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A Framework for Reciprocal Public Benefit

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Over the past decade, global (also known as international) service learning (GSL) has become a popular educational and cross-cultural endeavor, career formation step, and expression of international solidarity for individuals and institutions of all types (Lough, 2013). However, the rising number of sponsoring, intermediary, and host community organizations (defined below), all with inherent conflicts of interest, has attempted to meet this demand without any common standards of practice in place. The result has been a preponderance of organizations frequently serving the short-term needs of their own participants at the expense of their counterparts in the global South (Bortolin, 2011; Ngo, 2014; Tiessen & Huish, 2014). Few organizations incorporate comprehensive standards of practice that result in an intentional distribution of balanced or reciprocal benefits among all stakeholders over the long term (Smith & Font, 2014). Furthermore, of the disparate standards of practice in GSL that do exist, few originate in the global South (Duarte, 2014). This suggests that the organizations situated in Africa, Asia, and Latin America are inadequately positioned and/or resourced to manage the aspirations of visitors and host communities alike, and that identified standards of practice may themselves be one-sided (Nelson & Klak, 2012).

In any event, despite a prevailing awareness that good intentions alone are not a legitimate threshold of entry into GSL, the absence of a clearly articulated set of standards of practice has allowed discordant entities lacking in qualification and competency, sustained sincerity, or operational ethics to take hold (Simpson, 2004). Individuals, host communities, and the reputation of the field itself have been damaged (Jefferess, 2012). By design or default, the benefits of GSL are distributed disproportionately in favor of the Northern participants, not to host communities (Butin, 2006). Under the rubric of 'mutual benefit,' neo-colonial patterns of political, economic, and social behavior persist (Pluim & Jorgenson, 2012; Tiessen, 2012). Therefore, a contemporary reciprocal public benefit framework that stimulates researchers and practitioners to define, mark, and promote what constitutes acceptable standards of practice is necessary (Sharpe & Dear, 2013).

The objective of this chapter is to articulate a standard of practice framework of use to sponsoring institutions, intermediary organizations, and host community partners seeking to ensure that the benefits of GSL are intentionally and systematically designed and shared among stakeholders. It will be of use to students, staff, and faculty in academic institutions; commercial travel operators and bona fide intermediaries; leaders in faith-based mission organizations; private individuals and service clubs; civic and host community leaders; and funders, journalists, policy makers, and researchers. The framework is an audit instrument against which individuals and organizations can assess and measure their own practices. Based on an organization's demonstrated adherence to the standards, it is a tool with which to make decisions about participation, partnership, funding, and other areas.

Standards of practice are foundational principles and generally accepted norms used for the basis of judgment and decision-making. They are professional requirements that reflect acceptable ethical and practical behaviors within a particular field of work. When used in conjunction with other resources, they are instrumental in determining the quality of expectations for practitioners and the public. Standards of practice provide common conceptual criteria against which performance is measured and improved.

The standards framework proposed in the Appendix of this chapter is the result of a literature review of 145 sources, the examination of 21 existing standards templates, and 14 key informant interviews conducted by the author in 2014. The production of the framework was the focus of a capstone research report for his master's in philanthropy and non-profit leadership. It identifies six common standards of practice, each underlined with a theory of change, and is presented in a user-friendly format (Duarte, 2014). The research into standards of practice was stimulated by the author's fourteen years of experience as the owner and director of *Compañeros Inc*, a social purpose business that operates service and learning programs and community development projects involving sponsoring, intermediary, and host community organizations in Canada, the United States, and Nicaragua.

The framework challenges the predominant tendency of GSL to achieve *mutual private benefit*, as characterized by the uneven distribution of separated and individualized benefits achieved through coordination or cooperation (Blouin & Perry, 2009). In GSL, this implies an efficient divvying up of roles and responsibilities based on access to resources and geographic and logistical convenience. As an alternative, the framework introduces *reciprocal public benefit*, which is characterized by a balanced distribution of common or integrated benefits achieved through collaboration. In GSL, this implies a comprehensive sharing of risks and rewards that requires a bilateral integration of communication, design, decision-making, implementation, and evaluation steps, such as is found in the collective impact movement (Kania & Kramer, 2011).

