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SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

AT MAGGA FOUNDATION

Thazin Nyein Kyaw

PIM 77

A Course-Linked Capstone Paper submitted for partial fulfillment of the requirement
for a Master of Arts in International Education at SIT Graduate Institute
in Brattleboro, Vermont, USA.

May 6, 2019

Advisor: Dr. Sora Friedman

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Abstract

Service-Learning Program has been utilized to increase, develop, and provide broad understanding of community engagement, development and social change for students. Students' participation in those service-learning programs are growing globally in this interconnecting world. This Course-Linked Capstone (CLC) Paper presents a detailed plan for a service-learning program exclusively designed for undergraduate students in Myanmar. Social Innovation Abroad, a 13-week intensive study abroad program, will be organized by Magga Foundation in partnership with Ashoka organization in India and Thailand. The program aims to provide holistic development, cross-cultural communication, interdisciplinary and experiential global education for students. It is also to facilitate participants learning in design thinking and solution-based approaches in problems-solving.

Keywords: service learning, study abroad, inclusion, community solution, experiential education, design thinking, social change

Introduction

Contextual Background

Myanmar, formerly known as Burma, has often been described as a “hermit nation” (Holsti 2015) for walling itself off and isolating from other parts of the world for almost half a century. A distinctive characteristic of Myanmar is its ethnic diversity, which consists of eight major ethnic nationalities and 135 sub-ethnic groups. More than 100 tribal languages are widely spoken in the areas where ethnic minorities reside (Oxford Burma Alliance, 2013).

After decades of repressive military rule, Myanmar started a significant transition to democratic civilian government after 2010 election and quasi-civilian government when President Thein Sein took power. After five years, the long opposition party National League for Democracy (NLD) led by Aung San Suu Kyi won a landslide in November 2015 general election and formed a new government by convening parliaments and electing a civilian president. Aung San Suu Kyi herself became the State Counsellor of Myanmar, a position with more power than the president. The NLD has been running the government since then.

This has raised people’s hope for democratic change. Myanmar has started installing democratic systems and opening for more political, economic and social change. Almost all political prisoners were released, media started enjoying more freedom, many foreign investments entered Myanmar’s economy, and people gained more freedom of expressions.

However, there are still many challenges Myanmar is facing and has yet to face in order to be more democratic, peaceful and prosperous. Among those challenges are widespread poverty, armed conflicts and communal conflicts, lack of accountability and transparency, massive corruption, human rights abuses and lack of good education systems.

Myanmar was under the oppressive military regime for more than 50 years after the army took a coup in 1962. Due to mismanagement of the military government, Myanmar has

been isolated and has fallen behind of other developing countries in many aspects including economy, development and education.

Even though Myanmar is now practicing democracy under the quasi-civil government, the military still holds 25 percent of the parliament's seats, which they guarantee for themselves, and the most powerful ministries such as Defense, Home Affairs and Borders Affairs, etc. Although politics has been changing in some positive ways, it has been bounded by heaps of multifaceted and interconnected issues, which are unintended consequences of the past. For example, the economic sanctions from the West have damaged the economy of Myanmar for over 20 years. Selling natural resources such as gems, timber, gas, agricultural produces in the black market is one of the major economic activities in Myanmar. The economic disadvantage is not only the biggest problem, but the country has also been affected by social problems which includes racial discrimination, gender-based violence, religious violence, human trafficking, drug addiction and poverty. A significant number of the youth population in the less developed areas are likely to end up being drug addicts or illegal migrant workers in neighboring countries. These are the results of lacking educational, developmental and economic opportunities for the youth population.

Higher Education Practices

The then military government had deliberately neglected the higher education sectors of Myanmar because it had a strong interest in retaining political control and protecting its economic advantages. One of their strategies was to suppress ethnic minorities and to degrade the intellectual quality of younger generations so that there would be no dissidents who would challenge them. As a result, young generations were brain washed and lacked critical and creative thinking.

Myanmar's education system has been weakened for almost 50 years and now it does not have an outstanding international portfolio. The Ministry of Education controls most of

Myanmar's universities and colleges. According to the World Bank (2015), only 11 percent of total GDP, about 485 million USD annual budget, was allotted to the ministry of education spending at all levels in 2015. The centralized educational system has very little or no internationalized efforts implemented within the higher institutions. Although the current quasi-civilian government has been paying close attention to the education reforms, higher education in Myanmar has not shown significant progress. Even though there are some private enterprises focusing on non-formal higher educations, there are still no laws for private sectors to open the universities legally.

Therefore, there is a strong need for Myanmar to transform its education for the better. It will require strategic plans to restructure the education systems and policy, invest in teacher trainings, reform curricula and internationalize its higher education. Preparing students to become globally competent citizens is almost equally as crucial as developing the country's economy.

Magga Education

Magga Education was founded in 2016, with an aim to develop academic excellence for students to become resourceful individuals. Magga Education has launched its English as Second Language programs and provided corporate training programs under the for-profit sectors. To employ its non-profit activities, it has been delivering civic education trainings through Magga Foundation. These trainings are to provide opportunities for the ethnic youths in less developed regions in Myanmar and to address the issues of education disparity and endorse development. As a practitioner and co-founder of Magga Education, I designed this proposed program to fulfill the following vision, goals and objectives of the organization to create significant impacts for the future society of Myanmar.

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Vision: Magga Education envisions a more inclusive, peaceful and prosperous society by providing quality global education and training programs for Myanmar community.

Goal: Through participatory and experiential education and training, Magga Education build a peaceful, prosperous and inclusive society where every member enjoys sustainable peace and development, freedom, wisdom, and justice in Myanmar.

Objectives: Magga Education creates innovative education, training, arts and cultural with the following objectives:

- To provide high quality English proficiency including general English, Business English, and English for Specific Purposes
- To provide high quality English language services to both profit and non-profit organizations and private and public sectors
- To enhance capacity of new generations of Myanmar to be able to participate in peace and development process
- To help Myanmar society to be able to live peacefully and harmoniously by creating a trust and safe space for different ethnic group to learn democratic principles and other civic education courses through dialogue, global education and cultural exchange programs
- To help people of Myanmar from different backgrounds become more informed and globally competent citizens who can better participate the different development activities of the country.

Program Rationale

One of the most desirable ways to solve some of Myanmar's many problems is to promote economic opportunities and combine with the goals for social change. Aiming to prepare students to be competent global workers and informed citizens, many colleges and universities around the world are taking deliberate actions to develop the foundations of global competencies for their students. These actions include "revising general education curricula, emphasizing study abroad and internship abroad opportunities, expanding foreign language study, and creating international certificates and tracks within majors" (Green & Shoenberg, 2006).

Due to extensive and prolonged civil war, Myanmar's economy has been affected drastically in war-torn areas. In order to reconstruct the economy and recreate opportunity for the people of Myanmar, active community projects need to be carried out. Also, flourishing human resources is one of the critical solutions that can contribute to development. According to Becker (1993), human capital is the primary and crucial factor of wealth creation in developed countries. In the favor of the human capital theory, developing human resources is proportional to how fast a nation can develop because it is the most powerful social capital in this globalization era.

This also affirms with Modernization Theory, where "education contributes to economic development through socialization promoting student acceptance to the existing economic system" (Kubow and Fossum, p. 44). According to Phillips (2012), when "education becomes a form of economic investment and, consequently, the value of education is measured by its contribution to economic growth" (p. 164).

Education contributes to economic development by increasing the productive capacity of human beings. Investing in education outcomes development in returns at the micro and macro levels. In the time of nation-building, it is vital for Myanmar to invest in its education

to enhance students' capacities, nurture global awareness, and prepare them for their careers in the global economy. For the improvement of the workforce as a form of capital investment, it needs to focus on the productive capacity of human resources.

Myanmar needs to improve its education to create such workforce in the global economy and bring positive changes so that it will be able to catch up with its ASEAN counterparts such as Singapore, Vietnam, and Thailand, which, share relatively similar cultural and historical backgrounds in the region.

Also, there are very few internationalization efforts in both public and private education sectors in Myanmar. According to Knight (2008), internationalization is important for its “international characteristics” that foster desirable skills in students such as critical thinking, tolerance and respect for others and global mindedness. Internationalization is one of the major forces impacting and shaping higher education as it evolves to meet the challenges of the 21st century (Knight, 2008).

With the above reasons, this Social Innovation Abroad (SIA) program is designed for students to navigate community solutions through a social innovation focus. The proposed outcome of this study abroad program is to promote young social entrepreneurs who can bring social innovation and resources to address social problems of Myanmar. The significant aim of this program is to expose students to see places other than their home country, to experience different cultures and learn to be active and informed global citizens.

India and Thailand have been chosen to host the program activities because both countries have historical correlation with Myanmar. It will be meaningful for the students to recognize progressive changes in these countries so that they could learn from them and get inspired. This program aims to promote participants’ awareness of social, racial and economic issues in these countries and to think innovatively to promote social changes and involve in community work back in the country in meaningful ways.

Needs Assessment and Implications

The UNESCO (2017) estimated that between 6,000 and 7,000 students from Myanmar study abroad each year. Many of them were enrolled within the regions, notably in Thailand, Japan, Malaysia, and Singapore. Due to scholarships availability, tuition fees and living affordability and its proximity, Thailand is the leading study abroad destination for Myanmar students. Students also go to study in the United States, England, New Zealand and Australia in particular, and the popularity of studying abroad has been growing over time. According to Open Door Asia 2018 Report, there are currently 1,569 Myanmar students studying in the US at all levels while 1,116 students are enrolled in four-year programs. 19.8 percent of students are in community colleges, 10.5 percent of them in master's programs, and 5.6 percent in Ph.D. programs (Open Door Asia, 2018). Although Myanmar students who studied abroad has grown in numbers, it is relatively low in comparison to that of other countries such as Thailand, Vietnam, India and China in the regions.

There are a variety of reasons why students do not study abroad. According to Curry (1999), some of these include financial constraints and needs of the program that can fulfill the students' interest and desires. Although financial concerns can be a global phenomenon, it can be assumed that financial constraints and concerns are the key factors in the context of Myanmar due to its GDP and inflated currency.

In order to assess these hypotheses, three online surveys were conducted. They were for Exchange Program Returnees (*see Appendix A*), Social Sector Organizations (*see Appendix B*), and Potential Participants (*see Appendix C*). The purpose of these three surveys was to gain perspectives from different involving stakeholders and reflect these factors to inform in designing the program. These surveys were all designed in Google forms and sent out both digitally and manually through different social media channels and through personal and professional contacts.

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The motivation behind the Exchange Programs Returnees survey was to collect the data of study abroad destinations, length and distinct nature of the program topics of study and improvements participants gained from participating in them. It was expected to collect at least 30 responses, but only 20 returnees responded within three weeks. 60 percent of total respondents are identified themselves as female and 40 percent male. The age groups of the returnees ranged from 18 to 40 years and 45 percent of them are 18-21 years of age and the rest 55 percent are between 22 to 40 years of age.

