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# Reciprocity and Reflection: Creating an Evaluation Plan for ProWorld Belize

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Reciprocity and Reflection:

Creating an Evaluation Plan for ProWorld Belize

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PIM 69

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

July 25, 2011

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## **Abstract**

The evaluation plan for ProWorld Belize is intended to focus on the primary principles of service-learning, which include reciprocity between the community served and the service providers, as well as reflection on the interaction between the program participants and the community served. This plan aims to facilitate ProWorld's mission to empower communities, promote social and economic development, conserve the environment, and cultivate educated compassionate global citizens, by addressing the needs for mutual relationships and intentional self-reflection in service-learning. This plan offers assessment tools for including community partners in the evaluation process of ProWorld Belize's programs and for evaluating the cross-cultural relationships between community members and participants. The plan also includes qualitative and quantitative methods for measuring the impact of a ProWorld Belize experience on participants' learning and growth in relation to intercultural competence.

Experiential learning and the pedagogical theory of interdependence encompass this evaluation plan. In providing opportunities for participants and community members to reflect on their interdependent relationships and consider the dynamics of power and privilege in evaluating their program experiences, ProWorld Belize will enable reciprocal learning to occur. The implementation of this evaluation process will contribute to the overall improvement of the programming for ProWorld Belize and its impact in the communities it serves.

## Introduction and Background

Students choose to participate in study abroad programs for numerous reasons that are as diverse as the students themselves. ProWorld Service Corps. (ProWorld) offers programs that attract some students and institutional groups for whom service learning is an important rationale for choosing to study abroad. One definition of international service-learning is as follows:

International service-learning is essentially a combination of community-based service and education abroad. These programs integrate civic education, cross-cultural immersion and relationship-building, community development work, shared inquiry for problem solving and change, and powerful learning experiences grounded in critical reflection (Crabtree, 2008, p. 28).

ProWorld was founded in Cusco, Peru, in 1998 as a social enterprise to facilitate volunteer programs in developing countries. Through its mission to “empower communities, promote social and economic development, conserve the environment, and cultivate educated compassionate global citizens,” ProWorld enables students to study abroad and experience cultural immersion while becoming involved in the communities in which they live (ProWorld, 2011). In March of 2010, ProWorld merged with Intrax Cultural Exchange (Intrax), a 30-year old company devoted to cultural exchange and cross-cultural experiences, including high school exchange programs, au pairs for American families, language classes, volunteer opportunities, leadership programs, and internships for international students (Press Release, 2010). The press release on the merger (2010) stated the following:

Intrax’s acquisition of ProWorld joins two companies with a common vision of creating positive change on a global scale through grassroots cross-cultural experiences. ProWorld’s expertise in connecting volunteers with communities to execute needed development projects aligns with Intrax’s 30-year commitment to connecting people and cultures around the world (§ 2).

As a result of the merger, the presidents of both companies projected successful outcomes and growth in participant numbers for ProWorld and Intrax programs. Geoff Watson, president of Intrax, shared his vision; that by “working together, our goal will be simple: send more

volunteers from more countries to more areas of the world that need support” (Press Release, 2010, ¶ 3). As for ProWorld’s president Richard Webb, he sees the “relationship with Intrax as a wonderfully productive new chapter in ProWorld’s path to become the best volunteer-driven development organization in the world”. Richard claims that “Intrax’s global network will allow us to attract new segments of volunteers, allowing ProWorld to fulfil its mission more broadly by vastly increasing the positive impact our programs have in communities around the world” (Press Release, 2010, ¶ 7).

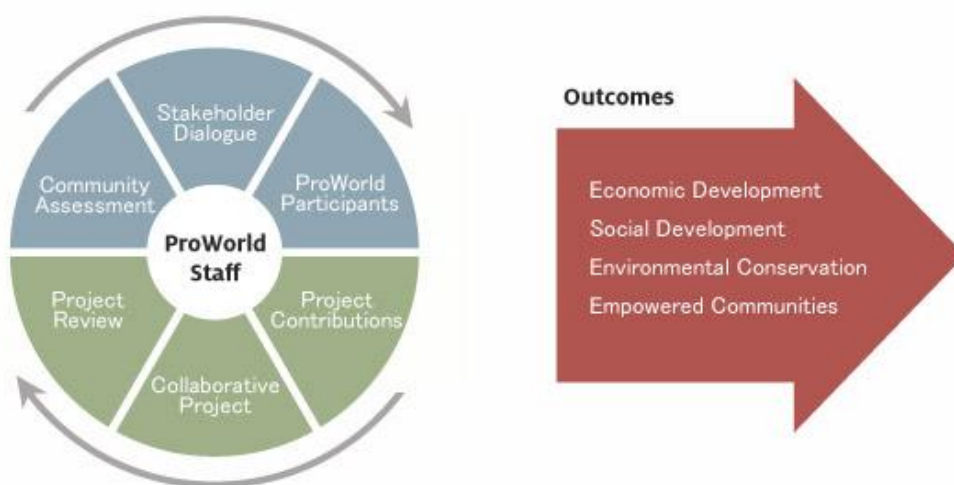
According to recent reports on trends in international education, students are more frequently utilizing third-party providers and are seeking out new opportunities for study abroad. As stated by Kathy Tuma (2007), “a number of colleagues report increased student interest in international internships, independent study, and international service learning . . . many students are seeking out ways to have these types of experiences on a short-term basis” (p. 75). Prior to the merger with Intrax, several ProWorld sites, including Belize, were beginning to see a large increase in enrollment over the past few years, especially with groups and individuals looking to participate in two or three-week programs. Since the merger, ProWorld has opened four new sites and currently hosts programs in Belize, Brazil, Costa Rica, Ecuador, Ghana, India, Mexico, Nepal, Peru, and Thailand. When I joined the ProWorld team in July of 2010, I was given the opportunity to assist in opening a second site in Belize, in the remote southern district town of Punta Gorda. ProWorld opened its first site in Belize in 2003, and along with Peru, it annually receives the most participants out of all ProWorld countries.

Since its foundation, more than four thousand individuals have participated in ProWorld programs at its various sites around the world. ProWorld sites offer opportunities for semester-long study abroad programs, individual internships or volunteers positions, and customized group programs. Aside from the semester option, participants’ programs last between two weeks



and four months, with the average participant working in-country for eight weeks. All participants engage with local community members and collaborate on projects that fall under three categories: health, environment, and social and economic development. According to the ProWorld Impact, “in promoting and selling powerful and cultural experiences to its participants, ProWorld finances 99% of all its projects and community support. In this way, ProWorld successfully serves two sets of customers, the participant and the poor community members we collaborate with to execute our poverty alleviation and conservation projects” (2011).

ProWorld involves various stakeholders in its process for developing and implementing projects, as seen in the model below.



Source: ProWorld. (2011). *ProWorld Impact*. Retrieved January 3, 2011, from <http://www.proworldvolunteers.org>

All of ProWorld’s projects are based on needs that are identified by local community members and site staff members. The project work is executed through collaboration between ProWorld participants, staff, and the host communities, with the intention of ownership and responsibility for sustainability belonging to the community members. Participants contribute a minimum of \$100 USD directly to the community project, and to date, ProWorld participants have contributed more than \$6,500,000 to local communities.

## **Context of Proposal**

In opening the new ProWorld Belize (PW Belize) site, I had the opportunity to experience first-hand how the model is implemented in order to establish community projects and partnerships. It is clear that PW Belize is aware of its stakeholders and takes great care in addressing community needs and involving community partners in the planning and implementation of service-learning projects and cultural immersion programs. Despite its efforts to keep the community at the heart of its programs, I have come to realize that PW Belize does not adequately address the evaluation aspect of its projects on behalf of its community members. In order for PW Belize to adhere to its intention for the community to assume ownership of projects, it is imperative that the community members be included in the last phase of the model, which focuses on review and evaluation. Until now, the assessment of PW Belize's programs has been limited to the formal evaluations that are completed by participants at the end of their programs.

The evaluations completed by program participants provide an overall assessment of the program details, including staff support, the project, accommodations, health and safety, cultural activities, and general benefits for the participants. These evaluations are fairly useful for internal purposes, such as the improvement of project work or housing and the administration's review of staff, but there is a disconnect between ProWorld's mission to cultivate educated compassionate global citizens and its measurement of program impact on participants and their learning. An important tenet of service-learning is intentional reflection, and although PW Belize acknowledges the value that self-reflection would add to its programs, it has lacked the resources to implement this type of guided evaluation for its participants.

## Program Rationale

Service-learning, as described by Barbara Jacoby, is a “form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development . . . reflection and reciprocity are key concepts of service-learning” (1996, p. 5). There are many stakeholders involved in international service-learning; for ProWorld, these include the participants (individuals and institutions), site staff, administration, homestay families, and community partners and members that collaborate on projects. Recognizing these various constituencies and utilizing evaluation that encompasses both reciprocity and reflection for all can be a challenge. Driscoll, Holland, Gerlmon, and Kerrigan admit that “there are and have been multiple projects focused on student outcomes, but the profession has only begun thinking about the process of assessing community impact” (1996, p. 67). The PW Belize director, Nicole Andrewin, has admitted that “formal assessment by community members is not as strong as it could be . . . in the past, project partners and homestay families have sometimes done informal follow-ups with staff, either in-person or through phone conversations” (personal communication, February 22, 2011). These follow-ups are not consistent and have not been formally documented. The PW Belize staff realize that it is crucial, especially as a new site, for the community to be involved in the evaluation process of its projects and the relationships between participants and the community throughout its programs.

If ProWorld intends to empower communities and ensure that collaboration is continuous, the organization must emphasize the role of community members as being equally as important as that of the participants, or those who are considered to be the “paying customers”. It can be difficult for the site staff to adhere to that intention when priorities are placed upon the satisfaction of the participants and institutional groups; however, the ProWorld administration is

beginning to realize the importance of evaluation tools and acknowledges that the effects of ProWorld programs should be measured by all stakeholders involved (Jonny Roman, personal communication, May 20, 2011). It is clear that ProWorld values its communities and understands the impact that participants may have on community members. ProWorld president Richard Webb acknowledges that “locals might be suspicious of outsiders who come in and out of their lives for a few weeks at a time, but that voluntourism, when done properly, can be a remarkable way to generate social benefits, mutual learning and positive cultural exchange. It literally can be a life-changing experience, both for the volunteer and the community” (2010, p. 1). “Voluntourism” or “volunteer travel”, as described by Webb, is a way for participants to “immerse themselves in cultural and academic experiences” while “providing service to a community and fostering cross-cultural understanding” (2010, p. 1). Involvement in the evaluation process of PW Belize’s programs is therefore crucial to understanding these life-changing experiences and to ensure reciprocity, sustainable relationships, and empowerment on behalf of the community.

ProWorld is not the only organization that recognizes the benefits that international service-learning can have on participants. Many professionals and organizations in this field are researching both the effects of service-learning and the challenges that come with measuring these effects. Diego Quiroga and Humphrey Tonkin admit that “evaluating international service-learning is not easy; the effects and transformations that it generates in students are long-lasting and in many cases not immediately obvious” (2004, p. 146). Although processing over time may assist participants in understanding their ProWorld experience, guided intentional reflection may help the participant in becoming aware of his or her personal growth and development throughout the program. Jack Mezirow (1990) refers to reflection as a “perspective transformation process, or, the process of becoming critically aware of how and why our

presuppositions have come to constrain the way we perceive, understand, and feel about our world” (p. 14). As suggested by Michelle Camacho, “participants in service-learning should be required to reflect on the interaction between the server and the served. In this sense, while the relation of power is still present, students can process the interaction and critically theorize it” (Fletcher, 2010, p. 31). Providing participants the tools for self-reflection will therefore not only contribute to ProWorld’s mission of cultivating educated compassionate global citizens, but it will factor into the goal of ensuring reciprocity within those communities served.

### **Theoretical Foundations**

The development of an evaluation plan for PW Belize that focuses on reciprocity and reflection is based on the tenets of David Kolb’s experiential learning theory as well as the pedagogical principles of service-learning. Kolb describes the experiential learning theory as a “holistic integrative perspective on learning that combines experience, perception, cognition, and behavior” . . . this theory suggests that “learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it” (1984, p. 21). Kolb created a four-stage experiential learning cycle based on adaptive learning modes; this cycle consists of: concrete experience, reflective observation, abstract conceptualization, and active experimentation (1984, p. 26). ProWorld is among the many international education providers that seek to develop programs rooted in experiential learning; “Kolb’s model is widely employed by service-learning educators in order to stress the importance of reflection when linking concrete experiences to abstract theories” (Cone and Harris, 1996, p. 32).

ProWorld’s program model is intended to lead participants through the experiential learning cycle. The first stage, concrete experience, focuses on physical feelings and “being

involved in experiences dealing with immediate human situations in a personal way” (Kolb, 1984, p. 68). The concrete experience for ProWorld’s programs includes a homestay situation and direct contact with community members on collaborative projects. The second stage, reflective observation, involves reflecting on and observing concrete experiences from many perspectives. It is during this stage that ProWorld intends for participants to engage in self-reflection and a “critical assessment of establishing their identity as a citizen of the world . . . to discover their global responsibilities” (Aguilar, 2009, p. 10). Currently at PW Belize, self-reflection is encouraged for participants through online journaling and blogging contests; however, encouragement alone is not always enough motive for individuals to participate in reflective observation. The inclusion of guided self-evaluation of participants in the evaluation plan will contribute to reflective observation and the subsequent stages of Kolb’s cycle. As Michael Steinberg states:

Experiential educators commonly employ self-evaluation, where students are asked to assess themselves and then are judged on their ability to set objectives, use their analytical skills, demonstrate self-awareness, and show initiative. Self-evaluation skills are a common objective of experiential learning . . . and measure personal abilities and attributes as well as academic learning. Experiential learners develop learning contracts; the self-evaluation gives the student the opportunity to self-assess how well he or she has fulfilled the learning contract (2002, p. 220).

