



EdGE Orientation Book

2016 FSU Global Scholars



THE FLORIDA STATE UNIVERSITY
DIVISION OF UNDERGRADUATE STUDIES
Center for Undergraduate Research and Academic Engagement



omprakash EdGE
Education through Global Engagement

Table of Contents

Omprakash EdGE
couple's immersive
online education
with immersive
global engagement

Director's Welcome 3

The Empty Bowl 4

EdGE Overview 5

Testimonials 6

Pre-Departure Online Classroom Details 7

Concentrations and Certification 10

Insurance, Blog, Re-Entry 11

Capstone Projects 12

Cost 13

How to Enroll 14

Omprakash Leadership Team 15

EdGE Mentorship Team 16

Featured Partners 21

Expectations and Timeline 38

Appendix

Notes on cost 40

Travel insurance details 40

Program eligibility and behavior policies 41

Risk management and emergency procedures 43

Contact us 48

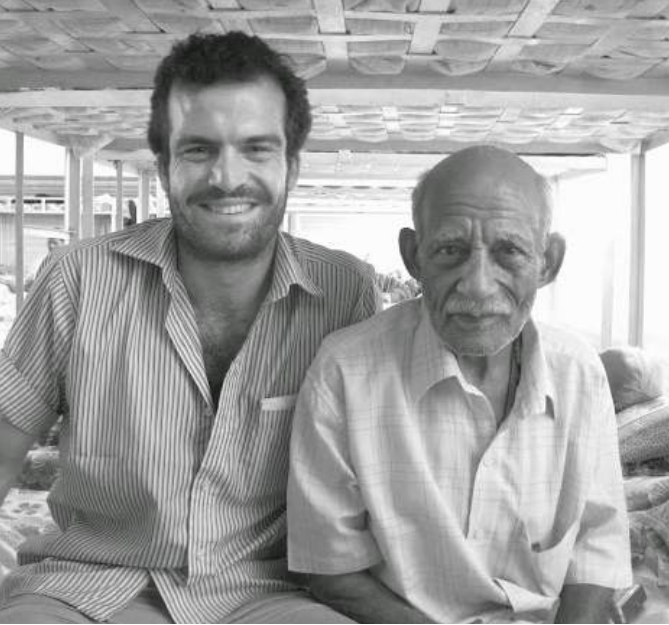
Updated September 1, 2015



THE FLORIDA STATE UNIVERSITY
DIVISION OF UNDERGRADUATE STUDIES
Center for Undergraduate Research and Academic Engagement



omprakash EdGE
Education through Global Engagement



Willy Oppenheim, Founder and Director of Omprakash, with Omprakash himself, the man who inspired it all.

India, June 2014

Omprakash sounds unique because we are.

Dear FSU Global Scholars,

While volunteering in India in 2004, I met a man who helped me appreciate the power of human relationships as a driver of social change. This man's name was Omprakash, and he inspired me to create an organization dedicated to facilitating mutually beneficial relationships between individuals and organizations around the world.

If you are looking for international volunteer or intern opportunities – whether for a gap year, a semester abroad, or a career break – you've probably noticed that a simple Google search will turn up tons of companies that offer to match you with a project or community in a foreign country. So what makes Omprakash EdGE different? There are many answers to this question, but to put it bluntly: our program is more ethical, more affordable, and more educational.

More ethical. We do not 'place' people; we require individuals and our Partner organizations to communicate directly, and thus we empower our Partner organizations to choose particular individuals to fulfill particular internship positions. It is not a coincidence that others don't do this: these organizations make money by selling placements, so, naturally, it is not in their interest to let volunteers and organizations work it out organically.

More educational. Most 'middleman' companies peddling international internship opportunities offer little to no pre-departure training or substantive learning objectives. In contrast, the EdGE program is built around an accredited pre-departure curriculum designed to expand your learning and your impact. The curriculum uses the tools of social science and critical theory to help you learn more about the economic, social, political, and environmental contexts in which your work will unfold.

More affordable. Many international internship opportunities are inaccessible to potential volunteers due to high program fees and absurdly inflated in-country costs. We go against the grain by charging a low fee for enrollment in EdGE, and no 'placement' fee. In addition, our Partners work to help you find extremely affordable accommodations, food, and other necessities while in-country. The result is that our opportunities are more affordable than anything else on the web.

It has been a pleasure to work with FSU Global Scholars for the past three years. Each year Omprakash works hard to make EdGE a better and better experience for you. By the same token, each year our hopes and expectations for this group grow. We are very excited to work and learn with you over the course of the next year -- from finding your field position to fielding your final Capstone Project!

Willy Oppenheim

Omprakash Founder and Director





The Empty Bowl



OMPRAKASH is built on the idea that **positive social change begins with human relationships**. Our primary goal is fundamentally educational: by forging connections within our network, we want to "lead out" the citizens of the world towards an awareness of the human community from which they are indivisible and within which they can enact change. This process helps our diverse international Partners obtain needed human and material resources, and it

empowers everyone involved to become more conscious participants in processes of social transformation.

The empty bowl represents the endless potential that emerges when we open ourselves to new questions, new ideas, and new relationships. For us, this openness is both a method and a product: rather than promote any single cure for the world's ills, we hold open a space that can **amplify local voices and facilitate the sharing of multiple perspectives**. We hope that the diverse members of our educational community will find **humility through the recognition of their own interconnectedness**, and that this humility will guide their actions as informed citizens of the world.





Global Scholars / EdGE Overview

Orientation Portal

Upon paying a deposit, Global Scholars will immediately gain access to the online EdGE Orientation Portal which provides valuable tips and tricks for researching, applying for and selecting a perfect field position within the Omprakash network, in addition to providing preliminary logistical information.

Pre-Departure Training and Mentorship

For 15 weeks prior to departure during spring semester 2016, students will be enrolled in a 1-credit, pass-fail course (INR 3931) and also complete the online EdGE training throughout the term. This curricula will orient them in basic travel logistics and challenge them to think critically about the historical, ethical, environmental and economic complexities of international development and 'service.' Each participant is assigned an EdGE Mentor who is a graduate student or professional with extensive knowledge and experience in the participant's area(s) of interest. Mentors guide participants through the classroom and continually provide ongoing individualized support to each participant before, during, and after the field position.

Field Positions

Global Scholars will complete an internship with a community organization for a minimum of two months during summer. Students may choose to receive academic credit for the summer internship; some students in the past have also pursued independent DIS credit through their major departments. If students are enrolled in 6 or more credits during the summer, students are eligible for Federal financial aid (i.e. loans) just as if they were taking 6+ credits on campus. Participants are encouraged to choose field positions from within the Omprakash network of over 150 Partner organizations in over forty countries.

Capstone Projects and Re-Entry

During their field position, participants will engage with local communities and work to document local perspectives and approaches to enacting social change. Each participant will develop this documentation into a Capstone Project that will be published on the Omprakash website and shared with other participants upon completion of field positions.

Upon returning to campus in fall semester 2016, students will be enrolled in a 1-credit, pass-fail course (INR 3932) during which the Capstones will be workshopped in collaboration with EdGE Mentors and peers.



What past FSU Global Scholars have to say about EdGE

"I really loved how Omprakash opened my eyes to a whole new world of international aid, public health, anthropology, and research that I've never known about. It has inspired me to differentiate my paths in life and I love the way the class is structured."

"This program changes your perspective on international volunteering and issues like no other. It helps you reevaluate any prejudices and biases you may not even be aware you have, and learn how to best be an informed and engaged intern. It gives you extremely valuable resources and a network of people to help along the way."

"It was the absolute BEST program I could ever recommend to anyone looking to volunteer abroad. It was the most eye opening experience of my undergraduate."



"EdGE teaches you about the types of unexpected consequences that can come out of the good intentions of volunteers and my advice: PAY CLOSE ATTENTION. The information they give you is priceless."

"I like how seriously Omprakash takes these issues. It's apparent that everyone feels so passionately about positive volunteering and change and it's encouraging to be part of such an environment. I've been inspired to think critically about more than just international development and am thankful for the many lessons I will continue to use after my volunteer position is completed."





Pre-Departure Online Classroom Details

How It Works

The EdGE curriculum includes content designed to support learning before, during, and after time spent abroad. The approach is multi-disciplinary and uses video, textual, and audio content to weave together insights from across the social sciences. You should expect to spend roughly one to two hours per week completing the assigned work. Much of the work will occur online, so a reliable Internet connection is mandatory. Your regular Omprakash login information will give you access to the weekly course content.

Weekly assignments can be completed independently, but each participant will also be a member of a peer group and will be required to share weekly reflections in a group forum. Omprakash Mentors guide forum discussions and provide participants with weekly feedback.

Themes and Content

The outline below sketches the weekly themes around which the online curriculum is oriented, the ‘essential question’ that will guide each week’s exploration, and a selection of the multimedia content that each week might include. ‘Essential questions’ are not intended to lead towards a single answer, but rather to provoke ongoing consideration of different perspectives and complexities. Note that this outline is meant to be representative rather than comprehensive.

Each week will also include a ‘response’ assignment through which you will reflect upon and articulate your own interpretations of the weekly content through a written or video response to a given prompt. Your responses will be visible to other students in the course, and you will be expected to browse and comment upon the responses of peers.



Weeks 1-3: Be Challenged

Good intentions and unintended consequences

Week 1	Week 2	Week 3
<p>What might be wrong with international volunteering?</p> <p>Read Ivan Illich, Richard Handler, Past EdGE Applications</p> <p>Watch Daniela Papi and Gap Yah</p>	<p>In what ways and for what reasons do explicit efforts to 'help the poor' often have unintended consequences?</p> <p>Read Aaron Ausland, Willy Oppenheim</p> <p>Watch Kevin Starr, Eddie Roohan, Radi-Aid, Stephanie Nyombayire</p>	<p>Why is 'raising critical consciousness' a necessary supplement to good intentions?</p> <p>Read Mandarin Bennet, McBride and Myln, PEPY Charter, Paulo Friere, Willy Oppenheim</p> <p>Watch Ernesto Sirolli</p>

Weeks 4-6: Confront Your Context

Where are we and how did we get here?

