

Cross-Country Experiences in Organizing Service-Learning Programs

-Role of S-L in Building Peace and Security-

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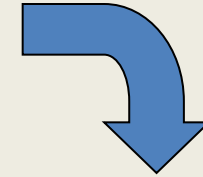
International Christian University

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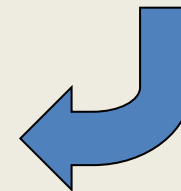
- The purpose of this presentation is to clarify the role of Service-Learning in establishing mutual trust, peace and security in today's globalized world.
- The analysis is based upon our experiences in developing Service-Learning programs in cross cultural settings.

Concept of Service Learning

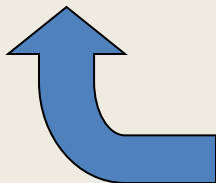
I . Theoretical Understanding
of Knowledge and
Preparation for Its
Application
KNOWLEDGE



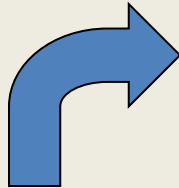
II . Actual Service
Experience
ACTION



III . Reflection of
Experience on Knowledge
REFLECTION



IV . New Thinking
& Theorization
CONCEPTUALIZATION

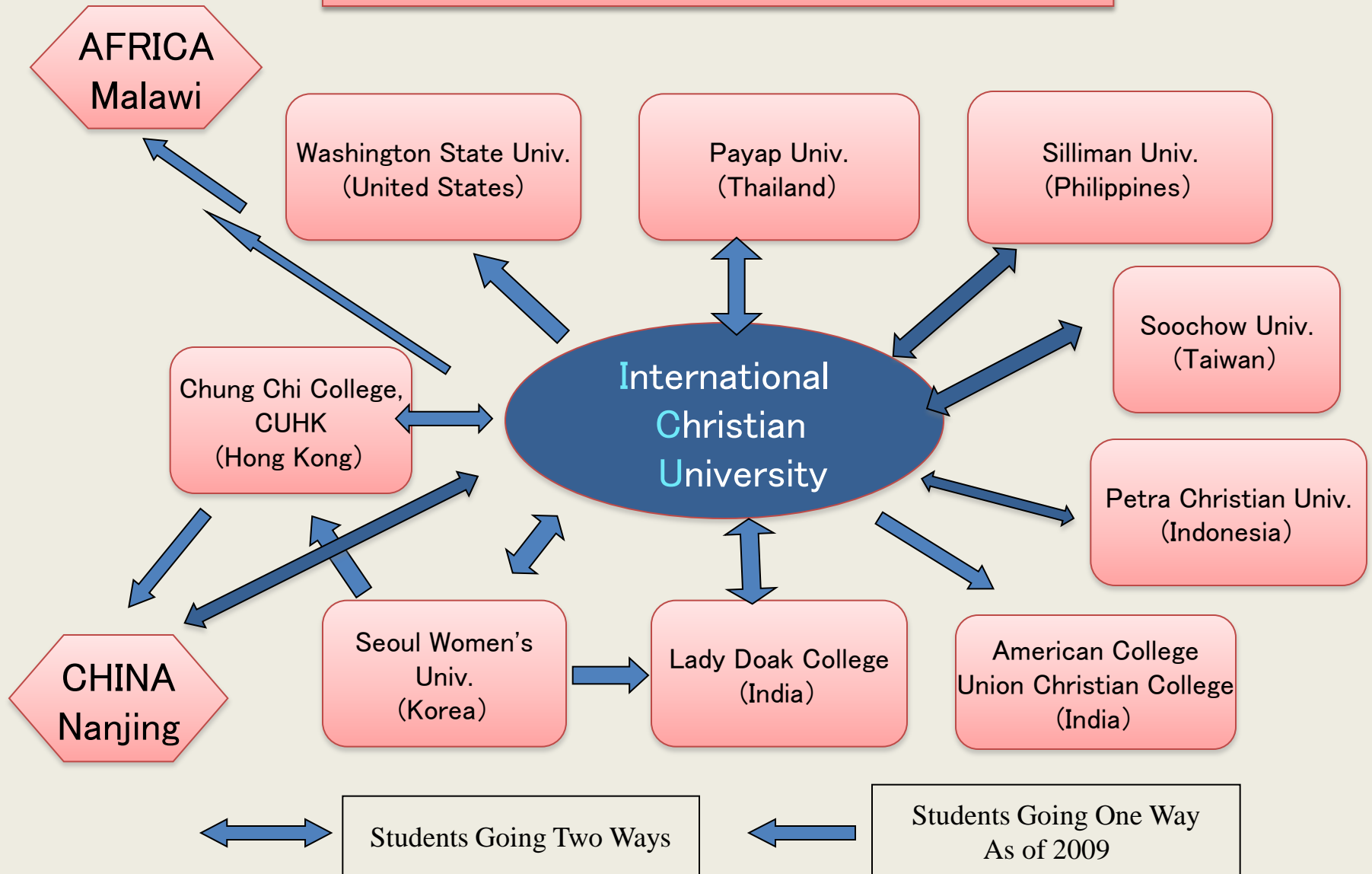


“Redeeming Knowledge”
“Educating Heart” ※

※ “Service-Learning” can be interpreted as a process of “Redeeming Knowledge” (Richard Wood) through actual experience in the real world.
“Service-Learning” can be considered as a process of “Educating the Heart” (Florence E. McCarthy) through actual experience to serve others.

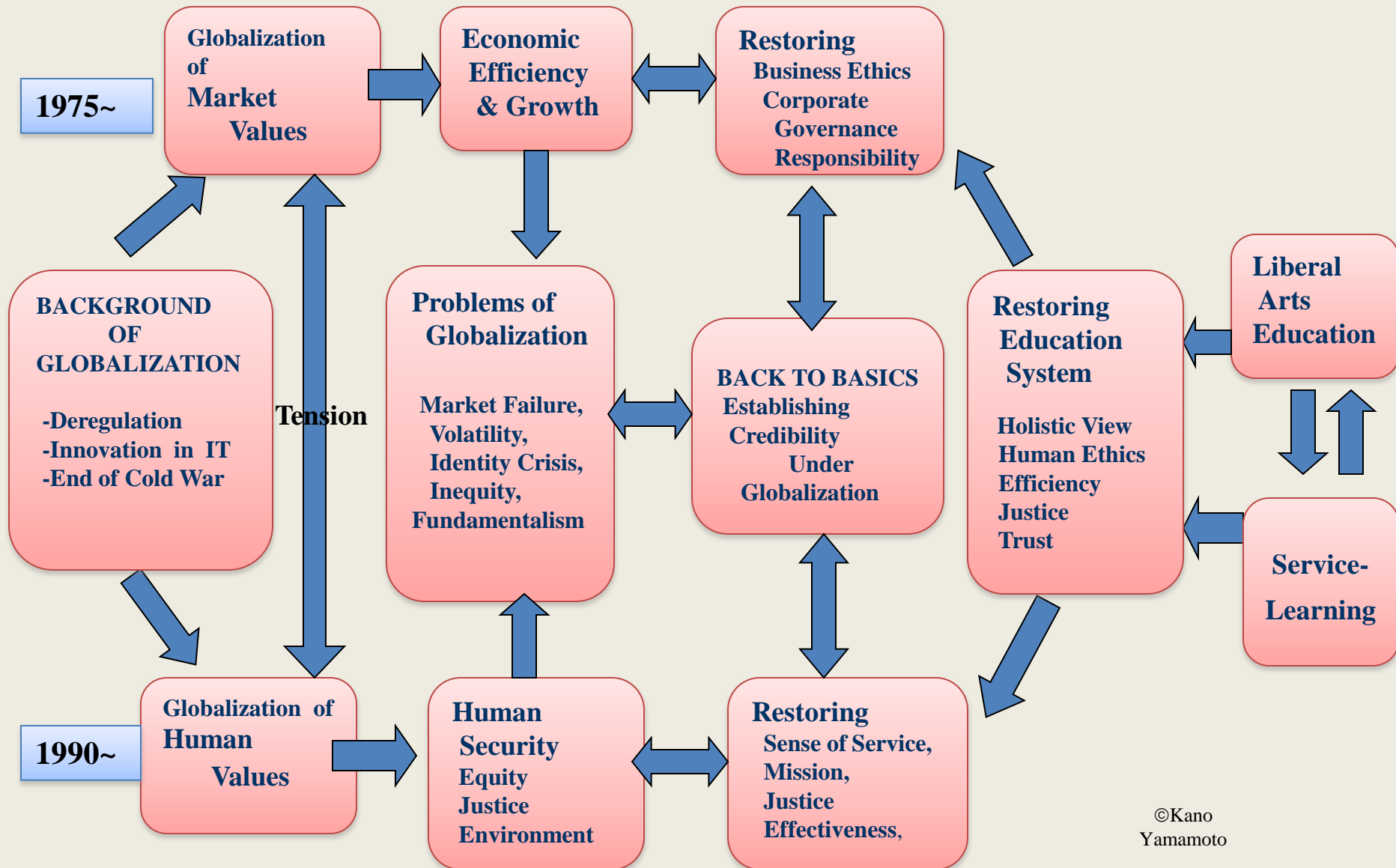
- With the support of the United Board, we have developed the Service-Learning Asia Network (SLAN) with about 10 partner institutions.
- With the support of the Japanese Education Ministry, we conducted model S-L programs in the Philippines, India and Malawi. Through these experiences, it has become evident that S-L is a powerful means in overcoming cultural differences and thereby building world peace.

