



| Center for Social Concern and Action

AN IMPACT STUDY

Impact on Partner Communities of DLSU-COSCA's Curriculum-Based Service-Learning Activities

Final Report

Prepared by:

Mr Enrico Baula, Consultant

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Acronyms

COSCA	Center for Social Concern and Action
DAMAS	Asociacion De Damas De Filipinas
DLSU	De La Salle University
DLSU-COSCA	De La Salle University - Center for Social Concern and Action
ERDA-SABANA	Educational Research and Development Assistance (ERDA) Foundation, Inc- Samahan ng mga Batang Nanambakan
FGD	Focus Group Discussion
KII	Key Informant Interview
IR	Inception Report
MMP	Mission Ministries Philippines
PJPS	Philippine Jesuit Prison Service Foundation, Inc
SL	Service-Learning
SLP	Service-Learning Program

Executive Summary

In 2010, the DLSU Strategic Plan mandated that all academic programs in the colleges must have at least one service-learning activity. To date, about 80% of the total academic programs have service-learning endeavors. Some of these service-learning activities are facilitated by COSCA in partnership with community- and center-based organizations.

An impact assessment was carried out during the month of May 2019. This covered COSCA's five-year (2014-2018) implementation of various service-learning activities of students with selected partner organizations. The objectives of the study were to assess the extent to which implemented service-learning activities were appropriate to the needs of the partner organizations, to determine if they were effective, and to identify areas where improvement may be necessary to enhance impact. Further, the study was to provide a qualitative assessment and analysis of the processes and results. The techniques of data collection included focus group discussions, key informant interviews, and desk reviews.

Data collection involved the five partner communities/organizations who were identified to have coordinated with DLSU and implemented the service-learning activities from 2014 to 2018. These are: 1) Asociacion de Damas de Filipinas, Inc.; 2) Buklod Tao Inc.; 3) Mission Ministries Philippines; 4) ERDA Foundation, Inc. - SABANA (Sanayan ng mga Batang Nanambakan); and 5) Philippine Jesuit Prison Services Foundation Inc.

The study showed that due to the participative nature of the service-learning program and the close involvement of the students and beneficiaries in the SL program development, the implemented service-learning activities were found to be appropriate to the priority needs of the partner communities/organizations. The service-learning activities were also qualified as having a lot of positive impacts on the partner communities/organizations.

From the interviews and focus group discussions, data gathered showed that DLSU-COSCA's work with the partner organizations were greatly welcomed and appreciated. The interaction between the students and the local community did not only lead to the beneficiaries learning new skills and knowledge, but also becoming more self-confident and hopeful for the future. Program coordinators identified capacity building and resource mobilization initiatives as having the most positive impact on their organizations while the local community/beneficiaries identified capacity building and social/interactive initiatives as having the most positive impact to them.

The study also showed that all the partner organizations had non-formal mechanisms of monitoring and evaluating in place. Formal means of monitoring and evaluating the impact of service-learning activities were only done by COSCA.

One of the main challenges identified by the partner organizations was the students' and professors' less than active involvement/engagement in their service-learning programs. Some students and professors were reported to be disinterested and half-heartedly executing their duties.

It is recommended that there should be continuous monitoring and follow-ups to the student's work in order to produce quality outputs and maintain the engagement of the students. Also, students should be given more time in the partner community during the needs assessment phase of their service-learning program in order to gain a better understanding of the beneficiaries. Professors are encouraged to be involved during the SL program development and its implementation. It is also recommended that service-learning activities should not be only focused on play or interaction. It should be complemented by activities on building the skills and capacity of the beneficiaries.

A. Introduction

Service-Learning is a form of community engagement and a teaching pedagogy based on experiential education where students can provide meaningful service activities to the community. Jacoby (1996) believes that service-learning has “tremendous potential” to enable colleges and universities to meet their goals for student learning and development while making unique contributions to addressing community, national, and global needs. It is the element of reciprocity that elevates service-learning to the level of philosophy, “an expression of values – service to others, community development and empowerment, reciprocal learning” (p. xvii).

B. Background

Social Engagement and Service-Learning (SL) was imbedded and had become an integral part of De La Salle University’s education as reflected in its teaching, research and service. It was driven by its Vision-Mission to bridge faith and scholarship in the service of Church and society, especially the poor and marginalized.

All social engagement activities were guided by the Lasallian Reflection Framework: a continuous process of seeing (*Masid-Danas*), reflecting (*Suri-Nilay*), and acting (*Taya-Kilos*) in order to manifest Lasallian core values of faith, zeal for service, and communion in mission. Inspired by this, service-learning activities engaged students to better understand community situation, analyze its root problem, and contribute in addressing community needs through meaningful service.

Bringle and Hatcher (1995) define Service-Learning as “course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility”. As a teaching and learning pedagogy, service-learning was based on experiential education where students can provide meaningful service activities to the community.

In 2010, the DLSU Strategic Plan mandated all colleges to integrate service-learning in all its academic programs. The Center for Social Concern and Action (COSCA), being the social development arm of DLSU, had supported this plan through its Service-Learning Program. In order to realize this, COSCA had helped coordinate service-learning activities of faculty and students. It had conducted community partnership building, classroom orientation, faculty training, reflection session, monitoring and evaluation. As a result, students were able to contribute in addressing the needs of partner community/organization through various projects related to education, advocacy, organizational development, livelihood, and among other initiatives.

B. Rationale

The Impact Study entitled, *Impact on Partner Communities of DLSU-COSCA’s Curriculum-Based Service-Learning Activities* was commissioned by the DLSU-COSCA. This covered COSCA’s five-year (2014-2018) implementation of various service-learning activities of students with selected partner organizations.

The purpose of the impact study was to assess the extent to which: 1) implemented curriculum-based service-learning activities were appropriate to the priority needs of the partner organizations; and 2) implemented curriculum-based service-learning activities had been effective.

Another rationale of the impact study was to review the lessons learned from the process of service-learning program implementation and prepare a comprehensive summary of the results compared with the goals and objectives outlined in the project document.

The primary expected users of this study are the DLSU-COSCA, DLSU faculty members, partner organizations and the community. Concurrently, the secondary users include the various stakeholders from the Philippines.

C. Objectives

The main objectives of the impact study were to:

1. Describe the curriculum-based service-learning activities (undergraduate and graduate) in selected partner communities of COSCA;
2. Evaluate the impact of service-learning activities of students on their partner communities/organizations from 2014 to 2018.
3. Recommend enabling mechanisms for appropriate and replicable SL activities towards sustained benefits to the organizations/ community

D. Methodology

In order to achieve the objectives, data collection and analysis were guided by but not limited to the following methodologies. The research methodology will utilize multi-mixed methods research design/triangulation. This was to develop a comprehensive understanding of phenomena (Patton, 1999). The multi-mixed methods Denzin (1978) and Patton (1999) was used to continuously confirm and corroborate gathered data. Results were integrated, interpreted, and eventually validated through both

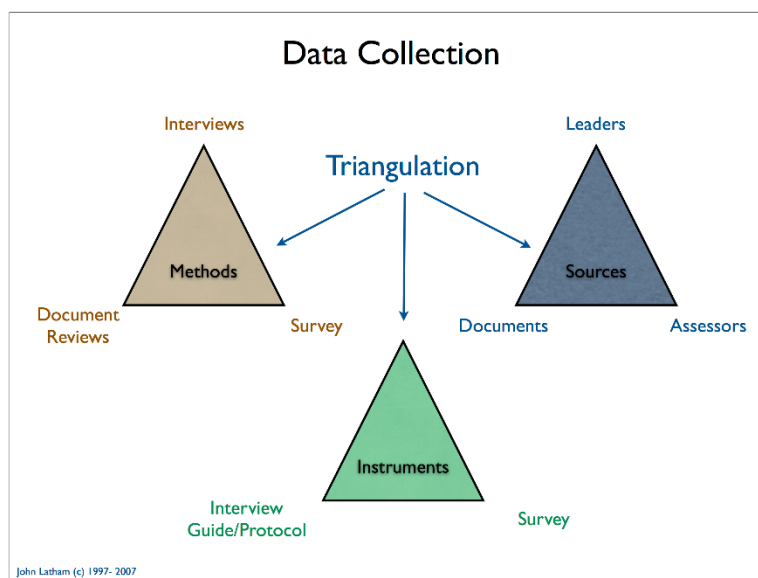


Figure 1 Data Collection

qualitative methods included Key Informant Interviews (KII) and in depth interviews; focus group discussion (FGD) with project beneficiaries and other stakeholders; and review of all relevant program documentation including strategic plan, partners' evaluation report, program manual, etc. . Using Denzin (1978) and Patton (1999) this research used four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