The programs these respondents participated were very diverse. Ten percent of the total respondents studied for master programs, 40 percent studied undergraduate programs and 50 percent completed short term programs such as exchange, fellowship, professional development and vocational training programs.

Lengths of the programs ranged from two weeks to six months. Though these programs have distinct objectives, 87.5 percent of all the short-term abroad returnees went through United States Agency for International Development (USAID) funded projects. It can be concluded, as there is a lack of available programs other than USAID fully funded programs, which only recruit students with certain backgrounds such as involvement in community work and prior experiences with non-profit organizations. Majority of the responded returnees have completed USAID fully funded short-term programs, which suggests there are few other programs that are recruiting broader range of students with available scholarships.

Five respondents answered that they chose the program that was close to their interests because there was no program that could completely fill their needs. 100 percent expressed their study abroad experiences shifted their perspectives, allowed them to further their professional skills, empowered them to embrace changes, tackle bigger challenges and

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supported to gain opportunities. The following quotes are from returnees to further support their transformative experiences in studying abroad:

- “I have become a global citizen because of my study abroad experience. No doubt that I have become more trained and skillful in terms of thinking, doing, organizing things, managing time effectively and reflective practices related to my professional career” (Returnee A).
- “I gained proficiency in another language, confidence and skills that have allowed me to be more independent individual” (Returnee B).

Overall, this survey suggests that study abroad experiences has impacted them positively in their personal and professional endeavors. There are few programs available for the undergraduate level and these returnees studied abroad based on available programs and financial funding.

The motivation behind the Social Sector Organizations survey was to identify organizations with social missions, and social change projects. It was also to explore what resources they had, their interest in hosting students and what skills they expected in these students. Total ten representatives from different organizations responded to this survey. In analyzing them, 50 percent identified themselves as for-profit businesses, which were interested in initiating social change projects. The other 50 percent were social enterprises, which were already implementing social change projects. Seventy five percent of the organization representatives answered that they would like to have student fellows and 25 percent answered maybe. In the interest to host student fellows, these organizations are looking for human resources, training and technical supports. All these organization could collaborate with Magga Foundation to support and supervise the student fellows, to arrange any necessary logistics and to provide stipends.

The purpose behind Potential Participants survey was to identify students' interests in degree focus, studying abroad and their consideration for doing it and their understanding of the certain themes. In receiving 30 undergraduate student responses, 70 percent were female, and 30 percent were male. 90 percent of them were from public institutions and did not know what short-term study abroad was. In consideration to study abroad, 15 of them answered their major concern was financial funding. Although 80 percent revealed interest in studying abroad, it was not enough data to analyze what their goals and expectations were in doing so and how much they were willing to pay for the program. Seventy percent of the respondent indicated strong interest in social entrepreneurship while 30 percent shared the interest in Design Thinking, Social Innovation and Social Change. The interests in study abroad were varied geographically like the United Kingdom, the United States, Australia, Malaysia and Thailand. Overall, it can be drawn to conclusion that study abroad was still a new concept for the students who went to public institutes.

By closely examining the existing programs, it has been identified that there are some currently offered study abroad opportunities in Myanmar which pay special attention to the traditional four-year direct enrollment programs. Some leading private educational organizations offer services and programs to the students who want to study abroad. These organizations help students develop their academic and language capabilities to gain acceptance to and achieve scholarship opportunity from English-speaking universities in the United Kingdom, Japan, New Zealand, United States, Australia, Canada, Singapore and Thailand. They also provide additional services for visa applications and preparing the students for life in a different college environment.

Other local educational organizations offer courses in affiliation with global institutions for students who want to study various international education programs at Post Graduate Diploma and Graduate Degrees. Other institutes offer two plus two programs like

Connect University, where students can finish freshman and sophomore in Myanmar and continue remaining two years at the college of the student's choice particularly in the United States. These programs are targeting the population of prospective participants with economic advantages in the metropolitan cities such as Yangon and Mandalay. This indicates a lack of diversity in their programs.

Through these needs' assessment and research, a potential program with favorable goals and outcomes, which neither universities nor study abroad providers do not currently offer, has been identified. Findings from the need's assessment have revealed in support to design an outbound study abroad that can enrich students' international experience, promote leadership, creative thinking and intercultural communication. The necessary program will foster participating students to gain the opportunity to learn global issues and bring back their expertise to do good for the home community.

Goals and Objectives

Program Goals and Objectives

As a short-term service-learning program focusing on community solution, social innovation and design thinking, the goal of this program is to provide the participants opportunity to explore current social issues and acquire how to tackle them. This program aims to introduce participants to new information, concepts and experiences through cross-cultural interaction, comparative learning experience and service learning. Objectives of the SIA program is to:

- Create available opportunities for participants seeking a study abroad experience with a combined theme of social innovation and service learning
- Establish mutually beneficial partnerships with local communities
- Connect economic, and social issues through lectures, talks, site visits, volunteering and participating in collaborative service-learning projects

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- Connect participants to the lifestyles and cultures of India and Thailand through a homestay
- Empower participants to engage in service projects in home communities in the phase three of the program and beyond.
- Provide enriching experiences through an inclusive and experiential education and service-learning program.
- Provide an opportunity for students with a keen interest in economic reform, social business, community development, and sustainability, as well as non-formal cross-cultural interactions.

Participant Goals and Objectives

Participants will interact with local community members, students and practitioners. They will be provided with the tools necessary for critical thinking and exploration. The goal is for participants to develop further engagement regarding societal issues or similar issues of in their own local communities. Through that, they will gain experience in comparative learning and find innovative solutions at home with new perspectives. Upon completion of the program, students will have developed skills and positive cross-cultural attitudes that they can apply academically and professionally.

- Participants will gain an understanding of the collaboration between local organizations and social businesses and their impact on the community.
- Participants will learn about community development by volunteering and learning about community involvement and socioeconomic conditions in Bangalore, Bangkok, and Myanmar comparatively.
- Participants will develop a critical understanding of social and environmental issues, experiential learning, design thinking and service-learning theories as they make

connections between their home and host communities by comparing some of each country's social issues and movements.

- Participants will increase their understanding of design thinking and navigating innovative solutions.
- Participants will develop skills in comparing methods, ideas, and tools employed in three countries for community solutions.
- Participants will gain pertinent cross-cultural awareness and intercultural communication skills to use in their personal and professional endeavors.
- Participants will gain a more in-depth cultural appreciation and understanding of those they collaborate through service projects, cultural encounters, and interactions.
- Participants will gain a greater awareness of some major global issues and social change projects and businesses innovations that are trying to solve those issues.
- Participants will develop the skills necessary to navigate social issues in foreign countries and cultures that they are unfamiliar.

Theoretical Foundations

SIA program applies the fundamental theoretical foundations in the field of international education along with other contextually relevant theories. It mainly uses service-learning theory and experiential learning theory. Student development theories are as well used to exemplify the importance of how students relate to and learn from their new environment. This is especially important for Myanmar students who are indeed raised by the rote learning systems. Promoting students' capacity in critical thinking and agility in making meaning of their learning can create great learning experience for them.

Service Learning

Jacoby (1996) defined service learning as “A form of experiential education in which students engage in activities that address human and community needs together with

structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning” (p. 19). It is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Meyers, 1999). It is an educational strategy that connects community service with the learning from the classroom, program or organization. Service learning can provide participants with opportunities to engage in the practical application of knowledge and skills to meet genuine community needs. By combining service objectives and learning objectives, along with the intent to show a measurable change in both the recipient and provider of service, the result is an effective transformative method of ongoing education (Cote, Zorn & Liptrot, 2009, p. 1).

The growing popularity of international service learning has provided opportunities for students “to engage in student exchange and service learning with students from different cultural, social, political and economic contexts” (Annette, 2002, p. 90). This is also a great opportunity for Myanmar students to learn from practitioners and scholars from other countries. In service-learning program like this, students will build their “understanding of globalization and an intercultural understanding of community development across national and regional boundaries” (Tonkin, 2011, p. 91) with the comparative learning opportunity in two other countries such as India and Thailand.

It is important to help develop leadership skills in the participants since they are approaching into adulthoods. Service learning is effective “in the development of student leadership (Annette, 2002; Zlotkowski, 2011). “socially responsive knowledge, as well as facilitating learning in the more traditional domains of content and skills, such as the capacity to view phenomena from multiple perspectives and to apply knowledge developed in one setting to other settings” (Bringle et al., 2010, p. 5).

In service-learning programs, “academic credit is not given for engaging in community service, rather, academic credit is based on the academic learning that occurs as a result of the community service” (Bringle et al., 2010, p. 224). However, through service-learning, student participation and initiatives in social change projects are used as a ‘text’ that is understood, analyzed, and connected to the content of a course in an approach that permits a “formal evaluation of academic learning” (Thomson, Smith-Tolken, Naidoo, & Bringle, 2010, p. 224).

The students are emerging their adulthood during participating in the program and learning to be independent and be responsible of themselves and others. Service-learning pedagogy can “directly support the acquisition of broader life skills needed for effectively transitioning into adult roles and responsibilities” while students are enhancing the learning during participation (Finlay, Wray-Lake, & Flanagan, 2010, p. 277-305).

As the global institutional partnerships is a relatively new phenomenon for Myanmar, this is an opportunity for local institutions to incorporate the practical and real-world experience into their academic curriculum. Institutions can promote student outbound mobility while providing student international experiences and gain skills that can be transferable and directly applicable at home. In that approach, the program will allow students to become “effective, engaged citizens in democratic society, and to be good citizens in our increasingly international world” (Cunningham, as cited in Bringle et al., 2009, p. 44). Myanmar is also relatively new to practice democracy and understanding of its practice and values can be infancy stage for many young people. Although it is not the main objective of the program, democratic citizenship that can be enhanced by community service learning is an additional value. There are important civic attitudes and participation skills that can be developed through service learning.

The experiential qualities of service learning also suggest “Dewey’s view that experiential education is not an add-on, but an intrinsic part of education” (Steinberg, 2002, p. 211). Jacoby (1996) said, “As a form of experiential education, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of the experience itself but as a result of reflection explicitly designed to foster learning and development” (p. 4).

Experiential Learning

The design of SIA program embraced the principal of experiential education theory and utilized it as a framework for the major portion of the program activities. The experiential learning is incorporated into the program design. Experiential learning is defined as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 2015, p. 51). The belief in education philosophy according to Itin (1999) is as follow:

Experiential education is a holistic philosophy, where carefully chosen experiences supported by reflection, critical analysis, and synthesis, are structured to require the learner to take initiative, make decisions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, constructing meaning, and integrating previously developed knowledge. (p.93)

Learning “is the process in which knowledge is created through the process of experience,” (Steinberg, 2002, p. 218), providing opportunities for enhanced understanding and greater retention of material (Bolk, 2010). Kolb (2015) developed a four-stage cycle namely “Experiential Learning Cycle” (see Appendix D), and those four stages were concrete experience, reflective observation, abstract conceptualization, and active experimentation (Eyler, 2002; Hatcher et al., 1994). According to its four-stage cyclical framework, “learning

can begin at any point on the cycle” (Hatcher et al., 1994, p.153) and participants learn from experience and reflecting as they process their experiences, organize new knowledge.