Service-Learning Student Exchange Network
ICU and Partner Institutions: 2003–2009



- Through these experiences, it has become evident that S-L is a powerful means in overcoming cultural differences and thereby building world peace.
- Then, how can we explain this concept? And what conditions are necessary for successful programs?

Concept of Globalization



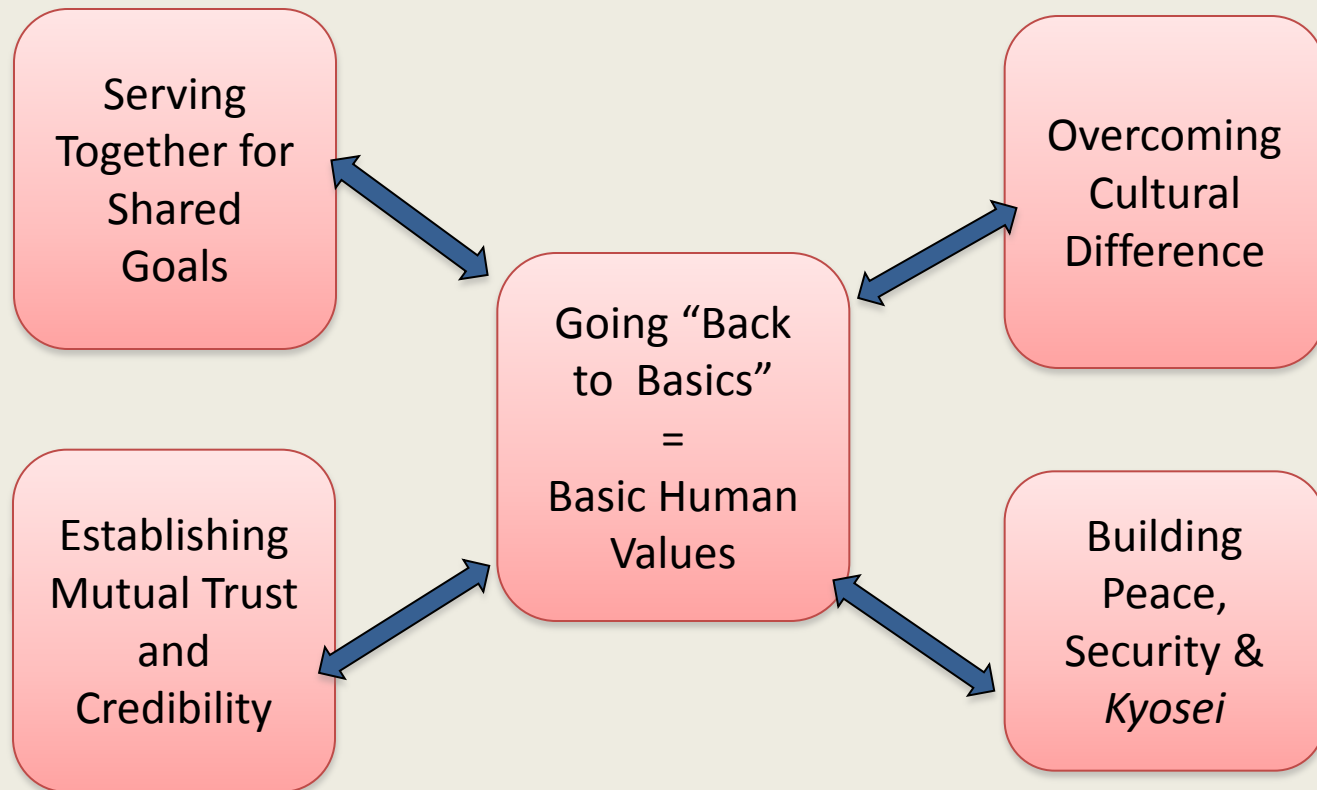
- Globalization is unavoidable and brings many positive effects, but it also brings serious problems such as market failures, financial crisis, volatility, identity crisis, fundamentalism, consumerism and inequity.
- Globalization brings uncertainty and people feel that they are at risk.
- In order to deal with these problems, we need to focus on basic human values that can be found throughout most communities, past and present; let us go “Back to Basics”.

