

# ***THE PHILIPPINE VOLUNTEER FIELDWORK PROGRAMME (2000-2008): Lessons from the Nantan Students' Performances & Experiences***

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## **Abstract**

The International Cooperation Volunteer Fieldwork Programme (ICVFWP) of Nanzan Junior College, English department was set-up following the creation of the new academic section called the International Cooperation in the year 2000. The U.S. Volunteer Programme (Baltimore) and the Philippine Volunteer Programme were simultaneously organised. This article then is a compilation of the evaluation narrative of student volunteers' performances and experiences from the year 2000 to 2008 in the Philippines. Altogether there were a total of 180 volunteer students participants (including two PHD-Kobe volunteers) with an average of 22.5 students per year. Molded by the 3-fold objective of service-learning activities, cross-cultural exchange program and the enhancement of English oral communication skills here and abroad, the writer argued that the students could achieve life-time experiences and realisations with a lot of sacrifices and difficulties, in reaching out to others in the name of our Nanzan motto, "In pursuit of Human Dignity," particularly in developing countries like the Philippines. Their work was confined among the day-care centres for children and the livelihood projects of urban poor families. This Volunteer Programme is now modestly recognised as an institutional activity for the entire Nanzan Junior College.

## **I Introduction:**

The paper is a modest attempt to review and revisit the Nanzan Junior College International Cooperation Volunteer Fieldwork Programme from the outset (2000) up to this year's batch of 2008. Its main focus is to look into the programme's *raison d'être* (rationale), in order to determine what lessons were learned based from its 3-fold objectives and from the yearly

evaluation of the student participants' performances and actual experiences on the ground. Although it started in Cagayan de Oro city, Philippines (2001), the Philippine programme, moved to Cebu City, Philippines, for security and safety reasons, in partnership with the University of San Carlos, Cebu City, Community Extension Service Office (CES -formerly AEIL-Academic Extension and Industrial Linkages Office) from the year 2002 till 2008. In 2006, another batch of volunteers was organised in Tagbilaran City in partnership with the Holy Name University, (HNU) Community Extension and Development Programme (CEDev) to receive the remaining number of applicants. With the exception of the two PHD (Kobe) volunteers in 2001, all the 9 batches of volunteers were analyzed to arrive at a more comprehensive view of the whole programme.

## **II Historical Background and it's *Raison d'être*.**

There is a proverb in the Philippines (in Tagalog) that says: “*Ang taong hindi lumilingon sa kanyang pinanggalingan, ay hindi makakarating sa kanyang paruruonan.*” It means that “anyone who doesn't look back from where he/she started, would not be able to reach one's destination.” Lest we forget so quickly, and bury it in the archives of Nantan history, it is only but fair to take a good look and evaluate the Volunteer programme we all lay claim to be institutionally our own, namely, the students, faculty and staff as well as the policy-makers of our administration, including our alumni and the PTA to remain focused to our vision and mission wherever our noble institution would lead us today and the next decade.

At the start of the school year 1999–2000, the administrators of Nanzan Junior College (NJC) during the term of Fr. President Yoshio Ohashi, SVD and Vice-President Professor Hoshino, looked toward the day when the Human Relations department (*Ningen Kankei*) shall have moved to the Nanzan University to become a 4-year course. The Nanzan Junior College

kept only the English department (*Eigo-ka*). The English department in turn created the International Cooperation section that give birth to a service-learning volunteer fieldwork programme which is now recognised as the International Cooperation Volunteer Fieldwork Programme (ICVFWP).

The ICVFWP covers both the international and domestic programmes. This international volunteer programme tied up with St. Mary's College, our sister-school in Baltimore, MA (USA) (cf. Garlid, 2000) while in the Philippines, we established partnership with the Covadonga Centre of the Teresian Association in Cagayan de Oro city. At the same time, a local non-profit organisation, (NPO) the Peace, Health and Human Development (PHD), accepted two student volunteers to spend a one-week exposure programme in the Philippines after a two-week in-service training seminar in their head office, based in Kobe, Japan, The domestic programme, for its part, worked with local or national non-governmental organisations (NGO) in Japan. Eventually, the Australian programme (2007) briefly took the place of the Baltimore programme for a couple of years. Recently, the Council for International Educational Exchange (CIEE) programme has made its debut for the year 2008. This paper, however, will focus only on the Philippine Volunteer Programme from 2000 to 2008.

### **III The Objectives of the International Cooperation Volunteer Fieldwork Programme.**

In line with the new curriculum in International Cooperation, the International Cooperation Volunteer Fieldwork Programme spelled out the following objectives:

- 1) To provide opportunities for our women Junior College students to experience in a cross-cultural setting service-learning volunteer work among selected marginalised and less privileged urban communities in the Philippines, (Cagayan de Oro city, 2001 and in Cebu City from 2001–2008,

and in Bohol, 2006).

2) To enhance their communication skills in the use of the English language in their travel abroad and during their actual volunteer service activities.

3) To encourage and promote cultural exchange through their weekend home stay with their Filipino host families and with the people they work with in their shared outreach activities and the livelihood projects of selected indigenous urban poor families.

#### **IV The Starting Point of it Yearly Volunteer Activities: Cagayan de OroCity: (2000)**

The first batch of NJC student volunteers to the Philippines that numbered 10 students went to Cagayan de Oro city with two faculty guides, namely, Miss Eloisa Palisada and Miss Masae Kochiwa from February 9th, 2001 to March 1st, 2001. The 3-week exposure programme had specific objectives for specific activities:

1) The stop-over in Manila afforded the students the chance to see the contrasting realities of a major Philippine city with a visit to some Philippine schools. They also went to the *Nayong Pilipino* (a miniature replica of a Philippine village), then visited a slum area and a commercial district of Makati city in Metropolitan Manila.

2) The main purpose was to go to Cagayan de Oro city, in the island Mindanao (southern Philippines) to experience immersion and volunteer work with children and their respective communities such as the Landfill (*Basurahan*) and the kindergarten pupils, to the Lingap Center/Boys Town (Orphanage), the Mobile school for street children and a Youth centre. The students were billeted in the Covadonga Centre of the Teresian Association, a partner NGO in Cagayan de Oro city, where the processing of their daily working experiences was conducted.

3) To experience living with a Filipino host family during the weekends for rest as well as visit places of cultural interest in Cagayan de Oro city and neighboring towns.

Based from their experiences and in their written leaflets (2000) distributed during their presentation at the Community Hour (*boukokugai*) in the college, most of the participants were quite impressed with their 3-week stay.

The following are some of their impressions:

3.1 The smiling faces of the children in the mobile school was something admirable that is not easily visible even among Japanese children.

3.2 The service-learning programme has not only provided rare knowledge about the Philippine culture, in terms of food, customs, and family life (host family) but also made them reflect about their lifestyle in Japan.

3.3 The two weeks interaction with the children from the Boy's Town was warm and nostalgic, a common characteristic among many Filipinos.

3.4 The visit to the *Basurahan* (garbage dumpsite) was not only shocking to many but also challenged their attitude towards underprivileged people in society.

On the other hand, Miss Masae Kochiwa, one of the faculty guides submitted her own personal written recommendations as follows:

3.5 “That the volunteers should be physically and psychologically fit for international volunteer work. Despite a number of laudable feedbacks, there was a case when one or the other student was frequently unable to participate in their volunteer activities due to health reasons.”

3.6 “It was mentioned in the Presentation (*boukokugai*) that before they volunteer to go abroad, they must first experience local

volunteer work.”

3.7 Miss Kochiwa also commended that the local partner, *InteRed* NGO, based in Cagayan de Oro city, had a professional facilitator who was both a former school teacher and a registered nurse who communicated well with our volunteers. As result, there is a good rapport with the students in processing their day-to-day experiences. (Excerpts from ICVFWP Committee meeting, June 18th, 2001).

## **V Cebu Volunteer Fieldwork Programme (2001–2002): The First Batch**

### **1. Background Development:**

Due to sudden turn of events like the unstable peace and order situation in the island of Mindanao, our school heads decided to move to a new place for good reasons, to Cebu City, Philippines in the Visayas, in partnership with a sister-SVD institution, the University of San Carlos from February 11th to March 5th, 2002 during the term of Fr. President Francisco T. Estepa, SVD. The 1st batch of the Cebu Volunteer Group were guided by two faculty members: Professor William Naoki Kumai and Fr. José Rizal M. Santos, SVD. Motivated by the 3-fold objectives and by the Nanzan motto: *Ningen no Songen no tameni*’ (In pursuit of Human Dignity), the 19 First Year student volunteers were distributed to three different sites, namely;

**1.1 Barangay Jagobiao, in Consolacion, Cebu** at the Eversley *Kagawad Kalinga* Foundation, an urban shelter project of the Couples for Christ and USC with 6 students (for Sitio Sto. Niño) Their activities include teaching the children and the Day-care centre (A.M.), and Salago Paper-making for their Livelihood project (P.M.).

**1.2 Barangay Luz, Mabolo, Cebu city:** 4 students were assigned to the Day-care Centre (A.M.) and Stuffed toys Livelihood Project (P.M.).

**1.3 Blessed Arnold Janssen Parish in Barangay Mambaling, Cebu City,**

with 3 sitios and 3 assigned students respectively:

1.3.1 Sitio Alumnos: a Day-care centre and a Shell-craft Livelihood Project.

1.3.2 Sitio Seaside: a Day-care centre and the same Livelihood Project.

1.3.3 Sitio Tayud: a Day-care centre & Rubber Slipper Livelihood Project.

## **2. Comments and Feedbacks from students and Day-care communities.**

### **2.1 From the Students:**

The first group traveled by Kintetsu Urban liner from Nagoya to Osaka and stayed overnight before flying directly to Manila. Arriving in Cebu city the same day, they stayed at the Holy Spirit Retreat House (HSRH) for the next three weeks. After an official protocol to the Cebu City Mayor Tommy Osmeña and a courtesy call to the Japanese Consul Takahashi Suzuki, including an orientation tour of the different work sites, the students began their volunteer work. USC faculty and student guides led by Mrs. Marilyn Young-Tiu, Director of the University Academic Extension and Industrial Linkages (AEIL). Tired and tested by the unfamiliar milieu, as well as the hot climate, yet the students were truly grateful for the precious experiences they have gained among day-care centre children, and their hosts and livelihood families.