David Kolb’s Experiential Learning Cycle provides an additional framework for service-learning development (Hatcher & Bringle, 1994). Service-learning practitioners use this framework as “it provides intuitive, easily managed scaffolding for planning instruction” (Eyler, 2002, p. 520). The different phases of the program and its activities were planned to use this framework, “that structured, in-depth reflection complement[s] the service experience is what argues most convincingly for service-learning as a course-based undertaking” (Zlotkowski, 2011, p. 100).

In each phase of the program, participants will be able to collaborate their learning “by linking theory and practice, reflection and experimentation” (Zlotkowski, 2011, p. 117). The experiential Service-Learning pedagogy and the theme of the program “social entrepreneurship both seek to change higher education by showcasing applied knowledge, by testing theory in the field, and by engaging students as researchers and practitioners” (Enos, 2015). And that enhances learning through students engaging in course content and “reflection activities” (Madsen, 2004).

Program Description

Program Scope

The 2020 Social Innovation Abroad (SIA) program is a thirteen-week short-term, non-credit bearing study abroad program, which will take place in Myanmar, India and Thailand. Magga Foundation will implement the program in collaboration with Ashoka India and Thailand. Due to its proven history in successfully recognizing, supporting and connecting with innovative social entrepreneurs, Magga Foundation takes opportunity to partner with Ashoka to implement the program.

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The SIA is a thematic program with a concentration on hands-on experience and real-world issues that exist within the society. The network of practitioners and social entrepreneurs within Ashoka will be great resources for the students to learn from. After completing the 13-week program, participants will be able to navigate global issues in different communities and develop the skills for identifying solutions for those problems in a reflective, creative and engaging way.

Upon completion of the program, students will have developed skills in design thinking, problem solving, leadership and positive cross-cultural attitudes that can be applied academically and professionally as practitioners.

Partner Organization

Founded in 1981, Ashoka envisions a world in which everyone is a change maker: a world where all citizens are powerful and contribute to change in positive ways. Ashoka's objective is to make a world where everyone is capable of acting quickly and effectively to respond to social challenges. Ashoka also promotes the culture of co-creating innovative solutions among the different stakeholders to create changes and encourage making the innovations of greater social impact (Ashoka, 2014). It has been collaborating with social entrepreneurs who can bring creative solutions to social issues in numerous accounts such as education, health, the environment, equality and the economic development for more than 30 years. In addition to that, Ashoka is prominent in the field of social innovation and has several branches across the globe including India and Thailand where Magga Foundation would like to send their students to.

Program Participants

The program's targeting participants are solely undergraduate students in their second, third, or final year of college. They will be students who are studying in both private and public higher institutions in Myanmar and typically between nineteen and twenty-one

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years of age. They will also be coming from different parts of the country and different ethnic backgrounds.

Program Marketing Plan

“Marketing is the activity, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large” (Marketing News 2008, p. 28). Marketing is to publicize and raise awareness of what exists for the potential people who might be interested in buying or using the product or service. With that notion, Magga Foundation puts its marketing strategy in place that will allow the organization to focus on advertising, attracting and marketing to potential students from both public and private colleges and universities nationwide.

The marketing implementation will begin with choosing the appropriate and straightforward title that draws students’ attention and interest. The SIA program will be advertised to individuals who are interested in a short-term study abroad program with a thematic focus on social entrepreneurship and seeking a non-traditional and cross-cultural experience. The target participants group for the SIA program is primarily Myanmar-based undergraduate students with specific interests in business, social work, community development and civic engagement, and who are looking for a program that is unique and meaningful.

The program director, program staffs, and administrative assistant will build and implement a marketing campaign to notify the higher education institutions about the upcoming pilot programs. To inform those targeted audience, promotional materials such as flyers and pamphlets will be distributed nationwide. Educational staffs, parents, and students will be invited to attend an informational briefing, where program presentations will be structured and led by program director and staffs.

A program booklet will also be published which includes the program description and goals of the course written in clear and concise language that sounds educational, exploratory, challenging and rewarding for the students. SIA program director and manager

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will visit higher intuitions to hold information sessions about the program. The advising sessions to the interested applicants will also be provided.

Program staffs will use social networking sites to help inform potential participants about the program. Scheduled social media blasts will occur before the application deadline to safeguard that the attention of interested participants is caught. The social media that will be utilized includes Magga Foundation's Facebook, Instagram and LinkedIn account. These are the platforms to digitalize the program marketing. Magga Foundation will also host and participate events in different places and different townships biannually or quarterly to build the organization publicity. More details of marketing plan can be referred at the following timeline interpret for all the key aspects of marketing plan through different channels.

Marketing campaign potential media outlets	
Online and web-based advertising	<p><i>Social media:</i> Facebook, Twitter, Instagram, LinkedIn, Snapchat and other social networking sites</p> <p><i>Website:</i> Magga Foundation official website, a blog post</p> <p><i>Video:</i> Hosted on Magga Foundation website, YouTube, Vimeo, Facebook, Instagram and others.</p> <p><i>Email:</i> sent out email and e-newsletter to the email list collected from the events, shared from other institutions and tracked from the website visitors and subscribers.</p> <p><i>Search Engine:</i> Use paid search or SEO (Search Engine Optimization) for the campaign contents.</p>

Public Relation & print media	Feature the new program to journals, magazines, newspapers, and Higher Institutions.
Radio and Podcast	Promote the program through SoundCloud and radio channels.
Events	Hold special events such as information sessions and advising Organize and participate in education fairs and professional conferences to advertise the organization.

Student Recruitment, Admission and Diversity

Student Recruitment and Diversity

Inclusion is one of the core values of Magga Foundation programs and it is the primary aim to meet the needs of these students by incorporating inclusive recruiting and programming. Magga Foundation plans to outreach at best to inform diverse ethnic groups, and variety of student groups representing underrepresented and marginalized students across the country. Therefore, when selecting program admission, the program staffs ought to consider incorporating a reasonable hybrid of diverse in terms of ethnic, gender, socio-economic backgrounds with the desired range in different demographics. All students who meet the minimum admissions criteria from the Undergraduate Colleges and Universities throughout Myanmar are encouraged to apply.

Magga Foundation will recruit a diverse group of students through applications both by electronic and information sessions conducted at different higher institutions campus. Students who are interested in the program will be identified through signup sheets and their information will be stored into computers maintained by Magga Foundation program staffs. Magga Foundation will make sure that its policy and programs do not discriminate against

based on capability. Any applicant who meets the necessary requirements will be equally considered to get admission to the program.

Admission Requirements

In order to participate in the SIA program, students must be at least 18 years of age, enrolled in a private or public university or institutes at an undergraduate level. In addition, there are other requirements for students who desire to participate in the program must fulfill.

They are as follow:

Language: Students must have advanced level of English language proficiency in four skills: Reading, Writing, Speaking and Listening. This is equal to C1 level in the standard of Common European Framework of Reference (CEFR) (See Appendix F).

Area of Study: There is no major specific requirement for the students to participate in the program. However, students from the major focus in Economics, Education, Environmental Studies, History, International Relations, Business Studies, Social Work, Development Studies, Politics, and Sociology are highly encouraged to apply.

Proven History in Philanthropic and Volunteer Work: Having at least 40 hours of prior volunteer or internship experience is required in order to qualify for the program. The application deadline for the program will be June 30 and admissions decisions will be announced on August 15.

Other Skills and Interests: Students with broad interest in social change, social innovation and design thinking are highly recommended to apply for the program. Students must be driven to their own learning success, able to successfully turn in all paperwork by identified deadlines, and work with diverse groups of people.

Pre-Decision: Application materials include Personal Statement (See Appendix G), Letters of Recommendations, and Proof of Language Proficiency, Academic

Transcript, and Application Form are pre-decision requirements. Students are required to complete visa, and medical paperwork on their own.

Post-Decision: After accepting to the program, participants are required to submit post-decision documents, which include Health Report (See Appendix H), Emergency Contact Form (See Appendix I) and Release Agreement (See Appendix J), and Forms signed by both participants and guardians. Magga Foundation has designed a scholarship program with expected contribution from generous donors (See Appendix K: Magga Foundation Scholarship Form) to provide for the students with high financial needs where they can request and submit together with their application.

Program Overview, Timeline and Delivery

The program will be launched in Yangon, Myanmar where Magga Foundation is located. The preparatory week is assigned to deliver one-day pre-departure orientation followed by a five-day long foundation course on multicultural communication as mandatory pre-sessions. During the pre-departure orientation, students will be introduced with a comprehensive overview and timeline of the program, program description, and requirements, behavioral expectations and regulations.

During the foundation course, which is total of 40 hours, participants will learn how to work with the team effectively and develop self-identity and cultural sensitivity. The structured Semester in the SIA program composed of seven courses. The details about program timeline and delivery can be consulted in (*Appendix L*) and program outline can be consulted in (*Appendix M*). The SIA program will be broken down into three segments:

Program Phase I: India

The first phase of the activities will be held in India. A student cohort will arrive in the host country India in September. Participants will be brought together with program coordinators, traveling staff, and in-country partners from Ashoka.

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

During orientation, participants will revise their purposes, interests, and expectations in the program. They will live in an assigned host family, take classes, and attend seminars and workshops conducted by guest speakers who are prominent in the field. They will go on to site visits and volunteer for hours in rural community development projects.

Participants will engage and interact with a host family in the city of Bengaluru. During this portion of the program, participants will volunteer in assigned organizations alongside local community members of Bengaluru on their social change projects. Through lectures and organization site visits, participants will continue immersing themselves within academic environments as they engage with professors and practitioners in the field of social entrepreneurship. They will take the Introduction to Design Thinking course from which they will learn about design thinking theory and other related practical approaches. The participants will take other core courses such as Understanding Social Sector Organizations and Learning Social and Economic Issues in a Global Context. These courses center and focus on East Asia as a case of cultural, political, gender domination and poverty. These interdisciplinary courses will also examine the development of social businesses and social change projects that include unconventional answers to problems.

Program Phase II: Thailand

For the second phase of the program, participants will fly to Bangkok, Thailand after their time in India. The second phase of the program has been structured almost the same as the phase one in India. First, participants will be introduced with program coordinator, program co-leader and in-country partners from Ashoka. Participants will take the Advanced Design Thinking course in Thailand, which will allow them to connect the theory and practice to find out the root cause of the issues, look at them differently and find alternative solutions. They will also take courses on Social Innovation and Social Business Planning, Strategy and Management courses.

