roeland Street, in the heart of Cape Town's city bowl/central business district. This unique location provides participants the opportunity to easily experience Cape Town's vibrant social scene. Many internship sites will be within close range of Perspectives. The building is monitored by a 24-hour security service, providing a guard at reception (street level) at all times. Perspectives offers four elevator bays for ease of access. Nearby amenities include museums, restaurants, shopping, and transportation hubs.

### **Transport**

While many amenities and internship sites are within walking distance of the home base property, Perspectives, and Cape Town has bus, train and mini-bus services, sidewalks, as well as mainstream transportation services are often inaccessible for wheelchair users. Short journeys by wheelchair often require a bit of street driving, which is not advisable at most times, but

especially at night. For this reason, the Amandla Project has also secured a partnership with Rikki's Taxi Cabs, Cape Town's only wheelchair accessible taxi service. All of the cabs in Rikki's fleet are London cabs, with a ramp built into the floor of the vehicle which can flip out, as well as seats which can convert for wheelchair use. Rikki's owner reports rarely having disabled patrons, and is excited at the prospect of providing transport to all of the Amandla Project's interns. A meeting this past March confirmed the mutual interest, and preliminary discussions took place regarding the most efficient way to ensure that Rikki's cabs would be available at all times to the Amandla Project's interns. Possibilities discussed included renting a cab and driver exclusively for Amandla usage, or negotiating a significantly discounted rate and code to use for booking cabs for one-time, on-demand use.

### **Support**

The philosophy of the Amandla Project is to ensure that students are safe while pursuing challenging opportunities. Participants will always be supported and will never be in situations where failure results in catastrophe. However, it is important that participants consistently push themselves, as the greatest growth occurs outside of one's comfort zone. It is through independent successes that confidence is exponentially fostered and grown. Therefore, participants may always rely on the program manager for advice in times of crisis. Whenever possible though, the program manager will intentionally take a hands-off approach to support, observing participants' abilities to solve their own problems.

The program manager will ensure that a plan is in place to provide the necessary support to disabled students prior to their arrival, including physical modifications to the housing unit and any additional necessary supports. During the advising period and after acceptance, students will be assured that things will work out, but also reminded that conditions will not be exactly as

they are accustomed to and that flexibility and adaptability are vital components to success in the Amandla Project.

### **Health and Safety Plan**

The occurrence of judgements against study abroad providers is quite low, with the most common legal judgements being for sexual harassment and traffic accidents (Van Der Werf, 2007, p. 2). Individual participants will be enrolled in a student health insurance policy by the organization. The policy will cover medical costs ranging from prescriptions and physician services to repatriation of remains and family travel to bedside. Due to the many expenses incurred in preparation for accepted participants (airfare, etc.), the Amandla Project will also secure trip insurance for each participant through TravelEx Insurance.

### **Crisis Management Plan**

In the event of a domestic crisis in South Africa, the Amandla Project's program manager and participants will be in contact with Board of Directors based in the United States. Amandla Project-provided cell phones will have the capability to make calls to board members. Additionally, participants will be registered with the U.S. Department of State.

Within South Africa, the program manager is considered the first point of contact for students in crisis. Students will be enrolled in insurance plans which cover emergency evacuation and repatriation of remains. In times of crisis, the Amandla Project is fortunate to have influential contacts to call upon in both the United States and South Africa. Additionally, students will be briefed on crisis management plans during orientation and throughout the program. Practicing and role-playing scenarios to ensure understanding of procedures is key (Brockington, 2006, p. 48). As such, role-playing drills will be a part of programming. Just as evaluation and reflection are key elements of other aspects of the Amandla Project programming,

debriefing and improving upon implementation of the crisis management plan will be necessary following each crisis (Friend, 2012, p. 59).

### **Budget**

The overall estimated cost for four participants and the Amandla Project's program manager is \$117,810. A detailed breakdown of estimated cost can be found in Appendix D. The program manager's salary comprises a large portion of the overall budget, relative to rest of the expenses. This is a year-round position, while the rest of the expenses cover the sixty days of programming. Marketing is also a significant portion of the overall budget, as it accounts for the creation of a video and attendance at national and international conferences. The video estimated at \$1,500 will be designed for repeated use, meaning that this marketing expense will not be necessary every year.