Week 4	Week 5	Week 6
<p>How are 'progress' and 'inequality' related, and where do you fit in?</p> <p>Read Bill Gates, Jeffrey Sachs, Oxfam, Angus Deaton, Paul Farmer, Paul Kivel</p> <p>Watch Hans Rosling, Manfred Max-Neef, Martin Luther King Jr.</p>	<p>What are the roles of the public, private and third sectors within the narrative of 'progress' and inequality?</p> <p>Read Jeffrey Sachs, William Easterly, David Harvey, Jonathan Katz</p> <p>Watch Milton Friedman, Noam Chomsky, Dan Palotta</p>	<p>What is environmental inequality and how is it relevant to you and your field position?</p> <p>Read United Nations, World Bank, Rob Nixon, Jonathan Katz</p> <p>Watch Gasland, InsightShare</p>

Week 7: Logistical Interlude

Support with flights, visas, vaccinations, etc.

Weeks 8-10: Explore Deeply

Reflection, Dialogue, Action

Week 8

What does it mean to understand another 'culture'?

Read Horace Miner, Richard Handler, Kumagi & Lypson, Paul Farmer, DasGupta, Abu-Lughod, Hirsi Ali
Watch Wade Davis

Week 9

What does it mean to 'engage a community'?

Read UVA Students, World Bank, Botes & van Rensburg, Paulo Freire
Watch Social Network Analysis and Community Mapping

Week 10

How, to whom, and for what purpose will you tell 'your story' -- before, during, and after your field position?

Read Myers & Myers, Minkler & Wallerstein, Frye & Rojas, Emerson & Shaw
Watch Chimamanda Adichie, Chris Lunch, Rusty Radiators

Week 11: Your Capstone Projects

Inspiration and Clarification

Week 12: Scenarios, Tips, Logistics

Expecting the Unexpected

Concentrations and Certification

EdGE Concentrations

You will declare a concentration that will focus your entire EdGE experience. Your concentration will supplement your EdGE experience in the following ways:

+In addition to the standard 12 week pre-departure classroom, you will engage with concentration-specific material for 3 weeks

+Omprakash can provide guidance to help you find Partners and/or positions related to each concentration.

+Your Capstone Project will directly relate to your concentration.

+You will receive focused EdGE Mentorship pertinent to your concentration.

Global Health

The Global Health concentration is devoted to exploring the causes and effects of major morbidity and mortality burdens in the world, under the premise of health as a human right. Utilizing the tools of public health, we will examine both the flaws and bright spots of healthcare interventions in global contexts.

Education & Social Change

This E&SC concentration explores how and to what extent formal and informal schooling can create social change and/or reproduce social inequalities. We will consider research from the sociology of education as well as pedagogical insights about the practice of teaching.

Environmental Justice

The Environmental Justice concentration is devoted to uncovering the deep roots of environmental injustices and inequalities. On local and transnational scales, from water to waste to air to toxins, we will seek to understand the wider causes and implications of environmental injustices.

Social Entrepreneurship & Innovation

The SE&I concentration is devoted to challenging and improving upon the much-hyped concept of social entrepreneurship as a silver-bullet solution for global poverty. We will explore where it falls short and how it can find success.

The Certificate in Critically Informed International Development (CIID)

Upon completion of the EdGE pre-departure classroom, a field position and a Capstone Project, you will be evaluated by your EdGE Mentor in conjunction with your host organization. If you have successfully completed all expectations, you will be sent a Certificate in Critically Informed International Development, a.k.a CIID Certificate (pronounced 'sid' certificate). The CIID Certificate is setting the standard for educated and ethical global engagement. If you also successfully complete a concentration, your CIID Certificate will clearly reflect this.





Insurance, Blog, Re-Entry

Travel Insurance

The Full EdGE program path includes a year-long package of travel insurance. Omprakash will sign you up for health insurance through iNext after you have secured your position and your exact travel dates. This insurance plan includes:

- +\$100,000 for medical expense
- +\$1,000,000 for emergency evacuation
- +\$500 dental
- +\$200 baggage delay or trip delay
- +\$2,500 loss of baggage

Please note that you have the option to upgrade to a more expensive plan at your own expense. Once you are enrolled, you will receive an email with your iNext account information prompting you to login. You can purchase your upgrade directly through your iNext online account.

For more details, see p. 40-41 in the Appendix.

Omprakash Blog

EdGE gives you contributor access to the Omprakash Blog, a unique space designed and tailored for the curation of EdGE Capstone Projects. Go to omprakash.org/blog/group/fsuglobalscholars to check it out.

Re-Entry Support

Upon returning home, you gain access to and mentorship during the online EdGE 're-entry' space. It is usually not easy to return home from international field positions. We'll be there to support you and help you process the transition in a productive, meaningful way. During this time we will also be workshopping each others' Capstone Projects.





Capstone Projects

Overview

All EdGE participants are expected to complete a self-designed investigation during the field-based experience. Upon returning home, participants will complete a 'Capstone Project' in order to share field-based findings and showcase critical reflection that is at once intellectual, multidimensional, and constructive.

The EdGE Capstone Project is expected to draw from concepts and ideas introduced in the EdGE pre-departure curriculum, and point to broader theories and arguments pertaining to global engagement and development. The Capstone Project is the critical link that transforms an individual experience into a useful stride towards sustainability and constructive, self-conscious social action. For many, returning home from the field position is jarring and disorienting. The Capstone Project provides an opportunity for participants to reflect upon their experiences, share with others, and consider their next steps beyond EdGE. Capstone Projects can be shared within the entire Omprakash network, and thus offer valuable insight and material for future EdGE participants and other members of the Omprakash community.

Objectives

The Capstone Project should be sure to address the following two questions:

- +What is the core social issue that your host Partner is seeking to address?
- +How is your host working to address the issue?

These two main questions might lead to other questions along these lines:

- +What is your role in this community and/or in relation to these issue?
- +What are local perspectives about the issue?
- +What are local ideas and strategies for addressing the issue?

The goal of these projects is not for EdGE participants to 'solve' a given problem, but rather for them a) to deepen their appreciation of that problem's complexity and the relative merits or demerits of existing efforts to address that problem, and b) to the extent possible, engage with community residents and representatives to discuss community perspectives and strategies for social change.

EdGE / Global Scholar Cost

The program fee for EdGE / Global Scholars is \$915. Students demonstrating financial need are eligible for a fee reduction.

The program fee includes the following:

	Omprakash EdGE Full \$915 USD
Enrollment in the 12-week EdGE online pre-departure course	✓
Dedicated personal mentorship throughout EdGE course	✓
Enrollment in FSU INR 3931 and INR 3932; 1 credit each and optional summer DIS credits	✓
EdGE concentration (Ed & Social Change Env Justice Global Health Social Ent & Innovation)	✓
Support in finding field position in the vast Omprakash network	✓
Continual mentorship during and after your field position	✓
Capstone Project support during and after your field position	✓
Access to special EdGE blog portal tailored specifically for Capstone creation/publication	✓
Opportunity to receive grants based on merit and demonstrated financial need	✓
Mentorship in the 're-entry' online support space once you return home	✓
Opportunity to earn Certificate in Critically Informed International Development (CIID)	✓
1 year of Platinum travel insurance through iNext	✓

Beyond this program fee, other costs vary depending on the field site. Field site fees are set and managed autonomously by each Omprakash Partner organization, which receive these funds in full. Neither the program fee nor the field site fees cover airfare or other incidentals such as visas or immunizations. Airfare can range from \$300 - \$2,000; visa fees from \$0 - \$150; meals from \$0 to \$25 per day, and accommodations \$0 to \$25 per day. For more details about the costs associated with volunteering internationally, see p. 40 in the Appendix.





1) Submit your FSU Global Scholars application by Nov. 3rd 2015. If your application is accepted, you will soon meet with an FSU Center for Undergraduate Research and Academic Engagement representative and communicate with an Omprakash representative.

2) By December 13th, 2015, complete your confirmation of participation form and pay the full program fee or a \$250 deposit to Omprakash. You will then be enrolled in the FSU spring course INR 3931 by CRE staff.

3) Though all previous Global Scholars have successfully secured a summer internship, simply being enrolled in Global Scholars/EdGE does not guarantee a field position, so it is important to be proactive. Guidance will also be provided in the spring course. Browse through this orientation book to see a few featured opportunities in our network. Then go to www.omprakash.org/volunteer-abroad, create a user account, and search the database! We encourage you to begin researching Partners and positions in the network as soon as possible. Apply to a minimum of three potential host Partners as soon as you feel comfortable. You can apply for more positions if needed. We expect you to have confirmed a position by February 4th, 2016. (See pages 38-39 for a thorough breakdown of the program timeline and expectations.)

Eligibility

Students who are returning to FSU as undergraduates for fall of 2016 are eligible to apply for Global Scholars. However, enrollment in Global Scholars/EdGE cannot begin until you have completed the steps outlined below. For more details about eligibility requirements and behavioral expectations, see p. 41-42.





Willy Oppenheim
Omprakash Founder & Director

Willy came up with the initial idea for Omprakash after serving as a volunteer English teacher at the Louisiana-Himalaya Association (LHA) in northern India in the autumn of 2004. He then attended Bowdoin College in Brunswick, Maine, where he completed a self-designed major in religion, education, and anthropology. Willy is pursuing a career as an educator and enjoys rock climbing, telemark skiing, playing guitar, and baking bread. In 2009, he received a Rhodes Scholarship and is completing his doctorate in Education at Oxford University. Willy sits as President of the Board of Directors and remains involved with all operations of Omprakash.

Lacey Worel
Chief Operations Officer

Before becoming the Chief Operations Officer for Omprakash, Lacey spent 8 months volunteering for Partner Helping Hands developing an ecological kindergarten and writing curriculum. She's been working in education and community organizing since graduating from California State University San Bernardino in 2005. Part of this stint was spent as a special education middle school teacher, building community partnerships for the National Parks Conservation Association and working one-on-one with children in San Francisco. Born and raised in Washington State, Lacey now lives near Joshua Tree, California where she can play outside all year long without rain-gear! When not working to connect volunteers with social impact projects, Lacey can be found playing in the hills, cycling, crawling around on rocks or eating kale.



