

PROMISING PRACTICES OF INTERNATIONAL SERVICE & SERVICE LEARNING



A PUBLICATION BY **NORTH CAROLINA CAMPUS COMPACT**
2005



North Carolina | **Campus Compact**

SPECIAL THANKS EXTENDED TO

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NORTH CAROLINA CAMPUS COMPACT'S MISSION STATEMENT 2005

North Carolina Campus Compact is a rapidly growing coalition of 25 college and university presidents established to encourage and support campus engagement in the community.

NCCC member campuses seek to involve students, faculty, and the entire campus in community service in order to fulfill higher education's most noble goals of educating citizens, preparing tomorrow's leaders, and contributing to the life of America's communities.

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FOREWORD

Nevin C. Brown, Dean of Academic Programs,
International Partnership for Service-Learning and Leadership

In the early years of the movement to link college and university students more effectively with service needs of their local communities, the work of community engagement was frequently seen as distinct from traditional study-abroad and other international activities on the campus. This situation has changed rapidly as students engaged in community service find themselves increasingly working with persons from many national and cultural backgrounds. As our nation struggles to understand how to be a better global citizen, the timing of this publication could not be better.



I am pleased to offer a few introductory thoughts, particularly on the larger notion of international service-learning, based on the work of the *International Partnership for Service-Learning and Leadership* (IPSL) during the past quarter century.

Like successful service-learning, structured, reflective, and purposeful service can also have an educational benefit to students. Both international service and service-learning experiences should take full advantage of two primary elements that are needed within a learning experience connected with community needs if higher education institutions pursue transformational student growth and positive community impact. First, the experiences should demand that the student understand the service agency—its mission, philosophy, assumptions, structures, and governance—and the conditions of the lives of those who are served. Second, they should be characterized as partnerships: the student learns from the service agency and from the community and, in return, gives energy, intelligence, commitment, time, and skills to address human and community needs. Intentional international service and service-learning aims more explicitly for the goal of student learning, particularly within the context of global citizenship and participation. The success of a program is measured not only by what the student learns but also by the usefulness of the student's work to those served.

While developing service-learning programs across the globe, the International Partnership has learned much about the impact of international service-learning on the lives and aspirations of students. Similarly in the United States, Campus Compact has found that both reflective service and service learning experiences can dramatically benefit students in their learning and development while meeting the many needs found throughout this country. A brief summary of what we at the International Partnership have learned may be helpful

to the readers as they consider the many international service and service-learning examples to be found on the pages of this publication. In particular, international service-learning:

- ★ enriches students' learning of academic subjects. Theory is field-tested in practice and is seen and measured within a cultural context. Because the learning is put to immediate use, it tends to be deeper and to last longer.
- ★ promotes intercultural and international understanding. The service, whether local, domestic, or international, almost always occurs with people whose lives are very different from that of the student. By working with them, the student comes to understand and appreciate their different experiences, ideas and values, and to work cooperatively with them. Service-learning nurtures global awareness and socially responsible citizenship.
- ★ fosters in students personal growth, maturity, the examination of values and beliefs, and civic responsibility, all within the context of a community and its needs. Students explore how they may use their education for the benefit of the community and the well-being of others, especially those in need.
- ★ provides help to service agencies and to communities, addressing needs that would otherwise remain unmet. Service-learning does not replace paid work. Rather, it supplements and extends such work, offering service that would otherwise not be available.
- ★ sets academic institutions in a balanced relationship with the community that supports them and in which they are located. In today's world, with pressing needs in every community and nation, academic institutions are called to apply their knowledge and resources to these problems, issues and needs.

Defining Service Learning

Service-learning is the pedagogy that links academic study with the practical experience of community service. It has become an international movement that offers new approaches to teaching and learning and to the civic engagement of institutions of higher education. It provides students with an education that meets the highest academic standards and delivers meaningful service that makes a difference to the well-being of society, particularly for communities and persons on the socio-economic margins. Service-learning aims to develop in students a lifelong commitment to service and leadership. Since service-learning is an international movement, it promotes not only local commitment, but also an understanding of the inter-relatedness of communities and societies across the world.

FOREWORD

- ★ advances our understanding of societies, cultures, and world issues by testing scholarship against immediate practical experience and theory within a cultural context.
- ★ develops in students leadership skills as they learn to work collaboratively with the community. They learn that the most effective leadership is that which encourages the participation—and indeed leadership—of others.

It is my hope that programs and initiatives in international service and service-learning, such as those found in the following pages, will be widely copied by other colleges and universities across the nation, and that more and more such initiatives will begin to link international service experiences with deepened academic understanding essential to the education of effective global citizens and leaders. ★



Biographical Note: Nevin C. Brown is dean of academic programs for the International Partnership for Service-Learning and Leadership (IPSL). He oversees student recruitment and academic

programs for fifteen undergraduate international service-learning programs offered by the International Partnership in thirteen nations worldwide, as well as a graduate program in international service involving IPSL and universities in three nations. Prior to joining the International Partnership in 2003, Brown held various positions over a 20-year period with U.S.-based higher education associations; he also has been active professionally in the field of urban studies both in North America and Europe.

INTRODUCTION

North Carolina Campus Compact is pleased to provide this publication in recognition and support of current and future international service and service-learning experiences. Throughout the nation, many campuses have already embarked on creating service and service-learning experiences around the world, exposing their students to diverse and unique communities and challenging them to learn outside of the classroom.



This resource highlights some of those campuses and showcases them as models for creating or strengthening similar programs.

The promising practices offered in this publication are a collection of commonalities and observations from 30 program examples, which were shared with us by practitioners from 11 states. Nineteen of these program examples are featured in their respective chapters and serve as illustrations of experiences coordinated by various Campus Compact member institutions, highlighting the fact that the true experts in this area are professionals in the field leading actual trips. Please note that this publication focuses more on individual experiences than on entire programs. While outlining entire programs may assist administrators in structuring their own international service and service-learning programs, our intent is to offer details about specific experiences to spark ideas and showcase how other institutions coordinate their trips. We acknowledge that many additional examples of quality experiences exist, and our hope is that this publication will encourage more discussion in this arena.



The mission around service and service-learning has taken hold on campuses throughout the country. With the support of administrators, students are organizing themselves to reach out to communities and help make them a better place to live while learning about themselves in the process. Service is a powerful tool that gathers diverse individuals to act for a collective common good, often pulling together people who normally may not interact with each other. In this way, service can facilitate understanding between individuals and increase self-awareness. Understanding issues and people is foundational to solving our communities' problems, be it at the local level or worldwide.

Applying service and service-learning to an international context holds many of the same advantages of applying it locally, but it impacts students at a deeper level simply because the cultural differences



between those serving and those being served can be more extreme than in a local community. This exposure to, interaction with, and internalization of an entirely different world can be transformational. Often students studying abroad live



at the surface of the society in which they are visiting. Naturally, they focus first on their needs as a student and as a foreigner. A service trip is different: surrounded by another culture and focusing on the needs of the local people can expose students to a greater depth of social, cultural and economic issues in their host country.

There is an intentional distinction between service and service-learning in this publication. Personal growth can result from both, and we wanted to encourage submissions in both areas. For the purposes of this publication, we refer to volunteer service as “service” and academic course-related service as “service-learning.”

In an effort to gather examples of experiences in international service and service-learning, we communicated primarily through the Campus Compact network. This network consists of more than 900 member institutions that are committed to service and the civic engagement of their students. Seventy-four individuals showed interest in contributing to the publication, providing a rich base of resources from which to solicit information. In order to give form to the content of the publication and secure information which we could aggregate to show results, we developed a questionnaire (see appendices). Thirty-two completed questionnaires were returned to North Carolina Campus Compact. Out of 32 completed questionnaires, 30 usable examples of experiences in international service and service-learning were obtained. The 19 experiences, recognized here in length, are included because of their uniqueness

INTRODUCTION

and clarity. All 30 of the submissions are recognized in this publication, and we are grateful for their participation in creating this resource.

This publication has been developed with the goal of creating a resource that assists campuses at any stage of offering alternative service breaks or service-learning opportunities, thereby increasing network contacts and the number of opportunities for students to become involved. It is our hope that campuses already engaging students in service and service-learning experiences will use this publication as a tool to launch efforts internationally while other campuses with study abroad programs may find opportunities to integrate service-learning and service within their programs. Regardless of their campus' programs, readers of this publication will gain a better understanding of the wide variety of international service and service-learning experiences found throughout American higher education. This resource serves as a practical guide for campus administrators, faculty and student leaders as they create or strengthen their campus' international service and service-learning initiatives and as a tool for connecting campuses. By creating a network of resources and organizations involved in this publication, we look forward to contributing to an increase in the number of students experiencing service and service-learning internationally.

“ I am thankful to SOCACT for this; the various contexts were facilitated with enough fluidity to allow me space to develop a relationship. Ultimately that is the lifeline; not what you teach necessarily, though of course your content had better be jacked. But the creation of relationship. A final affirmation of our humanity and expressiveness that we are not always alone. ”

~Community Partner with Indiana University - Southbend

CHAPTER 1

INTERNATIONAL ALTERNATIVE SPRING BREAKS

Spring Break has been a time honored tradition for students to escape from the pressures of school and reenergize for the remainder of the spring semester. For many, this involves a vacation to an exotic beach, meeting new people, or celebrating youth and the coming of summer. Yet thousands of other American students choose to use their spring break to give back to communities in need.



Organizations like Break Away and Habitat for Humanity have been offering alternative spring breaks to students for years, generally focusing on service opportunities within the United States. Campus programs have extended spring break service opportunities beyond the United States' borders, and international service trips have become a popular means for students to serve in other impoverished countries.

Seventeen of 30 submissions received said that their campus offers International Alternative Spring Break (IASB) trips. One of the largest advantages to coordinating a trip during spring break is the short time period. Generally structured in approximately ten-day segments, these experiences attract more people because the time commitment is not as great as it would be for some other types of international experiences (typically one semester to one year in length).

The per-day cost of the experience is higher for IASB trips because the fixed costs of travel cannot be garnished over a longer period of time. Compare the cost of the entire spring break experience to a longer experience however, and it is generally the least expensive option. We found that students pay between \$700 and \$2000 to participate in IASB trips with airfare, housing and food generally contributing to the major expenses of international travel.

The travel distance to the destination country is often a major factor in determining the cost of the experience. Because of the short time period for a spring break trip, we found that schools often choose destinations that offer the easiest travel options. For instance, to keep trip costs to a minimum, groups will travel to countries that are close, like Mexico or other Central American countries, or areas which are more accessible because of business travel, such as many European countries.

We found an equal mix of service and service-learning experiences submitted in response to our questionnaire. Because spring break

“ The success of an IASB trip relies heavily on relationships. Many programs choose to return to the same communities year after year, cultivating relationships with their partner programs in the country. ”

divides the spring semester, it offers a short period of time professors can use to enhance a course through an experiential international service-learning trip or the trip can simply be used as a service trip with no relation to an academic class. Additionally, faculty may choose to use the IASB experience as a one-credit option to a semester long course. Others make it clear during the registration process that the international service-learning component is a requirement for the course. When the service trips are completely unrelated to a specific course, students do not earn course credit for the trip, but still gain the element of transformational learning because of their experience. Trips that are not related to a specific course are more likely to have increased student interest simply because they are targeting a larger audience. For example, a group organizing an experience to a region of the world with low student appeal may find the recruiting effort to be more successful if it is a service-only trip.

