International Service Learning and Multi-Cultural Symbiosis: The Silliman-International Christian University S-L Model Program

Takashi Nishio & Yutaka Sato
International Christian University
Friday June 1, 2007
report on

• activities done so far to develop service-learning curriculums, programs, and activities at ICU, and
• networking and exchange of students among institutions in Asia.
• outcome: an International Service-Learning Model Program at Dumaguete, the Philippines, in which the idea of Multi-Cultural Symbiosis was emphasized.
International Christian University

- a small liberal arts university in Tokyo
- with 2,900 students and 150 faculty
- established 1953
- missions: I – C - U

educate men and women who serve God and humanity

*University Bulletin volume I
1953*
ICU’s SL curriculum

**Sending-out-for-service Type:** require 30-days of unpaid service, guidance by advisor, assignments of journals and essays

- International Service Learning
- Community Service Learning

**In-class type:** classroom courses

- Introduction to Service Learning
- Preparation for Service Learning
- Reflection on Service Learning
Service Learning Center
opened in 2002

- Help ICU students engage in SL and receive students from Asian universities
- Develop/maintain the networking with Japanese and Asian universities
## Sending ICU students to service

SLC provide info, recruit, screen, intermediate between students and faculty/agencies

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International S-L</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Exchange programs)</td>
<td>6</td>
<td>15</td>
<td>21</td>
<td>30</td>
<td>72</td>
</tr>
<tr>
<td><strong>International S-L</strong></td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>(Other programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community S-L</strong></td>
<td>6</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
<td>35</td>
<td>45</td>
<td>39</td>
<td>146</td>
</tr>
</tbody>
</table>
SL student exchange programs w/ Service Learning Asia Network

- American College, India;
- Chung Chi College, Hong Kong;
- Lady Doak College, India;
- Petra Christian University, Indonesia;
- Payap University, Thailand;
- Seoul Women’s University, South Korea;
- Silliman University, the Philippines;
- Soochow University, Taiwan;
- ICU, Japan
ICU ranked as 5\textsuperscript{th} 
Asahi News Paper article May 14, 2007

<table>
<thead>
<tr>
<th>University</th>
<th>Volunteers 02-06</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansai Gaidai Univ</td>
<td>331</td>
<td>10,031</td>
</tr>
<tr>
<td>Nagoya Univ of Commerce &amp; Business</td>
<td>209</td>
<td>3,917</td>
</tr>
<tr>
<td>Waseda Univ</td>
<td>172</td>
<td>45,286</td>
</tr>
<tr>
<td>J.F. Oberlin Univ</td>
<td>153</td>
<td>7,192</td>
</tr>
<tr>
<td>ICU</td>
<td>116</td>
<td>2,845</td>
</tr>
</tbody>
</table>

Total number of students from PASSNAVI

http://passnavi.evidus.com/search_univ/
ICU ranked as 5th
Asahi News Paper article May 14, 2007

ICU was ranked as fifth in terms of the number of students sent abroad for some ‘voluntary work’ between 2002 and 2006

• Total number of ICU students is much smaller
• ICU emphasizes Learning as well as Service
• ICU requires students to prepare and reflect on their experiences
• ICU requires students to do 30 days of service (to give them course credit)
receiving students from SLAN partner institutions

• since 2004 up to now, received 16 students
about 4 students per year, 2 students per institution for period of 5 weeks \(\Rightarrow\) thanks to UB and FOI funding

• find service sites for students with no Jpn ability; give orientation/workshops, let students sit in some ICU courses, provide opportunities to meet/talk with ICU students and faculty
Networking with Asian institutions

• ICU hosted three international conferences and held two workshops under the financial support from the UB. (as of Dec. 2006)

• The beginning was a conference held in 2002.
2002 conference

June 30-July 3 2002

Service Learning in Asia: Creating Networks and Curricula in Higher Education

co-organized and funded by UB,

- Decided to create networks whereby to exchange information and students
  Service Learning Asia Network (SLAN)
ICU

2005 ICU was awarded a Japanese GOVERNMENT GRANT (the Ministry of Education and Science) for further development of its INTERNATIONAL SERVICE LEARNING in the summer of 2005, covering the period from AY 2005 through the end of AY 2008 (March of 2009)
ICU Service Learning Coordinators’ Meeting
ICU proposed to exchange students with financial support from UB

ICU proposes to start, on an experiential basis, a student exchange network in SL among selected colleges and universities in Asia.