Steve Sclar
EdGE Co-Founder & Program Director

Steve likes to be framed by mountains, as in the Amnye Machen range where he taught, the Akwapim-Togo range where he assisted a mobile clinic, the Heklugjá fissure where he farmed, the Piemonte Alps where he couchsurfed, the Seven Devils where he honeymooned, and the Appalachians where he continues to take refuge from the U.S. eastern seaboard. He graduated from Emory University with an MPH in Global Environmental Health and the College of William & Mary having majored in Marketing and Environmental Science. Steve co-founded Omprakash EdGE and currently serves as EdGE Program Director. In his spare time, he'll probably be playing guitar or woodworking.

EdGE Mentorship Team

EdGE participants are matched with one of our Mentors, whose bios can be found below. EdGE mentors will provide dedicated guidance and support before, during and after your field position. As you'll see, the EdGE Mentorship Team holds a diversity of incredible experiences all over the world and they are amazing resources.



Nina Hall

Nina Hall is a 'kiwi' (aka New Zealander) who is a keen traveler, adventurer and learner. She currently lives in Berlin where she is a post-doctoral fellow in Global Governance. Her research explores how international humanitarian and development agencies deal with 21st century problems, such as climate change. She has previously advocated for children rights in the Nepali constitution with UNICEF, monitored Pacific Island politics for the UN Department of Political Affairs in New York and worked for the New Zealand Ministry of Foreign Affairs in Wellington. She has taught classes on international relations, development and Latin American politics. As a Rhodes Scholar, she completed a DPhil (PhD) in International Relations at the University of Oxford, and a Masters in Political Studies at the University of Auckland, looking at the pursuit of gender equality in East Timor. She has been actively engaged with environmental and social-justice movements and loves learning languages by immersion.

Eric is a humanitarian engineer turned journalist. A native Oregonian who got his first taste of mentoring working for Boy Scout summer camps, he studied environmental engineering with an unofficial minor in student-led community development at Montana State University in Bozeman. He spent the bulk of his undergrad avoiding homework by working for the campus newspaper and MSU Engineers Without Borders chapter, and has contributed to service efforts with communities in rural Kenya and on Montana's Crow Indian Reservation. In an attempt to learn how to actually listen to people from different walks of life, he currently works as a reporter for the Bozeman Daily Chronicle.



Eric Dietrich



Emily Hedin

Emily Hedin is the co-founder of Building Dignity, a non-profit organization (and Omprakash Partner) dedicated to education, local leadership and neighborhood-led development in Lima, Peru. She holds a masters degree in international development from Oxford University and has previously worked for the Arias Foundation for Peace and Human Progress and the Inter American Development Bank. Her commitment to international development has led her to work in Senegal, Peru, Bolivia and Costa Rica. Emily loves Peruvian cuisine, salsa dancing and her home state of Minnesota.

EdGE Mentorship Team



Meredith Smith

Meredith is an experienced and versatile educator, community organizer and explorer. She has taught all ages, tutored many subjects and worked as an educational researcher in a variety of settings in the United States, Peru, and Jordan. Her love for people, travel and all things creative has also brought her to study and work with theater, writing, and jewelry making. She is currently an independent consultant and the AC4 Fellowship Program Coordinator for the Earth Institute at Columbia University. She holds a BA from University of Colorado (Literature Studies) and a MPA in Development Practice from Columbia University (School of International and Public Affairs). Friendly, empathetic, committed.

Mayme holds a BA in Sociology from Mount Allison University. She later went on to pursue an MA in Gender and Peacebuilding from the University for Peace in Costa Rica and an MA in International Conflict Transformation at the University of Innsbruck in Austria. Upon graduation, she relocated to Malawi where she worked as a gender specialist as part of a CIDA internship. Her volunteer and internship experiences have taken her to Nepal, Costa Rica, Honduras, and Malawi. Mayme is currently a PhD candidate at the University of Western Ontario pursuing a collaborative degree in Women's Studies and Feminist Research and Transitional Justice and Post-Conflict Reconstruction. She is also a Program Associate for the African diaspora led NGO Make Every Woman Count and contributes as a global correspondent to Safe World For Women. She enjoys running, yoga and travelling.



Mayme Lefurgey



Alex Frye

Alex is a learner, educator, organizer, truth seeker, and deep listener. Prior to Omprakash, he had the humbling honor to work for six years in Bogotá, Colombia alongside youth and families, who had been displaced by the on-going conflict, to build a community of safety, understanding, and care. This experience heavily informs his perspective as a mentor for the EdGE Program, which emphasizes the need to appreciate context and positionality as a volunteer. Outside of Omprakash, Alex teaches LGBTQ-inclusive sexual health education workshops in high schools in Chicago, studies science, and practices self-care regularly. He has a B.A. from Swarthmore College in Political Science with a concentration in Spanish and Latin American Studies.

Miyuki is a resident of the place where circles overlap. As a queer, multi-racial/lingual artist, she is happiest when working with people who embrace intersectionality and creativity. Her volunteer and language learning trips to China, Taiwan, Japan, Colombia, Ecuador (and more) ignited a passion to always travel with awareness and purpose. After graduating from Swarthmore College in 2012 where she studied Chinese, Studio Arts and Asian Studies, she travelled to fifteen countries on a Watson Fellowship in search of queer artists and activists while making zines. She's currently pursuing a PhD in Performance Studies at UC Berkeley examining the tiny house movement and microarchitecture as public protest and performance.



Miyuki Baker

EdGE Mentorship Team



Matt Smith

Matt is fascinated by the way international organizations create, share and apply their knowledge. He is a co-founder of SUMIT Labs, a social enterprise that develops technologies to support the people and process that drive social change. By unifying the world's international development knowledge into one searchable, social space, the SUMIT prototype seeks to inform development innovation and make its knowledge more open, accessible and participatory. Matt is also the Operations Manager for MASS Design Group, a nonprofit architecture firm based in Boston, MA and Kigali, Rwanda. MASS leverages community-based design to improve the health, economic outlook and long-term sustainability of the communities in which it works. Matt holds a Masters in Development Practice from Columbia University and a Bachelors in Business Management and Philosophy from Montana State University.

Kit Dobyns, of Highland, Maryland, is a Rhodes Scholar and graduate student in International Relations at the University of Oxford. He previously served as the Executive Director of Social Business Consulting, a student-run non-profit that provides pro-bono consulting services to social entrepreneurs globally. He has traveled and worked in sub-Saharan Africa. Kit received his undergraduate degree from Cornell and served as a youth delegate for the United Nations Conference on Sustainable Development. When free, Kit enjoys spending time with his family and watching college basketball. His dream job is to play for the Washington Wizards.



Kit Dobyns



Laura Stahnke

Laura comes from Italy, but in the last few years she has moved from country to country. She spent the final year of her BA in Madrid as a visiting student, and after her graduation she moved to Kunming, China, where she lived for two years studying Mandarin, working as a cook and traveling as much as possible. After this, she moved to London to complete an MSc in Migration, Mobility and Development at the School of Oriental and African Studies (SOAS). Two weeks after submitting her dissertation she moved to India. She lived there for one year, working as a researcher for two different grassroots organizations focusing on different aspects of migration and labour. Now Laura lives in Haiti, where she is working for Oxfam and getting a first-hand experience in international development. Laura writes as a freelance journalist for several online newspapers and platforms. She loves traveling, photography and cooking.

Nathan was born and raised in Charlotte, North Carolina and graduated from Appalachian State University in the summer of 2013 with a BA in Global Studies and a BA in Sustainable Development. He is currently a student at Emory University pursuing a Master's Degree in Development Practice. He has experience teaching as an Americorps Volunteer at Natural Tunnel State Park in Virginia and as an intern with Reach: Bloemfontein in South Africa. He recently spent three months in Ethiopia and Uganda conducting an evaluation of the East Africa branch of the Global Water Initiative. His development interests include the sustainable resource use, agroecology, and development economics. He enjoys playing banjo, drawing comics and learning languages.



Nathan Kennedy

EdGE Mentorship Team



Barclay Martin

Barclay first came to Omprakash as a grant recipient and worked with a project partner in Peru as a Communications Officer, teaching media courses and recruiting volunteers. Her love of culture, people, and art has taken her around the world: from volunteering in Ghana and Benin, running media & language classes in Bosnia, travelling through Mexico, interning with BBC Media Action, and studying in France. She holds her MA in International Development from the University of East Anglia, and when she's not working you can find her by the ocean in Canada, or pretending to be a painter.

Shelby was born and raised in Western Montana. She graduated from Montana State University with degrees in history and philosophy and a minor in economics. Her undergraduate studies revolved around social and environmental ethics, with a keen interest in community education and development. She pursues these concerns both locally and globally – from directing a community-based undergraduate research program in Montana to her investigations on the ethics of international voluntourism. In the meantime, she is reinvigorated by the mountains of Aspen, where she works as a ski instructor, and in the Wilderness of No Return in Idaho, where she spends her summers guiding on the Salmon River.



Shelby Rogala



Anabel Sanchez

Anabel is a South American migrant living and traveling through Abya Yala. She did her undergraduate studies at University of California Berkeley and graduated in Interdisciplinary Studies with a thesis on transnational reproductive justice and the forced sterilization of Quechua people in the Andes. She then finished a certificate program on Global Sustainability at University of California Los Angeles. Although she believes that academic learning is important, she acknowledges that her most eye-opening education has happened listening to grandmothers talk, growing plants, observing animals, learning from traditional healers and participating in community organizing. She is a radical educator and lifelong student dedicated to sharing information on sexual health, traditional healing methods, community health and reproductive justice. Anabel is also a midwife student, Queer Machona birthworker, gardener, third generation plant-based cook, zine maker, documentarist & storyteller.

Devi K. Lockwood is a poet, touring cyclist, and storyteller currently on a year-long trip in Fiji, Tuvalu, New Zealand, and between Istanbul and London to collect stories from people she meets about water and climate change. Devi graduated from Harvard with a B.A. in Folklore & Mythology and a Language Citation in Arabic. For her senior thesis, she rode her bicycle 800 miles solo down the Mississippi River Trail from Memphis, TN to Venice, LA collecting stories from people she met. Then, Devi wrote a manuscript-length work of poems inspired by the trip. Aside from travel and constant movement, Devi enjoys rowing, baking bread, and taking part in spontaneous dance parties by large bodies of water.