While shorter experiences may be appealing for recruiting students, faculty, and staff, they do pose certain limitations. Because there is so little time to experience the host country, a trip may become overscheduled with visits to cultural sites, resulting in a touristy feel. This type of aggressive scheduling also creates a very different experience than one in which students live in the culture for an extended period. As a consequence from the inability to completely immerse students in the local culture for a longer period, many service activities that require building trust between people are ruled out as viable options for students. For this reason, you will often find that spring break trips may resemble events and can include experiences revolving around construction, health issues, etc

The success of an IASB trip relies heavily on relationships. Many programs choose to return to the same communities year after year, cultivating relationships with their partner programs in the country. Many programs report that host communities enjoy these return trips because they stimulate a regular income for the area at the same time each year and the students are able to perform some type of ongoing service that regularly improves the communities' resources. The continuity increases the positive impact a campus program is able to have while ensuring that the community's needs will be met. ✪

CHAPTER 1

ALTERNATIVE SPRING BREAKS

INTERNATIONAL ALTERNATIVE SPRING BREAK ROMANIA

Central Michigan University
Submitted by Ryan Fewins, Graduate Assistant

The Campus Volunteer Center at Central Michigan University sends students to volunteer during academic breaks as part of the Alternative Breaks program. Currently, students volunteer during spring and summer breaks. It is envisioned that a winter break trip will be created this year (2004). Individual faculty also lead experiences in coordination with the Office of International Education.

Interest in these experiences is growing drastically. Students are eager to travel and participate in active learning. The international alternative breaks began four years ago to Brazil and now include Romania and Costa Rica. Students also travel to Mexico and China with the Office of International Education and various faculty.

We work with Habitat for Humanity, who chose the country that was most in need of our assistance at the time of our trip. Originally, it was Portugal, and then we settled on Romania. We had such a fantastic experience that we requested and returned to Romania for a second and third year. This is an underserved country in that it is not normally considered as a destination for international experiences. These trips are completely student-led; there are no advisors or faculty who travel with the students.

A group of 10-12 students is selected in September and October. They begin meeting weekly to discuss the experience including fundraising, the culture, food, international travel, the service projects, the social issue (low-income housing) and other pertinent topics. The trip takes place in March and students travel and stay for 10-11 days total. Two of those days are cultural experiences in Budapest, Hungary. Reflection occurs daily and a large group reflection occurs after the trip with 110 other students who volunteered domestically during spring break.

This community is utilizing Habitat to truly rebuild the entire city. The small, rural village has many Habitat homes already built and are now working on converting communist flats into affordable apartments. The community loves the interaction with the students, and they are the “talk of the town” during the visit. Long-term changes include a positive image for Americans and young people alike. It is relationship building on a small but increasingly important level. ☆

“ This community is utilizing Habitat to truly rebuild the entire city . . . The community loves the interaction with the students, and they are the “talk of the town” during the visit. ”

MERIDA ALTERNATIVE SPRING BREAK

MEXICO & OTHERS

CHAPTER 1

ALTERNATIVE SPRING BREAKS

Michigan State University

Submitted by Karen McKnight, Director, & Robert (Carlos) Fuentes, Assistant Director, Center for Service-Learning and Civic Engagement

Michigan State University (MSU) International Alternative Breaks are a strong collaborative effort led by the MSU Center for Service-Learning & Civic Engagement, and the MSU Alternative Spring Break student organization, in partnership with the Department of Community, Agriculture, Recreation & Resource Studies, the Office of Study Abroad, and the campus College Achievement Migrant Program.

Now in its 11th year, and an outgrowth of the MSU CAMPUS OUTREACH AND OPPORTUNITY LEAGUE (COOL), MSU Alternative Spring Break (ASB), <http://www.msu.edu/~asb>, is a weeklong, immersive living and active learning experience in which students perform service as requested by host agencies and organizations while also exploring the culture and history of the areas where they are assisting. MSU ASB places teams of university students in service-learning and civic engagement opportunities in both national and international communities. Seventeen trips, comprised of 300+ participants, were conducted during March 2004 in locations as far south as Mexico and Puerto Rico, as far north as Quebec, as far east as Massachusetts and as far west as San Francisco. A two-week, for-academic-credit, eco-tourism pilot program involving intensive collaboration with local volunteers was launched in May 2004 in Ireland.

“ I gained a greater appreciation for the simple things in life and also a re-found desire to help others – I cannot put my finger on it- I just feel like I’ve grown so much. ”

-Student, Michigan State University

The Merida, Mexico Alternative Spring Break trip was Michigan State University’s first IASB site. In March 2004, MSU finished its seventh annual trip to Merida. Currently, MSU has nine international opportunities in six different locations. The sites in Mexico include: Merida, Puebla, Queretaro, and Amealco. MSU also has sites in Quebec City, Quebec, and Ireland. Although not technically international, two ASB trips travel annually to Puerto Rico. MSU has been approached by the 4-H partnership program in Jamaica to offer an ASB trip in that country in March 2005, and the feasibility for a 2-week summer break project in Peru is also being explored.

Alternative Break programs are offered for non-credit or “for-academic-credit” programs, with the majority being co-curricular.

March 2004 marked the second year that a “for-credit” option was offered in Mexico, in partnership with the MSU Parks, Recreation and Tourism Resources major in the Department of Community, Agriculture, Recreation and Resource Studies, and the MSU Office of Study Abroad programs. One site in Mexico was offered as a ‘for credit” option in 2003, and multiple Mexico sites were included in 2004. The Ireland summer option is “for credit” only, also through the Parks, Recreation and Tourism Resources major. MSU has strong commitments to both its roots as the pioneer and grant institution, and to international opportunities for students and faculty. The International Alternative Breaks projects provide a viable link between the two.

Eight years ago, MSU Service-Learning established and cultivated contacts with an MSU alumnus residing in Merida to develop an international site. Mexico was also appealing as the travel costs, access and length of time spent in travel was not appreciably different from that of a US-based, weeklong, trip to a site such as San Francisco. Many MSU students study or have studied Spanish, so the language and cultural differences were not perceived as daunting to many MSU students as they may be in some other international locations. In addition, staff in other departments that work closely with the Center for Service-Learning and Civic Engagement had interest in the Merida site, allowing for on-campus collaborations. The Merida experience began as a not-for-credit option and developed into a “for academic credit” option through such networking and collaborations.

Implementation of the Michigan State University Alternative Spring Break (ASB) program: *An Overview*

- ★ **Primary advising and coordination** for the international trips fall under the responsibilities of the Assistant Director of the Center for Service-Learning & Civic Engagement.
- ★ **Two undergraduate student chairpersons** work closely with the advisor. The co-chairs are supported by a student executive board made up of a publicity chair, fundraising, and student coordinator for Latin American trips.
- ★ **Trip/Site structure** consists of an undergraduate student site leader or co-leaders and a site staff advisor (faculty, staff or graduate student).
- ★ **If the site is for credit**, a faculty is part of the leadership team.

PLANNING

Evaluation data serves as one of the tools for planning subsequent trips. Student participants, student leaders, advisors and service sites provide input in an evaluation done for each trip upon completion. Contact with agencies to ascertain

interest and availability of service opportunities is the first step. New sites are explored based on student and/or faculty interest and preliminary “buy-in” from location-based community partner. Planning for March trips begins during the prior summer months.

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PREPARATION

- ★ Preliminary memorandum of collaboration between MSU and the service site, outlining type(s) of service to be performed, agency and university respective responsibilities is developed and signed.
- ★ Discussion with faculty re: “for-credit” option begins in summer.
- ★ Publicity for student enrollment begins in September.
- ★ Recruitment of participants, student site leaders and site staff advisors begins in September.
- ★ Initial payments are collected upon enrollment.
- ★ Site leader and site staff advisor interviewing, orientation and training begins in October.
- ★ Ongoing communication is on a need basis with agencies throughout fall and spring semesters.
- ★ Site leaders begin to meet with their groups and begin to work on group cohesion (first meeting takes place prior to winter break).
- ★ Airfare/van rental, charter bus and lodging arrangements are locked in during October. The ASB advisor is responsible for airfare and lodging arrangements for the international sites.
- ★ Food arrangements (depending on site) are worked on in January or February (the delay is due to any site slots not filled or drops and adds to a site). We then need to find out if any students have special dietary needs.
- ★ Beginning in November, site leaders attend weekly training meetings facilitated by the ASB co-chairs.
- ★ Mid January, site staff advisors go through additional training.

- ★ Students participating for academic credit have 2-3 class discussion sessions with faculty re: service to be performed on trip, assigned readings and expected outcomes.

IMPLEMENTATION

- ★ Groups head out by rental vans or by air to their sites.
- ★ Depending on the site, students volunteer an average of 5-6 hours per day of service while at their site.
- ★ A group cultural excursion is usually a part of the program. Sites of interest include archaeological sites, museums, or national parks.
- ★ Participants, site leaders and advisors stay in the same facilities and have common meals.

REFLECTIONS

- ★ Each group holds a daily reflection when all group members are present.
- ★ Those participating in for-credit option have corresponding journaling and combination reflective/academic paper.

EVALUATION

- ★ Evaluations at the end of the project are filled out by all group members to include site leaders.
- ★ Service site supervisors provide feedback and provide preliminary commitment to host the following year.

RE-ENTRY

- ★ ASB holds an event usually 2 weeks after spring break where all groups come together to celebrate the completion of the service they performed and the things that were learned.
- ★ Those participating for academic credit have additional follow-up session(s) with faculty.
- ★ Results of students’ written evaluations are shared with staff advisors.

CHAPTER 1

ALTERNATIVE SPRING BREAKS

ALTERNATIVE SPRING BREAK SERVICE-LEARNING TRIP

DOMINICAN REPUBLIC

North Carolina State University

Submitted by Mike Giancola, Director, Center for Student Leadership, Ethics & Public Service

Alternative Spring Break (ASB) is a unique service-learning experience in which students engage in direct service to a community, while also being immersed in the culture and customs of that community. Team members work in partnership with local agencies and community members to address social justice issues affecting the community. Trips are led by student leaders and accompanied by faculty advisors. Throughout the week, participants partake in a number of cultural, educational, recreational and reflective activities to enhance their service experience.

Goals of the program include:

- ★ To help develop and enhance a value for public service and civic engagement within the participants
- ★ To expose students to diversity, including cultural immersion, political and economic differences
- ★ To help students identify their privileges and begin to use these to break down the systems that afford unearned privilege in our society
- ★ To provide opportunities for students to reflect on their roles in the national and/or global community
- ★ To provide an opportunity to interact with diverse individuals and practice communicating in another language

Several different organizations on campus sponsor international service and service-learning experiences. In addition to the ASB program sponsored by the Center for Student Leadership, Ethics & Public Service, several organizations within the Chaplain's Cooperative Ministry associated with NC State University sponsor international service trips including the Episcopal, Lutheran, Methodist and Presbyterian Campus Ministries and the Assemblies of God and InterVarsity Christian Fellowship.

The Alternative Spring Break program was started in 1998 and consisted of one trip to Honduras. Since then, teams have partnered with Habitat for Humanity, Global Village in the Dominican Republic, Ecuador, Guatemala and Honduras to build affordable, sustainable homes for local residents. Last year, we offered four ASB projects

“ There are several unique aspects of this program, including the focus on helping participants identify their personal privileges and then using these to break down the systems that afford unearned privilege in our society. //

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and plans are currently in the works to add an additional partnership working with an orphanage in the Dominican Republic. Our goals are to continue to expand the diversity of projects consistent with student demand.

We selected the Dominican Republic in 1999 in partnership with Habitat for Humanity, Global Village based on Habitat's articulated need for volunteers in this area. We have maintained our partnership with the Barahona and Paraiso affiliates of Habitat for Humanity Dominican Republic based on the on-going need for volunteers and the affordable cost of travel to the area. Most notable, however, have been the friendships and partnerships that we have developed with the local residents and the Habitat affiliates.

