

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)

2017


SERVICE LEARNING Evaluation Report




A REPORT FROM

AFRICAN SISTERS EDUCATION COLLABORATIVE

2017 Service Learning Program EVALUATION REPORT



The African Sisters Education Collaborative (ASEC) is an international organization, whose mission is to facilitate access to education for women religious in Africa that leads to enhancement and expansion of the education, health, economic, social, environmental and spiritual services they provide. Seeking to engage Catholic sisters, and university students, in cross-cultural relationships and interactions, ASEC began its Service Learning program in 2008. Since that time, the program has served over 100 students. The program is available to undergraduate and graduate students from ASEC's four founding universities and colleges: Marywood University, Chestnut Hill College, Rosemont College, and Neumann University.



The Service Learning program takes place annually, with students completing a university course in the spring semester and participating in a three-week service learning trip to an African country in the summer months. ASEC has ten countries of operation in Africa and the service trip rotates to a different country every two years. Service sites in the destination country are identified through coordination and collaboration with ASEC partners on the ground.

ASEC's Service Learning program integrates classroom instruction, international service opportunities and spiritual and critical reflection to provide students with a pragmatic, progressive and intentional learning experience. Catholic sisters in the host country also engage in a learning process, as they participate in a cultural exchange with students and guide students in providing useful service to populations in need. This report discusses outcomes related to the 2017 Service Learning program, and is the first annual evaluation report. Service learning reports will be produced annually from this point forward.

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Overview of ASEC's Service Learning Program

The goal of ASEC's Service Learning Program is to provide international service learning opportunities for faculty, students and sisters of ASEC member colleges, universities and congregations. The service learning opportunities are intended to broaden the cultural perspectives and enrich the lives of those who serve and those who are served. Through these opportunities the participants deepen their understanding and appreciation of a culture different from their own and see more objectively the strengths and challenges of their own cultures.

Students participating in the Service Learning Program first engage in classroom learning to develop a deeper understanding of local and global communities they serve abroad. After gaining more knowledge about service learning and the country and region where they will serve, students then travel to Africa, where they "learn-by-doing" through exposure to salient issues within African society, and through interactions with the people they meet and serve.

In addition, sisters from the ASEC member congregations have the opportunity to participate in the ASEC service learning project in selected nations where ASEC serves. Sisters undertake similar preparations to the student volunteers so as to have an all-inclusive experience and to develop their own cultural understanding. Host sites for service learning are selected in



collaboration with ASEC staff; sisters working in a variety of ministry sites may host students. Service opportunities may include: working with orphans and vulnerable children; assisting persons who are ill or who have developmental challenges; tutoring students, especially in English; agricultural work/gardening; assisting staff in hospitals and/or health clinics, such as HIV/AIDS clinics; joining school students in extracurricular activities; working with boys who formerly lived on the streets in slum areas; and more. The sisters' presence will also support the spiritual focus of the experience of service to enrich the student volunteers as well as learn from the host community.

Service Learning Staff

There are three roles to be fulfilled in providing participants with a successful service learning experience; these roles are coordinator, mentor and professor. While the individual roles call for specific activities, the collaboration of the team members is vitally important.

The coordinator oversees recruitment and selection of students, fundraising activities, and trip preparation tasks. Mentors are selected from each university or college with students participating in the service learning program. Mentors accompany students on the service learning trip, assist in preparations leading up to the trip, and facilitate reflections and discussions during the trip. Mentors also collaborate with ASEC's staff in country to plan the trip agenda and make any necessary adjustments. Professors at each participating university teach the service learning course which focuses on salient issues in Africa and the host country.