The reciprocal public benefit framework seeks to provoke further dialogue and research about the long-term objectives, roles, and responsibilities

of all individuals and organizations engaged in GSL. Ultimately, the framework may inform and inspire organizations committed to excellence in GSL to identify, elevate, and adhere to an articulated and more widely held set of standards of practice. By building upon extensive prior research and practitioner experience, this reciprocal public benefit framework adds value to the field by being comprehensive, accessible, measurable, and innovative.

DEFINITION OF TERMS

For the purposes of definition, *sponsoring* (sometimes called sending) organizations are typically formalized North American or European entities. They encourage students, members, or clients (here collectively referred to as *participants*) possessing a wide range of motivations and expectations to participate in global service learning activities as a means of achieving certain objectives. To help differentiate the activities, direct voluntary service addressing an issue of importance to a host community may be referred to as the 'project,' while cross-cultural learning addressing interests of primary importance to the participant may be referred to as the 'program.' It is important to note that for the participant, the project is just one aspect of an entire program experience, the remainder involving the host family, language learning, cultural exposure, excursion, reflection, and other experiences. Examples of sponsoring organizations include study abroad, alternative break, and service learning units in universities; mission and solidarity-oriented churches; and community-based service organizations.

Intermediary (sometimes called third-party providers, in-country, or cooperating) organizations are located in the North and/or South, and are non-profit or for-profit facilitating entities with staff and supply providers with their own blend of interests. They vary widely in their composition and adherence to ethical practices and may be involved in advocating for, negotiating between, and/or serving the needs of the sponsoring organization, the host community, or both. Examples of intermediaries range from the author's small, focused, social purpose organization (i.e., Compañeros Inc) to prominent cross-cultural exchange organizations (e.g., Canada World Youth) to large commercial, travel, and voluntourism providers (e.g., Me to We).

Host community organizations (sometimes called receiving communities) are often informally identified groups of local leaders, volunteers, and/or beneficiaries located in socio-economically challenged areas of Africa, Asia, or Latin America. The individuals representing a host community may be appointed, selected, elected, or naturally arising members of their community who are paid or volunteers. Sometimes, host community organizations may claim to be represented by a local committee, non-governmental organization, or international agency. While some definitions of host community may extend to include all the people in the program supply chain

(e.g., host families, interpreters), in this chapter's framework, the host community organization refers to those people or entities primarily and directly engaged with participants in a service and learning endeavor.

There are obvious, pre-existing, and systemic differences in political, economic, and social access to the resources inherent to the relational dynamic between the three parties. Beneath any sense of propriety lie competing objectives and agenda-drivers that may or may not be cognizant to all. This chapter seeks to identify standards of practice that could balance the distribution of benefits between sponsoring, intermediary, and host community organizations more intentionally. It does not seek to define or impose the particulars around these relationships, but to outline common standards that sponsoring, intermediary, and host communities could aspire to implement in order to generate more integrated and just results.

RECOMMENDED FRAMEWORK

The predominant behavioral standard for sponsoring, intermediary, and host community organizations engaged in GSL is mutual private benefit (Duarte, 2014). That is, each entity assumes roles and responsibilities along geographically convenient and logistical lines that achieve, in the best-case scenario, agreed-upon program and project priorities (Sharpe & Dear, 2013). However, since the roles and responsibilities tend to be divided efficiently, as opposed to devised collectively, each party derives benefit mostly of their own making and attributed with their own meaning. Furthermore, while the mutual private benefit model appears to be win-win (participants gain a service learning experience, host communities gain project outcomes), the arrangement nevertheless contains a structural imbalance in the quantity and quality of the experience lived by the participants and community members (Duarte, 2014).