There are several unique aspects of this program, including the focus on helping participants identify their personal privileges and then using these to break down the systems that afford unearned privilege in our society. Based on the work of Dr. Peggy McIntosh and her article, "White Privilege: Unpacking the Invisible Knapsack," students reflect on their privileges throughout the semester leading up to the trip and throughout the experience by participating in reflection sessions, journaling, and setting a personal action plan.

Another distinctive feature of this program is a book project in which students, faculty and staff can submit reflections about their experience on an Alternative Spring Break Service-Learning trip to be considered for publication in a book titled Humanidad. This is a work in progress but is intended to continue to promote self-reflection among participants and encourage others to consider participating in a similar service experience. More details about the project can be found on our website at <http://www.ncsu.edu/csleps/asb/>.

Several years ago, we developed a model in which student team leaders



“ I had never considered the idea that most of my privilege is “unearned.” My class, my race, my family name...but it was the Alternative Spring Break trip that heightened my awareness to the privilege in my life... For the first time I realized that identifying my privilege is not enough – the challenge is breaking down the systems that give me that privilege. ”

– Student,
NC State University

are selected and then, with the advisement of a faculty advisor and members of the CSLEPS staff, are responsible for all aspects of the program from team selection to in-country logistics to program evaluation. More specifically, team leaders are selected in early September and then are responsible for interviewing interested students in early October. Once the teams are selected, team members are expected to attend several team meetings and a retreat leading up to the trip to adequately prepare and to begin learning more about the service site; the language; and the political, social and economic systems of the country to which they will be traveling. In addition, students are exposed to a variety of readings on service and experts on the country in which they will be serving as well as the social justice issue their team will be addressing. Throughout the trip, team members engage in both individual and group reflection activities to gain more insight into their personal experience and what they are learning.

Team members work together on group fundraisers. One specific fundraiser we are especially dedicated to is the sale of fair trade coffee. This fundraiser is about more than just making money to support student participation in the ASB program – it helps reinforce the value for socially responsible behavior and matches the overall goals of the program. Upon returning to campus, students meet to continue to reflect on their experience and are challenged to develop action plans that will keep them engaged in the local community.

Currently, we are not offering academic credit for this trip; however, we did partner with faculty from our Multidisciplinary Studies Department to offer a class in conjunction with similar international service experiences. Unfortunately, the class was cancelled due to low registration. We do offer three academic credits for participation in one of our domestic Alternative Spring Break Service-Learning trips to Arizona in which students serve as tutors in the school on the Navajo Reservation.

Over the past five years, participants from NC State have worked on over 30 houses in partnership with the local residents. In addition to the construction of homes, students engage in a cultural exchange with the local residents that promote cross-cultural understanding. Team members have made a practice of taking pictures of members of the community and sending them back to the locals so they can have a family picture. We have developed a strong partnership with the Paraisio affiliate and have developed many deep friendships that keep us in close contact with many of the members of the community. ✪

MEDICAL MISSION FOR NURSING

DOMINICAN REPUBLIC

University of Michigan – Flint
Submitted by Maureen Tippen, Clinical Assistant Professor

At the University of Michigan – Flint, faculty have the opportunity to develop an international service-learning course and submit it to International Global Studies for approval. By receiving this approval, funding is designated for a faculty stipend and to provide scholarship money for students. Different faculty will develop courses related to their field of study and contacts. Three trips are approved each year.

We offer an international service learning spring break trip in which students become part of a volunteer medical mission providing nursing care to the impoverished people of the Dominican Republic. Students are integrated with volunteer medical professionals who are providing services, and they learn assessment skills without the help of technology while being immersed into the culture.

Planning for faculty begins in September. At this time, we begin communicating with the medical mission and start the recruitment process for student participants. In February, before the trip, students are responsible for presenting research about the culture and health system of the Dominican Republic to their teammates. During the experience, the students keep a journal, have daily discussions to integrate theoretical and clinical experiences, and, after the experience, they write a self-analysis paper.

The short-term benefit to the local communities in which we serve is clear. As part of the medical mission, we provide health care for people who otherwise would not have access to quality of life issues. The students also teach about basic hygiene measure such as washing hands, boiling water and teeth brushing.

“ I did set off on the trip with a set of expectations and personal objectives, but quickly discovered that the experience calls for a complete departure from those things I have learned in college; the country forces you into action, mind, body, and soul. Once there, you no longer have objectives you planned, your expectations are dashed. The best thing to do is to rely on basic instinct, and let your learned nursing care filter through. ”

-Aron Davis, Student Nurse, University of Michigan-Flint

CHAPTER 1

ALTERNATIVE SPRING BREAKS

CHAPTER 2

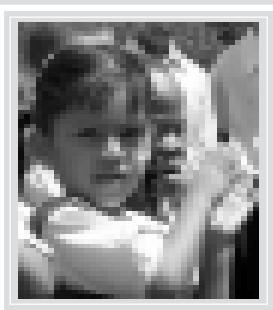
WINTER SESSION

Winter Session is the term used in the questionnaire to refer to the time of the academic calendar, usually the month of January, when some colleges and universities have a short term. Most institutions which have this session operate on a 4-1-4 calendar, which means they have two, four-month semesters with a one month short term during the winter.



Some schools refer to this as J-Term or January Term. For the purpose of this publication, we will reference the term Winter Session.

Eleven of the 30 submissions we received said their campuses offer international service or service-learning trips during Winter Session. We also found that most of these experiences are based on a service-learning course rather than service-only trips. Winter Session trips offer students the opportunity to serve in another country and earn academic credit while focusing on their core courses during the semester.



Another advantage of the Winter Session international service-learning experience is that the students can focus entirely on one subject. While participating in service-learning during a semester, students are juggling a variety of activities, both socially and academically. Additionally, embarking on an international service-learning trip during a Winter Session allows for nearly twice the exposure to the host country than spring break trips. Service experiences where the students serve in groups and stay in a single community for a longer duration of their experience tend to create stronger bonds among the group itself and the local community than those that dedicate less time to a specific project.

Winter Session trips are still relatively short trips, and coordinators need to be careful that the host, or party helping arrange the service, is agreeable with only a few weeks of service. A point, which is sometimes debated, is that service-learning focuses more on learning outcomes than service outcomes. The trip coordinator should be aware of both.



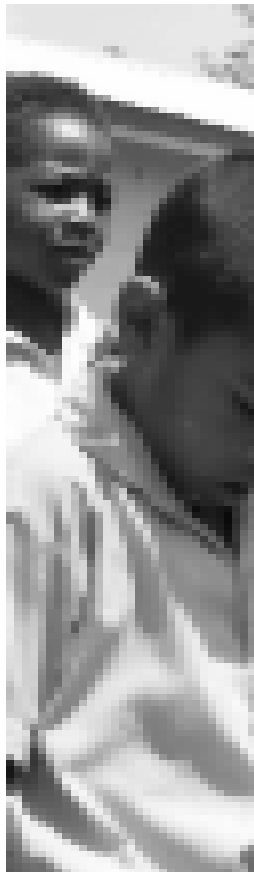
For anyone wanting to travel internationally, most Winter Session trips still offer the option to experience other parts of the world at a reasonable cost. We found that most of these trips cost between \$1000 and \$3000, but fluctuate tremendously due to varying travel

costs and the type of housing arranged. The longer the stay the more the cost of housing begins to play in the overall budget for the experience.

In addition to an appealing trip duration for students, the Winter Session is also of interest to many faculty and staff. Existing regulations about sending groups of students overseas require that a university employee accompany the group, and the shorter duration enables those faculty and staff with family obligations to attend an international education experience. ★

“ Overall, this class was incredible. It provided me with many exciting ideas that I took away from class and discussed with others. It introduced me to the idea of justice work and real volunteer opportunities abroad that make noticeable differences. ”

- Student, Marquette University



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WINTER SESSION

CULTURE & SERVICE WINTER TERM COURSE

GUATEMALA

Elon University

Submitted by Kathy Manning, Director of Volunteer Service & Service Learning, Kernodle Center for Service Learning

The Kernodle Center for Service Learning and Elon Volunteers! office coordinates our annual spring break service trip to the Dominican Republic. For spring 2005, we plan to send one group to the DR to work with Habitat for Humanity, and another group to Mexico (and Arizona) to work with BorderLinks. The Isabella Cannon Center for International Studies coordinates a Winter Term Service-Learning class in Guatemala with Habitat for Humanity. The Kernodle Center helps provide support for that course.

The spring break Dominican Republic trip was first offered in spring 2003, initiated by the Director of Service Learning, and is now an annual program. The Guatemala Winter Term course was first offered in January 2001, initiated by the Chaplain in coordination with an Elon alumnus working for Habitat in Guatemala. Next year's

Mexico spring break trip was initiated by two students and the Director of Service Learning. The Winter Term trip to Guatemala is a 4-credit class for the students. The fact that it is a 3-week intensive experience, combining lectures, Spanish class, field trips, close interaction with local people, and service makes it a very educational and impactful experience for the students.

Students participate in four pre-trip meetings with the two instructors to help prepare for the experience. Information covered in those meetings includes: syllabus, itinerary, introduction to Habitat for Humanity, overview of culture and country profile, and health and safety information. While in-country, we spend the first week meeting with a number of representatives from various non-profits and NGO's addressing social, economic, and political issues as well as a government employee to learn about the Peace Accords. We have field trips to significant locations in Guatemala City and surrounding areas, such as the Cathedral, the city dump where many people live, or participation



in a Mayan ceremony at a historic site. In addition, we have 3 hours a day of one-on-one Spanish instruction during the first week. For the next 2 weeks, we work with Habitat for Humanity. We have 2 days built in at the end of the trip for sightseeing.

Prior to departure, the students read articles and books related to the issues we will be exploring while we are there. During the course, the students keep journals and take turns facilitating daily reflection sessions for the group. Afterward, each student is required to submit a 12-page reflection paper as well as make a presentation to some campus or community group about the experience. The last reflection session of the course typically focuses on preparing for re-entry and how to incorporate the experience into their lives at home. Other than written evaluations and select student feedback meetings with the Study Abroad office, follow-up is informal (e.g. reunion dinners). Returning students are also involved with recruiting future participants, and they help with the first meeting of the next year's group, providing information on student perspective and what to expect.

" This experience changed the course of my life. I got so much more than I gave. **"**

- Student, Elon University

The most tangible result of the students' service is that they help to build at least two homes through Habitat for Humanity. In the short term, the students bring diversity to the community and show the Guatemalans that others are aware and concerned about their health and welfare. The visiting group supports the local economy through their donation to Habitat, dining and staying in locally run establishments. Many students form close relationships with the Habitat partner families, allowing both the Elon students and the families to learn about each other's culture and lifestyle. 🌍



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WINTER SESSION

HEALTH, ENVIRONMENT, & INFRASTRUCTURE IN LATIN AMERICA

EL SALVADOR, GUATEMALA, & HONDURAS

Marquette University

Submitted by Daniel H. Zitomer, Associate Professor of Civil & Environmental Engineering

At this point, there is no central coordinating office for international service learning at Marquette University. The Service Learning Program, which is housed in Academic Affairs, coordinates all domestic service learning experiences and assists in the development of international service learning for the campus. The Study Abroad office also assists in the development and administration of international service learning.

There are currently three international service-learning programs in the works at Marquette. Two are in the development stage. The one that is up and running was created and organized by two faculty members: one in Civil and Environmental Engineering and the other in Physical Therapy. It is an interdisciplinary course entitled “Health, Environment, and Infrastructure in Latin America.” Students in the course perform service in one or more Latin American country or domestic service in the local Milwaukee Hispanic community. In the

2004 spring semester, the international experiences included a winter break two-week trip to Guatemala to build a bridge with the CE professor and a spring break trip to Honduras to do more health-related service with the PT professor. All of these students are in the class together and bring their different experiences to the classroom.