They will also take another core course Economic Reform and Development, which will examine Thailand's economic principles, reforms, and development to better understand why Thailand is where it is now. They will go to four different site visits in Bangkok to explore, ask questions and gain new perspectives. It is also to provide them to learn comparatively and gain different perspectives so that they can look at Myanmar's economic differently. In this phase, they are required to form a team, select issues collectively that they want to tackle, find ways to resolve these issues by applying design thinking and other skills they have learned. They will then present their projects by the last week in Thailand.

Program Phase III: Re-entry and Collaborative Service-Learning Projects in Myanmar

After eight weeks in two different countries, the students will return to Yangon, Myanmar and work as student fellows in the host organization to collaborate service-learning part of the program.

Re-entry Workshop

The focus of the reentry workshop is to provide safe space for the student preparing towards the reintegration and strategize coping tactics upon return to their home communities (See Appendix N for re-entry workshop description). The debriefing re-entry workshop will be conducted when they return to Yangon, Myanmar before the collaborative service-learning phase begins. Participants are paired with peer students and are challenged to question how they are different and share the experiences within peers. The objective of this activity is to give students an opportunity to see themselves and realize their transformed views and shifted opinions because of their experiences learning abroad. This is to prepare re-entry to the home country and justify their transformation. This also encourages them to reflect on their experiences over the courses and activities of the program, then discuss and express among peers. Through the workshop, the participants will synthesize and begin to

comprehend these transformations of themselves. They will then start thinking about the community development with fresh perspectives and plan to build on these.

Collaborative Service-Learning Projects

Upon returning to Myanmar, participants will be required to spend three weeks as student fellows and take part in an organization where they can review the academic theoretical foundation and put them into practices. This is to provide them hands-on experience in applying what they have learned over the courses. They will participate and involve in ongoing service-learning projects and/or their proposed projects with local organizations and social businesses. Based on the host organization they choose and are accepted into, the accommodation can be varied from homestay, housing organized by the host organizations or they can commute from their home.

Curriculum Overview

The framework for the curriculum in operation is based on Kolb's experiential learning cycle as mentioned in the theoretical foundation section of this paper. The core course Design Thinking in the program and the primary theoretical foundation of experiential learning are genuinely interdisciplinary. And both theories have the intersecting stages. In the empathy stage in design thinking theory, participants are experiencing a situation with different perspectives. Through reflection on the learning from classroom, site visits and volunteering in community development projects, they will be able to define and synthesize their understanding. Ideating is stage three in design thinking theory where it intersects with the conceptualizing stage in experiential learning. Ideating and conceptualizing are both synonymous for problems solving and involve reflection as well. Service learning phase of the program provides students the opportunity to engage in the community through volunteering, and the experience provides a relevant context for learning about important leadership skills, including adaptability, innovation (Govekar & Rishi, 2007), and

interpersonal, and problem- solving skills (Moely, McFarland, Miron, Mercer, & Ilustre, 2002).

The main thematic courses for the program are as follow:

- Introduction to Design Thinking
- Understanding Social Sector Organization
- Social Impact, Social Inclusion and Social Change
- Advanced Design Thinking
- Social Innovation
- Economic Reform and Development
- Social Business Planning, Strategy and Management

These courses will be taught in English by professional practitioners from Ashoka and its partner organizations. Each program phase consists of total 140 contact-hours of classes, seminars on guest speakers and experiential educational activities such as the site visits and volunteering in grassroots organizations as well. These class sessions are three hours in length for the morning and four hours in length after lunch. These classes take place five days a week for the four weeks of the program in overseas locations. The students are required to keep a journal entry documenting their activities for two hours weekly. This journal serves as the reflecting stage of the experiential learning cycle and an essential resource for their final synthesizing papers and presentations. The journal will be reviewed based on the depth of their observations and reflections weekly. Participants can also choose other alternative ways of journaling by creating a personal blog or reflective video essays weekly. The detailed course outlines can be consulted in (*Appendix O*).

Logistics

Magga Foundation will operate with a three-person office and they will be working full time for the Social Innovation Abroad Program. International transportations for the program such as flights and visa applications will be completed by a third-party provider within the country. The third-party provider will work closely with the program administrative assistant and two contingent program leaders.

Room and Board

All the participants will be assigned to stay with host families, which are recruited prior to the program with the support of Ashoka. The program homestay arrangement aims to provide the participants to connect with the host country's cultures. Breakfast and dinner will be prepared by the family who host them, and student will receive meal stipends when they are taking the classes. Ashoka and Magga Foundation will collaborate to cater the participants during excursions and site visits. In the phase three of the program, while the participants are back in Myanmar, they can continue living with host families, organized housing and/or family home depends on the host organization they chose and are accepted into. The host organizations will provide stipends in contribution to their meal expenses.

Communication and Ground Transportation

Each student will be provided with prepaid local sim card for mobile phone and monthly bus and train pass in each country for communication and to commute from their host homes and to classes. The appropriate transportation for the site visits will be arranged by Ashoka program staff and program coordinator as needed.

Staffing Plan

Program Management and Implementation

Program management for the SIA abroad will be overseen by Program Director at home office in Yangon, Myanmar. This person is responsible for maintaining a close and positive relationship with program in-country contacts, coordinating all logistics, budgeting, monitoring, evaluating, and developing the program, training program leadership, and serving as the main contact and resource for program participants and their parents. Program manager will be recruited and will travel together with the participants, other staffs to oversee the program implementation on site on day-to-day basis.

Two travelling program leaders, one male, and one female will be hired for the SIA program. The qualifications expected to have in these leaders are: experience in coordinating service projects, experience studying, living, or traveling outside the culture of their own, and experience working with undergraduate students of between 18 to 23 years of age. These leaders will be paired with the co-leader from Ashoka at each location to work collectively, manage a service project, facilitate the students, as well as keep them productive. The leaders will act as liaisons between students and the staffs from the host organizations where they volunteer and site visits. The program leaders serve as the primary contact in emergencies and for student behavioral issues if occur.

The two program co-leaders will be recruited and hired within Ashoka's management in India and Thailand to work together with the travelling staffs from Magga Foundation. The program coordinator will be hired as a full-time contingent employee of Ashoka for both locations. He or she must have a minimum of a bachelor's degree, with extensive intercultural communications skills. The coordinator must be highly proficient in English and have a minimum of one-year experience living, studying, and/or working abroad, preferably in South East Asia regions. The primary responsibilities of the

coordinator are to liaise student and the host families. They will coordinate educational activities and excursions and provide student support services and facilitate the needs of the students during program duration.

Health and Safety Plan

The Magga Foundation's Social Innovation Abroad Program has constructed proactive approach to health and safety. Although accidental incidences and sudden illness are impossible to prevent from happening, having a plan in place can significantly reduce risks for staff members and students. MF has a pre-departure health report requirement that must be completed before being accepted to the program. It is mandatory to fill out a health report form and provide a detailed medical history including mental health. If a potential participant is seeking medical attention or treatment at the time of application, he or she must submit an official letter from a medical professional stating that they are healthy enough to partake in all aspects of the program. All the participating students will receive the International Student Identity Card (ISIC) from the program to adequately fulfill their primary health needs and benefit student discounts while they are abroad.

Crisis Management Plan

The safety of Magga Foundation's staff and students are given the highest priority in the SIA program. Magga Foundation takes extreme measures in that and is prepared to have an enough and well thought out crisis management plan, prepare sufficiently to keep each individual safe. Despite all the precautions, there are possibilities to encounter unforeseen risks; particularly considering this program takes place in multiple locations although these locations involve low-level risks. Due to current radical climate happening in India against Pakistan, the program has taken into consideration the comprehensive information and has appropriately prepared for a crisis in order to prevent harm or injury and accidents thoroughly and will deliver through the pre-departure orientation. Magga Foundation's crisis

management plan is pragmatic and proposes step-by-step details on how to respond to an emergency; however, rarely do situations go as planned.

All Magga Foundation's Social Innovation Abroad program staff and stakeholders from the partner organizations are well-qualified in managing crisis and prepared to handle emergency conditions in the most supportive way as possible. The SIA program has established an emergency response team, which consists of SIA in-country staff, traveling staff, home office legal advisers, Ashoka representatives, and insurance providers. In the case of an emergency, a clear and concise action plan will be put into place to handle different levels of crisis. The program staffs are sensible, able to use good judgment and communicate clearly with all the stakeholders involved.

As part of the on-site arrival orientation, in-country staff will introduce participants to various types of crises including natural disasters, sickness, injury, illness, civil unrest and, in the worst case, death. Magga Foundation considers emotional or psychological stress for the students during the program where social issues can be of grave concern. Magga Foundation makes sure that participants are aware of all possible scenarios for them to handle these emergencies appropriately in the time of event and participants are expected to follow the guidance of the program staff.

Each participant will receive emergency contact information of program directors, in-country staff members, home office staff, and homestay families. The program will collect participants' emergency contacts to notify in case of emergency. Magga Foundation will assign responsibilities, name primary points of contact and generate talking points to communicate crisis reports to the stakeholders. All participants will be strongly encouraged to carry emergency contact information, a copy of their passport, relevant insurance information, and necessary medical information, including allergies and severe medical conditions, on their persons at all times. Appendices P through S outline crisis management

protocols that Magga Foundation will employ during program implementation.

Budget and Budget Narrative

The SIA program will be partially funded through Magga Foundation for the first year of its pilot programming. By this support, combined with program fees collected from the participating students, scholarships for high need students will be secured through Magga Foundation grant, which is funded by individual and corporate donors. These will cover in full for the program's first year operation cost. The SIA program budget is broken down into two sections including program expenses that will be paid by students and other expenses covered by Magga Foundation.

The SIA program budget lists all foreseen expenses to be accumulated over the duration of the program. The budget shows all expenses and costs, the total cost is in U.S. American currency (USD), and the total cost breakdown per participant. The following budget figures (See Appendix T) represents for program delivery that includes administrative overhead costs such as liability insurance, staff salaries, traveling costs, recruitment and marketing costs, program leader training held in Yangon, Myanmar etc. This will help determine specifically what each cost is and how it is incorporated into the budget.

