





SERVICE-LEARNING MODELS

AS

**PEDAGOGY FOR THE SCHOOL'S
SOCIAL ACTION**

IN

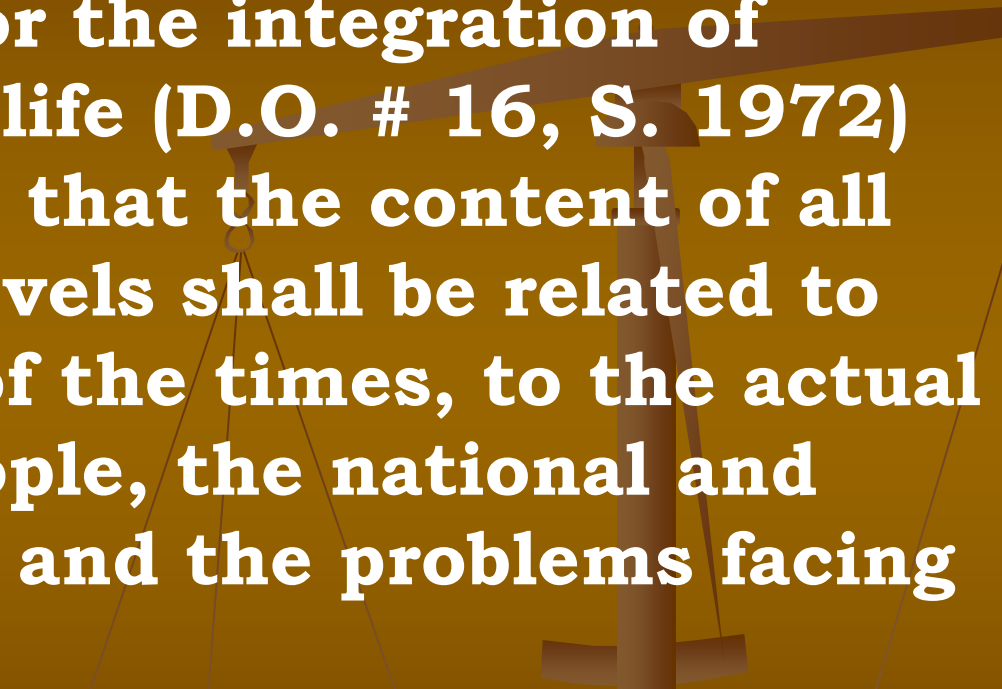
ASIA-PACIFIC REGION

Introduction

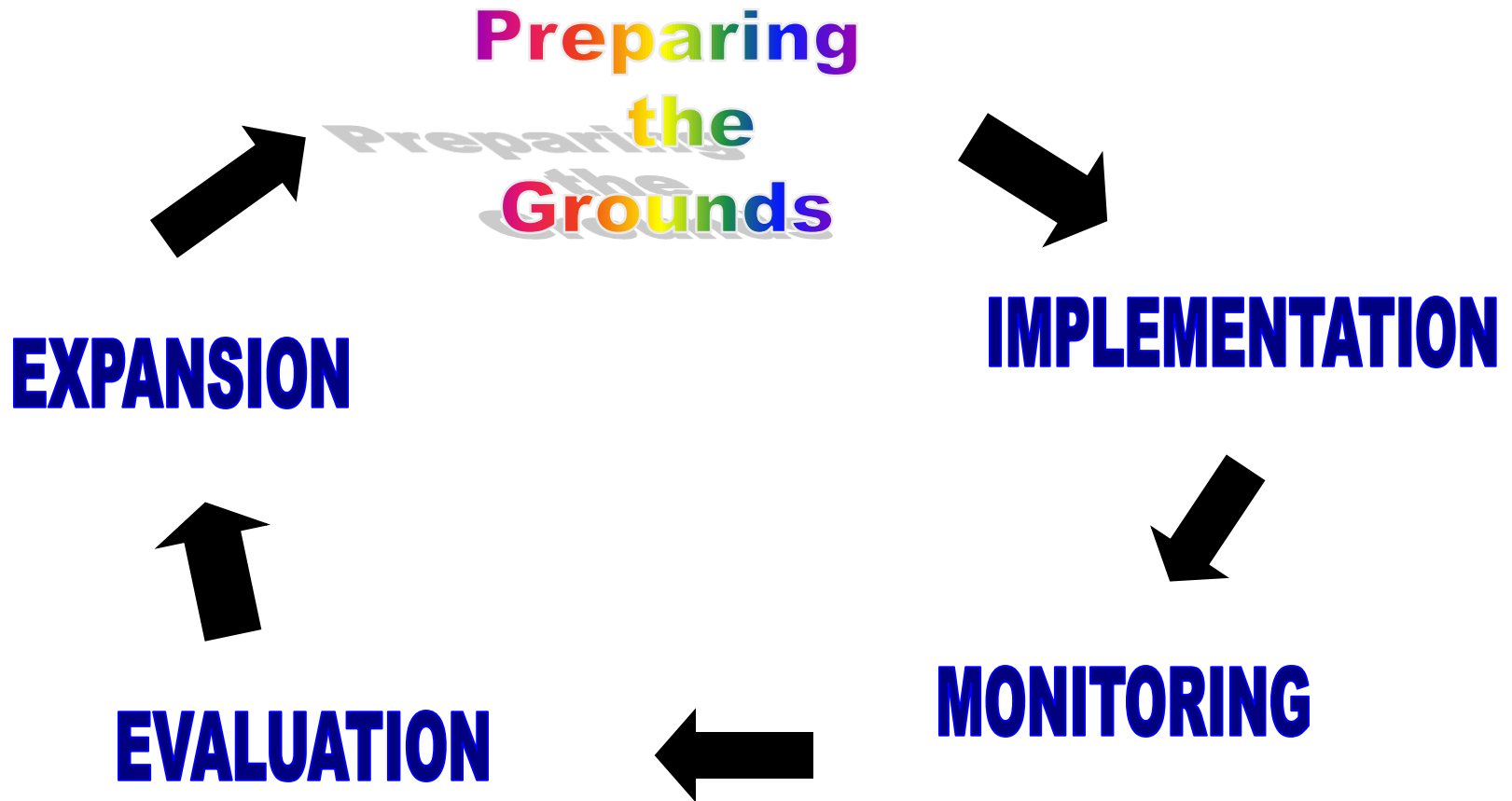
We live in a society characterized by rapid and fundamental economic, technological and socio-cultural changes. Today, a great number of Filipinos are endangered because of poverty, deprivation, and environmental deterioration.