“As I start this new semester, I believe I have a better perspective on Guatemalan culture and economics. More than this, I have a deeper understanding that the status of an area or people is not irrevocable as I first thought. I have been freed from the lie that I am powerless to affect a nation. This is one lesson I plan to take with me the rest of my life. **”**

- Student, Marquette University

Initially, El Salvador was the focus due to the significant relationship between the country’s history and the Jesuit order of the Catholic Church, which also founded Marquette. In subsequent years, the international opportunities committee has branched out to Guatemala and Honduras as opportunities have developed in these countries.

The experience is distinctive in that the professions (i.e., engineering, physical therapy, etc.) and international service are linked in the curriculum and the in-country work. It is difficult for students in the professions to perform a semester-long study abroad or international

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service internship. Although a semester-long experience is more conducive to language acquisition and cultural exchange, a short-term experience is an extremely rich opportunity for students who can only afford the time or money related to a two or three week experience. Also, the linking of engineering, healthcare, and the social sciences is a unique component of this experience. The mission of Marquette University in forming women and men who are aware of global reality, dedicated to serving others, and who use their professional talents to make the world a better place are central to the experience.

The Marquette University College of Engineering and Department of Physical Therapy offer students the opportunity to perform service in health care clinics, design and build bridges, drinking water systems, and sanitation systems for in-need communities of El Salvador, Guatemala, and Honduras. Teams of six to 12 students travel with alumni and faculty to the host country and work with local nongovernmental organizations (NGOs) to identify priority projects and gather information for subsequent design, such as land survey, population, water use, transportation needs, and other data. While in the host country, the students and others construct infrastructure that was designed by other students during the previous year. The two-week international trips are coordinated with design classes and a humanities seminar course linking international development and healthcare initiatives to history, culture, and politics as well as peace and justice studies. In the last four years, five bridges, one house, and a solar energy unit have been constructed, and clinical work has been performed in El Salvador and Honduras. In addition, a sewer, wastewater treatment system and biomedical engineering equipment have been designed. The experience is open to all students at Marquette University, including international affairs, physical therapy, engineering and other students.

The planning for projects is performed by mentors who are typically faculty members and alumni in the professions. The mentors work with various non-governmental organizations (NGOs) that help insure that the community, and not the government alone, requests the specific infrastructure development or healthcare aid. When a project is identified, the mentors work closely with the NGOs to plan the project. At the same time,



“ By the time our departure came, I was exhausted from our endeavors, but was happy that we worked so hard. An experience such as ours is really priceless and I will forever hold the people of the Guatemalan Highlands in my heart. The lessons learned in our short time in Central America have already started to make themselves known, and I hope that they will continue to make themselves known not only in my life, but in all those around me. ”

- Student,
Marquette University

student recruitment, application, acceptance/rejection notification, and fundraising are coordinated by faculty. In addition, health issues, including immunizations, health precautions, and insurance issues, are discussed with the accepted students in the fall semester, and at least two pre-trip reflection meetings are held. At this time, students are informed of journaling requirements.

In January, before the spring semester begins, one group travels to the host country and works side-by-side with local people to construct infrastructure or work in health clinics. The students then return to Milwaukee and take a class (Health, Environment, and Infrastructure in Latin America) which links infrastructure, international development, and healthcare to history, culture, politics, peace and justice, and leadership. Another group may travel to a second host country during spring break. A third group, who for various reasons are unable to participate in the international trips, perform service in the Hispanic community located south of Marquette's campus.

During the class, students have a chance to address their re-entry issues or other concerns or observations through group discussions and essay responses to homework questions. Through lectures and homework assignments, students are asked to reflect on their international or domestic experience and link it to information presented in class. Students then write a peer-reviewed final class paper relating their experience and class lectures/readings to a theme of their choosing. The final class papers are bound and printed as a collection. Each student receives a copy of the collected papers.

The international work is also linked to classes such as Senior Engineering Design, Water and Wastewater Treatment Plant Design, Bridge Design, Culture and Health, and other classes taken in the spring term.

Some students return as alumni to go on second or third international trips. In addition, faculty stay in touch with many of the student participants. Follow-up is currently informal, as alumni and student participants are asked how the trip changed their life and how the experience can be improved.

The infrastructure assistance and health care provided by Marquette University students, faculty, and friends are directly requested by communities through NGOs. The bridges provide a way for teachers to travel to rural schools and people to travel more quickly to markets, medical clinics, and water sources. The drinking water and sanitation infrastructure projects also lead to improved health. Better infrastructure supports education, health care, and quality of life for the people with which Marquette University teams. 🌟

SOUTH AFRICA LIGHTHOUSE PROJECT

SOUTH AFRICA

Taylor University

Submitted by Jenny Collins, Director of Lighthouse Program and Instructor of Intercultural Studies

The Student Ministries Office at Taylor University supports a variety of student programs such as local service of tutoring, one-on-one, youth services, nursing home and others. The office also supports alternative spring break trips and summer ministries that serve domestically and internationally and the Inter-term (January) Lighthouse program of international service learning.

Lighthouse began in 1972 as a practicum experience for students majoring in Christian Education. A group was selected to present Christian Education workshops for Christian workers in Nassau, Bahamas. This program continued each year, and in 1986, Lighthouse expanded its service by sending groups to Europe and the Caribbean. In the 1990s and since Lighthouse has further expanded to provide service projects in numerous countries on nearly every continent. Currently, six or seven groups of approximately 16-18 students and two faculty sponsors are sent overseas each January.

Over the years, the Lighthouse program has enabled more than 1,300 students to spend their Interterm studying and serving around the world. Lighthouse groups are recruited in the spring for service projects which take place the following January. In the fall semester, a one credit course in cross-cultural service prepares each group for the field experience. During the time in a host country, students engage in service projects, compassionate ministries, community development, teaching English, and other services under the direction of faculty sponsors and field leaders. Students earn three cross-cultural credit hours through the hands-on outreach, study and reflection. In addition, some academic departments organize Lighthouse projects that involve students in service directly related to their major. Some of these projects grant credit in other fields such as social work, education and environmental science.

The student group works directly with South African hosts in three different locations with a great variety of experiences and exposure. The hosts are part of a racially integrated service

“ The group diligently attended cabin leaders’ meetings and assisted the management of the camp as well as providing leadership for the various sports, running on the fun run and generally motivating the campers. There were counseling opportunities which some of the team members were able to handle well. We value our partnership with Taylor University, both through the long-term relationships with your past president and the personal friendships with the current personnel. **”**

-International Partner

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organization and students build relationships with hosts of all races. At the first location the students provide leadership for a racially integrated Christian sports and discipleship camp for 700 youth from all over southern Africa. Each student is in charge of a camp cabin and is involved in sports, daily small groups, and leading workshops on topics such as leadership skills, building quality friendships, and stewardship of the earth. The second location is a poor rural area where the student group assists long-term Christian workers with service in squatter camps, children's homes, school assemblies, a nursing home, and a hospital where people are suffering from AIDS, malnutrition and other illnesses. Here the group has opportunities to participate in traditional village life. In Johannesburg, the third location, the group works in a home for AIDS orphans who are HIV+, teaches life skills in disadvantaged high schools in Soweto on topics such as teenage suicide and setting goals, and provides activities



and compassionate service at a home for former street children. The group also tours significant historical/cultural sites in Soweto and the Johannesburg area with South African guides who were involved in the long struggle against apartheid.

The students go through a lengthy application and selection process in the spring semester. From Sept. – Dec. they

participate in a one-hour course covering the definition and components of culture as students identify their own cultural distinctiveness. Students also research characteristics of the host culture with the goal of creating an effective service strategy and investigate the basic components of cross-cultural communication, the problems of ethnocentrism, etc. Student groups also meet weekly with their faculty sponsors for team building and further preparation. The Lighthouse director and faculty sponsors work together with the South African hosts to design the experience, perform crisis and emergency planning, and prepare the group. The learning continues during January as students read a country-specific text, visit cultural

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WINTER SESSION

sites, learn from field leaders, build intercultural relationships, implement their service plans and examine and reflect upon their experiences.

Reflection is enhanced through journaling, daily group discussions and a final exam consisting of several essay questions. Upon return to Taylor, groups receive follow-up reading materials and are required to attend a two-hour re-entry session, which includes time for small group discussion. Groups meet at least one more time for further re-entry reflection/discussion and faculty sponsors follow up with individual students.

Our South African hosts report that the youth and others served are enriched by having a cross-cultural experience with American students. Through the camp workshops and education in schools, youth are empowered with life skills. Children and the suffering (who have few opportunities for growth or exposure) are encouraged by having a special experience and new set of activities they will not forget. Our hosts appreciate and are encouraged/empowered by the “shot in the arm” of enthusiasm and ideas brought by the students. ★



“ To see it all come together was just amazing. Seeing clean water coming out of a place where they have never had clean water to drink! ”

-Student on trip to Guatemala

CHAPTER 3

SUMMER SESSION

Summer Session offers a unique opportunity for college students to travel abroad for service and service-learning experiences. For many students, summer is still a time to work and save money to help them pay for expenses during the academic year. By choosing to organize a trip during summer, students are asked to not only pay for the experience, but also give up time that they may need to generate income for the next school year. Understanding how students on specific campuses generally utilize the summer months will help campuses target a recruitment audience.



There are definite advantages to offering an international service or service-learning experience during the summer months. For those colleges and universities that replied to our survey, the majority (22 out of 30) offer international service and service learning experiences during the summer. This type of trip offers the coordinator an opportunity to program a longer trip than he/she would during spring break or winter session. The advantage of focusing on just one subject (similar to winter session) is also a factor during a summer experience. To aid in justifying their travel expenses and deepening their exposure to the culture, students also have the option to stay in the host country and design their own international service experience following the official trip. With a stay of as many as 12 weeks, students can be completely dedicated to the service issue of choice and develop strong bonds within the local community.

Instructors in spring semester courses sometimes offer a one-credit optional service-learning trip during the summer. These trips are an experiential service component to what they learned in class during the semester. This type of trip can be attractive to an instructor if they are traveling with the group since it still allows them to teach full time at their home institution. ★

MULTIPLE COUNTRIES

Kansas State University

Submitted by Carol Gould, Community Service Program Director

The Kansas State University Community Service Program (CSP) is a service-learning program dedicated to promoting community service opportunities among university students and assisting communities to address vitally important issues. Since 1987, the CSP has been providing opportunities for students to share their ideas and learn new skills in partnership with communities in Kansas and abroad. Through the CSP service-learning experience, K-State students apply their academic and life skills to enrich their education. While becoming members of a community, the students make a significant contribution to improve the lives of others.

The CSP is home to several service-learning and community service activities: Kansas Community Teams and Internships, International Summer Teams, America Reads/America Counts, CSP Tutors, Community Connections, Alternative Spring Breaks, and service-learning support for faculty. The CSP is located in the Office of the Provost and works with faculty and students all across the K-State campus.

Over the past 15 years, the CSP has sent students to serve international communities creating community-specific plans and projects focused on health, education, environmental concerns and other development issues. Students complete a three credit hour preparation course during the spring semester, and develop their project plan before departing for 8-10 weeks in the summer. Structured reflection during the fall semester follows the service experience.

Additionally, the Alternative Break program is an opportunity for K-State students to participate in an intense service experience that provides hands-on learning and develops a student's sense of identity, community and responsibility. Participants travel to a community where they work with local residents to address a pressing social issue.

In the summer of 2004, CSP International Teams journeyed to Mexico, Guatemala, and Turkey. CSP International Teams have served in 20 countries during our 15 years.

