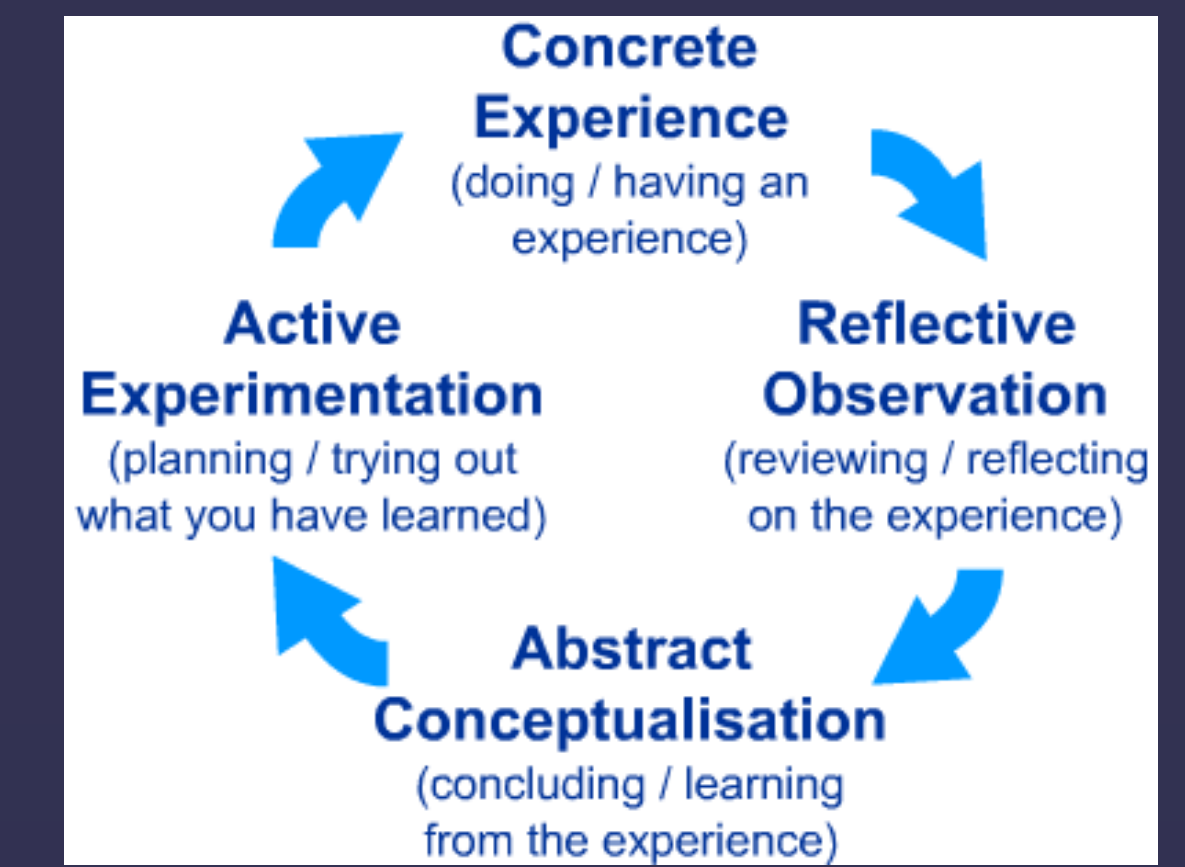


# INTERNATIONAL SERVICE-LEARNING: ENHANCING SUSTAINABLE LINKS WITH COMMUNITIES

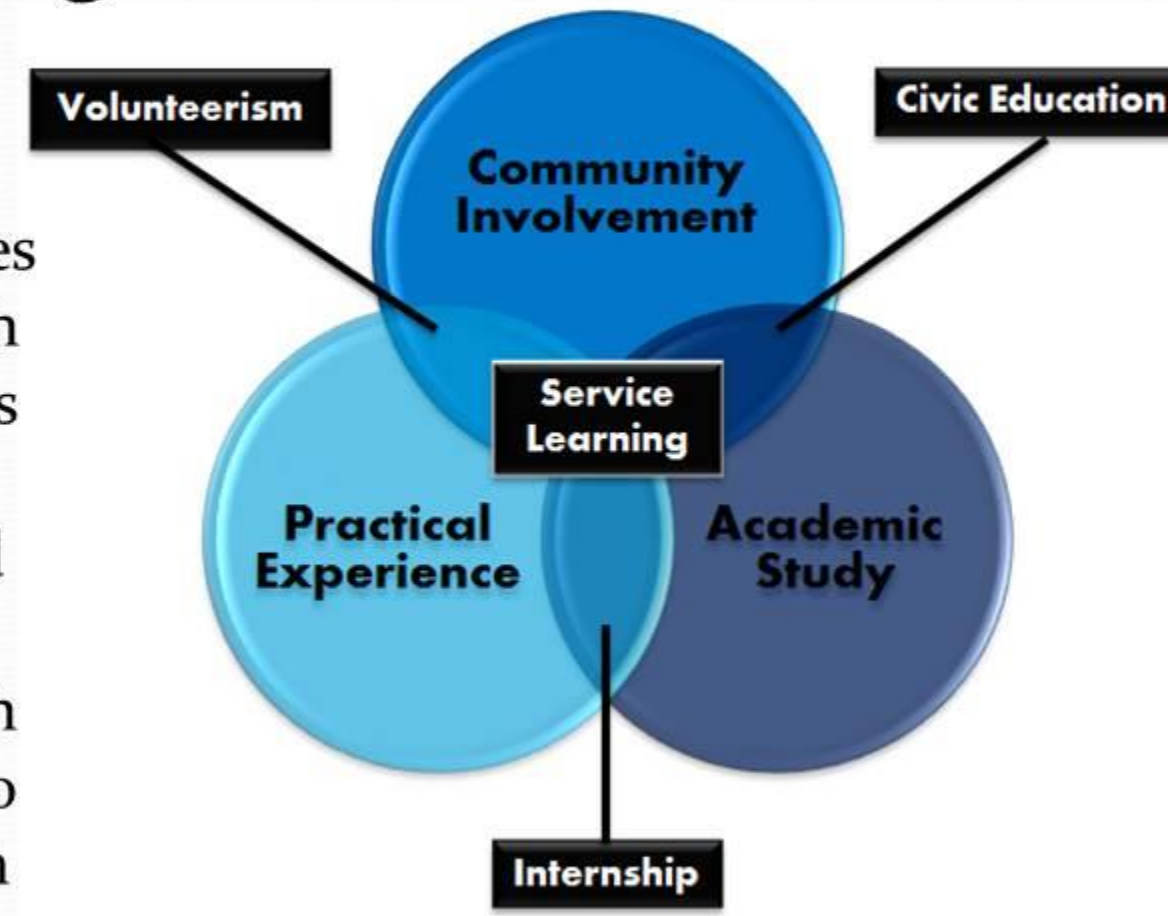
Tell me and I forget;  
Show me and I remember;  
Involve me and I understand

By Henri Boyi(French Studies)  
Mariana Prado, Natalie Abeyseena, Rachel Goldstei



## Service Learning

Service Learning is a form of experiential education that integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility, providing students with several opportunities to complement classroom instructions.



## So, What is International Service Learning?

"International service-learning, then, is more than just another program. It validates the reality that there are valuable epistemologies beyond those found in the