While the term 'mutual benefit' sounds acceptable, benefits remain privatized and perniciously reinforce pre-existing power differentials between the sponsor and host entities. This accounts for the stubborn presence of neo-colonial attitudes despite efforts to mitigate them (Pluim & Jorgenson, 2012). Regardless of the level of care paid to the implementation of these endeavors, they are unlikely to yield the broad transformations to which they vaguely refer promotionally. This is because sponsors and their participants have access to more resources with which they can multiply their share of long-term benefits, while hosts have access to fewer material resources, which tend to give only short-term benefits. Without standards of practice that deliberately harness the sponsors' exponential power and unleash conditions for the expansion of the hosts' power through built-in flexing mechanisms, GSL will continue to have temporary and segregating effects (see Figure 17.1).

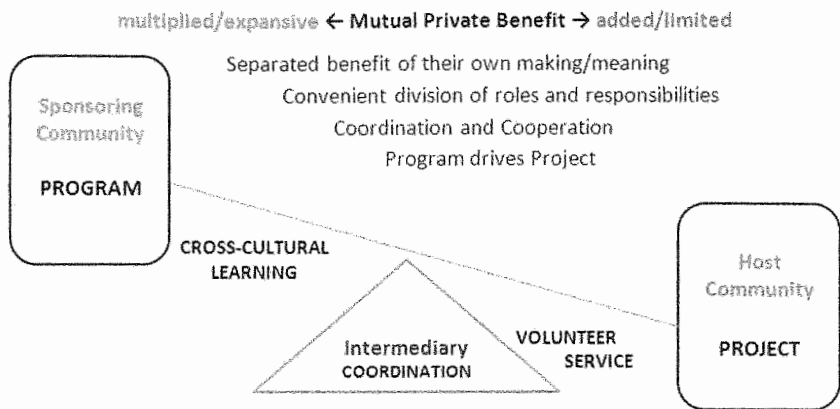


Figure 17.1 Mutual Private Benefit—The Predominant Behavioral Standard in GSL
 Source: Duarte, G. (2014). *Good to Go: Standards of Practice in Global Service Learning*

In practical terms, when organizations use a coordinated or cooperative approach to GSL, they produce qualitatively different benefits for the individuals involved. For example, sponsored participants frequently have unrestricted access to international travel and opportunities to visit notable local destinations inaccessible to their host community counterparts. They are often immersed in a hospitable community or family where food, language, and rituals are shared. They are able to explore and satisfy a desire to learn and serve; meet informative and inspiring guest speakers; are provoked to consider their identity and place in the world; and may leverage their experience into personal branding, academic credit, and career-enhancing reputational value (Tiessen, 2012). At its full potential, the participant may be transformed by the realization that they arrived with the persona of a giver, but departed with the character of a receiver. If they critically question the political, economic, and social structures that allowed such a surprising change of expectations, they can elect to exercise their citizenship and rotate their knowledge, skills, and values toward profound questions of power and privilege and the nature of charity, service, solidarity, and justice locally and globally (Andreotti, 2006). These meaningful and tangible benefits are more likely to be achieved with deliberate and extended reflection (Kiely, 2004; Myles, 2013)

On the other hand, as opposed to being expansive, many claim that the host community members' benefits are limited by errors of omission or design (Jefferess, 2012; Simpson, 2004). In the author's experience, for example, not all organizations prepare host communities for the influx of foreign participants to the same degree that the participants are prepared to encounter the host community and its culture. Neither are host community members necessarily included in language acquisition lessons, excursions

to significant sites in their own country, training or reflection, or uplifted into positions of leadership. As well, among Nicaragua's largely unregulated GSL environment, anecdotal comparisons suggest that large discrepancies exist between sponsoring, intermediary, and host organizations with regard to working conditions, financial remuneration, transparency, and accountability.