Devi Lockwood



EdGE Mentorship Team



Kalie Lasiter

Kalie grew up overseas in Thailand, Singapore, Russia, and Indonesia where she graduated high school from the Jakarta International School. She then received a Bachelor's of Arts in Anthropology, with a minor in Political Science, at the University of Delaware. After graduation, Kalie joined the AmeriCorps Public Allies non-profit leadership program and worked as a case manager at a transitional homeless shelter for women and children where she provided clients with capacity building and training in financial literacy, employment, housing and life skills. She recently graduated from the Master's of Development Practice (MDP) program at Emory University. She spent two summers working with the Challenge Program on Water and Food (CPWF) conducting impact assessments of innovative farming practices and women's representation in agricultural policies in northern Ghana. Her development interests include natural resources management and gender, and she enjoys fishing, cooking and traveling.

Mary Jean is a poet, writer and environmentalist from Hong Kong who believes that stories often contain more truths than facts. A graduate from Swarthmore College and the University of Oxford, Mary Jean is passionate about the intersection between politics and poetry, as well as other forms of literary expression. Her work has been published in journals and anthologies such as Cadaverine Magazine, Quarterly Literary Review Singapore, Small Craft Warnings, Cherwell, The Charnel House, and In Protest: 150 Poems for Human Rights. A former TEDx speaker, Mary Jean delivered a talk on the importance of genuine discourse and dialogue entitled: "A Tapestry of Narratives: Conversations through Poetry". Mary Jean currently edits the Oxford University Poetry Society journal and is an MA candidate in Creative Writing at Royal Holloway. She also works as a part-time researcher on environmental conflict in China, which builds upon her MPhil thesis exploring the networked dynamics of green civil society in Beijing.



Mary Jean Chan



Kaelan MacNeill

Kaelan is a recent graduate from Simon Fraser University in Vancouver, British Columbia. She graduated with a BA in Communications and Business Administration. As part of her final project she co-created a campaign to promote responsibility in voluntourism called "End Humanitarian Douchery." The campaign, along with its video called 'If Voluntourists Talked About North America,' gained plenty of traction receiving media coverage across platforms and the globe. Her previous work experience is based in hospitality and tourism including being a snowboard instructor and working for a luxury train travel company through the Canadian Rockies. Passions include snowboarding, hiking, and an attempt at daily swims in the ocean — she is happiest spending her time exploring the great outdoors.



Featured Partners

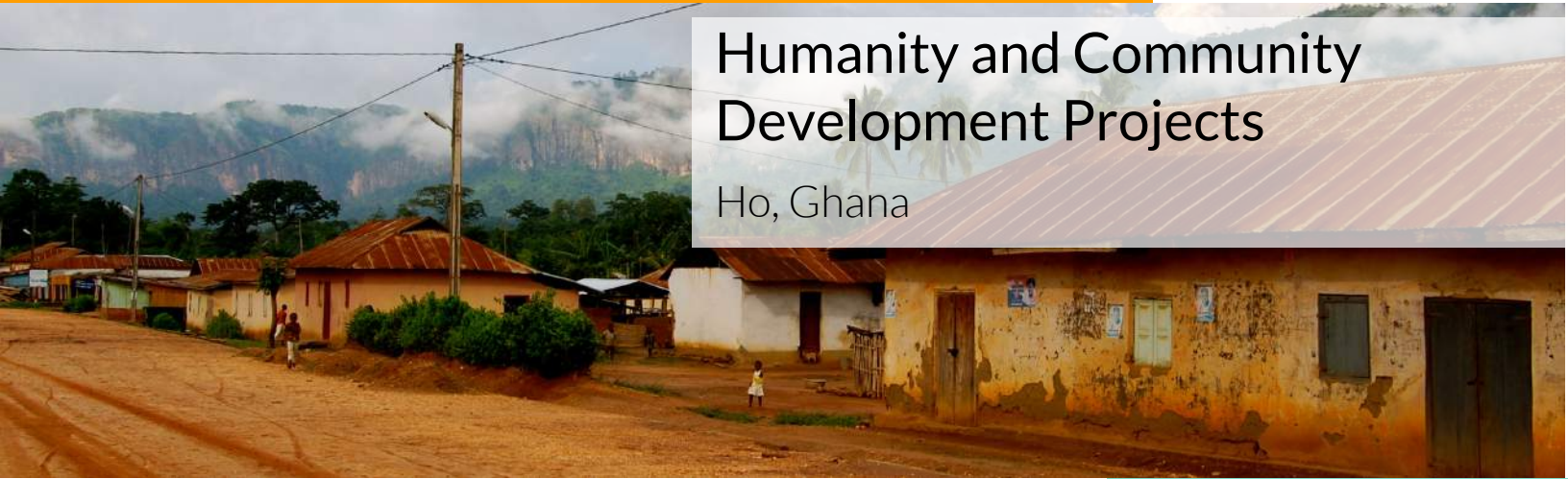
Omprakash is a network of over **150 Partner Organizations** spread across more than **40 countries**. Our Partners are fully autonomous locally-led community-based organizations and non-profits that have been accepted into our network after a careful and competitive application process. You may have noticed in this book that we refer to "field positions." This is in deliberate contrast to the more commonly used term, "field placements." We do this because **Omprakash never "places" anybody anywhere**. Our Partners are in full control. Think about it: if you were seeking an internship with a company in New York or London, then you would have to apply to that organization, which would screen your application, interview you, and decide whether or not to offer you the position. Why should it be any different if you go to Bogotá or Accra? Our Partners are *real organizations doing real work*. They do not exist to provide a volunteer 'experience' for foreigners. They exist to enact social change in their communities, and they invite volunteers to assist in that struggle.

On the following pages you will find short introductions to a handful of our Partners. Visit the Omprakash website to explore them and all of our other Partners in richer detail. You can also read the reviews left by past volunteers to help make an informed decision. Happy researching!



Humanity and Community Development Projects

Ho, Ghana



Mission Statement

The mission of HCDP Ghana is to establish partnerships with international communities and NGOs abroad in order to carry out research and initiatives that address community-identified needs. HCDP Ghana strives to facilitate community-based development that is sustainable, ethical and inclusive. Current programs include (1) development of computer technology classes for students with limited access to computer-use and (2) design, construction and assessment of drinking-water storage systems in rural schools.



Position Example

School Water Project - Assessment Volunteer

Volunteers will have the opportunity to work with HCDP staff on an in-depth assessment of the current drinking-water situation in Adaklu Abuadi Community Primary School. This process will require several weeks of interviewing in Adaklu Abuadi to determine (1) the current drinking water system in both the school and community at large (2) concerns and problems with these systems (3) community members' thoughts and ideas on possible solutions. The next steps will include analysis of interview data to determine the most appropriate water storage solution and community focus groups to finalize project and establish roles for implementation. Volunteers will also experience the natural highlights of Ho, Ghana through excursions to Wli Waterfalls, Mt. Afadjato and the Tafi Atome Monkey Sanctuary.

Richard Effe Anku HCDP Director

I am a dedicated and results-driven person with high skills in managing organizations and an educational background in



technology. I founded my own non-profit called Humanity and Community Development Projects (HCDP) and have since taken on many community initiatives in the surrounding area of Ho, Ghana. I am experienced in working to raise funds to support and start up projects for poverty alleviation and provision of educational and community development projects to assist rural communities. I enjoy being part of managing and training a successful team and am currently in school for a degree in Human Resources.



Project Why
New Delhi, India

Mission Statement

Project Why was founded in 2000 in New Delhi, India, offering primary and secondary-level educational support to 40 children living in slums throughout the city. Since then it has grown to support over 900 children in 10 different locations. Project Why also offers daily support to mentally disabled children and adults, emergency medical and foster care to children in need, and vocational training for disadvantaged single mothers at its Women's Center.



Position Example

Drama/ Dance/ Art Teacher

We need teachers who have a background in drama, dance, or other types of arts. The children have very few opportunities to express themselves and have a hard time doing so. We expect volunteers to be over the age 18 and have some sort of background in arts. They need to come with an open mind, ready to adapt to an Indian lifestyle which includes food, weather, living conditions, behavior, and clothing. Volunteers are expected to from 9:00 a.m. until 4:00 p.m. (lunch is provided from 11:30-1:30) Monday- Friday and Saturday's are optional. The teacher would hold classes in all of the different centers teaching the kids their specific art. Volunteers would need to come prepared with lesson plans, keeping in mind that funds are low for purchasing expensive materials. Accommodation is provided by Project Why for \$12.00 a day.

Anouradha Bakshi
Project Why Director

The incredible Project Why team has made my work almost redundant. The project runs like clockwork thus vindicating the decision many cynics mocked: that of employing only people from the community. Whereas once I was spending all waking hours on the field, I now run it from behind the scenes like a gentle prompter.





Fundación Misión Gaia

Minca, Colombia

Mission Statement

explora · aprende · crece



Fundación Misión Gaia develops participative actions to empower local communities in the sustainable use of their environment, increasing educational levels to improve their standard of living, ensuring the availability and diversity of resources over time. We work to increase environmental awareness by developing effective actions to promote the sustainable use of resources and to help improve the quality of life of local communities, i.e., recycling strategies, cats and dogs spay and neuter campaigns, environmental education workshops, reforestation and solidarity tourism. We develop educative programs with children to produce leaders who raise awareness on environmental issues and the sustainable use of natural resources.

Position Example

Sustainability and Waste Management Coordinator

This project aims to design and implement an effective system of integrated solid waste management, to the village of Minca - Sierra Nevada de Santa Marta, which can be extended to other towns in the region and surrounded touristic, rural or ecological areas.

This project will have a sustainable and self-sufficient focus, which also involve technical, community and educational aspects linked to have positive effects on economic, environmental and socio-cultural aspects.

Diana Benincore FMG Director

I am an environmental activist that truly believes in education as a strategy to increase standards of life for people in rural



communities. I am a motivated person, willing and available to engage in sustainable use of resources. I work hands on with people to create the changes I want to see in the world.