### **2.2 From Mrs. Marilyn Young-Tiu's Observation (USC-AEIL Coordinator):**

Mrs. Marilyn Tiu relayed to us the feedback of all the five areas, that the parents and children of the day-care centres were all looking forward to their future visits. A teacher from Eversley said that if ever there will be another batch coming, they will revise their program of instruction in such a way that they will finish their required lessons ahead to give way to the two weeks that the Japanese volunteers will interact their children. The *Kaganawad Kalinga* elders decided to use the donation from

the students for scholarship of one child. They even promised to give an update of the pupil's progress. A shoemaker family in Tayud offered to participate in the community extension project as a result of their interaction of the Japanese students.

The one good impact of the volunteer work was that it awakened the social awareness of the residents. There were only two drawbacks: the language barrier when the children cannot understand English and the Japanese students were inadequate in their Cebuano. This was balanced by their openness and the eagerness of the children to interact with our students through sign languages and the USC student guides. The time was simply too short for our Japanese students for such a rewarding experience, the longer they spent time with the children and their hosts.

During the holiday on February 25th, as the Freedom Day, the students visited the Sto. Niño Children's Home (SÑCH), in Sibonga, a town south of Cebu City. It is a center of abandoned and physically challenged children of Cebu city and the province of Cebu administered by an Augustinian priest, himself a medical doctor, Fr. Butch Malana, OSA. This was another lasting experience for our students to interact with and understand the care of abandoned children.

## **VI Cebu Volunteer Programme (2002-2003): The Second Batch**

### **1. Background Development:**

The second batch of Cebu volunteers for the Year 2003 consisted of 16 First Year students and two faculty members: Miss Masae Kochiwa and Fr. José Rizal M. Santos, SVD. They were assigned to the same work sites with additional day-care centres. In Barangay Jagobiao, there were 4 students distributed (2 respectively) to the *Cogon* Paper Livelihood Project and a Day-care Center in Sitio Sto. Niño as well as the Rug-making Project and Day-care centre in Sitio Sta. Cruz. Three students were sent to Barangay



Luz, Mabolo, Cebu City with the Stuff Toys Livelihood Project. The 3rd group of 3 students each were then sent to Sitio Alumnos, Seaside sitio and Bethlehem Montessori Day-care centre of then Bl. Arnold Janssen Parish in Mambaling, Cebu city. The last group worked together in the Shell craft Accessories Livelihood Project in the afternoon. Each volunteer day ended with a processing session to reflect and internalise their day-to-day experiences. The official schedule lasted from February 10th to March 4th, 2003.

Aside from their two-week volunteer activities, the students spent two weekends with their respective host families. Again they visited the Sto. Niño Abandoned Children's Home in Sibonga, Cebu. In separate occasions, they also had an opportunity to interact with 4th year high school students of the USC Boys' School and USC Girl's High School.

**2. The following are the summary of their significant experiences drawn during their processing sessions facilitated by Mr. Manuel R. Gorgonio, then Campus Minister of the Boys School Campus and one of the USC faculty guides on the following areas:**

**2.1 Experiences with the Day-care children:**

Most of our student volunteers found the children at the day-care centres to be active, full of vigor, happy, cute and smiling, very obedient, with a powerful and pure heart, innocent and possess good memory despite their poverty and the difficulty in communication (children can only speak *Cebuano* and would hardly speak in English).

**2.2 Experiences with their Livelihood Workplaces:**

2.2.1 Not a few found some amount of difficulty in working. They felt that their job was difficult and often unprofitable in a small working room.

2.2.2 Since the salary package or compensation was too negligible, they pondered sometimes whether it was worth it for some people

to work only on accessories.

2.2.3 A lot of young people have no jobs or may find it difficult to look for one. Making accessories can be interesting but their wages maybe a bit unjust.

2.2.4 Some of the workers appeared to them to be not serious and keep on eating, and talking at the same time. But there are those who also worked hard for a living in their small livelihood projects.

2.2.5 Finally, they observed that there is a wide gap between the rich and the poor.

### **2.3 Experiences with Home stay and host families:**

2.3.1 It was expected for most if not all, to have encountered some culture shocks having been to the Philippines for the first time, staying with their Filipino host families.

2.3.2 It is commonplace to see their host families as very kindhearted, friendly, warm and funny with a lot of hobbies and have shown interest about Japan.

2.3.3 Even with some difficulty in expressing themselves in English, our host families made us feel that communication is a very important in culture-sharing and understanding.

## **3. New Discoveries and Learnings**

There is no doubt that our students have reaped new discoveries and learnings in the short span of their volunteer activities. They can be summarized in their following comments:

**3.1** “I have broadened my horizon to think more deeply about our cultural differences.”

**3.2** “Everyone is friendly like one family.”

**3.3** “Children are encouraged to study hard when we are with them.”

**3.4** “The teacher doesn’t spoil children. If they misbehaved, the teacher calls their attention.”

- 3.5** “Children don’t know any limit and don’t stop playing. When it is time to return home, it is important to say ‘No.’”
- 3.6** “The children are very friendly. They want to take our name tags.”
- 3.7** “When a boy fell down from the bridge, many children run to help him. Poor people are poor but they also think of their family members and friends not only of themselves. They take care of their younger brother and sister.”
- 3.8** “Smile is important. I thought that when human see smile faces for someone everyone feels relief.”
- 3.9** “Today at the workplace, I met two children who are relatives. They said their mother died. Before I came here I thought that without food makes the poor unhappy rather losing a precious person in the family is very sad. I forgot that thing.”
- 4.0** “Children have a kind heart because they gave me their snack. Children also love their teacher.”
- 4.1** “Language is important. Almost all children know sharing.”
- 4.2** “I want to know Tagalog language. Without language we cannot communicate.”
- 4.3** “Japanese want to work perfectly but Filipinos work leisurely and are contented with simple output.”

## **VII Cebu Volunteer Programme: 3rd Batch (2003-2004)**

**1.** Based on the General Faculty Meeting dated 6th of April, 2004, the following is a summary evaluation report of the Cebu Volunteer Fieldwork Programme from February 10th to March 1st, 2004: (Santos: 2004)

“This year 2004’s batch of student participants for the Philippines in partnership with the Office of Academic Extension and Industrial Linkages (AEIL), University of San Carlos, Cebu City, was composed of twenty (20) 1st Year college students and two (2) faculty guides, namely

Miss Cora Viado and the head of the group, Fr. José Rizal M. Santos, SVD. As in 2001, the group departed from Nagoya on a direct flight to Manila on February 10th, at 7:30 pm and stayed overnight there. They visited the cultural and historical sites of Manila, the capital city of the Philippines and Tagaytay city.

“While on a historical tour in Intramuros (The Walled City), Manila, one student was found to be unfit to fly. So she had to take the ferry boat to Cebu accompanied by Miss Cora Viado, while the rest of the group flew together to Cebu the next day with the USC Coordinator, Mrs. Marilyn Young-Tiu. They were billeted at the Briggs Pension House in place of the Holy Spirit Retreat House HSRH.

“Following an Orientation Day, the students began their volunteer work in 6 sites and their respective livelihood projects from February 13th to 27th, 2004. They are the following:

**1.1 Barrio Jagobiao, in sitio Sto. Niño and Sta. Cruz Day-care centres.**

Box-making for mosquito coil project. (3 students)

**1.2 Barrio Luz Day-care centre:** Stuffed toy making project. (3 students)

**1.3 Barrio Alumnos Day-care centre:** Shell craft accessories project. (3 students)

**1.4 Seaside Day-care centre:** Soap-making project. (3 students)

**1.5 Montessori Bethlehem Day-care centre.** (3 students)

**1.6 St. Arnold Janssen Children’s Group;** card-making and rosary making project. (3 students)

On their final day of volunteer fieldwork, the students left a give-away of donation of school supplies courtesy of the Nanzan Junior College December Charity Concert.

**2** Other related activities are the following:

**2.1** The students also visited the Sto. Niño Abandoned Children’s Home (SÑCH) in Sibonga, south of Cebu city and had an interactive dialogue with the Pink Sisters at the Adoration Convent, their first time

to see Sisters in pink habits.

**2.2** They were able to spend two weekends with their respective host families to experience Filipino family life and some traditional customs.

**2.3** A Sayonara party was held to honor the host parents and the Day-care centre teachers and all our partners and sponsors in Cebu City at the University of San Carlos Boys' School Gymnasium.

**2.4** Despite the struggle with the Cebuano language, yet practically every one had a good taste of Philippine cuisine and hospitality. After a day's rest in Mactan island and an overnight in Manila as arranged by our travel agency, we departed for Nagoya on an early morning flight on March 1st, 2004. All came home safe and sound with a lot of unforgettable experiences.

**3.** Based on the questionnaire (2004) prepared by the USC AEIL office and the Nanzan Junior College, the following are a summary of the students' impressions and lessons learned from the volunteer programme.

**3.1** "We have seen poverty with our eyes."

**3.2** "We need to reflect on how to help poor people live better lives. When I go back to Japan, I will study hard and come back here with knowledge and skills. I want to help people as much as I can."

**3.3** "Since this is a group work, we don't need to be selfish and take solo flight."

**3.4** "We encountered poor people and the different classes of people."

**3.5** "We must keep the time schedule rather than keep on changing it. You have to be strict about time management or we can't prepare the next programs. There was much loose time."

**3.6** "Not language but smile is important. And positive thinking is important to stay long with people."

**3.7** "I came to volunteer but was instead helped by the people and children."

**3.8** "I have learned the hardships of poor people yet they welcome us

warmly and their care for friends.”

**3.9** “It was a great privilege to have spent with the poor people without pitying them. I will go back again.”

**3.10** “I have seen the difference between the rich and the poor, as well the difference between Japan and the Philippines.”

**3.11** “I want to contribute for poor people and clothes. I want to do it again.”

**3.12** “When I go back to Japan, I will do volunteer work again. I would be interested to go to an Asian country to do volunteer work.”