" This was by far the most exciting, life-changing, love-filled summer of my life. **"**

- Student, Kansas State University

Our host communities are identified through relationships with faculty, community members, K-State alumni, and past CSP students. Sites must have a secure relationship with a community member or faculty member, demonstrate capacity to plan for and support a team, and identify a site coordinator with whom communication is assured. Sites with Rotary Clubs are ideal because our students have the opportunity to apply for funding from The Rotary Foundation.

Each participant is responsible for the cost of his or her airfare, food and housing. The CSP assists students in fundraising and encourages applications to the many scholarships available on our campus that provide support for international service and study. The students are required to pay their first \$300 toward living expenses and a \$100 administrative fee to the CSP.



The CSP International Teams provide students with a short-term, hands-on international experience that is both challenging and rewarding. Unlike Study Abroad, International Teams live in the midst of the community and work with community members every day. The host communities are low-income – students live in challenging conditions that help to build their understanding of other cultures, social and economic conditions. Unlike many volunteer experiences or mission trips, the students are asked to apply their academic skills to community problems. Unlike academic structures, the students must adapt to constantly changing plans, people and activities. The students involved in this program enhance their problem-solving skills, gain leadership experience, and develop an appreciation for the other cultures and perspectives. This experience cannot be found in the classroom or through a study abroad experience.

Host communities are identified during the fall semester. In response to community or sponsor organization invitations, the CSP organizes interdisciplinary teams of K-State students. Student team members are selected in a competitive process during the fall semester. Selected students are usually juniors with an outstanding academic and service record and proficiency in foreign language. Team size varies from two to six based on the needs and capacity of the host community. The students come from across the entire campus. These students bring a wide variety of skills and experiences to their projects. Among

the students who have participated are Truman, Marshall, and Rhodes scholars, leaders in student government and campus organization and top scholars from many academic disciplines. The students are carefully chosen, not only for their talents but also for their commitment to service and their ability to live in and adapt to another culture.

Students work throughout the spring semester in a three credit hour seminar specifically designed to prepare them for the international experience and to help them become acquainted with the culture of their host community. The course includes study of international development, discussions of issues specific to each host community, background research on the requested project, exploration of culture and intercultural communication and virtual “site visits” to the community. Students live and work in the host community for 8-10 weeks during the summer. Following the service experience, students participate in a structured reflection experience. The goal is to assist students and their projects by recognizing the important underlying social and community issues and to understand the role of citizens in effectively addressing these issues. “The goal is to assist students and their projects by recognizing the important underlying social and community issues and to understand the role of citizens in effectively addressing these issues.”

We look for community partners who are interested in a long-term relationship. For example, our students have organized a children’s day camp in Izamal Mexico for 10 years. Students in succeeding years follow-up on the work of their predecessors, ensuring continuity and enhancing impact. In some of our more recent sites, community members are working with US citizens for the first time. The short-term impact of cultural understanding and awareness exists on both sides. Our projects focus on real community needs identified by the community. 🌟

CHAPTER 3

SUMMER SESSION

“Host organizations (their staff and constituents) often speak of the “renewed” energy they receive from the students – a revitalization to their mission and “hope” for the future. //”

INTERNATIONAL SUMMER SERVICE LEARNING PROGRAM

MULTIPLE COUNTRIES

University of Notre Dame

Submitted by Rachel Tomas Morgan, Director of International Service Learning & Justice Education, Center for Social Concerns

Currently, there are thirteen “developing” countries that are the destinations of the International Summer Service Learning Program (ISSLP). While the criteria of the ISSLP destination countries had to include those countries that have arguably “developing economies,” the actual country destinations were determined out of the partnerships that were formalized with the organization.

The ISSLP is distinctive because all service-learning placements are eight weeks in length (during the summer months) with organizations in developing countries. The program requires a 1.0 credit preparation seminar (offered in Dept. of Theology) to take place the spring semester prior to the summer SL. The eight week service-learning component is a 3.0 credit course in Theology (and cross-listed with Peace Studies) and includes re-entry sessions. Additionally, a 3.0 credit courses in Anthropology and Theology are being offered to participants in the ISSLP as a formal re-entry/follow-up opportunity for the program.

Host organization commitments and service position descriptions are drafted during the late summer to early fall. Recruitment of participants occurs during fall semester, with applications due on November 1. Accepted participants are notified before January 15. During the spring semester, they take the 1.0 credit orientation course, which also includes various weekend trainings and independent area/country study. Final arrangements (final service descriptions, dates, housing, evacuation/emergency procedures) are worked out during the spring semester. Students are engaged in international service-learning placements between mid-May and mid-August. Various steps such as surveys, evaluations, and re-entry interviews are in place to assist in the re-entry process.

Host organizations (their staff and constituents) often speak of the “renewed” energy they receive from the students – a re-vitalization to their mission and “hope” for the future. Long-term impact on the local community is difficult to name and measure. Our site partners would say that the long-term relationship with the University is positive, resulting mainly in intangibles — shifts in perceptions or stereotypes, creation of relationships/friendships, and in some, tangible outcomes (i.e. donations of goods or financial support).★

University of North Carolina at Chapel Hill

Submitted by Jenny Huq, Director, APPLES Service-Learning Program

All credit bearing international service programs must be approved and offered through our Study Abroad office. International service-learning programs are now offered as a collaborative program between the Study Abroad and Service-Learning offices.

Credit-based, international service-learning, was offered for the first time last summer as a partnership between the APPLES Service-Learning Program, UNC Study Abroad and the International Partnership for Service-Learning. Opportunities for students to participate in service experiences abroad have existed for years through Study Abroad as well as individual departments.

Due to the rapidly increasing Latino/a population in North Carolina, we intentionally decided to go to Mexico so students would have an opportunity to learn more about where the majority of North Carolina's immigrants were coming from. This experience takes ten students to Guadalajara for an 8-week language and cultural immersion experience. Participants spend the summer developing their Spanish skills, studying the issues surrounding institutions of Mexican society, serving in an established non-governmental organization, and living with a Mexican family.

To enhance academic learning, two workshops are held in the spring to prepare students for cross-cultural service as they begin to draw on connections between Mexico and North Carolina's Hispanic community. In the fall, a 1.0 credit hour Reflections course seeks to tie together foreign and domestic issues by applying the students' Mexico experience to North Carolina's Hispanic community.

One of the goals of the course is to introduce students to opportunities for continued service with our local Hispanic populations. This is achieved by students participating in a local, Hispanic-serving project as part of their course requirement. They will volunteer a minimum of 30 hours during the fall semester in a group project with the nearby Carrboro Elementary School. There, they will work one-on-one with Hispanic children ages 8-12 as an ESL Tutor. In addition, they will

“One of the goals of the course is to introduce students to opportunities for continued service with our local Hispanic populations. This is achieved by students participating in a local, Hispanic-serving project as part of their course requirement. ”

conduct a special Enrichment Project with the children – helping the kids make a book about their immigration experience.

An international committee was established to get this program off the ground. The committee was comprised of four undergraduate students, four undergraduate students, one staff member and a faculty advisor. The committee worked on all aspects of the program from recruitment and advertising to developing the workshop curriculum. As a partnership among three organizations (Study Abroad, IPSL and APPLES), we spent a lot of time on the front end clarifying the roles of each unit involved. 🔄

Organizational Roles: *An Overview*

THE ROLE OF STUDY ABROAD

- ★ Present the program to the Administrative Review Board for approval to offer this as a credit-bearing program
- ★ Receive all student applications
- ★ Provide health and safety orientation for all participants
- ★ Issue credit to students upon their return

THE ROLE OF IPSL

- ★ Serve as third-party provider of all program services while students are in Mexico
- ★ Arrange homestays, community placements and coursework
- ★ On-site staff in Mexico to handle any issues students face

THE ROLE OF APPLES

- ★ Facilitate the relationship between Study Abroad and IPSL
- ★ Publicize and recruit for the program
- ★ Interview and select program participants
- ★ Prepare and deliver two spring pre-trip workshops
- ★ Coordinate spring and fall group service opportunities with the local Latino community
- ★ Design, in collaboration with faculty instructor, content and presenters for fall reflections course

CHAPTER 4

SEMESTER EXPERIENCES

Semesters abroad offer a unique environment for students to deepen their international living by incorporating a service or service-learning experience. Almost half of our 30 respondents said that their campuses offer semester long international service opportunities in conjunction with an existing study abroad program. Because the airfare, food and housing are already costs associated with the study abroad experience, the cost of adding a service or service-learning component are minimal.



By living in the destination country for an extended period of time, students have the opportunity to learn more about the culture than any of the shorter models we explored in this publication. An extended service experience in a foreign country can be a powerful tool to immerse oneself in another culture.



Because students studying for an entire semester most likely attend multiple courses, there is a demand on their time from various realms. It can be difficult to put a lot of energy into the service-learning experience. At the same time, because students are out of their social circle, the service site could provide them with a place of comfort. This concept of identifying and embracing things of comfort is an important aspect of surviving and enjoying an international experience. The students are in a position to form stronger bonds between their own group and the local people, but can also be in a position to cause emotional distress. When the time comes for the student to return to the United States, leaving the site needs to be handled with great care so as not to leave anyone feeling abandoned. This is a concern in many semester-long service programs, whether international or in a local community. Abandonment is an issue associated with many social problems, and it is a challenge even with the best intentions in serving others to keep from creating new problems. ✪



COMMUNITY-BASED LEARNING

Central College

Submitted by Cheri Doane, Director, Community-Based Learning

Central College offers opportunities for students to integrate a service-learning component into a semester or summer study abroad experience. The office of community-based learning collaborates with the office of international education to develop academic structure for meaningful community service activities in host cities.

Since 1965, Central has maintained international programs that are staffed by full-time, on site directors who are familiar with the American educational system and that of their host country. In addition, Central is a respected leader in service learning, and has offered credit-bearing service opportunities to students for many years.

Central faculty and administration use their contacts in various countries to provide an international experience. Central College seeks to provide the optimal balance of challenge and support by offering an opportunity for students to incorporate a service experience into a semester or summer international experience. For the semester program, traditional classroom experiences are augmented by meaningful service-learning experiences. The program is managed by an on-site program director native to the respective country, and also familiar with the American educational system as well. The summer program's focus is TESOL service-learning, and is led by a Central College faculty member

Each site works with numerous non-profit organizations, at which students may propose service-learning modules. Pre-experience preparation includes reflection activities, readings, and orientation. Reflection continues throughout the semester, and Central's program director fosters collaboration between the student, the agency, and the host Central College site. Participants complete a final, comprehensive journal article and other written assignments. Students reside on a host campus, sharing the experience with local students. The program cost includes the college board plan.

During the semester, students earn up to 4 semester hours for service learning and are simultaneously completing at least 12 semester hours of credit associated with classroom learning. During summer, students' service-learning experience is the primary focus, and they earn 3 semester hours for service while simultaneously completing 3 semester hours of cross cultural credit. ★

CHAPTER 4

SEMESTER EXPERIENCES

“My experience in China caused me to become a stronger individual and to look at life from a different perspective. ”

—Betty Banh,
Student

International sites include:

- ★ China
- ★ Wales - United Kingdom
- ★ Merida – Mexico
- ★ London - United Kingdom

CHAPTER 4

SEMESTER EXPERIENCES

STUDY ABROAD IN COSTA RICA

COSTA RICA

University of Wisconsin – Eau Claire
Submitted by Donald Mowry, Director, Center for Service-Learning

The Center for International Education is the primary contact and principle office in charge of study abroad experiences. Over the years, policies and procedures have been institutionalized by this Center to address a wide variety of concerns such as safety, health, insurance, orientation and training.