The third stage, abstract conceptualization, involves the creation of concepts that integrate observations into logically sound theories (Kolb, 1984, p. 30). By reflecting on personal interactions with homestay families and community members, and analyzing situations with ProWorld staff guidance; participants will have opportunities to make connections between their local experiences and the global world. The final stage, active experimentation, involves the culmination of all other phases as participants apply what they have learned from their programs in their daily lives and future endeavours.

Service-learning is based on the pedagogical principle of interdependence; both in the relationship between service and learning, and in the interdependent relationship between the server and the served (Jacoby, 1996, p. 5). In order for ProWorld to effectively serve two sets of customers and remain focused on the true needs of its communities, the implementation of an evaluation plan that encompasses the theory of interdependence is essential. In service-learning, the service and the learning each depend on the other, and the learning and development that are expected to occur do not come as a result of the experience itself. Participants' learning and development result from the intentional reflection created for the experience. The frequency with which Kolb's experiential learning cycle is utilized in service-learning contexts supports this theory.

Additionally, the principle of interdependence between the server and the served demands an equitable exchange and focus on reciprocity to support service-learning as a philosophy of education (Stanton, 1990, p. 67). Timothy Stanton argues that:

Service-learning is an expression of values; service to others, community development and empowerment, reciprocal learning - which determines the purpose, nature and process of social and educational exchange between learners and the people they serve, and between experiential education programs and the community organizations with which they work (1990, p. 67).

Jacoby describes service-learning in this context as a "philosophy of reciprocity, which implies a concerted effort to move from charity to justice, from service to the elimination of need" (1996, p. 9). In order for ProWorld to uphold this philosophy and enable reciprocal learning to occur, participants and community members must reflect on their interdependent relationships and consider the dynamics of power and privilege in evaluating their program experiences.

## **Needs Assessment**

The need for a formal evaluation plan for PW Belize that emphasizes reciprocity between its primary stakeholders (international volunteers and community members), as well as intentional reflection on behalf of participants was assessed through a formal survey of current community partners and PW Belize alumni between March and June of 2011. Communications with PW Belize staff members, personal observations from the past year, and a literature review on international service-learning led to the awareness of the need for assessment tools that would enable PW Belize to gauge the effectiveness of its programming in fulfilling the ProWorld mission.

In order to generate information about evaluation and the current relationships between PW Belize staff, participants, and community members, similar surveys were distributed to two sets of community partners; the project partners, including directors of NGO's and school principals (Appendix A: Needs Assessment Survey Questions – Project Partners) and homestay families (Appendix B: Needs Assessment Survey Questions – Homestay Families). In these needs assessment surveys, one hundred percent of the community partners expressed their satisfaction regarding their involvement with PW Belize. All community members acknowledged that they feel respected by the ProWorld participants and feel comfortable either working or living with individuals that are from cultures different than their own. The community members agreed that the PW Belize staff have good communication, but fifty percent felt that the staff do not check in often enough regarding their experiences either working with or hosting participants.

Although the community members are satisfied with their involvement with PW Belize and even responded to being satisfied with participants' involvement in the community, fifty percent of respondents admitted that they do not understand the projects that PW Belize is



involved with. Furthermore, thirty percent do not understand ProWorld's mission and goals and forty percent do not understand, or are not aware of other community members' involvement with PW Belize. This information was helpful in providing a perspective on the community partners' insight of PW Belize and in understanding what gaps would need to be filled in to accommodate subsequent evaluation.

The community partners were all interested in completing formal evaluations regarding their future involvement with PW Belize and relationships with participants. One hundred percent of the respondents felt comfortable speaking with PW Belize staff about their experiences and would like to be included in the assessment of projects and programs.

Homestay families prefer to complete evaluations through personal interviews with staff members; fifty percent prefer interviews over the phone while the other fifty percent prefer the staff to visit their homes for interviews. Project partners' preferences for evaluation methods include the completion of typed evaluations sent through email and personal interviews with staff either over the phone, at the PW Belize office, or at the project partners' place of business.

In addition to formal evaluations, the community partners expressed that they would like to be included in informal events, such as dinner meetings or cultural nights, intended for both the PW Belize community members and for all ProWorld stakeholders (staff, community partners, and participants). Fifty percent of respondents said they would attend a ProWorld-hosted event once a month, while forty percent would attend once every few months (three to four) and ten percent would attend once a week. Increasing PW Belize's presence in the community and collecting feedback on community members' experiences with the programs will be a step towards empowering the community and striving for reciprocity. Therefore, an evaluation plan has been created for PW Belize that focuses on the assessment of community

input, thereby addressing the crucial aspect of reciprocity between the community served and the service providers, or program participants.

Research focusing on the effects of service-learning has increased in recent years, although assessment tools are not yet common or mainstream in the field. The PW Belize staff admit that while improvements could be made to the current participant evaluations to better assess programs and outcomes; they do not feel qualified or experienced enough to create or implement new program tools. In developing their assessment model for service-learning, Driscoll et al. realized that they “were part of a larger national community seeking to ameliorate the scarcity of replicable qualitative and quantitative research on the effects of service-learning on student learning and development (1996, p. 66). Jonny Roman, ProWorld’s Director of Programming, acknowledges that both qualitative and quantitative data are important for evaluation and that ProWorld needs to provide ways for gathering both types of information (personal communication, May 20, 2011). A needs assessment survey was sent to PW Belize alumni with the purpose of collecting information on measuring participants’ development and personal growth through a ProWorld program (Appendix C: Needs Assessment Survey Questions – Program Participants).

The results of the survey clearly emphasize the importance of and potential for self-reflection within PW Belize’s programs as a method for understanding participants’ learning and growth. One hundred percent of respondents expressed that self-reflection is important for ProWorld participants during their programs and ninety percent acknowledged that guided reflection sessions facilitated by a staff member would be beneficial to participants. All of the alumni also felt that it is important for participants to create their own goals for their program when they arrive in Belize and the majority (ninety percent) felt they would be open to sharing or reflecting upon their goals with other participants at the end of their programs. Ninety percent of

the participants felt comfortable speaking with PW Belize staff about their experiences, and agreed that staff checked in often enough regarding their experiences working in the community.

All of the respondents expressed that they thought about the impact of their ProWorld program and/or experiences on their personal growth and learning both during their time in Belize and after re-entering their home communities. Eighty percent of the alumni admitted that they felt the ProWorld evaluation completed at the end of their programs did not adequately measure their personal growth; ninety percent felt that an additional follow-up evaluation would be beneficial for participants to complete after re-entry to help understand personal growth and/or change. The respondents acknowledged that they would feel comfortable completing evaluations relating to their experiences, and all would prefer to complete either typed evaluations sent through email or distributed via hardcopy. As a result of the information gathered from this needs assessment, it was clear that program participants' feel that self-reflection is an important part of serving abroad and that PW Belize does not adequately provide opportunities for self-reflection or self-assessment. For that reason, the new evaluation plan will also include revisions and additions to PW Belize's assessment tools for program participants.

Finally, the PW Belize alumni expressed interest in attending two types of informal events hosted by ProWorld; events for participants only, such as a dialogue on service-learning, and events for all stakeholders (community partners, staff, interns, volunteers), such as a shared cultural night with music and dancing. These supplementary events will be an additional way for participants to reflect upon and share their concrete experiences as well as to increase their cultural understanding and intercultural competency.

## Goals and Objectives

The purpose of creating an evaluation plan for PW Belize that includes both assessment on behalf of the community partners and self-reflection on behalf of program participants is to relate the evaluation of programs to the ProWorld mission to “empower communities, promote social and economic development, conserve the environment, and cultivate educated compassionate global citizens” (ProWorld, 2011).

### *Goals:*

- To improve the quality of PW Belize programs through the collection of qualitative and quantitative data
- To measure the impact of service-learning projects and cross-cultural relationships on the community members involved in PW Belize
- To foster reciprocity between PW Belize participants and community members and to increase sustainability of community partnerships
- To facilitate intentional self-reflection for participants on their experiences, learning, and growth
- To measure the impact of the ProWorld experience on participants in relation to global citizenship and intercultural competence

## Assessment Description

Assessment tools are designed to measure the intention, or mission and goals, of a program. In evaluating qualitative data, there should be a clear alignment between a program’s components, goals, challenges, and the assessment questions (Engle, 2010, p. 19). ProWorld is a service provider that utilizes assessment tools focusing on “consumer contentment” or “student satisfaction” to measure the quality of its programs. Lilli Engle recognizes that “student interest and satisfaction are essential to program survival; however, today’s challenge [is to] bring more appropriate criteria to the consideration of satisfaction” when assessing quality in a cross-cultural

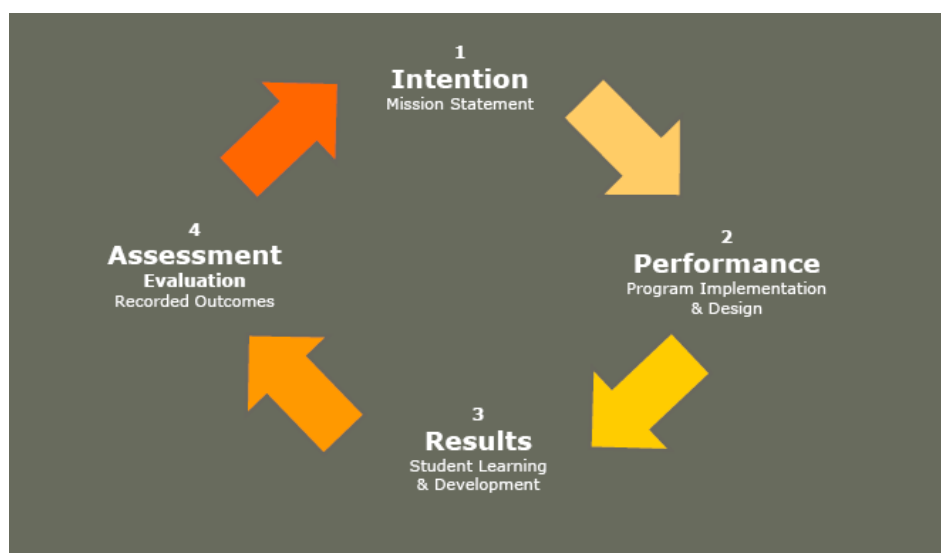
context (2010, pp. 7-8). Until now, the evaluation of PW Belize's programs has only included assessment tools that are delivered to participants and site staff members. Assessment by staff members is measured through weekly and monthly check-ins that evaluate on-site programming (projects, participants, pre-planning work) as well as staff resources and training (Appendix D: ProWorld Staff Weekly & Monthly Check-Ins). These check-ins are evaluated by the Country Director as well as the Director of Programming. There have been no established tools in place for formal evaluation to occur on behalf of PW Belize's community partners (homestay families and project partners).

The assessment tools delivered to program participants include: weekly check-in interviews, an exit interview, a project report, and a final on-site evaluation given to participants on-site at the end of their program. The participant's project report provides details regarding the collaborative project work completed by the participant and community partner. Project reports can be useful for adapting ProWorld projects to fit the needs of the participants and sometimes those of the relevant community partners. The weekly check-in interviews and exit interview provide an overall assessment of program details, measured qualitatively, while the final on-site evaluation is meant to provide more quantitative data that can be easily analyzed by the ProWorld administration (Appendix E: Weekly Check-In and Exit Interviews and Appendix F: Final On-Site Evaluation for Participants). These assessment tools do not adequately measure participants' intercultural competence or global citizenship, and the questions on these evaluations ask participants to "examine the quality" of their program and time abroad "through the lens of ethnocentric judgment" (Engle, 2010, p. 4). So although participants are asked to be mindful of cultural norms and remain flexible throughout their program; the final evaluation refers participants back to their own pre-departure expectations by assessing the standards of program aspects such as schedules and pacing, staff availability, community partner facilitation,

housing comfort, and quality of food in terms of Western culture and norms. The ProWorld administration recognizes the need for on-site teams to generate qualitative data that can be used to improve its programs; however, it does not realize the importance of avoiding “ethnocentric judgment” and providing for cross-cultural sensitivity in its assessment tools (Engle, 2010, p. 31).

Understanding program objectives and being aware of cultural differences and intercultural competence are important aspects for both participants and community partners in international service-learning. Tuma (2007) recognizes that “if service-learning is undertaken without a clear articulation of the objectives and an understanding of the community partner, it can be disastrous” (p. 78). Through clarity of program goals and the communication of the needs of the community, along with fostering a mutual understanding of cultural differences and norms between its participants and community members, PW Belize will be able to implement meaningful assessment of its programs through check-ins, qualitative evaluations, and reflective learning activities.

Engle suggests that quality in a cross-cultural context can be qualitatively assessed by “asking for more specific indications of how the [participants] lived and benefitted from the experience the program intentionally structured for them” (2010, p. 13). The proposed evaluation plan for PW Belize takes into consideration Engle’s model for aligning actions and ideals (shown below). The assessment tools now target the goals and outcomes of PW Belize’s community development projects and cross-cultural experiences, and reflect the cultural norms of Belize in the participants’ and community partners’ evaluations. Thus, PW Belize will be able to measure and record the results of both participant learning and growth as well as community partner development and the relationships between the servers and served.



Source: Engle, L. (2010). p. 15

## Curriculum

During the past two years ProWorld has been focusing on the concept of global citizenship, and in striving to foster the development of participants as global citizens, PW Belize is beginning to address aspects of the Global Citizens Initiative (GCI) curriculum that was developed for ProWorld in 2009. The GCI is a “reflective curriculum for participants of ProWorld . . . it will allow participants to connect the learning from their project contributions, cultural immersion, and personal reflections to new knowledge, awareness, and responsibility of local and global issues that impact their communities. Through experiential activities and intentional reflection, volunteers will begin their journey of becoming educated and compassionate global citizens” (Aguilar, 2009, p. 1). The definition of a global citizen as defined by ProWorld’s GCI curriculum is:

any ProWorld volunteer who commits to a lifelong journey to strive towards gaining a better awareness of one’s self and their relationship to others; demonstrates an interest in the values, history, culture, politics, and environment of the community/country they are living in; can make correlations between local realities and the global community; has a strong understanding of their own social responsibility and reflects on the impacts of their decisions and actions; carries an interest in continuing their own international

mobility; can initiate, sustain, and close basic communicative tasks in at least one other language; and can positively contribute to their communities at both a local and global level.

