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Peacebuilding And Community Development, A Civic Engagement Program For Vietnamese Undergraduate Students In Cambodia

Thuy Nguyen
SIT Graduate Institute

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Capstone Project:

PEACE BUILDING AND COMMUNITY DEVELOPMENT
A CIVIC ENGAGEMENT PROGRAM FOR VIETNAMESE UNDERGRADUATE
STUDENTS IN CAMBODIA

Thuy Nguyen

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

May 6, 2019

Capstone Advisor: Linda Drake Gobbo

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Abstract

This proposal presents a program design for the Peace Building and Community Development program, a ten-week civic engagement program for undergraduate Vietnamese students in Cambodia during the summer break. This is a new program model proposed to Sarus, a leadership and peace education organization, which has run its programs mostly in the form of short-term exchange programs. The program will be executed by Sarus in partnership with higher education institutions in Ho Chi Minh City, Vietnam and community partner organizations in Cambodia. The program aims to give students exposure to a multicultural environment, opportunities for holistic development, as well as civic engagement experiences connected to their academic study. The program design is grounded in experiential learning theory, holistic student development theory, and multicultural education. This proposal outlines the theoretical foundations, needs assessment, program description as well as other components to implement the program successfully.

Author Note

The Peace Building and Community Development program is based on my work experience and passion working with undergraduate students from Cambodia and Vietnam prior to coming to SIT. The program proposal was drafted as my capstone project to complete the MA in International Education at SIT and does not reflect the views of Sarus nor other stakeholder organizations that are featured throughout this paper. Sarus is a peacebuilding and student exchange organization that operates in four countries: Vietnam, Cambodia, Myanmar, and Bangladesh. More information on Sarus can be found in the Introduction to Organization session below. I participated in a Sarus Exchange Program in Cambodia and Vietnam in 2012. Then I worked with Sarus as the Vietnam coordinator for two consecutive years, 2013 to 2014. From summer 2016 to 2017, I came back to Sarus a second time in the position Cambodia – Vietnam programs director. I have seen the significant impact Sarus has on students' interpersonal development. I myself have personally grown a lot from being a participant and later running Sarus programs. My desire is to create more program options in Sarus to match with the potential growing needs for international education of students in the Southeast Asia and Bangladesh region. The Peace Building and Community Development reflects a new program model for students who prefer traveling and studying independently to the group living and working experience of the exchange program.

In 2016, I proposed creating an internship program using Sarus' existing partnership in Cambodia and experience in peace education for youth. My idea was approved. At the time, I progressed as far as designing a program structure and reaching out to potential internship hosting organizations. The program did not happen due to lack of funding, yet I have never given up on this idea. This is where my capstone project idea comes from.

Introduction to Organization

Sarus works in the field of peacebuilding, peace leadership and youth development in four countries: Vietnam, Cambodia, Myanmar, and Bangladesh. Its mission is to “inspire and empower a generation of future leaders to build a peaceful and prosperous Asia” (Sarus, 2015). Sarus’ signature programs are the summer exchange program for undergraduate students from countries with a history of border conflict; one for Vietnamese and Cambodian students and the other for Myanmar and Bangladeshi students. Sarus programs only happen during summer, while the rest of the year is focused on planning, fundraising, program improvement, marketing, student recruitment, and alumni engagement. In each program, students spend two to three weeks in each country working together on a service project. For example, in the Sports for Social Change program in Vietnam and Cambodia, the group travels to Vietnam first to organize a two-week soccer camp for children in a rural Mekong delta area. Then they travel to Cambodia to lead a similar soccer camp for children in a province far from the capital city. The Bangladesh – Myanmar exchange program last longer: up to six weeks. In this program, young female leaders are put in pairs, each pair has a member from each country, to do a three-week internship together at a development organization in Myanmar and then three weeks in another organization in Bangladesh. These programs attract a lot of undergraduate students’ interest due to the lack of multicultural educations programs in developing Asian countries. In addition, to foster its impact on the continuous learning of its alumni, Sarus recently created the Peace Leadership Incubator Program which is a program only for alumni who show passion and dedication to building peace in their community. There are roughly 42 participants each year between the three programs.

Rationale and Positionality

The Peace Building and Community Development program is based on the needs of Sarus to diversify its programs as well as the current lack of international education opportunities in Vietnam. The sections below explain more deeply the organizational context that led to this program, international education in the Vietnamese context, as well as the rationale for the program location.

Organization Context

Sarus' fundamental objectives are peace education and leadership development for youth in Asian developing countries. All of Sarus' programs use group living and teamwork to create challenging environments with interpersonal conflicts, which push students to apply conflict transformation and leadership skills. The significant impact of group living and working on students' interpersonal development is clearly demonstrated in students' reflection and alumni feedback. However, the Sarus program model has weaknesses in that students do not develop independence and intra-personal dimension as much as they do other skills. Since Sarus is so focused on dealing with group conflicts, students are not encouraged to do individual activities, nor are students instructed on personal reflection. Students are always in groups and never have to solve problems on their own.

Peace Building and Community Development program is a new form of program in which students will travel independently, live and work individually in a host community. The program's fundamental feature is still peace education, yet it will be delivered differently than the traditional Sarus exchange model. The idea for a new program model initiated in 2014 when Sarus' executive director expressed interest in developing an internship program, which is more focused on individual students' experiences. Sarus conducted preliminary market research on

competitor's internship programs available to Vietnamese and Cambodian students. In 2016, an internship program was proposed using Sarus' existing partnership in Cambodia and its experience in peace education for youth. Due to lack of funding, the program did not happen. Sarus has not had an independent travel and study abroad program model since then.

International Education in the Vietnamese Context

Vietnam's international education is far different from the US. Unlike in the US, Vietnamese students do not have similar opportunities and encouragement to study abroad during their undergraduate degree. If students join an international education program such as semester exchange in a foreign institution, or international youth development programs, no credit will be counted towards their degree. The most popular form of international education is direct enrollment in a foreign institution or full-degree study abroad. In the past few decades, international education has expanded to branch campuses of foreign institutions in Vietnam and joint-degree programs between a Vietnamese and a foreign university (Do & Pham, 2014). In fact, studying abroad is a very expensive investment. Studying within Southeast Asia region is not an option for Vietnamese parents. In the perceptions of Vietnamese parents, only programs in English-speaking countries are considered an "international degree" that will ensure a bright future for their children (Do & Pham, 2014). Thus, international education is desired by Vietnamese students yet not popular due to cost and non-credit nature of such programs.

