



Sustainable Study Abroad: Partnership Models for Reciprocity

Forum on Education Abroad Conference
March 31, 2017

Introduction



- Welcome
- Session theme
- Presenter introductions
- Small group discussions
- Reporting back to big group

DePauw University - CoCoDa Model

- Winter Term in Service & Alternative Break Partnerships
 - CoCoDA (El Salvador & Nicaragua)
 - Timmy Global Health (Ecuador & The Dominican Republic)
 - PeacePlayers International (Northern Ireland)
 - Autonomous University for Social Movements (Cuba)
- Using the Forum Standards to support sustainable partnerships
 - Adherence to Mission & Goals
 - Focus on Student Learning & Development
 - Development of Academic Framework
- Challenges
 - Academic expectations
 - Faculty engagement



Guilford College - CoCoDa Model

- Short Term & Alternative Break
 - CoCoDA (El Salvador & Nicaragua)
 - Faculty & Friends Excursions
 - US Community Service through Bonner Center and Friends Center
- Semester Programs
 - University of Cape Coast - Ghana
 - Partner Providers (ISA, CIEE, etc.)
 - Faculty-led (Sikkim, India)
- Challenges
 - Conception and approach to “service”
 - Student and Faculty, orientation and training



IFSA-Butler - Pachaysana Model

- Institute for Study Abroad-Butler University and Pachaysana Institute for Rehearsing Change semester abroad
- Multiple partners allows each to have specialized roles
- Benefits and challenges of this model



Pachaysana Fair Trade Learning Model

Who am I?

- PCV who becomes college prof and RD for Study Abroad. Always w/ vision pulled in 2 directions: programming's *impact on student* and programming's *impact on community*.
- Focus on creative education methods.

Witnessed 2 main conflicts in my work and in other study abroad programs, with regards to how we work with communities.

- **Unfair**, unbalanced. Heavily favors students.
- **Colonizing** effect. Unintentionally, we mold communities. Or because of us, they experience acculturation.



Pachaysana and Rehearsing Change

- ***Pachaysana*** - education programming for communities experiencing challenges from outside interventions, mostly those produced by globalization. How to remain owners of your story when everyone is trying to change your story?
- ***Rehearsing Change***
 - Fair Trade Study Abroad
 - Decolonial Education
 - Community Based
 - Creative methods focused on immediate application



Guiding Principles

My keys for greater sustainability and reciprocity

- Investment of ***time and resources***. The hardest part
- We must see this as ***“learning with”*** and not serving or helping
- ***Equal access for locals*** - to opportunities (and resources) to fulfill their goals
- ***Communities contribute to all aspects of programming***
- ***Humanizing the exchange***. Try to reduce institutionalization and make it about the participants. Make it about the story, and our human empathy for story.



Questions for Consideration

When considering reciprocity and sustainability in international programming, how do we define “community”?

Before creating partnerships and projects, can we articulate how partnerships should be structured/envisioned/strategized so that they are reciprocal and sustainable?

- 1) Does my (or my institution’s) work contribute to imbalance with local communities abroad or complicate existing power structures? (Self reflection is key!)
- 2) What characteristics do we seek in partnerships?
- 3) What initial action steps can I (we) take to impact change, even if minimal? (Think about behaviors, relationships, patterns of work, but not as much about changes in structure.)

Participants are encouraged to submit key Words - Ideas - Concepts through Poll Everywhere

Online: [PollEv.com/danieldiaz252](https://www.poll Everywhere.com/danieldiaz252) // Text Message - [DANIELDIAZ252](https://www.poll Everywhere.com/danieldiaz252) to [22333](https://www.poll Everywhere.com/danieldiaz252)

Small Group Discussion

Please discuss 1-3 questions in depth, starting with an examination of your own self. Select one participant who will report back to the group. The report should include 1-3 action items that each participant can take back to their institution for consideration and/or 1-2 tools colleagues can use.

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Reporting Back - Action Items and Tools

- **Expand personal relationships to institution; reciprocal site visits; personal touch/birthday messages**
- **Scholarship program for community members (in addition to US members)**
- **Creating appropriate expectations for students and hosts (students more in tune with idea of learning, de-emphasize “changing”)**
- **1 to 1 pairs with peers in host community**
- **Consider differences in relationships where different power relationships exist; consider the possibility students might remain in bubble**

Reporting Back - Action Items and Tools

- Reflexivity, understand who you are as an institution, recognize what power you have, consider scalability of programs.
- Perform needs and asset assessments.
- Do good intentions lead to good outcomes?
- Are we discussing power and balance in our organizations?
- Tension between program model and financial considerations, ideals vs. bottom line.
- Students are often placed in positions where they represent power.

Reporting Back - Action Items and Tools

- Can we think about placements where students don't have power?
- Service-learning concept transcends different cultural groups. Important to think about what message you are creating.
- Simply by being on site we affect the site/community. Yet, if we only go into areas already touched by globalization, are we being ethical?
- Continuity of action is important.
- Make sure we ask what community needs.

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