traditional academic disciplines. It makes concrete the mission of higher education to widen our horizons and to lead us beyond ourselves toward actively addressing human needs and the pressing issues faced by communities, nations, and the world" (Jacoby, 2003, p287)



UWO Students after Building a Water Tank for Hope Village Orphans.

## Fundamentals of (International) Service-Learning

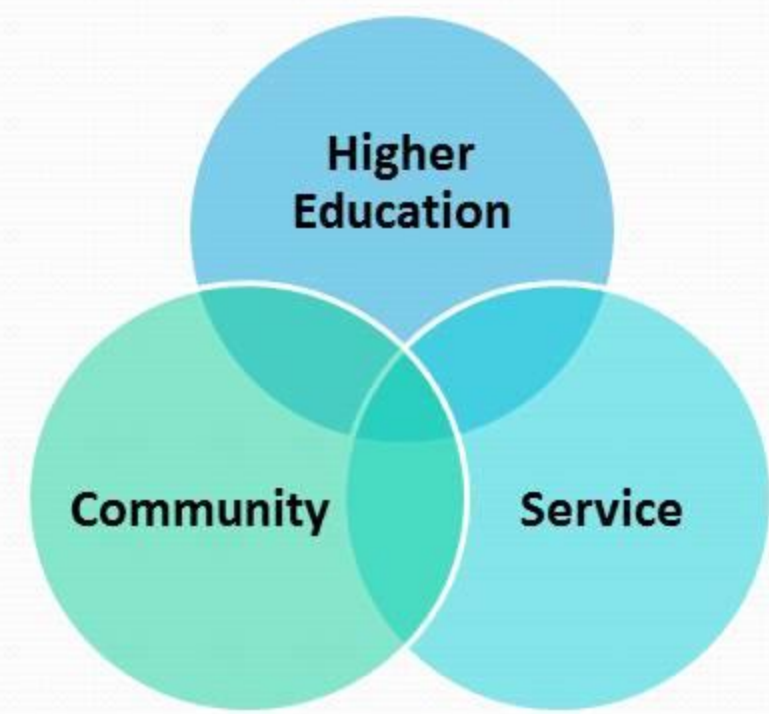
- ❖ Service-learning is also a pedagogy that is grounded in experience as a basis for learning and on the centrality and intentionality of reflection designed to enable learning to occur.
- ❖ What is the formula for Service-learning? There can be no recipe or formula for successful, sustainable, democratic partnerships for service learning .