Furthermore, while the host community member might share with the sponsored participant a deep sense of satisfaction at having served and learned alongside another, and perhaps even increased their reputational value through the GSL process, the host community member may live under political, economic, and social structures that inhibit him/her from questioning structures of power and privilege or the nature of charity, service, solidarity, and justice. Although these observations cannot be homogenized across the sector, these examples propose that differences exist in the way the GSL experience may or may not be pivoted; particularly, that the Northern person's benefit may be expansive, while the Southern person's benefit may be limited.

Is this the best we can do? Probably not. By integrating the theory and practice of experiential education and international development, the ambitious citizenship aims of sponsoring, intermediary, and host community entities can come closer to fruition under another framework. The difference lies in the presence of a clearly articulated theory of change attached to specific standards of practice and a governing mindset of reciprocal public benefit.

Reciprocal is defined here as the sharing of a process to produce benefits of common value. Reciprocal benefit in GSL implies that sponsoring, intermediary, and host community entities undertake a comprehensive process that shares the risks and rewards that come from a multilateral integration of design, decision-making, implementation, and evaluation steps (Dear, 2012). Reciprocal GSL requires not coordination or cooperation, but collaboration (see Table 17.1). It aims to effectively create a learning and service experience that deliberately increases the host organization's pool of benefits that may be leveraged into medium- or long-term advantage. It is this characteristic that distinguishes it most from mutual benefit.

The principles behind reciprocal benefit harken back to one of service learning's pioneers (Sigmon, 1979), who demanded that it meet three principles: that those being served control the service; that those being served become better able to serve; and that those who learn have control over their learning. Reciprocal benefit also builds on the principle of ownership; that is, to have ownership of something, one must have the right to control it, the right to benefit from it, and the right to wield the first two rights for further benefit (Bowman, 2009, as cited in Young, 2009). Reciprocal GSL will not change the global, political, and economic conditions that advantage sponsors and disadvantage hosts in the first place, nor will it eliminate all the practical inequalities inherent to mutual benefit. But formulating

Table 17.1 Comparison of Coordination, Cooperation, and Collaboration

| Criteria | Coordination | Cooperation | Collaboration |
|-----------------|---------------------|--------------------|--------------------|
| Relationship | Independent | Independent | Interdependent |
| Trust/Time | Low/Short | Medium/Medium | High/Long |
| Process/Product | Product | Product/Process | Process, Product |
| Resource | Segregated | Allocated | Pooled |
| Decisions | Separate | Majority | Consensus |
| Objectives | Singular | Mutual | Reciprocal |
| Knowledge | Transmitted one way | Exchanged two ways | Generated new ways |
| Accountability | Own organization | Both organizations | All stakeholders |
| Risk/Reward | Low/Low | Medium/Medium | High/High |

Source: Duarte, G. (2014). *Good to Go: Standards of Practice in Global Service Learning*

GSL along lines of collaboration and shared control and ownership can, at a minimum, mitigate the tendency for sponsors to exploit, however inadvertently, the hosts. At its best, this can produce useful and transferable capacity-building outcomes for host communities. Unlike mutual benefits, which accrue privately and exclusively to individuals on a one-time basis, reciprocal benefit focuses on producing public and unrestricted benefits that build upon continuing commitment (see Figure 17.2).

A distinguishing feature of reciprocal public benefit is the role of the intermediary. By this, the author does not mean a commercial travel or tourist agency, nor staff seconded from other duties in the sponsoring organization, or in-country individuals of goodwill drawn from other activities to fulfill a perfunctory go-between role. One arguable premise of the framework is that an effective intermediary located in the host community country that is staffed by competent, networked, and resourced nationals with local knowledge, skills, and values, can play a catalytic role in facilitating the distribution of benefits with more likelihood of success than a sponsoring and host organization could achieve independently at a distance from one another (Mdee & Emmott, 2008). The intermediary can merge agendas and mitigate the opaque tendencies of the Northern entity to overpower the Southern one and increase the capacity of stakeholders to assume responsibility for perceiving, thinking, and acting as equals in the design, decision-making, implementation, and evaluation of GSL (Hartman & Kiely, 2014).