Some budget lines, such as travel to Seattle from participant homes is estimated. In this instance, it is impossible to know up-front where participants will be traveling from to begin the program. In instances where estimates were necessary, worst case scenarios were used for calculations, meaning that the actual cost could be less. The cost for excursions included travel-related items as well as compensation to the presenter/facility. Legal fees are estimated to be significantly higher with the first cohort. After the initial program set-up has been reviewed by legal counsel, only periodic legal advice will be necessary.

### **Evaluation Plan**

At the conclusion of programming, participants will complete surveys evaluating all aspects of the Amandla Project. Surveys will help the Amandla Project to improve its efforts and practices toward meeting goals. In evaluation of student growth, participant speeches at the conclusion of the program will illuminate the Amandla Project's impact. When preparing

speeches, participants will be asked to think about and touch on areas of growth. In terms of meeting the goal of creating opportunities for disabled students abroad, a bottom-line evaluation/indicator will be adequate cohort size.

### **Conclusions/Implications**

The Amandla Project will create opportunities for disabled students to learn and grow personally and professionally in South Africa. In accomplishing this goal, the Amandla Project will also serve to better conditions for South Africans with disabilities. While participants may seek further education abroad opportunities, growth experienced by Amandla Project participants will be felt locally in their home communities after completing the program. Increased confidence, public speaking skills, ability to advocate, and a cross-cultural perspective will serve to empower participants to become leaders in whatever arena, and wherever participants choose to make an impact.

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## Appendix A

### Amandla Project Participation Agreement



THE AMANDLA PROJECT

500 Wall Street #622 | Seattle, WA 98121 | [www.amandlaproject.org](http://www.amandlaproject.org) | T: (425) 471-0764

### Amandla Project Participation Agreement

#### Participant Information

(Legal) Last Name: _____	(Legal) First Name: _____	Middle Initial: _____
Gender: _____	Date of Birth (mm/dd/year): _____	
Home Address: _____	City: _____	State: _____ Country: _____
Cell Phone: _____	E-mail: _____	
Home Institution: _____	Major(s): _____	
Current Status: (Fr, So, Jr, Sr, Grad) _____	Status on Program: (Fr, So, Jr, Sr, Grad) _____	
Citizenship: _____	Home Phone: _____	
Passport #: _____	Place of Issuance: _____	
Date of Issue (mm/dd/year): _____	Expiration Date (mm/dd/year): _____	

#### AGREEMENT TO PARTICIPATE ASSUMPTION OF RISK AND RELEASE

**INFORMED, VOLUNTARY DECISION:** I (print full name) \_\_\_\_\_ have made an informed decision to participate in the Amandla Project, in South Africa. I acknowledge that my participation in this program is voluntary.

**PROGRAM DESCRIPTION & RESPONSIBILITY FOR PREPARATION:** I assume responsibility for all the elements necessary for my personal and academic preparation for the program and will complete all necessary readings prior to pre-departure programming in Seattle, Washington. I understand that participation in pre-departure programming held in Seattle, Washington prior to travel with the group to South Africa is a required element of the program. Failure to attend sessions in Seattle will disqualify me from further participation in the program.

I have provided full and complete answers in connection with the application process. I understand and accept all program details including requirements described in program materials, written and verbal communications from the program manager and orientation meetings. I agree that if I cancel participation after agreeing to participate, I may be charged a cancellation fee to offset costs put forth by the Amandla Project for my participation.

**ACCEPTANCE OF CONDITIONS:** I understand that living conditions may not meet the standards found in the United States. I understand that the Amandla Project cannot monitor or control all of the daily personal decisions, choices, and activities of individual participants.

**ACKNOWLEDGEMENT AND ASSUMPTION OF RISK:** I acknowledge that traveling to and residing in a foreign country involves risks such as accidents or illness, disease, poor sanitation, inadequate medical care and facilities, terrorism, accidents, crime, the hazards of travel by air, train, boat, and motor vehicle, natural disasters, and hazards arising from a wide variety of events and circumstances which cannot be enumerated. I should consult the United States State Department ([www.state.gov](http://www.state.gov)) for all areas I plan to travel. I hereby personally assume all risks, whether foreseen or unforeseen, arising out of or in connection with my participation in the program, for any harm, injury or damage that may befall me while traveling or participating in any activities connected with the program and travel to and from the program site. I also understand that my baggage and personal property are at my risk entirely throughout the program and any travel incident thereto.