## Fundamentals of (International) Service-Learning

- ❖ High quality service-learning that is beneficial to all parties involved must be built on a solid foundation of carefully developed partnerships.
- ❖ As a form of experiential education, service-learning is based on the pedagogical principle that learning and development occur as a result of reflection and not necessarily as a result of experience. (Jacoby, 1996)
- ❖ "All parties in service-learning are learners and help determine what is to be learned. Both the server and those served teach, and both learn" (Kendall, 1990, p22)

## Approach to (International) Service Learning

This approach requires:



- ❖ A comprehensive community situation analysis.
- ❖ Full involvement of representatives of the 3 sectors: Higher education, community and service.
- ❖ Matching community needs with academic learning experiences.

## Our experiential Learning in the Rwandan Community

- ❖ Established a sense of interdependence and interrelatedness.
- ❖ Addressed real community needs.
- ❖ Established a relationship between the students and the community.
- ❖ Allowed to develop personal and social learning.
- ❖ Created opportunity for career exploration.
- ❖ Was suitable to meet learning goals in different subject areas.



Western students teaching sexual health with Centre Maremo 2014

## Testimonials from our Community Partners in Rwanda



"Their lessons were always carefully prepared and taught with passion and modesty... We all learnt from the UWO students and their professor a genuine spirit of humanity and a strong will to build lasting cultural binding ties...Yet the building of a strong bridge between our desires for a better world and also between our cultures was started with a very strong foundation."

Rafiki Callixte, Director Les Enfants de Dieu Centre.

## Testimonials from our Community Partners in Rwanda



"During their time at Centre Maremo, the Maremo children and youth learnt so much from the group... They had wonderful time exchanging views and thoughts with our youth on Canadian culture and Rwanda culture... All members of the group are very hard working young people with passion and compassion; they are very committed team players and admirable polite persons. This group is sincerely unique. They came for Community Service-Learning but they taught more than we could ever expect... We wish that their experience in Rwanda will have the same impact on their friends and family in Canada, and on their University."

Nicolette Nsabimana, Coordinator of Centre Maremo Association.

## Testimonials from our Community Partners in Rwanda



"On all these occasions... students [learnt] the values of intercultural understanding and community service in order to make a difference in the lives of Rwandan children and youth... I have had many opportunities to meet with the Directors of the different Community Centers where Henri and his student worked... Henri and his students gave drinking water to orphans by building two water tanks at Hope Village; they taught English to children, youth and even teachers at Gisimba, Maremo and Les Enfants de Dieu; they also gave hope to many youth and adults with whom they created lasting relationships"

Prof. Firmard Sabimana, Registrar Kigali Health Institute.

## Service Learning Partnership



Donated school supplies at Gisimba Memorial Centre from Shelby Gobbo (2013 student) 2014

"We must become storytellers, peacemakers and leaders that will help deconstruct the 'single story' that traps and limits developing countries. I am convinced it is these types of community service learning opportunities that will help develop the type of global citizens our world so desperately needs."

-Mariana Prado, 2014

## Service Learning Partnership



Robyn Smith with Gisimba Orphanage Soccer Team 2014

"I was provided with unforgettable lessons on the realities of the human condition. I had witnessed a degree of resilience to adversity that made me question my own life and the triviality of the issues I had deemed significant in Canada...this trip changed me in several ways."

-Natalie Abeyseena, 2014

## Service Learning Partnership

- ❖ Some of the most rewarding Service Learning partnerships happen when Faculty and partners connect to set up an opportunity for students.
- ❖ A sustainable partnership is where both parties understand expectations and can rely upon each other's needs.
- ❖ A successful service-learning partnership meets the needs of both partners.
- ❖ Universities that are deeply committed to service-learning should enter into authentic, sustained partnerships with the communities in which they are located.