**3.14** “When we volunteer together, we need a caring heart.”

**3.15** “I want to be a foster parent. Children need love. Children were caring for us. I can’t help street children.”

**3.16** “Volunteer work for me means to help someone and to be helped by someone.”

**3.17** “People are not rich but have a strong heart. Money is not everything.”

**3.18** “If we do volunteer work, we can do that every time.”

**4.** By the end of their volunteer work, the students have listed down a number of recommendations for future batches. They are the following:

**4.1** “Before leaving the Philippines, you need to study more Cebuano, especially expressions to communicate with children and the people.”  
[This was commonly shared by a good number of students.]

**4.2** “We thought we prepared activities for children but they were not enough. We need to prepare more, specially the Sayonara Party.”

**4.3** “It was very important that we study International Cooperation and learn a lot about the Philippine culture and history as well as the Filipinos and Japan.

**4.4** “Students be given the opportunity to do more volunteer work.”

**4.5** “We have to recognise the good treatment we received from the people, their kindness and cheerfulness as well as the good experiences

we all had.”

## **VIII. Cebu Volunteer Programme: Fourth Batch (2004-2005)**

### **1. Background Development:**

Following the same Volunteer Programme of the previous year, the 4th batch had the biggest number of participants, with 24 students. The workshops commenced on September, 2004 till January, 2005. Due to the number of participants, an additional day-care centre was added (Colveta). They were all divided into 8 working groups/sites with 3 students each. They left for Manila on February 15th, 2005. Besides Manila, they also visited Laguna. This later proved to be more expensive and made us feel that we need to expend more time in our volunteer work in Cebu city. Once more, Miss Cora Viado and Fr. José Rizal M. Santos, SVD were the faculty guides. This time, they were billeted at the Golden Valley Hotel, near the USC Main campus. They returned to Nagoya on March 7th, 2005.

### **2. The Common Problem Encountered at the Day-care Centres:**

Most of the students, (23 or 95.8%) felt that they have accomplished fairly enough the 3-fold objectives of the Volunteer Fieldwork Programme. They also found the work with the children in their respective day-care centres very exciting and fulfilling (17 or 72.27%). Their overhanging problem was the difficulty in communicating with the children in Cebuano and the children in English. The USC coordinators and student guides proved to be very helpful as interpreters for our Japanese student volunteers and in some cases even learn English from them. (NJC Evaluation Questionnaire, 2005)

### **3. Some Problems Encountered in the Livelihood Projects:**

Some 15 students (62.5%) found their volunteer work in the livelihood projects very enjoyable and helpful while 9 (37.5%) others feel that it was

a good enough experience for them. Still, they expressed some of their problems as follows:

**3.1** “It was a little hard to make a paper box for mosquito coils.”

**3.2** “We didn’t have enough time to make boxes to be able to help the family income. Although we worked hard and made a lot of boxes, the pay was very low.”

**3.3** “Candle-making was for professionals, I thought and so with soap making. We waited long before we make them. I have no idea what to do. I felt bored later on.”

**3.4** “First, we also didn’t know how to make bracelets and we made a lot of mistakes. We wanted to talk but we couldn’t communicate.”

**3.5** “They made toys by hand and takes a lot of time. In spite of the time we spent in making them, they couldn’t make a lot of money.”

**3.6** “Goods were very cheap In spite of working hard. I find it difficult to make so I felt I couldn’t help them enough.”

#### **4. Valuable lessons learned from this batch of volunteer students (2005)**

Based from their experiences in volunteer work, the students of Batch 2004–2005 have listed a number of lessons they have learned. The following are:

**4.1** “Volunteer is knowing. I could know the world that I didn’t know before. I knew I hadn’t known other countries.”

**4.2** “I could learn what ‘volunteer’ means, that it is a good thing. I could learn about real poverty. I could learn the present condition of the Philippines. I have known terrible realities about children in the Philippines I have found out that even we can help them. I’ll save money and help them, for sure.”

**4.3** “I could learn how to communicate with people without words. But communication is very important.”

**4.4.** “I learned Japanese are too rich, and I was forgetting the



importance of family, friends, food and water. Filipino always smile and their smiles were so beautiful. Smile is more important than language. And how important love is.”

**4.5** “I found a deep gap between the rich and the poor for the first time. I learned society will not change so easily.”

**4.6** “The difference of nationality has no concern with volunteer. To cooperate with people is very important. I have learned the importance of relationship with people. Kindness.”

**4.7** “I have to study English seriously! Live with positive thinking.”

**4.8** “I learned about Filipino culture and home life. Our host family were very, very kind. And very hospitable. I really enjoyed staying with them. I wanted to spend more time with them.”

## **5. Recommendations for the next batch of volunteers:**

This batch of volunteer students have a number of recommendations as in the following:

**5.1** “I want many students to be interested in volunteer work and participate in fieldwork. Surely, their view in life will change.”

**5.2** “Before I went to the Philippines, I should think more of the Philippines. For example, I should make a list of what I want to do in the Philippines and so on.”

**5.3** “Please try everything what you see in the Philippines. It will be a very precious experience for you. And we will not get the chance like that.”

**5.4** “If you really have enthusiasm, you should join this program. But if you want shopping and travel, I don’t want you to join. Because this program is a group activity. And also, this thinking will make teachers, members and Philippines uncomfortable.”

**5.5** “Before going to the Philippines, you should learn Cebuano in Japan and practice. If not, it is difficult to understand the children.”

**5.6** “This program was hard but I could learn many things. This experience changed my thought about volunteer. But I think next (batch of) students need to study Cebu words more than us. To prepare a lot of songs and stories that everyone can join at the same time is better.”

**5.7** “Be healthy. Keep your condition. Bring some medicine for yourselves because some were not in good condition. Don’t be shy and don’t forget to laugh.”

**5.8** “I think this is the most precious experience I ever had: to communicate with children at the day-care centres, speak with members of the host family, and communicate with people I met in Cebu.”

**5.9** “I want to speak with junior students, because I would like to tell the junior students the pain of operation and the fun of operation.”

**5.10** “Open one’s mind to others. Help each other. And don’t forget to thank for everything.”

**5.11** “Time is too short. We want to do spend more time with children.”

## **IX The 5th Batch of Cebu Volunteers: (2005–2006)**

### **1. Background Development:**

Beginning this year 2005, the number of fieldwork volunteers was limited to 20 even if there are a number of applicants (Suzuki, 2005). The 5th batch then, composed of 20 students and 2 faculty guides (Professor William N. Kumai and Miss Cora Viado) were to stay at the Living the Gospel Renewal Center (LGRC) to reduce costs and for better management and control of activities. It has been observed in the past two years that visiting hours in the evening were not properly observed. Personal privacy as well as the need to prepare for the next day’s activities were the most telling factor why it is best to stay at the Living the Gospel Renewal Center. Strategically, it is highly accessible to all work sites and livelihood projects, as well as medical

and commercial centers. New host families were invited to take the place of former hosts.

Incidentally, this year marked the last visit of the students to the Sto. Niño Children's Home (SÑCH) for the Abandoned before it moved to Dumaguete City, in the province of Negros Oriental. The direct flight from Nagoya to Manila with connection to Cebu city on the same day also provided more volunteer time in Cebu. The University of San Carlos, AEIL office, on the meanwhile, has a new Directress, in the person of Mrs. Phyllis May Sia. The office has been recognised henceforth as the USC Community Extension Service (USC-CES). After a day's rest in Mactan which is close to the airport, they departed for Nagoya on March 7th, 2006.

## **2. The USC-AEIL Evaluation Report of February 15th to March 7th, 2006:**

Based from the evaluation questionnaire (2006) conducted by the USC AEIL office, three new variables have been highlighted, such as how the programme has improved the students' in terms of their (a) knowledge, (b) attitude and (c) skills. The following are some of their reactions and responses.

### **2.1 In terms of the improvement of their knowledge:**

2.1.1 "It improved my knowledge of Filipino social life. For example, many day-care centres children's houses are very small and in bad condition. And host family's house is very big and they have many helpers. So, I understand the differences of rich and poor."

2.1.2 "My idea regarding the water and foods changed. Poverty condition in the Philippines. Culture of the country."

2.1.3 "Before I went to the Philippines, I thought that poor people are living in such poor area. However, actually both of poor and rich are living in same area. So the rate of poor is very high. I noticed I was very shocked, but they have lovely smiles."

2.1.4 "At first, I thought that it is dirty, stink, and environment, but

I could understand real Philippines. Filipinos are kind and gentle and nor dirty, stink than I thought. I'm glad to understand about real Philippines.”

2.1.5 “When I was in Japan, I heard only about the Philippines, such as the difference between the rich and poor. But now, after watching with my eyes, I realized the reality of the Philippines. The poor people is more than that of Japan. Almost all Japanese allow themselves many luxuries. We, Japanese have to think of other countries' people.”

2.1.6 “Before I came to the Philippines, I was thinking that there are no cell phone, no shopping mall, no Japanese food. However, the Philippines is very lively country than I thought, while we can see also many street children. I could know a cleavage in society between the rich and poor in the Philippines than before.”

2.1.7 “I could know difference of rich and poor. House of rich man like host family, is very big and clean. House of poor man is made of wood, small and dirty. I asked a lot of questions to my host family on weekends. I think my knowledge of the Philippines has improved.”

2.1.8 “Before I came to the Philippines, I thought Filipinos are hopeless of their future. But actually they enjoy themselves. Also, they are always laughing. Philippines is a safe country.”

## **2.2 In terms of their improvement of their attitudes:**

2.2.1 “I become to think about other people always. Whenever I see street children I worried about their future. Also, I want to help them.”

2.2.2 “Before, when I see homeless, I ignore them. But now, I think it's important to give our help to them. And I want to help the poor children who can't afford to go to school.”

2.2.3 “I became more eager. Eager to communicate with other's

language. Here we can use English, which is the second language for us, Japanese, and also for Filipinos. I had to communicate eagerly to know more about the Philippines.”

2.2.4 “I became to greet people whom I don’t know. I knew that greeting make people happy.”

2.2.5 “I could find that smiling and greeting is very important in the foreign country. I think that I changed the image against Filipino and poor people.”

2.2.6 “Before I came to the Philippines I didn’t think that the poor people are suffering from living. But now, I can understand than before. So, I’d like to care about the poor people. My assignment-volunteer site was “Seaside.” By seeing houses which are standing in the sea, I want them to change their living.”

