

**Towards a New  
Paradigm for  
Service-Learning  
as a  
Transformative  
Integrator Within  
and a Bridge  
between the  
Academe and  
Community**

**3<sup>rd</sup> Asia-Pacific Regional  
Conference on  
Service-Learning  
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# The Research

This study attempted to contextualize the American Service-Learning models to the Philippines by seeking a possible link between educational goals of students and community development goals as MDGs within the TUA experience and related practices.

# Research Context

- The study used qualitative method employing evaluation and exploratory techniques
- Purposive sampling

# Research Context

- Three groups of participants took part:
  1. Community pedagogy implementers, Faculty and facilitators,
  2. selected senior students.
  3. Fifteen (15) community partners took part in interviews and Focused Group Discussion
- The Finance Director, the TCCD Director, college department community outreach coordinators

# The Trinity University of Asia Case

1. Analyzing Service-Learning Theory
2. Practices within TUA
3. Linking Service-Learning to MDGs

## Sir Michael Sadler, 1900

In studying foreign systems of education we should not forget that things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside...

## Sir Michael Sadler, 1900

We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant....

## Sir Michael Sadler, 1900

A national system of education is a living thing, the outcome of forgotten struggles and difficulties and of battles long ago. It has in some of the secret workings of national life...

## Sir Michael Sadler, 1900

It reflects, while seeking to remedy, the failings of national character. By instinct it often lays special emphasis on those parts of training which the national character particularly needs. (Sharma, 2005:7-8)

**Service-Learning has roots in the American experience.**

1.

# Analyzing Service-Learning Theory

*Corporation for*  
**NATIONAL &  
COMMUNITY  
SERVICE** 



**ETR**  
Associates

**The Corporation for National and Community Service and ETR Associates, 2011 presents a timeline in the evolution of the practice of Service-Learning to become part of the Community Service Trust Act (1903 to 2003)**

- **1903** — Cooperative Education Movement founded at the University of Cincinnati as the start.
- **1905-1910** - William James and John Dewey developing intellectual foundations to service-based learning. ...
- **1993** - President Bill Clinton signing of the National and Community Service Trust Act of 1993....

Source:

URL: [http://www.nationalservice.gov/about/newsroom/releases\\_detail.asp?tbl\\_pr\\_id=1915](http://www.nationalservice.gov/about/newsroom/releases_detail.asp?tbl_pr_id=1915)

National and Community Service Trust Act, 1990,  
ratified & expanded in 1993, S-L Defined

(A) A method under which students or participants learn and develop through active participation in thoughtfully organized service that ...

*(i) is conducted in and meets the needs of a community;*

**SEC. 101. [42 U.S.C. 12511] Definitions (No.23)**

**National and Community Service Trust Act, 1990,  
ratified & expanded in 1993, S-L Defined**

**(A) A method under which students or participants learn and develop through active participation in thoughtfully organized service that ...**

*(ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;*

**SEC. 101. [42 U.S.C. 12511] Definitions (No.23)**

**National and Community Service Trust Act, 1990,  
ratified & expanded in 1993, S-L Defined**

**(A) A method under which students or participants learn and develop through active participation in thoughtfully organized service that ...**

*(iii) helps foster civic responsibility*

**SEC. 101. [42 U.S.C. 12511] Definitions (No.23)**

## S-L Defined cont....

### (B) A method that ...

*(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and*

**SEC. 101. [42 U.S.C. 12511] Definitions (No.23)**

## S-L Defined cont....

### (B) A method that ...

*(ii) provides structured time for the students or participants to reflect on the service experience.*

# Goals of Service-Learning in Higher Education

1. To promote engaged citizenship
2. To catalyze and lead a national movement to reinvigorate public purposes and civic mission

(Presidents Declaration on the Civic Responsibility of Higher Education, 1999).

# ULTIMATELY

The core of Service-Learning is inspiring social change, fostering civic responsibility, raising social entrepreneurs and social entrepreneurial thinking among students and partners towards making the world communities better.



Service-Learning, therefore,  
must raise high the degree of  
self-efficacy among participants  
to believe firmly in their abilities  
to make change.

Transformation must happen!