For example, instead of unquestionably coordinating the oblique desires of sponsors or host communities, proactive local intermediaries employing a criteria-based approach to ‘Standard 1: Organizational alignment of mission with capacity and cooperation’ (see Appendix) can initiate asset mapping, convene stakeholders, craft common agendas, identify conflicting goals and budget limitations, facilitate decision-making and problem-solving, outline appropriate logistical and cultural methods, and

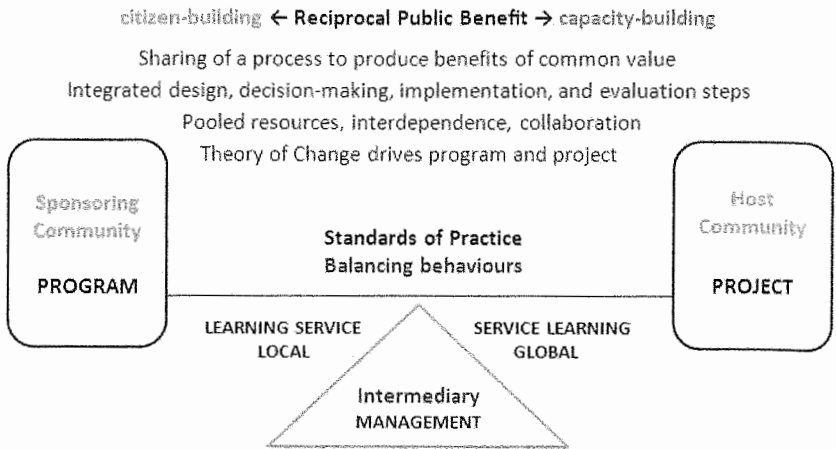


Figure 17.2 Reciprocal Public Benefit—An Alternative Behavioral Standard in GSL
Source: Duarte, G. (2014). *Good to Go: Standards of Practice in Global Service Learning*

critically draft and revise written agreements. By action-planning with clear inputs, activities, outcomes, and success indicators, the local intermediary creates a common vision among stakeholders and reveals assumptions, links cause and effect, and starts not with what is being done by one, but with what everyone wants to achieve (Center for Theory of Change, 2014). This role shifts the local intermediary from a utilitarian private service provider to a multi-disciplinary public transformation manager.

The standards framework presented in the Appendix of this chapter uses the reciprocal public benefit approach to build on the audit instruments and assessment tools found in the existing standards of practice. The framework facilitates sponsor, intermediary, and host organizations enacting six common standards more collaboratively and effectively. Ideally, the framework demonstrates how the six common standards of practice can be constructed to produce citizen-building benefits for sponsoring entities and their participants and capacity-building benefits for intermediary and host entities. These models may be used as an instrument against which individuals and organizations assess and measure their own and other organizations' practices.

By their nature, the standards provoke legitimate questions about the unique nature of each partnership and the cultural contexts in which they operate. Therefore, these six standards are not prescriptive. User-adapted applications are certain to produce intended as well as unintended consequences. The promise of these practices exists not in their replication, but in their use and incremental improvement according to the rights, capacities, and context of all parties (d'Arlach, Sanchez, & Feuer, 2009; Lough, McBride, Sherraden, & O'Hara, 2011).

Although the application details of the standards may vary, the principle of reciprocal public benefit may be considered consistent and transferable. It is an

ethical, pedagogical, and developmental approach to the production of citizen- and capacity-building benefits of common value. As an integrated communication, design, decision-making, implementation, and evaluation process, it pools resources and claims interdependence and collaboration as a viable path toward collective impact (Kania & Kramer, 2011). At this juncture of its evolution, this principle and its characteristics are needed broadly in GSL.

CONCLUSION

A mix of historical factors and opportunities has contributed to the rise of global service learning and propelled it to involve a significant number of entities around the world. However, this field of practice has suffered from the absence of standards of practice that demand qualification and competency, sustained sincerity, and operational ethics. Despite good intentions, the benefits of GSL continue to be distributed disproportionately in favor of the sponsor and participant under the predominant model of mutual private benefit.