E. Study Setting

The study setting were in selected partner communities/organizations in Metro Manila. De La Salle University's curriculum-based service-learning program had been in partnership with various organizations for more than five years already. In order to get the most reliable data, COSCA had identified 5 partner communities/organizations who had coordinated and implemented the service-learning activities for at least 5 years (2014-2018). They are:

- 1) Asociacion de Damas de Filipinas, Inc. is a Catholic orphanage located in Manila founded on September 26, 1913. This charitable institution caters to children who are either abandoned, neglected, orphaned, foundling, and dependent who are categorized as Children in Need of Special Care whose ages are from six (6) months to six (6) years old, whose families and relatives, or guardian cannot provide their basic, security, and nurture needs. Their aim is to reunite children with their biological families or, if necessary, find another permanent home for them through foster care or adoption.
- 2) Buklod Tao Inc. is a non-stock, non-profit people's organization with development agenda in Community-managed Climate and Disaster Risk Reduction and Management (CMCDRR), and environmental protection and enhancement. Founded on 1993, Buklod Tao Inc. is a bonding people's organization in Brgy. Banaba, San Mateo, Rizal that reinforces the capacity of communities in Rizal to respond to disasters and undertake environmental enhancements. The organization operates in Brgy. Banaba, Sition North Libis, South Libis, Lubak-Balante, Banaba Extension, Laylayan, Belong Compound, Armpac, Libis Riverside.
- 3) Educational Research and Development Assistance (ERDA) Foundation, Inc. - SaBaNa (Sanayan ng mga Batang Nanambakan) was formed as a non-stock, non-profit, non-government organization that helps elementary dropouts, potential dropouts, late enrollees, street children, child workers and other underprivileged children access to formal education. ERDA Foundation's active involvement in advocacy on the elimination of child labor dates back to 1989, when the International Labor Organization (ILO) through its International Program for the Elimination of Child Labor (IPEC) piloted a project for child scavengers in Smokey Mountain. The SaBaNa was organized to serve as the training center for rehabilitated child scavengers providing alternative source of livelihood that is safe and allowing children to go back to school.
- 4) Mission Ministries Philippines (MMP) was registered as non-stock, non-profit organization at Securities and Exchange Commission on October 13, 1989. A Christian Development Organization whose main focus was preschool education, that all preschool

children in vulnerable communities have access to quality education. From a single school in 1984, Mission Ministries Philippines had planted more than 400 preschools in the poverty areas of Metro Manila. It had provided over 100,000 children an early childhood education.

- 5) The Philippine Jesuit Prison Service Foundation, Inc. (PJPS) is a non-stock, non-profit organization specifically as a social welfare and development agency implementing community-based programs and services for children, youth, families and communities. Born in 1994 when the Philippine Province of the Society of Jesus recognized the prison service work started by Fr. Victor Labao at the New Bilibid Prison in Muntinlupa City as an official apostolate. Although its involvement inside the New Bilibid Prison was initially pastoral and sacramental in nature, it eventually evolved to work towards alleviating the condition of inmates, advocating prison reforms and empowering the inmates to prepare them for future reintegration to society. PJPS was able to send children of inmates to school, provide medicines and food supplements to the sick inmates, conduct various spiritual and pastoral formation programs, and other programs and services that attempt to help in the total rehabilitation of inmates and their family.

F. Study Population

The study population consisted of the organization's director/president, 1-2 key staff members, and 3-8 community leaders/beneficiaries. The director, key staff/coordinators with direct involvement in SL of each organization were interviewed as key informants while the staff members and community leaders/beneficiaries were joined in a focus group discussion. One key informant interview (director, key staff) and one focus group discussion (staff members and community leaders/beneficiaries) were conducted in each study site (see Appendix B for complete list of respondents).

The study population were identified according to their regular and continuous participation (coordinator/ beneficiary) in the implementation of the service-learning activities.

G. Data Gathering Procedures

For the initial phase of the qualitative data gathering, the COSCA sought for permission and the endorsement from the director/president of the selected partner organizations. COSCA made contact and arranged a meeting with the director/president in order for them to identify the participants who were qualified for the study. All those who qualified were asked to participate in a focus group discussion. The focus group discussions were done depending on the participants' availability. For those who participated in the study, the nature of the research was explained during the focus group discussion. Permission were also asked of the participants regarding the audio recording of the focus group discussion. A focus group discussion took about 45-60 minutes.

The researcher conducted in-depth interviews with the director/president/key staff of each partner organization using a semi-structured questionnaire. This only served as a guide for the flow of the interview and allowed for follow-up questions and clarifications depending on the answers

of the informants. The key informants were also asked to allow audio recording of the whole interview. An interview took about 30-60 minutes.

Published and unpublished materials were reviewed including online articles, journals, COSCA and partner organization documentation.

H. Scope and Limitations

The study focused on partnership between COSCA's Service-Learning program and their partner organizations. The study focused on the knowledge, experiences and perceptions of the Director/President, key staff members, and community leaders/beneficiaries while they coordinated and implemented COSCA's service-learning activities within their community/organization. The study was limited to knowing the everyday realities of the people working in the organization; how DLSU's SL activities affected their daily activities; and how important were the SL activities to their organization and to their beneficiaries.

Because the coverage of the study was based on the participants' experiences from the last five (5) years, limitations of recall needs to be taken into consideration.

This study will not include the experiences of the beneficiaries with limited and irregular coordination and participation in the service-learning activities.

Impact Study Findings

I. Appropriateness of Service-Learning Activities

Ashby defined participatory resource management as the management of resources by relevant stakeholders including researchers and learning communities. Multiple stakeholders are required to negotiate goals and acceptable tradeoffs, involve participatory problem definition, visioning and building, and agree upon the rules how to enforce them (Ashby, 2003). The function of the participatory process was to increase the efficiency of the program and the usefulness to the stakeholders (Vernooy, 2003).

A. Students were involved in assessing the needs of their target community, designing their service-learning program, and the implementation of their service-learning program.

Data gathered from all key informants and FGDs showed that the students were always involved in three of the four stages of the service-learning program development (needs assessment, planning, project implementation, monitoring, and evaluation). The partner organization began with submitting and presenting a list of its priority needs to COSCA which then identified classes whose curriculum could best cater to the list of priority needs submitted. Once a class or several classes had been identified, they would be brought to the partner organization and/or the target community. The students would spend half a day observing and interacting with the community for the purpose of assessing and identifying its needs. The students would be given about four weeks to plan and develop their program of activities. Once their service-learning activities had been approved by the partner organization, a day would be scheduled with the beneficiaries when they could implement their service-learning programs.

All data gathered showed that it was COSCA who facilitated the monitoring and evaluation. After all service-learning activities had been implemented, COSCA would distribute evaluation forms to the beneficiaries. Later, COSCA would surrender pertinent documents regarding the service-learning program to the partner organization. These documents include results from the evaluation forms and reports on the students' reflections and insights.

“Yes, na-aaddress yung needs nung beneficiaries... Nakikita ng mga magulang na may mga La Salle students na scholars din, na galing sa hirap... na-eencourage nila yung mga anak nila na mag-aral ng Mabuti. (Yes. The beneficiaries' needs were addressed... parents see that there are La Salle students who are scholars, who come from poverty. This motivates them to encourage their children to study harder.)”

“OO naman. Most important yung interaction talaga, yung presence ng DLSU students. Para bang nahuhumanize yung mga nakakulong, reminder sa labas, reminder na may buhay sa labas. (Yes. The interaction with the children is most important. The presence of the DLSU students. It's as if the inmates get humanized. It reminds them of the outside world. It reminds them that there is life outside prison.)”

B. Stakeholders were involved as facilitators, assistant facilitators and beneficiaries in the service-learning program process.

The different service-learning programs catered to the needs of a diverse group of beneficiaries. Depending on the service-learning program, the staff of the partner organizations played three different roles: facilitators, assistant facilitators, and participants. They were facilitators if they were the trainer or the resource speaker for the given activity (such as on the topics of disaster management and gardening). When they were not the beneficiaries/participants in the activity, they were assistant facilitators to the service-learning students. They became beneficiaries/participants when the activities catered to them, usually in the capacity building seminars/trainings (such as on the topics of accounting, voter education, project-proposal making, etc.).

“I assist the facilitator and the scholars at the same time participant din ako... serve as a leader, an example. (I assist the facilitator and the scholars and at the same time, I’m also a participant. I serve as a leader, an example.)”

The beneficiaries from the community could be divided into two groups, the adults and the youth. The adults could be further grouped into those with leadership positions in the community and those without. Adults in leadership positions could take on the roles of both beneficiary and assistant facilitator. The adults without a leadership position were always beneficiaries/participants to the service-learning activities. The youth were also always beneficiaries/participants to the service-learning activities.