2.2.7 “Filipinos are very kind to foreigners. I remember my kindness. Many people in the Philippines have shortage of food. So I learned to save food.”

2.2.8 “My good point is smile. When I walk in the street, many people smiled back to me. I was so happy. Moreover, I could greet many people with open arms.”

2.2.9 “I had been thinking that I should do something for poor people, however, I actually cannot do anything. However, I thought in the Philippines that this country is not so far for us, Japanese, so I also can do something for poor people. After I found such thing, I think that I should take a positive attitude more.”

2.2.10 “I haven’t cared of Japanese homeless because they are adult. I’ve seen many people on the street. I feel sorry for them. And now, I started to think about Japanese homeless how I can help them.”

### **2.3 In terms of improvement of their skills:**

2.3.1. “We went to many places and could learn real problem in the Philippines. Also, my English skill improved. There are many chances and time to talk to people.”

2.3.2 “I think my English skill become higher. And when I lived in Japan, I didn’t know how to play with children. But now, I can play with children anyway.”

2.3.3 “Communication skill is one thing. And also my English level I never heard of dialects. It was really hard to understand Filipino accent. However, I am now familiar with it.”

2.3.4 “I make an effort to speak English more and more in the Philippines than in Japan. My English skills could develop and I know that I know how to play with children.”

2.3.5 “In home stay, I was always speaking English. Because I had to do so, I think my English improved. And I know a lot about Philippines. I learned Cebuano.”

2.3.6 “I could try to communicate with children without using words. That’s why often used body languages. I learned it is important with other people when I volunteered at the day-care centre. I speak a little “Cebuano” like “kapoi”(tired), “Maayong buntag!” (Good morning!), and “dali diri!” (Come here!) And so on.”

2.3.7 “My English became better, and the skills of communication with others also improved. Now, I know to communicate without common language. Smiles and gestures helped a lot.”

2.3.8 “Even if I cannot speak English well, I tell what I want to tell somehow. I use body language and actions.”

### **3. Suggestions and general comments to improve the Volunteer Program:**

The students themselves have given their suggestions and general comments towards the improvement of the Volunteer Fieldwork Programme. They

are the following:

**3.1** “Volunteers should learn the Cebuano language well because I couldn’t understand what the children said. So I should have understood the language. And I think day-care centre’s time should be longer.”

**3.2** “I’m interested in handicapped children. There are many schools for handicapped children in Japan. On the other hand, there is none in the Philippines. I want to know about Philippine handicapped children. For example, Down syndrome, autistic child’s life, etc.”

**3.3** “I really enjoyed this program. I made friends with children. I could see the poverty of the Philippines. We have to cooperate to improve their situation.”

**3.4** “Participation in this program me strong. I’m surprised that environment in the Philippines because it is so different from Japan. This trip is first time overseas travel for me. So, this program is very important for my life.”

**3.5** “I am happy to take part in this program. I met many very kind people and talked with them. I want to come again and again. Thank you for your program and University of San Carlos.”

**3.6** “I have a very good experience. I think I will never forget this experience. This program makes me understand about the Philippines adequately different from just sightseeing. I think we should add such as this program and we should know about poor people. We have to help each other.”

**3.7** “This program is my first volunteer work. I learned cooperation is important. Moreover, I thought it is important to see foreign condition directly. I want to know condition of foreign conditions more and more.”

**3.8** “I hadn’t volunteered at all. So I noticed volunteer was a great task for myself. This program will be treasure in my life.”

**3.9** “Thank you for your support in this program. I had so much

fun, and I've thought a lot of things about a member of Nanzan Junior College. Thank you again. I love the Philippines, and I want to know about the country more and more.”

#### **4. Summary of the Evaluation: (2006)**

**4.1 Value of the Volunteer Programme:** Taken from the results of the above-mentioned evaluation, the students have rated the value of the program as:

4.1 Excellent (13 students or 65%)

4.2 Very good (7 students or 35%)

#### **4.2 Value of the following activities such as;**

4.2.1 **Home stay:** Excellent (13 or 65%), Very good (6 or 30%).

4.2.2 **Volunteer Work:** Excellent (16 or 80%), Very good (4 or 40%)

4.2.3 **Visit to Santo Niño Children's Home (SÑCH):** Excellent (13 or 75%), Very good (6 or 30%), Good (1 or 5%).

#### **4.3 In attaining the Objectives of the Program;**

4.3.1 **Home stay:** Excellent (10 or 50%), Very good (8 or 40%), Good (2 or 10%)

4.3.2 **Volunteer at the Day-care:** Excellent (16 or 80%), Very good (4 or 20%)

4.3.3 **Livelihood Project:** Excellent (8 or 40%), Very good (8 or 40%), Good (4 or 20%)

4.3.4 **SNCH (Sibonga):** Excellent (11 or 55%), Very good (8 or 40%),

#### **4.4 Duration of the Activities:**

4.4.1 **Home stay:** Too short (13 or 65%), Just right (7 or 35%).

4.4.2 **Day-care (8 days):** Too short (14 or 70%), Just right (6 or 30%).

4.4.3 **Livelihood Project (8 days):** Too short (10 or 50%), Just right (9 or 45%), Too long (1 or 5%).



## **X. The Cebu Volunteer Programme: 6th Batch (2006-2007)**

### **1. Background Development:**

The 6th batch of Cebu Volunteer Programme was composed of 19 first year students and three faculty guides: Professor William ‘Bill’ Kumai, Miss Cora Viado and for the first time, Associate Professor Tomoko Sekiguchi in order to rotate and encourage other faculty members to participate in this institutional volunteer program. To date, the programme has maintained 3 work sites (a) Barrio Luz and with a day-care centre and a Paper Bag making livelihood project, (b) Eversley Child Sanitarium in Barangay Jagobiao, Mandaue City, with Sto. Niño and Sta. Cruz day care centres, and a Katol Box making livelihood project, (c) St. Arnold Janssen Parish with 5 day-care centres: Alumnos (Necklace-making livelihood project), Colveta (with Necklace stringing livelihood project), Bethlehem Montessori (Candle-making livelihood project), Feeding Group (Soap-making Livelihood project) and Seaside (coconut virgin oil making livelihood project).

At the same time, a new set of activities was added to the programme upon the suggestion of our partner-institution, the USC-CES. These included the tree planting in Lusaran, the mangrove planting in Mactan island, interaction with the Engineering Student’s Council in Talamban campus, interaction with the youth of St. Arnold Janssen Village in Mactan, Lapu-lapu City, interaction with the Inayawan Garbage dumpsite, interaction with the Elderly at “Gasa sa Gugma”, and the interaction with the young girls and children of the Cebu Hope Center managed by the Franciscan Sisters of the Sacred Heart (SFSC).

### **2. The Improvement of Student’s Knowledge, Attitude and Skills:**

Based on the Evaluation Questionnaire (2007) collated by the USC-AEIL office, the following are the random comments of the student volunteers on the how the programme has improved their knowledge,

attitudes and skills.

## **2.1 Improvement in terms of Student's Knowledge:**

2.1.1 “I didn’t know about the Philippines. However I saw the reality of the country and notice the great gap between the rich and poor. Japan is a developed country and most of the citizens are in the middle class, but the Philippines has very few rich and great amount of poor.”

2.1.2 “I learned about poverty in my college. But I really thought it is important to seeing is believing. In the Philippines there many poor people. But they always smile. Their warm smiles keep us cheerful. It is important things to know about poverty.”

2.1.3 “I learned Philippines nature and how is the dumpsite is. The importance of mangrove. There are many children in the Philippines and not all of them are poor.”

2.1.4 “There are plenty of street children. The government is poor. And some people don’t trust the government. The education is very important, but many children can’t afford education. People in the Philippines believe in God. So they can live.”

2.1.5 “There are many things which I didn’t know. That is better to study here than in classroom because it is easy for us to understand by myself. I want to inform my friends and my family of this situation. This program is very good for me to study directly.”

2.1.6 “I was able to know the differences of religion, traffic, politics, environment, and so on. And also, I was able to see the situation of the poor children or children living in a bad place or having no parents, so I was able to know the real poor or bad situation. And most impressive was that their Christian faith in God is unshaken. I felt the difference of religion.”

2.1.7 “Non-verbal communication. Importance of education. Purity of children.”

2.1.8 “Seeing is believing. I could get some knowledge about street children, life of Cebu culture and so on through this program.”

## **2.2 Improvement in terms of attitudes:**

2.2.1 “The Filipino smiles a lot. They always greet when they meet someone. I felt happy when people smile at me or say ‘hello’. I want to do the same thing when I go back to Japan. I felt the importance of smiling.”

2.2.2 “I became to love children more. I would like to learn more things. I want to help poor people, children. I noticed our happiness. We’re lucky, we can eat enough food and afford education. I also noticed that there are many useless things in Japan.”

2.2.3 “Before I came to the Philippines I didn’t have a good image about the Philippines. They were poor, primitive, and dirty. However, people whom I meet in this country were very kind, friendly, and cheerful. Weekday I played with kids, so I saw children, I wanted to embrace.”

2.2.4 “I think group action is very difficult. Actually, I don’t like this. However, I could learn about the importance.”

2.2.5 “I had a sense of responsibility through this volunteer work. And I could find that cooperation with others is important for me.”

2.2.6 “Through this program, I became interested in the Philippines, so I want to study more about the Philippines, culture from now on.”

2.2.7 “I could wake up at 6:00 every morning. And I could speak English without being shy.”

## **2.3 Improvement in term of skills:**

2.3.1 “At first, I thought its very hard to communicate with the people who don’t speak English like children, but we are the human beings, we can communicate and understand each other.”

2.3.2 “I don’t like listening but my listening skill improved before I came to Cebu. Sometimes, I couldn’t listen to someone saying but I could usually come to talk in English. But I couldn’t talk well. I have to improve my English and I want to talk with someone fluently.”

2.3.3 “This program improved my English skills. Before coming here , I thought that I would able to speak in English and have a conversation with people. But I couldn’t speak and I knew I can’t speak! This program taught me that I must study more. And I learned how to have a communication with people. I thought that it is important in my life.”

2.3.4 “I think my English skills are improved by the people here. It is so stressful to speak English everyday, but that’s good for me. When my English was able to inform Filipinas, I’m so happy. I had learn many things here.”