**HEALTH:** I verify that I have no health-related conditions or problems that preclude me from participating. I acknowledge that certain immunizations may be recommended, and that I am responsible for obtaining all necessary immunizations. I accept responsibility for educating and informing myself and discussing with my health care provider diseases, illnesses, and other health concerns that may result from traveling abroad. I understand that additional information on health matters can be obtained from the Centers for Disease Control ([www.cdc.gov](http://www.cdc.gov)) and the World Health Organization (<http://www.who.int/en/>).

I agree that the Amandla Project may but is not obligated to take any action it considers to be warranted under the circumstances regarding my health and safety. I authorize the Amandla Project to take any such action, including, but not limited to, admitting me to a hospital, consenting to the administration of anesthetics, the transfusion of blood and blood products, and surgery, and arranging for my medical evacuation. I agree to be fully responsible for any and all expenses, including transportation costs and medical expenses, associated with such actions, and hereby release and discharge the Amandla Project from any liability or responsibility for any injury, damage or expenses that might arise out of or in connection with such actions.

**INSURANCE REQUIREMENTS:** I understand and accept that I will be automatically enrolled in the Amandla Projects Insurance program.

**PERSONAL CONDUCT:** I accept responsibility for the effect my conduct has on other participants, hosts, and me and agree to conform to standards of conduct consistent with the maintenance of the reputation of the Amandla Project. I will exercise reasonable care for my own safety on the program and throughout my participation. I understand that I am also responsible for complying with the terms of participation and emergency procedures of the program and for obeying host country laws while not necessarily enjoying the same privileges as the host country nationals. I understand that conduct considered unacceptable to the Amandla Project includes but is not limited to, excessive use of alcohol, fighting, abusive behaviors toward others, sexual harassment, criminal conduct of any kind, or participation in (vs. observation of) political activities, use of illegal drugs, or unwillingness to cooperate with the Amandla Project.

**TERMINATION:** I understand that one of the consequences for non-compliance with the terms of this agreement or any elements of the program description may be an early return to the United States at my own additional expense and at the sole discretion of the Amandla Project.

**CHANGES IN PROGRAM:** I agree that Amandla Project and its employees or agents have the right to cancel or change any element of the program as circumstances require including but not limited to the right to change the facilities and the excursions.

**LIMITATION OF CONTROL:** I understand that the Amandla Project cannot be responsible for the actions of persons not employed by the Amandla Project, for events that are not part of the program, or that are beyond the control of the Amandla Project, or for situations that may arise due to failure of a participant to disclose pertinent information.

**AUTHORIZATION TO USE IMAGE, VOICE:** I give the Amandla Project permission to reproduce and use for educational or promotional purposes any and all photographs, videos, movies, or sound recordings taken of me during my participation in the program.

**DISCLOSURE TO AND NOTIFICATION OF FAMILY:** I hereby agree and consent that the Amandla Project may, in its sole discretion, disclose to my parent(s), guardian(s), legal partner or spouse of record any incident, event or matter arising out of or relating to my participation in this trip including, but not limited to, voluntary or involuntary withdrawal, serious illness, injury and/or hospitalization, arrest, evacuation or other such matters. This authorization supersedes any prior written request for confidentiality I may have filed with the Amandla Project.

### Emergency Contact

Name:	_____
Address:	_____ City: _____ State: _____ Country: _____
Daytime Phone:	_____ Evening Phone: _____
E-mail:	_____ Relationship: _____

**GOVERNING LAW:** I agree that this Agreement will be construed in accordance with the laws of the State of Washington, and King County, and will be the forum for any legal dispute concerning my participation in the program.