“As leaders we echo.”

“Taga sundo hatid ng mga estudyante... basta makatulong. (We usually pick up (DLSU) and accompany (community) students... as long as we can help.)”

C. A good number of service-learning activities were implemented to the partner organizations which catered to their priority needs.

According to the National Service-Learning Clearinghouse, there are four types of service-learning: 1) direct SL; 2) indirect SL; 3) advocacy SL; and 4) Research-based SL.

Data taken from the KIIs and FGDs identified 55 implemented service-learning activities to the partner organizations. Of the 55, 75% (41) were direct service-learning activities. Capacity building made up 70% (29) of the direct SL activities implemented. The capacity building SL activities were primarily focused on values formation and financial management training. Service-learning activities on play/games, social/interactive, and arts & crafts each comprised of 10% (4) of the total implemented direct SL activities.

Of the 55 implemented service-learning activities, 6 were indirect-type, 5 were advocacy-based, and 3 were research-based. Resource mobilization was the most frequently implemented indirect SL activity (4/6) while video and social media promotion were the most frequently implemented advocacy-based SL activity (3/5) (See Appendix for C for implemented SL activities

based on COSCA documents; See Appendix D for each partner organization's implemented SL activities and its type – identified by the respondents).

The partner organizations identified and submitted a list of their priority needs to COSCA. Of all the identified priority needs, 57% were of the indirect-type, 40% direct, 3% advocacy-based, and none of the partner organizations identified research as a priority need (See Appendix D for each partner organization's identified priority needs).

“Absolutely. Very affected. Yung ginawa ng mga student na videos to promote MMP. Helen (MMP Program Manager) didn't even know the value of social media. Kayang-kayang ginawa ng mga SL students. (Absolutely. Very Affected. The videos, the students produced to promote MMP. Helen (MMP Program Manager) didn't even know the value of social media. SL students were very capable in producing them.)”

II. Effectiveness of Service-Learning Activities.

A. All the partner organizations had a non-formal mechanism in place in monitoring and evaluating the impact of the service-learning activities to the beneficiaries.

While there were no established means of monitoring and evaluation, the KIIs and FGDs identified four informal means to determine if a service-learning activity had an impact on the organization and/or the local community:

1. Output – these were the tangible products or direct services resulting from the service-learning activity. Funded by SL graduate students, Buklod Tao was able to manufacture a fiberglass boat to be used in flooding emergencies. Buklod Tao and DAMAS had well-maintained gardens tended to by SL students. In MMP, workbooks were bought from money raised in a bake sale facilitated by SL students. DAMAS received donations in the form of money, uniforms, t-shirts, school supplies, and food. SL students were able to create promotional videos for Buklod Tao and MMP. DAMAS required SL students to create academic workbooks (scribbling, alphabet, math, etc.) for the children.

“Nakagawa kami ng fiber glass boat. (We were able to make a fiber glass boat.)”

“I think naman may impact naman, madali lang, basic lang. In a month natatapos ng mga bata yung workbook. (I think there was an impact, the workbook was easy and basic. In a month, the students (from the partner organization) had gone through the workbook.)”

2. Debriefing – occurred when staff members who facilitated or participated in an SL program reported to their organization. Buklod Tao and MMP would make use of a certain amount of time in a staff meeting discussing what transpired during the SL program. They would discuss what went well, what went wrong, and would identify opportunities for improvement.

“A week after the service-learning, every Monday, we have a meeting with the board of trustees, first on the agenda, assessment/evaluation nung dumaang linggo. What happened? What learnings we get. Identify limitations and finetune. Anong pagbabagong gagawin natin para hindi na maulit yan?” (A week after the service-learning, every Monday, we have a meeting with the board of trustees, first on the agenda, assessment/evaluation of the previous week. What happened? What learnings we get. Identify limitations and finetune. What changes can we make to make sure the same issues do not arise again?)”

“Pagnagsasama ang DLSU at yung Buklod Kids, observable happiness on both parties. Pagkatapos, ayaw pa nila mag hiwalay. May debriefing sa Staff meetings on Mondays. Ineevaluate namin.” (When DLSU students and Buklod Kids get together, observable happiness on both parties. Afterwards they don’t want to say goodbye. We have debriefings, during staff meetings on Mondays. We evaluate.)”

3. Feedbacking – occurred at the conclusion of SL activities when beneficiaries were asked to reflect on their experiences. The community leaders (ERDA Sabana) from Tondo narrated how after an SL program had concluded, they would talk to the mothers of the children who participated in it. Many mothers reported on how their children came home lively and excited. They were beaming with pride from certificates and awards they received from the event. One mother narrated how her child valued her certificate so much that she had it framed.

“Feedbacking. May meeting kaming mga leaders para sa mga nanay. Kinukumusta namin kung ano na yung nangyari sa nakaraan. Kinukwento ng mga bata sa kanilang mga ina. Doon namin nalalaman ang nagiging resulta, sinishare nila sa magulang nila. Natutuwa sila, may mga awards, certificates, ribbons. Pag-uwi nila sasabihin nila sa magulang nila na ang galing nila, may award sila. Kaya nga madalas, mga nanay, gusto nila na yung anak nila yung participate na lang ng participate. (Feedbacking. We leaders have meetings with the mothers. We inquire about what has transpired during the SL activities. Children inform their mothers. That’s how we know what happened, children share their experiences with their mothers. They say how much they appreciate the awards, certificates, and ribbons.)”

Teachers from MMP narrated how the simple interaction with the La Salle students produced the most significant observable change to the children. Through feedbacking, they would personally ask the children after the activities. The results were always very positive and they said that the impact can be seen days and even weeks after.

“Mahiyain kasi yung mga bata, after the interaction with the SL students, mas aware na sila sa possibilities, mas inquisitive na sila, mas confident, parang mas motivated to do better, to know more.” (Because children are very shy. After the interactions with the SL students, they become more aware of possibilities for them. They become more inquisitive, more confident, and more motivated to do better and know more.)”

“Yes. beneficiaries. Poor communities tuwang-tuwa na yan pag pinnuntahan ng DLSU. Pagdating ng panahahon pwedeng maging kayo din, serve as an example, role modeling. Encourage na Mag-aral, discipline. Kids open up to the students, share, students open up to kids. (Yes. Beneficiaries. The poor communities are very happy when DLSU students visits them. When time comes, you(children) can be like them. DLSU students serve as role models, as examples. Children become more disciplined and are encouraged to study harder. Kids open up to students, share, and the DLSU students get to open up to the kids too.)”

4. Outcomes – observable changes in the participants’ behavior during and after the implementation of the SL program activities. Data gathered from Buklod Tao, PJPS, and DAMAS showed that children who participated in the SL activities benefited greatly from the experience. Multiple observers saw a significant change in the mood and demeanor of the children. The children were observed transforming from having a quiet and reserved demeanor to a lively, confident, and engaged one. This was especially true for the marginalized children in PJPS and DAMAS. The staff from each partner organization noted that the children from these communities were initially naturally taciturn and wary of strangers. It was a joy for them to see the change in the children’s behavior.

“Mahiyain ang mga bata at during the program, engaged at active sila... sa DLSU students, yung point of realization nila. (Before, the children were quite reserved and shy but during the program, they become active and engaged. For the DLSU students, their point of realization.)”

“Sa interaction, nakikita yung kasiyahan na naibibigay sa mga kabataan. (Through interaction, it can be observed how it brings the children joy.)”

“We apply. Kung saan dapat tinatapon ang tamang basura. Pag-aalaga ng kalikasan. (We apply. We know where specific trash needs to be thrown. We take care of our environment.)”

“Nakikita naman sa table manners, yung pag tanggal ng siko sa mesa. Pagkatapos, sa processing na, nerealize nila yung buhay dito sa baba. (It is evident in their table manners, they remove their elbows off the table. And after, during processing, they have a better realization of their lives here.)”

The observable positive impact was especially true for the incarcerated individuals in Bilibis. The mere presence of the students who visited them was the highlight of their week. It is something to look forward to, something to break the monotony of their everyday life, someone to interact with, and something to remind them of the life outside the prison walls.

“Ka interaction lang with the inmates. Inmates look forward to talking with their visitors. Naghahanda sila. That alone may change sa kanila.” (The mere interaction with

inmates, the inmates look forward to talking with their visitors. They prepare ahead of time. The interaction alone creates a change in them.)”

Positive impact was also observed in the children of incarcerated individuals.