# Social Needs to Address

Amounts to Social welfare activities. That is to make certain that all citizens promptly satisfy their need for:

1. a decent income
2. housing
3. education
4. health care
5. personal safety, and
6. the ability to participate in community affairs.

# COMMUNITY SERVICE

Philippine DepEd:

“Any activity that helps achieve the general welfare and the betterment of life of members of the community, or enhancement of its facilities especially those devoted to improving health, education, safety, recreation and morale of the citizenry”

(DepEd Order No. 50, s. 2005).

# Addressing Social Needs

“To assure effective, equitable, and updated services requires orderly planning mechanisms, good social accounting, prompt feedback, and close coordination of economic and social policies” (Bell, 1987, p.7)

**2.**

# **Practices within TUA**

# Meeting Service-Learning Goals through ...

- **Trinitian Center for Community Development (TCCD)** Integrated Community Service
- **National Service Training Program (NSTP) Act of 2001 Republic Act 9163**
- **Curricular based Service-Learning**  
(Changemaking & Public Service projects)
- **International Partnership for Service-Learning (IPS-L)** Since 1986 link Study and Volunteer Service

# Service-Learning Encounters & Partnerships

- NGOs and Social Welfare agencies where students are fielded for Service and learning
- Partner Communities: in-city poor and informal settlers
- Street Families
- Local Governments

# Living the Spirit of Service-Learning through Student Community Involvements

Meeting Service-Learning Goals Through	Relevant & Meaningful Service	Enhanced Academic Learning	Purposeful Civic Learning
TCCD	Yes	Yes	Yes
NSTP	Yes	Yes	Yes
Curricular	Yes	Yes	Yes
IPS-L	Yes	Yes	Yes

# Realizing Goals of Service-Learning: How the TUA Experience Hold Together

The TUA experience holds together with an explicit

- Vision
- Mission
- Educational Philosophy
- Set of Core Values

And at the center of community relations are

- Curricular mandated
- Course Specific Requirements
- Voluntary Services.

At the core of such community service is the spirit of Service-Learning as the animating force.

# TUA Vision

A premier Christian university in Asia and the Pacific transforming a community of learners into leaders towards a humane society.

## **Mission:**

Promote the formation of integrally-developed, competent, productive, and socially-responsible citizens by:

- Instilling Christian values in all its academic programs, co-curricular and extra-curricular activities
- Providing excellent services for a quality learning environment
- Extending ideals on service-learning to its partners to empower communities to be self-reliant
- Encouraging self-improvement among employees to gain higher competence and better skills towards service excellence, and
- Exercising sound management of its resources.

# TRINITY UNIVERSITY OF ASIA

## TUA VISION

*A premier Christian University in Asia and the Pacific transforming a community of learners as leaders towards a humane society*

### TUA Educational Philosophy

*Preparing for Life through, God-Centered Education and Service*

### TUA MISSION

*To promote the formation of integrally-developed, competent, productive and socially responsible citizens*

Curricular Mandated

Service Learning

Voluntary Service

Course Specific Required

### Social Responsibility (one of TUA Core Values)

*We commit to deliver services through integrated community development programs*

# Realizing Goals of Service-Learning

## Findings: Benefits for Students

- Comprehensive way of learning – integrating theory and practice, academic and experiential learning
- Development of civic, social justice knowledge, competencies, skills, values
- Learning about a community

# Findings: Benefits for Students

- Opportunity to participate in direct nation building activities
- Gain familiarity with marginalized communities

# Findings: Benefits for Partner Communities

- Scholarship assistance
- Medical seminars and medical missions
- Educational and livelihood trainings
- Relief services during stressful moments
- Help in organizing adults and the youth

# Findings: Benefits for Partner Communities

- Livelihood and skills trainings for self-employment: Cosmetology, Dressmaking, and Tailoring explained
- Scholarship Grants: Pre-school, Elementary, High school, Technical and Collegiate levels

# Findings: Benefits for Partner Communities

- Helped to rebuild a community bridge which got cut off by a strong typhoon and floods
- Helped build a community library

**Where is TUA in  
terms of realizing  
the S-L Goals and  
the Ultimate?**

# Challenges for Outcome and Impact Assessment

1. There are no mechanisms to help the university stay in contact with graduates to assess long-term impact, multiplication impact, self-transformation etc.
2. Cumulative and sustained change is hard to trace within communities served.