The total program expenses for the program funded by Magga Foundation is \$17,400. With twenty student participants, the projected fee per student for the Social Innovation program is \$3,500 which includes:

- A pre-departure orientation, and one-week foundation pre-sessions in program launching city Yangon.
- All housing arrangement, meals, and ground transportation during the program
- Supplementary health insurance for each participant

- All program activities including host country orientation, guest lectures, instructor honorarium, organization and site visits, expenses for volunteer work, service-learning project at local partner organization, and re-entry.
- Program onsite support including day-to-day support for participants wellbeing, health and safety concerns and immediate support for emergencies, including homestay issues, and or other personal needs

Evaluation Plan

As the SIA program is a first-year pilot programming, the anticipated funding and endowment are conjectural. Magga Foundation plans to contribute major portions of funding to provide scholarships for the students with high financial needs. It does not have sufficient financial funding to employ third party Monitoring and Evaluation expert. However, Magga Foundation considers Monitoring and Evaluation as a priority. Therefore, Magga Foundation will design a Logic Model (*See Appendix U*) to collect different aspects of the program and participants' experience. It is to generate a clear and shared understanding of how a program works, to support program planning and improvement as necessary and to serve as foundation for evaluation. Participants will submit the evaluation form (*See Appendix V*) upon completion of the program. The evaluation will be collected through instructors, participants, program leaders and all the involved stakeholders by applying different methods such as post-course feedback form, summative assessment from instructors, questionnaires and surveys, observations, and focus groups discussion.

Conclusion

The SIA program has intended to fulfill gaps in needs of the available program in the field to specific group of participants in respect to program type, thematic foci and program locations. This proposed program fills an identifiable need for internationalization and globalized learning experience for Myanmar students. This cross-cultural experience will challenge students to think critically and creatively and allow them to grow holistically at personal and professional level while immersing themselves in cross-disciplines. The comparative learning experience will allow them to make meaning of their knowledge through contrast in their home country Myanmar to that of foreign places in India and Thailand. In addition, the SIA program will further the Magga Foundation's mission of providing experiential global education dedicated to Myanmar students as well as putting effort in internationalization and developing globally conscious students. As a result of this service-learning process, the program hopes participated students will then become social change makers who will be able to help for the better future of Myanmar.

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Appendix A: Questionnaire for Exchange Program Returnees

1. What is your name?
2. What is your Gender?
3. Which exchange program did you participate? How old were you by the time you were participating in the program?
4. Why did you choose this particular exchange program?
5. How long was your program? What did you think of the length of the program?
6. What were some of the highlights of your exchange experience?
7. What did you find challenging?
8. What do you feel you have learnt or gained from going on exchange program?
9. How has this exchange experience changed your worldview, how you think personally and professionally?
10. Do you have any recommendations for the program? What would you change about the program if you participate in it again?

Appendix B: Questionnaire for Organizations

1. What is your organization name?
2. What is your role in the organization?
3. What is your organization type?

Company

Social Enterprise / Social Business

Civil Society Organization

Non-Government Organization

Other

4. Does your organization have social mission which intends to help solving the social issues or supporting the community to create positive social change? If yes, what is your mission?

If not, are you interesting in establishing and what would that be?

5. Does your organization have sufficient resources for implementing your social-problem solving projects? What kind of resources does your organization have? If your answer is no, what kind of resources is your organization lacking?
6. To implement your ongoing project more effectively or start a new project, would it be helpful to have student fellows to work in your organization?
7. In order to gain human resources your organization need; would your organization be willing to host student fellows to work in your organization? Is this something that may be of interest to you? Why or Why not?
8. If it is an interest to you, please share with us your timeframe that you can host students to work with you on your projects? What specific skills, knowledge that you are looking for from student fellow?

Appendix C: Questionnaire for potential participants

1. What is your name?
2. What is your Gender?
3. Which college or University you are in? Is your institution public or private? Which year are you? What is your major?
4. What does study abroad mean to you?
5. What are your motivations for studying abroad? What do you look for most in a study abroad program?
6. What factors discourage you from studying abroad?
7. What financial considerations do you have when looking for a study abroad program?
8. What skills do you hope to gain in your study abroad program?
9. Service-learning is an approach a student can use academic knowledge and skills to address genuine community needs. Have you ever heard of the term service learning? Would service-learning project be an interest to you?
10. What are your personal and professional goals for study abroad experience?
11. Do any of these topics are of interest to you? Check all that apply.

Social Innovation (Social innovation is the process of developing and implementing effective solutions to challenging and systemic social and environmental issues in backing of social progress)

Design Thinking (Design Thinking is a process-based to problem solving which people with different perspectives, knowledge, skills and experience work together to create a practical solution for a real-world problem.)

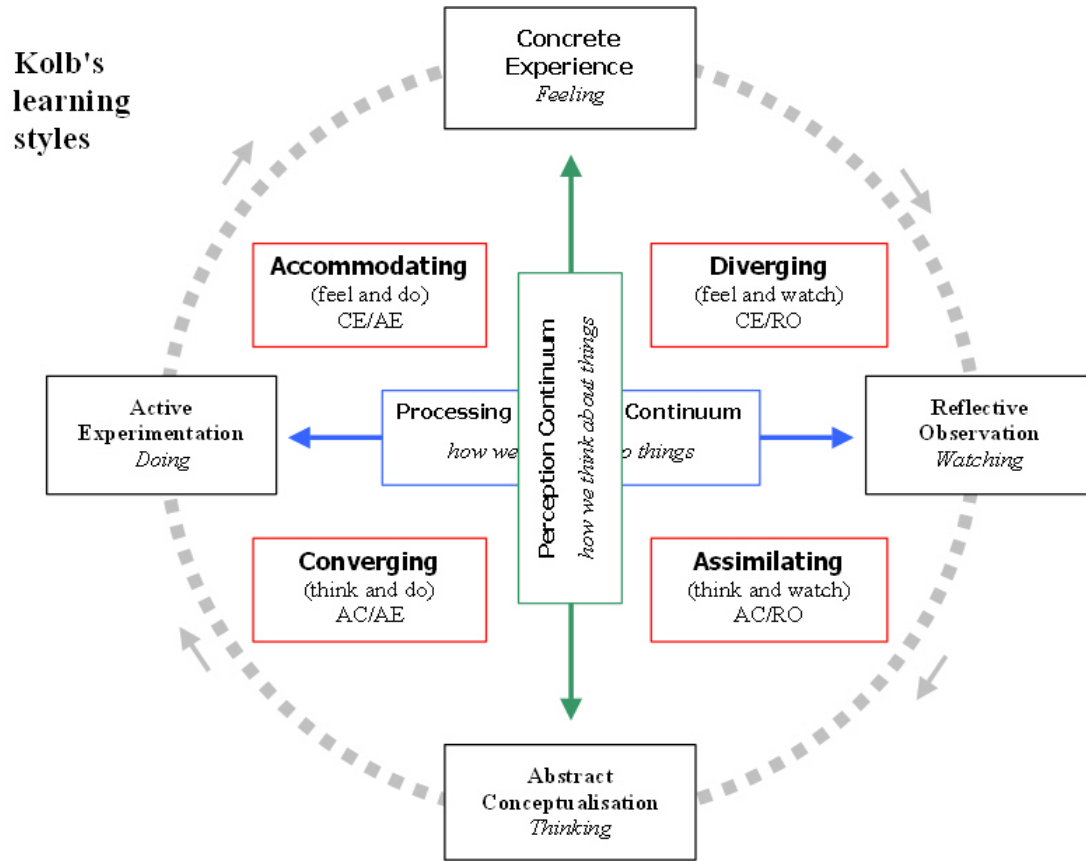
Social Entrepreneurship (Social entrepreneurship is understanding the social problems and achieving a social change by engaging innovative values, processes and operations. It is all about making a research to completely define a particular social problem and then organizing, creating and managing a social mission to achieve the desired change.)

Social Change (Social Change is changes such as rules of behavior, values, social organizations and cultural symbols.)

Please explain why this is or are these topics interest/s for you?

12. Would a short-term study abroad program outside of Myanmar interest you?
13. How much are you willing to pay for 16 weeks' study abroad program in multiple locations?
14. Which geographic region will you be interested into study abroad?
15. When do you want to study abroad?

Appendix D Kolb's Experiential Learning Cycle



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984
 Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

(Kolb, 2015)

Appendix E: Pre-Departure Orientation Guide



Social Innovation Abroad Pre-Departure Orientation Guide

CULTURE

- Cultural differences; Food, Language, music, dress, body movement, social norms
- Communication, both verbal and nonverbal
- Time; schedule; the pace of a day
- Cultural dos and don'ts
- Cultural adjustment in host country and into student-life

IDENTITY

- Race/ethnicity, gender, sexual orientation, nationality, religion, political affiliation, disability, socioeconomic/class, and other issues
- Intersectionality of these identities
- Host country perceptions of the various aforementioned social identities

ACADEMICS

- Differences in the education system from that of Myanmar.
- Grading and assessment
- Computer, printer and email access
- Field trips, site-visits, internships/volunteering

HEALTH, SUPPORT SYSTEMS & SAFETY

- Program director and program staff
- Group dynamics
- Legal and political do's and don'ts
- Medical care: doctors, medical facilities, over-the-counter medicines, prescriptions, vaccinations, health insurance, mental health
- Visa – requirements, working with embassies/consulates, fees, deadlines

FINANCES

- Money and banking
- Budgeting – what do things cost? Free activities/low cost

DAILY LIFE

- Homestay; during orientation and throughout program
- Meals
- Meeting host country nationals – what are various strategies?

Local transportation

Appendix F: Common European Framework of Reference

CEF Level	Listening	Reading	Spoken Interaction	Spoken production	Writing
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix G: Personal Statement Form

Your personal statement should be approximately 1,000 words in length (typed, double spaced, 12-point font) which addresses the following questions:

- What are some of your primary goals, personal or professional expectations for growth and change in participating on the Social Innovation Abroad program?
- How do you plan to achieve these goals?
- What are some of your fears and expectations regarding participate in the program?
- How will this experience contribute to your educational, career and personal development?
- Please describe your ideas and thoughts on service learning. What is it? Why is it important?

Appendix H: Health Report

Adapted from Pomona College Office of Study Abroad (2015)

Health Report Form

*This form is to be completed by the Medical Professional. Please fill out electronically or **type** to ensure legibility. Thank you.*

Name: _____

Credentials of the Treating Professional:

1. Name: _____
2. Licensure or certification _____
Degree(s): _____
3. Area(s) of Specialization: _____
4. Address of Practice: _____
5. Telephone: _____

Specific Diagnosis/Impairment/limitation:

Date of Diagnosis/Time of Onset:

Secondary medical conditions/diagnoses, level of severity:

Explain how the medical/psychological condition interferes with or limits any facet of a major life activity, including current participation in courses/programs/ or activities of the College. Include the impact of the medication or other treatments.

Specify the duration, stability, or progression of the condition, temporary or permanent:

Patient's current medication(s), dosage:



Major life activities assessment: Activities affected based on the impairment and the severity of the health condition:

Life Activity	Severity of Impairment
Talking	
Hearing	
Breathing	
Standing	
Caring for oneself	
Reaching	
Lifting	
Sitting	
Walking	
Seeing	
Writing	
Performing Manual Tasks	
Sleeping	
Learning	
Reading	
Thinking	
Concentrating	
Memorizing	
Interaction with others	
Other	

Current treatment/follow-up plan:

- Student is ready to participate in the Study Abroad program with no accommodations or restrictions
- Student is ready to participate in the Study Abroad program only if they continue with therapy and/or medication treatment
- Student is not ready to study abroad at this time.