Ideally, the GCI should be implemented at all ProWorld sites to better serve both the participants and community partners. Unfortunately, many sites, including PW Belize, still lack the necessary resources to deliver the curriculum effectively. One of the main challenges that PW Belize has encountered with the GCI is that the lack of on-site staff members does not allow for any one staff member to commit to fully developing and delivering the GCI to participants. Additionally, many of the short-term programs attended by participants do not facilitate the time necessary to deliver the various GCI modules outside of project work.

The PW Belize Country Director and several staff members recognize the value of the components of the GCI and are in support of utilizing intentional reflection throughout participants' programs; especially in the evaluation plan. Some portions of the GCI could also be integrated into pre-departure and orientation for PW Belize; not only would this raise awareness before the start of a participant's project, but it would facilitate the experiential learning that ProWorld strives to emphasize. Understanding personal motives for serving abroad, as well as being aware of both ProWorld's mission and a community partner's goals and objectives are important matters that could be addressed during pre-departure and orientation. The service-learning module of the GCI is another component that could be included in pre-departure and delivered by the Volunteer Affairs Coordinator during an evaluation session. The purpose of this module is to have participants critically reflect on how and why they're choosing to serve an international community. In Aguilar's module, "participants are asked to consider the unique tenets of ProWorld Service Corps. and why they chose this provider over any other, the tenets of service-learning and their own morals, values, and ideologies" (2009, p. 2). By posing the question during both pre-departure and as part of on-site evaluation, participants



would be able to link their theoretical thoughts and ideas to their actual service-learning work. Until the GCI can effectively be put into practice for PW Belize, components will be addressed through the evaluation plan for participants that focus on intentional reflection.

### **Staffing Plan**

The staffing at the PW Belize sites consists of a Country Director or Site Director, an Accountant and Office Manager, a Volunteer Affairs Coordinator, one to three Project Coordinators, and several part-time staff members that work in the PW Belize bunkhouses and/or offices. Recently, since 2010, students from the SIT Graduate Institute have been hired for a one-year internship to fill either the Volunteer Affairs Coordinator position or the International Education Coordinator position (if applicable to the site).

The Country Director or Site Director reports directly to the Director of Programming (outside of Belize) and other ProWorld administration team members and is responsible for implementing new tools and procedures that affect programming. The Volunteer Affairs Coordinator and Project Coordinators manage the pre-planning aspects of programs as well as the facilitation of assigned individual participants' and custom groups' projects and cultural immersion experiences within the communities. The Volunteer Affairs Coordinator or the International Education Coordinator is responsible for organizing and facilitating monthly orientation sessions and the GCI modules (when applicable). All staff members are in direct contact with community members, including homestay families, cultural leaders and excursion/tour operators, and project partners (NGO's, schools, health professionals, and community leaders).

Along with the Country Director or Site Director, both the Volunteer Affairs Coordinator and Project Coordinators are currently involved in facilitating the evaluation of programs on

behalf of ProWorld participants. It is imperative that these staff members understand the importance of assessment, the evaluation plan for PW Belize, and how to implement the assessment tools on behalf of both the community members and the participants. The Country Director or Site Director will be responsible for implementing necessary changes to improve programming that may come as a result of the evaluation plan. Additionally, it will be important for these staff to attend trainings on the theory and practice of experiential learning, the principles of service-learning, and the tenets of reciprocity in order to effectively put into practice the evaluation plan. Depending on familiarity with these concepts, the training will be facilitated either in person by the Country Director or Site Director or through the online web conference system, [www.gotomeeting.com](http://www.gotomeeting.com), by the Director of Programming. (Appendix G: ProWorld Belize Organizational Chart).

### **Program Marketing**

As a result of the merger with Intrax, the marketing of ProWorld programs has undergone extensive changes in the past year. Marketing is managed by a team comprised of University Relations Managers (aka “Road Warriors”), Program Advisors, and the Director of Custom Programs. This team markets ProWorld’s four types of programs to institutions of higher education in the United States and Canada, while Intrax staff members market to international sites where Intrax programs are based. Marketing strategies include attendance and tabling at study abroad fairs, NAFSA conferences and international education forums, and university/college open houses.

ProWorld has recently launched a new website in the past year and is part of the GoAbroad travel resource community ([www.goabroad.com](http://www.goabroad.com)). Social media and advertising are important aspects in attracting potential participants. ProWorld has been featured in National

Geographic's Adventure magazine, and the marketing team manages a LinkedIn account, Twitter page, and Facebook account where staff post updates, photos, and stories of project work happening in its sites around the world. ProWorld also hosts blogging contests for participants to share their personal experiences during their programs with online audiences (Appendix H: Journaling and Blogging for ProWorld Participants).

ProWorld relies on sustaining long-lasting relationships with institutions that annually send faculty-led groups, alternative spring break groups, and individual interns and volunteers to its various sites worldwide. Successful programs and satisfied participants are crucial in maintaining sustainable relationships with customers, and ProWorld recognizes that meaningful evaluation by participants of programs could greatly influence marketing strategies. In conjunction with this concept, ProWorld recruits and hires alumni (college students) who have had meaningful experiences to work as Alumni Ambassadors in promoting ProWorld's programs to the staff, students, and international education or study abroad offices at their home institutions.

### **Participant Recruitment and Admissions**

With the additional resources provided by Intrax and its marketing team, ProWorld is experiencing significant increases in participant enrollment at various sites, including PW Belize. During the past year, ProWorld distinguished its previous "volunteer" program for individual participants into two separate categories of internships and volunteers positions. Many third-party providers are recognizing the increasing demand that college students and young professionals have for international internships.

While this move may have been a marketing strategy on behalf of the Intrax and ProWorld administration, in-country site staff members recognize the importance of maintaining

quality programs and upholding community needs in the face of participant demands. Despite the fact that some participants may genuinely be looking to gain professional skills and field experience from their service-learning experience while developing their global perspectives, there are also those individuals who are solely seeking an opportunity for résumé building and do not fully understand and/or commit to the principles of service-learning and community collaboration. Meaningful evaluations of these new internship programs and participant relationships are crucial in order to ensure reciprocity and community empowerment; therefore the new evaluation plan will be helpful as it measures the effects of participants' work and community involvement on PW Belize's project partners.

Intrax and ProWorld are also anticipating the admission of new sets of customers into ProWorld programs within the next two years; these include high school students and international participants outside of Canada, the U.S., and the U.K. With these projections, in-country directors and site staff members recognize that programming and evaluation may need to be modified in order to accommodate new styles of learners. Both ProWorld staff and community partners may need additional trainings to acclimate to the recruitment of younger learners and those whose cultural norms they are not familiar with.

## **Logistics**

PW Belize programs for all participants include an orientation, collaborative project work with community partners, cultural immersion experiences, optional reflection sessions and/or journaling opportunities, excursions to places of interest in Belize, and evaluations of the programs. The orientation includes an introduction to ProWorld, its policies, project model, and impact around the world as well as an overview of Belizean cultures and cultural norms and expectations for participants. Collaborative project work occurs with community partners that

have been identified by PW Belize staff as counterparts who have a genuine interest in promoting community development work and understand the framework of community empowerment through collaboration and ownership of projects.

The cultural immersion experiences that participants take part in are intended to increase intercultural competence and cross-cultural understanding. Interns and volunteers are placed with Belizean host families that have been recruited by the Country Director and/or the Volunteer Affairs Coordinator. Homestay families provide an exceptional opportunity for a participant to engage in intercultural learning and to share and reflect upon experiences that have occurred within the participant's project work or daily activities within the community. Custom groups also have the choice of staying with homestay families; those that choose bunkhouse accommodations interact with the bunkhouse staff (cooks, cleaners, security personnel) on a daily basis and have additionally-scheduled cultural presentations and dialogues with community members.

The optional reflection sessions that are sometimes held for customized groups, as well as the journaling opportunities for all participants, will be supplemented by intentional reflection activities and self-assessment tools presented in the evaluation plan. The evaluation plan also includes formal and informal assessment tools to be implemented on behalf of community partners and homestay families. The successful delivery of the evaluation plan will be contingent on PW Belize staff members' awareness of the stakeholders involved in ProWorld programs and their interest in serving all stakeholders and promoting mutual relationships. As previously mentioned, staff must also have a clear understanding of the mission and goals of ProWorld's programs and the community's needs and be knowledgeable in the theory and practice of experiential learning, the principles of service-learning, and the tenets of reciprocity in order to effectively put into practice the evaluation plan.

**Budget**

The budget for implementing the evaluation plan for PW Belize includes the costs for facilitating community members' participation in monthly orientation sessions (nine sessions held throughout the busy season) and both the participants' and community members' participation in informal assessment events, held quarterly throughout the year. The cost of materials for the participants' printed assessment tools is already included in the PW Belize programming budget. The Country Director or Site Director will be required to submit monthly budget reports to the Director of Programming. (Appendix I: Budget).

**Health and Safety Plan**

The Health and Safety Plan for PW Belize has been developed by the administration of ProWorld. The PW Belize Country Director and all site staff members are responsible for the health and safety of participants while on their programs. This proposal does not suggest any changes to be made to the Health and Safety Plan.

**Crisis Management Plan**

PW Belize follows all procedures and protocols in place for emergencies and evacuations as set forth by the ProWorld administration. The PW Belize Country Director is responsible for adhering to the crisis management plan and notifying all staff and homestay families of emergencies affecting participants. No changes need to be made to the Crisis Management Plan.

**Evaluation Plan**

The proposed evaluation plan for PW Belize aims to facilitate ProWorld's mission to empower communities, promote social and economic development, conserve the environment,

and cultivate educated compassionate global citizens, by addressing the needs for mutual relationships and intentional self-reflection in service-learning. The assessment tools created for this plan focus on measuring both quantitative and qualitative data collected from community partners (project partners and homestay families) and program participants. The assessment tools will be delivered by the PW Belize staff; primarily the Project Coordinators and the Volunteer Affairs Coordinator. The results from these assessment tools will be measured by the Country Director or Site Director and shared with all staff members to determine if ProWorld's mission is being fulfilled. The evaluations will also provide staff and administration with information on customer satisfaction, in terms of both the program participants and the community partners, and will provide information for making necessary improvements in programming.

### **Evaluation for Community Partners**

The first part of this plan focuses on community inclusion in the evaluation process. PW Belize's community partners include project partners and homestay families. As a result of the needs assessment conducted with community partners, it became clear that some partners (approximately 50%) do not understand ProWorld's mission, goals, and/or projects, and are not aware of other community members' involvement with PW Belize. In their case study on service-learning, Driscoll et al. found that community representatives involved in collaborative projects could potentially be impacted by variables including "insights about operations and awareness of the [host] organization" (1996, p. 69). In order for this evaluation plan to be effective, PW Belize's community partners must be informed about and understand ProWorld's mission, goals, project model, and policies for program participants. Additionally it would be beneficial for community partners to be aware of ongoing projects as well the other stakeholders

involved in projects and programs. In order to increase the community partners' overall understanding of PW Belize, these additional components are proposed in conjunction with the new assessment tools:

- *Orientation to PW Belize*
- *Public Relations Reports and Multimedia Documentation on PW Belize*

The orientation session that is proposed for community partners will be similar to the orientation sessions that are currently held for PW Belize participants. The orientation session will be mandatory for any new community partners and will be optional for current community partners. The orientation includes a thirty-minute slideshow and informative session regarding ProWorld's mission, history, project model, impact, and policies. The orientation also includes an overview of culture shock (Appendix J: Culture Shock) and Kolb's experiential learning cycle (Appendix K: Kolb's Experiential Learning Cycle). These orientation sessions will also provide an opportunity for community partners to meet the PW Belize staff and ask any questions they may have about the organization and its programs. Orientation sessions will be held at the PW Belize Bunkhouse and facilitated by the staff members at scheduled times that accommodate the needs of the community partners. Current community partners who choose not to attend a session will be provided with the handouts on culture shock and experiential learning and the link to the online orientation slideshow (<http://www.youtube.com/watch?v=0D6Q-EdwfNg>).

In order to keep community partners and the general public informed about PW Belize's projects and work happening in the community, public relations reports and multimedia documentation will be published four times per year; at the end of March, June, September, and December. The public relations reports will be published as brochures and will include an overview of ongoing and completed collaborative projects as well as information about those



who participated in project work (with consent). The multimedia documentation will include printed and/or online newsletters that will feature interviews with program participants, project partners, and/or homestay families, as well as photographs. The newsletters will also feature PW Belize staff stories and will include a section on cultural events that participants experienced in the community. These publications will be distributed to all current community partners, either as a hard copy or through email, and hard copies will also be displayed at the ProWorld office, public library, tourism center, internet café, and selected restaurants. The cost for these publications will be submitted to the PW Belize Accountant by the Country Director and will be covered through the monthly printing budget.

The results of the needs assessment indicated that community partners would like to be included more in evaluation of programs they are involved with; half the partners also wanted more frequent communication with staff members regarding their experiences. Therefore, an evaluation has been created that all community partners will complete once a month; there are different evaluations for project partners and for homestay families. These evaluations are intended to measure the impact that PW Belize participants are having on community partners and to assess the relationships between community partners, participants, and PW Belize. PW Belize staff will use these evaluations to gauge the satisfaction of community partners, the mutuality of its partnerships, and the extent to which PW Belize is fulfilling its mission to empower communities. The evaluations for homestay families will be conducted as in-person interviews with a PW Belize staff member at the homestay families' homes. The evaluations for project partners will be delivered as hard copies to the partners' offices or via email, depending on preference.