**RELEASE OF CLAIMS:** I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby RELEASE and FOREVER DISCHARGE the Amandla Project, its employees, agents, officers, trustees, contractors and representatives (in their official and individual capacities) from any and all liability whatsoever for any and all damages, losses or injuries (including death) I sustain to my person or property or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorneys fees, which arise out of, result from, occur during or are connected in any manner with my participation in the program, any related or independent travel, and any activities, excursions, side trips or field trips in which I participate during the program, irrespective of whether or not they are sponsored, supervised or controlled by the Amandla Project in any manner.

**INDEMNIFICATION AND HOLD HARMLESS:** I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby agree to INDEMNIFY, DEFEND and HOLD HARMLESS the Amandla Project, its employees, agents, officers, contractors, trustees and representatives (in their official and individual capacities) from any and all liability, loss, damage or expense, including attorneys fees, that arise out of, occur during, or are in any way connected with or related to my participation in the program, any related or independent travel, and any activities, excursions, events or field trips in which I participate during the program, irrespective of whether or not they are sponsored, supervised or controlled by the Amandla Project in any manner.

I have carefully read and understand everything written above, and I voluntarily sign this Agreement to Participate, Assumption of Risk and Release. No representation, statements or inducements, oral or written, apart from the foregoing statement, have been made. I am at least 18 years of age and legally competent to sign this document.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix B

### Amandla Project Medical Report



THE AMANDLA PROJECT

### Amandla Project Medical Report Part I: Student

BRING THIS FORM and YOUR IMMUNIZATION RECORDS WITH YOU TO YOUR APPOINTMENT WITH YOUR MEDICAL CARE PROVIDER.

Student: Please complete and sign PART I of this report prior to your appointment.

Name of Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

Name of Program and Location (City & Country) \_\_\_\_\_

Email \_\_\_\_\_

Phone Number \_\_\_\_\_

**Health Abroad:** The pressures of living and/or studying abroad are considerable. In some cases, mild disorders can become serious under the stress of life and study in a new environment. Physical and emotional challenges can be exacerbated by local conditions (pollution, new pollen, climate, etc.), the stress of cultural adjustment, differences in medical practices available overseas and/or changes in diet and exercise. The US health care system may not be replicated in the host country. Therefore, it is important the Amandla Project be aware of any medical or emotional concerns which might impact the applicant in a travel or study abroad context.

1. Please indicate any medical treatments, services, or dietary restrictions you currently have/receive that you anticipate you will/may need during your study abroad experience:  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you have a disability that will require accommodations while abroad?

YES

NO

Please describe accommodations you anticipate needing in order to participate in the Amandla Project:

**Informed Consent:**

I understand I am solely responsible to disclose my health conditions to my healthcare provider or the professional preparing this health report in order to adequately discuss the impact of any serious health risks on those conditions. \_\_\_\_\_ (Initial)

I understand it is my responsibility to obtain and carefully evaluate possible health & sanitation conditions in my program location and discuss the impact of those conditions on my health with my provider. These may be obtained from the Center for Disease Control (CDC), the US Department of State (DOS), the World Health Organization (WHO) and other healthcare sources. \_\_\_\_\_ (Initial)

I take responsibility for the consequences of not following CDC, DOS, WHO or program immunization, vaccination or prophylaxis requirements. \_\_\_\_\_ (Initial)

As a condition of my participation in an international program, I hereby authorize the health care professional conducting this examination to disclose this information to the Amandla Project. \_\_\_\_\_ (Initial)

Signature \_\_\_\_\_

Date \_\_\_\_\_

## International Program Medical Report PART II: Medical Provider

---

Name of Student \_\_\_\_\_ Date of examination: \_\_\_\_\_

**Directions to the Health Care Provider:** Your patient has been accepted into the Amandla Project. Each student is required to obtain a health assessment from a licensed health care provider to verify that the student has no physical or mental illnesses or conditions that may prevent him/her from participating in the program.

**Health and Study Abroad:** The pressures of living and/or studying abroad are considerable. In some cases, mild disorders can become serious under the stress of life and study in a new environment. Physical and emotional challenges can be exacerbated by local conditions (pollution, new pollens, climate, etc.), the stress of cultural adjustment, differences in medical practices available overseas or changes in diet and exercise. Further, the US health care system may not be replicated in the host country. Therefore, it is important the Amandla Project be aware of any medical or emotional concerns which might impact the applicant in an off-campus study context.