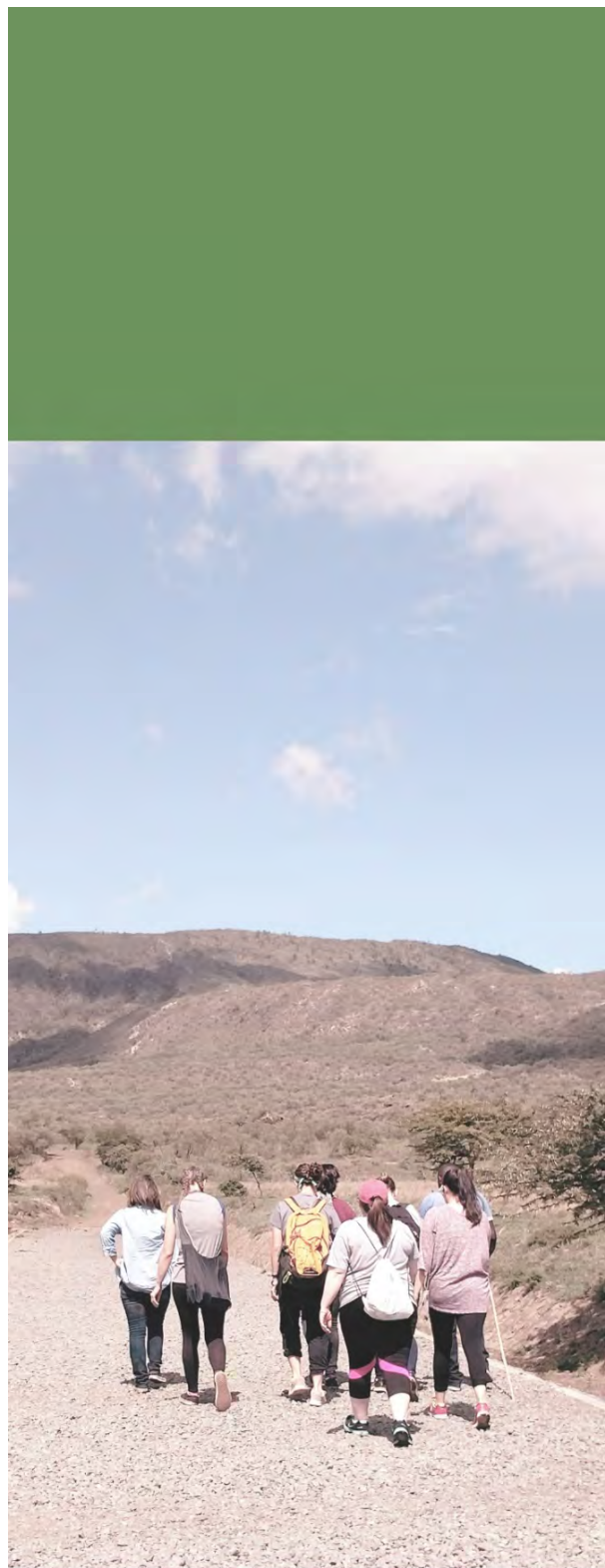
In addition to the staff who facilitate the implementation of the program, sisters serving site hosts communicate about and plan service activities and agendas with the coordinator, mentors and professors.

Service Learning Objectives

1. Provide participating U.S. students, faculty and sisters with authentic situations for cultural immersion experiences
2. Enhance participating students' academic course content as it relates to globalization
3. Broaden international perspectives of participating students and faculty
4. Diversify participating students' career perspectives
5. Provide students in Africa with opportunity to practice and communicate using Standard English, and build relationships with people from a different culture
6. Enhance cross-cultural and international awareness, mutual respect and appreciation of others among all participants
7. Provide an opportunity to experience service with a spirituality foundation

Service Learning Program Evaluation Methodology

The Service Learning program evaluation utilizes an objectives-based approach, assessing progress towards meeting its seven program objectives, listed above. Student participants and Catholic sisters who serve as site hosts are asked to complete separate surveys assessing their experiences, perceptions, and beliefs related to the program objectives, and additional impact areas. Both quantitative and qualitative data are collected. Survey respondents rated quantitative survey items on a scale 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree. Also some questions required a Yes/No response. Qualitative data was collected through open-ended questions. The Service Learning mentors, who participate in the service learning trip with students, also provided written feedback and suggestions which contributed to this report.





2017 Service Learning Participants

In 2017, a total of eight students participated in the service learning program: two Marywood University students and six Chestnut Hill College students. Students represented a fairly wide range of ages, from 18 to 27. One participant was a graduate student, one was a graduating senior, and the remaining six participants were undergraduate students.

