COMMUNITY IMPACT, TRANSPARENCY, SOUND PEDAGOGY: ADVANCING BEST PRACTICES IN GLOBAL SERVICE-LEARNING

BRANDON BLACHE-COHEN
KATHERINE CONWAY-TURNER
BRIAN HANSON
ERIC HARTMAN
RICHARD KIELY
EUSAU LAGUERRE
MADELINE YATES

Madeline Yates, Executive Director

Maryland - DC Campus Compact

Why do we need standards?

- The challenge & the urgency

- Youth travel industry = **$173,000,000,000** per year!

- Higher education and volunteering = biggest growth sectors of the youth travel industry

- 451 organizations offer 2070 programs in Africa!

- Related research is available at criticalservicelearning.org

Changes over 20 years

- 1% of 20,000,000 students study abroad
- Goucher College – first to **require all** students to study abroad
- Big research institutions = highest **number**
- Small liberals = highest **percentage**
- Study abroad has **tripled** in two decades
- China – 3,000 → 14,000/year; India → 44% increase
- More students are going to less-traditional locations
- *More students are involved with service-learning or ASB experiences*

Doing For vs Doing With

Empowerment & Building Capacity

Katherine Conway-Turner, Provost

Hood College

Hood College

- History of Service-Learning At Hood College
- Connection to the Hood College Mission
- Supporting (and Encouraging) Faculty Initiated Global Service-Learning
- Obstacles to International Service-Learning
- A successful example (working in Haiti)

Brandon Blache-Cohen, Executive Director

Amizade Global Service-Learning

AMIZADE'S HATS

Community Development

GSL Research and Instruction

Student Safety and Learning

Program Logistics

THE GREAT BALANCING ACT

1. Faculty and administrator goals **vs.** goals of our communities.

2. Engaging in honest, reflective, community-driven service **vs.** perpetuating historical power dynamics.

3. Honoring our mission **vs.** the realities of keeping staff employed.

THE TREND

A few years ago, we started noticing two simultaneous trends:

1. Large for-profit companies began creating global service-learning programs.

2. Our communities began demanding more professional development opportunities.

   - STUDENTS: "I had an incredible experience, and my life has changed, but I fear that my experience was greater than those who hosted me."

   - COMMUNITIES: "We love hosting students, but would prefer some professional development opportunities, just as the students gain."

THE QUESTION

IF COFFEE AND OTHER COMMODITIES CAN HAVE A FAIR TRADE CERTIFICATION, WHAT ABOUT STUDY ABROAD? WHAT ABOUT VOLUNTEERING? WHAT ABOUT LEARNING?

FAIRTRADE

WHAT IS FAIR TRADE LEARNING?

- Fair-trade learning recognizes that the individuals and communities that host students and volunteers are uniquely impacted by visitors, and should be:

  - Offered fair working conditions and compensation;
  - Hold significant voice in the orchestration of programming; and
  - Be offered proper professional development opportunities.

HOW DO WE ENACT FAIR TRADE LEARNING?

- Amizade enacts a Fair Trade Learning model of study and volunteer abroad by:
  - Engaging only in community-driven development, in which community leaders and organizations help decide the terms of foreign student projects in their communities;
  - Encouraging and opening its classes for local students to audit, free of charge;
  - Offering fair compensation to all of those who make study and volunteer abroad programs possible, including guides, drivers, homestay families, cooks, and community organizations; and
  - Working to offer partially or fully subsidized opportunities for those in the communities we work in to engage in service-learning programs in other countries, such as the United States.

HOUSE MOTHER COLLECTIVE|
JAMAICA

THE AMIZADE/JAMAICA MODEL

- Sugar industry collapses;

- Community needs to reinvent itself;

- Creates traditional study abroad program, but compromises the morals of the community;

- 12 years ago, the community creates innovative partnership with Amizade;

- Women manage homestays, return 10 - 25% into community pot, then vote on how to use funds;