As studying abroad can only be afforded by a small portion of the population, most students depend on opportunities within their university campus for international education. According to Nguyen (2015), Vietnam's Ministry of Education and Training (MOET) is aware of the importance of international education. MOET's educational strategies for the period 2009-2020 states "Education and training have the missions to make Vietnamese students well-

rounded citizens who can make good contributions to the country's advanced culture in the globalization era". International education is understood mainly as "global citizens education" and focusses on integrating with foreign culture and among the diverse ethnic cultures within Vietnam. MOET's policy strongly emphasizes the role of Vietnamese higher education in training human resources for these competencies (Nguyen, 2015).

Nevertheless, global citizens education is still a new concept to Vietnamese scholars and educators. A survey was conducted at the University of Social Sciences and Humanities, a member institution of Vietnam National University in Ho Chi Minh City, with 70 faculty members in 2013 about awareness of global education. The survey reported that more than 80 percent of the academic staff recognize the importance of foreign language and intercultural competence. However, less than 20 percent of survey participants confidently stated that they understood the concepts and design of integrating multicultural, international and comparative education into teaching curriculum. The limited implementation of global citizens education is not only due to lack of knowledge from faculty but also lack of funding to create an internationalized institution (Nguyen, 2015).

To fill in the gap between students' demands and the number of international education programs available to students from middle-income families, Sarus can create a new program to add to its portfolio. Peace Building and Community Development program will increase opportunities for students to have international exposure at a very affordable cost. Additionally, the new program model will expand options for students who are looking for international experience during their summer break.

Rationale behind the location

Sarus has had eight years of experience running peacebuilding and student exchange programs in Cambodia and Vietnam. The reason the organization was founded was based on the needs to mediate and transform historical and inter-ethnic conflicts that still affect the two countries' young generations. Historically, a border conflict happened during French colonial period when the eastern part of Cambodia become Vietnam's territory, what is nowadays Southern Vietnam. Recently, on the diplomacy level, the two countries' governments have developed a strong and positive relationship, especially in bilateral trade and investment. However, it is not so healthy on the citizen relations level (Kry & Hyma, 2017). Discrimination continues with ethnic minorities living in both countries, particularly a Vietnamese minority in Cambodia and a Khmer minority in Vietnam. In Cambodia, serious anti-Vietnamese sentiment has been prevalent since the 19th century that ranges from daily discrimination to violent mobs targeting ethnic Vietnamese (Hutt, 2017). The anti-Vietnamese sentiment is reinforced through history education, political activism and stereotypes passed on through generations (Kry & Hyma, 2017). In Vietnam, even though there is no recorded violence, certain discrimination exists from the ethnic majority to the Khmer minority, including stereotypes of Khmer minority in education, employment and against inter-ethnic marriage (Hedden, 2013; personal communication).

Currently, there are many NGOs in Cambodia tackling the issues of inter-ethnic conflicts and peacebuilding within Cambodia. Consequently, peacebuilding is one of the missions of many organizations working on community development, poverty, and economic empowerment. Many organizations work directly with ethnic Vietnamese or with various ethnic groups such as Khmer, Vietnamese, and Cham who is also another ethnic minority in Cambodia. A perceived need

among these organizations are human resources who can understand the language, culture, and needs of their target beneficiaries, ethnic Vietnamese born in Cambodia and recent Vietnamese migrants. With a strong foundation in peace education, strong network of NGO partners and donors, and resourceful connections to Vietnamese youth and higher education institutions, an area of opportunity for Sarus is to add a new program model to its portfolio. The new program will still connect to Sarus' mission of peace education and leadership empowerment, along with meeting the needs of its partners organization for human resources fluent in Vietnamese. If the first pilot program is successful, Sarus will consider developing more connections in Vietnam to bring Cambodian students there for civic engagement program.

The Peace Building and Community Development program in Cambodia offers students the possibility to study the complexity of community development in an ethnically diverse context. Questions that will be addressed include: What is diversity and inclusion? What are the challenges of ethnically diverse communities? What is it like to be a minority? How does government and activism play a role in including or excluding minority groups? How can NGOs and development initiatives equally distribute benefits among diverse target groups and support integration between different ethnic groups? This new program seeks to provide an experiential learning model to explore these questions. Students will learn about the history and culture of Cambodia and its modern challenges; the opportunities and challenges of an ethnically diverse environment; and how to create sustainable impacts through peacebuilding and development works. Students will also have the opportunity to deeply immerse in local communities through their civic engagement project, homestay, and excursions. The following sections describes how these themes of inter-ethnic relations, peacebuilding and development will be conveyed in a ten-week civic engagement program.

Theoretical Foundation

Sarus aims to create a well-designed international education program combining academic learning, practical experience and personal growth for program participants. In order to include all these features, Peace Building and Community Development program will be based on three theoretical foundations: experiential learning, service learning for civic engagement, and holistic student development.

Experiential learning

Experiential learning is originated from John Dewey's educational philosophy and David Kolb's experiential learning cycle (Smith, Knapp, Seaman, & Pace, 2011). It is a circular process from going through an experience (experiencing), to reflecting (publishing) and analyzing the experience critically (processing), then withdrawing lesson learnt from the experience (generalizing) and finally applying the lesson in new experiences (applying). These are the five stages of experiential learning. Experiential education, above all, is a philosophy more than a learning instruction or schooling method. Itin (1999) expresses the belief in experiential education philosophy as follows:

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

Public schooling in Vietnam is very different from experiential learning philosophy. Teaching and learning are conducted through lecture-based classes and information

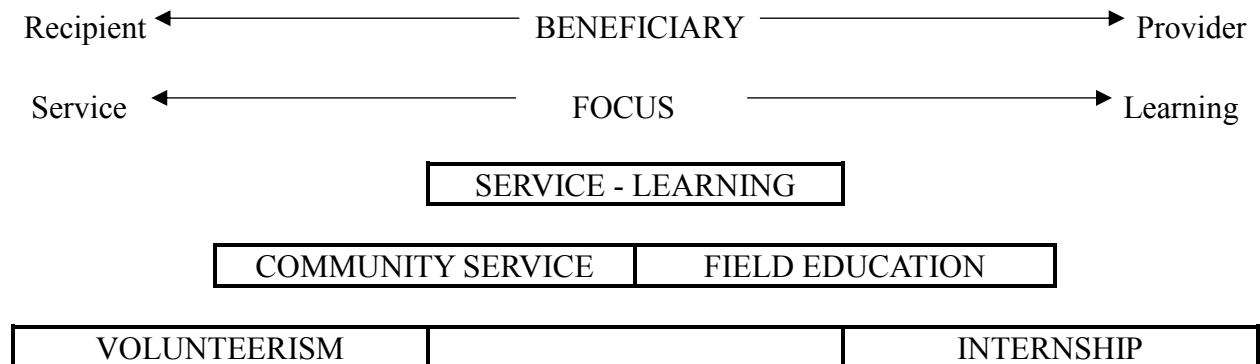
memorization. There are very few class activities or projects. The only experience students get is through doing homework. The following three steps of experiential learning do not exist in overall pedagogy. Students may go through the experiential learning circle on their own as they process daily life situations. However, students are generally not instructed and do not have the habit to process their experience through journaling, reflection, or critical thinking.