The Center for Service-Learning serves as a secondary contact and plays a lesser coordinating role, except when it comes to ensuring that service-learning projects meet the same criteria as service projects locally, the Center for Service-Learning has primary responsibility. This includes a careful review of the projects and a careful documentation of the project's process from planning to termination and reflection. When service-learning trips are solely focused on service and occur during break periods and summer, the Center for Service-Learning generally takes a leading role but project staff must still consult with the Center for International Education to ensure that students are prepared for the experience, have adequate support and supervision during the experience, and have a primary contact in the event of a crisis situation.

Alternative Breaks: The campus has a long tradition of Alternative Breaks domestically, both at the spring break and winter break periods. Only recently have Alternative Breaks begun to travel to other countries for community service, including Mexico for spring break 2004.

Summer Sessions: The campus has recently launched a summer session with a service-learning component that is embedded in a course taken by students studying in South Africa. The campus has also planned to expand this type of experience, perhaps with a focus on developing nations or nations that were formerly part of the Soviet Union.

“ Our partners in Costa Rica come to UW-Eau Claire during the fall semester and interview the students who will be participating on the program. Prior to coming, they contact people they know from around Costa Rica to identify potential projects that UW-Eau Claire students could conduct during their stay. Our partners gain knowledge of skill levels of the students and past experiences they may have had that would be useful for the different community service projects. ”

As a collaborating campus with the Open Society Institute and their Undergraduate Exchange Program, students who have studied at UW-Eau Claire will be returning to their home countries to begin projects there, many of which involve beginning programs to promote and advance service-learning and civic engagement in their countries. The Center for International Education has also just proposed a program that would sponsor up to three six-week, six credit programs to international locations. Three of these credits would be academic, and three would be community service-learning.

Individualized: The potential for individual international service-learning on the individual initiative of the students and/or faculty. In 1995 the service-learning requirement became part of what every student must do to complete the requirements for a baccalaureate degree. There have been some extremely creative and innovative projects, but much has rested on the individual initiative of the students and/or faculty. Since 1999 and the advent of web-based submission of service-learning agreement forms, the numbers and variety of experiences and locations has increased. Students who are abroad for study, travel or other reasons can submit an application online and have the project pre-approved very quickly, and increasing numbers of students have chosen this route. Moreover, some programs, such as the Wisconsin-in-Scotland study abroad experience in Dalkeith, Scotland, have institutionalized the process by hiring a staff person to help individual students find and enter into service-learning and internship agreements with local agencies.

Semester Course: Semester courses have been around longer but have expanded in the past three years. A new semester long study abroad site in Germany insisted upon the integration of service-learning as part of our students' overall cross-cultural experience. This spring program is in its fifth year and service-learning or internships



“ Prior to arrival in the community where the Service Learning project will take place, the group meets with the program directors to discuss what they hope to accomplish and to have a goal-setting session. When they arrive, the students live with host families and work on the project identified by the community. //

are required of all students. The campus is in the middle of a second year of a study abroad semester to Costa Rica, where a two-week service-learning project has become one of the highlights of the experience for all participating students. A new program slated to begin in 2004-2005 will offer community service-learning in Chile.

We wanted a semester-long study abroad program in Central America. An important aspect in choosing our current partners was they included a two-week Service Learning project to another location in Costa Rica. This experience changes from year-to-year. Students go to a rural community in Costa Rica, and work on a Service Learning project identified by the host community. The students live with host families during this project who help them get involved with the local community. Our partners in Costa Rica come and interview the students the semester prior to arrival about their skills and experiences, and work with those chosen to create the community project.

Our partners in Costa Rica come to UW-Eau Claire during the fall semester and interview the students who will be participating on the program. Prior to coming, they contact people they know from around Costa Rica to identify potential projects that UW-Eau Claire students could conduct during their stay. Our partners gain knowledge of skill levels of the students and past experiences they may have had that would be useful for the different community service projects. Our partners also meet with our Service Learning office on campus to ensure what they are planning complies with Service Learning projects for Eau Claire.

When the students arrive in Costa Rica they learn what their project will be and start preparing for it with their professors. Prior to arrival in the community where the Service Learning project will take place, the group meets with the program directors to discuss what they hope to accomplish and to have a goal-setting session. When they arrive, the students live with host families and work on the project identified by the community. The last two projects have involved working at renovating schools (creating community gardens, fixing playground equipment, putting in fencing, painting murals and buildings, and making benches). The students have worked with community members and students to finish the projects. At the end

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SEMESTER EXPERIENCES

of the week, the students meet with the program directors to reflect on the project and to share what they are learning. The students also have a meeting at the end of the experience to reflect on what they learned, did, and how the project has affected them. The students also write in a journal throughout the experience.

The local community has been impacted in a few ways. In the past two situations, the schools have been repaired to be safer locations for their students. They have created community gardens to give the school access to a food source on-hand that can be utilized by the cafeteria, therefore decreasing the need for food purchases. Playground equipment has been repaired so it is a safe play area for the students, and the general appearance of the school has been improved. Both of the communities that our students have been in have never hosted exchange students, so it is often their first exposure to students from another country.

In the long-term, the schools will be safer places for the students. Since the local students also help with the repairs, they take great pride in what has been done and work to keep it at that level. Also, students have been keeping in touch with their host families, and they have long-term ties with people from different parts of the world. Finally, the local communities have requested the students return to do even more projects there, so they see the opportunity for change in the future as well. 🌟



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RELATED INTERNATIONAL EXPERIENCES

In addition to the wealth of experience shared with us through the previous examples submitted by Campus Compact members, other creative approaches that were submitted as we developed this publication that we would like to share.



Instead of focusing on length of experience, the following programs are organized to show some of the diversity of issues that can be addressed through service-learning and the variety of institutions involved in service learning, from community colleges to large four-year state institutions, addressing various social, and even scientific, issues. ♣



“ The most basic lesson that I gathered from this experience — that, rich or poor, English-speaking or Spanish-speaking, American or Dominican, we all at some fundamental level share desires, concerns, and joys — can only be learned by taking the plunge, immersing one’s self in a strange community in an unknown country. There is no substitute. **”**

– North Carolina State University student

Johnson County Community College

Submitted by Marcia Shideler, Coordinator of Community-Based Learning

Johnson County Community College's (JCCC's) International Service-Learning trips are a collaborative effort among several college divisions and programs. While the Community-Based Learning Office promotes a range of service-learning activities, the International Education Office is responsible for coordination of this service-learning program, its development and management, and, more specifically, for travel arrangements and institutional funding. Faculty leaders are responsible for individual trip planning, recruitment, selection, training, on-site supervision, and evaluation. Financial support is provided by multiple campus sources including Student Life, Student Senate, and International Education.

Two JCCC faculty members attended the International Partnership for Service-Learning Conference in Mexico in 1996. There they met Dr. Carmen Rodriguez and learned of her efforts to establish the Centro Integral Comunitario in an ambitious effort to expand



health care and improve living conditions in Las Pintas, an impoverished area outside Guadalajara. Over the next two years, the JCCC International Service-Learning Program was developed through site visits, extensive discussion, and planning. The first trip in May 1998 focused on physical improvements and program services to the community center, which provides medical care and after-school and adult education. Since then, the program has expanded to two trips each year with teams of 15-25 students, counselors, instructors, and health care professionals and currently focuses on

three academic areas—nursing, dental hygiene, and early childhood development. A 2-hour credit course was introduced in the Spring 2004 semester.

Las Pintas was considered initially because of personal contact with the doctor, engineer, and social worker committed to the community's development. The selection of the site was confirmed because of the ease of travel and relatively inexpensive costs. The project has continued at this location because of the reliability of the in-country partner and the strong sense of trust that has developed between the college and the Las Pintas community.

JCCC's Las Pintas project is a superior example of reciprocity and coordination of goals between a college and a community. This long-term partnership is distinctive in its direct, year-round planning and communication and its continuity from year to year. Because they are housed at the community center and are therefore immersed in the community for the duration of their visit, this is an exceptional opportunity for students to learn in an international setting about cultural diversity and to gain hands-on experience in specific career areas. Similarly, instructors find their teaching inspired and enriched by the experience.

Apart from the impact on students and faculty participants, unusual collaborations have developed among diverse parts of JCCC's large campus and unexpected outcomes have prompted new initiatives. One example is the recognition of the need for bi-lingual skills in an increasingly diverse local population and the subsequent development of the "Spanish for Health Care" credit course.

JCCC and Las Pintas have partnered to provide learning and community development opportunities where the needs, goals, and expertise of both the residents of Las Pintas and the students and faculty of JCCC coincide. As needs emerge, are identified, and articulated by the leaders and residents of the community of Las Pintas, JCCC continues to help find solutions by linking related academic programs which can contribute expertise and energy of its faculty and students to the enthusiasm and generosity of the residents of Las Pintas.

“ We and our Mexican partners formed a true 'learning community.' We collaborated, switched roles as the tasks demanded, took lessons from whoever had the most information and skill, and participated in the work as equals. Sometimes we were the teachers; often we were students. **”**

-Faculty member, Johnson County Community College

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The following is a list of the activities completed during the two trips in 2003 and describes immediate, short-term impact:

- ★ Health Brigade: 420 basic health screenings (in-home visits) and 227 clinic examinations (including lab tests and medication prescribed/dispensed).
- ★ Dental Hygiene: 422 individuals examined and treated.
- ★ Early Childhood Education: training/activities for pre-school, school-age, and parents –161 individuals.
- ★ Basic massage therapy training for 20 women “health promoters” in the community.
- ★ Health education sessions – on diabetes, nutrition, hygiene, heart disease, cancer self-examinations, dental hygiene, parenting, healthy relationships, and the effects of domestic violence.
- ★ Child safety assessment and recommendations
- ★ Modest scholarships were awarded to older children, allowing them to stay in school longer and postpone employment without adding financial burden to their families.



The tangible, short-term goals and outcomes in education, health care, job training, and family and community relationships are leading to long-term impact. Community members have been empowered by increasing communication, connectedness, and confidence which is contributing to sustained community and individual development and well-being. The residents are taking greater pride in their community and JCCC is proud to be a partner in its transformation.

Safe food and water, secure lodging, and reliable transportation are of utmost importance when planning the Las Pintas trips. Because a relationship of trust has developed in this established partnership, such issues do not cause undue concern or anxiety. However, because much of the experience of serving in an impoverished community would be lost if participants were differentiated too sharply from the residents, there are few of the amenities of home. The community provides eagerly and generously, despite their limited resources. Food is plentiful and cultural, but simple. Accommodations are adequate and clean, but crowded. 🗺️

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RELATED INTERNATIONAL EXPERIENCES

CREATING A TRADITION: CITY OF JOY SCHOLARS

INDIA

Wake Forest University

Submitted by Charidy Hight, Assistant Director of Student Development/Coordinator of Volunteer Services

Our international and domestic service trips are coordinated by the Assistant Director of Student Development through the Office of Volunteer Services with the support of a student organization, Volunteer Service Corps. Currently, Wake Forest University has one international service-learning course, coordinated through the faculty member and his student assistant.

“ The City of Joy experience/trip was designed by a student nearly 10 years ago through her life-long correspondence with Mother Teresa. Subsequent trips were born of this design. ”

WAB trips, or Wake Alternative Break, have been organized during spring break for the past 5 years. They have been coordinated in a number of ways, most recently with students applying for leadership and trip development positions. The trips are supported through the Volunteer Service Corps

with my advisement and administrative coordination. All trips thus far have been domestic and within driving distance (5 to 15 hours of driving).