Traditionally, and economically, education and training are geared towards the manpower needs of the country.

As early as the 70s, there has been a serious intent for the integration of education with life (D.O. # 16, S. 1972) which mandates that the content of all subjects at all levels shall be related to the conditions of the times, to the actual needs of the people, the national and local situations, and the problems facing the country.



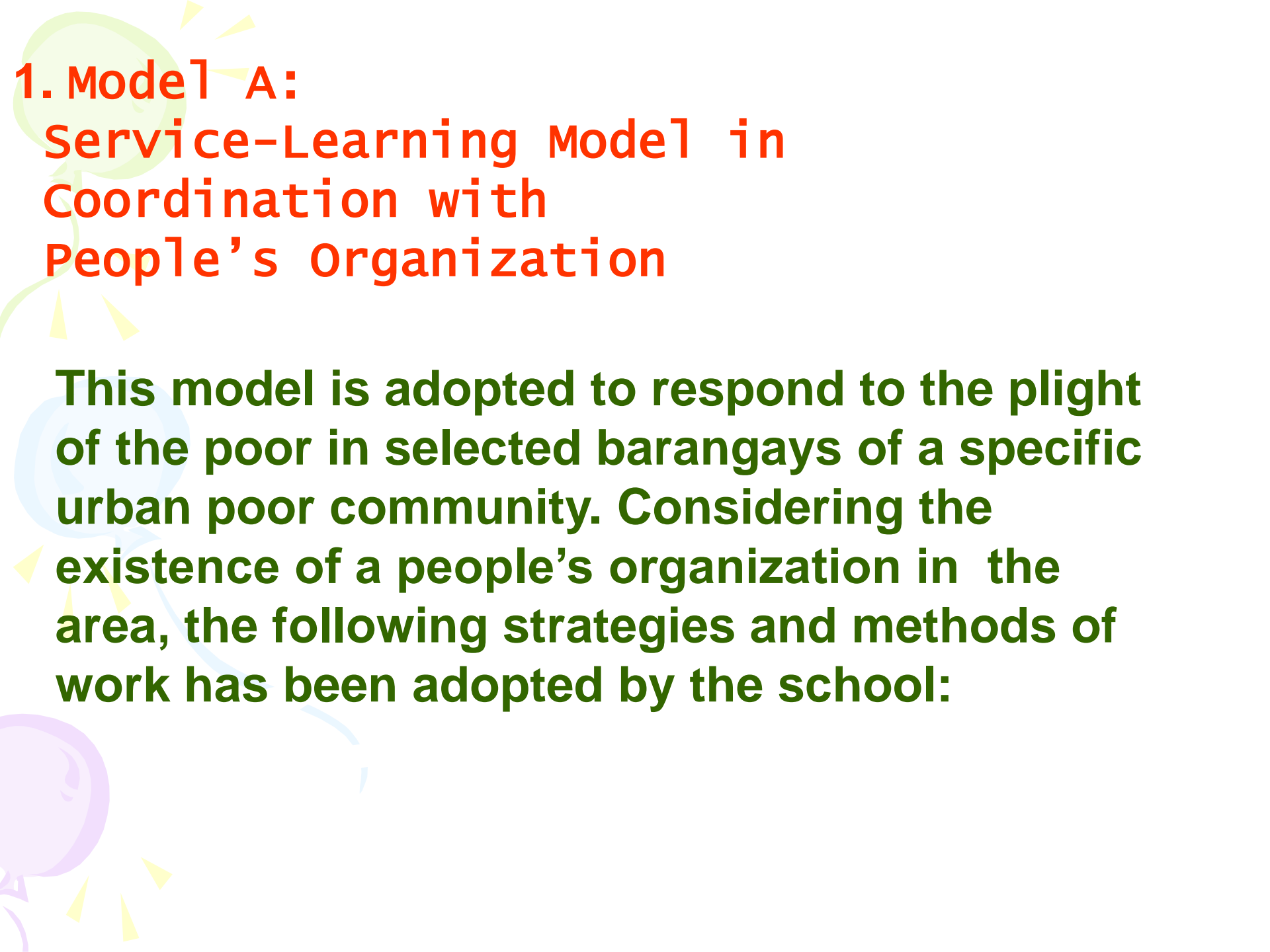
GENERAL GUIDELINES IN SETTING UP SERVICE- LEARNING PROGRAM TOWARDS MORE SUSTAINABLE COMMUNITIES