Peace Building and Community Development program will apply experiential learning approach beginning in the first week of the program. There will be plenty of hands-on activities during the academic seminars. Besides, extra-curricular activities related to seminar topics will be included to supplement learning in the classroom. Above all, guided group reflection will be conducted after every activity to introduce and get students familiar with reflecting and critically analyzing. The program structure will be designed following the experiential learning circle in which students experience working at host communities, have daily personal reflection, reunite with the group after several weeks for group processing and generalizing, then come back to work with host communities again. Since students are not used to writing critical reflections and might take it as a chore rather than a learning activity, a session dedicated to different forms of reflection will be included in the orientation week.

Service Learning for Civic Engagement

Service learning is a form of experiential learning. The US National Society for Experiential Education (1994) defines service-learning as “any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience.” Nevertheless, there are many forms of service learning, to name a few, volunteer, community service, field studies and internships. Sigmon

(1994) classifies a service-learning program based on its primary intended beneficiary, service recipient or service provider, and whether it focuses on more on service or learning.



Volunteerism and community service lean toward the service provided and the recipient. The benefit of the recipient is put on top when service is designed and delivered. On the other hand, field education and internship prioritize learning experience of the service provider. It is up to the students to place greater emphasis on the quality of service and benefits of the recipients so that the internship or field education will move toward the center of the continuum. Service-learning programs balance benefit between the service provider and the recipient. Therefore, the focus is both on providing a needed service and on student learning. To achieve this, service-learning programs must be based on an academic foundation. Service-learning programs integrate service into academic courses so that the service builds up the learning and the learning strengthens the service (Furco, 1996).

Civic engagement is a form of service learning with the expectation that youth need to engage in volunteering or community service as part of their duty, education, and growth. Civic engagement also means different philosophies of citizenship and different kinds of activities within the U.S (Adler & Goggin, 2005). Evidence of civic engagement, such as students’ record of volunteering experience, is used in part as a determinant of college admissions, sponsored

personal development opportunities and scholarship awards in addition to academic performance. There are three approaches toward civic engagement; civic engagement as community service, as active citizenship and political involvement, and as social change. Civic engagement is participation in voluntary service to serve one's local community as part of the citizenship responsibilities to participate and strengthen their local community (Diller, 2001). Civic engagement also has political dimensions in its meanings. Different from being merely an individual act of service, Hollister (2008), Dean at Tufts University, emphasizes the political dimension of civic engagement. He defines it as active citizenship, which includes active participation in resolving community issues, political participation, collaboration between students at different institution, and advocating for public policies. Crowley (n.d) specifies that civic engagement is equal to bringing about social changes. In his explanation, civic engagement is active participation in shaping the life of a community and its future which includes making changes for a better society.

Peace Building and Community Development program is a civic engagement program using service learning to create valuable experience for both community partner organizations and students. While serving local communities in a neighboring country, students will actively engage in resolving local community issues which might be relevant to issues at home and is part of a bigger community, the Southeast Asia countries. The program represents collaboration across border and within the region, a beginning of further collaboration with other students and organizations in the future. Since students will work with local non-profit organizations, to an extent, students are contributing to the social changes these organizations are thriving to make. Last but not least, the program aims to ensure the equal benefits for students and community partner organizations. The first week of the program will be dedicated to teaching students the

academic foundation for the program and ensuring students are ready before entering local communities.

Holistic Student Development Theory and the 4C framework

The Holistic Student Development theory (Gillespie, Braskamp, Dwyer, 2009) focuses on the personal development and cultural adaptation of traditional college age students, between 18 and 24, in study abroad programs. It divides students' learning and development in three dimensions of human nature; intrapersonal, interpersonal and cognitive development. Each of these dimensions is associated with a question which students try to articulate the answers for in their personal development.

- Intrapersonal or “Who am I?”: students develop understanding toward themselves, self-awareness, self-authorship and sense of identity
- Interpersonal or “How do I relate to others?”: students learn to communicate and develop relationships with others around them
- Cognitive or “How do I know?”: students develop consciousness over different opinion, perception, culture, philosophy, acknowledge differences and the ability to reflect on new information and incorporate with prior knowledge.

The three dimensions are interrelated and generate a holistic understanding of one's values and beliefs, and the world and empower individuals to act on that knowledge.

4-C is a framework for classifying program design into four important means: culture, curriculum, co-curriculum, and community (Braskamp, Trautvetter, & Ward, 2006). The 4-C framework together with the three dimensions of holistic student development; cognitive, interpersonal, and intrapersonal; can be used for organizing the learning environment. The four means of the study abroad program's learning environment can be understood as follows:

- Culture: the culture of the host country mirrored through communication with staff and faculty who are host nationals or other long-time residents. Culture is also displayed in the program's location and daily rituals. Students gradually pick up cultural cues and behave accordingly.
- Curriculum: the course content and teaching pedagogy of program's faculty. The course content may vary but needs to meet academic requirements in terms of content, reading, and methods of assessment. Curriculum can also include internships, field study, community-based learning, and language classes.
- Co-curriculum consists of organized activities that direct towards achieving program goals in broadening students' holistic development. Co-curriculum is comprised of on-site orientation, reentry, excursions, site visits, creative activities such as workshops, museum visits, cooking classes, sports, and other outing activities.
- Community consists of three circles: the program staff and student circle, the local community that students interact with on a daily basis, and the community at large within which students must learn to function.

Need Assessment

Considering the lack of multicultural education in Vietnam as analyzed above in Rationale and Positionality, outlined below are a number of popular opportunities for students studying in Ho Chi Minh City. Some opportunities are organized by higher education institution. Others come from volunteering organizations. Following is a stakeholder analysis to evaluate deeper the current needs for international education programs. The data for stakeholder analysis is collected through interviewing alumni of international education programs and professionals from higher education institutions.