“Sa scholars, importante yung interaction with the DLSU students. Mapasaya sila sa mga activities. Magkaroon sila ng examples ng role models. Maging more confident to face people and encouraged to continue their studies. (It’s important for the scholars to interact with DLSU students. They get to have fun and enjoy the activities. They get to have role models. They become more confident when facing people and encouraged to continue their studies.)”

B.1. Program coordinators identified resource mobilization and capacity building projects to be the most relevant service-learning activities to their organizations. Data gathered from the program coordinators and key staff members showed that DLSU’s ability to mobilize resources for them allowed them to finish their organization’s objectives and projects in a much shorter time.

“Malaking bagay. Yung hindi namin kayang gawin, o kaya yung kaya naming gawin pero mas matagal kung walang coordination with DLSU. One term done instead of a couple of years nasosolusyunan namin. Na-leapfrog namin yung challenge, objectives... Example, kabataan na nagpeperform para sa visitors. Problema pag weekdays hindi available ang mga bata. Solusyon, humanap ng gagawa ng video ng performance ng mga kabataan... dagdag kapasidad. (It’s a very big thing, what we cannot do or what we can do but would require a longer amount of time without the coordination with DLSU. We can solve a problem in one term instead of a couple of years, we leapfrog over the challenges and objectives. For example, when Buklod Kabataan performs for the visitors... it’s a problem during the weekdays because they are in school and unavailable. The solution was that DLSU students were able to video and record Buklod Kabataan’s performances... this added capacity.)”

“So far, naka-anchor naman yung sa mga pangangailangan ng organization. Malaki ang naitutulong sa part ng organization. Malaking bagay na DLSU ang nagbibigay ng resource mobilization: trainors, lunch, logistics... we are intensifying our partnerships: resource sharing and generation. Malaking bagay na ang DLSU ang nagko-conduct ng trainings. (So far, the SL activities implemented were anchored to the needs of our organization. It greatly helps our organization. It is a big thing when DLSU mobilizes resources for us, trainors, lunch, logistics. We are intensifying our partnerships: resource sharing and generation. It is a big thing for us that DLSU conduct trainings.)”

B.2. The importance of social/interactive and capacity building service-learning activities to the beneficiaries. Data gathered from staff members and beneficiaries from the local community identified social/ interactive and capacity building activities to be the most relevant service-learning activities to them. The play and interaction with DLSU students significantly boosted the morale and confidence of the children while capacity building trainings gave the adult beneficiaries new skills they could use.

“Bonding with kids... natutuwa yung mga bata, nawawala yung takot ng scholars. Nawawala yung hiya nila na magsalita ng tuloy-tuloy. Makipag-usap sa tao. Nabubully sila, nakakulong kasi yung magulang. Once nabago yung mga pagtingin ng mga bata sa tao, mas confident... pansamantala matatangal yung problema nila. (Bonding with kids... the children enjoy themselves, the scholars lose their fears. They lose their inhibitions and shyness, especially in terms of speaking with confidence to people. They get bullied because their parent is in jail. Once their perception of people changes, they become more confident. They temporarily forget their problems.)”

“Limited budget ang organization, nakakatulong ang DLSU. Supplemented by trainings on health and business... (Our organization has a limited budget. DLSU helps by providing trainings on health and business...)”

“Mga nanay natututo ng basic cooking techniques: beef stroganoff, siomai, empanada... (Mothers learn basic cooking techniques, beef stroganoff, siomai, empanada...)”

C. Besides De La Salle University, the partner organizations coordinated with other institutions who provided their own unique services.

Data gathered from the partner organizations showed that service-learning activities implemented by DLSU shared some things in common with the initiatives from other institutions. Other academic and private institutions coordinating with the partner organizations also provided initiatives on: 1) capacity building; 2) resource mobilization; 3) social/interactive; 4) immersions/exposure; and 5) research.

These institutions also provided services that was not under the purview of DLSU's service-learning program, such as: 1) internship; 2) 60 hours of community service; 3) on-the-job training; 4) scholarships; and 5) medical services.

(See Appendix E for list of academic and private institutions collaborating with the partner organizations and the services they provide)

III. Challenges Faced by the Partner Organizations in the Service-Learning Activities.

A. Recommended service-learning implementation improvements

A.1. DSLU students focused too much on games and social interaction instead of focusing more on capacity building service-learning activities.

Although student interactions and student facilitated games were reported to have very positive impact on the mindset and behavior of the children, some partner organizations recommended that for the service-learning activities to have a more meaningful impact on the

beneficiaries, these should shift from the usual social interaction/play activities to advocacies, values formation, and capacity building activities.

“...hindi puro laro. Maturuan kami to use social media to promote advocacies namin. Maging aware kami sa mga social issues, environmental issues... (...not just all fun and games. We could be taught how to use social media to promote our advocacies, making us more aware on social issues, environmental issues...)”

“...for TRED2: medyo mababaw na yung interactive games lang. After a couple of hours with the DLSU students, sana yung mga kabataan at the end of the day, may take-away, values. May development na maidadala sa bahay nila. (For TRED2, it’s kind of shallow that it’s just interactive games. After a couple of hours with the DLSU students, hopefully, the students, at the end of the day, they have a take-away, values. Some kind of development that they can bring back to their homes.)”

“Last time, si Jason... sa DLSU, Sta. Rosa... talked about table etiquette. Yan yung gusto ko para sa Buklod Kabataan. I would like talk on climate change, environment, values formation... (Last time, Jason, from DLSU, Sta. Rosa... he talked about table etiquette. That what I want for Buklod Kabataan. I would like talks on climate change, environment, values formation...)”

A.2. DLSU students’ immersion experience during their “Masid-Danas” SL program development stage were perceived to be superficial and impersonal. In terms of a more effective program implementation for the community, exposure/immersions should be more meaningful for both the DLSU students and the beneficiaries.

The DLSU students should spend a little more time getting to know the local community so that their needs assessment could be more relevant. One of the more meaningful impacts of being exposed to DLSU students was that the children from the local community got to see and experience La Sallian culture. Although the exposure was in a limited way, the many observed/reported effects of interacting with La Salle students (even without the SL activities) had very positive effects on the outlook and behavior of the children. To capitalize on that impact, one recommendation is to have the children from the local community go to the DLSU campus itself.

“Service-learning should not only be needs assessment, dapat more immersion in the community. Pahapyaw lang yung immersion e. (Service-learning should not only be needs assessment. There should be more immersions in the community. Immersions are too impersonal and sweeping.)”

“I-tour ang children sa DLSU. Ma-expose sila sa DLSU facilities, ma-expose sa mga posible. Hope. Mangarap. Malaking achievement sa mga bata na makapasok sa DLSU. (The children should be toured around DLSU. They should be exposed to DLSU’s facilities. They should be exposed to what can be possible, hope. It’s already a big achievement for the children to enter DLSU.)”

A.3. Livelihood projects lacked providing means of acquiring capital/material.

A criticism on livelihood projects was exemplified in how one beneficiary had attended several different trainings but reported that she had nothing to show for it. She narrated how she had learned how to cook this, prepare that, and craft this sellable item but in the end of all those seminars, she was left with no access to materials or capital. She recommended that future livelihood seminars should also include talks or information on accessing materials and capital.

B. Issues and challenges when coordinating and working with the service-learning students

B.1. Some Professors were not actively engaged/involved in the SL program. Three of the five partner organization identified the importance of the role of the professor in the effective implementation of the students' service-learning activities.

The professor could determine the level of involvement of the students in the service-learning program. The output that the students would be able to produce would also depend on the expectations of the professor. So, if the professor was uninterested or, worse, indifferent to the service-learning program, students would be likewise. The lack of coordination between the professor and the partner organization might lead to a few instances of miscommunication leading to a less-than-ideal implementation of the program activities. Lack of coordination could produce activities that would not address a priority need of the partner organization.

"Malaking bagay yung umupo yung professor. Professor should be supportive like the last one, because previous prof. did not consult with us, did not show us his proposal kung swak sa aming needs. Andami naming sinabing needs pero.... prof. should consult with us, with our approval first (proposal). (The professor's involvement is of big importance. Professor should be supportive like the last one, because previous prof. did not consult with us, did not show us his proposal if it fitted our needs. We relayed a lot of our needs but... prof. should consult with us, with our approval first.)"

"Malaki impact ng professor. Kung hindi enthusiastic. Kung eto lang ang gustong ipagawa, yun lang ang output ng mga estudyante. (The professor has a large impact. If the professor is not enthusiastic. If this is the only thing he/she wants done, then that's the only output of the student.)"

"...Maayos dapat ang coordination with the professor. Better kung hindi kumontra yung prof., we can better help the students, kung wala yung restrictions. Ayaw siguro mahirapan yung students. (There should be proper coordination with the professor. It's better if the professor did not contradict us. We can better help the students if there were less restrictions. The professor probably didn't want to burden the students.)"