Other Comments:

Signature

Date



Appendix I: Emergency Contact Form

Name: _____

Home Phone: _____ Cell: _____

Email Address: _____

Home Address: _____

Primary Emergency Contact Name: _____

Relationship: _____

Home Phone: _____ Cell: _____ Work: _____

Email Address: _____

Home Address: _____

Secondary Emergency Contact Name: _____

Relationship: _____

Home Phone: _____ Cell: _____ Work: _____

Email Address: _____

Home Address: _____

Do you authorize Magga Foundation to discuss program details about your program with person(s) listed as emergency contact, parent, or guardian?

Do you authorize Magga Foundation to share pre-departure information with person(s) listed as emergency contact, parent, or guardian?

Signature: _____ Date: _____

Appendix J: Participant Release Agreement Form

RELEASE AGREEMENT

This Release Agreement must be signed and returned in order to participate in a study abroad program. ***PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING:***

ASSUMPTION OF THE RISK, GENERAL RELEASE AND INDEMNITY:

I understand that the study abroad program will be conducted in a foreign country, and that there are possible dangers, threats and risks involve in international travel, living, and the program activities, including but not limited to those arising from sanitary or health conditions, crime, civil disturbances, acts of terrorism, and travel or other accidents. I understand that these possibilities could include serious or even lethal injuries and property damage. I also understand that Magga Foundation does not represent regarding my personal safety or the safety of my property while participating in the program.

I also agree to hold Magga Foundation harmless from any loss, liability, damage or cost that Magga Foundation or any third party may incur due to my participation in any of the above-described activities.

In permission to participate in the social innovation program, I also agree as follows:

MEDICAL TREATMENT:

I have consulted with a medical doctor and have fully pronounced on the Health Report Form with any information that I may have including physical or psychological reasons. I state that there are no health-related concerns which can prevent or restrict my participation in the program.

I understand and agree that Magga Foundation does not have medical personnel available at the locations of the study abroad program, during transportation, at the host country. In the event of illness or injury to me, I authorize and grant permission to Magga Foundation or any official representative of the study abroad program to secure medical treatment on my behalf including but not limited to surgery, to notify my emergency contact if I am unable to grant consent. I understand and agree that such action by Magga Foundation shall be subject to the terms of this Agreement, that Magga Foundation assumes no responsibility or liability for any injury or damage which might arise out of or in connection with such authorized medical treatment, and that I accept all financial responsibility for such medical treatment and related services.

INSURANCE COVERAGE:

I understand that I am required to have adequate health, accident and hospitalization insurance to cover myself while traveling to and from the study abroad program, during participation in the program at the program locations. I have arranged for adequate insurance or fund to meet any and all such needs. I agree that Magga Foundation is not responsible for attending to any of my medical or medication needs, that I assume all risk and responsibility therefore, and that if I am required to be hospitalized or otherwise receive medical treatment during this study abroad program, Magga Foundation is not responsible to make payment of

such costs. I understand that Magga Foundation purchases the International Student Identity Card (ISIC) for students as supplemental coverage.

TRAVEL/TRANSPORTATION:

I understand that I will be traveling during the study abroad program by various means of transportation, and I agree that Magga Foundation is not responsible for any loss of property, injury, or death during such travel. I also understand that, due to traffic congestion and different traffic laws and regulations, riding a bicycle and driving a motor vehicle in a foreign country can be tremendously dangerous. I agree that if I choose to ride a bicycle and/or operate a motor vehicle, Magga Foundation is not responsible in the involvement in an accident. I understand and agree that in such event I become separated from any field trip during the study abroad program, and I will take full responsibility to reach out for catching up.

CRIMES, POLITICAL UNREST AND OTHER POTENTIAL CAUSES OF LOSS:

I understand and agree that Magga Foundation assumes no responsibility or liability for any damage to or loss of property, expenses, injury or death arising out of crimes, political unrest, acts of terrorism, sickness, weather, strikes, hostilities, wars, natural disasters or other such causes.

PERSONAL CONDUCT:

I understand that as a participant in the social innovation abroad program I am subject to (a) the same standards of conduct and regulations set by the program while abroad, and (b) the laws of the host country. I also acknowledge that it is necessary to understand and respect the norms. I agree to stand by these rules and standards of behavior, when I am participating in the program. I understand and agree that Magga Foundation, the on-site director, the program, or the host organization has right to withdraw me from the program because of a violation of such rules and misdemeanor.

RESPONSIBILITY DURING FREE TIME:

I understand that during free time within the period of the study abroad program I may elect to travel independently at my own expense. I agree to inform an official representative of the program sponsor of my travel plans, and I understand and agree that neither Magga Foundation nor Ashoka are responsible or liable for me while I am traveling independently during such free time. I also understand and agree that neither Magga Foundation nor Ashoka are responsible or liable for me should I elect to travel independently before or after the period of the program.

ILLEGAL DRUG/SUBSTANCE USE:

I understand that associating in illegal drugs in any form such as distribution, use, or possession of a controlled drug or substance, or unauthorized prescription are not tolerated while a participant on this program. Doing so represents a serious breach of conduct and will result in dismissal from the program. I understand that the laws and regulations in foreign countries provide that the possession or use of illegal drugs can be a serious criminal offense.

GENERAL PROVISIONS:

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

Magga Foundation reserves the right and power to cancel without notice or penalty the offering and conduct of the study abroad program, to withdraw any part of the program, and to make any alterations, deletions or modifications in the itinerary as deemed necessary by Magga Foundation, Ashhoka, or the course instructors. This Agreement constitutes the entire agreement between the undersigned persons and Magga Foundation.

Please note that this form requires signature of both student and parent or legal guardian regardless of the student age.

I wish to participate in the Social Innovation Abroad program noted below as a participant of Magga Foundation. I have read and understand all the terms of this release agreement as stated above, and I hereby agree to be bound by those terms. I acknowledge that I have been given, have read, and understand the Policies and all that entail. I state that I am at least 18 years of age and fully competent to sign this agreement, without any pressure but of my own decision. I state that I will be fully committed to all the program activities and follow the rules and regulations of the program administration.

Signature of Student/ Participant

Date

Print Name

As the parent or legal guardian of the participants whose signature appears above, I have read and understand all the terms of this Release Agreement as stated above, consent to be bound by those terms, and have given my child permission to participate in the program.

Signature of Parent/ Legal Guardian

Date

Appendix K: Scholarship Form



Magga Foundation: Social Innovation Abroad

Through the generous support of Cooperate and Individual donors, Magga Foundation is able to award a small number of grants to the students who participate in the Social Innovation Abroad Travelling Program. Scholarships range from \$500-\$2,000. If you would like to apply, please respond to the following prompt:

What are your goals for studying abroad in this program? How would you utilize the scholarship to support your study abroad goals? In responding to these questions, please explain your financial circumstances.

Word Limit: 1000 words or less

Deadline: Wednesday, July 1st

Magga Foundation is interested in learning how you are uniquely qualified to receive the scholarship and how the funds will support your study abroad experience. We look forward to reading your response. Applicants will be notified of their result in mid-August. The scholarship will be able to pick up together with the study abroad stipends.

Appendix L: Program Timeline and Delivery

The following timeline interpret for all the key aspects of planning, delivering, and evaluating the program.

Timetable for Program Delivery - 2020	
March 2020	<ul style="list-style-type: none"> Make any necessary program outreach plan Set final dates for the upcoming semester Prepare marketing materials
April 2020	<ul style="list-style-type: none"> Begin accepting applications Recruitment of students through school visits and education fairs
May 2020	<ul style="list-style-type: none"> Recruit and interview to hire program staffs
June 2020	<ul style="list-style-type: none"> Student Selection process (<i>application review</i>) Coordinate with Partner organization Coordinate with volunteer sites
July 2020	<ul style="list-style-type: none"> Prepare Conduct staff training Conduct Program Leader training in Yangon Send Acceptance letters e-mailed by July 15th Send students and parents requirement documents Leaders will be introduced with students via email
August 2020	<ul style="list-style-type: none"> Student confirmation of enrollment by August 1st Student health forms, immunization records and release agreement form due August 10th Send out pre-departure materials (<i>as students confirm</i>) Begin collecting paperwork & documentation (<i>as students confirm</i>) Confirm homestay in each place (<i>with exact number</i>) Purchase tickets for excursions & activities Arrange transportation for program duration Make initial bookings for group flights, hotels, and transportation Conduct one-day pre-departure orientation Conduct week-long mandatory foundation course

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

September 2020	Student arrival September 1st Program begins September 2nd Program Runs Phase 1 in India
October 2020	Phase 2 in Thailand
November 2020	Phase 3 in Yangon, Myanmar Reentry Orientation Collaborative Service Learning with host organizations Program ends November 30 th Release and collect program evaluation

Appendix M: Program Outline

<p>Service-Learning Program at Magga Foundation: Social Innovation Abroad: Entrepreneurship, Design Thinking, and Social Change</p>

Yangon, Myanmar Pre-session
<p>Pre-Departure Orientation Foundation in intercultural communication and teamwork</p>
Bangalore, India Phase I
Week 1 Course: Introduction to Design Thinking
Week 2 Course: Understanding Social Sector Organization
Week 3 Course: Social impact, Social Inclusion and Social Change
Week 4 Course: Learning social and economic issues in a global context
Bangkok, Thailand Phase II
Week 5 Course: Advanced Design Thinking
Week 6 Course: Social innovation
Week 7 Course: Economic Reform and Development
Week 8 Course: Social Business planning, strategy and management
Yangon, Myanmar Phase III Collaborative Service Learning
<ul style="list-style-type: none"> • Re-entry workshop • Assign the participants to different organizations based on their interest • Orientation with the host organizations • Work as student fellows in collaboration with host organizations

Appendix N: Reentry Workshop

Adapted from SIT Study Abroad (2010)

Magga Foundation: Social Innovation Abroad Re-Entry Workshop

Purpose of the workshop is to expose students to reflection on their experience, prepare for re-entry and reverse culture shock; stay connected with important global issues, and continue to cope with the reentry shock participant may encounter in the future.

Goals are to inform students about reverse culture shock by providing interactive and in-depth pair sessions. To encourage and establish long term relationships whereby the participants will want to stay connected to one another.

Objectives are to prepare students for their return home using reflection and understanding the impact of their time abroad.

Think, pair and share (adapted from the activity developed by Frank Lyman of the University of Maryland in 1981.)