Existing multicultural and experiential education programs

Exchange Programs

A number of Vietnamese universities are aware of the potential educational opportunity for their students and campus internationalization through international collaboration. These institutions are active in seeking out partnership with foreign institutions. Besides collaboration on research, curriculum development, strategic consultation, and faculty development (Hines et al., 2015), student exchange between a local and a foreign institution is a popular type of non-degree international education opportunity. Below are two universities that have exchange programs administered by their international collaboration office:

University of Social Science and Humanity, Vietnam National University (USSH)

USSH is the most well-known public higher education institution in social science studies in Vietnam. It has a center for international education and an international collaboration office. According to the USSH website, USSH has partnerships with 250 higher education institutions around the world in five types of collaboration: student and faculty exchange programs, study abroad programs, co-degree programs, co-research projects, international conference and publication.

Student exchange programs at USSH are mostly inbound with Korean, Japanese, Thai institutions and partner universities from other countries. USSH students apply to participate and welcome international students coming to their campus (USSH website, 2018). These exchange programs offer great opportunity for Vietnamese students' international exposure. It is also often very affordable as USSH students do not have to pay to join the program. On the other hand, it creates an unbalanced exchange since the international students are welcomed and learn about the Vietnamese cultural context but not vice versa for Vietnamese students.

Hoa Sen University – International Collaboration Office and Service-Learning Center

Hoa Sen University (HSU) is a private higher education institution in Ho Chi Minh City which has a mission to train the younger Vietnamese generation to be global citizens, business leaders, and leading scientists. Its strategy focuses on training using student-centered pedagogy, investing in applied science research, and promoting entrepreneurship. In terms of international education and experiential learning, HSU has an international collaboration office which administers inbound international students, outbound HSU student exchange, and joint-degree programs with international partners. In addition, HSU also has a center for service learning. The goal of this center is to link between academic learning with serving communities as part of HSU's mission in liberal arts education. The Service-Learning Center works in coordination with faculty and manages both projects for HSU's students as well as projects for international partners' students.

International volunteer/internship programs***AIESEC (International Association of Students in Economics and Management)***

Originally an international internship provider, AIESEC operates in more than 120 countries with more than 40,000 student members and 8250 partner organizations (AIESEC website). AIESEC has three program divisions:

- Global Volunteer
- Global entrepreneur: internship program with startup companies
- Global Talent: general internship

AIESEC is run by national member committees and has representatives in universities, who are mostly students or youth under thirty (AIESEC website). There is lack of information on AIESEC's academic credibility as well as program evaluation.

International Cultural Youth Exchange Vietnam - Volunteers for Peace Vietnam

Volunteers for Peace Vietnam (VPV) is an international volunteer organization that provides both inbound and outbound volunteer opportunities. VPV has partnerships with international volunteer networks, mostly in Europe and Asia, which help it to recruit volunteers to Vietnam and send Vietnamese volunteers overseas. International Cultural Youth Exchange Vietnam is VPV's program to send Vietnamese overseas for international volunteer experience. In addition to the cost of the program overseas, Vietnamese volunteers pay an administration fee between 100 USD per program or 200 USD per one membership year. The program fees are quite low, 150 to 250 EUR excluding airfare since most partner organizations are nonprofit organizations looking for low skilled labor work. It provides very affordable international experiences for students. However, it is only short-term from 10 days to two weeks, non-academic, and can also be considered as a form of voluntourism.

Coaches for Colleges

Coaches for College is an American non-profit service-learning program that brings US student-athletes to Vietnam to run summer camps at local schools in rural areas. Student-athletes from US universities work together with Vietnamese college students to teach academic subjects, sports, and life skills to local children. Camps last three weeks and take place at different times over the summer. The program focus is divided between US students' learning and benefits of the local community as a whole, which include the Vietnamese college students and the Vietnamese children. Still, this is a valuable opportunity for Vietnamese university students to gain cross-cultural skills, teamwork, leadership, and English proficiency as they learn to work with US students and coach children. Vietnamese participants have to pay a program fee of 1.500.000 VND, about 70 USD, as contribution to cover their expenditures during a camp.

Stakeholder Analysis & Identification of Needs

Undergraduate students in Ho Chi Minh City.

In order to identify the potential need for international education programs, a group of Sarus' Vietnamese alumni in Ho Chi Minh City was surveyed through a focus group of five alumni. Two alumni have studied abroad for a graduate degree after Sarus, two others joined other non-degree international education programs, and one alumnus only had experience with Sarus. In order to find out the common theme among alumni's experience and encourage sharing over listening to other stories, I facilitated conversations through activities that walk alumni from recalling their experience to reflecting on it. The list of activities can be found in Appendix A.

Overall, the alumni appreciate the international education opportunities that they had. They grew a great deal personally and professionally from these programs. The list of skills that they alumni gained are extensive. An alumnus notes that there is not much difference in the knowledge taught in Vietnam and in his study abroad program. What differences are the emphasis on individual critical thinking, learning attitude, result-oriented mindset. The alumni highlight critical thinking, ethics, problem solving, multicultural teamwork, constructive and direct communication, compassion, and listening among various skills they have developed.

When being asked what they like the most about their past programs, alumni underline experiential learning, community service project, program topics related to critical social issues, and opportunity to learn from program's stakeholders. According to the alumni, experiential learning in their past program is the opportunity to get out of the classroom and gain practical experience through service and project. It also includes chances to make new friendship, travel to new place and get to know a new culture. Alumni felt satisfied after completing a service project because they believed they had created value for a community. Some programs are very

meaningful because it raises awareness toward critical social issues and expand their mindset through participating in dialogue and listening to diverse opinions. Alumni learn from their fellow participant as well as organization skill from program staff. One alumnus indicates the need for mentorship and funding for program participants to conduct independent project.

To answer the question of what can be improved from these programs, alumni mention quality of fellow participants, program topics and program length. Individual experience in a program is largely influenced by other program members. Alumni stresses the importance of recruiting the right participants, those who sign up for the program because of the learning experience, not to make their resume more impressive. Some program topics are also hard for alumni to engage with because it is not relevant to the context in Vietnam. When the program end, alumni did not know what to do with the knowledge they have learned. Finally, alumni agree that programs shorter than two weeks are not enough to have a profound impact.

Higher education institution's international education professionals and faculty

To have a better understanding about current undergraduate students and international education in Ho Chi Minh City, I also spoke with professionals at two universities, which represent students from various socioeconomic background. Hoa Sen University (HSU) is a private institution and attracts mostly students from upper-middle-class to wealthy families. University of Social Science and Humanity (USSH) attract students of all socioeconomic backgrounds; however, many of its students cannot afford private education.