2.3.5 “I could communicate with many people in Cebu. And I could improve my English skills. Moreover, I could understand what people said in English.”

2.3.6 “First, I could communicate with any people and I wasn’t afraid of my mistakes in English. So I feel I was able to improve my English skills.”

2.3.7 “Not only English, but also another language, cooperation, adaptability, power.”

### **3. Suggestions and comments from Students to improve the Program in the future:**

**3.1** “I really wanted to learn about the society and politics of the Philippines, but I didn’t see in the civil house. I wanted the time to think what we can do for the people who are suffering. When I go back to Japan, I’ll study poverty more and more.”

**3.2** “The duration for day-care centres and livelihood projects are just right. I thought processing time was very worth doing. Next, please continue processing times. I wanted to hear and know about day-care center, souvenir (for adviser, host family, day care, livelihood) from senior.”

**3.3** “USC students should take classes about the program. The volunteer students of Day-care and livelihood should be elected from international cooperation course students. We would like to choose any activities ourselves. We would like to work at Day-care center and livelihood more.”

**3.4** “I think it is better to know the real life of the people in the Philippines. For example, to visit someone’s house and know the real life or to learn about how the people live in the Philippines. We couldn’t see them, I thought. And I wanted to know more about this country, but was good to have an explanation time in Japanese more.”

**3.5** “Philippines are very kind and cheerful. Everyday I was supported by many people I felt many times. I will never forget.”

**3.6** “Thank you for wonderful 3 weeks in Cebu. Before I came here, I have a lot of fears, but everyday, I really enjoyed. Cebu is exciting, hot friendly but on the other side, children are starving. I thought I want to do something for them. I never forget this stay.”

**3.7** “We could learn many things that we can’t know in Japan. And people in the Philippines helped us every time. This is experience must be good for me. I want to learn more about the world.”

**3.8** “Here in the Philippines, I learned a lot of things. This is going to be treasure and valuable experiences. I made lots of friends and they gave smiles and any memories. I couldn’t stop crying at the Sayonara Party. I want to come back in the future.”

**3.9** “This trip made me more kind to my own family and other people more and more. I was able to grow up physically for this trip. I thank

my parent, and other people around me very much.”

**3.10** “In this time, I could see many problems such as street children directly. So I was shocked very much. I want to help them and change the society constitution. I have to think about many problems between rich and poor.”

#### **4. Summary of Student Evaluation (2007):**

##### **4.1 In terms of the Value of the Program:**

4.1.1 Excellent - (17 or 89.47%)

4.1.2 Very good - (1 or 5.26%)

4.1.3 No comment - (1 or 5.26%)

##### **4.2 In terms of the following Activities of the Program:**

4.2.1 **Lusaran (Tree-planting):** Excellent (11 or 57.89%), Very good (4 or 21.05%), Good (3 or 15.79%), Fair (1 or 5.26%), No comment (2 or 10.53%).

4.2.2 **Interaction with Engineering Students/Camp Ministry):** Excellent (13 or 78.95%), Very good (3 or 15.79%), Good (2 or 10.53%), No comment (1 or 5.26%).

##### **4.3 Activities in terms of the Attaining the Objectives of the Program:**

4.3.1 **Their Home stay:** Excellent (15 or 78.95%), Very good (2 or 10.53%), Good (1 or 5.26%), No comment (1 or 5.26%).

4.3.2 **Their Volunteer Work:** Excellent (16 or 84.21%), Very good (1 or 5.26%), No comment (2 or 10.53%).

4.3.3 **Interaction with the Youth (SAJ Center):** Excellent (8 or 42.10%), Very good (4 or 21.1%), Good (5 or 26.32%), No comment (2 or 10.53%).

4.3.4 **Inayawan Garbage Dumpsite:** Excellent (13 or 68.4%), Very good (3 or 13.769%), Good (1 or 5.26%), No comment (2 or 10.53%).

4.3.5 **Visit to the Elderly (Gasa sa Gugma):** Excellent (3 or 15.79%),

No comment (16 or 84.21%).

4.3.6 **Visit to the Youth & Children (Hope Center):** Excellent (5 or 26.32%) Very good (9 or 47.37%), Good (1 or 5.26%), Fair (1 or 5.26%), No comment (3 or 16.78%).

4.3.7 **Processing:** Excellent (8 or 42.11%), Very good (3 or 15.79%), Good (5 or 26.31%), Fair (1 or 5.26%), No comment (2 or 10.53%).

#### **4.4 In terms of its Duration;**

4.4.1 **Family Home stay:** Too short (9 or 42.37%), Just right (7 or 4%), Too long (2 or 10.53%).

4.4.2 **Day-care centres (8 days):** Too short (13 or 68.42%), Just right (6 or 31.51%).

4.4.3 **Livelihood Project:** Too short (6 or 31.53%), Just right (11 or 57.89%), No comment (2 or 10.53%).

4.4.4 **Processing:** Just right (10 or 52.63%), Too long (6 or 31.58%), No comment (3 or 35.79%).

## **XI The Cebu Volunteer Programme. The 7th Batch (2007-2008)**

### **1. Background Development:**

Due to financial constraints, the school set the limit of the number of student volunteers. Regardless of the number of applicants, this year 2008 qualified only 18 First Year students as the 7th batch of fieldwork volunteers together with two Faculty guides: Miss Cora Viado and Rev. José Rizal M. Santos, SVD. To improve our coordination with USC, the NJC Fieldwork Coordinator made a follow-up ocular visit in Cebu city and the University of San Carlos during the summer break. As a consequence, it was imperative for him and NJC to see to it that mutual understanding and co-responsibility for the implementation of the Volunteer Programme be securely in place. It was observed that program planning and preparation,

in terms of the completion of the number of host parents and work sites were greatly affected on account of the accreditation priorities that USC had to accomplish.

The programme itself was inevitably expanded to new work sites and new activities that required more review and reflection of its original objectives as well as sufficient amount of time to build capacity of our students in coping with its demands and expectation. There was indeed a noble desire to connect with the SVD Southern Province Justice & Peace, Integrity of Creation (JPIC), as well as USC- CES outreach projects, that widened the partnerships between USC and NJC. With this new set-up, this year's batch departed in high spirits and morale on February 15th, 2008. Still, it became physically exhausting to our students and a few of them were held at sick bay. A Thanksgiving Mass at the LGRC for all our host families and stakeholders of the International Cooperation Volunteer Programme and a Sayonara party capped the concluding day of our volunteer work in Cebu City. They all deserved a break to rest and recover for a day in Mactan island. Enriched with a lot of cross-cultural experiences as well as lasting memories, they returned safely back home to Nagoya on March 4, 2008.

The University of San Carlos as partner institution conducts the following: (1) train volunteers from the university to assist the NJC students in their extension activities; (2) prepares the different communities and community volunteer workers for cross-cultural exchange with the NJC students; (3) invites and orients the host families on the nature of activities and expectations; (4) prepares and disseminates the over-all program to the Carolinian and NJC Coordinators; (5) evaluates activities and recommends improvements. (USC Brochure of Information, 2008)

This year 2008, for their weekend home stay exposure, there were nine (9) host families from the College of Engineering and Basic Education-North Campus. A number of six (6) USC faculty and staff, almost twenty (20) USC student volunteers and the USC alumni who took part in the Volunteer



Programme. There were also nine (9) Day-care Centres, four (4) orphanage centres (e.g. Cebu Hope Centre and the Orphanage of Mother Teresa) including the home for the aged (“Gasa sa Gugma”). (*Ibid.*)

## **2. Results of the Evaluation conducted by USC-CES Office: (2008)**

To gain some feedback from the side of our partner institution, USC and their participants, this year’s evaluation results concentrated on the comments and reactions from our host families, USC staff and student volunteers including the day-care centres and livelihood parents. The following are their respective responses:

### **2.1 From the Host Families (9):**

2.1.1 What did they like most in this Volunteer Programme:

- a) “Hosting and spending time with the girls.”
- b) “Sharing culture and language also in business transactions in Japan.”
- c) “Meeting new friends.”
- d) “To be involved with different foreign students.”
- e) “Knowing the Japanese culture and to be able to have friends from another country.”
- f) “Showing them around the tourist spots of Cebu City.”

2.1.2 What did you like least of this Volunteer Programme?

- a) “The number of days is too short and also going TO the beach with the whole Japanese and Host families.”
- b) “The time span in meeting and staying in our home is too short.”

2.1.3 What are the difficulties you encountered during the programme?

- a) “Communication with girls.”
- b) “Translating English to Japanese language.”
- c) “Learning and pronouncing Japanese word and rescheduling

our usual activities.”

d) “The conflict of the work, school and time.”

2.1.4 What greatest learning have you earned in this Programme?

a) “Nations have different customs and traditions.”

b) “Learn about the Japanese culture and their language.”

c) “I learned a lot about Japanese culture and how the Japanese ladies appreciated our boys because of their being gentlemen.

d) “To deal with different kind of people.”

e) “Doing little sacrifices in time management and schedule OF work.”

## **2.2 On the part of the USC student volunteers (20):**

2.2.1 What did you like most in this program?

a) “The experience is worth all my time spent with them.”

b) “The time they stay in the center and talk with people around them.”

c) “They way they behave, they are like any typical teen-ager like me.”

d) “It is easy to become friends with them, they are polite.”

e) “The opportunity to mix with students from another culture.”

f) “It gave me the chance to adjust and improve my interpersonal relationship with the Japanese students.”

2.2.2 What did you like the least of the Programme?

a) “Very short time of interacting with the Japanese students.”

b) “Few volunteer students from our school (USC).” conflict but it was alright.”

2.2.3 What are the difficulties you encountered during the Programme?

a) “Language barriers.”

b) “Short time spent with them in the day.”

c) “Pronouncing the Japanese words properly but I enjoyed it

anyway.”

2.2.4 What greatest learning have you earned of this Programme?

- a) “My appreciation for the Japanese people increased.”
- b) “I learned to speak few Japanese words.”
- c) “Become more patient even if it was difficult to understand one another.”
- d) “I do not find any difference between our like and dislikes; I believe that we are almost the same only our language is different.”
- e) “Wherever we go, we need to respect the people and the their culture.”
- f) “The chance to hear from them their appreciation for our country.”