In this activity, all the returnees will gather around in a space to meet and share their experiences. The activity will be carried out as an informal coffee and cookies event set up in different tables. Program leaders, co-leaders and coordinators will be assigned and act as facilitators and join in each table. They will provide prompts typed in a strip of papers and put them in a bowl for the reentry session to jump-start the discussion. Then facilitator will pair up the participants, and participants will select a question from the bowl to think and share with the peer. The facilitator will provide enough time to permit the participants sharing their experiences and listen from peer. In this way the participants will be engaged, communicating and reflecting about their experience abroad.

Prompts

1. Most memorable day abroad: Good OR Bad
2. What was the best meal you had?
3. What was a typical day like either in India or Thailand?
4. Have you experienced culture shock? If so when was the moment?
5. What did you learn about your own country and culture while abroad?
6. Share a story about an impactful interaction you had with someone in your study abroad destinations.
7. Identify a difference you encountered with how courses were taught on your program.
8. Describe a local dish served in your host country. Was it something you will miss? Did you learn how to prepare it on your own?
9. Share one of your most satisfied moments.
10. Tell me about an organization you visited or volunteered.
11. What is one of your favorite places in your host city and why?
12. What cultural differences were most surprising or challenging? What similarities to your home culture did you notice?

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

Appendix O: Program curriculum and activities

Phase I: India

WEEK 1	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 10:15 A.M.	Arrival orientation	Understanding India: History & Culture Workshop	Understanding India: Social issues Environmental issues	Design Thinking	In class discussion to analyze organization 1
10:15-10:30	Coffee Break				
10:30-12:00	Arrival orientation continues				
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Revisit Program policies	Understanding India: Socioeconomic conditions	Introduction to Design Thinking	Guest Speech	Design thinking and development
3:30 - 5:30	Walking tour of Bangalore to familiarize with surrounding			Site Visit 1	Self-reflection Journaling / blogging
5:30 -7:00	Group dinner				

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WEEK 2	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Human-centered Design: An introduction	Understanding Social Sector Organizations: Context and Social Change	In class discussion to analyze organization 2	Theory of Change	Managing Innovation and Design Thinking
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Understanding Social Sector Organizations	Guest Speech	Design Thinking for the greater good: Innovation in the Social Sector	Social Norms and social change 1	Volunteer
3:30 - 5:30		Site Visit 2		Social Norms and social change 2	Self-reflection Journaling / blogging
WEEK 3	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Service Learning: An introduction	Social Stratification	In class discussion to analyze organization 3	Innovation & Entrepreneurship	Volunteer
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Social Engagement & Service Learning	Guest Speech	Design Thinking for the greater good: Innovation in the Social Sector	Innovation & Entrepreneurship: From Design Thinking to Funding	Managing Innovation and Design Thinking
3:30 - 5:30		Site Visit 3			Self-reflection Journaling / blogging

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WEEK 4	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Learning social and economic issues in a global context	Social Stratification	In class discussion to analyze organization 4	Innovation & Entrepreneurship	Volunteer
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Learning social and economic issues in the context of India	Guest Speech	Design Thinking for the greater good: Innovation in the Social Sector	Innovation & Entrepreneurship: From Design Thinking to Funding	Social Impact Strategy: Tools for entrepreneurs and innovators
3:30 - 5:30		Site Visit 4			Self-reflection Journaling / blogging

Program activities- Phase II: Thailand

WEEK 5	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 –10:30	Arrival orientation	Advanced Design Thinking: Mastering Innovation and Design Thinking	Learning social and economic issues in the context of Thailand	Guest Speech	In class discussion to analyze organization 1 and 2
10:30-12:00	Walking tour of Ashoka Thailand				
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Understanding	Advanced Design Thinking: Design	Advanced Design Thinking: Converting	Site Visit 2	Finding solution through Design thinking: From

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	Thailand: History & Culture Workshop	Thinking for business strategy & entrepreneurship	Challenges into Opportunities		creativity to solution Looking at site visit 1 & 2
3:30 - 5:30	Understanding Thailand: Socioeconomic conditions	Guest speech	Site visit 1	Team formation	Self-reflection Journaling / blogging
5:30 -7:00	Group dinner at Bangkok night market				
WEEK 6	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Human-centered Design II	Becoming a change maker: Introduction to social Innovation	In class discussion to analyze organization 3	Global Trend for Business and society	Volunteer
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Social impact, Social Inclusion and Social Change	Guest Speech	Social change impact vs. economic goals: Designing an innovative social enterprise that can achieve both	Identifying social entrepreneurship opportunity	Team meeting
3:30 - 5:30		Site Visit 3		Volunteer	Self-reflection

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					Journaling / blogging
WEEK 7	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Understanding Social Businesses Case study	Business Strategy	In class discussion to analyze organization 4	Social Business: Growth Strategy	Volunteer
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Business Foundation	Guest Speech	Social Business Model and planning for social innovation	Managing Social Businesses	Team meeting
3:30 - 5:30		Site Visit 4			Self-reflection Journaling / blogging
WEEK 8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 12:00	Unleashing the impact of social enterprise	Economic reform: In the context of Thailand	In class discussion to analyze organization 4	Economic reform and policy making	Self-reflection Journaling / blogging
12:00 – 1:30	LUNCH	LUNCH	GROUP LUNCH	LUNCH	LUNCH
1:30 - 3:30	Economic Reform and Development	Guest Speech	Understanding economic policy	Team meeting	Final presentation

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3:30 - 5:30		Site Visit 4			
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Program activities- Phase III: Yangon, Myanmar/Burma

	WEEK 9	WEEK 10-13
Day 1	Reentry Workshop (9:00-12:00)	Service learning
Day 2	Present Host Organizations that are participating Students submit organization of their choice	
Day 3	Announce student host organizations Arrange meeting with the organizations and introduce them with their direct supervisors.	
Day 4	Orientation at host organizations	
Day 5	Begin as student fellow	

Appendix P: Crisis Management Protocol

Emergency Level	Potential situations at risk	Procedure
A. Level 1-Low Risk Crisis	In the occasion of student lost travel documents	Contact emergency response team Contact consular office for lost document such as passport, visa and other important documents
	Victim of minor crime theft and pickpocketing	Contact local authorities for getting police assistance Report a list of items being theft and the estimated value.
	Missing student	Contact to the program coordinator Contact emergency response team Collect all the specific information about the lost students and speculate the last activities he or she did. Contact to the local authority and police.
	Student misdemeanor Drug or alcohol abuse Disregarding program policies	Talk one-on-one with the student, review and remind the code of conduct. Notify the students with the letter of warning. Expel the student from the program and send him or her back home at their own expense if necessary.
	Students or program staff Illness or injury Road accident (minor injury)	Contact the local authorities for emergency assistance Attend with the student/program staff to get medical treatment as necessary

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	Travel delay / interruption	Contact the transportation company for the probable arrangement alternatives. Inform the student about the options and allow to make choice.
Level 2 Moderate risk	Medical evacuation Road accident (bad injury)	Contact the local authorities for emergency assistance Attend with the student/program staff to get medical treatment as necessary Contact Myanmar consular office and request assistance as required. Contact the student's emergency contact
	Sexual misconduct	Talk to the student privately Clarify the student knows the degree of involvement
	Arrest	Contact the local authorities for assistance Contact the student's emergency contact
Level 3 High risk	A violent assault, arrest or imminent arrest, serious illness, multiple injuries which require hospitalization, death, natural disasters, threats to public welfare, bomb threats, protests/riots, hostage situations, individual violence, violent crimes, community health issues, infectious disease outbreaks, terrorist threats or possibility of war in the proximity of the study abroad site	Contact emergency response team Contact the local authorities for assistance Contact the student's emergency contact Collect all possible information about the conditions, updates and available aids Ensure to keep the students safe and protect from possible danger Contact in-country consulate or embassy

Appendix Q: General protocol

QUICK REFERENCE EMERGENCY RESPONSE PROCEDURE

General Protocol:

Do not forget to contact all the following and be sure to maintain a written log of all the Communication and actions in the case of serious situations:

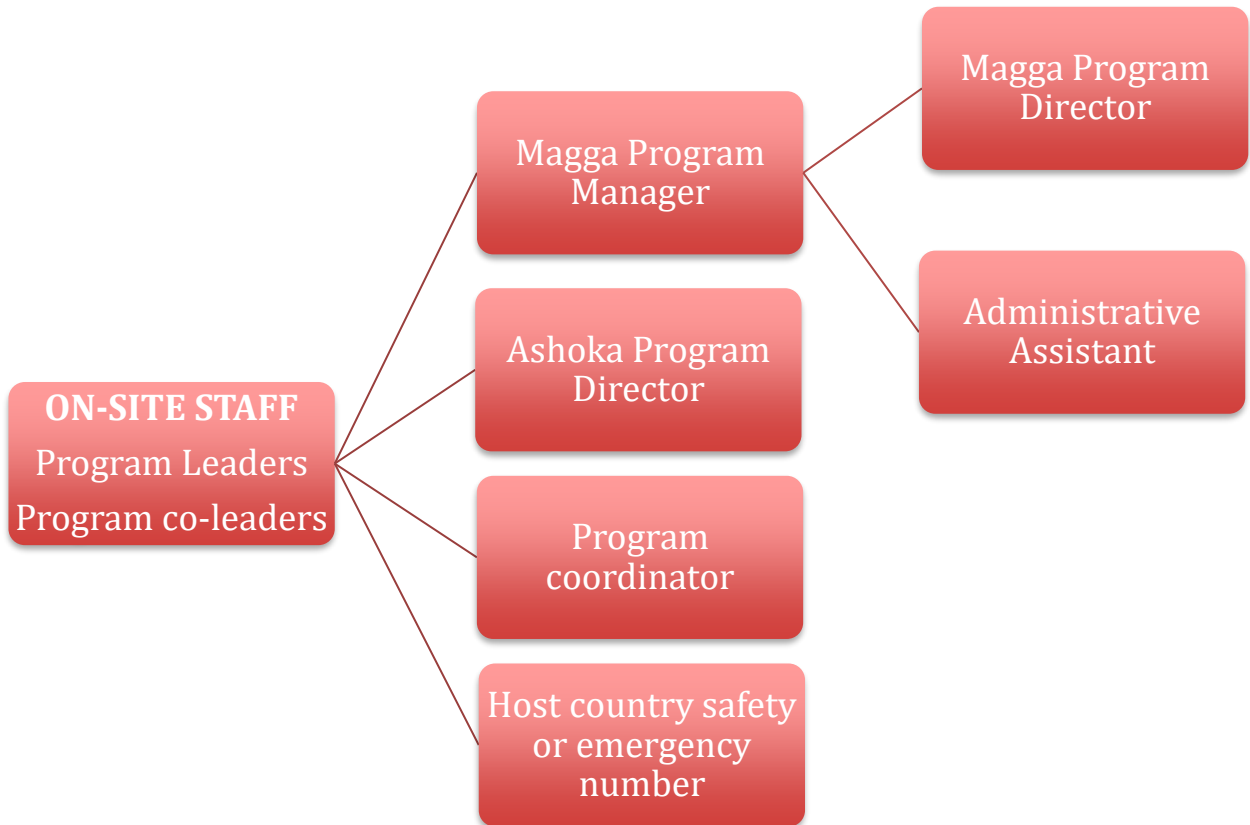
- Contact local authorities
- Myanmar consular office
- Have students continue with the site visits and study activities for Level 1 and 2 situations
- Communicate regularly with all the involved stakeholders and make sure to know the situation update.
- Maintain written documentation of all actions and communications