### *ProWorld Belize Community Partner Eval.: Monthly Check-In for Homestay Families*

This evaluation is intended to help measure the relationships you have with ProWorld Belize and its participants. The Country Director and staff members will review this evaluation to assess program quality and mutuality of partnerships, and to ensure that ProWorld's mission is being met within the community.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

|  |  |
|--|--|
| 1) How many ProWorld Belize group members did you host this month? |  |
| 2) How many ProWorld Belize volunteers did you host this month?    |  |
| 3) How many ProWorld Belize interns did you host this month?       |  |

4) To what degree did the ProWorld Belize participants respect you, your family, and the house rules? (check one)

|                      |  |
|----------------------|--|
| Very much respected  |  |
| Respected            |  |
| Somewhat respected   |  |
| Not respected at all |  |
| Not sure             |  |

5) To what degree did the ProWorld Belize staff communicate and check in with you about the participants you were hosting? (check one)

|                                   |  |
|-----------------------------------|--|
| Very good, frequent communication |  |
| Good, enough communication        |  |
| Poor, infrequent communication    |  |
| No communication                  |  |
| Not sure                          |  |

6) Have you benefitted from ProWorld Belize in ways that were expected? (check one) ☐ Yes ☐ No

Please explain: \_\_\_\_\_

7) Have you benefitted from ProWorld Belize in ways that were not expected?

(check one) ☐ Yes ☐ No

Please explain: \_\_\_\_\_

8) Are there ways that you expected to benefit from ProWorld Belize that you have not yet experienced? (check one) ☐ Yes ☐ No

Please explain: \_\_\_\_\_


9) Do you believe that the ProWorld Belize participants have benefitted from living with you and your family? (check one) ☐ Yes ☐ No ☐ Not Sure

If "Yes" please explain: \_\_\_\_\_

10) Do you believe there have been mutual relationships between you and the ProWorld Belize participants? (check one) ☐ Yes ☐ No ☐ Not Sure

Please explain: \_\_\_\_\_

|  |
|--|
| 11) Do you believe that the community has benefitted from ProWorld Belize and its participants?<br>(check one) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure  |
| Please explain: _____  |
| 12) Do you feel that you have played an active role in the relationships that you have with ProWorld Belize participants? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| Please explain: _____  |
| 13) Do you feel that your personal knowledge and/or experiences about culture and the community have been incorporated in the relationships that you have had with ProWorld Belize participants?<br>(check one) <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Please explain: _____  |
| 14) How would you like to be involved with ProWorld Belize in the future? _____  |
| 15) How would you like ProWorld Belize staff to be involved in future relationships with you?<br>_____   |
| 16) How would you like ProWorld Belize staff to be involved in future relationships between you and program participants? _____  |
| 17) Do you have suggestions for increasing the cross-cultural relationships between ProWorld Belize participants and community members? _____  |
| 18) Do you have suggestions for increasing ProWorld Belize's involvement in development work in the community? _____   |

|   |                        |
|---|------------------------|
|    |                        |
| <b><i>ProWorld Belize Community Partner Evaluation: Monthly Check-In for Project Partners</i></b>   |                        |
| This evaluation is intended to help measure the relationships you have with ProWorld and its participants. The Country Director and staff members will review this evaluation to assess program quality and mutuality of partnerships, and to ensure that ProWorld's mission is being met within the community. |                        |
| <b>Name:</b> _____  | <b>Date:</b> _____     |
| <b>Organization/Business:</b> _____   | <b>Position:</b> _____ |
| <b>Primary area of work (check one):</b> <input type="checkbox"/> Health <input type="checkbox"/> Environment <input type="checkbox"/> Social & Economic Development  |                        |

|  |                                       |  |
|--|---------------------------------------|--|
| 1) How many ProWorld Belize groups did you work with this month?   |                                       |  |
| 2) How many ProWorld Belize volunteers did you work with this month?   |                                       |  |
| 3) How many ProWorld Belize interns did you work with this month?  |                                       |  |
| 4) What type of project work did you expect the ProWorld Belize participants to help with?   |                                       |  |
| <hr/> <hr/>  |                                       |  |
| 5) To what degree did the ProWorld Belize participants and staff do work that you and/or your organization expected them to do? (check one)  |                                       |  |
|  | Work was better than expected         |  |
|  | Work was exactly what was expected    |  |
|  | Work was somewhat what was expected   |  |
|  | Work was not at all what was expected |  |
|  | No expectations about work            |  |
| 6) Have you and/or your organization benefitted from ProWorld Belize in ways that were expected? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No  |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 7) Have you and/or your organization benefitted from ProWorld Belize in ways that were not expected? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No  |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 8) Are there ways that you and/or your organization expected to benefit from ProWorld Belize that you have not yet experienced? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No   |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 9) Do you believe that the ProWorld Belize participants have benefitted from working with you and/or your organization? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No   |                                       |  |
| If "Yes" please explain: <hr/>   |                                       |  |
| <hr/>  |                                       |  |
| 10) Do you believe there has been mutual collaboration on project work between you and/or your organization and the ProWorld Belize participants and staff? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 11) Do you believe that the community has benefitted from the ProWorld Belize participants' involvement in project work? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No  |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 12) Do you believe that the project work that the ProWorld Belize participants have been involved with will be sustainable within the community? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No  |                                       |  |
| Please explain: <hr/>  |                                       |  |
| <hr/>  |                                       |  |
| 13) Do you feel that you have played an active role in the partnership that you have with ProWorld Belize? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No  |                                       |  |

|   |
|---|
| Please explain: _____   |
| 14) Do you feel that your professional expertise and/or skills have been incorporated in the projects that you have worked on with ProWorld Belize? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No                            |
| Please explain: _____   |
| 15) Do you feel that your personal knowledge and/or experiences about culture have been incorporated in the relationships that you have had with ProWorld Belize participants? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Please explain: _____   |
| 16) How would you like to be involved with ProWorld Belize in the future? _____   |
| 17) How would you like ProWorld Belize participants to be involved with you and/or your organization's work in the future? _____  |
| 18) How would you like ProWorld Belize staff to be involved in a future partnership with you and/or your organization? _____  |
| 19) How would you like ProWorld Belize staff to be involved in future relationships between you and/or your organization and program participants? _____  |
| 20) Do you have suggestions for increasing the cross-cultural relationships between ProWorld Belize participants and community members? _____   |
| 21) Do you have suggestions for increasing ProWorld Belize's involvement in development work in the community? _____  |

In addition to the monthly check-in evaluations completed by community partners, there will be brief evaluations that the community partners will complete for each PW Belize participant that they host or work with. These evaluations will be completed by the homestay family and project partner near the end of the participant's program and will be submitted to the PW Belize staff prior to the participant's exit interview and departure. These evaluations will give community partners an opportunity to assess the participant's interactions and cross-cultural

sensitivity during their program, as well as learning and growth during their project. PW Belize staff will use these evaluations to gain insight about the extent to which relationships between participants and community partners are reciprocal and to provide feedback to participants about their intercultural competence. Receiving feedback from the community partners will be optional for the participants. With the creation of the “internship position” option for participants, ProWorld is seeing an increasing trend with those participants who seek more structured and skills-based programs, which include a supervisor’s evaluation of the participant’s work as an intern abroad. However, until ProWorld incorporates community feedback into all of its programs, PW Belize will offer these community evaluations to its participants on an optional basis.



### ***ProWorld Belize Evaluation: Homestay Family Assessment of Participant***

This evaluation is intended to help measure the Proworld Belize participant’s interactions and cross-cultural sensitivity with the homestay family during their program time. The Country Director and staff members will review this evaluation to assess mutuality of ProWorld’s partnerships, and to ensure that ProWorld’s mission is being met within the community. The participant may choose to receive information from this assessment as feedback.

**Participant Name:** \_\_\_\_\_ **Dates Hosted:** \_\_\_\_\_

- 1) Did the participant respect the rules of the house? ☐ Yes ☐ No  
If “No”, please explain: \_\_\_\_\_
- 2) Did the participant eat all scheduled meals at the house? ☐ Yes ☐ No  
If “No”, please explain: \_\_\_\_\_
- 3) Did the participant eat all food that was served? ☐ Yes ☐ No
- 4) Did the participant purchase food to eat at the house? ☐ Yes ☐ No  
If “Yes”, what kind of food: \_\_\_\_\_
- 5) Did the participant sleep at the house every night during the program? ☐ Yes ☐ No  
If “No”, please explain: \_\_\_\_\_
- 6) Did the participant bring visitors to the house? ☐ Yes ☐ No How frequently? \_\_\_\_\_  
If “Yes”: Did the participant request your permission? ☐ Yes ☐ No
- 7) Did the participant go out at night? ☐ Yes ☐ No How frequently? \_\_\_\_\_  
If “Yes”: What time did the participant usually return? \_\_\_\_\_

- 8) Did the participant talk and/or interact with the family? ☐ Yes ☐ No
- 9) How well did the participant communicate with your family? ☐ Very Well ☐ Well ☐ Not Well  
If “Not Well”, please explain: \_\_\_\_\_
- 10) Did the participant get involved in family daily life or special events? ☐ Yes ☐ No  
Please explain: \_\_\_\_\_
- 11) Did the participant talk with you and the family about his/her project work? ☐ Yes ☐ No  
Did the participant talk with you and the family about his/her project partners? ☐ Yes ☐ No  
Did you understand the work the participant was involved with? ☐ Yes ☐ No  
Please explain: \_\_\_\_\_
- 12) Did the participant share aspects of his/her personal cultural? ☐ Yes ☐ No  
Please explain: \_\_\_\_\_
- 13) Did the participant ask you and the family questions about culture in Belize? ☐ Yes ☐ No  
Please explain: \_\_\_\_\_
- 14) Did your experience and/or relationship with the participant increase your understanding of the participant’s home country and/or culture? ☐ Yes ☐ No Please explain: \_\_\_\_\_
- 15) Did your experience with the participant increase your appreciation of cross-cultural relationships?  
☐ Yes ☐ No Please explain: \_\_\_\_\_



***ProWorld Belize Evaluation: Project Partner Assessment of Participant***

This evaluation is intended to help measure the ProWorld Belize participant’s interactions and cross-cultural sensitivity with the homestay family during their program time. The Country Director and staff members will review this evaluation to assess mutuality of ProWorld’s partnerships, and to ensure that ProWorld’s mission is being met within the community. The participant may choose to receive information from this assessment as feedback.

**Participant Name:** \_\_\_\_\_ **Dates of Program:** \_\_\_\_\_

- 1) Did the participant understand and respect the mission of your organization/business? ☐ Yes ☐ No  
If “No”, please explain: \_\_\_\_\_
- 2) Did the participant talk and/or interact with the project members and/or staff? ☐ Yes ☐ No
- 3) How well did the participant communicate with you? ☐ Very Well ☐ Well ☐ Not Well  
If “Not Well”, please explain: \_\_\_\_\_
- 4) Did the participant get involved in optional work and/or community events? ☐ Yes ☐ No ☐ NA  
Please explain: \_\_\_\_\_
- 5) Did the participant share aspects of his/her personal cultural? ☐ Yes ☐ No  
Please explain: \_\_\_\_\_

6) Did the participant ask you questions about culture in Belize? ☐ Yes ☐ No

Please explain: \_\_\_\_\_

7) Did the participant ask you questions about current events and/or issues in the community or country of Belize? ☐ Yes ☐ No Please explain: \_\_\_\_\_

8) Did your experience and/or relationship with the participant increase your understanding of the participant's home country and/or culture? ☐ Yes ☐ No Please explain: \_\_\_\_\_

9) Did your experience with the participant increase your appreciation of cross-cultural relationships? ☐ Yes ☐ No Please explain: \_\_\_\_\_

10) Did your experience with participant influence your future plans to work with ProWorld Belize? ☐ Yes ☐ No Please explain: \_\_\_\_\_

**Please read the following statements and then circle the number that best represents the extent of your agreement or disagreement regarding the participant.**

1) Participant has taken opportunities to learn from the project partners.

Strongly Agree 1 2 3 4 5 Strongly Disagree

2) Participant has worked with and learned from various community sources.

Strongly Agree 1 2 3 4 5 Strongly Disagree

3) Participant listens and is open to learning in new situations.

Strongly Agree 1 2 3 4 5 Strongly Disagree

4) Participant has been willing to question and challenge his/her expectations and pre-conceptions?

Strongly Agree 1 2 3 4 5 Strongly Disagree

5) Participant has been able to modify behavior to adapt to different cultural situations?

Strongly Agree 1 2 3 4 5 Strongly Disagree

## Evaluation for Program Participants

The second part of this evaluation plan focuses on providing intentional reflection and self-assessment tools for participants. In providing these tools PW Belize will assist participants in understanding their personal growth and development throughout their program. Evaluation for participants will concentrate on the contexts of intercultural competence and global citizenship. As a result of the needs assessment that was conducted with PW Belize alumni, it



became clear that it is important for participants to set goals and reflect on experiences and relationships during their programs. Taking into consideration Kolb's experiential learning cycle, participants will be given the opportunity to set goals and reflect on their motives for participation in ProWorld during the pre-departure process and during the on-site program. In the pre-departure packet that is provided to participants (both electronically and in hard copy), all individuals will be asked to fill out a form which includes personal learning goals for the program as well as questions pertaining to service-learning. This form will be reviewed by participants mid-way through the program in order to assess progress with the goals and again at the end of the program to assess development and achievement.

Participants are required to complete check-in interviews with PW Belize staff on a weekly basis; the proposed evaluation plan includes a reflective writing exercise that will be included as part of the first weekly check-in. This writing exercise introduces the tenets of reciprocity and service-learning and asks participants to reflect on these tenets in relation to their program experiences. The final question of the exercise is taken from the service-learning module of the GCI curriculum. This reflective exercise will be completed by individual participants via an online survey found at [www.surveymonkey.com](http://www.surveymonkey.com). Ideally, participants will have the opportunity to share their reflections with other program participants during an interactive session facilitated by a PW Belize staff member. In the case that scheduling and time limitations restrict this type of session, participants will be able to share their reflections and address questions with their assigned Project Coordinator.



### ***ProWorld Belize Participants: Motives and Learning Goals***

Understanding motives for serving an international community, articulating expectations for the experience, and setting goals for the program will help participants to measure their growth and development throughout the program.