B.2. Some students were not actively engaged/involved in the SL program. Perhaps it could not be avoided that some students would not be as eager to engage in service-learning.

Some students would primarily be motivated by a passing grade. Others would simply want to get the experience over with. During the day of the program implementation, these could

manifest in multiple ways, such as being unprepared, late, absent, or even producing a subpar service-learning output.

As was recommended in part of the report, there should be more emphasis on a meaningful immersion with the local community. Without the significant face-to-face experience, it would be harder for the La Salle student to empathize and be motivated to have an impact on the beneficiaries.

B.3. Students were coming in unprepared. Another way to minimize the instances of students who would come unprepared for their service-learning program implementation, there was also a call to closely monitor the progress of the students.

Although COSCA does regular orientation prior to field activity on rules, tasks, goals, and expectations, faculty should follow up through reminders. There should also be a post-conference with the students once the program had concluded.

“Some students does the bare minimum, easiest. One student just copied the information from our site and made a PowerPoint of it. Sana they go the extra mile. (Some students do the bare minimum, easiest. One student just copied the information from our site and made a PowerPoint of it. Hopefully, they go the extra mile.)”

“May ibang estudyante na gusto lang gawin yung requirement, gusto lang matapos.” (Other students just want to do the requirement, they just want to finish and get it over with.)”

B.4. Some students did not submit their final outputs/documentation to the partner organization. Students should be reminded that just because they had finished implementing their service-learning activities with the beneficiaries, it did not necessarily mean their responsibilities had ended.

Some staff members voiced their dismay over some students not submitting their final outputs. For example, there was this one student who submitted and presented a promotional video documentation to the partner organization. After the presentation, the student received a grade from the professor and feedback from the staff members of the partner organization. In order for the promotional video to be used, some minor revisions were required. Months passed and the student had yet to submit the revised output. It was assumed that upon getting a final grade from the professor, the student had no real motivation to revise or submit the final output to the partner organization.

Another issue raised in the interviews was the failure of some facilitators to distribute certificates to the beneficiaries. Months after, even after promising that they would follow through on the documents, the facilitators had not provided the certificates to the beneficiaries/participants.

A concern raised by the founder of Buklod Tao was regarding the Memorandum of Understanding, specifically on the part of intellectual property rights. He saw the agreement as one sided in favor of DLSU. Buklod Tao Inc. sold vegetable and fruit products. They had developed special ingredients and methods in gardening. These ingredients and methods were

shared with the DLSU students during their engagements. The concern was that one enterprising student might use that knowledge and replicate their unique methodology. He wondered if DLSU could take a look at the possibility of having the students sign their own non-disclosure agreement.

C. Service-learning outputs turned over for use and reference of the organization and/or community

Data gathered from the KIIs and FGDs showed that it was standard for COSCA to turn over documentation related to the service-learning program. The documentation includes the MOU, PowerPoints used in training, student evaluation results, and student reflection papers.

Student outputs required for a specific partner organization were also turned over. Buklod Tao noted the submission of templates of solicitation letters, research papers, and a hard copy of a promotional video of Buklod Kabataan (which they would regularly show visitors). DAMAS required service-learning students to submit workbooks on scribbling, alphabet writing, and simple mathematics for children in early development. Service-learning students developed online content (for the MMP website, YouTube, and social media) to promote their advocacy, though it was reported that the revisions had yet to be submitted.

D. Ensuring the implementation of appropriate service-learning activities

One necessary action to ensure that the students would implement the appropriate service-learning activity with the partner organization was the continuous orientation (and monitoring) of the students throughout their program development. It was necessary for them to be oriented in the beginning, prior to planning; then briefed once more, right before implementation; guided and monitored during the activity; and gathered for evaluation immediately after the conclusion of the service-learning program, perhaps upon return to the classroom.

“Pag-maayos ang coordination with COSCA, naaayos ang mga challenges agad. We orient the students 2-3weeks before the activity... orient them in the morning before they do their activities... at may post-conference pagkatapos. (If there is proper coordination with COSCA, challenges are easily overcome. We orient the students two to three weeks before the activity... orient them in the morning before they do their activities... and we have a post conference with them after.)”

“Kailangan yung continuous coordination at feedbacking para matutukan yung mga estudyante. (There should be continuous coordination and feedbacking so that students can be properly monitored.)”

Another prerequisite to the implementation of appropriate service-learning activities was the vigilance of the professor. The professor might have his/her own objectives for the class that might at times conflict with the needs of the partner organization. Without the proper coordination, professors could dictate student outputs that might be out of sync with the partner organizations' priority needs. Even if the objectives were clear to the professor, if he/she did not closely monitor the students during the program planning stage, student outputs might still be unsuitable for the needs of the partner organization.

“Sana may cohesion yung ibang class output. Sometimes, walang coordination yung groups with each other. They are just doing their own group presentations, walang flow baga... kailangan alam talaga nung professor kung ano pinag-gagawa ng mga estudyante niya. (It would be better if there was better cohesion in the class output. Sometimes, there were no coordination between the groups with each other. They are just doing their own group presentations, there’s no flow... the professor really needs to aware and be on top of what his/her students are doing.)”

E. Ensuring implementation of replicable SL activities

All of the partner organizations reported that they kept all the documents turned over to them by COSCA and the service-learning students. While most documents were for record-keeping, especially true for documents turned over by COSCA, it was the documentation from student outputs that they reported to regularly use. Most of the time, these were documentations that the partner organization required as part of the students’ service. The workbooks required by DAMAS were used and reused. This also held true for Buklod Tao’s templates of solicitation letters which were regularly sent out. The student-produced promotional videos were continuously being viewed online and being presented to visitors in MMP and Buklod Tao headquarters.

F. Determinants of continued partnership

Each partner organization had their own concerns and challenges when coordinating with COSCA on the curriculum-based service-learning program. These, however, were not deterrents to the continued partnership of the two institutions. Each partner organization identified what was necessary for their continued partnership:

- The founder reiterated that Buklod Tao Inc. would always want partners with the same environmental goals as they did.
- Regardless of the challenges, the program officer emphasized that as long as DLSU wanted to partner with MMP and as long as COSCA maintained its excellent organization and facilitation of its activities, partnership between the two organizations would continue.
- The program manager claimed that as long as COSCA would not tire of DAMAS, as long as both organizations had the same goals, and as long as the kids were learning and enjoying themselves, DAMAS would continue to coordinate with DLSU.
- The PJPS advocacy program coordinator declared that as long as DLSU was willing to coordinate with the organization, there would be no reason not to continue the partnership.
- Continued resource sharing and generation were what ERDA Sabana wanted for continued cooperation with DLSU.

Recommendations

A. DLSU could be more flexible regarding where they conduct their capacity building trainings. One frequent problem in the coordination between two institutions is the ability to coincide busy schedules and locate a common ground.

Data gathered from the program coordinators showed that there were many instances of scheduling conflicts and inaccessible venues. It is recommended that COSCA be aware of how busy certain month/s of the year will be for the partner organization. Having limited staff, these organizations may not be able to quickly accommodate COSCA, if at all.

Since the partner organization also needs to coordinate with its local community, there are instances when the beneficiaries will not be available or even be able to commute to the venue specified by DLSU. If possible, it is recommended that, on certain occasions, capacity building seminars for adult beneficiaries be held at the partner organization's headquarters or at its local community, in order to maximize participation.

B. DLSU students should be given a longer time to immerse in the community.

Sympathy is the feeling of pity and sorrow for someone else's misfortune while empathy is the ability to understand and share the feelings of another. A human being can sympathize without ever having experienced what another is going through. Empathy, on the other hand, cannot exist without a shared experience. When we really want to help people whose lives are drastically different from our own, we should be exposed to the opportunity to assimilate and not to simply react. The objective is to understand people and not to feel bad for them. Impactful initiatives are borne out of understanding realities and not of being full of good intentions.

In order to have a more impactful service-learning program, the short immersion which allows students the opportunity to assess the needs of the community should be lengthened. The service-learning students should spend a little more time absorbing the environs and getting to know the local community. Without a significant face-to-face experience, without making it personal (for both parties) it would be more difficult to identify the real needs. The matter becomes the essential question, "What can I do to help you?" and not the officious statement, "This is what I can do to help you."

C. Encourage the professor to be more involved in the service-learning program.

In curriculum-based service-learning, we should not neglect the word "curriculum" because: (1) it is what service-learning is based on; and (2) the curriculum is the professor's domain. Various testimonies from the study have identified how the involvement, or lack thereof, of the professor had impacted the service-learning outputs of the students. If COSCA and the partner organization cannot get the professor on board with the service requirement part of the curriculum, then the services students render to the community will be inappropriate and ineffective.