Two interviews (Appendix B) were conducted with the head of HSU's Service-Learning Center and the Department Chair of HSU's Department of Liberal Education. HSU encourages its faculty to apply service learning as a form of experiential learning connecting students' academic classes with serving a community organization. However, not many faculty use service

learning in their courses. These courses require further time from faculty to design and support students without extra incentives. The Service-Learning Center builds relationships with local NGOs and supports faculty in designing, leading, and evaluating service-learning courses. HSU follows Bringle and Hatcher's service-learning definition (1995) as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (HSU Service Learning Center, 2017).

There are three elective service-learning courses within the HSU's liberal arts curriculum including Holistic Development through Art Therapy, Corporate Social Responsibility, and Building Green Community. The syllabi from these courses informed the curriculum design for this proposal. Students are required to take one of these three courses before they can participate in a service-learning project of the Center. According to the Department Chair of Liberal Education, students really enjoy the service-learning courses. They learn to apply academic knowledge in real life and grow as a person, for example, confronting conflicts, developing self-awareness, taking care of themselves and their teammates while working at community organizations. Students sign up for more service projects depend on the social issues they care about. Students are interested and willing to pay to do a service project in other countries.

The conversations with USSH yielded a slightly different result. I was able to connect with the head of educational testing and quality assurance, and the Social Work department's chair. At USSH, there are two challenges for students to participate in international education programs. The first issue is that many students cannot afford to go if a program is not close to fully funded. According to the head of educational testing and quality assurance, there are "high

quality classes” at USSH in which students are taught the same curriculum but have better classroom facilities and low faculty-to-student ratio. Students in these classes pay extra tuition fee and are more willing to pay for better educational opportunities without financial aid. In addition, many students do not have adequate English proficiency to participate in international education programs. Numerous students fall behind in completing the English language requirement and cannot graduate. Even certain faculty members are hesitant to invite foreign guest lecturers because they cannot communicate in English (personal communication, 28 January 2019). Funding for creating international education opportunities has improved over years. Although there are many international partners who want to work with USSH, the international collaboration office has to be selective about who to meet and partner with because they do not have enough human resources to coordinate all partnerships. In term of experiential learning, the Social Work Department Chair believes there are enough field projects for students to experience in each course of the Social Work bachelor’s degree. There is no centralized office to administer these projects and they are managed by faculty, through their connections. Most of other service projects outside of the Social Work Department are volunteering projects initiated by the Youth Union. There is no demand in doing projects beyond Vietnam border.

The conversation with higher education professionals demonstrates the potential and the stage of development of international education in Vietnam. The research on existing international education programs indicate competing programs and what has not been offered in the field. Sarus alumni’s reflection on their study abroad experience informed students’ needs and what formed a desirable study abroad program for Vietnamese undergraduate students. The combination of findings from these inquiries shape the design of this new program in Peacebuilding and Community development.

Program Goals and Objectives

Program Goals and Objectives

1. Diversify program models that helps Sarus move further in achieving its mission in Peace Education and Peace Leadership:
 - Offer a new form of program that are longer and focus on students' individual journey
 - Experiment with new curriculum, program design, new form of mentorship and coordination between students and local partner organizations
 - Comparing the impacts of two program models, short term exchange program and longer-term civic engagement program, in develop youth change agents
2. Strengthen and expand Sarus' engagement and cross-border connection with local community organizations
 - Build a stronger relationship and engage deeper with Sarus' local partner organizations through cooperation on new programs and projects that benefit both partner organizations and Sarus' students
 - Potentially develop new partnerships with additional community organizations through this new civic engagement program
3. Offer affordable international education opportunities for Vietnamese undergraduate students
 - Provide opportunities for students to develop multicultural competency through living and working with local people
 - Develop a program that can be afforded by students from middle income families
 - Design an experiential education program that fit with the Vietnamese context

Participant Goals and Objectives

1. Academic goal: acquire knowledge of critical issues including history, peace and international relations, and development work
 - Learn the history and relationship between Vietnam and Cambodia and develop understanding toward life of ethnic Vietnamese in Cambodia
 - Gain an in-depth understanding of ethnic conflicts, how it results in poverty and social inequality, and how peacebuilding is needed to combat these issues
 - Learn basic knowledge in social work, international development, how to work with marginalized populations and how to create sustainable impact
2. Cognitive development goal:
 - Critical thinking skills: students learn to analyze complex problems, to apply research and inquiry skills to understand many layers of complex issues
 - Self-learning skills and reflection: students learn to generate concrete knowledge and skill through reflecting and analyzing experiences
 - Students learn to travel independently, how to navigate their way around a new place, adapt to new culture, and problem solve independently
3. Interpersonal development goal: build multicultural communication skills
 - Become comfortable working in team and communicating with people from cultures other than their own
 - Be able to express themselves to others who are from a different background and do not have similar perspectives toward controversial complex issues
 - Learn to confront and address conflicts in a nonjudgmental, constructive way that leads to mutual growth and understanding

4. Intrapersonal development goal: develop a sense of self-awareness
 - Students explore their interest, strengths and areas for improvement through living and working in a foreign environment
 - Develop students' ability to reflect on their feelings and intuition
 - Able to make independent decisions and trust their decision making

Program Description

Program scope and duration

Peace Building and Community Development in Cambodia is a non-credit, ten-week civic engagement program for Vietnamese undergraduate students who are interested in experiential learning, cultural exchange, and doing a civic engagement project in Cambodia. The target time of the program will be in June to mid-August of 2020 to match with the summer break of colleges and universities in Ho Chi Minh City. The target number of student participants is twelve students. The ten-week program is designed to create a highly intensive experience in peacebuilding and community development for student participants and partner-organizations. Participants have options to choose between three tracks of civic engagement projects based on their interest and academic focus:

- Education and youth development
- Gender and peace leadership
- Research for community development projects

Each track is associated with a specific organization's project in which students will receive supervision from the host organization, work in teams with local young professionals and directly with local beneficiaries. The program will be delivered in English.

Program structure and timeline

The ten-week program consists of a one-week orientation and nine weeks of students' civic engagement project. The table below maps out the program structure for the ten-week program. The civic engagement project period has three stages, each stage is three weeks students working at local community organizations. The end of each stage - week four, seven and ten – marks the time for reflection, evaluation, and complementary trainings. These activities will be accomplished during mid and end-of-program excursions.