Awamaki

Ollantaytambo, Peru

Mission Statement

Awamaki is a nonprofit that seeks to support the economic empowerment of the greater Ollantaytambo community. We work with five local women's cooperatives which hand spin, knit and weave natural fibers to create beautiful Fair Trade products, generating an additional income source for the women. We also have a Sustainable Tourism program, in which tourists can visit our cooperatives, meeting our Quechua cooperative members and learn about the art of weaving in a low-impact and sustainable setting. Our aim is to build the capacity of our members so that they can one day run their successful businesses on their own.



Position Example

Storytelling Intern

Tell stories about Awamaki's artisans and work through social media and blog outlets.

Conduct interviews, attend trainings and go on community visits with staff, to collect stories about our programs.

Conduct interviews with our artisans and beneficiaries for the newsletter, blog, social media and donor reports.

Create infographics and social media strategies and manage accordingly to increase client traffic to Awamaki's social enterprise programs.

Design materials featuring our Fair Trade fashion line for use on our site, in our store and at trade shows.

Market outreach to blogs and potential partner websites.

Create reports and tell stories for donors and funders.

Manage projects as assigned by Awamaki's Marketing and Communications Coordinator with creativity, initiative, and self-direction.

Work a minimum of 6 – 9 hours per week in Awamaki's fair trade store in Ollantaytambo.

Kennedy Leavens Awamaki Director

Kennedy moved to Ollantaytambo in 2007 to work as a volunteer after graduating from University, where she



studied Latin America and international development. Originally from Seattle, she first visited Ollantaytambo in 2001 on a school service trip. The trip led her back to Ollantaytambo, where she founded Awamaki in 2009 after volunteering with Awamaki's predecessor for two years. She holds a Masters in Public Administration from the University of Washington, where she specialized in non-profit management. Kennedy spent most of seven years living in Ollantaytambo, currently lives near Seattle and spends several months per year in Peru.

Featured Partner

Parijat Academy Guwahati, India

Mission Statement

Parijat Academy's mission statement is to provide a stimulating and caring environment in which every individual within the community, especially women and children, will be encouraged to develop their full potential thereby contributing to the social welfare and economic wealth of the community. It will achieve this vision by providing the following: free quality education to children through joyful learning, vocational programmes, a health care facility, and adult literacy programmes.



Position Example

Help with Computers and Multimedia

We seek volunteers who can help teach computer skills to children and/or produce video documentation of our work. We ask that volunteers are willing to stay for at least a month. Volunteers must be self-motivated and not expecting guidance for every step. We encourage volunteers to take the initiative to design their own programs, but also to be flexible and open-minded.

Uttam Teron Parijat Director

Uttam Teron, who graduated in 1999 from a city college, was already an active member of the Guwahati Zilla Moina



Parijat, a local group working with children, giving them training in leadership, music, physical education etc. "I was training kids anyway and decided to set up a school at home to take kids around my village under my wings." In 2003, the Parijat Academy was born. The four-room school had a tin roof and bamboo walls. Uttam had saved Rs 800 from the fees he received after giving tuition to a few students outside his village. With this amount he got a pair of desks and benches made by a village carpenter. The school was ready to enroll students from nursery to Class III. Today, Parijat Academy has 41 students between three to seven years of age.





Mission for Community Development

Buikwe, Uganda

Mission Statement



MCODE's mission is to empower the underprivileged people in rural areas in order to improve their lives in the sectors of education, health and economic enhancement with a primary focus on orphans, other vulnerable children and their caregivers.

Position Example

Organizational Development and Growth

Skills in organizational development such as:

- 1) Capacity building training of MCODE staff and other select groups in raising house hold incomes, HIV/AIDS, gender and other cross cutting edge community issues like malnutrition and others in MCODE areas of operation in order to help these children efficiently.
- 2) Developing and writing proposals for the organization that can attract funding in various areas.
- 3) Liaising with government agencies and NGOs for the different relevant programmes.
- 4) Searching and collection of data useful in the working of the organization.
- 5) Preparing and compiling half yearly and yearly reports on activities supervised by the volunteer.
- 6) Advocacy of MCODE to donor agencies e.g. be a referee for MCODE during the volunteers' stay and after he /she leaves MCODE.
- 7) Any other relevant duties may be assigned to the volunteer depending on as when need may arise, by the Director.

Deo Lubanga Kayondo MCODE Director

Deo Kayondo, an Engineer by profession is a founder member of Mission for Community Development. He exchanged his profession carrier to take up community development work through charity.



Kayondo is the fifth of the six children, he is married and the couple has one boy child. His favorite sports game is football, likes children and old people mostly grandmothers-who he refers to as the forgotten heroes in the fight against HIV/AIDS.



Escuela de la Calle

Quetzaltenango, Guatemala

Mission Statement

Escuela de la Calle's (EDELAC) mission is to prevent poor children from needing to live and work on the streets of Quetzaltenango and to reintegrate children already living on the streets into society. The centerpiece of EDELAC is its primary school which provides accessible, comprehensive education to over 150 children from 5-15 years old, and support for their disadvantaged families. EDELAC operates Hogar Abierto, a safe, long-term residence currently for 16 adolescents between the ages of 9 and 18. A third program is Quetzaltrekkers, an all-volunteer organization that offers guided treks in the Guatemalan highlands, and provides financial



stability for EDELAC.

Position Example

Classroom Assistant

EDELAC volunteers primarily work as teachers' aides and are typically placed with a single class of students during their time here. These volunteers vastly improve the quality of education that we can offer the kids. This is especially the case with those students that require more individualized attention when they are studying and learning. These volunteers are given a lot of autonomy in their jobs and are invited to liven-up the curriculum with activities like theatre productions, English, music, and art sessions. This is a great opportunity to directly help some of the region's most underprivileged kids. We are looking for people with experience in children's education and/or social work and a strong desire to work with children. A beginner-intermediate level of Spanish is required along with a one month minimum commitment. Longer is better! Hours are usually 8-1, Mon through Fri. No school in December.

Guadalupe Pos EDELAC Director

Guadalupe Pos, educador social, hijo milenario de la cultura maya. Estudio Psicología y diplomados en Gerencia Social y



Gerencia Pública. Es fundador principal de EDELAC en el año o 1995, ha sido director desde la fundación. Ha trabajado con niñez trabajadora y de la calle en otras organizaciones, ha sido Orientador Técnico Bilingüe en el Ministerio de Educación en el año 2,008 y ha sido un técnico de investigación en la Asociación de Investigaciones Sociales (ASIES) Guatemala. Ha sido voluntario en el programa de divulgación de las metas del milenio de la PNUD 2,010 a 2,012 Guatemala.



Puertas del Saber Library

Limon II, Nicaragua

Mission Statement

The Puertas del Saber Library gives life to words through education, environmental awareness, and intercultural exchange. The library has been a vital link between the local Nicaraguan community and the growing tourist and expat community in the zone. It tries to appropriately channel knowledge and resources from the foreign community in order to develop local capabilities and opportunities and to promote cross-cultural understanding. The majority of the members of the board of directors are Nicaraguans, expressing the intention that the organization belongs to the community.



Position Example

Drama Teacher

Minimum 3 months. The library is looking for someone to bring books alive by having the children act out the stories. We see this as a way of getting the children excited about reading and making it real for them. The volunteer could also work with teens to develop plays with social themes for presentation to children and adults. Must have intermediate knowledge of Spanish.

Ninfa Solis PDSL Director

Ninfa Solis, the library director, is from Limón 2 and received her education in the local primary school and high school. Upon graduation, Ninfa moved to Managua where she studied to be a teacher and subsequently taught. She is currently working on a master's degree in education. Ninfa is excited to be a part of the library, serving the community where she grew up.



Michelle Chackerian, a member of the library board of directors, will be the volunteer's contact through the application process and will be available to help formulate the project.

Ngerengere River Eco Camp

Morogoro, Tanzania



Mission Statement

The mission is to improve the wellbeing through sustainable projects such Education, Environment and alternative means of income. The general mission is poverty reduction.



Position Example

Organic Garden at Ngeriv Model School

We are in the process to establish an organic garden at our school in order to enable of students to get reliable supply of vitamins and minerals in their meals at school.

We also aim at generating some income by selling greens to people around the school.

For that matter we need volunteers with gardening knowledge or an interest in gardening to join hands in establishment of this garden.

We have an existing garden at Eco camp which helps in supplying some greens at Eco camp.

You are welcome.

Remigius Mushenga Ngeriv Director

It is not possible to speak about Ngeriv, without mentioning its founder director, Mr Remigius Mushenga. Raised in very poor conditions in the rural Tanzania, he also faced the low quality in education, poor health facilities and economic hardship. This background led his awareness to grow on the general conditions that most have to endure. Soon he realised that the communities needed someone to pave the way to development. Over the years he has been involved in many community development projects.



Featured Partner



Prayasam

Kolkata, India

Mission Statement

Praysam works to support children to become agents of change in their own communities. Our focus includes health, education, and advocacy. Through our work with children, we have unique opportunities to transform social attitudes towards gender relations and all forms of discrimination. We welcome hard-working volunteers to browse our positions below or to contact us if they wish to propose a new idea for how they can contribute.

সল্টলেক সিটি
প্রয়াসম্

Position Example

Teach Yoga, Zumba, Dance, Music, Sports, or Art in Kolkata

We work with over 600 children aged 7-21 in Kolkata's slum areas. These children enjoy learning new things from volunteers, especially if the volunteer brings passion and skill to the position. It is necessary for volunteers in this position to be self-motivated and come with their own vision for how they can contribute to our community. Minimum time: two months; longer is ideal.

Amlan Ganguly Prayasam Director

Amlan Ganguly is the Founder of Prayasam. His ideas about health education have been recognised globally as



both timely and important. Ashoka Innovators for the Public awarded him the prestigious Ashoka Fellowship in 2006. In 2007, he was invited by the Rockefeller Foundation to attend the Urban Summit in Bellagio, Italy and he has contributed to the book, Century of the City: No Time to Lose. Amlan recently received the Ford Fellowship. In 2009, he was profiled in Revolutionary Optimists, a four year documentary film project headed by Stanford University's Center for Biomedical Ethics, Program in Bioethics and Film.





