



**International Service Learning – Vancouver Campus**

	Vancouver	
	2011/12	2012/13
Number of projects	19	26
Number of partners	10	9
Number of countries	6	6
Number of students	71	112

**Description**

Number of projects that students are involved in as part of international service learning.  
 Number of partners supported by student involvement in international service learning.  
 Number of countries where students have participated in international service learning.  
 Number of students in international service learning placements.

Note: Program is not in place at the Okanagan Campus

Person with lead responsibility for this metric: Director, VPS Portfolio Initiatives  
 Data collection will be from: Administrative Data  
 Date: May 1 to April 30 (Academic Year)

**Explanation of Results**

UBC supports international development efforts through international service learning programs offered by the UBC Community Learning Initiative. Students are engaged in international placements that support development projects, while also providing learning opportunities for students. At the inception of the University's international service learning efforts, there was an articulation of how ISL projects lined up with the Millennium Development Goals (MDG).

As the MDG deadline draws near, the program follows suit with much of the development field by staying true to the nature of the goals themselves but not explicitly referencing the Millennium Development Goals - poverty reduction, universal primary education, reduction of mother and child mortality, and clean water and sanitation, remain as relevant and pressing now as they did previously, despite meager to modest MDG gains.

Over the past year, students were involved in ISL initiatives in the following countries: Uganda, Rwanda, Swaziland, South Africa, Mexico, and Costa Rica. The partners within each country ranged from grassroots to national organizations.

Partnership conversations and collaborations, often long-term and iterative, focus on the priority of the partner and the community within which the partner resides. Focusing on the priorities of the organization while not tying one partner to a specific discipline ensures a responsiveness and agility that is most able to leverage the considerable capacities of the University.

In addition to the work supported through the UBC-CLI, many Faculties, instructors, students, and staff are engaged in international development efforts not captured in the accompanying data. Reference is made below to undertaking actions that will enable that data to be captured most effectively so the activity across the University can be highlighted.

**Recommended Action**

Responsibility and oversight for international service learning, transitioned from Go global to the UBC Community Learning Initiative (UBC-CLI) in August 2012. Intentionally aligning local and international



service learning programs and initiatives within one central unit was undertaken in an effort to draw upon a broad network of students, staff, and university stakeholders engaging in local community based efforts that may see synergies in expanding those efforts internationally. Importantly, the pedagogical and programmatic success of an ISL experience for a student and impact for a community partner continues to require expertise in the study abroad and international education praxis and literature, and thus a critical partner in this work remains Go Global. It is expected that working collaboratively across units will support further growth in student engagement.

In the coming academic year, the UBC-CLI will seek to work with Faculties, instructors, and programs on gaining an understanding of the spectrum and type of existing and emerging international engagement initiatives supporting community development. This effort will be undertaken so that the data captured might be more reflective of the activity across the University.