**Participant Name:** \_\_\_\_\_ **Dates of Program:** \_\_\_\_\_

1) Why are you choosing to serve a community in Belize? \_\_\_\_\_

\_\_\_\_\_

2) Why did you choose ProWorld Volunteer Service Corps. over other providers? \_\_\_\_\_

\_\_\_\_\_

3) What does service-learning mean to you? \_\_\_\_\_

\_\_\_\_\_

List your expectations for each of the following components during your program in Belize:

|   |
|---|
| <b>Culture</b>                          |
| <b>Homestay Family and/or Community</b> |
| <b>Project Partner(s)</b>               |
| <b>ProWorld Belize Staff</b>            |
| <b>Myself</b>                           |

List what you hope to learn from each of the following components during your program in Belize:

|   |
|---|
| <b>Culture</b>                          |
| <b>Homestay Family and/or Community</b> |
| <b>Project Partner(s)</b>               |
| <b>ProWorld Belize Staff</b>            |
| <b>Myself</b>                           |

## Service-Learning and Reciprocity

1. The Merriam-Webster dictionary defines RECIPROCITY as:

- A) the quality or state of being reciprocal; mutual dependence, action, or influence
- B) a mutual exchange of privileges

In your own words, describe reciprocity.

2. Why is reciprocity important to understand during your ProWorld Belize experience?

3. In its Principles of Good Practice, 2009, the International Partnership for Service-Learning (IPSL) suggests that "the most effective service-learning programs ensure that there is reciprocity between the community served and the service providers, and that the relationship is built on mutual respect and esteem".

Do you feel that your relationship with the community, including your project partner and/or homestay family, is reciprocal?

4. Think about your program experiences and relationships with the community to date and reflect on the following questions:

- A) Where is learning occurring within your program?
- B) Who is learning within your program?

5. According to Barbara Jacoby (1996) "service-learning is based on the pedagogical principle of interdependence; both in the relationship between service and learning, and in the interdependent relationship between the server and the served". Consider your experiences with service-learning in relation to the following metaphors:

- \* Service-learning as intercultural inquiry
- \* Service-learning as observation
- \* Service-learning as peacebuilding
- \* Service-learning as a way of life

Which of these metaphors best represents your daily approach to service-learning?

The evaluation plan for participants includes an addendum to the quantitative final evaluation that is delivered on-site to participants at the end of their programs. This addendum is a qualitative assessment; its intent is for participants to reflect on their own learning, growth, and development as a result of their experiences with PW Belize. The questions on this evaluation avoid ethnocentric judgment and are based on goals rather than participant satisfaction. The information gathered from these assessments will enable PW Belize staff to measure the impact of program experiences on participants and will provide insight pertaining to ProWorld's mission to cultivate global citizens.



### Evaluation for Participants on Learning and Growth

**PW Belize Site:** \_\_\_\_\_ **Participant Name:** \_\_\_\_\_

**Start Date of Program:** MM\_\_\_\_DD\_\_\_\_YY\_\_\_\_\_ **Total # of Weeks:** \_\_\_\_\_

**Program Type:** ☐ Volunteer ☐ Intern ☐ Study Abroad ☐ Group

**Group name:** \_\_\_\_\_ **Role:** ☐ Faculty Leader ☐ Student Leader ☐ Participant

**Please read the following statements and then circle the number that best represents the extent of your agreement or disagreement. The scale runs from 1 to 5, with 1 being that you *strongly disagree* with the statement and 5 being that you *strongly agree* with the statement. Circle N/A if the statement does not apply to your experience.**

My experience with ProWorld Belize has:

- |  |                 |
|--|-----------------|
| 1. increased my desire to travel abroad.   | (5 4 3 2 1 N/A) |
| 2. caused me to consider living and/or working in another country?                     | (5 4 3 2 1 N/A) |
| 3. increased my knowledge of the country where I participated?                         | (5 4 3 2 1 N/A) |
| 4. increased my understanding of my home country?                                      | (5 4 3 2 1 N/A) |
| 5. influenced a change in my lifestyle?  | (5 4 3 2 1 N/A) |
| 6. increased my ability to adapt to new and different situations?                      | (5 4 3 2 1 N/A) |
| 7. increased my feelings of self-confidence?   | (5 4 3 2 1 N/A) |
| 8. altered my values, priorities, and goals?   | (5 4 3 2 1 N/A) |
| 9. altered my world view?  | (5 4 3 2 1 N/A) |
| 10. increased my understanding of myself?  | (5 4 3 2 1 N/A) |
| 11. increased my appreciation for cross-cultural relationships?                        | (5 4 3 2 1 N/A) |
| 12. increased my interest in community service?  | (5 4 3 2 1 N/A) |
| 13. increased my ability to question my own pre-conceptions?                           | (5 4 3 2 1 N/A) |
| 14. increased my ability to modify behavior to adapt to different cultural situations? | (5 4 3 2 1 N/A) |

- |  |                 |
|--|-----------------|
| 15. altered my view of poverty?                  | (5 4 3 2 1 N/A) |
| 16. altered my academic and/or career direction? | (5 4 3 2 1 N/A) |
| 17. influenced my future plans?                  | (5 4 3 2 1 N/A) |

*If you lived with a homestay family during your program, please answer the following statements.*

My homestay experiences:

- |  |                 |
|--|-----------------|
| 18. allowed me to understand daily life in Belize.                           | (5 4 3 2 1 N/A) |
| 19. enhanced my learning about the culture in Belize.                        | (5 4 3 2 1 N/A) |
| 20. increased my ability to recognize the influence of culture on myself.    | (5 4 3 2 1 N/A) |
| 21. provided opportunities for discussion and reflection within my program.  | (5 4 3 2 1 N/A) |
| 22. encouraged me to understand more about local and/or country-wide issues. | (5 4 3 2 1 N/A) |

Adapted from: Quade, P. (2007). "It Changed My Life": Strategies for Assessing Student Learning. In S. E. Spencer and K. Tuma (Eds.), *The guide to successful short-term study abroad*. (pp. 121-137). Washington DC: NAFSA.

Finally, the evaluation plan for both PW Belize's community partners and program participants includes informal assessment events to be held four times throughout the year; once at the end of March, June, September, and December. These events will be facilitated by PW Belize staff members and will be open to all project partners, homestay families, and program participants that are on-site at the time of the event. The intent of these events is to promote fellowship among PW Belize's stakeholders as well as to provide forums for cross-cultural interactions and dialogues between the various stakeholders. The events will include a meal and/or refreshments as well as cultural components and/or guest speakers. Cultural components may include live music and dance performances by local artists and/or program participants, tours of local museums and art galleries, presentations by both participants and locals on cultural traditions, and guest speakers discussing current issues pertaining to local and global communities.

### **Further Evaluation and Limitations**

The information collected from the various assessment tools delivered to program participants and community partners will be measured by the Country Director and staff

members and subsequently used to maximize the effectiveness of PW Belize's programs. This data will then be conveyed to the Director of Programming and the Program Advisors to enhance participant recruitment and marketing of PW Belize's programs. Future data gathered from these assessment tools may influence the ProWorld administration to implement additional program components that will emphasize the role of community members as customers in an equitable exchange; however, until that occurs, the lack of the administration's involvement in addressing reciprocity will be a limitation to this evaluation plan. The lack of sufficient staff members and resources to effectively deliver the GCI curriculum to PW Belize participants is another limitation. If on-site staff and resources were increased, intentional reflection could become a central, recurring component of PW Belize's programs; thus enabling for deeper, more meaningful self-assessment on behalf of participants. Lastly, the time-consuming work load and busy schedules of the PW Belize Country Director and staff may inhibit the effective delivery of the evaluation plan and the subsequent analysis that needs to occur. It is crucial that all staff understand the framework of experiential learning theory, the pedagogy of service-learning, and the principles of reciprocity in order for the assessment tools to be implemented successfully. If adequate time and training are not devoted to understanding the components behind this plan, involvement in evaluation will not be beneficial to the community partners or the program participants.

## **Conclusion**

The evaluation plan for PW Belize has the potential to effectively address the fundamental components of reciprocity and reflection within international service-learning. Utilizing ProWorld's project model to include community partners in the assessment of community needs, the collaboration of project work, and the review of project work will lead to

ProWorld's desired outcomes for social and economic development and community empowerment. Through the implementation of meaningful qualitative and quantitative assessment tools, community partners will be able to provide feedback regarding the effects of PW Belize on the community as well as the impact of cross-cultural relationships between partners and program participants. PW Belize staff will enhance their understanding of the pedagogical principles of service-learning and reciprocity and will be able to measure the benefits to the community partners and gauge whether the exchange between the servers and served is equitable.

ProWorld prides itself on utilizing Kolb's experiential learning cycle in its programming for participants; the evaluation plan will strengthen this cycle for participants by capitalizing on the reflection stage. The intentional reflection components will guide participants in examining their local experiences in order to conceptualize theories, create correlations, and actively apply their learning. PW Belize staff will have a clearer understanding of the relationship between ProWorld's mission and the theories behind service-learning and will be able to use the results of the assessment tools to make necessary changes to programming. The successful delivery of the evaluation plan will result in sustainable relationships between PW Belize and community partners and increased intercultural competence for program participants. The evaluation plan has the potential to be delivered at other ProWorld sites; enabling the organization to maintain its role as a leading provider in the field of international service-learning.

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## Appendix A: Needs Assessment Survey Questions – Project Partners



### *ProWorld Belize Community Project Partners: Survey for Evaluation Purposes*

**Please check next to the answer that best describes how you feel. Please leave blank any questions you do not understand or do not wish to answer.**

1. How well do you understand ProWorld Belize's mission and goals?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

2. How well do you understand ProWorld Belize's behavior policy?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

3. How well does the ProWorld Belize staff communicate with you?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

4. How often do the ProWorld Belize staff check in with you about your experience(s) working with participants?

|            |       |           |
|------------|-------|-----------|
| Very Often | Often | Not Often |
|------------|-------|-----------|

5. How well do you understand the projects that ProWorld Belize is involved with?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

6. How well do you understand other community members' involvement with ProWorld Belize?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

7. How respected do you feel by the ProWorld Belize participants that work with you?

|                |           |               |
|----------------|-----------|---------------|
| Very Respected | Respected | Not Respected |
|----------------|-----------|---------------|

8. How well do the ProWorld Belize participants communicate with you?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

9. How comfortable are you working with someone from a different culture?

|                  |             |                 |
|------------------|-------------|-----------------|
| Very Comfortable | Comfortable | Not Comfortable |
|------------------|-------------|-----------------|

10. How flexible and open do you feel you are to other cultures?

|               |          |              |
|---------------|----------|--------------|
| Very Flexible | Flexible | Not Flexible |
|---------------|----------|--------------|

11. How well has your involvement with ProWorld Belize contributed to your understanding of the other culture(s) involved?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

12. How satisfied are you with your involvement with ProWorld Belize?

|                |           |               |
|----------------|-----------|---------------|
| Very Satisfied | Satisfied | Not Satisfied |
|----------------|-----------|---------------|

13. How satisfied are you with the ProWorld Belize participants' involvement in the community?

|                |           |               |
|----------------|-----------|---------------|
| Very Satisfied | Satisfied | Not Satisfied |
|----------------|-----------|---------------|

14. How comfortable are you speaking with ProWorld Belize staff about your experience(s) with participants?

|                  |             |                 |
|------------------|-------------|-----------------|
| Very Comfortable | Comfortable | Not Comfortable |
|------------------|-------------|-----------------|

15. How would you most feel comfortable completing evaluations for ProWorld Belize about your experiences working with participants?

|   |  |
|---|--|
| In person interview with ProWorld Belize staff member at the ProWorld office                    |  |
| In person interview with ProWorld Belize staff member at your office/place of business          |  |
| Interview over the phone with a ProWorld Belize staff member                                    |  |
| Completion of a typed evaluation sent through email   |  |
| Completion of a written evaluation given to you and collected by a ProWorld Belize staff member |  |

16. How often would you attend an event held by ProWorld Belize for community members and homestay families? (i.e. a dinner meeting)

|                             |  |
|-----------------------------|--|
| Once a week                 |  |
| Once a month                |  |
| Once every few months (3-4) |  |
| Once a year                 |  |

17. How often would you attend an event held by ProWorld Belize for participants, community members, and homestay families? (i.e. a cultural night with music and dance)

|                             |  |
|-----------------------------|--|
| Once a week                 |  |
| Once a month                |  |
| Once every few months (3-4) |  |
| Once a year                 |  |

## Appendix B: Needs Assessment Survey Questions – Homestay Families



### *ProWorld Belize Homestay Families: Survey for Evaluation Purposes*

**Please check next to the answer that best describes how you feel. Please leave blank any questions you do not understand or do not wish to answer.**

1. How well do you understand ProWorld Belize's mission and goals?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

2. How well do you understand ProWorld Belize's behavior policy?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

3. How well does the ProWorld Belize staff communicate with you?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

4. How often do ProWorld Belize staff check in with you about your experience hosting participants?

|            |       |           |
|------------|-------|-----------|
| Very Often | Often | Not Often |
|------------|-------|-----------|

5. How well do you understand the projects that ProWorld Belize is involved with?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

6. How well do you understand other community members' involvement with ProWorld Belize?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

7. How respected do you feel by the ProWorld Belize participants that live with your family?

|                |           |               |
|----------------|-----------|---------------|
| Very Respected | Respected | Not Respected |
|----------------|-----------|---------------|

8. How well do the ProWorld Belize participants communicate with you?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

9. How comfortable are you living with someone from a different culture?

|                  |             |                 |
|------------------|-------------|-----------------|
| Very Comfortable | Comfortable | Not Comfortable |
|------------------|-------------|-----------------|

10. How flexible and open do you feel you are to other cultures?

|               |          |              |
|---------------|----------|--------------|
| Very Flexible | Flexible | Not Flexible |
|---------------|----------|--------------|

11. How well has your involvement with ProWorld Belize contributed to your understanding of the other culture(s) involved?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

12. How satisfied are you with your involvement with ProWorld Belize?

|                |           |               |
|----------------|-----------|---------------|
| Very Satisfied | Satisfied | Not Satisfied |
|----------------|-----------|---------------|

13. How satisfied are you with your compensation from ProWorld Belize?

|                |           |               |
|----------------|-----------|---------------|
| Very Satisfied | Satisfied | Not Satisfied |
|----------------|-----------|---------------|