Mawuvio Outreach Programme

Achimota, Ghana

Mission Statement

Mawuvio's Outreach Programme is a locally based non-profit organization that provides free educational services to at-risk youth in Ghana and Chicago making sure everyone is given the opportunity to education.



Position Example

Primary 1-6 Teacher's Assistant

As a Primary 1-6 teachers assistant you work alongside a Ghanaian teacher with a class of students aged 6-17 who are learning English as a second or third language. Monday - Friday from 8:30-3:30 you will teach them English, Mathematics, Science, Environmental Studies, Religious and Moral Education and Creative Arts as required by the Ghana Education Service. A syllabus is provided by the Ghana Education Service to all learning institutions and is available to all volunteer teachers. A short orientation and training is provided to all new teachers, by Mawuvio's staff so that they understand how to best teach in Ghana. You should be an English literate individual with patience and passion for bettering the lives of children. At least a 2 month stay is recommended.

Eric Kwame Agoe MOP Director

Eric Kwame Agoe grew up in Kissema on the outskirts of Ghana's capital city, Accra. The mission and vision of Mawuvio's



Outreach Programme stems directly from his own childhood experiences. It's Agoe's desire that the next generation in his community doesn't grow up suffering and uneducated as he did once.

He is the driving force of our projects in Ghana and 24/7 he cares about the concerns of the students and local staff of MOP.



Children with Hope for Development Takeo, Cambodia

Mission Statement

Children with Hope for Development (CHD) is a non-profit Non-Governmental Organisation. It is based in Po Village, Takeo Province, Cambodia and is located approximately 94 kilometres from the capital city Phnom Penh. Providing the children from Po Village with the opportunity to attend a free after school program such as Children with Hope for Development improves their educational opportunities to become literate in English and improve math skills.



Position Example

English Teacher

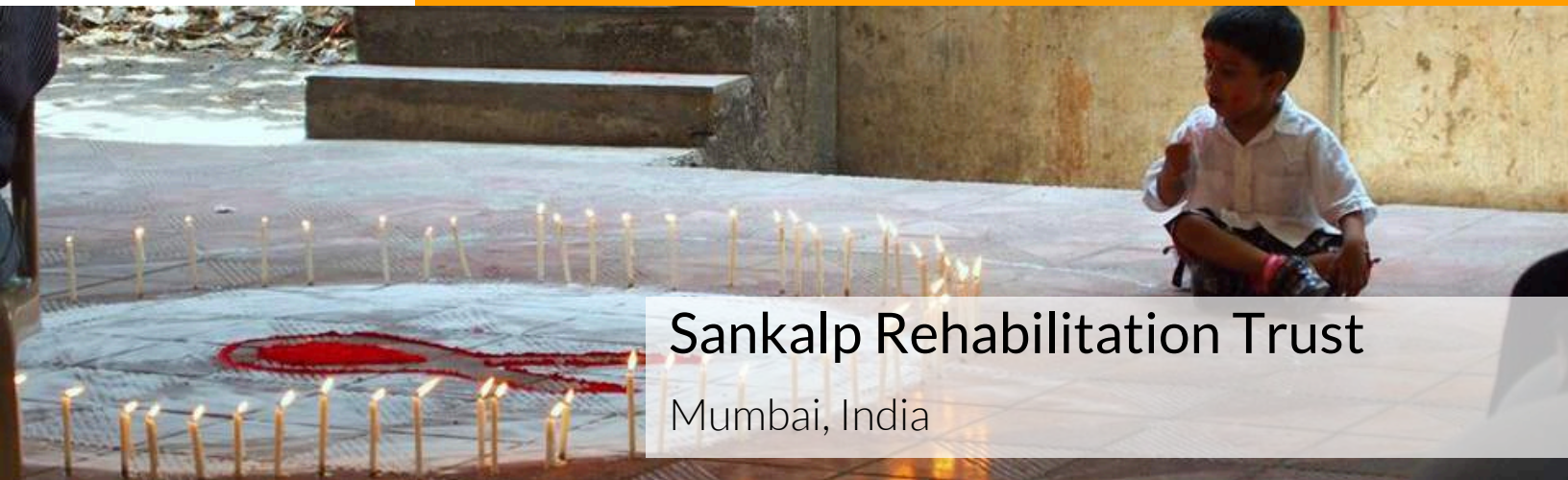
As English teacher, we are looking for native english speaker who can commit one month or more than one month and should have teaching practise.

Sokha Treng CHD Director

My name is Sokha Treng. I was born in Thlork Yul Village in 1986. My parents were forced to work in a labor camp growing rice for the Khmer Rouge Kadres. It was a constant battle to stay alive and to survive the brutality that was constantly present.

In June 2010 I founded the school project called "Children with Hope for Development"(CHD) to help educate the poor and disadvantaged children in rural area. This project has been created to assist children out of illiteracy, create opportunity for them and contribute to the development of our society and Cambodia.





Sankalp Rehabilitation Trust

Mumbai, India

Mission Statement

Founded in 1995, Sankalp Rehabilitation Trust provides care and support to street-based drug users and seeks to prevent the spread of HIV/AIDS in Mumbai, India. Sankalp Rehabilitation Trust provides prevention, treatment, care & support to injecting drug-users. At Sankalp, we believe that if empowered, drug-users can make life-altering decisions. By treating them with care and compassion, by fostering a supportive environment and by developing their personal skills, drug-users can work towards a drug-free lifestyle. The turning point emerges when the user reaches deep within him to find the ‘Sankalp’ or ‘Resolution’ to change his life!



Position Example

Communications and Fundraising Volunteer

Sankalp has a lot of experience with long-term foreign and domestic volunteers. We significantly involve volunteers in our work, and are looking for people willing to jump into any project! The more time a volunteer can stay, the better! Sankalp is especially in need of volunteers interested in fundraising and communications. English required. Bilingual English/Hindi preferred.

Eldred Tellis SRT Director

Eldred is driven by his personal experiences as a drug user who managed to quit and stay clean. Having seen the trauma and neglect faced by the users up close, he is deeply motivated to develop programs that assist drug users.



Eldred is an Ashoka Fellow, and a detailed bio can be seen here: india.ashoka.org/fellow/eldred-tellis.

In 1995, he decided to set up his own team of workers and volunteers and created Sankalp.

Arajuno Road Project Puyo, Ecuador



Mission Statement



The Arajuno Road Project was created in 2008 with the goal of supporting the schools and improving the opportunities available to the children living along the road located between the small city of Puyo and the rural community of Arajuno – a culturally and ecologically diverse and unique area – in the Ecuadorian Amazon. The program has impacted over 500 children and their families to date by providing quality English instruction, improving the infrastructure and learning environment of their schools, and working on community development and conservation projects, such as school gardens and reforestation.

Position Example

Community Development and Conservation Volunteer/Intern

The focus of the Community Development & Conservation Program is currently school gardens and ultimately nutrition. Volunteers help to build and maintain gardens, and support in program research, development, and implementation. We also run a Community MiniProjects initiative as part of the Community program, where the schools and communities help better define themselves what small-scale projects volunteers can assist with, with a current focus on school maintenance. We are also in the initial planning stages of a forest conservation initiative. A minimum commitment of one-week is required for this program. The initiative(s) volunteers work on depend on current Project needs, volunteer skills and interests. There is a weekly fee required to cover food, housing, materials and project support.

Laura Hepting ARP Director

Ms. Hepting has over 10 years of professional work experience in both government and non-profit settings in rural and urban locations.

Environmental and human health connections have traditionally been a primary focus of her work. Ms. Hepting holds a B.A. in Environmental Sciences and a M.Sc. in Interdisciplinary Ecology both from the University of Florida where she focused her advanced studies in the areas of Latin American Studies and Tropical Conservation and Development. Ms. Hepting came to live in Ecuador as a Peace Corps volunteer in 2009. Her ultimate goal is to help promote healthy lifestyles and quality of life.





Malini Foundation

Colombo, Sri Lanka

Mission Statement



Malini Foundation is a nonprofit social enterprise that advances the interests of girls and women in Sri Lanka through quality education, empowerment and by bringing their voices to the international community. Our programs include a Home for Gifted Orphan Girls, Children’s Creative Workshops to teach English and our Grassroots Collaborative Network that supports women’s organizations through capacity building and economic empowerment.

Position Example

Malini Global Fellows

Volunteers can gain leadership experience or conduct community-based research on a broad scope of issues related to girls, women and sustainability. Roles are often customized to the interests of volunteers and the immediate needs of the organization. Examples include English Teacher, Creative Arts or STEM Program Manager, Health Educator and Community Outreach Counselor. Students may also work with us to complete their thesis research on various fields including Education, Psychology, Sociology, Social Entrepreneurship, Health/ Nutrition, Arts and Music.

College students and universities can also work with the Malini Foundation to develop experiential and service learning opportunities through internships or course-embedded trips to Sri Lanka.

Valerie Handunge MF Director

Valerie Handunge is the Founder and Executive Director of Malini Foundation. Her background is in management consulting and she



has worked at top firms including Deloitte Consulting and the Advisory Board Company. Her consulting experience allows her to bring a unique approach to Malini Foundation focused on efficiency, accountability, monitoring and transparency. Her vision is to develop strategic partnerships to help achieve the mutual goals of addressing humanitarian issues and providing enriching service opportunities. Her goal is to develop self-sufficient and sustainable operations through social entrepreneurship initiatives that also create livelihood opportunities for underprivileged women.

Featured Partner



People for Parity New Delhi, India

Mission Statement

People for Parity works to prevent gender-based violence. We are a youth-led initiative that uses the media of workshop processes for individual transformation journeys; and technology for large scale institutional impact on the issue. Our scope considers all genders and also looks at violence as any violation of space or a fundamental right; and not just as physical or sexual violence.



Position Example

Program Volunteer

Program Volunteers are the driving force at People for Parity. A Program volunteer supports the organization with work ranging from creative design, workshop facilitation, content research to impact assessment.

Program Volunteers experience training and capacity building in gender-based violence in the Indian context through learning spaces designed for them and through attending similar spaces with external participants.