This chapter used research results from 145 sources of information, 21 standard-setting documents, and 14 key informant interviews to arrive at a set of six common standards of practice underlined by a theoretical model of change and logic (Duarte, 2014). By critically considering the roles of the sponsor, intermediary, and host community organizations, this work advances reciprocal public benefit as an integrated method for achieving collective impact in GSL. This impact is focused on building a sense of local and global citizenship and on building the capacity and agency of individuals and communities in both sponsoring and host nations.

Given that the experiences, resources, and aspirations of sponsor, intermediary, and host communities is anything but homogenous in Africa, Asia, and Latin America, the results of the research underlying this framework could not be applied universally. However, the identification of the six common standards and the distinction between the predominant habit of mutual private benefit and the more ambitious practice of reciprocal public benefit offers both common ground and flexibility for stakeholders seeking an integrated approach.

It is hoped this accessible and innovative reciprocal public benefit framework offers valuable direction to organizations committed to excellence in GSL and elevates more widely the accepted standards of practice. The author hopes that it may also serve to provoke further dialogue and research about the long-term objectives, roles, and responsibilities of all individuals and organizations engaged in the complex effort of connecting people's curiosity with the problems and potential of their local and global worlds.

APPENDIX

A Global Service Learning Framework for Reciprocal Public Benefit

Appendix—A Global Service Learning Framework for Reciprocal Public Benefit

Global Service Learning—Standard 1
Organizational alignment of mission with capacity and collaboration

Objective: To establish a framework of reciprocal public benefit and produce results of common value.

Theory of Change: If sponsors, intermediaries, and hosts align their mission, commitment, and capacity to collaborate, then reciprocal public benefit is achievable.

| | Sponsor | Intermediary | Host |
|-------------------|---|---|--|
| Inputs | Prior experience/evaluations. Mission statement. Strategic plan. | Reciprocal benefit resources. Sponsor + Host asset map. Stakeholder map. | Prior experience/evaluations. Community assessment. Organize data. |
| Activities | Analyze capacity to place Host purposes equal to own. Assess staff and \$ resources. Examine alternatives. Dialogue w/ Intern + Host. | Dialogue with Sponsor + Host. Facilitate communication. Convene stakeholders. Craft common agenda. Capacity training w/Host. | Identify purposes and personnel. Identify opportunity costs. Consultations with community. Dialogue with Intern + Sponsor. |
| Outcomes | Dedicated resources. Common agenda. Consensus decision. Implementation plan. Leaning service tools. Established metrics. Signed agreements. Cyclical review, evaluation. | Outline of aims, objectives, roles, responsibilities, budget. Stakeholder agreements. Logistical work plan. Multi-sector educational tools. Pre-during-post GSL work plan. Signed agreements. Collective impact evidence. | Clear goals, priorities. Common agenda. Consensus decision. Implementation plan. Community organizing tools. Established metrics. Signed agreements. Cyclical review, evaluation. |
| Indicators | | | |

Global Service Learning—Standard 2
Sustainable and ethical organizational management

Objective: To sustain reciprocal public benefit with ethical organizational management.
Theory of Change: If sponsors, intermediaries, and hosts transparently and competently manage their internal and external functions, then reciprocal public benefit is more sustainable.

| | Sponsor | Intermediary | Host |
|-------------------|--|---|--|
| Inputs | Assigned staff with requisite knowledge, skill, and experience in reciprocal collaboration; provided with adequate resources. | Staff manual with explicit role descriptions, codes of conduct, financial procedures, human resource, crisis plan policies. | Local customs, regulations, and laws governing partnerships and community development. Code of conduct for contract hires and service providers. |
| Activities | Earn social license to operate through relationship building. Establish compliance norms with Host + Interim. Allocate sufficient funds to sustainable management. Attend GSL professional development conferences. | Open and share calculation method used in making budget. Explain program, project, and admin expenses and revenue. Abide by fair wage, working condition, employment rules. Maximize financial benefit to local community and people. Professional national staff. Transparent accountability. Support to local economy. Staff retention, development, and promotion rates. Annual reports, financial statements, infographics. | Ensure public process for identifying representatives. Create working groups and communication channels. Meet with local officials and civic agencies; obtain permits. Leverage skills training and networking events. Increased communication and leadership in community. Transferable skills, networks. Income-earning opportunities. Support to unrelated initiatives. Potential to extend or scale. |
| Outcomes | Equipped and effective staff. Clear reporting expectations. Reputational leadership. | | |
| Indicators | Positive audit findings. Peer consulting requests. Potential to extend or scale. | | |