### **2.3 Comments from Day-care centre Teachers (8):**

2.3.1 What do you like most of this Programme?

- a) “Their(Japanese) creativeness and resourcefulness.”
- b) “The Japanese students were very friendly and nice.”
- c) “The bonding with friendly aliens.”
- d) “I met different and touch their lives.”
- e) “When I know how to speak Nihonggo.”
- f) “Friendship. Cultural exchange, attitude of participants.”
- g) “What I like most is seeing the Japanese happy in loving Filipino people.”
- h) “It gives me the opportunity to know other culture and interact with them.”

2.3.2 What did you like least of this Programme?

- a) “Too little time.”
- b) “Time is too short.”(2)

2.3.3 What difficulties have you encountered in this Programme?

- a) “The communication because there are some words which are

difficult for me to understand.”

- b) “The language barrier.”
- c) “First meeting is awkward.”

2.3.4 What greatest learning have you gained in this Programme?

- a) “Language is not a barrier to understand other culture.”
- b) “We learn more about their culture and language and we also shared ours.”
- c) “Better understanding with Japanese and children.”
- d) “Friendship. To deal with other people especially the other culture. Uplift our human dignity.”
- e) “To accept and love even we have different culture.”
- f) “Culture is never a hindrance.”
- g) “I’ve learned time management.”

## **2.4 Towards the fulfillment of the Objectives of the Programme in general:**

2.4.1 **From the Day-care Centres:**

- a) “The children are happy to see and meet the Japanese students.”
- b) “The Japanese students are very kind to the children.”
- c) “They are very playful with the children.”
- d) “They are very creative and art lovers.”
- e) “The NJC students meet the objective of the Day-care Service because they continue our topics for two weeks and they know how to get the interest of the children. Personal sharing of their materials even how valuable it is. They share and give heartily to the children.”
- f) “The children learned a lot and have fun with them.”
- g) “Gives student interest in listening to somebody new to their eyes.”
- h) “Share joy of the kids; both learn great thing through their

experience; contribute something in the development of the center.”

- i) “They give plenty of equipment and school supplies for the children.”

#### 2.4.2 **From the Livelihood Families:**

- a) “They learn to understand the difficult way of living of our people.”
- b) “They share their talents to the host families even in small ways.”
- c) “The families feel grateful for their stay and help.”
- d) “The families are proud that they are visited by the Japanese students.”
- e) “They add more labour. Can help the work faster.”

## **XII The Bohol Volunteer Programme: (July 27-August 14, 2006)**

### **1. Background Development:**

The International Cooperation Volunteer Fieldwork Programme also reached Tagbilaran City, Bohol, in partnership with the Holy Name University in 2006. In order to take in a number of zealous students, who recalled that their primary reason of enrolling at the NJC was their intense desire and hope to join this Volunteer Programme, it obliged the school to look for an additional work place. Being acquainted with the Programme as the former Vice-President for Academic Affairs of the University of San Carlos, Cebu city, (2003 to 2005), Rev. Ernesto L. Lagura, SVD, now the President of HNU, warmly accepted our offer to become our new partner-institution, represented by the Center for Community Extension and Development (CEDEV) under Engr. Noel Uy. This expedition was carried out during the summer break of 2006 for three weeks.

Hence, the Bohol group was composed of only 12 volunteers and two

faculty members: Rev. José Rizal M. Santos, SVD and Miss Masae Kochiwa. They were safely billeted at the Mercedarian Retreat House, in a nearby town of Dauis, next to Tagbilaran city. The students were assigned to the day-care centers of St. Arnold Janssen Day Care Center (4), San Isidro Day Care center (2), HNU Kindergarten Class 1 (3), HNU Kindergarten 2 (3). The Programme included ocular visits and interaction with a rural project workers in Calape, Bohol (Pottery and Ceramics making), the Scavengers Association of the City Dumpsite, Bohol Crisis Intervention Center for young victims of domestic violence and the children of Sunshine Home Orphanage as well as the Feeding Programme of the Catarman Elementary School.

The students were ably hosted by 6 families with two students each for two weekends. Cultural visits to centuries-old Spanish churches (Baclayon and Calape) and historical sites (ex. The Blood Compact Monument of Datu Tamblot and the Spanish Gov. Miguel Lobos de Legazpi), as well as tour of the World Heritage, “Chocolate Hills” of Sevilla and the smallest monkey in the world, the “Tarsier” added colour and timely break. Clad in their traditional “yukatas”, the NJC students tendered a Sayanora party to all the participants of the volunteer program and our HNU partners on the last day. Due to an unexpected delay of domestic flight from Tagbilaran to Manila by the Philippine Airlines, our departure was reset two days later before our safe return to Nagoya on August 17th, 2006. (Bohol Memoirs 2006).

## **2. Observations and Comments of the NJC Student Volunteers:**

Based on the Evaluation Results tabulated by the HNU-CEDEV Office, the following are the observations and comments of the 12 students and two faculty members:(2006)

**2.1** “It is important and necessary to reflect more on the afternoon activities. The place we stayed is good. The staff were very kind. Great

experience. We'll be back next year.”

**2.2** “Thank you for three weeks. I was very happy in the Philippines, because Filipinos are very kind to us. I learned a lot of Filipino lives. SALAMAT!” (Thank you!)

**2.3** “In the Sayonara Party, I didn't expect children's parents to come and give letter and present from children. I want to say to everyone. Thank you so much!!! I will never forget this great time. Thank you.”

**2.4** “The past three weeks was very nice. I can't forget. I'm glad to see all people of the Philippines. They are very kind and their smiles always make me happy. Thank you very much for everything. I'm very happy. I love Bohol!”

**2.5** “Thank you for three weeks. The dishes were so great. I maybe fat.”

**2.6** “In this program I could learn many things. For example, I learned about religion, living conditions, history and Cebuano. Also I could go to a lot of places. I saw the situation directly. I was taught about many problems. Also, I tried to understand it. From now on, I want to study international cooperation on the basis of these experiences. Thank you so much.”

**2.7** “I had a great in Bohol. People are very kind and friendly to me. I am happy. I will never forget their smile. I want to come back. I study English more, and I am looking forward to talking with everyone again. Thank you very much. SALAMAT!”

**2.8** “Everyone in the Philippines was very kind and funny. I found something new everyday. I'm sad I go back to Japan. I'm sure to remember about this fieldwork. Thank you very much for everything.”

**2.9** “I am very happy to take part in this program. I could learn culture, customs, language in the Philippines and make a lot of friends and a family of Bohol in this program. I will never forget the three weeks. Thank you for everything.”

**2.10** “I could spend comfortable time in Bohol. Because all of people who are concerned with us always took care. So I want to say to them thank you. And I had good experiences and it will help me in the future.”

**2.11** “We wish all day-care centers will be oriented properly of the objective of the Volunteer Programme.”

**2.12** “If in the afternoon, there is another work, maybe it is enough to give financial support to the feeding program and concentrate on work sites that will have income generating activities to support deprived families.”

**2.13** “We could choose host families with children. Some families are without children but almost all are caring and generous with themselves and their time.”

### **XIII Summary of Yearly Evaluation of Activities and Experiences.**

Based from the yearly evaluation reports (from 2000–2008) both from the USC and NJC, the comments of the student volunteers’ performances and experiences can be summarised into three main categories with the exception of the year 2008 where the respondents come from USC participants as their feedback of the Philippine Volunteer Programme and the Japanese volunteers.

First, it was commonly felt that the student volunteers encountered a lot of communication problems particularly with the children of the day-care centres as well as to their host families both in English and Cebuano as seen in the early batches. Due to their limited knowledge of the Cebuano language and occasionally even in English, their USC counterparts and the generous host families proved to be a great help. Eventually, this difficulty became a mutual learning experience, and later turned out to be an exciting vehicle for a cross-cultural encounter as the children themselves enjoyed



their Japanese nursery games and rhymes and the local people themselves became more curious and interested to learn the Japanese language.

Secondly, related to the first, the students had a first hand encounter with the Filipino culture and traditional practices through their host families, the livelihood and environmental projects as well as the various interactive dialogue with USC university and high school students, orphans (SÑCH & Sunshine Home) and the elderly (Gasa sa Gugma), farmers, the scavengers (Basurahan, Inayawan, & Bohol), street children (Boys Town) and even victims of domestic violence in Cebu (Hope Center) and Bohol (Bohol Crisis Intervention Centre). This was also seen in their encounter with the poor yet active and smiling children of the day-care centres. They soon realised the wide gap between the rich and the poor in a developing Filipino society. As a consequence, it contributed positively to the increase of their knowledge and skills as well as a change of their attitude with regards to the local culture and the dignity of the poor people.

Thirdly, in terms of duration of the Volunteer Programme, most of the students felt that it was just right even as some said it was too short. Some were concerned and realised how little they may have accomplished to augment the income of their livelihood families. Filled with hope and realisations, every single one of them expressed their heartfelt gratitude to have joined the programme and would have wished to come back again. In the end, the children and their host families including the day-care teachers and livelihood families have won the hearts of our Japanese student volunteers.

## **XIV Conclusion**

What was thought as a survival strategy amidst doubts of the diminishing popularity of a two-year college education for women in Japan, hence the impetus to enroll in the university level, added to the decreasing national

birth rate as well as the stiff competition for job opportunities, at the point when the Human Relations Department became a 4-year course in the Nanzan University; the International Cooperation Volunteer Fieldwork Programme turned out to be the one of the major factors in keeping the flag and image of Nanzan Junior College, English Department flying with pride and prestige at the turn of the millennium in the year 2000. Evident in the yearly evaluation of the student volunteers' performance and experiences, from 2000 to 2008, we can modestly conclude that the Philippine Volunteer Programme has achieved, with various challenges and difficulties its 3-fold objectives.

In terms of service-learning activities, indeed the students came to serve but they also ended up to be served. They extended their help in their own little way to the poor children of the day-care centres and the selected urban poor livelihood families but they were also enriched with the rare experience of seeing the reality with their own eyes. For the most part, it turned out to be a nostalgic and mutual experience for both parties. The students were well aware that they could only do so much to alleviate the lives and early child educational development of the poor children (through donation of school supplies and teaching materials of the day-care-centres) and augment the meager income of their families. It was but a humble contribution to their need of poverty reduction and of the narrowing the gap between the rich and the poor (cf. Mitlin: 1999). It is also a gradual yet meaningful way of empowering poor families to help themselves to attain a better way of life. Students claimed that this was a once-in-a-life-time experience of exposure and immersion within less privileged urban communities.