Program Volunteers are typically creative, out-of-the-box, willing to explore, entrepreneurial and can really make a defining impact to our small and fast growing organization.

The volunteers are essentially based out of Delhi; but will have the opportunity to travel to various tier-3/ rural parts of India for work and research.

An ideal candidate would be keenly interested in gender / gender violence prevention as a cause!

Aditya Gupta PFP Director

Aditya Gupta is young, possibly eccentric, social entrepreneur who is trying to pull



together his passion for gender, technology and working with inspiring people to trigger social change. He has prior education and experience as a computer engineer, management consulting in the education sector, and working on mobile technology for farmers in East Africa and mixes it up with the diversity of his team. He secretly wishes to be taken seriously for his poetry and believes in social change.

Pre-Departure

By November 3rd, 2015

- +Submit application for FSU Global Scholars (and Global Scholars Travel Grant, if applicable)
- +If your application is accepted, you will soon meet with an FSU Center for Undergraduate Research and Academic Engagement representative, and will speak to an Omprakash representative on the phone. The FSU representative will answer general questions about the program. The Omprakash representative will help you begin the process of browsing the Omprakash network for potential field positions, and will help you begin applying for positions if you are ready.

By December 13th, 2015

- +Complete your confirmation of participation form and pay the full \$915 program fee or \$250 program deposit. You will then be enrolled in the FSU spring course INR 3931 by CRE staff.
- +Register your account within the Omprakash network
- +Gain online access to Omprakash EdGE Orientation Portal with tips on finding a field position upon enrollment

By the first class of spring semester 2016

- +Identify at least three field positions within the Omprakash network and begin applying for them. On January 7th, you will have your first meeting with your cohort at FSU. During this meeting you will:
 - +Sign your liability waiver and health form
 - +Discuss tips for applying for and selecting field positions, and begin submitting applications if you have not yet done so (BUT we encourage you to apply for positions ASAP - don't wait!)

January 13th, 2016

- +Omprakash EdGE pre-departure online classroom opens
- +Soon thereafter, schedule a Skype meeting with your Omprakash EdGE Mentor

By February 4th, 2016

- +It is expected that you will have confirmed a field position with an Omprakash Partner. The Omprakash and FSU team will do everything possible to help you find an appropriate field position.
- +Pay the remaining EdGE program fee balance if applicable. This fee, along with your program deposit, covers your mentorship, support, and training from the Omprakash team, and also covers your travel insurance.

During Field Position

By July 31st, 2016

+Submit an abstract for your Capstone Project

Build your "Record of Perspectives" with weekly posts

Communicate with your EdGE Mentor regularly

Post Trip

Enrollment in INR 3932

By September 1st, 2016

+Submit your Capstone Project working draft

FSU Welcome Back/De-briefing the 2nd week of fall semester

Engage in online re-entry classroom in which mentors and peers will workshop each others' Capstones

November 2016 (exact date TBD)

+Submit your final Capstone Project

Receive final evaluation and CIID Certificate from Omprakash, upon successful completion of all above!

This appendix is meant to elucidate some nitty-gritty details on a range of topics. Peruse carefully!

A note about costs

Please note that the EdGE program fee is not tax-deductible.

Please note that your EdGE program fee does not cover accommodation, food, airfare, visas, vaccinations or any other cost related to your specific position. These additional costs are your responsibility. Costs will vary depending on your intended location and duration of stay. More information about specific costs can be found on each Omprakash Partner's profile. Many Partners estimate an average 'cost per day' (covering food, accommodations, and other basics) of \$10-\$15, but these costs can vary significantly. Airfare can range from \$300 - \$2,000; visa fees from \$0 - \$150; miscellaneous spending money for laundry, snacks, etc. from \$50 - \$400 per month; meals from \$0 to \$25 per day, and accommodations \$0 to \$25 per day.

At any point before departure, all EdGE participants are invited to apply to our Omprakash Ambassador Travel Grant program. This program offers funding to defray the costs of international travel and in-country living expenses. Awardees are required to complete all components of the EdGE program, but the program fee is waived. Applicants are expected to offer a clear vision of how they can make a long-term contribution to the mission of Omprakash. Learn more at www.omprakash.org/volunteer-abroad-grants. Please understand that few grants are awarded and it is *extremely competitive*.

A note about the included travel insurance

Your insurance will be effective on the start date you list within the 'My Trips' section of your Omprakash profile.

Please follow these steps to take advantage of the iNext insurance:

- +Once your insurance enrollment is complete, you will receive a confirmation email from iNext.
- +Login to your account using the information provided in your iNext email.
- +If you are interested in upgrading, you can do so upon logging in. If you have specific physical or mental health concerns, it is recommended that you upgrade.
- +You do not need to order a plastic ID card. Your account is active without this card.
- +If you need to reach iNext (Seven Corners) while traveling outside the U.S., please call 1-317-582-2684 collect. Call 1-877-852-6767 toll-free if you are inside the U.S.
- +Record your iNext ID number and store in a place where you can easily access it along with the two iNext phone numbers listed above and the two Seven Corners phone numbers listed below.
- +In the event of a medical emergency, please see a licensed physician. You will need to pay up front, then file a claim for reimbursement.
- +For 24 hour medical, legal, or travel assistance, call Seven Corners at 1-317-582-2684 collect if you're outside U.S. Call 1-877-852-6767 toll-free if you're inside the U.S.

A note about the included travel insurance (continued)

+For claims, contact Seven Corners at 1-877-852-6767 and have the following information available: policy number, what coverage type or benefit category the claim is under (e.g. Medical Expense, Baggage Loss etc.), the date the covered treatment or loss occurred, the amount that was paid (if applicable). During the call, Seven Corners will fill out a claim form for based on your responses. The form will be mailed or faxed to you or a designated recipient for approval. Upon approval, the form should be returned to Seven Corners along with any supporting documentation that is being requested.

+This coverage is good for any unforeseen or unexpected accidents or illnesses while abroad, but doesn't cover anything routine or pre-existing.

A note about program eligibility

Equal Opportunity

Omprakash does not discriminate on the basis of race, color, religion, creed, sexual orientation, national origin, age or disability in the administration of its admission or employment policies. A qualified participant is one who meets the Omprakash eligibility requirements.

Eligibility Requirements

Omprakash EdGE strives to facilitate transformative international experiences for its participants.

In order to meet Omprakash EdGE's eligibility requirements:

+Participants must be mature problem-solvers who are able to make decisions independently and adapt to new experiences.

+No international experience is required, but participants should be prepared to be in unfamiliar situations where they may or may not speak the local language or fully grasp cultural norms.

+Participants must have the ability to communicate concerns, questions and ideas to their host Partner and their EdGE mentor in order to better understand their environment.

+The final acceptance of any participant is subject to FSU CRE staff and Omprakash's receipt and review of all necessary forms and the host Partner's acceptance of the participant's application.

Omprakash reserves the right to deny admission to anyone that Omprakash, in its sole discretion, believes is unable to meet the physical, mental, social or safety demands of a field position.

A note about program eligibility (continued)

Program Eligibility

+Participants must be capable of working in a group setting, following directions and taking responsibility for themselves.

+If taking prescription medications, participants must be able to maintain proper dosage by self-medicating without assistance from instructors or others (except possibly in emergency situations).

+Omprakash EdGE does not specialize in integrating people with disabilities. Omprakash Partners are not trained in working with people with disabilities and therefore cannot always appropriately and effectively advocate for persons with disabilities. If Omprakash reasonably determines that a disability could lead to an inappropriate level of danger to the participant or others, based upon a particular activity, then that person may be ineligible for that particular position but would not be excluded from consideration for other opportunities offered by Omprakash.

Participant Behavior and Discipline

Final acceptance is contingent upon the receipt and review of the materials listed above. Omprakash seeks participants who are motivated to challenge the dominant paradigm of international learning in higher education.

Omprakash EdGE is not an appropriate choice for individuals dealing with behavioral, motivational or rehabilitation issues. We will deny admission to anyone we believe to be unable to meet the physical, mental, social or safety demands of our field placements.

Omprakash EdGE will expel any participants who exhibits behavior that, in our sole discretion, is unsafe or disrupts or distracts from the educational mission of their course. Harassment, use of illegal substances (by USA's and your host country's laws), theft or misuse of property, low motivation and disregarding instructions are examples of behavior that will lead to expulsion. If a participant is expelled there will be no refund. Please note that riding Motorcycles, ATVs, and quads, is not allowed. In the event of an issue, the follow steps will be taken:

Step 1: Written warning from Omprakash

Step 2: Conference between the EdGE participant and his/her Mentor

Step 3: Expulsion

*note that Omprakash reserves the right to move directly to step 3 at its own discretion.

Appendix (risk and emergencies)

A note about risk management and emergency procedures

Risk Management

At Omprakash, we are committed to promoting the physical and emotional well-being of all participants in our network. At the same time, we embrace the physical and emotional challenge of international field positions, and we understand such challenges to be crucial elements of the learning process. This document outlines what we expect of you, and what you can expect of us, as you seek to manage the risks inherent to international travel and learning.

Omprakash coursework and field positions are not easy and involve the pursuit of travel in international settings in which there are real dangers. Risk, both physical and emotional, is an important element of an Omprakash experience. The uncertainty posed by international travel combined with the judgments and abilities of participants leads to risk. Risk management, in this context, is the ability to make a decision when the outcome is uncertain and relies on our ability to perceive and quantify the risks we face.

Omprakash strongly suggests that each EdGE participant undergoes a basic first aid training prior to their trip. Note: this is a mandatory requirement for gap year participants.

International travel involves hazards. As an EdGE participant, you will have the opportunity to discuss these hazards with your mentor during your pre-departure training, but you should also refer to external resources such as the US State Department's resource '[How to Have a Safe Trip](#)'.