14. How comfortable are you speaking with ProWorld Belize staff about your experiences with participants?

|                  |             |                 |
|------------------|-------------|-----------------|
| Very Comfortable | Comfortable | Not Comfortable |
|------------------|-------------|-----------------|

15. How would you most feel comfortable completing evaluations for ProWorld Belize about your experiences hosting participants?

|   |  |
|---|--|
| In person interview with ProWorld Belize staff member at the office                             |  |
| In person interview with ProWorld Belize staff member at your home                              |  |
| Interview over the phone with a ProWorld Belize staff member                                    |  |
| Completion of a typed evaluation sent through email   |  |
| Completion of a written evaluation given to you and collected by a ProWorld Belize staff member |  |

16. How often would you attend an event held by ProWorld Belize for community members and homestay families? (i.e. a dinner meeting)

|                             |  |
|-----------------------------|--|
| Once a week                 |  |
| Once a month                |  |
| Once every few months (3-4) |  |
| Once a year                 |  |

17. How often would you attend an event held by ProWorld Belize for participants, community members, and homestay families? (i.e. a cultural night)

|                             |  |
|-----------------------------|--|
| Once a week                 |  |
| Once a month                |  |
| Once every few months (3-4) |  |
| Once a year                 |  |

## Appendix C: Needs Assessment Survey Questions - Program Participants



### *ProWorld Belize Participants: Survey for Evaluation Purposes*

**Please check next to the answer that best describes how you feel. Please leave blank any questions you do not understand or do not feel comfortable answering.**

1. How important do you feel it is for ProWorld participants to create their own goals for their program when they arrive in Belize?

|                |           |               |
|----------------|-----------|---------------|
| Very Important | Important | Not Important |
|----------------|-----------|---------------|

2. If you created personal goals for your program, how often would you think about those goals during your program?

|            |       |           |
|------------|-------|-----------|
| Very Often | Often | Not Often |
|------------|-------|-----------|

3. How open would you be to sharing/reflecting upon your goals with other participants at the end of your program?

|           |      |          |
|-----------|------|----------|
| Very Open | Open | Not Open |
|-----------|------|----------|

4. How often did the ProWorld Belize staff check in with you about your experience(s) working in the community?

|            |       |           |
|------------|-------|-----------|
| Very Often | Often | Not Often |
|------------|-------|-----------|

5. How comfortable were you speaking with ProWorld Belize staff about your experience(s) with community members?

|                  |             |                 |
|------------------|-------------|-----------------|
| Very Comfortable | Comfortable | Not Comfortable |
|------------------|-------------|-----------------|

6. How important do you feel self-reflection is for ProWorld participants during their programs?

|                |           |               |
|----------------|-----------|---------------|
| Very Important | Important | Not Important |
|----------------|-----------|---------------|

7. Do you feel that guided reflection sessions would be beneficial for ProWorld participants during their programs (intentional reflection on experiences facilitated by a staff member).

|                 |            |                |
|-----------------|------------|----------------|
| Very Beneficial | Beneficial | Not Beneficial |
|-----------------|------------|----------------|

8. How well did your involvement with ProWorld Belize contribute to your understanding of the other culture(s) involved?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

9. How satisfied were you with the ProWorld evaluation form you completed at the end of your program?

|                |           |               |
|----------------|-----------|---------------|
| Very Satisfied | Satisfied | Not Satisfied |
|----------------|-----------|---------------|

10. How well do you feel the evaluation form measured your personal growth at the end of the program?

|           |      |          |
|-----------|------|----------|
| Very Well | Well | Not Well |
|-----------|------|----------|

11. Did you think about the impact of your ProWorld program or experience(s) on your personal growth or learning DURING your program in Belize?

|                  |           |       |
|------------------|-----------|-------|
| Yes, Frequently! | Sometimes | Never |
|------------------|-----------|-------|

12. Did you think about the impact of your ProWorld program or experience(s) on your personal growth or learning AFTER your program in Belize (upon returning to your home community)?

|                  |           |       |
|------------------|-----------|-------|
| Yes, Frequently! | Sometimes | Never |
|------------------|-----------|-------|

13. How beneficial do you feel a follow-up evaluation, focusing on personal growth and/or change, would be for participants to complete after their re-entry to their home community (approx. 4-6 weeks after leaving Belize)?

|                 |            |                |
|-----------------|------------|----------------|
| Very Beneficial | Beneficial | Not Beneficial |
|-----------------|------------|----------------|

14. How would you most feel comfortable completing evaluations (mid-point, end of program) for ProWorld Belize about your experiences and program?

|   |  |
|---|--|
| In person interview with ProWorld Belize staff member at the ProWorld office                    |  |
| In person interview with ProWorld Belize staff member at your homestay or lodging               |  |
| Interview over the phone with a ProWorld Belize staff member                                    |  |
| Completion of a typed evaluation sent through email   |  |
| Completion of a written evaluation given to you and collected by a ProWorld Belize staff member |  |

15. If you were to participate in another program through ProWorld Belize, how often would you attend an event held for participants? (i.e. a dinner discussion about community issues or a dialogue on service-learning )

|                       |  |
|-----------------------|--|
| More than once a week |  |
| Once a week           |  |
| Once every two weeks  |  |
| Once a month          |  |

16. If you were to participate in another program through ProWorld Belize, how often would you attend an event held by for participants, community members, and homestay families? (i.e. a shared cultural night with music and dance)

|                       |  |
|-----------------------|--|
| More than once a week |  |
| Once a week           |  |
| Once every two weeks  |  |
| Once a month          |  |

## Appendix D: ProWorld Staff Evaluations – Weekly and Monthly Check-Ins

Site:

Date:

Staff member name:

### Weekly Check-in

#### Project Money

|  |  |
|--|--|
| How much project money has been spent this week? |  |
| Documentation available? If so, state location:  |  |

#### Goals and Reflection

|  |
|--|
| What are some general things from the past week have you been happy about and/or proud of? |
| 1)   |
| 2)   |
| 3)   |

|  |
|--|
| What few general things from the past week have you found challenging/ recognised that you can make improvements in? |
| 1)   |
| 2)   |
| 3)   |

|   |
|---|
| What steps have you taken towards accomplishing your monthly goals this week? |
| 1)  |
| 2)  |
| 3)  |
| 4)  |
| 5)  |

|                |        |         |           |          |        |         |
|----------------|--------|---------|-----------|----------|--------|---------|
| Your schedule: | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/Sun |
|                |        |         |           |          |        |         |

|  |
|--|
| Have you been able to follow last week's schedule as planned? If not, why not? |
|  |

#### Staff Resources/Training

|  |
|--|
| What resources/support do you need this week in order to continue the successes or improve upon/overcome general challenges? |
|  |

|  |
|--|
| What could Program Director and/or Admin staff do this week in order to make you feel more/better supported? |
|  |

#### Projects

|  |
|--|
| Name your primary mentionable success regarding your project(s) this past week - what are you most proud of? |
|  |
| What did you find most challenging this week? How do you think it can be dealt with for next time?           |



|   |
|---|
|   |
| What resources do you need to ensure the successful continuation of your project(s)?        |
|   |
| Are you keeping weekly documentation of the project(s)? If so, in what form?                |
|   |
| Are volunteers involved in the weekly documentation? If so, where can the records be found? |
|   |

**Volunteers**

|  |
|--|
| How has interaction with volunteers gone this week? What has been successful? What has been challenging?         |
|  |
|  |
|  |
| Do you have any recommendations to improve the experiences of volunteers, ProWorld and community partners?       |
|  |
|  |
|  |
| Have you been encouraging volunteers to use .net, to blog, and write journal entries this week? If not, why not? |
|  |
|  |

**Monthly Check-in****Project Money**

|                 |  |
|-----------------|--|
| Monthly budget: |  |
|-----------------|--|

**Volunteers**

|  |  |
|--|--|
| How many volunteers are you currently supervising? |  |
|--|--|

**Goals and Reflection**

|  |
|--|
| What are your goals for this month?                    |
| 1)   |
| 2)   |
| 3)   |
|  |
| What steps need to be taken to accomplish these goals? |
| 1)   |
| 2)   |
| 3)   |
| 4)   |
| 5)   |

|   |
|---|
| How do you feel about the following this month (below) on a scale from 1 to 10? Please comment. |
| Staff morale:   |
| Volunteer morale:   |
| Programs:   |
| Support as a staff member from Program Director and Admin:                                      |

**Staff Resources/Training**

|  |
|--|
| What sort of courses, training or professional development could help you to do your job better? |
|  |

### Projects

|  |
|--|
| Out of all your biggest moments, what are you most proud of this month? Why? |
|  |

|  |
|--|
| What do you think is an improvement priority based on this month's challenges? |
|  |
|  |

### Volunteer Pre-Program Contact

|   |  |
|---|--|
| How many volunteers are you expecting next month? |  |
|---|--|

|   |
|---|
| How are preparations going for the next month's volunteers? |
|   |

#### Individual volunteers:

|   |
|---|
| Has PPC been initiated for next month and the following? If not, why not? |
|---|

|   |
|---|
| What can we do to help move this process along? |
|   |

#### Groups:

|  |  |
|--|--|
| Do you have any groups coming down in the next 2 months? |  |
|--|--|

|   |
|---|
| How is the planning process going for that? |
|---|

|   |
|---|
| Has pre-program contact been initiated? |
|---|

|  |
|--|
| Are you on track with everything that needs to be done? If not, what would help you to be on schedule? |
|  |

|  |
|--|
| What information are you missing/ do you need in relation to organising the group's stay and the project(s)? |
|  |

|  |
|--|
| Do we have a complete project itinerary set up for groups? |
|--|

### Post Group Check-ins (Only if there was a recent group)

|   |
|---|
| How do you feel the most recent group program went? |
|   |

|  |
|--|
| What were some high points for you? Why? |
|  |

|                                 |
|---------------------------------|
| What were some challenges? Why? |
|                                 |

|   |
|---|
| What recommendations do you give for next time? |
|   |

|   |
|---|
| Have you completed the post program evaluation? What were some of the main issues that arose? |
|   |

|  |
|--|
| What improvements can be made to all aspects of the group program (pre, during, and post program)? |
|  |

## Appendix E: Weekly Check-In and Exit Interview for Participants

### Weekly Check-In Interview

#### Case Detail

|               |                  |
|---------------|------------------|
| Contact Name  | PW Staff Name    |
| Contact Email | Priority         |
| Account Name  | Status           |
| Subject       | Case Record Type |
| Description   | Case Origin      |
|               | Date/Time Opened |

#### Interview Questions

Homestay Problems/Concerns

Project changes or recommendation

Classes: Language, Academic or Culture?

Anything else?

How satisfied were you with your project

#### Exit Interview

|              |  |               |                                |
|--------------|--|---------------|--------------------------------|
| Contact Name | <input type="text"/>   | PW Staff Name | <input type="text"/>           |
| Account Name |  | Priority      | Medium                         |
| Subject      | <input type="text"/>   | Status        | New                            |
| Description  | <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> |               | Case Record TypeExit Interview |
|              |  | Case Origin   | --None--                       |

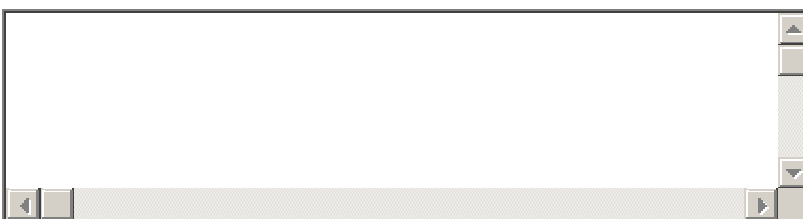
#### Pre-Program and Orientation

|  |                      |
|--|----------------------|
| Why did you choose Proworld?             | <input type="text"/> |
| Able to receive useful info before prog? | <input type="text"/> |
| Was on-site orientation helpful?         | <input type="text"/> |

#### Project

|         |                      |
|---------|----------------------|
| Project | <input type="text"/> |
|---------|----------------------|

How satisfied were you with your project

A large rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

How was your proj. coord./ counterpart?

A rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

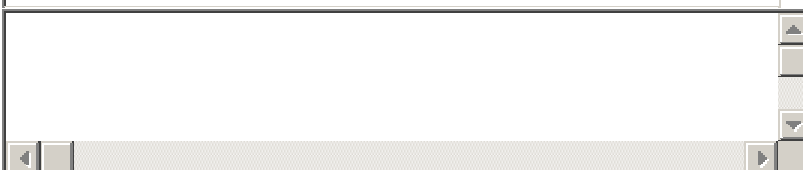
Comment on weaknesses/strengths of proj.

A large rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

How would you like to see the proj cont?

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Any other comments related to the proj?

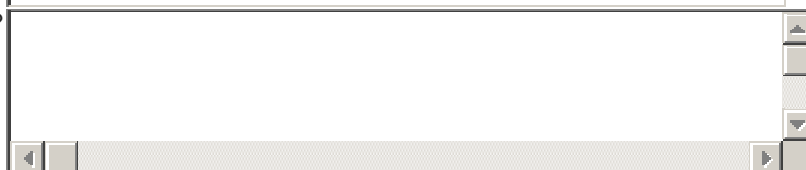
A large rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

### Homestay

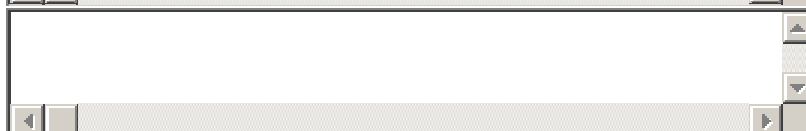
Homestay Family:

A rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

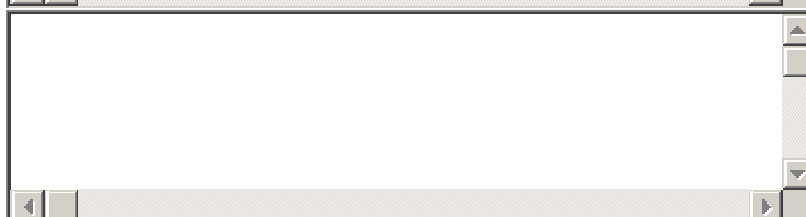
How was your homestay experience?