Week	Main Activity	Other
1	Orientation Week, language classes, seminars, field studies	
2	Stage 1 Civic Engagement Project	Weekly mentoring session
3		Weekly mentoring session
4		Weekend excursion Seminar and 1 st mid-term evaluation
5	Stage 2 Civic Engagement Project	Weekly mentoring session
6		Weekly mentoring session
7		Weekend excursion Seminar and 2 nd mid-term evaluation
8	Stage 3 Civic Engagement Project	Weekly mentoring session
9		Weekly mentoring session
10		Final excursion Final evaluation & Debrief Re-entry

Interim Curriculum Design

Curriculum

The Peace Building and Community Development program will begin with a one-week orientation period held at Sarus' office in Cambodia's capital, Phnom Penh. The first week of the program will be dedicated to getting students ready for the following nine weeks in Cambodia. The first day of the orientation will cover basic information of the program including the program calendar, program staff, health and safety, cultural guidelines, homestay guidelines, and how to navigate life in Cambodia. The remaining days of the orientation week will include a two-hour seminar, half-an-hour Khmer language session, and half-day co-curricular activities. A detailed schedule of the Orientation week can be found in Appendix C.

The academic seminars are designed to provide a foundational knowledge to prepare students for their time working with local community organizations. They are supported by pre-program required readings and co-curricular activities. Seminars are delivered in the form of lectures, facilitated discussion, and mini-research projects and presentations. The topics are:

- ***History and Culture of Cambodia:*** this seminar introduces students to Cambodian history and an exploration of Khmer culture. Students explore the many aspects of Cambodian history, the diversity within the Cambodian population, and international relations with neighboring countries.
- ***Ethics and practices in working with marginalized populations:*** the seminar is comprised of two main topics: the characteristics, psychology, and socioeconomic status of marginalized populations; and how to work with marginalized populations

In addition to the seminars during orientation, there will be additional seminars delivered during the two weekend excursions by the end of week four and week seven covering a practical

leadership framework called *Adaptive leadership in Community Development*. By the end of week four, students will have tested and applied key learnings from orientation, gained experience in their local community context, and confront certain working challenges. This seminar will help students analyze their experience using adaptive leadership theory and brainstorm strategy for their remaining time in the program.

Co-curriculum

Each day of the orientation week consists of two parts: half day is for orientation, seminars or language class; the other half day is for co-curricular activities that reinforce students' learning with experience.

City Tour and drop-off activities: on the first orientation day, after a half day introduction to the program and the country, students will have a city tour around Phnom Penh, the capital city of Cambodia. The drop-off activities are part of the city tour during which students are dropped off in pairs at different locations in the city, given a challenge to find a cultural object or landmark nearby, and make their way to the final meeting point. This activity allows students to have the first exposure to the city and its people and develop their cognitive skills through navigating their way around the city. The students will be joined by local students and young professionals from the community partner organizations.

Museum Visits: to enrich students' learning about the history and culture of Cambodia, students will visit National Museum, the Royal Palace and Tuol Sleng Genocide Museum in Phnom Penh. National Museum is the best museum to learn about Khmer art, history and religion. The museum preserves and exhibits collections including sculpture, Khmer ceramics, bronzes, and ethnographic objects dated since ancient Cambodia before Christian era (National Museum of Cambodia website, 2013). Tuol Sleng Genocide Museum focuses on the Polpot

period and why it still significantly affects Cambodian society. This is a former torture and detention center during the Khmer Rouge. The museum exposes visitors to photographs, artifacts and documents relating to the holocaust (Tuol Sleng Genocide Museum website, 2018). The visit will be followed by a group debrief to reflect on what students hear, observe, and perceive.

Organization visits and other Site Visits: Organizational and site visits tell students more about the existing development work in Cambodia and first-hand exposure to marginalized population similar to those they will work with in their civic engagement project. Students will visit two to three of the program's community partner organizations that have offices in Phnom Penh. The visit aims to provide an overview of organizations and their missions, and the service projects that students will work on during the program. To offer students a clearer look into Cambodian diversity and challenges of minority groups, a visit to the Cham village in Phnom Penh and a day trip to Kampong Chnang, a Vietnamese floating village, are included in the orientation week. Cham is a Cambodian Muslim ethnic minority, who mostly live near water for fishing or live completely on fishing boats due to poverty and lack of economic inclusion. Similarly, Kampong Chnang is a village on a river where most of the residents are ethnic Vietnamese who cannot afford to live on land nor having citizenship documents. Students are provided with readings before each visit and an interpreter will join the visit to Cham village to support student interaction.

Language classes

Every day during orientation week, students will have a half-an-hour Khmer language session to equip them with survival language skills to navigate their life and work at community organizations. For the rest of the program, students will have three one-hour language sessions every week to continue developing their Khmer language skill, strengthen students' ability in

communication and teamwork with local colleagues. All the language classes will be delivered by Khmer Friend, a local language school in Phnom Penh. Language classes will be in-person during orientation week and through Skype call when students are off to the field.

Civic Engagement projects & partner organizations

From the second week, students travel to their respective community organization. Most of the organizations are based in Phnom Penh with project sites in the province or located within three hours of travel from Phnom Penh. Delegation of students to organization is based on students' skills and interests, and the needs of community organization. For the year 2020, students will have the option to choose among three tracks and organizations.

Track 1: Education and youth development with Khmer Community Development

Khmer Community Development (KCD) is a peace organization in Prek Chrey commune, Kandal province. The commune is at the border with Vietnam, divided by Khmer villages and ethnic Vietnamese villages. KCD improves the lives of both ethnicities through sustainable agriculture and education in combination with promoting peace. Participants who choose the education and youth development track will work with KCD's staff on youth projects in Prek Chrey. These include teaching after school programs, organizing soccer and other sport games, develop strategies to bring children from both ethnicities together.

Track 2: Gender and peace leadership with Women Peace Maker Cambodia

Women Peace Maker Cambodia (WPM) works in the intersection of peacebuilding and gender. Founded as a youth-and-women's peacebuilding initiative, WPM currently has programs in gender-based violence; women leadership and participation; conflict transformation; and youth peacebuilding. Participants who works with WPM will be able to participate in many

creative initiatives the organization is doing to promote peace through listening and empathy and explore the roles and power of women in creating peace.

Track 3: Research for community development projects with Kdei Karuna

Kdei Karuna (KdK) is a nonprofit organization that works to transform Cambodia's historical wounds through remembering the past, facilitated dialogue, research and documentaries on history and modern-day social issues. Research-interested participants will support one of Kdei Karuna's donor-funded research projects on ethnic Vietnamese in Cambodia. The participants will play important roles as interpreters and interviewers. The participants will develop additional skills such as communication, transcribing, data analysis, and report writing.