Pre-Departure Checklist for Omprakash

Prior to arriving at field positions, you should prepare yourself for potential emergencies by compiling the following information and taking the following precautionary steps:

- +Provide host Partner and Omprakash support team with emergency contact information, e.g., parent or close family friend
- +Record address and phone number of host Partner; share with emergency contact (keep this information on you at all times; in the event that you are lost, you will need to contact your host partner etc.)
- +Record phone number of Omprakash staff: Lacey Worel +1-415-860-6959; Willy Oppenheim +1-203-554-0350; Steve Sclar +1-410-236-5855.
- +Record the address and emergency contact number of your nearest embassy or consulate; share with your emergency contact in the U.S. and your host Partner (participants from the United States can refer to <http://www.usembassy.gov/>).
- +If you have a pre-existing medical condition or mental health condition, you should carry a written description of your condition from your doctor and a list of medications including generic names. Be sure to leave medications in original containers, and check with local embassies to make sure your medications are not illegal in your host country. Do not titrate yourself from any medications taken regularly. Pack enough medication to last your entire trip including some extra in case you are delayed. Ask your host Partner the location of the nearest pharmacy in case you need to purchase additional medication.

A note about risk management and emergency procedures (continued)

Pre-Departure Checklist (continued)

- +Participants from the United States are required to register with [STEP](#) (Smart Traveler Enrollment Program), formally known as *Registration with Embassies*; monitor the State Department's [website](#), Twitter, and Facebook for up-to-date information pertaining to [travel warnings](#) and [travel alerts](#).
- +All EdGE participants receive travel insurance via iNext. You should familiarize yourself with your iNext (or other) insurance policy; record your iNext ID number and store in a place where you can easily access it. **See p. 36-37 for more information about insurance. Remember: for 24 hour medical, legal, or travel assistance, call Seven Corners at 1-317-582-2684 collect if you're outside U.S. Call 1-877-852-6767 toll-free if you're inside the U.S.**
- +All EdGE participants are expected to acquire a cell phone with international calling capabilities for use while at their field placements in the event of an emergency (see p. 36-37). iNext provides the use of a cell phone free of charge. Participants will receive information from iNext/PicCell in their iNext insurance confirmation email. Participants will share their cell phone number with their host Partner, Omprakash staff, their Mentor and their emergency contact.
- +Make two copies of your passport; keep one with you (separate from your original) and leave one with your emergency contact. If possible, you should also scan your passport and save a digital copy in your email.
- +Communicate with your host Partner when you plan on being beyond the reach of telephone or internet and tell them when they can reasonably expect to be back in communication with you.
- +It is strongly recommended to have an emergency cash reserve on-hand in the amount of \$500-\$1000 US dollars. Note that iNext will reimburse you for any costs you incur that are covered by your insurance plan, but you will need to pay up front.
- +For information on obtaining a visa, passport, vaccinations, booking your flight and other pre-departure tips, please visit <http://www.omprakash.org/resources> Don't delay! Obtaining necessary documents can take up to 4-6 weeks and the best deals on flights are often found in advance! You can also visit the website of the [U.S. Department of State](#) to find country-specific information including visa requirements.

Steps Upon Arrival

- +You will plan with your host organization before you depart how you will get to your host site. Typically, this involves your host picking you up at the airport or making other arrangements for your transportation on your behalf.
- +Determine common modes of transportation and instructions for use, i.e., how to call a taxi or how to catch a bus (your host is your best resource)
- +Determine location and phone number of nearest hospital or medical clinic
- +Determine location and phone number of nearest police station, if applicable

A note about risk management and emergency procedures (continued)

Steps Upon Arrival (continued)

+Test to make sure your iNext cell phone (see p. 36-37) is capable of making international calls, and ensure that you know how to use it. If for any reason your iNext cell phone does not work, or you did not obtain a cell phone prior to departure, we require that you obtain a cell phone and provide the number to your host Partner, your emergency contact, and the Omprakash team.

+Advice on road transportation: It is crucial to use good judgment when traveling by road during your field position. We suggest asking your host Partner for tips on evaluating safe transportation options. What is the best way to get from Point A to Point B? Are there any hours of the day and/or methods of transportation that your host Partner thinks are more or less safe than others? When evaluating a given transportation option, we encourage you to ask yourself the following questions: Do you have any reason to doubt that the driver is alert, sober, and competent? Does the vehicle have any obvious defects or unsafe attributes (e.g. worn tires, no seatbelts, etc.)? Does the road appear to have any obvious hazards (e.g. unsafe bridges, exposure to rockslide, steep drop-offs)? If the answer to any of these questions is 'yes,' you should strongly consider other transportation options.

Emergency Procedures: An Overview

Omprakash field positions are located in both rural and urban settings, and may require travel through unfamiliar areas that can create complex situations should an emergency arise. A serious incident could require evacuation to a medical facility. As an Omprakash volunteer or EdGE participant, **it is your responsibility to find out the location of the nearest clinic or hospital and determine how to get to such a facility in the event of a medical emergency.** We require that EdGE participants carry a telephone for life-threatening emergencies, but this does not guarantee communication from the field to a medical facility.

The steps outlined below describe how you will devise an emergency plan in collaboration with your host Partner and the Omprakash support team. Volunteers and EdGE participants should communicate directly with host Partners regarding these points, and should also refer to resources such as the U.S. State Department's [country specific information](#). All information outlined below should be shared with host Partners and emergency contacts, and should be kept in an accessible place while abroad. (We advise printing this chapter of the Orientation Book and keeping a hard copy with you while traveling.)

A note about risk management and emergency procedures (continued)

General Guidelines in the Event of an Emergency

- +Notify your insurance company in the event of any unforeseen or unexpected accidents or illnesses. In the event of a medical emergency, please see a licensed physician. You will need to pay up front, then file a claim for reimbursement. (See p. 36-37)
- +If your passport is lost or stolen, contact your nearest embassy or consulate; you will need to replace it before returning to your home country
- +If you need a family member/friend to send you money while abroad, see this list of transfer options from the US State Department: http://travel.state.gov/travel/tips/emergencies/money/money_1224.html
- +In the unlikely event you are arrested or detained, notify your nearest embassy or consulate; be sure to familiarize yourself with local laws prior to traveling as they may vary greatly from the laws in your home country: http://www.travel.state.gov/travel/cis_pa_tw/cis/cis_4965.html
- +If you are a victim of a crime, contact your nearest embassy or consulate. Then contact the local police to file a report, and seek medical attention if appropriate.
- +If you are in need of counseling/psychological support, Omprakash has an on-call clinical psychologist.
- +Participants are responsible for all fees incurred if services are rendered.

More Emergency Resources

To learn more about what the US State Department can do in the event of crisis, visit http://www.travel.state.gov/travel/tips/emergencies/emergencies_1212.html.

For a listing of air ambulance/medEvac providers, see http://travel.state.gov/travel/tips/emergencies/emergencies_5981.html and share information with your emergency contact.

In the unlikely and unfortunate event of the death of a U.S. citizen while traveling abroad, the host Partner (if informed of said event) will contact Omprakash administrators and the U.S. Embassy. Omprakash will phone and email your emergency contact immediately. After the U.S. Embassy is contacted (by the host Partner and/Omprakash), the Bureau of Consular Affairs will inform your family regarding next steps. Omprakash will make every possible effort to send an Omprakash administrator to the field site to provide whatever support is possible, but this cannot be guaranteed due to potential complicating factors, such as visa issues, prolonged site instability, etc. For more information, please visit: http://travel.state.gov/travel/tips/emergencies/death/death_3878.html.

A note about risk management and emergency procedures (continued)

If you are sick or injured

- +Visit the nearest health clinic if appropriate. Save all receipts/paperwork to be submitted to iNext for reimbursement.
- +Contact Omprakash ASAP and provide detailed description of situation and your (and your host Partner's) plan for next steps -- willy@omprakash.org; lacey@omprakash.org; stevesclar@omprakash.org; 1-504-407-1048.; 1-203-554-0350; 1-415-860-6969; 1-410-236-5855
- +Notify iNext: Seven Corners at 1-317-582-2684 collect/outside U.S. or 1-877-852-6767 toll-free/inside the U.S.
- +Notify your emergency contact.

If you experience sexual assault or harassment

- +Get yourself to a safe space.
- +Preserve evidence if possible.
- +Notify your host Partner if you are comfortable doing so
- +Contact Omprakash ASAP and provide detailed description of situation and your (and your host Partner's) plan for next steps -- willy@omprakash.org; lacey@omprakash.org; stevesclar@omprakash.org; 1-504-407-1048.; 1-203-554-0350; 1-415-860-6969; 1-410-236-5855
- +Seek medical attention if appropriate.
- +Consider contacting the Omprakash on-call clinical psychologist for support.
- +Notify your parents or emergency contact if appropriate.

If you are involved in a natural disaster, terrorist attack, or other significant event

- +Go to predetermined 'safe place' as identified by your host Partner.
- +Contact your embassy: If you are American, you can reach the embassy from the U.S. & Canada by dialing 1-888-407-4747 or from overseas at 1-202-501-4444
- +Notify iNext: Seven Corners: 1-317-582-2684 collect/outside U.S. 1-877-852-6767 toll-free/inside the U.S.
- +Contact Omprakash ASAP and provide detailed description of situation and your (and your host Partner's) plan for next steps -- willy@omprakash.org; lacey@omprakash.org; stevesclar@omprakash.org; 1-504-407-1048.; 1-203-554-0350; 1-415-860-6969; 1-410-236-5855
- +Notify your parents or emergency contact

A note about how to contact us

We will be happy to hear from you if you have any questions!

If you have general questions about any aspect of the EdGE program

Please contact Steve Sclar, EdGE Program Director
stevesclar@omprakash.org or 1-504-407-1048

If you have specific questions about logistical aspects of EdGE (e.g. re: payments or insurance)

Please contact Lacey Worel, Omprakash COO
lacey@omprakash.org or 1-504-407-1048

If you have general questions about Omprakash as a whole

Please contact Willy Oppenheim, Omprakash Director
willy@omprakash.org or 1-504-407-1048

If you're not sure which category your question falls into, take your pick!



Omprakash looks forward to
working and learning with you!



Omprakash is a registered 501(c)(3) nonprofit organization
2311 N 45th St., Seattle, WA 98103, USA
www.omprakash.org



THE FLORIDA STATE UNIVERSITY
DIVISION OF UNDERGRADUATE STUDIES
Center for Undergraduate Research and Academic Engagement