In terms of cross-cultural exchange activities, the students have widened their horizon of knowledge and understanding with regards to foreign cultural values and tradition (Cauquelin et al.: 2000). Gradually they developed an acceptance of the Filipino family life as well as a deep respect for the dignity of the poor people. The students on their part, were

delighted to share their own Japanese culture during the Sayonara party, with a sample taste of Japanese food, traditional songs and dance, the wearing of a Japanese kimono, the tea culture, the writing of Japanese kanji and katakana, the Japanese judo, kendo and origami, to name a few.

In terms of enhancing the English oral communication skills, the students soon realised that English is a necessary tool for international communication abroad and for a noble cause (for Volunteer work). There was no reason then to lower their standards even as they are faced with various foreign languages like the Tagalog and Cebuano. Starting from their training workshops till their travel as well as actual volunteer work, and ending up in their school presentation upon their return, they were countless opportunities to learn from one another and from their partners and host families. Clearly, a good number of the students attested to this.

## **XV Recommendations and Its Hope in the Future**

### **1. On the part of the University of San Carlos:**

Taking it from the feedback (2008) of the Host families, USC coordinators and student volunteers, as well as the Day-care teachers and livelihood families in Cebu, the following are some of their suggestions:

**1.1** “They feel the need to improve their skills in the English language.”

**1.2** “It could have been better if it was scheduled on a vacation like December or summer (i.e. April & May), but February is just fine if it can’t be rescheduled.”

**1.3** “Allow them (Japanese students) to stay longer in Cebu, one month maybe.”

**1.4** “More time to visit the tourist spots so that they will see the beautiful places in Cebu.

**1.5** “A time for them to learn about the Philippines also and for us to

learn about Japan.”

**1.6** “Evaluation time with Japanese student volunteer also.”

**1.7** “The school to be visited should be informed ahead for them to prepare the children and to organise their lessons for the day.”

**1.8** “I suggest having time to visit the children’s home with their parents.”

**1.9** “Improve more and continue doing good things.”

**2. On the side of Nanzan Junior College:**

**2.1** Aside from what the students have suggested earlier, it is good to remind ourselves that it takes time to learn a foreign language. It therefore requires a consistent and diligent practice of the Cebuano, even in its basic expressions, to be able to carry a simple conversation with the children and the host families who are generally acquainted with their local language.”

**2.2** As one of the 3-fold objectives of the International Cooperation Volunteer Programme, students must take into firm consideration the improvement of their English skills to be able to effectively communicate with their partners. We must not forget that education and skill creation have to be combined with certain attitudes: commitment, responsibility and adaptability (cf. Streeten: 2002) that makes our volunteer programme even more relevant and effective.

**2.3** Students will have to devise ways to circulate and schedule the use of their teaching materials for the sake of all the day-care centre children. This was successfully done in the latest batch of 2008.

**2.4** Stay healthy and fit before, during and after the volunteer work. Minimise late out-nights with local friends unless accompanied by host families to reserve stamina for volunteer work. A number of students came home sleepy and looking more tired and exhausted from their weekend home stay. Some got weak and sick.

**2.5** To carry on the success of the Sayonara party, including the

performances, students will have to faithfully practice well and long before leaving for the Philippines.

**2.6** To improve the performances of students as well as achieve our objectives in the different work sites, early planning and steady flow of information is important for NJC and their partner-institution, the USC. Abrupt changes undermines sustainability as well as diverts the focus and intention of the original programme, whenever new partners are introduced off-hand. Further delays affects efficiency and suffers the loss of time and productivity.

**2.7** The safety and security of students remains a top priority, not only in the choice of work sites and their activities but also in the commuting of our students to be accompanied by their respective USC faculty coordinator and/or student guides. If taken lightly or easily relegated to private local arrangements without the knowledge and approval of respective responsible school Coordinators poses imminent danger and a high degree of risk to our students.

**2.8** For effective working relationship and team work (Babor:2006) as well as to build capacity for all participants of both partner institutions, an orientation is necessary as early as possible (INTRAC, 2006). Tasks and responsibility especially among faculty coordinators and student guides need to be clearly defined and faithfully observed rather than acting independently and exercising authority without responsibility or vice-versa. (*Ibid.*, 2006)

**2.9** Early selection of host families by our partners encourages early and closer relationships with our students as well establishes early contact with them before our departure. Many students begin to miss their host families no sooner than when they first met upon arrival and vice versa.

**2.10** To foster continuity and familiarity of the Volunteer Programme, it is highly commendable that the outgoing student volunteers will relate

their personal experiences with the incoming students at the start of the training workshop.

**2.11** To give chance for other faculty members to act as faculty guides and offer a break and relief for those who do the job year by year, the school administrators need to encourage and rotate the task to other faculty members, either full-time or part-time considering that this is an institutional program.

**2.12** For a more comprehensive review and evaluation of the entire International Cooperation Volunteer Fieldwork Programme, besides the Philippine Programme, it might serve us well including our sponsors to conduct future comparative studies of our U.S. Volunteer Programme (Baltimore) and the Australian Programme and the new CIEE Programme.

**2.13** Similarly, to conduct an Impact Assessment survey for the International Cooperation Volunteer Fieldwork Programme in the Philippines in order to determine to what extent it responded to the needs of the beneficiaries of the Programme, namely the day-care centre children and the livelihood families for future batches of student volunteers. (Hovland, Ingie: July 2007)

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## Appendices

### 1. Number of Student Participants and Faculty Guides (By Year and Places)

#### 1.1 Cagayan de Oro City: February, 9th to March 1st, 2001

1.1.1 - Number of students: 10

1.1.2 - Number of faculty guides - 2

**1.2 1st Cebu Volunteer Group: February 11th to March 5th, 2002**

1.2.1 - Number of Student Participants: - 19

1.2.2 - Number of Faculty Guides: - 2

**1.3 2nd Cebu Volunteer Group: February 11th to March 3rd, 2003.**

1.3.1 Number of Student Participants: - 16

1.3.2 Number of Faculty Guides: - 2

**1.4 3rd Cebu Volunteer Group: February 10th to March 3rd, 2004**

1.4.1 Number of Student Participants: - 20

1.4.2 Number of Faculty Guides: - 2

**1.5 4th Cebu Volunteer Group: February 15th to March, 7th, 2005**

1.5.1 Number of Student Participants: - 24

1.5.2 Number of Faculty Guides: 2

**1.6 5th Cebu Volunteer Group: February 15th to March 7th, 2006**

1.6.1 Number of Student Participants: - 20

1.6.2 Number of Faculty Guides: - 2

**1.7 6th Cebu Volunteer Group: February 14th to March 6th, 2007**

1.7.1 Number of Student Participants: - 19

1.7.2 Number of Faculty Guides: - 3

**1.8 7th Cebu Volunteer Group: February 13th to March 4th, 2008**

1.8.1 Number of Student Participants: - 18

1.8.2 Number of Faculty Guides: - 2

**1.9 Bohol Programme Summer 2006: August 12th-September 2nd, 2006**

1.9.1 Number of Student Participants: - 12

1.9.2 Number of Faculty Guides: - 2

## 2. Sample Copies of Schedule of Training Workshops (NJC 2002/2005)

### 2.1 NJC Training Workshop 2002

NANZAN JUNIOR COLLEGE  
Hayato-cho, 19  
Showa-ku, Nagoya 466-0833

#### INTERNATIONAL VOLUNTEER FIELDWORK WORKSHOP SCHEDULE 2001 - 2002

Workshops will meet in Room 21 from 16:30 to 18:00 on Fridays unless informed or announced otherwise. Please note that some workshops are required for all groups; the grouping to the Philippines (P), the group going to Baltimore (B), and the group doing service in Japan (J).

**Attention: You must attend all the workshops that are scheduled for your group!**

DATE	TOPIC	WORKSHOP LEADER
October 5:(P, B & J)	General Orientation for all Applicants	Niwa
October 10:(P, B, & J)	Presentation by Baltimore Group Interview of All Applicants	Garlid
October 12:(P, B, & J)	Intercultural Simulation(Processing of Experiences) Problem solving & Group Work	Newfields Garlid
October 26:(P, B, & J)	Culture Who Am I? Explaining Japan & Yourself	Kumai Monaghan
November 2:(P)	Philippine Workshop (I)	Santos
November 9:(P)	Philippines Workshop (II)	Kumai
November 16: (P)	Philippine Workshop (III)	Santos
November 30: (P)	Appropriate Behavior (IV)	Palisada
December 7:(P & B)	Submission of Assignments International Workshop (I)	Monaghan Kumai
December 14:(P, B & J)	International Workshop (II)	Kumai
December 21:(P, B & J)	International Workshop (III) - Betania House	Santos
January 11:(P)	Philippine Workshop (V)	Kumai
January 18:(P)	Philippine Workshop (VI)	Santos
February 6:(Wednesday)(P)	Philippine Workshop (VII)	Kumai
February 8:(P)	Philippine Group Final Briefing (VIII)	Santos

#### Domestic Group (Japan) at Room 21.

November 2:	Domestic Workshop (I)	(Tokyo-Niwa/Kariya, Midorigaoka, etc. - Santos)
November 9:	Domestic Workshop (II)	(Tokyo-Niwa/Kariya, Midorigaoka, etc. - Santos)
November 16:	Domestic Workshop (III)	(Tokyo-Niwa/Kariya, Midorigaoka, etc. - Santos)
November 30:	Domestic Workshop (IV)	(Tokyo-Niwa/Kariya, Midorigaoka, etc. - Santos)
December 7:	Domestic Workshop (V)	(Tokyo-Niwa/Kariya, Midorigaoka, etc. - Santos)
December 14:	Joint Workshop with All Groups	
December 21:	Joint Workshops with All Groups	