Magga Education Program Director Emergency Phone number:

+9 (59) 431-90097

24-hours, 7 days a week

Appendix R: Crisis Chain of Command



SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

Appendix T: Budget

1	SOCIAL INNOVATION ABROAD					12
2	Description	Unit Cost	# of Units	# of Occurrences	Expected	Notes
3						
4	Program Expenses Cover by students					
5	Set-Up Costs					
6	Program Leader Training facilities	\$50	5	5	\$1,250	Three days training include training facilities, lunch and dinner for staff (program director, program manager, program leader, executive assistant)
7	Pre-Departure Orientation					
8	Conference room for orientation	\$30	1	1	\$30	
9	Supplies	\$10	1	1	\$10	
10	Insurance for students	\$25	20	1	\$500	
11	Pre-session costs					
12	Training room for Foundation course	\$30	1	5	\$150	
13	Honorarium for Instructor	\$100	1	5	\$500	
14	Supplies	\$30	1	1	\$30	
15	Program Expense: Phase 1 (India)					
16	Welcome dinner in India	\$6	15	1	\$90	
17	Food: \$5 lunch, \$5 dinner	\$10	20	4	\$800	X 3 days
18	Daily transportation	\$5	20	30	\$3,000	
19	Supplies for orientation	\$20	1	1	\$20	
20	Homestay Accomodation	\$10	20	30	\$6,000	X 30 days
21	Honorarium for Instructor	\$100	3	10	\$3,000	Transportation, taxi
22	Honorarium for Guest speaker	\$100	4	1	\$400	
23	First Aid	\$50	1	1	\$50	
24	Program Expense: Phase 2 (Thailand)					
25	Welcome dinner in Thailand	\$6	15	1	\$90	
26	Food: \$5 lunch, \$5 dinner	\$10	20	4	\$800	X 3 days
27	Daily transportation	\$10	20	30	\$6,000	
28	Supplies for orientation	\$20	1	1	\$20	
29	Homstay Accomodation	\$15	20	20	\$6,000	X 30 days
30	Honorarium for Instructor	\$100	3	10	\$3,000	Transportation, taxi
31	Honorarium for Guest speaker	\$100	4	1	\$400	
32	First Aid	\$50	1	1	\$50	

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

Volunteer Project					
Transportation between program location and local communities	\$10	20	12	\$2,400	6 volunteer sessions: 3 hours each: to and fro from Ashoka to host org
meal Stipend at local communities	\$15	20	6	\$1,800	
Contigency	\$20	12	1	\$240	
Site Visit (India,Thailand)					
Transportation from and back to Ashoka Office	\$200	1	8	\$1,600	
Food	\$15	27	8	\$3,240	4 site visit in India + 4 site visits in Thailand , program staff included
Re-entry					
Farewell dinner last day in Phnom	\$6	15	1	\$90	
Re-entry workshop lunchon in Yangon	\$20	25	1	\$500	
Total Budget				\$42,060	
Program Fee per participant				\$3,505.00	
Program Expenses Cover by Magga Foundation' funding					
Human Resources					
Program Director	\$2,000	1	3	\$6,000	
Program Manager	\$1,500	1	3	\$4,500	
Program Leader	\$1,000	2	3	\$6,000	
Administrative assistant	\$300	1	3	\$900	
Total Budget				\$17,400	

Appendix U: Program Logic Model

Program: SIA (*Social Innovation Abroad*) 13 week in India, Thailand and Myanmar

Setting: College students from all the private and public Universities will participate in a 13 week-long program in three cities: Bangaluru, Bangkok and Yangon in South Eastern Asia countries that includes homestay, thematic learning courses, different cultural studies and intercultural communication and competency.

Stakeholders:

- SIA Program staffs
- Students
- Students' host families
- Program Directors
- Ashoka Program staffs
- Local communities, organizations and businesses

Goals:

- Intercultural communication: Students will be able to gain language proficiency to communicate effectively and express oneself in Spanish.
- Intercultural awareness and competence: Student will be developing the greater awareness of the differences between different cultures and identity, develop open-mindedness and respect for these diversity and differences.
- Critical thinking skills: Student will be able to understand the diverse background of India and Thailand, including its politics, economy, society, history, identity and culture, and better understand the diversity in their own society Myanmar.
- Self-reflection skills: Develop greater awareness of one's own identity.
- Global competencies: Develop wider knowledge and be globally competent individuals

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

Inputs	Outputs		Impact		
	Activities	Participation	Short term	Medium term	Long term
<p>On-site staffing (office staff, program coordinators, professors)</p> <p>Financial Resources stakeholders</p> <p>Physical materials (e.g. textbooks)</p> <p>Gear (e.g. transportation, other travel equipment)</p> <p>Infrastructure</p> <p>Host families</p> <p>Meal plan arrangement</p>	<p>Recruit participating students</p> <p>Recruit and maintain host families</p> <p>Develop trip itineraries</p> <p>Develop activity calendar</p> <p>Confirm community and site visits with local contacts</p> <p>Develop class schedule and syllabi</p> <p>Prepare class materials</p> <p>Maintain quality professors</p> <p>Prepare orientation materials</p> <p>Develop and revise health, safety, and emergency protocol</p>	<p>Students live with host family in two different locations</p> <p>Students experience visiting different places in all three locations</p> <p>Participants visit landmarks, local organizations, and experience the local culture through extracurricular activities in non-formal setting</p> <p>Students attend and engage in academic classes and on-site visits to community, including volunteer works.</p> <p>Students will develop into intercultural and globally competent individuals who can positively influence the globalized society</p>	<p>Students will gain knowledge of diverse culture in three locations, including its development in economy, society and history.</p>	<p>Students will be able to develop greater intercultural sensitivity and awareness in issues in society.</p> <p>Students gain transferable skills in effective multicultural communication, Problem solving, Reflective and design thinking</p> <p>Students will gain better understanding of self and how their own cultural experience influences their interactions with another culture</p> <p>Students will continue applying these skills in their personal and professional work in one's own community</p>	<p>Students will develop into intercultural and globally competent individuals who can positively influence the globalized society as social entrepreneurs</p>

Assumptions are:

- Participants will be willing to engage with diverse culture in all the program locations
- Participants will be willing to stay with assigned host family
- Participants will be able to learn meaningful cultural exchange while staying with host families
- Participants will be able to participate in extracurricular activities
- Participants will be willing and able to critically reflect on their experiences and decency.
- Participants will be able to improve intercultural communication skills by interacting with host family, fellow students and people from the community visits.

Appendix V: Evaluation Form

EVALUATION

Magga Foundation uses survey responses to gather data, evaluate the effectiveness of the program and its impact. Magga Foundation shares information with partner organizations to make changes for program improvement and to advise future students in considering Social Innovation Abroad Program. We will be grateful for your complete, thoughtful, and honest responses using constructive criticism.

Completed surveys will be posted on the password-protected computers and made available for viewing by the involving stakeholders in Magga Foundation community.

Name:

Major(s):

Year Abroad:

How much combined international experience did you have before your study abroad semester?

none up to 1 month 1-3 months 3-6 months more than 6 months

PROGRAM OVERVIEW

1. In general, how would you rate your overall experience on the Social Innovation Abroad Program?

2. What are the major strengths of the Social Innovation Abroad Program?

SOCIAL INNOVATION ABROAD: SERVICE-LEARNING PROGRAM

3. What are the major challenges of the Social Innovation Abroad Program?

4. What is something that you would really like for us to know about the Social Innovation Abroad Program?

PERSONAL GROWTH AND LEARNING

I understand the various issues in the community as well as some impacts, cause and effects

Strongly Disagree Disagree Neither Agree Strongly Agree

I can compare the cultural differences between India, Thailand and Myanmar

Strongly Disagree Disagree Neither Agree Strongly Agree

I am familiar with at least 3 social change projects started to address socioeconomic issues to briefly describe them.

Strongly Disagree Disagree Neither Agree Strongly Agree

I have worked in host organization or initiated to address an issue in my home community through service-learning.

Strongly Disagree Disagree Neither Agree Strongly Agree

I can identify at least 3 ways to initiate social change by using design thinking theory.

Strongly Disagree Disagree Neither Agree Strongly Agree

I am aware of the different ways that social issues affect people

Strongly Disagree Disagree Neither Agree Strongly Agree

My ability to understand global perspectives

Strongly Disagree Disagree Neither Agree Strongly Agree

My ability to have serious conversations with students of a different race or ethnicity other than my own

Strongly Disagree Disagree Neither Agree Strongly Agree

ON-SITE STUDENT SUPPORT SERVICES

**What information was covered in the on-site orientation provided by your program?
Please comment on the depth/usefulness of materials covered.**

- I did not receive any orientation on-site

- Academics

- Cultural Adjustment

- Finances and Cost of Living

- Health and Wellness

- Safety and Security

- Other

Other comments:

Please describe the level of support you receive from the on-site staff (e.g. Homestay Coordinator, Program Director, Ashoka Office)

PROGRAM

What were your goals for study abroad? Check all that apply.

- Greater awareness of or in-depth knowledge of a country or region
- Pursue academic/thematic courses
- Pursue community-based learning or volunteer opportunities
- Live as part of a local family
- Personal growth and development
- Develop intercultural skills
- Other (please specify below)

Other (please specify)

To what extent did you succeed in accomplishing your goals? Why did you succeed or not?

In no more than five sentences, please summarize the big picture of what you learned from this study abroad experience.

Study abroad with Magga Foundation helped me to develop the following:

- Ability to understand global perspectives
- Ability to have serious conversations with students of a different race or ethnicity other than my own
- Ability to have serious conversations with others who are very different from me in terms of religious beliefs, political opinions, or personal values
- Development in understanding those from different racial or ethnic backgrounds other than my own
- Development of my personal growth, code of values and ethics
- Ability to contextualize the different issues and inequalities in the world, and how I might engage with these issues
- Other (please specify below)

Other (please specify)

Has study abroad helped shape your career goals? If so, how?

What were some challenges that you experienced abroad?

What did you learn from these challenges?

Recalling a time period prior to your departure, how would you suggest that future students focus their preparations? What was the most helpful for you? What would you do differently? Please explain.

Additional comments, suggestions, or changes you'd like to see:

Would you recommend the Social Innovation Abroad program to other students?

Yes No

Are you interested in talking to prospective students about your program?

Yes No

May we use your comments on this evaluation in future publications?

Yes No