A simple recommendation is for COSCA to identify the professors who are also advocates of the service-learning program and/or partner organization. COSCA can also have an orientation

just for the professors themselves who will be teaching the class. Lastly, perhaps a way to incentivize the professors can be found.

D. There should be regular orientation and monitoring of students while they develop their service-learning programs.

De La Salle University students can be considered as young adults but they are indeed still young and are in fact still students, so vigilance is always recommended in guiding them into new territories. In order to minimize the development of inappropriate service-learning activities, students should have proper and continuous orientations. This will also minimize the chances of a student coming into the local community unprepared. Students should be guided and monitored in all the stages of their participation in the program development.

E. Service-learning activities should not be only focused on play or interaction. It should be complemented by activities on building the skills and capacity of the beneficiaries.

Although social interaction and playing games with the beneficiaries (especially for young children) do produce immediate positive results, it is recommended that the service-learning activities prepare and empower beneficiaries to face the world in which they live. Other service-learning activities can be promoted, such as: (1) Advocacies, to raise awareness on social, political, and environmental issues; (2) Values formation, to enable them to meaningfully engage with the people around them; and (3) Capacity building, to arm them with the skills to become productive members of society.

F. Livelihood projects should be complemented with initiatives which allows beneficiaries to access material/capital.

When multiple livelihood seminars within a community have been facilitated, and the effort had resulted in minimal to no significant change in the lifestyle of the beneficiaries, there should be a call to abandon or, at the very least, alter the content of the service-learning activity. After the livelihood seminars, beneficiaries have voiced their concern regarding their newly-developed livelihood skills being hampered by the lack of access to resources (material and capital).

This could be an opportunity for COSCA and the partner organization to coordinate with other institutions, specifically, the Philippine Department of Social Welfare and Development (DSWD) which had been implementing the Sustainable Livelihood Program since 2011. The Sustainable Livelihood Program had two tracks: (1) the micro-enterprise development track provides participants with access to funds and training in order for them to set up their own businesses; and 2) the employment facilitation track provides individuals access to locally-available jobs through public-private partnerships.

G. Students should be responsible for their outputs

This accountability does not simply lie with their grades but also with the local community. There have been a number of occasions when the students fail to honor their commitments to the partner organization and local community. It is important to remind the students that their work

outside the classroom had consequences to the beneficiaries. Children go hungry when the students neglect to provide sustenance for them. Beneficiaries leave the service-learning program disappointed because they are without the certificates promised them. The partner organization is left hanging when a promotional video is unrevised and left unsubmitted months after.

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Appendix A

INSTRUMENTS

PARTICIPANT'S PERSONAL INFORMATION

Name: _____

Age: _____

Contact Number: _____

Organization: _____

Job title/Position: _____

Key Informant Interview Guide:
Director/ Key Staff/ President

- 1. When was this organization founded? How long have you been director of the organization? How long have you been implementing DLSU SL program in your organization?** *“Kailan ho itinatag ang inyong organisasyon?” “Gaano na kayo katagal bilang director ng inyong organisasyon?” “Gaano katagal na ninyong inimplementa ang DLSU SL program sa inyong organisasyon?”*
- 2. Does your organization provide list of priority needs which is consistent with your VMG?** *“Nagbibigay ba ng listahan ng mga prioridad na pangangailangan and inyong organisasyon na akma sa layuning pananaw at misyon?”*
- 3. How did you approve the SL activities?** *“Paano ba naaaprobahan ang mga gawaing SL?”*
 - a. Was there venue for consultation? *“Nagkaroon ba ng konsultasyon?”*
 - b. Who made the final decision? *“Nakaninong desisyon ang pagaproba ng mga gawaing SL?”*
- 4. What are the SL activities conducted by DLSU students in your organization?** *Anu-ano nang gawaing SL ang mga naisagawa ng mga estudyante ng DLSU sa inyong organisasyon?”*
 - a. What are the (direct, indirect, advocacy, research) services rendered by the students to your organization? *Anu-ano na ang mga nagawang serbisyo ng mga estudyante sa inyong organisasyon?”*
 - b. What type of beneficiary do they usually have direct contact with? *“Sinu-sino ang mga tao na nakikinabang sa direktang pakikipag-ugnayan sa mga estudyante?”*
- 5. Were the students involved in the following:** *“Kasangkot ba ang mga estudyante sa..”*
 - a. Needs analysis *“Pagsusuri ng mga pangangailangan?”*
 - b. Planning *“pagpapalano?”*
 - c. Project Implementation *“Implementasyon ng proyekto?”*
 - d. Monitoring and evaluation *“Pagusbaybay at pag-aaral?”*
- 6. Do you have mechanisms to evaluate the benefit/impact of the SL activities to the: a) organization; b) local community/beneficiaries?** *“May mekanismo ba ang inyong organisasyon para mapag-aralan ang mga benepisyo/epeto ng mga gawaing SL sa inyong organisasyon?; “sa lokal na komunidad?”*
 - a. What are these mechanism? *“Anu-ano ang mga mekanismo na ito?”*
 - b. When do you conduct this evaluation? *“Tuwing kalian ginagawa ang pag-aaral?”*
 - c. What was the result of evaluation? *“Anu-ano ang nakuhang resulta sap ag-aaral?”*
 - d. Was the result utilized? Who utilized it? *“Nagamit ba ang mga resulta ng pag-aaral?” “Sinu-sino ang gumamit at nakinabang sa resulta?”*
- 7. Do you think that the work that the SL student do advances your organization’s VMG? Why and how? Do you think that the work that the SL student do addresses local community’s needs? Why and how?** *“Sa inyong pananaw, naisusulong ba ang layuning pananaw at misyon ng inyong organisasyon ng mga gawain ng mga estudyante sa SL?” “Sa inyong pananaw, ang mga gawain ng mga estudyante sa SL ay nakakatugon sa mga pangangailangan ng lokal na komunidad?”*
- 8. Are there other organizations/institutions you are collaborating with?** *“May kaugnayan pa ba kayo sa iba’t-ibang organisasyon?”*
 - a. What are these organizations/institutions? *“Anu-ano ang mga ito?”*

- b. What initiatives/services do they provide to the community or organization? *“Anu-ano ang mga serbisyo ang naibibigay nila sa inyong organisasyon?” “...sa lokal na komunidad?”*
- 9. How different or similar are the services provided by DLSU with other organizations?**
“Gaano ka-iba or kapareha ang mga serbisyo na naibibigay ng DLSU kumpara sa ibang mga organisasyon na mayroon kayong kaugnayan?”
 - a. How unique are the services provided by SL students? *“May pagkakaiba ba ang mga serbisyong naisagawa ng mga estudyante ng SL kumpara sa iba?” “Sa paanong paraan?”*
- 10. Based on your organizational thrust, what would you recommend to improve:** *“Base sa pangangailangan ng inyong organisasyon, anu-ano ang mga irerekomenda ninyo para maipgabuti:”*
 - a. DLSU SL activities implementation in your organization? *“Ang pagsasatupad ng mga gawaing SL sa inyong organisasyon?”*
 - b. DLSU SL services implementation in your community/beneficiary? *“Ang pagsasatupad ng mga gawaing SL sa lokal na komunidad?”*
 - c. Students’ effectiveness in project implementation? *“Ng mga estudyante ang mabisang pagsatupad ng proyekto?”*
- 11. Had there been issues/challenges when coordinating and working with the SL students?** *“Nagkaroon ba ng mga problem/hamon kapag nakikipagugnayan sa mg estudyante ng SL?”*
- 12. Were the SL activity outputs turned over for use and reference of the organization/ community? Were these utilized for future replication?** *“Naisuko/Naibigay ba ang mga dokumento ng mga gawaing SL sa inyong organisasyon/lokal na komunidad?” “Nagamit na ba ng inyong organisasyon ang mga ito?”*
- 13. What would you recommend to ensure the implementation of appropriate SL activities?** *“Anu-ano ang inyong mairerekomenda para maging mas-akma sa pangangailangan ng inyong organisasyon ang mga gawaing SL?”*
- 14. What would you recommend to ensure the implementation of replicable SL activities?** *“Anu-ano ang inyong mairerekomenda para magamit at maiulit ng inyong organisasyon ang mga gawaing SL?”*
- 15. What would determine the continued SL partnership?** *“Anu-ano ang mga kailangan para mapatuloy ang pag-ugnayan ng inyong organisasyon at DLSU-SL?”*