The students were accompanied by two mentors, Dr. Jacqueline Reich, a professor at Chestnut Hill College and Jennifer Mudge, a staff member with ASEC, which is housed at Marywood University. The service learning course at Chestnut Hill College was taught by Dr. Reich and the course at Marywood University was taught by Sr. Margaret Gannon, Ph.D., who is the current Service Learning Program Coordinator and was a former mentor for service learning trips. The professors collaborated in teaching their classes and made efforts to connect the Marywood University and Chestnut Hill College students prior to the trip.

Students were hosted by the Little Sisters of St. Francis (LSOSF); four sisters of LSOSF and four sisters from other congregations served as site hosts for the service learning activities. St. Francis Spiritual Centre Administrator, Sr. Angelina Mumbi, served as the contact person for the LSOSF sisters. The students and mentors were also assisted by ASEC Regional Director in Kenya, Sr. Lina Wanjiku Ndung'u.



2017 Service Opportunities

During the service trip, the eight students and two mentors were hosted by the Little Sisters of St. Francis at their compound in Kasarani, which is situated about 10 miles from the Nairobi city center. The students and mentors served at four sites on the compound and also resided within the compound for the duration of the trip. While most service was performed onsite at the St. Francis compound, there were three additional services sites, asterisked below. Students served in the following ministries:

- St. Francis Community Hospital
- St. Francis Community-based HIV/AIDS Program/Clinic: Prevention, Testing and Outreach to HIV positive individuals and their families in the neighboring areas
- *Mount Laverna Girls School & Maria Immaculate Educational Centre: Two secondary schools, with students of different socioeconomic statuses
- Ukweli Home of Hope: A home for boys formerly living in poverty in slum areas
- St. Francis Refugee program: Catering and sewing vocational training programs for refugees living in Kenya
- *Mother Theresa Orphanage: An orphanage for children with physical and/or intellectual disabilities

- *St. Martin's School: A primary and secondary school operating in a slum area. The school provides a feeding program for local children who are under- or malnourished

**Sites served outside the St. Francis compound*



The students also visited one of ASEC's program alumna, Sr. Ann Kamene, who completed the Higher Education for Sisters in Africa (HESA) program in 2016. She earned a Bachelor's degree in Development Studies and shortly after graduation, became the Administrator at the Cheshire Home for Girls in Limuru. The home provides a residential and training program for girls with varying mental and physical disabilities. Students learned about her ministry, interacted with the girls at the home, and had an opportunity to tour the home and ask questions about social service provision in Kenya.



Program Outcomes

Within this section, program outcomes related to the seven program objectives are discussed. Quantitative and qualitative data are discussed.

Cultural Immersion Experiences (Objective 1)

While all student survey respondents (N=3) participated in community service in the U.S. prior to the ASEC Service Learning program, only one student participated in international service learning prior to the ASEC Service Learning program, and one student had travelled internationally. It is important to highlight that only three of the eight students on the service learning trip completed the evaluation survey.

Among host sisters survey respondents (N=5), only one had previously worked with an international volunteer. For most students and sisters, the Service Learning program provided a new opportunity for cultural immersion that they had not experienced prior to the program.

Students (N=3) reported that their perspective on service learning changed after participation in the program. They offered the following insight into how their perspectives changed after this cultural immersion experience:

"I have a deeper respect for service learning and realized everyone will have a different experience with it."

"I was unaware of how much 'learning' would occur. The learning part really exceeded the service part in my opinion (in a good way)."

"A handful of my friends had the opportunity to go on service learning trips, I just never thought I would have the chance. My friends talked only great things about their trips. Now I fully understand where my friends are coming from when they say the trips are life changing and so impactful."

The table below shows students' and host sisters' previous cultural exchange and/or immersion experiences.