→ ICU initiated sending students to SLAN in 03; and started accepting students from SLAN in 04
→ 2004, website for SLAN was created for each member to upload information
International Model Program

Sept. 2005, the Service Learning Evaluation Workshop – w/ SLAN members

Agenda: How can we provide alternative quality grouped international service learning program in Asia?

Summary: ICU has proposed to organize a model international service learning summer program, using the government grant

→ Silliman University summer 2006
student exchange + international model program

- student exchange – bicultural
- international model program – multicultural

Students (and faculty/staff) from SLAN institutions are brought together at one place. Students are broken down into groups of 2-3. Each team has one student from the host institution. Consists of students from different cultural backgrounds. Do homestay with a local family and do service in the community.
Cultural Symbiosis

• the leading idea was ‘cultural symbiosis’
• symbiosis originates in Japanese word *kyoosei* (*gongsheng* in Chinese, *kongsaeng* in Korean), which means ‘live together’
• *kyoosei* originally meant animal symbiosis
• recently *kyoosei* is used often to refer to people with different cultural/ethnic backgounds to live together in a community in Japan
Cultural Symbiosis

• in Kyoosei, people respect other cultures; no assimilation to one mainstream culture; symbionts remain different species

• In Silliman-ICU International Model Program, students were to find the best way to live together with their teammates and community people
the Silliman-ICU International Service Learning Model program

Period: August 2 - August 30 (29 days)

36 (total) 20 students + 16 faculty/staff
ICU 6 students + 5 faculty/staff
Silliman Univ 8 students + 8 faculty/staff

<SLAN Members>
Seoul Women’s University 2
Chung Chi College 2 + 1
Lady Doak College 1 + 1
Soochow University 1 + 1
Payap University 0
American College 0
Petra Christian U. 0
ICU-Silliman University
International Service Learning Model Program

August 2-30, 2006
At Dumaguete, Negros Island, The Philippines
Program

- Orientations & Guidance
- August 7-26
  - Start of stay with host communities
  - Participation in community activities
- Weekly sharing of reflections were done in relaxing venues
- Celebration & Cultural Night
Eight community agencies

- Buglas Bamboo Institute (bamboo craft NPO)
- Gawad Kalinga, GK (housing project for the poor)
- 2 Habitat for Humanity sites (housing project)
- 2 SU extension service (community development including child care or ice cream making)
- 2 SU College of Nursing extension service (community development including family visit and child care)
What they did

• taught Japanese language & culture to village children
• made pavers, cleaned community, visited homes to interview about income & family
• supported classes at a daycare center by teaching English & Japanese culture, baked bread, visited school and homes, helped farmwork
• nothing → taught cultural activities at a daycare center, helped painting play huts and fixing bamboo fences
• cleaning bamboos for crafting
• taught Japanese culture and English at school, and reading and songs at kindergarten, helped making coconut oil
problems

Communication seems to problem for many
• communication in English
• communication with young children
• communication with and understanding villagers (groundless rumors)
shocked at a story told by a DV-victim
found nothing to do
relationships with teammates were not easy
what they have learned

support from and friendships with the teammates; can trust teammates from different cultural and ethnic backgrounds

Found socio-economic realities in the village

• understand the rural economy and how it hinders children from going to college.
• young people are leaving the village for the city
• violence and poverty in the village
• NGOs have strong footing and support from local people
what they have learned

‘simple, slow, natural village lifestyle
mutual understanding with villagers;
renewed the image of Filipinos; found similarities rather than differences
meaning of service learning; to do service you need support from those to whom you do service
4/5 think they can live in a different culture
Overall evaluation

Overall evaluation of the program was ‘success’

• hosting institution said it was big success; even willing to host next year for a longer term (at Assessment Meeting)
• no students lost/injured
Lady Doak College-ICU
International Service Learning Model Program 2007

• The same framework as Silliman Program
• July 23 – August 18, 2007
• At Lady Doak College, Madurai, India
Plan for future: Evaluative research on what we have done

We are planning to do three-strand research with SLAN members:

- Internal (within-institutional) surveys
- Bilateral surveys
- International SL Model Program surveys

Question: What difference did it make?
Do surveys and analyses
Research products by 2008
Thank you.