Focus Group Discussion:
Staff & Community Leaders/Beneficiaries

1. **What are the SL activities conducted by DLSU students in your organization?** *“Anu-ano nang gawaing SL ang mga naisagawa ng mga estudyante ng DLSU sa inyong organisasyon?”*
 - a. What are the direct, indirect, advocacy, research services rendered by the students to your organization? *“Anu-ano na ang mga nagawang serbisyo ng mga estudyante sa inyong organisasyon?”*
 - b. What type of beneficiary do they usually have direct contact with? *“Sinu-sino ang mga tao na nakikinabang sa direktang pakikipag-ugnayan sa mga estudyante?”*
2. **Were the students involved in the following:** *“Kasangkot ba ang mga estudyante sa..”*
 - e. Needs analysis *“Pagsusuri ng mga pangangailangan?”*
 - f. Planning *“pagpapalano?”*
 - g. Project Implementation *“Implementasyon ng proyekto?”*
 - h. Monitoring and evaluation *“Pagusbaybay at pag-aaral?”*
3. **What service-learning activities have you been involved/ participated in?** *“Anu-anong mga gawaing SL ang nasamahan mon a?”*
 - a. How often have you been involved/participating in these service-learning activities? *“Gaano kadalas ka nakakasama sa mga gawaing SL?”*
 - b. In what capacity (ie. Participant, facilitator, etc.) was your involvement? *“Ano ang iyong nagiging trabaho sa mga ganitong gawain?”*
 - c. Who facilitated these activities? Undergraduate? Graduate students? *“Sinu-sino ang mga gumagawa ng mga gawaing SL”*
4. **Do you have mechanisms to evaluate the benefit/impact of the SL activities to the: a) organization; b) local community/beneficiaries?** *“May mekanismo ba ang inyong organisasyon para mapag-aralan ang mga benepisyo/pekto ng mga gawaing SL sa inyong organisasyon?; “sa lokal na komunidad?”*
 - a. What are these mechanism? *“Anu-ano ang mga mekanismo na ito?”*
 - b. When do you conduct this evaluation? *“Tuwing kalian ginagawa ang pag-aaral?”*
 - c. What was the result of evaluation? *“Anu-ano ang nakuhang resulta sap ag-aaral?”*
 - d. Was the result utilized? Who utilized it? *“Nagamit ba ang mga resulta ng pag-aaral?” “Sinu-sino ang gumamit at nakinabang sa resulta?”*
5. **How important is the contribution of the curriculum-based service-learning activities to your community/organization?** *“Gaano ka importante ang mga gawaing SL sa inyong organisasyon/komunidad?”*
 - a. How has your community/organization been impacted by participating in these activities? *“Sa pagsali/pagsama sa mga gawaing SL, paano na naapektuhan ang inyong organisasyon/komunidad?”*
 - b. Staff: Do you think that such activities advances your organizations VMG? How? In what way *“Sa inyong pananaw, naisusulong ba ang layuning pananaw at misyon ng inyong organisasyon ng mga gawain ng mga estudyante sa SL?”*
 - c. Beneficiaries: Do you think such activities address the community’s needs? How? In what way? *“Sa inyong pananaw, ang mga gawain ng mga estudyante sa SL ay nakakatugon sa mga pangangailangan ng inyong komunidad?”*

- 6. Based on your organizational thrust, what would you recommend to improve:** *“Base sa pangangailangan ng inyong organisasyon, anu-ano ang mga irerekomenda ninyo para maipgabuti.”*
- a. DLSU SL activities implementation in your organization? *“Ang pagsasatupad ng mga gawaing SL sa inyong organisasyon?”*
 - b. DLSU SL services implementation in your community/beneficiary? *“Ang pagsasatupad ng mga gawaing SL sa lokal na komunidad?”*
 - c. Students’ effectiveness in project implementation? *“Ng mga estudyante ang mabisang pagsatupad ng proyekto?”*
- 7. Had there been issues/challenges when coordinating and working with the SL students?** *“Nagkaroon ba ng mga problem/hamon kapag nakikipagugnayan sa mg estudyante ng SL?”*
- 8. What would you recommend to ensure the implementation of appropriate SL activities?** *“Anu-ano ang inyong mairerekomenda para maging mas-akma sa pangangailangan ng inyong organisasyon ang mga gawaing SL?”*

INFORMED CONSENT

DE LA SALLE UNIVERSITY - MANILA Center for Social Concern and Action

Informed Consent Form

Impact on Partner Communities of DLSU-COSCA's Curriculum-Based Service-Learning Activities

Name of Principal Investigator: Enrico Baula
Department: COSCA
Source of Funding: COSCA Service-Learning Program
Research Project: Impact Study

PURPOSE OF THE STUDY

You are hereby invited to participate voluntarily in this study about De La Salle University-Center for Social Concern and Action. It is important that you understand why the research is being done and what your participation will involve. Please read the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

The primary objective of the study is to explore the experiences and perceptions of selected partner communities pertaining to their partnership with De La Salle University's Service-Learning activities. The following are the sub-objectives of the study:

1. Describe the curriculum-based service-learning activities (undergraduate and graduate) in selected partner communities of COSCA;
2. Evaluate the impact of service-learning activities on their partner communities/organizations; and,
3. Recommend enabling mechanisms for appropriate and replicable SL activities towards sustained benefits to the organizations/ community

STUDY PROCEDURES

As a participant who opt to participate in this research, it is your responsibility to answer the questions truthfully and to speak with accurate statements during the interview or focus group discussion. You will be asked to share your knowledge and experiences on your involvement in various service-learning activities of COSCA.

DURATION

The key informant interviews will consume around 30 to 45 minutes of your time depending on the flow of the discussion. You will be asked a series of open-ended questions regarding your organization. You will also be asked questions pertaining to your experiences and perceptions on the implementation of DLSU's service-learning program in your organization.

The focus group discussion will consume around 45-60 minutes of your time depending on the flow of the discussion. You will also be asked questions pertaining to your experiences and perceptions on the implementation

of DLSU's service-learning activities in your organization. In particular you will be asked about your experiences working with the student volunteers.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be asked to sign this consent form. After you sign this consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

RISKS

Although this study is limited from any risks, the researcher will do his best to minimize or prevent risks that might happen in the process of the research. Participants of this study may evoke strong emotions as they narrate their experiences. Exposure to dangerous situations will be avoided, as the interviews and focus group discussions will be conducted under their organization's premises.

BENEFITS

The study can have direct benefits to the participants. Knowledge from the shared experiences by the participants can be used to identify challenges in the coordination between DLSU-COSCA and its partner communities. The study is relevant for the organizational staff and community volunteers because it can improve their working relationships with the student volunteers. Organizational and relational improvements can increase effectivity and efficiency of rendered services to the target community. As for the researcher, all of the information that you will provide will help in the completion of the study.

PRIVACY & CONFIDENTIALITY

You will not be required to write your name, but your signature is needed in this form to show your voluntary participation in the study. Also, your contact details and other socio-demographics (e.g. educational attainment, family income, etc.) will be asked, which may lead to your identification. Rest assured that any disclosed information will be treated with utmost confidentiality and will only be used for academic purposes. Unless required by the law, your identity will remain confidential in the event that the study results are to be published. Only the Principal Investigator can gain access over the raw data. While participating in this study, the Principal Investigator will replace your name with a special code that identifies you.

Aside from these, your participation is voluntary, and you have the right to withdraw from the study without any penalty. You are free to decide whether to answer some specific questions that will provide you discomfort. It is important that you inform the Principal Investigator beforehand for he will no longer use any research results that have already been collected for the study evaluation if you withdraw. No further study-related activities will take place. The choice to withdraw from research participation will have no repercussions.

DATA ACCESSIBILITY

Lastly, you have the right to access your personal records. You will be informed in a timely manner when the processed data is already available. You are given permission to gain access over the findings that will be gathered by the end of this research.

CONTACT INFORMATION

For further information or queries, you may contact Enrico U. Baula at 09274405990 or enrichko@gmail.com

CONSENT

I have read the provided information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I consent voluntarily to be a participant in this study.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

Print Name of Researcher _____

Signature of Researcher _____

Date _____

Day/month/year

Appendix B

Study Population

Partner Organization	Key Informant	Focus Group Discussion
DAMAS	1. Program Manager	None
Buklod Tao	1. Founder	1. Buklod Tao Kabataan Secretary 2. Buklod Tao President 3. Board of Trustee 4. Buklod Tao Treasurer
ERDA Sabana	1. Program Operation Manager	1. ERDA Staff 2. ERDA Staff 3. ERDA Staff 4. Mother/Beneficiary 5. Mother/Beneficiary 6. KKK Auditor/Mother/Beneficiary 7. PHART & OML President/Mother/Beneficiary 8. KKK President/Mother/Beneficiary
MMP	1. Program Officer	1. Teacher/Beneficiary 2. Teacher/Beneficiary 3. Teacher/Beneficiary
PJPS	1. Director 2. Advocacy Program Coordinator 3. Program Officer 4. SOFA chief 5. Adult Beneficiary	none

Appendix C

Implemented Service-Learning Activities according to COSCA documents – SL activities implemented by DLSU students to the partner organizations.