- What are the “Basics” to establish credibility under globalization?
 - Honesty
 - Keeping one’s promises
 - A sense of justice
 - A sense of social responsibility
 - A consciousness of human security and protecting natural environment
 - Democracy and commitment to community
 - Economic and social competitiveness

- *President Obama* emphasized the importance of going back to basics in his inaugural address.
- “Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends--honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism--these things are old. These things are true. They have been the quiet force of progress throughout our history.”

- Then, why is International Service-Learning effective in building peace and security?
- Working together to attain common goals, that is to work for certain human values, itself would give students opportunities to think from the “Basics”, the basic human values for common goods.
- This will allow students to overcome cultural differences and establish mutual trust.
- This whole process should form the basis for action to work together for peace, security and *kyosei* (=living together in diversity).

Why International Service-Learning is effective in building peace and security?



- Service-Learning is not for everybody, because it is expected to serve in diverse communities, NGO's, i.e., the recipients of the service. It should achieve certain standard to meet the needs of communities and/or agencies.
- From our experience of developing model programs in international S-L, we can identify important factors in improving program quality; they are summarized as follows:

Factors of program quality (1)

- 1) Students must be interested in the service activities in which they are engaged. Prior preparation and knowledge about the local situation of the program sites are important.
- 2) Students must fully understand the mission of the institutions where they are doing service. It is important to motivate students in finding solutions.

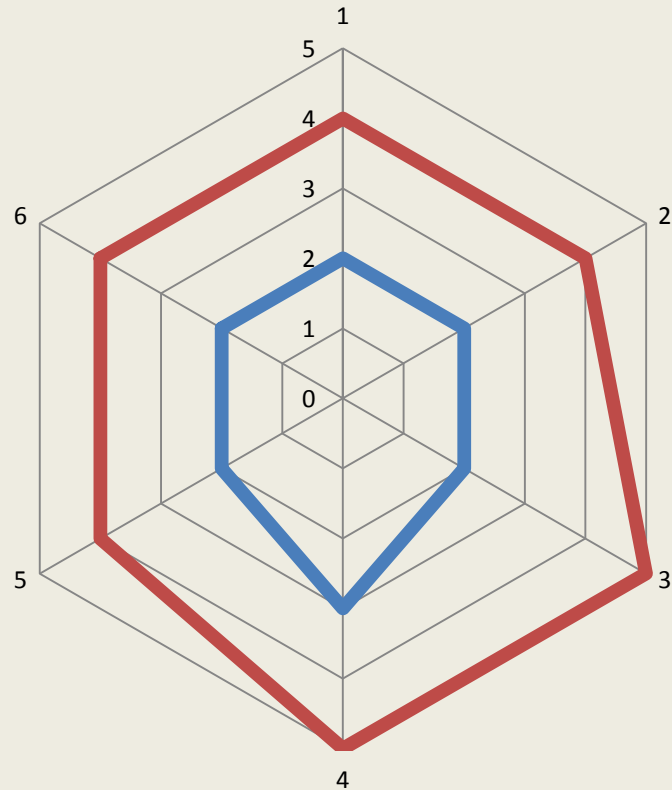
Factors of program quality (2)

- 3) Participation by local students, faculty members and service agencies is imperative for a quality program. Well-planned reflection process with their involvement is essential.
- 4) In order to deepen the understanding of students, it is strongly recommended to make a group presentation while they are staying in the local community. Efforts towards making group recommendation/presentation allow students think of their contribution.

Factors of program quality (3)

- 5) It is strongly recommended for all participating students to write a written report and share it among all program participants. Written reports by involved faculty members and/or agency staff are also encouraged. The research outcome should be shared at relevant conferences or workshops.
- 6) Security consideration is also a very important issue in managing S-L programs.