Both winter and summer session trips grew out of the first City of Joy trip, which began 9 years ago. Most trips last 2-2/12 weeks with winter trips leaving shortly after the Christmas holiday and returning before classes begin. Those annual trip destinations include Calcutta, India (City of Joy Scholars), Honduras (HOPE Scholars), and Vietnam. The newest trip is a summer session trip to Moscow, Russia (Helping Hands). It is 2 weeks long, departing right after spring exams and returning before the summer academic session.

Semester courses are designed by faculty with resources available through the Office of Volunteer Services. Individual experiences are supported through the Pro Humanitate Center and Richter Scholarships. The City of Joy experience/trip was designed by a student nearly 10 years ago through her life-long correspondence with Mother Teresa. Subsequent trips were born of this design.

Tradition: Students have come to honor this trip and recognize it as an opportunity unique to Wake Forest. Over its 10 year history, traditions have developed for individual group members and irreplaceable relationships have formed with our Calcutta community

partners. Students know that Wake Forest service to the Missionaries of Charity did not begin with their group and will not end with their group. They feel a part of something timeless and of great importance. They read past years' group journals and keep their own. They stay in the same YMCA and often meet many of the same volunteers as the previous groups.

Planning for this December/January trip begins in the previous January through communication with our travel agent and flight reservations. This trip, like our others, is student led with support from the Office of Volunteer Services and from one faculty/staff leader. Leader applications are available to past years' participants in January; leaders are selected by the previous trip leaders and me. The student leader and I then work to select a faculty or staff leader. Participant applications are made available in late February/early March. Selections are made by faculty/staff/student teams by April. In early May, an orientation session is held for all winter trips after which the travel teams meet together for the first time.

Over the summer, students begin their individual fundraising and stay in contact with one another to make group fundraising plans and to get to know one another. I finalize flight reservations and work to contact our partners at the YMCA and Missionaries of Charity to confirm our trip accommodations.

Throughout the fall semester, students meet weekly for one hour to build team dynamics, learn cultural lessons, engage in local service, discuss reflection and re-entry expectations, and plan their side excursions. The student leader and I also meet once per week to check progress. Letters are sent to parents introducing the group and giving trip details.

Upon re-entry (about 2-3 weeks after return), an informal reception is held for all of the trip participants (not just City of Joy) to share pictures and stories and to celebrate their work and leadership. About one week later we hold a formal reflection session for all the trip participants in which we discuss the "now what?" kind of questions. Students are encouraged to contact others on campus who have gone on the trips to share and discuss. Additionally, students give presentations upon request with audiences from their support communities including faith communities, Volunteer Service Corps, classes, Parents Council, Alumni Council, etc. 🌟

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“ Over its 10 year history, traditions have developed for individual group members & irreplaceable relationships have formed with our Calcutta community partners. ”

GENETICS TESTING

DNA-HIT TANZANIA

California State University, Sacramento

Submitted by Dr. Ruth Ballard, Associate Professor of Biological Sciences

The Office of Global Education is the only agency on campus that can handle the liability issues associated with international student travel on campus. The Office of Community Collaborations oversees domestic service-learning programs.



This experience provides students with a unique blend of (1) cross-cultural exposure, (2) service to the global community, and (3) experience in hands-on field-based genetics research.

BRIEF BACKGROUND

Human DNA identification testing is the identification of a human being solely on the basis of the combination of genetic markers in their DNA. The current technology used to perform the testing is called “STR analysis” Although STR analysis

was only developed in the 1990s, it is so powerful and reliable that it has already cleared over 100 innocent convicted felons, positively identified hundreds of missing children and adults, and is routinely used in any forensic or legal investigation that involves biological evidence or issues of biological inheritance.

STR databases have been established for most of the developed nations around the world and clearly show that human populations differ in the frequencies of their STR markers. Therefore, any nation that wishes to develop a human DNA identification program must first establish an STR allele frequency database for its own population. In addition, they must gain the expertise and equipment to establish well-staffed STR testing laboratories. Many developing nations, therefore, look to the outside for aid in accomplishing these tasks.

PROGRAM DESCRIPTION

In 2001, Dr. Ruth Ballard at CSU, Sacramento, started an international

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research and service-learning program in Tanzania to provide support for the development of an STR analysis laboratory there. The project involves two parts: (1) A massive DNA sampling effort in the population to establish an STR allele frequency database, and (2) Capacity building at Muhimbili University College of Health Sciences in Dar es Salaam. To date, nine students have completed service learning experiences with the program, which is called DNA-HIT, Tanzania (Developing Nations Achieving Human Identification Testing, Tanzania), and the population database is close to completion. Students have traveled throughout the country on “DNA sampling safaris,” collecting saliva samples from members of 200 different tribes spread throughout the country. As part of the experience, students put together a research sampling plan, reflect on their experiences and learning process while in the country. Upon return, Dr. Ballard and the students have group meetings for further reflection on the experience and process samples that were collected in Tanzania in the Ballard laboratory at CSUS. 🌟

“Going to Tanzania was a turning point in my life. I’ll never be able to forget it.”



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GRADUATE STUDENT EXPERIENCE

MEXICAN CULTURE & EDUCATION

Grand Valley State University
Submitted by Jay Cooper, Assistant Professor

Service learning is an integral part of the mission of Grand Valley State University. Efforts are coordinated through a variety of entities including Volunteer GVSU (a student-led service organization which includes ASB), the Office of Student Life, and the Johnson Center on Philanthropy and Non-Profit Leadership. Faculty receive support for these efforts through all three of these departments and organizations, as well as through the Padnos International Center (study abroad) and through the Faculty Teaching and Learning Center. Collaboration among these departments is a hallmark of our program.

"A group of masters candidate student affairs practitioners can attempt and actually take a variety of different things from the same experience. It goes back to the idea of theory putting people into boxes...in order to truly help someone you have to understand from where they are coming and what they are hoping to gain. **"**

The program focuses on graduate students entering the field of Student Affairs Administration, preparing future professionals to work with Latino populations on American campuses as well as to help them better understand the unique needs of

international students. Mexico was chosen due to an existing partnership with la Universidad de las Americas in Puebla, and because of the opportunity and need to explore this increasingly large and diverse population.

The program is distinctive in that it aims to prepare future higher education administrators in the pedagogy and practice of service learning. Service learning is used as both a methodology for the immersion experience and a philosophical approach to education. Students learn the pedagogy as they practice it. Our program also stresses reflection, which is used throughout the program in creative and effective ways.

ED 601 is a three credit, two-week experience in Puebla Mexico that combines formal academic learning with field-based learning which includes a service-learning component. The program begins with planning and recruitment and in the fall and includes a one-week orientation prior to departure. Pre-departure orientation focuses on

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“ A final reflective paper encourages students to explore what they have learned about themselves, about Latino culture and poverty, and how the experience may have changed their view of the world and the role of education. ”

service learning pedagogy, Latino culture and language, and group dynamics. Students also visit with the director of the West Michigan Hispanic Center to gain a better understanding of local issues affecting Latinos in the United States. The two-week experience in Puebla combines formal academic learning (Mexican educational system, Mexican culture, family systems, poverty, etc.) with field-based learning including three or four full days of service learning in the community. Service has occurred at several sites including IPODERAC (an orphanage serving 300 boys aged 6-18) and Internado Julian Hinojosa Institute. Service projects address specific needs of the community and include an orientation and training component from staff at both agencies. Reflection occurs throughout the experience, including during the pre-departure orientation, on-site, and following the experiences. Students reflect through both small group discussions and guided writing. A final reflective paper encourages students to explore what they have learned about themselves, about Latino culture and poverty, and how the experience may have changed their view of the world and the role of education. Re-entry and follow-up takes place as the program ends, as well as several weeks following the experience. Students continue to reflect on the experience as a group following the experience and share their experience with others on campus.

Projects have both tangible and intangible results. Tangible results include completing projects specified by sponsoring agency (beautification projects such as painting and/or, clean-up, as well as educational projects such as reading to and interacting with children and elderly). Intangible results include creating new perspectives on U.S. culture and combating stereotypes and increasing awareness of global concern for issues such as poverty. ✪

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EARLY EXPERIENCE AND BRAIN DEVELOPMENT

ROMANIA

Middlebury College

Submitted by David B. Parfitt, Assistant Professor of Biology

There is no central international service-learning office on Middlebury College's campus. Individual faculty lead trips in association with their specific classes. There are some alternative spring break trips, although there is a strong study abroad program at Middlebury and some of those study abroad experiences are service oriented. Most of the opportunities arise depending upon individuals on campus – either individual faculty members designing a specific course or student organizations participating in an alternative break trip.

I led an international service-learning trip to Romania called “Early Experience and Brain Development.” The goal of the service component was to introduce students to the practical applicability of research in the field of developmental neurobiology. I wanted students to experience the effects of institutionalization on child development. In addition, I had research collaborators currently doing work with abandoned children in Bucharest, Romania.

This course was a service-learning course in the hard sciences of biology/neuroscience. It satisfied elective credit for both neuroscience and biology majors. Therefore, the course was an

intensive study of the field of developmental neuroscience. In addition, the students received the practical dimension of the course where, through their service work, they understood the importance of what it was we were studying in the laboratory.

“Early Experience and Brain Development” is a winter term course offered at Middlebury College. Winter term is



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a 4-week “semester” during the month of January where students only take one course. It is meant to be an intensive study of one particular topic and also meant to foster innovative teaching. An informational session about the course is offered in the Spring, and a second informational session is offered in the Fall before Winter Term. Students are required to apply for the course, and they are selected on a need blind basis. Preference is given towards upper-level neuroscience and biology majors, and students are required to submit an essay explaining their motivation to participate in the course.

The course was organized according to the four principles in organizing and constructing a service-learning course found in Heffernan’s “Fundamentals of Service-Learning Course Construction”. The course was organized as follows:

- ★ Engagement – Romanian hospital consulted prior to the course to agree upon service projects. Student paper topics are chosen in consultation with community partner in Romania.
- ★ Reflection – Students wrote in daily journals to reflect on their service work and how it linked to what they were seeing in the hospital as well as their readings.
- ★ Reciprocity – Hospital received direct service for the children as well as a book of student research papers. Students learned about developmental neuroscience, effects of institutionalization, Romanian culture, aspects of health care systems, child welfare issues, etc.
- ★ Public Dissemination – The course was presented to Middlebury College in a public forum. Books of student research papers were sent back to the Romanian hospital and available to anyone who was interested.

Immediate impact is an increase in care provided to the children of the hospital ward. This was not a “one shot” experience, but our students were part of continuing teams of volunteers that go to that hospital. The book of student papers has been used later by volunteers during their work with the children. New long-term collaborations have developed between myself and Romanian scientists and physicians designed around improving the care for the children. My students have gone back to that Romanian community again. ★

“What we read, we could immediately apply to what we were doing, and if we wanted information or clarification on what we were experiencing we could look to the book. The journal gave me a chance to reflect on my experience and run through ideas that would otherwise overwhelm me. //

- Student, Middlebury College

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CREATING A CULTURE OF NON-VIOLENCE COSTA RICA

Indiana University – Bloomington

Submitted by Rebecca Jimenez, COPSL Alternative Spring Break Instructor

The office of Community Outreach and Partnerships in Service Learning (COPSL) oversees the implementation of our service learning courses. However, until recently, COPSL did not play an active role in the planning and creation of international service opportunities.

Experience in a “Third World” country exposes students to economic and ecological results of neo-colonialism and globalization; exposure to a culture very different from their own challenges assumptions and stretches students comfort levels; extensive interaction with children and faculty from a public elementary school resulted in respect, affection, and common interests; and students learned they really can make a difference in the world.