(Continued)

Appendix—A (Continued)

**Global Service Learning—Standard 3
Integrated design, preparation, and implementation**

Objective: To integrate and focus all aspects of global service learning on reciprocal public benefit.

Theory of Change: If sponsors, intermediaries, and hosts integrate their identification, design, preparation, and implementation steps, then reciprocal public benefit is efficient and effective.

| | Sponsor | Intermediary | Host |
|-------------------|---|---|---|
| Inputs | Common strategy and resource documents with Host + Intern. Online survey questionnaires. Participant application forms. Preparation guides, logistical, language, cultural info docs. Reflection instruments. Debriefing materials. | Common strategy and resource document with Sponsor + Host. Project assessment templates. Program component and itinerary-building templates. Stakeholder relations, logistical, implementation info docs. Communication feedback loop. | Common strategy and resource document with Sponsor + Intern. Political, economic, social, geographic, religious briefs. Community relations, logistical, language, cultural info docs. Reflection instruments. Debriefing materials. |
| Activities | Present and explain easily reciprocal mutual benefit. Screen/select for motivation, knowledge, skill, and attitudes. Enable regular pre-during-post G5L activities and opportunities online and in-person. Build program and project components with Intern. Connect local issues to global issues and opportunities. Enact follow-up strategy. | Regular all-party online meetings with Sponsor + Host. Build project and program components with Sponsor + Host. Continually shape expectations of program and project. Manage all staff, service provider, and logistical aspects. Conduct arrival orientation sessions, language training. Connect global issues to local issues and opportunities. Enact follow-up strategy. | Present and explain easily reciprocal mutual benefit. Gather baseline data. Apply project assessment templates to identify focus. Build project and program components with Intern. Continually shape community expectations of project. Conduct community orientation sessions, language training. Enact follow-up strategy. |

| | | | |
|-----------------|--|---|---|
| Outcomes | Common agenda, constant communication feedback loop. Overlapped and reinforcing roles and responsibilities. Prepared participants, making local-global connection. Root cause analysis, reflection. Personal lifestyle, academic, and professional choices. Direct service, advocacy, philanthropy engagement. Degree of contact and support with Host community issues. | Intentional program and project selection and preparation. Participants and community members who understand each other's objectives and ways for achieving them. Conflict resolution patterns between Sponsor + Host. Independence of Sponsor + Host. Interest of new partners. Progress to systemic change. | Common agenda, constant communication feedback loop. Overlapped and reinforcing roles and responsibilities. Prepared participants, making local-global connection. Root cause analysis, reflection. Personal empowerment. Leadership in community. Transfer of process and skills to context outside community. Ability to replicate in future. |
|-----------------|--|---|---|

Global Service Learning—Standard 4
Responsible marketing materials

Objective: To inform and inspire reciprocal public benefit through responsible marketing strategies.
Theory of Change: If sponsors, intermediaries, and hosts use respectful and realistic images and phrases in marketing strategies, then accurate expectations of reciprocal public benefits are promoted.

| | Sponsor | Intermediary | Host |
|-------------------|--|---|--|
| Inputs | Content analysis of materials. Policies for marketing GSL and representing Host + Intern. | Content analysis of materials. Policies for marketing GSL and representing Host + Sponsor. | Content analysis of materials. Community representation. Consent, remuneration forms. |
| Activities | Use diverse images, messages, case studies based on values of equality, respect, and justice. Media literacy for participants. | Obtain bilateral images, messages, case studies with consent of Host + Sponsor. Media literacy for staff. | Participate in selection and design of diverse images, messages, and case studies. Create bilateral materials. |