Students' Previous Volunteering or Service Learning Experience (N=3)
Host Sisters' Previous Interactions with Volunteers or Students (N=5)

Number of Students Reporting Previous Experience In:		Number of Host Sisters Reporting Previous Experience Working with:	
Community Service in the U.S.	3	Kenyan Volunteers	3
Service Learning in the U.S.	0	Volunteers from Other African Countries	1
International Service Learning	1	International Volunteers	1
International Volunteering	0	Kenyan Students	3
Travelling Internationally	1	Students from Other African Countries	1
Study Abroad Program	0	International Students	1
University Student Organization Related to Service or Volunteering	2		



Enhancing Students' Academic Course Content Related to Globalization (Objective 2)

Under this theme, student responses indicate that course could be more effective in preparing students for the service trip, although it should be noted that only three of the eight students provided feedback. However, there was a higher level of agreement on items related to the impact of the trip itself, specifically regarding increased knowledge of Kenya and increased understanding of course content once students participated in the service trip. All students completed a paper after returning from the trip, reflecting on their international service learning experience. More in-depth assessment under this theme may be needed, although there is some overlap between responses under this theme, and the theme of *Broadening Participants' International Perspectives*, in the next section.

Student Responses to the Service Learning Course (N=3)

Survey Item	Mean	Standard Deviation
The service I provided while abroad helped me better understand the course readings and lectures on the country I visited	3.333	0.577
The course helped prepare me for the service learning trip	2.333	2.082
This experience increased my knowledge about the country that I visited	4	0.000

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Broadening Participants' International Perspectives (Objective 3)

Both students and host sisters expressed a change in their international perspectives after participating in the service learning experience. All three student survey respondents said their outlook on their role in the global community changed as a result of this experience. Students shared:

"I feel morally responsible to know what is happening around the world, and because of this trip, I think I could be more useful discussing global affairs, and perhaps helping in certain situations."

"Yes, I understand the importance of keeping close communication with other global communities...because each of us have different resources and knowledge. We are able to hopefully help one another and work as a team."

Students and host sisters responses to items related to broadening their international/global perspectives appear in the tables below.

Student Responses to Items Related to Broadening Their International Perspectives (N=3)

Survey Item	Mean	Standard Deviation
This experience increased my understanding of a foreign culture	4	0.000
I participated in traditional cultural activities through this experience	4	0.000
After this experience I have a better understanding of the needs and problems facing the country that I visited	4	0.000
Engaging in reflections during the service learning trip increased my understanding of cultures different from my own	3.6667	0.577
This experience increased my interest in global news and affairs	3.6667	0.577

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree

Sisters' Responses to Items Related to Broadening Their International Perspectives (N=5)

Survey Item	Mean	Standard Deviation
This experience challenged me to consider new beliefs or perspectives	3.6	0.548
I am more interested in global issues after this experience	3.8	0.447
I feel more part of a global community after this experience	3.8	0.447

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Diversifying Students' Career Perspectives (Objective 4)

All students (N=3) strongly agreed that the service learning experience increased their interest in working internationally and serving the global community. One student noted: "I am motivated to return to Africa and continue serving and using my education to improve social justice and human rights."

Student Responses to Items Related to Serving/Working Internationally (N=3)

Survey Item	Mean	Standard Deviation
This experience has increased my interest in working internationally (professionally)	4	0.000
This experience increased my motivation to serve the global community	4	0.000

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Communication, Building Relationships, and Enhancing Cross-Cultural Awareness & Mutual Respect (Objectives 5 & 6)

Responses under these themes received very positive ratings among students and the host sisters. Every item in the tables below received the highest rating possible, with the exception of the item, *I learned something new about American culture from the Service Learning students*, which still received a mean score of 3.8 out of 4. The mentors observed students enthusiastically engaging with host sisters and the people being served. Students also displayed a genuine interest in Kenya, its many cultures and tribes, and the lives of the people with whom they interacted.