Study of nonviolence as both a spiritual practice and as a movement for social justice prepared students with tools to analyze social, political, and economic realities as well as their own experience. Building community with the class was a significant component of the course. Our contacts in Costa Rica arranged for lodging, transportation, and service activities. The community service offered an opportunity for significant interaction with children and faculty at a public school, which was quite a contrast to the Quaker private school. This was a good object lesson. Our service also included manual labor to preserve a natural habitat of the endangered Bellbird. This served as a good connection between nonviolence and ecology. Our reflection was both written and conversational and was integral to every class and daily discussions during the trip. Upon return to the U.S. and class, final projects were presented and further debriefing took place. We continue to stay in contact and share

information about peace actions, programs and events of interest. As a result of this course, several of the students are actively exploring ways to study/serve in Costa Rica for an extended period.

“Study of nonviolence as both a spiritual practice and as a movement for social justice prepared students with tools to analyze social, political, and economic realities as well as their own experience. **”**

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In regards to our short term impact in the community, we took twenty suitcases full of school supplies for Los Llanos public elementary school. Additionally, we formed relationships with the children and teachers and showed that we cared about their wellbeing. We strived to honor their culture and autonomy while expecting to learn from them as much as we might teach.

In the long term, we may have had a real impact on the preservation of the Bellbird, an endangered species. Costa Ricans learned that not all Americans fit the negative stereotype of domination and violence now so prevalent. Elementary school students were exposed to cultural differences, and faculty interacted with U.S. college students who were not tourists. Arrangements for our group were one of the first such projects for CLAVE (our local host organization which works to preserve Costa Rican culture) and may help in the establishment of this organization. ✪

“ All of the initial reading we did helped to give us a mindset to go into the trip, but nothing could have prepared us for what happened – we went into the jungle, up a mountain with fifteen strangers, and came back down with a new appreciation for ourselves, for nature, and for each other. Not only that, but I learned that nonviolence begins not with peace rallies and letter-writing campaigns, but with an internal change, with a basic acceptance and deep belief that we can make a difference and if everyone works together the world might change. ”

- Student, Indiana University - Bloomington

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SERVICE-LEARNING WITH REFUGEES THAILAND & MYANMAR

Eckerd College
Submitted by Brian MacHarg, Director of Service Ministry

We received funding for research in Asia and began planning our trip around Myanmar and Thailand where refugees have been fleeing political persecution for some time. Service in the camps presented the opportunity to work in a remote jungle area, adding to the students' interest in the cause and in the symbol of Aung San Suu Kyi. I also had a contact in Chiang Mai, Thailand who could get us into the camps.

Few westerners ever go to the refugee camp. One would be hard pressed to find such poverty coupled with political oppression to the degree that is seen in these camps. All of the participants encountered life-changing experiences. More importantly, students could make connections once they returned to the US with advocacy groups such as the Free Burma Coalition that are fighting for the same cause politically on the domestic homefront. These political and social issues are relevant to many students who are thinking of humanitarian careers with the Peace Corps or Doctors Without Borders, etc.



The first step is the application process. Selected students confirm their commitment to the program and begin working on the grant writing process and seeking scholarships. We have several pre-trip meetings to discuss logistics, survival in the camps, and packing needs. A speaker from Washington spoke to the group about the political issues relevant to the service trip. The students also connect with local agencies in the Tampa Bay area that are addressing refugee issues and begin the reflection process by participating in chosen readings. The legwork for the trip is completed as far as working with my contacts in Thailand

“ Few westerners ever go to the refugee camp. One would be hard pressed to find such poverty coupled with political oppression to the degree that is seen in these camps. . . The camps are challenging both emotionally and physically. The schools are overcrowded, so we bathe in a nearby stream, play cards by candlelight at night and sleep under mosquito nets to the sounds of nature in the jungle. ”

and Myanmar. The last time a group went to Myanmar, a scheduled layover in Chicago allowed students to spend one day of service at an agency that works with refugees. The students were able to observe how refugees from all over the world enter the US at a major point of US entry. Upon arrival, we visit cultural sites in Bangkok and Chiang Mai then eventually make our way to the refugee camp. We spend at least 8 days on site, teaching in the primitive schools, making interviews, assisting medics, and working with other NGOs. The camps are challenging both emotionally and physically. The schools are overcrowded, so we bathe in a nearby stream, play cards by candlelight at night and sleep under mosquito nets to the sounds of nature in the jungle. We spend about 3 days in Yangon, Myanmar and seeing other cultural sites before returning to the US.

Once we return, the students are charged with making a presentation to the broader college community about their trip. Since our project is a summer experience, the presentations take place in the fall. As a final wrap-up, the students are charged with organizing a service-learning project/day for their fellow students at local agencies in the Tampa Bay area that address refugee issues. ☆

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RELATED INTERNATIONAL EXPERIENCES

SUMMARY

A GUIDE TO DEVELOPING
AN INTERNATIONAL
SERVICE OR SERVICE
LEARNING TRIP



1. FIND THE EXPERT ON CAMPUS

One resounding statement that was very clear in the questionnaires we received is the absence of one department, or person, on campus who traditionally organized international service or service-learning trips. In most instances, there were as many different primary organizers as there were submissions. Trends showed most of the experiences as being organized through partnerships between offices, including any conglomeration of the International Studies office, the Center for Service Learning, Student Life, Civic Education or the Chaplain's office.

In addition to the established specialties offered by various departments and offices on each campus, individual faculty and students play a key role in the creation and implementation of international service experiences. Many faculty and students have previous international experience that they use to help create solid service or service-learning trips for other students. In addition, some organizers involved international students studying at their respective institution as a resource to learn more about their destination country.



2. DECIDE WHEN TO GO

For this publication, we suggest campuses offer service trips during Spring Break, Winter Session, Semester, or summer. Each of these periods presents specific benefits and challenges to the participants and organizers, which were addressed in the introduction to each section of the publication.

In addition to consulting the academic calendar before scheduling a trip to another country, it is important to inquire about physical conditions during specific seasons in the destination country. Coordinators should consider the service they expect to perform and confirm that their arrival is an agreeable time of year for the host agency. Every part of the world has weather conditions unique to their location. Whether it is monsoon season, dry season, cold or hot weather, these conditions should be considered before confirming the trip dates. Political calendars and national holidays should also be consulted. Many destination countries do not have the same political stability that we are accustomed to, so consulting these conditions is important.



“ Overall, this class was incredible... It introduced me to the idea of justice work and real volunteer opportunities abroad that make noticeable differences. I would recommend this course most highly to my peers, and I appreciate the work in creating this experience. ”

~Marquette University Student

3. DETERMINE WHERE TO GO

The information shared with us in the questionnaire show that most trip destinations are proposed based on existing relationships. Faculty, staff, students, alumni and even the institution as a whole have relationships throughout the world. Some trips were organized because an alumnus was living in the country at the time the trip was established. Others were organized because a faculty member regularly travels to that part of the world for research in a specific area of interest.

While existing relationships often serve as the impetus for planning a trip, much more strategy comes into play during the coordination. Countries which are unstable politically or offer considerable health risks are not often visited by student trips. Many trips are organized to English speaking countries to avoid a language barrier. At the same time, we saw 17 out of the 26 destination countries presented are Spanish-speaking countries. The reasons for sending groups to countries where they speak Spanish range from offering language acquisition opportunities to learning about Hispanic culture. Some surveys highlighted the fact that their service in countries like Mexico were designed to help the participants better understand the immigrant population in their home community as well as serve the local population during their service trip.

4. EVALUATE COSTS

Cost should be a primary part of the decision on location and design of the program. The major expenses for an international trip are airfare, housing, food and local transportation in the host country. Each of these factors can drastically change the cost of the experience. Duration of experience is an important factor in the decision making process as well. Coordinators should know their audience before they design an experience. Can students afford the experience and what type of experience are they seeking? Two examples of very different, yet potentially meaningful experiences are: 1) an experience serving in an orphanage in a small Mexican village where participants slept on the floor of a local community center, and 2) an experience serving in an orphanage in London while staying in a local hotel.

SUMMARY

A GUIDE TO DEVELOPING AN INTERNATIONAL SERVICE OR SERVICE LEARNING TRIP

5. OFFER SCHOLARSHIPS

Twenty-five of the 30 submissions to our survey acknowledged that they offer some type of scholarship to participants. We note that the scholarships range from \$200 to \$1000 per participant. Scholarships are mostly offered based on need and occasionally on merit. Some programs do not award scholarships, but they encourage students to apply for funds available through different programs on campus.

6. PLAN FUNDRAISING

In addition to scholarships, some programs fundraise to make the experience more affordable to students. While some programs subsidize the trip cost with grant money sought by the trip organizer, others involve the participants in fundraising activities. Activities range from car washes and spaghetti dinners to fundraising letters sent by students to their personal contacts. A major benefit to fundraising beyond paying for the trip is that it serves as an avenue to involve more people in the experience than just the participants themselves. Through coordinated fundraising efforts, more people learn about what the students are doing and the result builds energy that makes the experience more rewarding for all those involved.

7. ASSESS SERVICE VERSUS SERVICE-LEARNING

In the context of this publication, we use the term service-learning to refer to service experiences with an academic, for-credit, learning component. Our use of the term service is referring to volunteer service, which is meaningful and provides for a learning experience. When planning an international service trip, a key factor will be whether academic credit will be earned as part of the experience. Planning for an academic experience will influence the design of the experience and the audience to which you are marketing the experience.

8. CONSIDER THE TYPE OF SERVICE

Some trips are designed around specific service issues, while others are simply designed around having a service experience in a specific country. When considering what type of service to offer students, keep in mind the purpose of the trip and be respectful of input from the host agency(ies). If a goal of the trip is to have a team experience, it may be preferable to have a service project that can be done as a group. If the goals of the experience are more

" Something has changed for me since this course, the way I view life, even the way I think. **"**

~ Amanda Miller, Nursing Student,
University of Michigan - Flint

individualized, it may be better to allow students to choose service areas which are of particular interest to them. Logistical planning is generally more of an influence in coordinating service in a different country than in your own community. Few organizations have the luxury of having multiple contacts with service agencies in other countries to be able to provide options to students. This may be an overriding reason why twice as many programs pre-arrange the service option as opposed to allowing the students to choose from a variety of options.

9. COORDINATE HOST COUNTRY LOGISTICS

The information we gathered from the survey brought the conclusion that there is a wide variety in how programs coordinate their host country logistics. The three main areas addressed in the questionnaire are housing, food, and transportation. Again, the goals of the experience have a strong influence over these factors, just as they influence the budget. The types of housing options offered by different programs varied greatly. This is primarily because different types of experiences lend themselves to different housing options. Shorter trips are more likely to use hotels while semester programs are more likely to use dormitory or host family accommodations. The same trend applies to food. Shorter experiences are more likely to offer local restaurant options for eating. In the area of transportation, the trend seems to be that privately hired vehicles are used for moving groups from one place to another, especially for longer distance travel. Many of the programs additionally rely on public transportation for student's mobility while in the host country.

10. LOOK AT PARTNERSHIPS

In addition to the on-campus partnerships demonstrated in the replies, external partnerships play a large role in offering positive international service experiences. The extent of each partnership varies, but their existence was consistently a large part in many experiences. Some programs partner with international organizations like Habitat for Humanity International, Living Water International, Self Help International or the International Partnership for Service Learning, while others partner locally with host organizations which help coordinate only the service component of their stay. Some partners can be a tremendous resource in the country to help arrange all the in-country logistics.

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11. EDUCATE ABOUT HEALTH AND SAFETY ISSUES

Health and safety issues are of primary concern to all who submitted information. Most of the issues involved additional insurance, health and safety training and preparation are handled in conjunction with the International Studies office on campus. Their expertise can be very helpful to the trip coordinators. Additionally, if the trip is being planning with an international organization, they will often have health and safety guidelines, which can be extremely helpful and more directly related to the activities in which the group will be active. ✪





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