Selected Service-Learning Models

Basic Premise and Direction:

Service-Learning programs and services should be anchored on the Vision-Mision of the school vis-à-vis the response it can take to respond to the realities of the time towards realizing one of the major function of higher education institutions.



1. Model A: Service-Learning Model in Coordination with People's Organization

This model is adopted to respond to the plight of the poor in selected barangays of a specific urban poor community. Considering the existence of a people's organization in the area, the following strategies and methods of work has been adopted by the school:

A. Preparing the Ground

- Through the Social Action Center of the school an ocular visit and situational inquiry were conducted.
- Courtesy call with the barangay council, parish pastoral council, and other community leaders.
- Initial meetings with the neighborhood were held with the intention of identifying community contacts.
- Community scanning to gather baseline information on the demography, economic and political condition of the community through surveys, focus group discussions and mobilization of volunteers.

- Data processing and needs analysis.
- Data validation and unification on the needs analysis.

B. Locus of Responsibility

School level

- After the data have been validated, the Social Action Center Director convened all outreach coordinators of the different units to come together and talk about how each unit can positively respond to the plight of the people in the community.

Community level

- **Specific roles and functions of community core group members were defined by the members of the organization themselves.**
 - on-going of management at the grassroots level
 - capability building

Sac level

- **Function and networking**
Intra-school, Inter-community information campaign and staff development.

C. Launch the Community Projects

- **Implementation of the agreed projects according to the needs of the people and the expertise that each unit and student organizations (for college students) can provide to the community.**

D. Monitoring

- **Joint planning activities with the POs at the community-level and outreach coordinators at the school level.**

- **Coordinated assessment to help the community identify their strengths, weaknesses, opportunities and threats (SWOT)**
- **Tie up with the data that were gathered by the school and validate with the community.**
- **Identify resources needed as well as networks to respond and to compliment what the community has put up to realize the projects.**

- **On-going formation trainings that enable people to become committed to their cause like seminars that centers on total human person, values, and leadership are important. It is also necessary that seminars are geared towards equipping people to address their own problems.**
- **The monitoring is regularly done by a Social Action Center staff and Implementation is regularly done by student organization charged with the specific area of concern with the help of a community volunteer.**

➤ **Regular consultations**

E. Evaluation

- **All projects are documented with accompanying photos.**

F. Expansion

- **After each project is complemented the school moves to another community where their services are needed.**
- **Synthesizing experiences and lessons learned in rendering services at the community-level and conducting outreach programs at the school-level.**

2. Model B:

Service-Learning Model in Coordination with a Local Church

This model takes off from a particular parish community church that seeks assistance from the school to assist them to realize their dreams and aspirations.

- **The steps adopted are similar to Model A except that one where the Social Action Center has to be represented in the policy and decision making body of the parish which is the Parish Pastoral Council (PPC).**

- **One thing good about this approach is that all the parish ministries operating in the different communities under its jurisdiction converge and coordinate their services to better deliver these services to people. This way the resources available are maximized.**





THAT IN ALL THINGS GOD MAY BE GLORIFIED.