# Challenges for outcome and impact assessment

3. Most activities are focused on addressing “symptoms” of Poverty
4. The focus of involvements is largely on “small things” (Not on big social needs)
5. Student–Centric and Activity based approach (Not on the goal)

**3.**

**Linking  
Service – Learning  
to MDGs**

# 8 MDGs rooted in latest development theories and practice

Goal1: Eradicate extreme poverty and hunger

Goal2: Achieve universal primary education

Goal3: Promote gender equality & empower women

Goal4: Reduce Child mortality

Goal5: Improve maternal health

Goal6: Combat HIV/AIDS, malaria & other diseases

Goal7: Ensure environmental sustainability

Goal8: Develop a Global partnership for development

# THE FRAMEWORK

Learning to Serve

Educational Goals

Development Goals (MDGs)

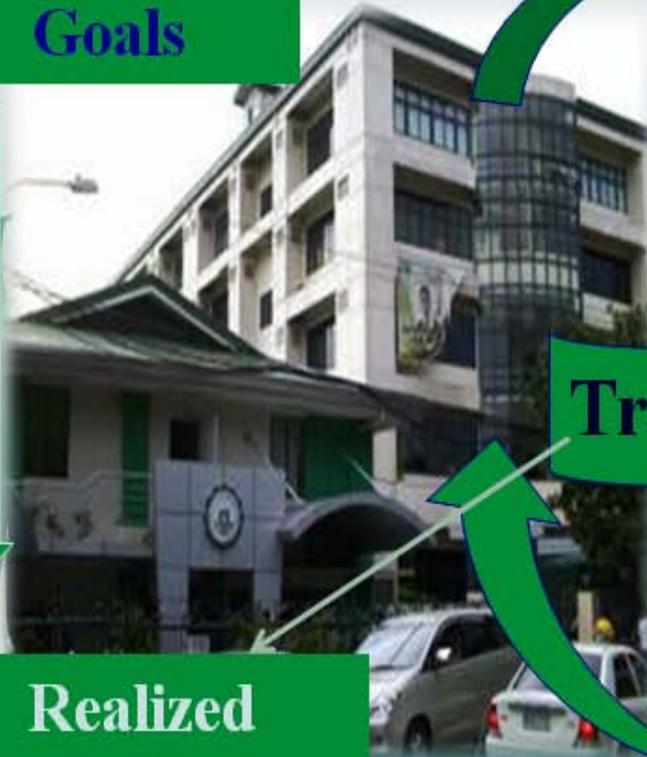
S-L

Transformation

Realized Educational Goals

Realized MDGs

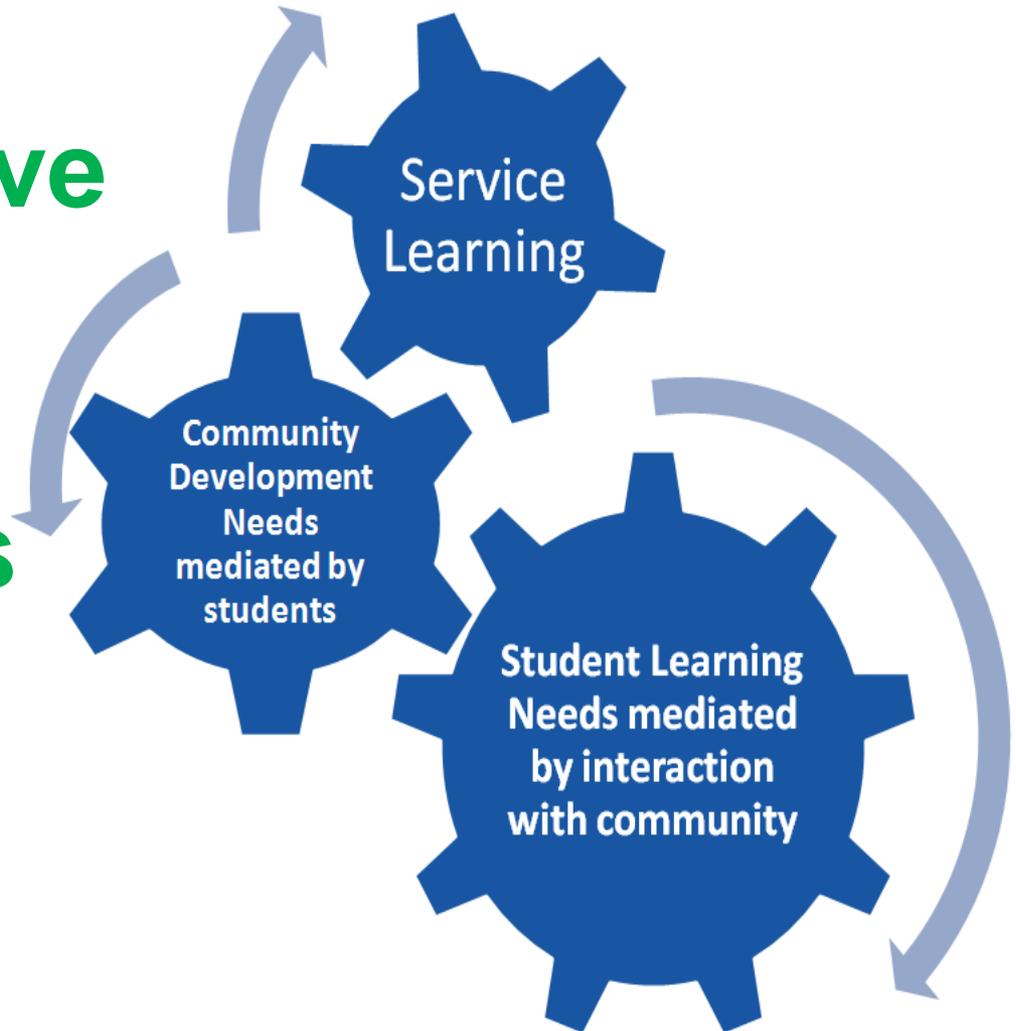
Serving to Learn



# Starting point

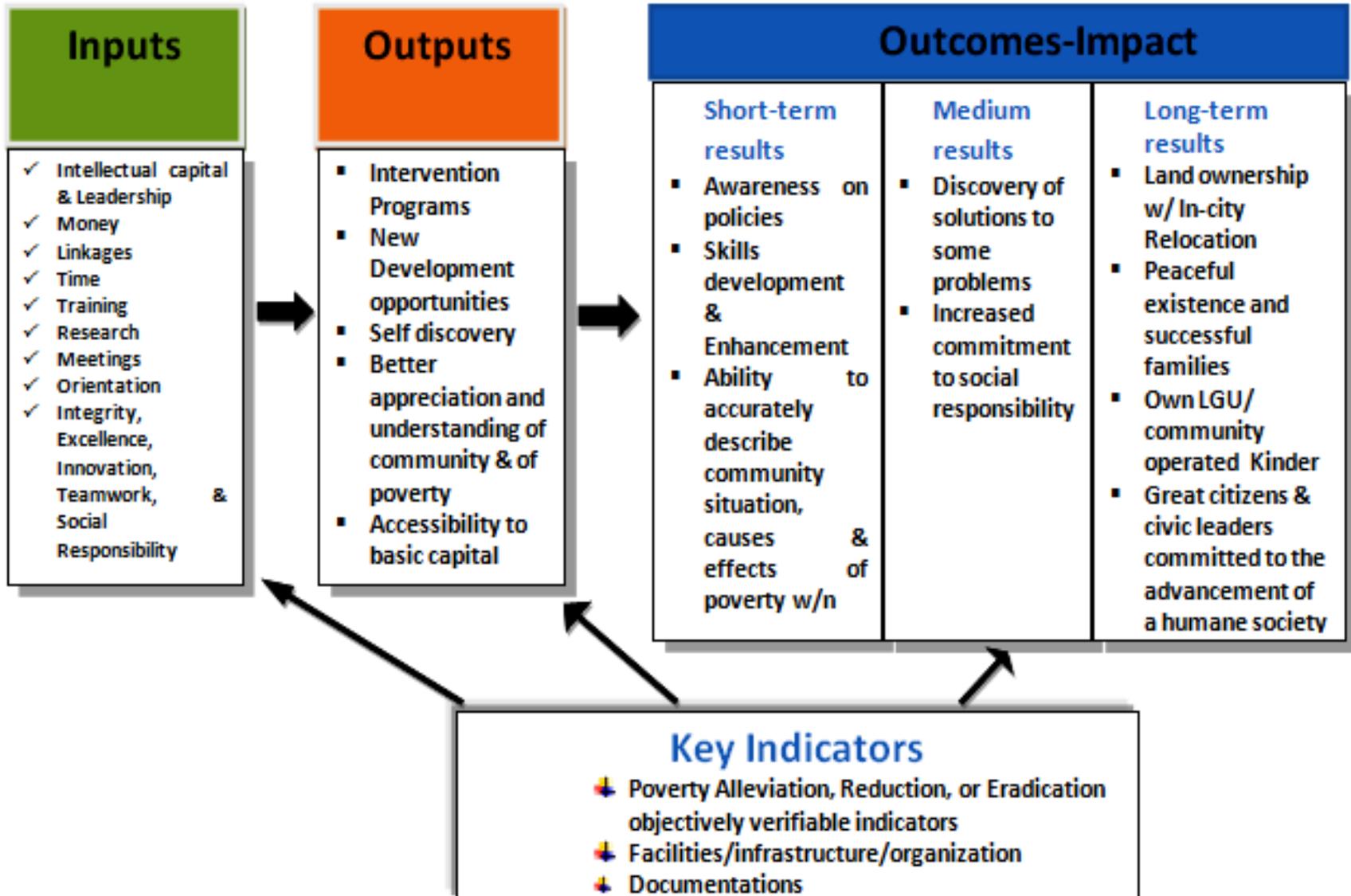
The starting point is mutual recognition of needs and aligning them to their proper logical ends. Planning and designing can be done along the MDGs but with specific and measurable key indicators for both parties.