Excursions

The program includes three excursions to popular tourist attractions in Cambodia. These excursions will involve learning, reflecting and relaxing in nature. In term of academic components, the first two excursions will include Adaptive leadership in Community Development seminars. The last excursion will include a re-entry session. Half of the excursion will consist of group reflection, facilitated dialogue, mid-term and final evaluation. The other activities will include visits to local cultural sites and recreation, and group bonding activities. Excursions may include:

Kampot: Kampot is a river town in Southern Cambodia, well-known for seafoods, pepper plantations, and beautiful resorts along the river. The quiet and relaxing river environment is a perfect place for reflection and seminars. For recreation and adventure activities, students can row or kayak along the river, or drive bicycle to Kep, a nearby beach and seafood market.

Ratanakiri is a province in the northeast of Cambodia, on the border with both Lao and Vietnam. Students will get to know the Cambodian minorities that live in the highlands including

Jarai, Tompuon, Brau and Kreung. The excursion will include a session on eco-tourism, forest trekking with indigenous guides, visiting volcanic lakes and showering under waterfalls.

Siemriep is home to two significant sites, Tonle Sap Lake and Angkor Wat. Tonle Sap is the largest freshwater lake in Southeast Asia and an important food supply of Cambodia due to its ecosystem. It is also home to many ethnic Vietnamese and Cham communities living on boats around the lake. In this excursion, students will learn various issues challenging communities living on the lake and Cambodia in general involving environment, human rights, and inter-ethnic conflicts. Besides, students will explore on bicycles the Angkor Wat, Cambodian temple complex that reflect on parts of Cambodian history and religions.

Culture & Community

Students will be immersed in three different cultural and community circles; the Sarus program community, their community organization, and the local community at where students live.

The Program

The Sarus culture is formed partially through the culture that already exists between Sarus' staff and partner's organization and partially through the personalities and characteristic of the student group. Throughout the orientation week, students will be influenced by integration with staff, Sarus' program organization, and its educational philosophy. At the same time, students contribute to the Sarus community by bringing in their characteristic and prior experience to the program. Since after the first week, students will not spend much time together, the program will bring students together whenever possible such as group mentoring for students working at the same organization or bonding activities and group reflection during excursion.

Community Partner Organizations

Students will also deeply engage in the culture of their community organization throughout nine weeks working there. Culture is reflected through supervision that students receive, teamwork with other staff at the host organization, office location and settings, and the general organizational behaviors within the organizations. To connect between the program community and students' host organization community, Sarus selects partner organizations that have shared purpose, missions and mutual respect for Sarus.

The larger community

Lastly, students will experience the broader Cambodian culture while navigating their life and work at local community. The bigger community include the local groups that students will work with through the host organization, the homestay family and everyone else students may interact with as they live in the community.

Supervising, Mentoring, Individual and Group Reflection

Supervising at local community organization

In order to receive student participants, the community organizations must agree to provide at least one supervisor to instruct students through their civic engagement project. If one organization has more than one project for students to work on, each project must have a dedicated supervisor to work with students of that project. Organizations are encouraged to put student participant to work in teams with young local staff members. This is to increase interaction and cultural exchange between students and staff at the organizations.

The supervisor will support students in coordination with program staff and students' mentors. Students' supervisors are considered part of the program who engage deeply in students' learning experience and help them make meaningful contributions to the organizations.

Mentors and support from Sarus

The support system for students will include on-site program staff and mentors. For each community partner organization, there will be a mentor to advise all students working at that organization. The mentor will need to understand the civic engagement project students are working on and be familiar with advising Vietnamese undergraduate students. The mentor can be on-site, live near where students are working or off-site. In case of off-site, phone and online communication will be used for advising. The role of the mentor is to guide students on reflection, applying academic knowledge on their project, and overcome any challenges of their civic engagement project. The mentor will follow up on students' progress within their holistic development dimensions. Each student is required to have at least one mentoring/ advising session per week.

The program director and program assistant will visit each community organization once every two weeks to check in on the students. If there are any issues between students and the organization, program staff will work with students and their supervisor to find solutions. In addition, program staff will discuss with mentors frequently students' progress which she/he observes at the project site.

Individual and Group Reflection

Students are encouraged to dedicate time for individual reflection either on their own, in groups with other students working in the same organization or with their mentor. Students are required to keep a journal throughout the program and submit weekly entries to the mentors. Weekly journal entries are meant to encourage students' reflection habits so that they do not wait until the end of the program to write the whole journal.

Furthermore, students will have chances to process their experience during the three weekend excursions through facilitated group discussion. Not only can students share their project experience but also listen to other stories. Through staff members' guided facilitation, students are oriented to develop skills involving expression, listening, empathy, and learning from experience.

Re-entry

The last excursion will include final program evaluation, program debrief and re-entry. The re-entry session aims to transition students from being in the program to going home. Questions to explore during the re-entry session will be how different students have become by the end of the program; how to confront possible conflict between the person students have grown to and friends and family at home; how to translate this experience to benefit communities at home. One month after the program, Sarus will also host a follow-up re-entry meeting in Ho Chi Minh City to check-in on the students and help facilitate any post-program questions and concerns. This re-entry meeting is required for all program participants. To keep the students engaged in Sarus as alumni, an optional meet-up will be organized six months after the program to which other Sarus alumni will also be invited.

Program Marketing

Marketing Plan

Marketing for the program will run from September to December 2019. Sarus will use a social media campaign to attract students' attention in early academic year 2019 – 2020, followed by information sessions at different universities in Ho Chi Minh City to help students understand the program. Lastly, a mass marketing email will be sent weekly to students to encourage applications and remind students about the application deadline.

Social Media Campaign

The social media campaign will start first in September and last until the application deadline. Most of the social media campaign will be on Facebook and Instagram. Facebook is currently the most popular social media platform in Vietnam with 41 million users in 2017, in which 40 percent are active users (Statista, 2019). The September campaign will be focused on raising awareness about Sarus in general and the new Peace Building and Community Development program. In October and November, the social media campaign will promote the information sessions happening at universities around Ho Chi Minh City in addition to advertising for the program and the application. In the last two months, the campaign will push for getting students to start and complete their applications.

Information Sessions at universities

Sarus will collaborate with Student Activities departments in different universities to organize information sessions about the Peace Building and Community Development program. The goal of the information session is to introduce students to Sarus, the program, the application process, and answer any questions from students. Sarus aims to have information sessions at least eight universities in Ho Chi Minh City: University of Social Science and Humanity, Hoa Sen University, University of Economics, Open University, University of Pedagogy, Ton Duc Thang University, International University, Van Lang University. Students will be asked to provide email when they register for the information session. These emails will be used for email marketing later. Sarus is willing to organize additional information session for members from youth organizations and student clubs in Ho Chi Minh City.