## 2.2 NJC Training Workshop 2005

### 2005 - 2006 Philippine Workshops and Fieldwork

<b>October 4:</b>	General Introduction	Outline of fieldwork programs Application for fieldwork
<b>October 11:</b>	Interviews for Philippines Baltimore Fieldwork	
<b>October 18:</b>	Philippines Fieldwork	Goals, meet with seniors, album
<b>October 25:</b>	Culture sharing I	Ideas for culture sharing activities, etc.
<b>November 1:</b>	<i>No Class</i>	Nanzan Foundation Day
<b>November 8:</b>	Team Building	ベタニア合宿 (1500 円) Problem Solving
<b>November 15:</b>	Philippines I	Geography, history, language ( <i>Cebuano</i> )
<b>November 22:</b>	Philippines II	Society, culture, values
<b>November 29:</b>	Philippines III	Realities, poverty issues
<b>December 4:</b>	Charity Concert	For the Philippines (日曜日)
<b>December 6:</b>	Philippines IV	Family life Homestay do's and don'ts Going to Mass
<b>December 13:</b>	Culture Sharing II	Practice Activities Travel Agency instructions, briefings
<b>December 20:</b>	Christmas Party	ベタニア (1200 円)
<b>January 10:</b>	Site assignments	Situation at each site, duties
<b>January 24:</b>	Expectations	Discussion
<b>January 31:</b>	Final Preparations	Shopping for materials

### *February 14 – March 6: FIELDWORK*

<b>March 8:</b>	Reflection meeting	Memory book (水曜日)
<b>May 10:</b>	<i>Tinikling</i>	Bamboo dance (水曜日)
<b>May 31:</b>	Fieldwork Presentation	Community Hour (報告会 - 水曜日)
<b>October 10:</b>	Meet with new fieldwork students	

炊き出し 1-2 回      水曜日 IV・V 限    コミュニティ・アワー

Submitted by: Rev. Jose Rizal M. Santos, SVD (Wednesday, May 11, 2005)

### 3. Sample Copies Calendar of Activities (3 weeks inclusively)

#### 4.1 Cagayan de Oro City (2000–2001)

Nanzan Junior College  
International cooperation fieldwork  
**PHILIPPINE PROGRAM**

Place Cagayan de Oro City, Philippines

Participants: 10 students

Teachers/Chaperones: Ms. Eloisa Palisada and Ms. Masae Kochiwa

Date: Feb.9, 2001 to March 1, 2001

Date	Place	Objective / Activity
Feb 9 Fri	Departure. NAGOYA NW71 at 19:25 Arrival MANILA (MLA) at 22:25	Beginning of a new journey  Stay at The Gilarmi Apartments & Suites, Makati City
10Sat	Manila	(9AM) Welcome/Orientation Whole day*To see the contrasting realities of a major Phil. City: Tour of Manila, schools, Nayong Pilipino; Exposure: street kids, slum areas, commercial zones,etc.
11 Sun	Departure MNL via Phil Air Lines(10AM) Covadonga Center	<ul style="list-style-type: none"> <li>● Welcome lunch/ Introduction and presentation/ With facilitator and Host families/ Orientation</li> <li>● Tour of places for volunteer services</li> <li>● Stay at Covadonga Center</li> </ul>
12Mon 13Tue 14Wed 15Thur 16Fri	<b>VOLUNTEER SERVICES</b> > Landfil/Kinder > Lingap Center/Boys Town (Orphanage) > Mobile school for streetchildren > Youth Center From 8:30am-1:30pm	*To experience immersion and volunteer work. Be with the children and community. Assist teacher and caregivers. Teach some aspects of Japanese culture. Gain mutual understanding and cooperation <b>Every afternoon : Reflection/ Processing/ Planning</b>
17Sat 18Sun 19Mon(a.m)	With Host family	*Friday night: Stay with host family. -To experience living with a Filipino family
19Mon to 23Fri	Same as day 12-16	Rest, recreation, sightseeing: Cagayan De Oro City and neighboring towns (Monday morning- host family takes student to assigned Volunteer service center)
24Sat 25Sun	With Host family	Rest, recreation, sightseeing: Cagayan De Oro City and neighboring towns
26Mon	BEACH Final Evaluation	To integrate the different experiences lived during the past weeks
27Tue	A.M. Preparation for Sayonara Party P.M. Sayonara Party	Potluck, Host families; Students prepare Japanese dishes
28 Wed	Departure for MLA Phil.Air Lines 8:40 <b>RM.</b>	Tour of Old Manila /Free Time Stay at Gilarmi Apartments and Suites
Mar 1 Thur	Daparture from Mla NW72 at 6:40A.M. Arriv. 11:30A.M. Nagoya	Treasure memories of volunteer services and homestay experience <b>Entering integration and follow-up activities.</b>

## 4.2 Cebu City (2002)

### Schedule for 2002 Philippine Trip

Compiled by Bill Kumai 2002/1/18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	February 11	12	13	14	15	16
	14:00 Nana-chan 15:00 Nagoya-Namba 18:00 Namba-Kanku  Holiday Inn Kansai Kaukou	09:55 Osaka-Manila 14:45 Manila-Cebu 16:00 Arr Cebu/Photo  18:00 Welcome Party by host families/USC	<i>Ash Wednesday</i>  09:00 President of USC 10:00 Orientation at USC  15:30 Buy sundries	10:00 Cebu Mayor  13:00 Visit Sites  Dinner-Boltiador	09:00 Japanese Consulate  USC Girl's High School USC Boys' High School  Leave for host families	Host family
Host family  Return to residence	17  Volunteer work  Discuss host fam. exp.	18  Volunteer work  Discuss volun. work	19  Volunteer work  Dinner-Pink Sisters	20  Volunteer work  Discuss volun. work	21  Volunteer work  Dinner-USC President and S.V.D.  Leave for host families	22  Host family
Host family  Return to residence	24  Volunteer Work  13:00 Orphanage Visit  Dinner-Cafe	25  Volunteer work  Discuss volun. work	26  Volunteer work  Dinner-Santos	27  Volunteer work  Mini-farewell parties  Discuss volun. work	28  <b>March 1</b>  Shopping (party/omiyage)  Parish visit  Dinner-Provincial	2  Farewell party prep.  Farewell party for host families/USC
Mactan Island Plantation Bay (rest and relaxation)	3  11:45 Cebu-Manila 15:10 Manila-Osaka 20:00 Arr Osaka  Holiday Inn Kansai Kaukou	4  10:13 Kanku-Namba 12:00 Namba-Nagoya 14:04 Arr Nagoya	5			

## 4.3 Tagbilaran City (2006)

TIME	27-Jul THURSDAY	28-Jul FRIDAY	29-Jul SATURDAY	30-Jul SUNDAY	31-Jul MONDAY	1-Aug TUESDAY
9:00		ORIENTATION ON WORKSITES	WHOLE DAY WITH HOST FAMILIES	WHOLE DAY WITH HOST FAMILIES	@ Day Care Centres 9:00-11:00	@ Day Care Centres 9:00-11:00
11:00		lunch at Mercedarian			lunch at CEDev Office	lunch at CEDev Office
2:30		TOUR TO WORKSITES			2:30 pm - Feeding at Catsman Elem. School (until 4:30)	1:30 - 5:00 @ Bobol Bee Farm
4:00	* Arrival at Tagb airport To Mercedarian (with short welcome program attended by host families ) * Rest	to Homestay		back to Base		





**4. List of Day-care Centres and Livelihood Projects (Cebu City)**

- 4.1** Guadix Kiddie Center (Handicraft Making-Barangay Center)
- 4.2** Barangay Luz Day Care Center (Paper Bag Making-Barangay Multi-Purpose Cooperative)
- 4.3** Barangay Talamban Day Care Center (Capiz Accesory-making)
- 4.4** Sibol Day Care Center (Katol Box Making)
- 4.5** Sea Side Day Care Center (Card Making-St. Arnold Janssen Center)
- 4.6** Colveta Day Care Center (Soap Making -St. Arnold Janssen Center)
- 4.7** Alumnos Day Care Center (Accessories Making)
- 4.8** St. Arnold Janssen Parish (Candle Making)
- 4.9** Bethlehem Montessori Day-Care Centre (Candle-making)
- 4.10** Mega Mom Accessories Livelihood Project (Accessories-making)

**5. List of Day-care Centres and Livelihood Projects (Tagbilaran City)**

- 5.1** St. Arnold Janssen Day Care Center (Milk Feeding Program)
- 5.2** San Isidro Day Care Center (Early Childhood Education Program)
- 5.3** HNU Kinder 1 (Milk Feeding Program at Catarman Elementary School)
- 5.4** HNU Kinder 2(Milk Feeding Program at Catarman Elementary School)

## 6. The Map of the Philippines.



## Abbreviations

AEIL	Academic Extension and Industrial Linkages
BCIC	Bohol Crisis Intervention Center
CIEE	Council for International Educational Exchange
CEDEV	Community Extension and Development Programme
CES	Community Extension Service Programme
SFSC	Franciscan Sisters of the Sacred Heart
HNU	Holy Name University (Tagbilaran City, Bohol, Philippines)
HSFC	Holy Spirit Formation Centre
ICVFWP	International Cooperation Volunteer Fieldwork Programme
KK	Kagawad Kalinga (Couples for Christ Housing Programme)
LGRC	Living the Gospel Renewal Centre
LGS	Living the Gospel Sisters (Cebu City)
MSC	Missionary Sisters of Charity of Blessed Mother Teresa
MRH	Mercedarian Sister's Retreat House
NJC	Nanzan Junior College (Nagoya, Japan)
PHD	Peace, Health and Human Development
TA	Teresian Association
SAJP	St. Arnold Janssen Parish (Cebu City)
SIES	San Isidro Elementary School (Tagbilaran City)
SAJDCC	St. Arnold Janssen Day Care Center
SÑCH	Sto. Niño Children's Home (Cebu City)
SVD	Societas Verbi Divini (Society of the Divine Word)
SSpS	SSPS (Missionary Sisters Servants of the Holy Spirit)
SSpSAP	SSPS-Missionary Sisters/Perpetual Adoration or the Pink Sisters
USC	University of San Carlos, (Cebu City, Philippines)
VPAA	Vice-President for Academic Affairs (USC/HNU)
VPAD	Vice-President for Administration (USC/HNU)

VPF          Vice-President for Finance (USC/HNU)