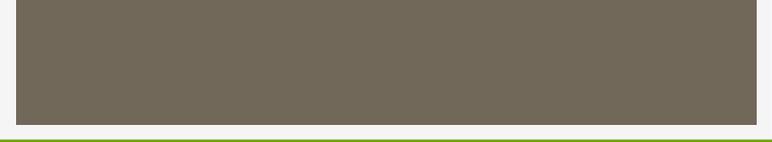
# Positioning S-L as Transformative Integrator of TUA-Partner Communities



# School-Community Relations Logic Model

That factors in and integrates mutual learning & development needs





The Model takes into consideration the various development theories, philosophical, theological underpinnings, educational philosophies and pedagogy as espoused by Service-Learning Theory.

The Inputs include tangible and non-tangible resources from both the school and community.



**Students Conduct field research to determine actions**



**Students sponsor a child**

Outputs and Outcomes are articulated in terms that reflect the partnership mutual needs in Short-term, Medium, and Long-term seeking objectively verifiable results.

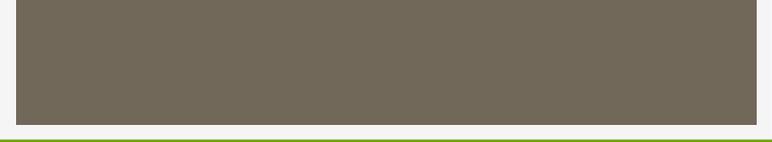


Students help a Self-employed mother, TUA Trained Massage practitioner, with advertising materials to help improve her income level



The Inputs include tangible and non-tangible resources from both the school and community. Outputs are also articulated in terms of both community and school gains.

On the side of Outcomes again this covers the partnership mutual needs in Short-term, Medium, and Long-term objectively verifiable results.



**Key indicators must also be clearly identified with specificities.**

**Towards a New Paradigm for Service-Learning as a Transformative Integrator Within and a Bridge between the Academe and Community is an effort to enable undertaken S-L activities accrue to sustained incremental and cumulative mutual impacts where long-term transformational is visible.**

# THE FRAMEWORK

Learning to Serve

Educational Goals

Development Goals (MDGs)

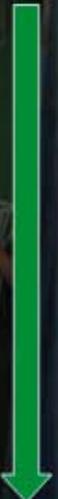
S-L

Transformation

Realized Educational Goals

Realized MDGs

Serving to Learn



**Thank You!**