- Hundreds of thousands of dollars have now been injected into the community.
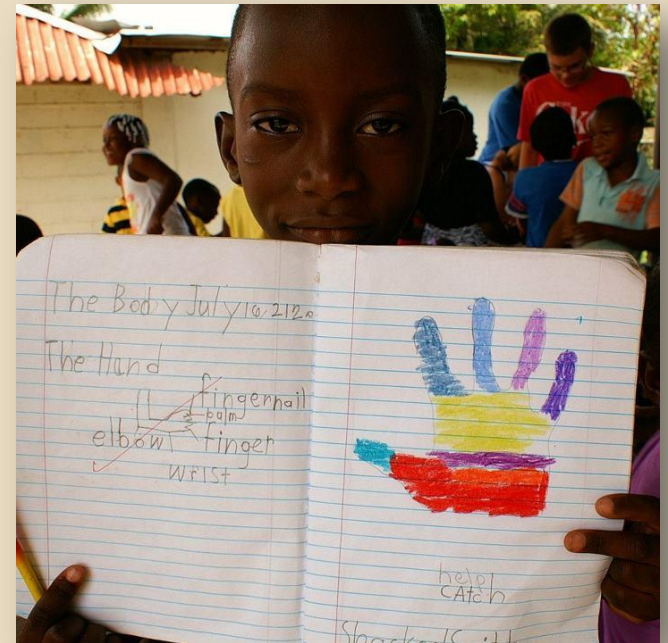
SUBSIDIZED OUTWARD GLOBAL SERVICE OPORTUNITIES | **BRAZIL, BOLIVIA, & NAVAJO NATION**

ONE 4 ONE AUDITING: CLEAN WATER AND HEALTHCARE PROJECTS | **BRAZIL**

A CALL FOR MORE TRANSPARENCY

Organizations and Universities should consider providing public information on the following:

- Including leakage rate
- Community investment
- Fair wage remuneration
- Length of time in community
- Community response
- And survey data, and process for project planning

Brian Hanson, Director

Center for Global Engagement

Northwestern University

Northwestern University

- History and Mission in relation to community partnerships

- Role / structure of partnerships, including use of Third Party Providers

- Development of parameters that structure partnership process for work with Third Party Providers

- Parameter Shortcomings, Strengths, Challenges
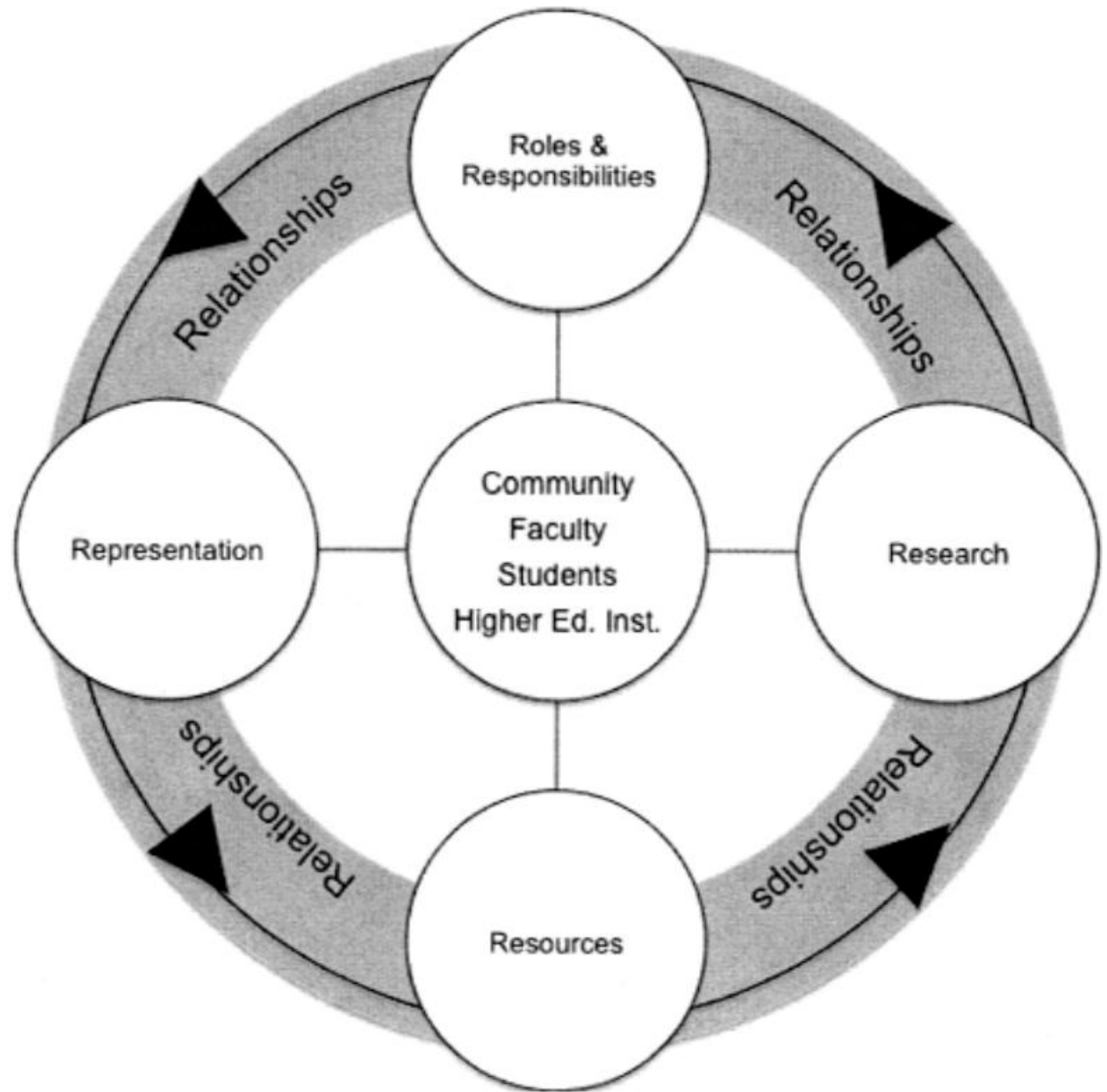
Richard Kiely, Director