Student Responses to Items Related to Cross-Cultural Exchanges, Respect & Building Relationships (N=3)

Survey Item	Mean	Standard Deviation
I was able to share some information about my culture with the people living in the country I visited	4	0.000
I was able to make connections with the citizens of the country that I visited	4	0.000
I learned from the people I served	4	0.000
I feel compassion for the citizens of the country that I served while abroad	4	0.000
I feel respect for the citizens of the country that I served while abroad	4	0.000

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree

Sisters' Responses to Items Related to Cross-Cultural Exchanges, Respect & Building Relationships (N=5)

Survey Item	Mean	Standard Deviation
I learned something new about American culture from the Service Learning students	3.8	0.447
The students acted respectfully to the people served by my ministry	4	0.000
I felt respected by the Service Learning students	4	0.000

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Service in the Context of Spirituality (Objective 7)

While items under this theme received slightly lower mean scores than those reported under Broadening Participants' International Perspectives, Diversifying Students' Career Perspectives, Communication, Building Relationships, and Enhancing Cross-Cultural Awareness & Mutual Respect, respondents still agreed that the experience affected them on a spiritual level. Mentors reported that more emphasis on spiritual reflection, particularly during the trip, could benefit the students and the host sisters.

Students' Responses to Items Related to Spirituality & Service Learning (N=3)

Survey Item	Mean	Standard Deviation
I practice my spirituality /religion differently as a result of this experience	3	1.000
This experience deepened my spiritual/religious beliefs	3	1.000
Learning about different cultures is a component of my spirituality/religion	3.333	1.155
Acting as a global citizen is a component of my spirituality/religion	3.333	1.155

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree

Sisters Responses to Item Related to Spirituality & Service Learning (N=5)

Survey Item	Mean	Standard Deviation
This experience deepened my spirituality	3.4	0.894

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Additional Outcomes

Impact of Students' Service on Ministries and People Served

Host sisters provided positive feedback about the service students provided at the host sites (i.e., sisters' ministries). All but one sister (N=5) reported that students provided quality service; the one sister who reported that service provided by the students was not of high quality reported that the students "...were not very familiar with our study system however they were willing to learn." Among the four sisters who reported that students provided quality service, they offered descriptions of how the service was impactful:

"They demonstrated high levels of patient student engagement. They listened to our staffs and patients with love. Played with them and brought joy and peace to the sick people."

“All the students who joined the St. Francis training students especially in Food and Beverage production sales and service worked hand in hand with the [refugee] students. The St. Francis training students in this department felt privileged to have such students both in kitchen as chef and also as guest...it was a joy and a good opportunity to have US students in their class and to see how humble they were and quick to learn. This a vision which will remain to our [refugee] students forever.”

When asked what was most valuable about the service provided, sisters reported cultural awareness and exchange, ability to give of one’s self, and the provision of donations and resources. One host sister commented:

“I learned the value of understanding our cultural norms, the power of self giving and self sacrifice. Those were very young people who trusted to come to a foreign country to learn and give their time and compassion to the suffering people of our society.”

Sisters’ responses to items related to the impact of service appear in the table below.

Host Sisters’ Perception of the Impact of Students’ Service (N=5)

Survey Item	Mean	Standard Deviation
The service provided by the students was valuable to the people served in my ministry	4	0.000
The students were actively engaged in the service they provided	3.8	0.447

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree



Students' and Sisters' Interest in Future International Experiences

Survey responses as well as reports from the mentors indicate that the service learning experience increased students' interest in future international travel and service learning or volunteer experiences. All three survey respondents reported that they were interested in continuing this kind of service learning and/or volunteer experience in the future. One student shared: "I loved this trip! It definitely changed/challenged me and I plan on going again if possible!"

Student Responses about Future International Experiences (N=3)

Survey Item	Mean	Standard Deviation
This experience has increased my interest in international travel	4	0.000
If I had the time and money, I would participate in another international service learning or volunteer program	4	0.0040

Note: responses were measured on a scale of 1 to 4, with 1=strongly disagree and 4=strongly agree

Also all host sisters (N=5) surveyed reported that they would be willing to host future service learning students.

One host sister commented:

“...it was a learning experience whereby we learnt from each other, exchanged ideas and shared experiences. It also enabled us to accept and appreciate other people cultures. It also broaden the thinking capacity of our learners and also came to realize that the world is a global village. Your students were a source of inspiration to our young generation.”

Another host sister stated:

“They are our partners and their dedication is our joy.”