A large rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

Homestay Problems/Concerns

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Would you recommend the family?

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### Classes, Workshops, Activities

Activities you enjoyed most or least?

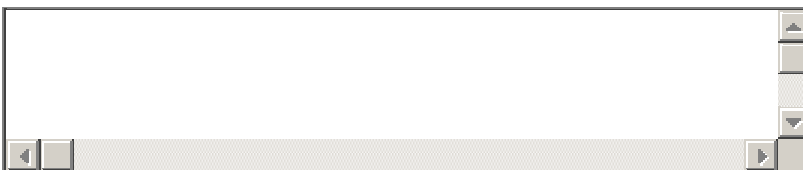
A rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

How did you feel about your prog sched?

A rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

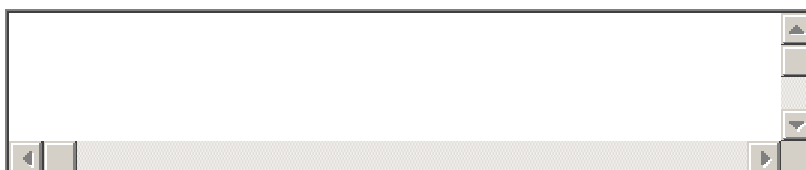
### Health

How was your health throughout the prog?

A large rectangular text input field with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

### ProWorld General & Follow

What do you feel PW does really well?



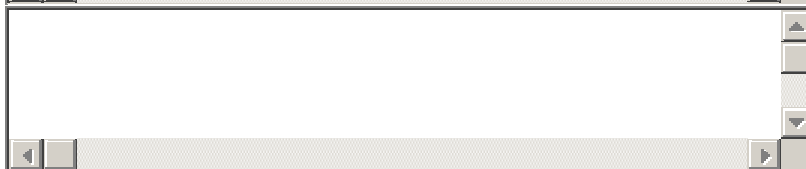
What do you feel we could improve upon?



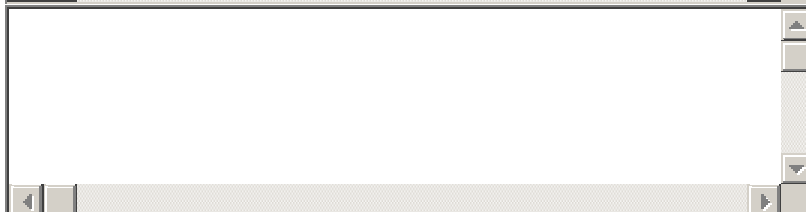
Greatest insight you've gained from this



Please provide feedback on use of PW.net



Would you recommend PW? Any stipulations?



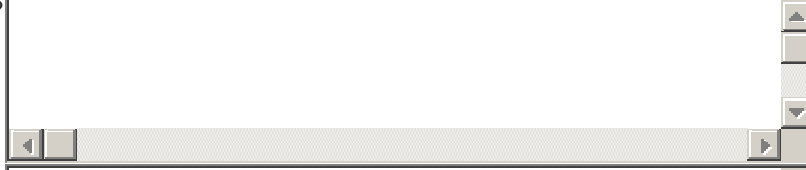
Interested in being listed as reference?



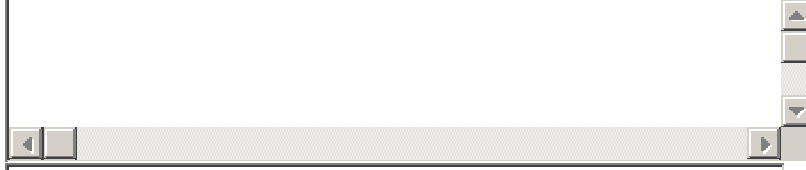
Interested in re-joining ProWorld?



Any other comments you like to discuss?



Direct quotes



Name of Exit Interviewer:



Interviewer comments



## Appendix F: Final On-Site Evaluation for Participants



### Program Evaluation

Country Name & Site: \_\_\_\_\_ Participant Age: \_\_\_\_\_ Participant Name (Optional): \_\_\_\_\_  
 Start Date of Program: MM \_\_\_\_\_ DD \_\_\_\_\_ YY \_\_\_\_\_ Total # of Weeks: \_\_\_\_\_  
 Program Type: Volunteer Intern Study Abroad Participant Email Optional: \_\_\_\_\_  
 If group, write group name: \_\_\_\_\_ Group Role: Faculty Leader Student Leader Participant

Please complete this form ranking each question where appropriate with a score of 1-5 (5 = very satisfied & 1 = unsatisfied). Space is provided on each question to write in your numerical answer and at the end of each section for additional comments.

#### 1. PROGRAM SUPPORT & STAFF

- 1a) Do you feel you received adequate and helpful information before the start of the program? Score: \_\_\_\_\_  
 1b) How helpful was your on-site program orientation? Score: \_\_\_\_\_  
 1c) How knowledgeable and helpful was the on-site ProWorld staff (additional comments below) Score: \_\_\_\_\_  
 1d) Please provide additional comments and suggestions about staff support, pre-program materials & orientation.  
 If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 2. PROWORLD PROJECT

- Project Name(s) \_\_\_\_\_  
 2a) Please rate the quality of your project experience (comment on your answer below). Score: \_\_\_\_\_  
 2b) Were you able to effectively contribute to the project? Score: \_\_\_\_\_  
 2c) How well did your community partner/project counterpart help facilitate/support your project work? Score: \_\_\_\_\_  
 2d) To what extent do you feel this project creates sustainable benefits for the community? Score: \_\_\_\_\_  
 2e) Please provide additional comments and suggestions for improving this project (please be specific). If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 3. HOUSING & MEALS

- Please list your accommodation or family's name: \_\_\_\_\_  
 3a) How comfortable and hygienic were your accommodations? Score: \_\_\_\_\_  
 3b) How satisfied were you overall with the experience with this family/accommodation? Score: \_\_\_\_\_  
 3c) How satisfied were you with the food provided during the program? Score: \_\_\_\_\_  
 3d) In your opinion, would you recommend this homestay or lodging option in the future? Score: \_\_\_\_\_  
 3e) Please provide additional comments and suggestions for improving the lodging and/or the food. Were there any problems or concerns we should know about? If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 4. HEALTH AND SAFETY

- 4a) Please rank your feeling of personal safety and security throughout the program. Score: \_\_\_\_\_  
 (Comment below on any specific security issues)  
 4b) Please rank your overall health throughout the program. (Comment below on any specific health issues) Score: \_\_\_\_\_  
 4c) How would you rate ProWorld staff's attentiveness to your overall health and safety? Score: \_\_\_\_\_  
 4d) Please comment on any safety or health issues that you may have encountered and how ProWorld addressed, or should better address such issues in the future. If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 5. LANGUAGE (if applicable)

Language learned: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_

- 5a) How would you rank your foreign language skills before your lessons began?

- Superior(5)      Advanced(4)      Intermediate(3)      Basic(2)      No Skills(1)      Score: \_\_\_\_\_
- 5b) How would you rank your foreign language skills after the completion of your program?      Score: \_\_\_\_\_
- Superior(5)      Advanced(4)      Intermediate(3)      Basic(2)      No Skills(1)      Score: \_\_\_\_\_
- 5c) How satisfied were you with your lessons overall?      Score: \_\_\_\_\_
- 5d) Would you recommend this language program to others?      Score: \_\_\_\_\_
- 5e) Please comment on instructor's abilities and any comments or suggestions for improvement of the program. If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 6. ACADEMIC PROGRAM (if applicable)

- Name of Host Institution: \_\_\_\_\_
- 6a) How would you rate your satisfaction with the academic portion of your study program?      Score: \_\_\_\_\_
- 6b) Would you recommend this academic program to others?      Score: \_\_\_\_\_
- 6c) Please list any concerns with the academic portion and any additional comments or suggestions for improvement. If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 7. CULTURAL ACTIVITIES & PROGRAM SCHEDULE

- List Excursions/ Cultural Events Provided: \_\_\_\_\_
- 7a) How satisfied were you with the non-project activities offered as part of your program      Score: \_\_\_\_\_  
(These include excursions, cultural events, volunteer dinners, GCI, etc.)
- 7b) How satisfied were you with the schedule and pace of the program?      Score: \_\_\_\_\_
- 7c) Please provide additional comments and suggestions for improving activities or the program schedule. If you marked a 3 or below to any questions, ProWorld would appreciate honest feedback on how to improve:

#### 8. GENERAL REFLECTION

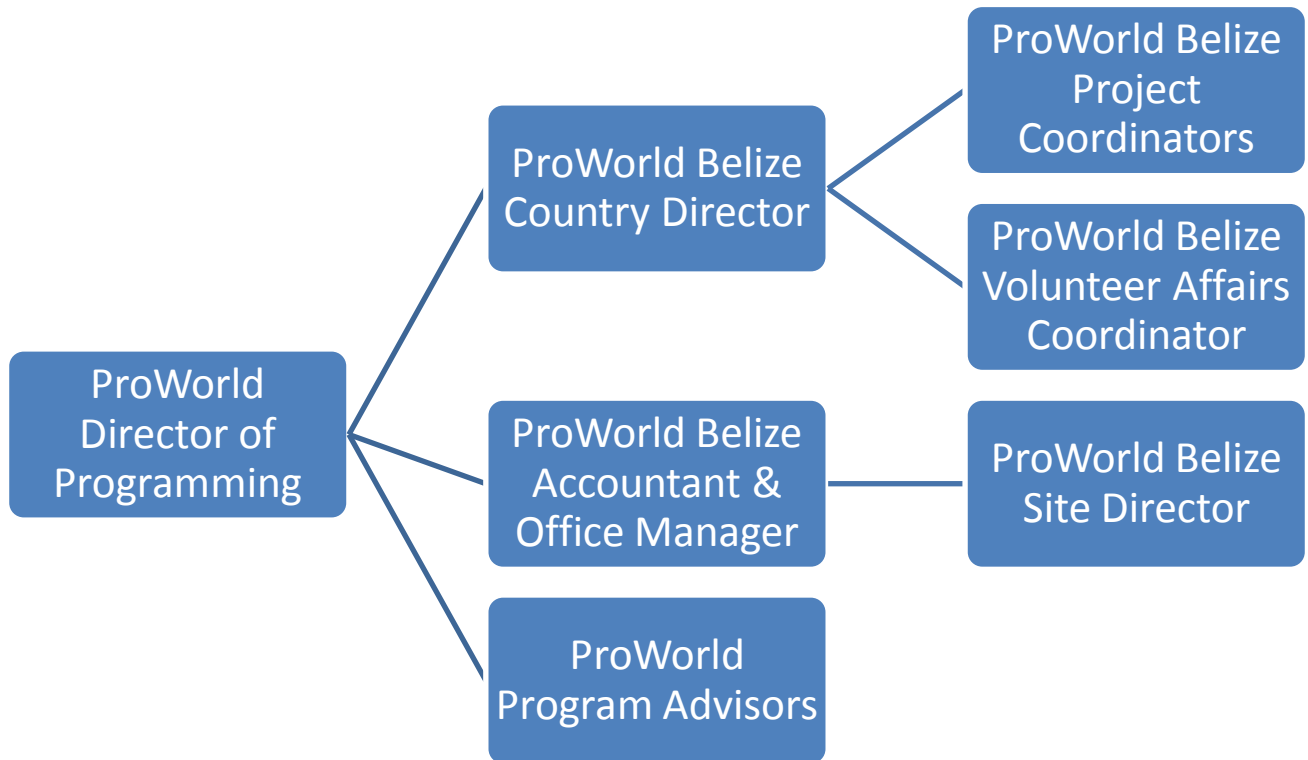
- 8a) What motivated you to sign up for this ProWorld program?
- 8b) How rewarding was your ProWorld experience to you both academically and/or professionally?      Score: \_\_\_\_\_
- 8c) How rewarding was your ProWorld experience to you personally?      Score: \_\_\_\_\_
- 8d) Would you recommend this program to a friend? (Please comment on your answer below).      Score: \_\_\_\_\_
- 8e) Please use the space below to comment on how your experience has most impacted you (the greatest insight you gained), what you feel ProWorld does or does not do well, and any feedback regarding our website and .NET. Also, if you marked a 3 or below to any questions, ProWorld would appreciate feedback on how to improve

#### 9. ADDITIONAL QUESTIONS & OUTREACH

- If you answer yes to any questions in this section, please make sure that your name and email address are listed on the top of this evaluation (page one), so that we may be able to contact you directly in the future.
- 9a) Would you be interested in working with ProWorld in the future?      (circle one) YES NO
- 9b) Would you like to be listed as an email reference for ProWorld? (If you answer yes, prospective applicants may contact you in the future with questions about your ProWorld experience.)      YES NO
- 9c) Would you be interested in learning more about leading your own custom group program in the future?      YES NO
- 9d) Are you interested in participating in another ProWorld program in the future?      YES NO
- 9e) List any countries where you would like to see ProWorld offer programs in the future:
- 9f) Would you be interested in learning more about any other opportunities ProWorld's partners have to offer?

|  |  |
|--|--|
| Interested in <b>Teach Abroad</b> (College graduates teaching English overseas)? | Interested in <b>Internships Abroad</b> (Professional development in major economic centers around the world)? |
| Yes / No   | Yes / No   |

**Thank you for joining the ProWorld Team & for helping us to improve!**

**Appendix G: ProWorld Belize Organizational Chart**



## Appendix H: Journaling and Blogging for ProWorld Participants

ProWorld's mission is to empower communities, promote social and economic development, conserve the environment, and cultivate educated compassionate global citizens. In our effort to fulfill the last part of our mission, we would like to encourage all of our volunteers and interns to take part in on-line journaling, through a personal blog, or ProWorld's own social networking site: <http://myproworld.goabroad.net/>.

For many people, journaling is a powerful reflection tool, helping them to process the experiences they are undergoing. It also is a great way to share your experiences and insights with others, enabling your friends and family back home to better understand what you are going through abroad and helping to educate people about the country you visit; the new culture you immerse in; and the challenges and successes you face by engaging in international service. By publishing your journal entries on a public forum such as a blog site, or <http://myproworld.goabroad.net/> you are inviting others to partake in this reflective journey with you, and potentially inspiring them to embark on a similar adventure in the future!