PJPS

PJPS as organization

- Enewsletter containing PJPS's programs and accomplishments
- Marketing of products (i.e paintings of PDLs)
- Advocacy materials
- Promotion of Art Exhibit through print and social media
- Basic bookkeeping

PJPS' beneficiaries – Persons Deprived of Liberty (PDLs) and their relatives

- Modules for Alternative Learning System teachers – Elementary, Highschool, College, Basic Literacy Program, Children In conflict with the law
- Spiritual Formation
- Social Formation – Stress Management, interpersonal skills
- Livelihood seminar – ie longanisa making
- Health and Wellness seminar
- Math, Science and English Tutorial sessions
- Teaching and Learning Techniques sessions with inmate-teachers
- Urban and vegetable gardening
- Marketing and business management for entrepreneur students

MMP

- Learning materials for school children (ie.activity worksheets)
- Activities with the kids ie Math, English exercises,
- Pre-school modules development
- Tutorials
- Educational Materials/Posters

DAMAS

- Audio-visual materials about DAMAS
- Promotional materials
- T-shirt design and printing
- Painting of playground
- Facilitation of environment friendly orphanage (Vertical Gardening)

ERDA

- Stitching Workshop
- Urban Gardening
- DIY: Organic Mosquito Repellent
- Rug-Making, Slipper making, Eco-bricks
- Disaster Awareness and Preparedness
- Seminar on HIV, Hygiene, and Reproductive System, Human Rights
- Health and wellness
- Values formation for the youth, Care for Self
- Promotional materials on health and hygiene for the kids
- Youth Leadership Seminar
- First Aid 101
- Solid Waste Management

BUKLOD TAO

- Organizational development assistance
- Geohard assessment
- Environmental Advocacy
- Gabion making (infrastructure)
- Facility improvement (painting of grills)
- Urban gardening
- Production of compost soil
- Tree planting
- Potting of indigenous seedlings
- Vertical Gardening

Appendix D

Types of Implemented Service-Learning Activities – the types of service-learning activities (direct, indirect, advocacy, and research) implemented by DLSU students to the partner organizations.

Buklod Tao	Type
1. Games/Play	Direct
2. Gardening	Direct
3. Donation: fiberglass boat	Indirect
4. Letter writing to partner foundations	Advocacy
5. Promotional video documentation	Advocacy
6. Research paper: capacity building	Research
7. Social/interactive	Direct
8. Video showing: nature documentary	Advocacy
9. Table etiquette	Direct
10. Personal hygiene	Direct
11. Text-blasting	Direct
12. Accounting	Direct
13. Financial policy writing	Direct

ERDA Sabana	Type
1. Pag-ipon/pag-impok	Direct
2. Business management	Direct
3. Self-awareness	Direct
4. Financial management	Direct
5. Disaster management	Direct
6. Youth voter education	Direct
7. Games/play	Direct
8. Self-confidence	Direct
9. Tutorial: reading and mathematics	Direct
10: Arts and crafts: slogan making	Direct
11. Social/interactive	Direct
12. Project proposal making	Direct
13. Career pathing	Direct
14. Sex education	Direct
15. Environmental management	Direct
16. Leadership training	Direct
17. Arts and crafts: pamaypay/fan making	Direct
18. Arts and crafts: bottle brick making	Direct

19. Population education	Direct
20. Paralegal service	Direct
21. Personal hygiene	Direct

MMP	Type
1. Research paper: market content	Research
2. Fundraising: Book drive	Indirect
3. Promotional video documentation	Advocacy
4. Tutorial: reading and math	Direct
5. Storytelling	Direct
6. Social media promotion	Advocacy
7. List of foundations	Research

PJPS	Type
1. Social/interactive	Direct
2. Games/play	Direct
3. Training: resume making	Direct
4. Livelihood seminar	Direct
5. Immersion/exposure	Direct
6. Outreach	Direct

DAMAS	Type
1. Games/play	Direct
2. Arts and crafts	Direct
3. Social/interactive	Direct
4. Song and dance	Direct
5. Donation: uniforms	Indirect
6. Donation: T-shirts	Indirect
7. Repainting/gardening	Indirect
8. Workbook writing	Indirect

Appendix E

Identified priority needs – priority needs identified by partner organizations which were submitted and presented to COSCA and their corresponding type of service-learning activity.

Buklod Tao	Type
1. Organizing and developing a child-friendly community library for Buklod ng Kabataan inside the Livelihood and Bakwet Centers	Indirect
2. Organizing a sustainable series of “reading sessions” for children at the livelihood and Bakwet Centers by celebrities (this includes physical setup of reading session venue)	Indirect
3. Establishment of gabions to prevent soil erosion of riverbank at Libis Riverside area	Indirect
4. Encoding the Demographics Portal of Pandora 1 Disaster Risk Reduction Management System	Indirect
5. Improving Buklod ng Kabataan initiatives on “Nurturing the Hearts through the Arts”	Direct
6. Assisting Buklod ng Kabataan Water Patrol initiatives with Greenpeace Philippines	Direct
7. Improvement of anti-fungal slippers of Buklod Tao plus streamlining of the production process and quality control	Indirect
8. Enhancement of garden and plant nursery	Indirect
9. Streamlining of evacuation initiatives and Bakwet Center of Buklod Tao, including the stockpiling of food and non-food items for evacuees, and partition numbering and assignment for prospective evacuees, evacuation drills, etc.	Indirect

ERDA Sabana	Type
1. Orientation on DRRM session	Indirect
2. Academic tutorial sessions	Direct
3. Art workshop activities	Direct
4. Sports and recreation activities	Direct
5. Storytelling sessions	Direct
6. Music lessons	Direct
7. Dance lessons	Direct
8. Value formation sessions (children and parents)	Direct

9. Sessions on personal hygiene and good grooming	Direct
10. Murals in Center's dormitory	Indirect
11. Income-generating activities (training for children and parents)	Direct
12. Development/enhancement of learning resource and human rights Centers	Indirect
13. Development/enhancement of mobile schools	Indirect
14. Gardening activities/urban gardening	Indirect
15. Data management	Indirect
16. Development of brochure, website, and/or other IEC (information, education, communication) materials.	Advocacy

Mission Ministries Philippines (MMP)

Type

1. Development of MMP brochures/flyers, website, and video of actual preschool class and teachers and administrators' seminar	Advocacy
2. Fund Raising to support recent MMP projects such as Entrepreneurial Curriculum for Children, Retreat for Teachers	Indirect
3. Resource Mobilization like: <ul style="list-style-type: none"> • old story books for preschoolers • school supplies like crayons, art supplies, scissors, etc. • toys for children 	Indirect
4. Adopt-a-Daycare/Preschool Project:	Indirect
Different Types:	
a. Teacher Education Php10,000 per head. The teacher can enroll in a Training Certificate Course in Early Childhood Care and Education	
b. Book Sponsorship for Indigent Children (5 books per child/year) <ul style="list-style-type: none"> b.1 – Nursery = Php 1,060 per child b.2 – Kinder = Php 1,175 per child b.3 –Prep = Php 1,250 per child 	
5. Sponsor a Parents' Seminar. Parents will have a 3-hour seminar, inclusive of book and certificate: Php 150 per head.	Indirect

Philippine Jesuit Prison Service Foundation (PJPS)

Type

1. Scholarship	Indirect
2. Social and Medical Service	Direct
3. Spiritual Formation	Direct
4. Pastoral Care	Direct
5. Advocacy	Advocacy

Appendix F

Academic and private institutions collaborating with the partner organizations and the services they provide

1. University of the Philippines (Manila, Diliman, and Los Baños)

- Community service (60 hours)
- Internship or on-the-job training (up to 700 hours)
- Advocacy: Community organizing

2. Ateneo de Manila University

- Capacity building: business management training
- Social and medical service/outreach
- Donations

3. College of Saint Benilde

- Scholarships
- Capacity building: cookery

4. Don Bosco Technical College

- Related Learning Experience
- On-the-job training

5. San Beda University

- Outreach

6. International students

- Research
- Internship

7. Other schools: art activities, catechism, community service

8. Private Organizations/Companies

- Outreach
- Donations
- Social/interactive