Sisters’ desire to continue receiving students who can assist in providing service bodes well for the future of the service learning program, specifically in Kenya.

Students’ Personal Growth & Self-Awareness

Students reported a high level of self-reflection, empowerment, and personal growth as a result of their service learning experience. Responses to items related to personal growth and reflections appear in the table below.

Students’ Responses to Items on Self-Reflection, Growth & Self-Awareness (N=3)

Survey Item	Mean	Standard Deviation
This experience challenged me to consider new beliefs or perspectives	4	0.000
I engaged in self-reflection during this experience	4	0.000
I felt a sense of empowerment during this experience	4	0.000
This experience helped me to grow as a person	4	0.000

Note: Responses were measured on a scale of 1 to 4, with 1=Strongly Disagree and 4=Strongly Agree

Successes

Student Engagement and Relationship-Building with Those Being Served

Mentors reported that students in this service learning trip were very engaged with the people they served and immersed themselves proactively in interactions with those being served, the host sisters, and the local people they met. Students were particularly engaged in working with and developing relationships with the boys living at the Ukweli Home of Hope. A tearful and heartfelt celebration with the boys, and the host sisters, took place on the day of the students departure from Kenya.

The three students who responded to the survey said they planned to stay in touch with the people and/or ministries they served. Students commented:

"Yes, I am still in contact with certain individuals that I have worked along side of. I am interested in knowing updates on certain things. Also, I am helping the HIV/AIDS Clinic with searching for grants to help with their services."

"I am staying connected through WhatsApp and Facebook with many friends from Kenya."

"I still talk to 2 of the older boys from ukweli home and receive updates on how the boys are doing."

Variety and Location of Service Sites

Students had the opportunity to serve at sites providing an array of services including healthcare, community outreach, vocational training for refugees, secondary education, care for individuals with disabilities, and supplemental nutrition.



Enhanced Global Perspectives and Desire for Future Cross-Cultural Experiences

Both students and host sisters expressed positive experiences with cross-cultural exchange, respect for one another and different cultures, and an increased feeling of belonging to the global community. Students and host sisters also expressed desire to continue participation in international service learning experiences. Outcomes indicate that the service learning experience enriched both the students and sisters in ways that fostered continued interest in international service learning.

Challenges

Student Fundraising

Students are asked to fundraise \$2,000 to participate in the service learning trip. Raising that amount of money may be inhibitive especially for students with less access to resources and networks. One student was not able to participate on the trip because she could not raise funds. Also one student reported challenges in fundraising due to the small number of students participating on the trip.

Planning and Implementation of Service Activities

All three students who responded to the survey commented that service activities in country could have been more solidified and planned prior to the trip. Both mentors agreed with this assessment. As this was the first trip to Kenya, some planning and adjustments in country were expected, but a much more detailed understanding and communication of the service activities should take place for future service learning trips. Additionally, some sites were suited to active service opportunities, such as the St. Martin's School Feeding program and the Mother Theresa Orphanage, whereas other sites provided more opportunity for students to observe and learn, such as the St. Francis Community Hospital and St. Francis HIV/AIDS Outreach program. Determining what kinds of learning and/or service opportunities each site can provide is important information to collect as the service learning trip rotates to a new country every two years.



Privilege, Race and Gender Issues

Some students reported informally to mentors, and all students (N=3) formally reported on the evaluation survey, that issues of privilege, race, and/or gender presented a challenge. One student commented:

“One of the challenges that I faced was my skin color...I felt as though sometimes just because we were white that we were able to get away with more. There was one site that we were at that we were not suppose [sic] to take pictures, but we were then told we could take pictures. I felt as though at that site it was inappropriate to take pictures and we should have respected the rules. In the Nairobi airport my bag was not checked, where others were.”

Another student offered:

“I felt challenged coming back and realizing how privileged the people around me (including myself) are. I felt extreme guilt living the way I do. This is something I am still struggling with, but I remind myself not to take anything for granted and to practice gratitude every day.”