**Health Assessment/Physical Examination:** Please perform a complete medical examination of the student. Your history and physical examination report of this student is not required, but may be submitted in addition to this form. Please provide the following information in the report:

1. Does the student have a documented disability?

YES

NO

If yes, please explain, specifically addressing if the condition may affect the student's ability to fully participate in the Amandla Project and identify any proposed accommodation.

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2. Does the student have any health concerns or conditions that in the course of the student's participation in the program present a risk of harm to the student or to others?

YES

NO

If yes, please describe the nature, duration, severity and probability of harm and a reasonable accommodation.

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---

3. List ALL medications which the student takes regularly and the condition being treated.

4. List ALL drugs/substances to which the student is allergic.

Note: As a condition of participation, the student has signed a release which allows confidential discussion of the results of this examination with the Amandla Project so appropriate accommodations, etc. may be considered.

---

HealthCare Provider Signature: \_\_\_\_\_ Type of Practice: \_\_\_\_\_

Name of Health Care Provider (please print): \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

**Appendix C**

**Amandla Project Schedule**

**General Timeline**

March 15, 2017	The Amandla Project Application Deadline
May 1, 2017	Acceptance Notification Is Made
May 10, 2017	Information Packet Sent to Participants
June 16 – 19, 2017	Pre-Departure Orientation (Seattle, WA)
June 19, 2017	Participants Travel from Seattle, WA to Johannesburg, South Africa
June 21, 2017	Participants Arrive in Johannesburg, South Africa
June 23, 2017	Participants Spend Three Days in Johannesburg; Depart for Cape Town, South Africa
June 23, 2017	Students Arrive in Cape Town; Spend Weekend Settling in
June 26, 2017	Internships Begin; Continue for Eight Weeks (through August 18, 2017)
August 19, 2017	Participants Travel Back to Seattle, WA; Two Days of Program Wrap Activities and a Culminating Fundraiser Celebration
August 21, 2017	Participants Fly Home at Conclusion of Closing Activities in Seattle

**Weekend Excursions**

July 1, 2017	Langa Township
July 9, 2017	Cape Town Art Scene Tour and Lecture (hosted by local artist, Gary Frier)
July 15, 2017	Cape Town Winelands Tour
July 23, 2017	District 6 Museum
July 29, 2017	Robbin Island Tour
August 6, 2017	South Africa Entertainment Industry Tour and Talk (hosted by comedian/actor, Siv Ngesi)
August 12, 2017	Mzoli's and Gugulethu Township
August 18, 2017	Closing Party

**Appendix D**

**Budget**

Marketing (includes video and conference/outreach travel)	\$7,500
Participant Flights to Seattle (estimated based on east coast flights to Seattle)	\$3,200
Accommodations in Seattle	\$3,000
Travel: Round Trip Seattle/Johannesburg	\$8,000
Accommodations in Johannesburg	\$600
Travel: Round Trip Johannesburg/Cape Town	\$1,050
Accommodations in Cape Town (Perspectives Units)	\$3,500
Meals Expense – Throughout (daily stipend/group meals)	\$7,500
Cell Phones + Air Time	\$1,625
Street Transportation (Cabs/Busses [Seattle, Washington], Rikki’s Taxi Cabs [Cape Town, South Africa], chartered transport [Johannesburg, South Africa])	\$3,000
Excursions	\$1,875

Insurance (\$1,500 [Student Express   Travel Medical Insurance by Seven Corners Quote] + Expected Balance Billing (\$3,000)	\$4,500
Travel Insurance (TravelEx Quote covers cancellation of all participants, as necessary)	\$5,260
Participant Renovations/Accommodations Reserve Fund	\$5,000
Utilities & Internet Data	\$200
Celebration Fundraiser/Room Rental	\$1,000
Celebration Fundraiser/Catering	\$3,000
Celebration Fundraiser/Entertainment	\$1,000
Supplies (Office)	\$2,500
Legal Fees	\$2,000
Printing	\$2,500
Program Manager Salary	\$50,000
<b>TOTAL</b>	<b>\$117,810</b>