Engaged Learning + Research

Cornell University

ELR, Cornell University

- Partnership Building Best Practices (The Program Planning Model)

- Engaged CU

- Seeding Quality Partnerships through Funding and Professional Development

Service-Learning Program Planning Model

From Sandmann, L., Kiely, R., & Grenier, R. (2009). Program Planning: The neglected dimension in service-learning. *Michigan Journal of Community Service Learning (17-33)*.

Eusau Laguerre

Manna International

Manna International

- *Shared leadership, responsibility, and oversight*
- *Inclusion must be intentional*
- *Mutual understanding and benefits are understood*
- *Mutual learning objectives and educational activities must be established*
- *Vision guides structure*

If done correctly, outcomes include:

- Building on and strengthening existing social capital in the local community

- Accomplishing work that would be difficult or impossible to accomplish alone

- Ensuring that the perspectives of people receiving service are heard

- Learning from each other and sharing resources, skills, and funding

- Service-learners become more grounded in community realities and relationships

Eric Hartman, Visiting Professor

Global Studies

Providence College

Questions, Discussion, Standards

1. Your comments and Questions

2. What are essential standards, core challenges, and best practices for community impact in global university-community engagement?

3. Thematic Summaries: Discussion and Post-It Notes. Content will be posted at criticalservicelearning.org on the blog. Feedback is invited.

Criticalservicelearning.org

Building a Better World

The Pedagogy and Practice of Global Service-Learning

Home   Blog   Community and Resources   Make a Difference   Inspiration   Book   People   Danger!

If you struggle with the relationship between **education and transformation**, if you are deeply concerned with **social challenges, injustices, and building a better future** for our children and grandchildren – this site is for you. We have:

- A Global Service-Learning research wiki that pulls together peer-reviewed research, as well as books, chapters, dissertations, and reports relevant to GSL
- A tools and syllabi wiki that compiles resources relevant for program development, reflective exercises, community partnership, and course development in GSL
- Web resources relevant to community-driven development, justice, human rights, and critically reflective experiential education
- The Building a Better World Blog, where we will continue to foster, invite, and share discussion relevant to critically engaged global service-learning. Please feel free to send a discussion idea or post proposal: buildingbetterworld(at)gmail(dot)com

Search

BuildingBetterW on Twitter

Follow

404 people follow **BuildingBetterW**

serve_sm   FrayedPa   AnthonyN

IrishTow   Himalaya   EWUCommu