### Some Things to Keep in Mind About Journaling or Blogging:

- ☐ As it is your personal story, write your journal entry in first person.
- ☐ Entries should be reflective and not just a day to day account of events or a list of things done.
- ☐ Write about individual experiences and how they have affected you. Share your insights and perspective.
- ☐ Write about challenges you are facing and how you deal with them.
- ☐ Invite comments and questions that can redirect how you are thinking about your experiences.
- ☐ Write about the minute occurrences and small oddities, as well as the bigger events.
- ☐ Be creative! Keep in mind that everything presented here is just a guide to help you along, but you have the freedom to shape your journal entries as you see fit and to write about what is important to you.
- ☐ Try to avoid writing your journal entries when you are at your lowest point. While the process of journaling can help you to work through frustrating experiences, if an entry is pure venting and published before you have time to fully process an experience, your friends, family, and others who read your journal will take away only the negative, and not what you have been able to gain from facing and overcoming a challenge.
- ☐ Read through the lists below for some ideas to get you started and then write away about whatever it is that moves you!

### Getting Started With ProWorld Journaling:

Writing about your ProWorld experience can begin before you ever leave home! You should have received (or soon will) an e-mail with your [myproworld.goabroad.net](http://myproworld.goabroad.net) log-in details (if not, please let us know). Using the information in this e-mail, log on to [www.myproworld.goabroad.net](http://www.myproworld.goabroad.net) and complete your profile. Then you can begin to explore the site and read journal entries posted by other volunteers, as well as post your own entries. To start your first entry, simply log in, click on the Journal tab and then click on "Create a New Journal". You may also choose to start a Travel Journal Book--- which will allow you to store all of your journal entries about your ProWorld experience, along with photos in one book (click on "Create Your First Travel Journal Book").

### Setting Up a Personal Blog:

There are many popular websites that can help guide you through the process of setting up a personal blog. [www.wordpress.com](http://www.wordpress.com) has a ten step "zero to hero" instructional website <http://learn.wordpress.com/> that will teach you everything you need to know about Wordpress, and will get you blogging within minutes. [www.blogger.com](http://www.blogger.com) is powered by Google, and can easily create a blog with an existing Gmail account, or can help you set one up.

Once you have created your new blog to record all of your ProWorld adventures, you can complement your written content with personal touches such as pictures, a creative title, and different backdrops or banners. Make sure to send your volunteer coordinator on-site the web address of your blog if you are comfortable sharing it with others!

### Suggested Blog or Journal Prompts:

Please keep in mind that these are just suggestions to help get you started. Be creative and write about what is important to YOU!

**While Abroad:**

- ☐ An introduction to you/ your group and your program and project (What are you doing?)
- ☐ What are your initial impressions/ feelings about the country?
- ☐ Share anecdotes and reflections about your homestay family, project, day to day life, community events, travel
- ☐ Name three things that stuck in your mind after a project outing
- ☐ Describe your new community--- the markets, public transport, the landscape, festivals, etc.
- ☐ Describe the smells, tastes, sounds, pace of life ☐
- ☐ Describe the process of learning and functioning in a new language
- ☐ Reflect on news articles and current events happening in your host country
- ☐ What values and customs are important to the local people?
- ☐ What are some of the things you struggle to understand here?
- ☐ What successes have you encountered? What challenges do you face in your project?
- ☐ What are you learning about yourself through this experience? What changes have you seen in yourself?
- ☐ What do you find to be different from home? What have you found to be surprisingly similar?
- ☐ What could people back home learn from life in your host country?
- ☐ What has the process of culture shock been like for you? What has most put you out of your comfort zone?
- ☐ Why is cross---cultural exchange important?
- ☐ Why did you want to volunteer? What limitations do you face as a volunteer?
- ☐ If you were one of the people receiving the services of your project, what would you think of yourself?
- ☐ Since beginning work, how have you had to re---shape your goals and/or approach to your project?
- ☐ How do you define development work?
- ☐ How do the history, culture, religion, and/ or politics of the country shape present day life and work?
- ☐ What type of changes and/ or innovations are taking place in the country or local community?
- ☐ How do geography and natural resources shape the country? What value is put on the environment and resources?
- ☐ What will you take home with you from this experience? What will you miss the most when you are gone?
- ☐ What do you expect to experience upon re---entry to your home country?

Often times, one does not fully realize the impact of his/her experience abroad until one has returned home and had time to fully process the experience as well as to apply the knowledge and perspective gained to your day to day life back home.

As part of the re---entry process, you can continue to use journal writing to help you reflect upon your experience and how it has changed you and your perceptions of the world. It can also help you to stay connected to your experience abroad and to process the reverse culture shock you may encounter upon re---entry to your home country. As part of the re---entry process, you may choose to reflect upon and write about the following:

**Re---Entry:**

- ☐ What were you most excited to return to?
- ☐ What do you *not* miss about being abroad? What do you miss?
- ☐ What was the most difficult aspect of the experience? What was the most rewarding aspect of the experience?
- ☐ What did your homestay family, project partners, and/ or local community members teach you?
- ☐ How do you find that your perceptions of the world have changed?
- ☐ How has your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and intellectual pursuit?
- ☐ Has anything about your view of your home country and culture changed?
- ☐ Are your friends and family able to relate/ share in your experiences abroad?
- ☐ Have you encountered reverse culture shock? How does it compare to the culture shock you experienced abroad?
- ☐ How has your experience abroad most impacted your life? What life lessons have you learned?
- ☐ What have you learned about a particular community or societal issue?
- ☐ Will you go abroad again? Do you think you will return to visit the host country in the future?
- ☐ How do you plan to stay connected to your experience?

| Expenses                                 | Fixed Costs        | Variable Costs | Units  | Quantity | Per Event | Annual     | Total      |
|--|--------------------|----------------|--------|----------|-----------|------------|------------|
| Community Partners' Orientation Sessions |                    |                |        |          |           |            |            |
|  | Rental Projector   | \$45 BZD       | Days   | 9        | \$45 BZD  | \$405 BZD  | \$405 BZD  |
| Stakeholders Event (Quarterly)           |                    |                |        |          |           |            |            |
|  | Dinner             | \$20 BZD       | People | 30       | \$600 BZD | \$2400 BZD | \$2400 BZD |
|  | Cultural Component | \$5 BZD        | People | 30       | \$150 BZD | \$600 BZD  | \$600 BZD  |
|  | Guest Speaker      | \$100 BZD      | Event  | 1        | \$100 BZD | \$400 BZD  | \$400 BZD  |
|  |                    |                |        |          |           |            | \$3805 BZD |

## Appendix J: Culture Shock

The term, ***culture shock***, was introduced for the first time in 1958 to describe the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place. We can describe culture shock as the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or considered as normal in the new place. Everything is different, for example, not speaking the language, not knowing how to use banking machines, not knowing how to use the telephone and so forth. The symptoms of cultural shock can appear at different times. Although, one can experience real pain from culture shock; it is also an opportunity for redefining one's life objectives. It is a great opportunity for learning and acquiring new perspectives.

Culture shock can make one develop a better understanding of oneself and stimulate personal creativity. Symptoms:

- Sadness, loneliness, melancholy
- Preoccupation with health; Aches, pains, and allergies
- Insomnia, desire to sleep too much or too little
- Changes in temperament, depression, feeling vulnerable, feeling powerless
- Anger, irritability, resentment, unwillingness to interact with others
- Identifying with the old culture or idealizing the old country
- Loss of identity
- Trying too hard to absorb everything in the new culture or country
- Unable to solve simple problems; Lack of confidence
- Overeating or loss of appetite
- Unexplainable crying
- Feelings of inadequacy or insecurity
- Developing stereotypes about the new culture
- Developing obsessions such as over-cleanliness
- Longing for family, extreme homesickness
- Feelings of being lost, overlooked, exploited or abused

**Stages of Culture Shock** Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the incubation stage. In this first stage, the new arrival may feel euphoric and be pleased by all of the new things encountered. This time is called the "honeymoon" stage, as everything encountered is new and exciting. Afterwards, the second stage (stage of shock) presents itself. A person may encounter some difficult times and crises in daily life. For example, communication difficulties may occur such as not being understood. In this stage, there may be feelings of discontent, impatience, anger, sadness, and feeling incompetence. This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction. The third stage (stage of negotiation) is characterized by gaining some understanding of the new culture. A new feeling of pleasure and sense of humor may be experienced. One may start to feel a certain psychological balance. The new arrival may not feel

as lost and starts to have a feeling of direction. The individual is more familiar with the environment and wants to belong. This initiates an evaluation of the old ways versus those of the new. In the fourth stage (stage of acceptance), the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define him/herself and establish goals for living. The fifth stage is the stage that is called the "re-entry shock." This occurs when a return to the country of origin is made. One may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture. These stages are present at different times and each person has their own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock. For example, the individual's state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education.

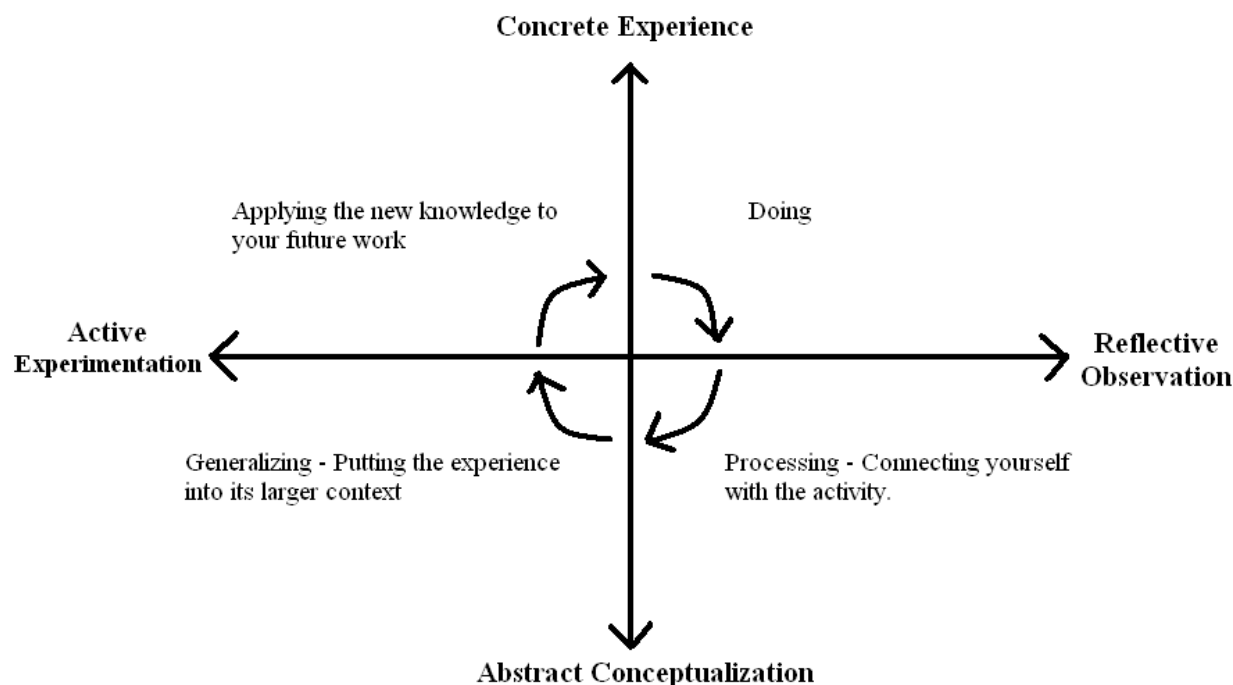
### **How to Fight Culture Shock**

The majority of individuals and families that emigrate from other countries have the ability to positively confront the obstacles of a new environment. Some ways to combat stress produced by culture shock are:

- Develop a hobby
- Don't forget the good things you already have!
- Remember, there are always resources that you can use
- Be patient, the act of acculturating is a process of adaptation to new situations. It takes time.
- Learn to be constructive. If you encounter an unfavorable environment, don't put yourself in that position again. Be easy on yourself.
- Don't try too hard.
- Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take an aerobics class, etc.
- Relaxation and meditation are proven to be very positive for people who are passing through periods of stress
- Maintain contact with your ethnic group. This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation
- Maintain contact with the new culture. Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about language and useful at the same time.
- Allow yourself to feel sad about the things that you have left behind: your family, friends, etc.
- Recognize the sorrow of leaving your old country. Accept the new country. Focus your power on getting through the transition.
- Pay attention to relationships with your family and at work. They will serve as support for you in difficult times.
- Establish simple goals and evaluate your progress.
- Find ways to live with the things that don't satisfy you 100%.
- Maintain confidence in yourself. Follow your ambitions and continue your plans for the future.

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## Appendix K: Kolb's Experiential Learning Cycle



### Experiential Learning is based on the following assumptions:

- 1) We learn best when we are personally involved in the learning experience.
- 2) For knowledge to be fully integrated into a behavioral change, it must be meaningful and relevant to our own experience.

As learners, we must be actively involved in the process of discovering the knowledge that will result in changing our attitudes, behaviors, and skills.

Experiential learning is often stimulating, engaging and involving. However, if we fail to internalize the learning, it remains superficial to our experience. We learn from the combined exploration of concrete experience, reflection on that experience, analysis and conceptualization of the experience, and application of the learning to future experiences.<sup>1</sup>

### What does this mean for ProWorld Belize volunteers?

In order to get the most out of your experience in Belize, it is important that you are actively involved in your internship and with the community. It is also essential that you take some time to reflect on and process your experiences. Some volunteers find that journaling is a good way to help with this. Also, talking about your experiences with fellow volunteers, ProWorld staff, and people you have made connections with here in Belize is an invaluable part of this process.

The processing does not end once you leave Belize. Heading home means that it is time to start thinking about your experience in Belize and placing it into a larger context. In doing this, both you and Belize will continue to benefit from the work you have done here.

<sup>1</sup> White, Ryland. (2006).