(Continued)

Appendix—A (Continued)

| | | | |
|-------------------|---|---|---|
| Outcomes | Respectful and accurate GSL marketing materials. | Respectful and accurate GSL marketing materials. | Materials produced by Host. People represent themselves. |
| Indicators | Visible links to responsible marketing practices on website, print materials. Incentives for exemplary use. | Visible links to responsible marketing practices on website, print materials. Incentives for exemplary use. | Visible links to responsible marketing practices on website, print materials. Incentives for exemplary use. |

Global Service Learning—Standard 5
Protection of children, vulnerable populations, and environment

Objective: To ensure that reciprocal public benefit protects children, vulnerable groups, and the environment.
Theory of Change: If sponsors, intermediaries, and hosts protect children, vulnerable populations, and the environment from exploitation, then reciprocal public benefit is safe, healthy, and considerate.

| | Sponsor | Intermediary | Host |
|-------------------|---|--|---|
| Inputs | Code of conduct for child protection and well-being. Wildlife and heritage conservation policy. | Code of conduct for child protection and well-being. Wildlife and heritage conservation policies. | Code of conduct for child protection and well-being. Wildlife and heritage conservation policies. |
| Activities | Require background checks. Country- and issue-specific educational sessions in pre-departure orientation. Do's and Don'ts training. | Perform risk assessment. Train staff adequately in supervision and intervention of situations involving children, at-risk groups, and fragile ecology. | Employ local norms, laws, risks, and resources. Supervise situations involving children, at-risk groups, and fragile ecology. |
| Outcomes | Mindset to prevent/protect. Resistance to popular demand 'to work with children.' | Mindset to prevent/protect. Limitations of individual reflected in program, project. | Mindset to prevent/protect. Withdrawal measures ready for breach of code/policy. |

| | | |
|--|---|--|
| Disciplinary measures ready for breach of code/policy. | Itineraries involving orphanage or poverty tourism shunned. | Education and incentive initiatives to manage negative economic impacts. |
| Carbon offset surcharge included in travel budget. | Service provider agreements consistent with code/policy. | |
| Indicators | Evidence of due diligence and implementation of protocols. | Safe, healthy, considerate interaction observed, reported. |

Global Service Learning—Standard 6 Monitoring, evaluation, and measurement

Objective: To measure the efficacy and constantly improve the performance of reciprocal public benefit.

Theory of Change: If sponsors, intermediaries, and hosts monitor, evaluate, and measure their efficiency and effectiveness, then they can learn from and improve the experience of reciprocal public benefit.

| | Sponsor | Intermediary | Host |
|-------------------|---|---|--|
| Inputs | Share monitoring, evaluation, and measurement metrics and resources. | Share monitoring, evaluation, and measurement metrics and resources. | Share monitoring, evaluation, and measurement metrics and resources. |
| Activities | Devise oral, written, digital, creative mechanisms. Collect and track quantitative and qualitative data from staff and participants. | Devise oral, written, digital, creative mechanisms. Collect and track quantitative and qualitative data from staff, service providers, and stakeholders. | Devise oral, written, digital, creative mechanisms. Collect and track quantitative and qualitative data from leaders, users, and observers. |
| Outcomes | Data for pre/post GSL knowledge, skill, attitude, interests, sense of agency. | Calculate deadweight, displacement, drop-off, contribution, attribution rates. | Differentiate short, medium, long-term results, and intended/unintended issues. |
| Indicators | Comparison of mission statement, strategic plan, and previous evaluations. Success/failure report. | Comparison of MOUs, pre/post Sponsor + Host asset maps, and implementation plan. Goal performance gap analysis. | Comparison of pre/post community assessments; opportunity costs, civic studies. Prior experience/evaluations. |

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