Additionally, students commented informally to their mentors about how the students of color on the trip were sometimes met with confusion from the local people, as there was a perception among some people being served that all Americans are white. While this misconception served as an opportunity for discussion and cultural exchange about the diversity within the U.S. and the importance of co-existing with different groups of people, students of color may experience distress or offense when confronted with this misconception.

Gender-related issues arose when two female students experienced sexual harassment from men employed or being served by the host sites/ministries. Mentors and host sisters responded to the students and took action to address student needs (i.e., offering emotional support, offering reporting options, adjusting schedules, serving in different ministries, and ensuring students were not alone in service sites) as well as prevent future harassment, including discussing the harassment with host site sisters and determining a plan of action. Sexual harassment in general, as well as possible perceptions of American women (and how these perceptions should never justify harassment) were discussed with the students and host sisters.

Evaluation Survey Student Response Rate

Only three out of eight students completed the service learning evaluation survey. An online survey was made available to all students via email after students returned from Kenya.



Recommendations for Future Implementation

General Preparation

- Develop policy or guidelines on what to do if a student becomes seriously ill, or if there is some other emergency. Consider if accident reports and liability release forms are needed.
- Develop a permission form for students to sign if they allow ASEC to use photos or videos they take (and/or photos and videos of them) on the website, in promotional materials, and reports.
- If the trip mentor(s) is not the course instructor, create opportunities for the students to interact with the mentor(s) prior to the trip.
- Consider developing Memorandums of Understanding (MoUs) with partner host sites.
- Provide students with phone/text messaging contact information for mentors and host sisters.
- Create an ASEC Service Learning program manual for the coordinator, mentors, and professors teaching the course. This manual can also be available to all ASEC staff to foster more detailed understanding of this program.

- Develop a guide or manual for students which could contain information on vaccinations, travel safety, etc.

Student Preparation/Training

- Require students to complete a criminal background check and child abuse clearance as part of their application process.
- Incorporate more training on cultural stereotypes, including how Americans might be viewed in different African countries, and how American women might be viewed in an African context.
- Include more extensive education on the concepts of social justice, privilege, and inequality, guided by a theoretical model.
- Incorporate more training on sexual harassment and assault, and develop clear procedures on action to take if a student reports any type of sexual harassment or assault.
- Consider additional content in the course curriculum on basic conflict resolution and healthy communication skills.
- Consider service learning scholarships (to cover the \$2,000 expected fundraising amount, and perhaps other costs associated with the trip) to aid students with less access to resources, networks, and support.

Host Site Preparation

- Assess the needs of each ministry on a regular basis. Consider which sites may function well as service sites (where students are actively providing a service to meet a need) and which may function better as observation sites (where students are not providing a specific service but are learning through observation and conversation).



- Develop a list of service learning activities or observational activities with host ministry several months prior to student arrival. Engage in more streamlined and detailed planning regarding the specific service to be provided at each site prior to the trip.
- Encourage host sisters to make their staff aware that students will be providing service in the ministry and determine if staff will orient/work with/guide students.
- Arrange pre-trip online video conferencing meetings with students, mentors & host sisters, as an opportunity to meet one another and discuss the ministry and its needs.

Trip Implementation

- Create a guide and/or gather resources on daily critical reflections which include a variety of ways in which reflections can be carried out. Include more spiritual reflections.
- When providing service in ministries, ensure all students are serving with at least one other student or mentor present.

Post Trip

- Plan a debrief session to discuss what worked well and what needs to improve, as well as ways forward in maintaining connections to the site(s) where service was provided.
- Consider the possibility of creating a service learning alumnae network.
- Although students are required through the service learning course to write a paper after completing the trip it may be useful to include a requirement that students share their experience through a presentation, community event, or other activity after their return. They can raise awareness about another culture and country, as well as the pressing issues in that country/region, while publicizing the service learning program.

Evaluation

- Print out paper surveys for both students and host site sisters and provide students and host site sisters with copies of the survey to be completed at the conclusion of the trip, while everyone is still in-country. This may improve the response rate.
- Consider interviewing students (and possibly host site sisters) at the onset of the program and at the conclusion of the program, to gather richer qualitative data about their expectations of and experiences with service learning.