Factors of Program Quality in International Service-Learning

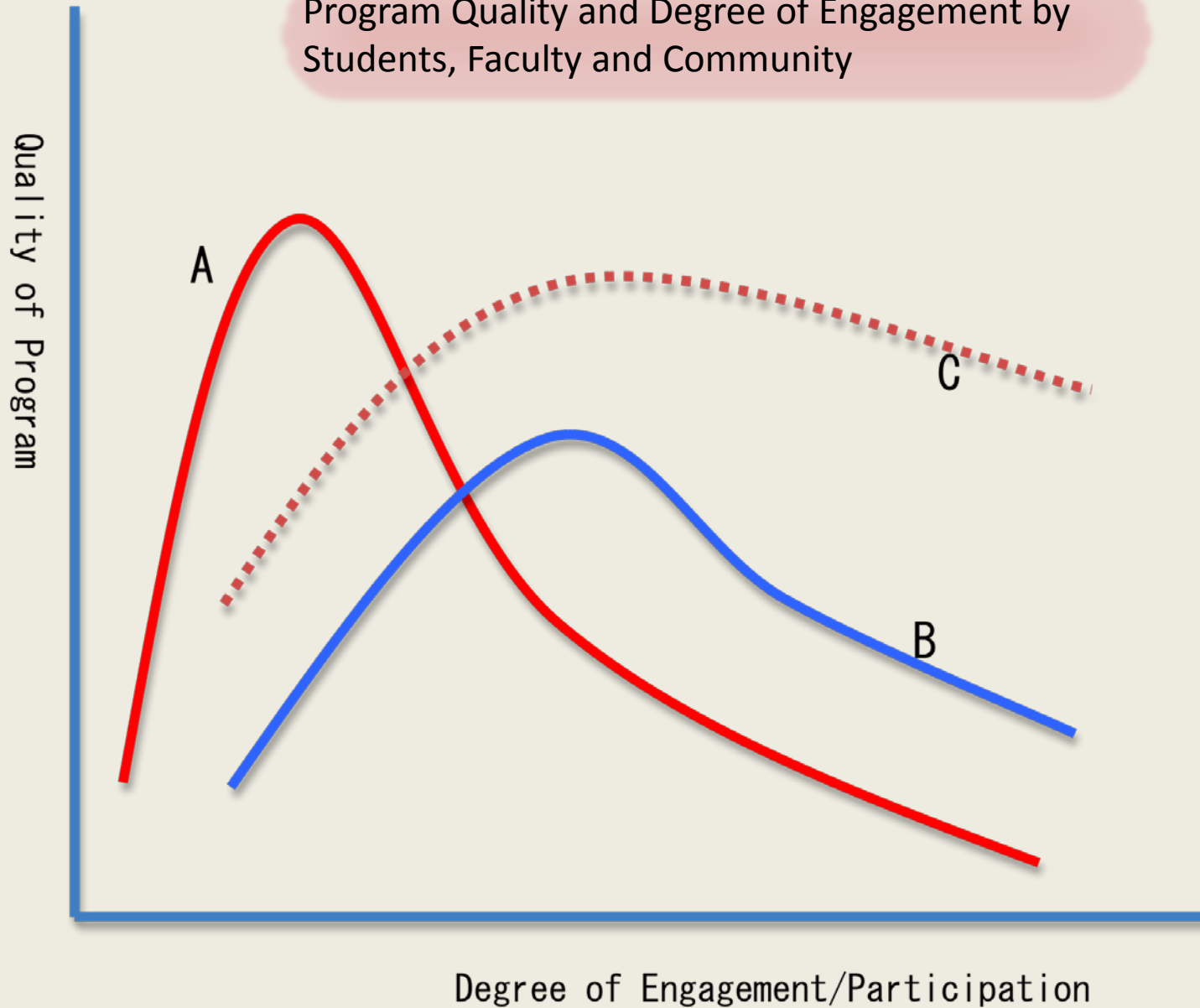


- 1 Willingness and preparation
- 2 Understanding of mission and purpose of service
- 3 Participation & reflection joined by local students, faculty and NPOs
- 4 Opportunity to make a group presentation at program location
- 5 Written report shared by all participants
- 6 Ensuring security

Increased Engagement vs. Maintaining Quality

- Increased engagement (involvement) by students, faculty, agency staff as well as community is a crucial challenge for service-learning. Balancing program quality and engagement is particularly important for international S-L to be sustainable.
- If we succeed in engaging community, faculty members as well as service agencies, positive views for service learning will emerge.

Program Quality and Degree of Engagement by
Students, Faculty and Community



Engaging More for Building Peace

- If more students, faculty members, agency staff and community members realize the transforming power of service-learning to achieve peace and a better world, a larger number of people will benefit from S-L program as indicated in curve “C” in the figure just shown, as against curve “B”.
- Our international experiences in developing SLAN and Model International S-L Program indicate that there are hopes to change visions of higher education.

Memories from “Model Programs”

Philippines

India

Malawi



Dumaguete, Philippines, August 2006



Madurai, India, August 2007



Lilongwe, Malawi, August 2008



Thank You