Mass Marketing Email

As soon as Sarus starts collecting students email addresses, a mass marketing email will be sent to students weekly to remind them about the program and the application until the application deadline at the end of December. Each week, the mass marketing emails advertise the unique features and components of Sarus programs, quotes from Sarus alumni, and a call to apply for the program or contact Sarus staff for any questions.

Student Recruitment and Admissions

In order to participate in Peace Building and Community Development program, students must be legal adults from 18 to 25 years old, enrolled in a university degree or a recent graduate. In addition, there are other requirements for students who want to participate in the program:

- **Language:** since the program will be in English, students must be able to communicate and study in English at the upper-intermediate English level. Students should have 5.5 IELTS score and above. An IELTS test is not required to apply. The application form will be in English to test students' academic English level.
- **Majors:** there is no requirement for this program. However, students from the following majors are highly encouraged to apply: anthropology, international relations, social work, education. Students who are studying other majors but interested in social change may find the program experience expand for their potential future career.
- **Skills and interests:** Sarus will give preference to students who can identify specific skillsets they can contribute to the host organizations. These skills include teaching and tutoring, working with children, interview and research skills, Khmer language, basic Microsoft Office skills, social media, and grant- or proposal-writing.

- Other qualities: In addition to the above requirements, there are certain qualities and characteristics that will guarantee students' fulfillment and learning success in the program. These qualities are independence, adventurousness, and flexibility. Students who sign up for the program need to know that they will live and work independently. There will be staff supporting students, yet students will be given many more decision making opportunities than in most education programs. Students should already have a sense of adventure and not afraid to try new experiences. Moreover, there are many factors affect the program logistics and work agenda. Therefore, students will need to be flexible and patient when something does not go as planned.

Student recruitment will go hand in hand with the marketing plan. There will be two recruitment rounds: application and interview. The application will be open from November until the end of December. Sarus will use an online application form to collect students' information, assess their interests and expectations in joining the program. After the application deadline on December 31, Sarus staff will grade the application and select candidates for interview. The whole application and interview process will be completed within January to mid-February. The finalists will be announced on February 14. The finalist students have two weeks to accept their program offer by paying the program deposit. Students on the waitlist will be considered for the program if any of the finalists drop out before March 1st. A list of application and interview questions can be found in Appendix E.

While recruiting students, Sarus will keep in mind the need for diversity within the program. Sarus will aim for diversity of majors and home universities. It will also give priority to students belonging to minority groups such as ethnic minorities and students whose home province is different from Ho Chi Minh City. In future programs, Sarus will also include students

from lower socio-economic backgrounds by giving out partial scholarships and financial aid to students who demonstrate tremendous potential contribution to the program community.

Staffing Plan: positions, recruitment, and job description

Sarus is a small organization. Therefore, it does not have a supporting system from a headquarters office like many study abroad companies. Staff often work on multiple positions or multiple programs. The supporting staff that this program will share with other programs are the Executive Director, The Monitoring and Evaluation Coordinator, and the Accountant. Depending on the number of programs Sarus will have in Cambodia in summer 2020, the Cambodia Program Director may directly lead this program or Sarus will hire additional staff to be the program director and lead professor. This person will work directly with and supervise a program assistant whose responsibilities are mostly logistics arrangement. The program director and program assistant will take turns visiting and checking in on students weekly when students are working in the local communities. Supporting these two staff is the Student Affairs and Counselor position, who will be based in Sarus' office in Phnom Penh. Since the students are Vietnamese, this person must either be Vietnamese or have a proven track record of working with Vietnamese youth.

In addition, there will be several part-time positions including mentors and adjunct professors or guest speakers. The mentors can either be Vietnamese or Khmer. They need to know very well both the Vietnamese youth's context and the organization the students are working at. There will be one mentor for all students who work at the same organization. The mentors work in close coordination with the program director and assistant. Finally, to increase the number of local experts teaching or speaking to students, Sarus will hire an adjunct professor

and guest speaker for the Orientation week and the Seminars. Detailed job descriptions of each position along with organization structure are included in Appendix F and G.

Logistics: travel arrangements, meals and housing

Pre-departure Orientation and Materials

Sarus will host a pre-departure orientation meeting in Ho Chi Minh City to discuss the preparation and travel logistics to Cambodia. Unlike other Sarus programs in which Sarus staff arrange transportation and lead the travel from Ho Chi Minh City to Phnom Penh, students will manage their own travel in this program. Students will be provided instructions on packing, how to book the bus to travel to Cambodia, how to do land-border crossing, and the meet-up location in Phnom Penh. Students will also be given a pre-departure handbook that contains information on the country, health and safety information, a list of bus services, visa and currency exchange information, phone and internet access in Cambodia. Students will also need to submit a Health and Emergency Contact form, and a signed Participation Agreement form. These documents will be sent to students to review and sign at least 60 days prior to the start of the program.

Room and Board

For the Orientation week of the program, students will be lodged in a hostel near Sarus' rented classroom facility. Two to four students will share one hostel room. The hostel will be in the city center, ensuring walking distance to convenient stores and for students to explore during their free time. During excursions, the group will stay at hotels or resorts that have relaxing environment, recreation facilities, space for meeting and training, and food service. Students will have meals together throughout orientation and excursion.

Sarus will ask community partner organizations to identify and coordinate homestay families to host students while they are working in the local communities. To maximize the local

immersion, there will be one student per homestay family. Homestay families will be given compensation for students' meals, breakfast and dinner, and for hosting student in their space. At the end of the orientation week and before students travel to the local community, a discussion about living with host families will be facilitated. Students will be encouraged to engage with their host family by joining family meals, communicating with family members and always remaining respectful to their hosts. A stipend will be given to students to buy lunch on their own.

Transportation

During orientation week, students will be able to walk from their hostel to the classroom. For other activities within Phnom Penh, students will use tuk tuk, a local transportation that is popular to both locals and foreigners living in Phnom Penh. The tuk tuk will allow students to better view the city and observe life while traveling.

Students will travel to the local community with a staff member from their host organization using public bus transportation. Most community partner organization have offices in Phnom Penh and staff traveling weekly between the headquarters and the field, so it will be simple to arrange for a staff member to accompany the student. Before excursions, students will travel back to Phnom Penh to reunite with the group. Sarus will use a private van service for the group traveling to excursion locations. While working at local community, most students will walk to work, ride bicycles or be given rides by a colleague who works with them.

Communication

Students are required to bring a smart phone that can call and text. They will be instructed to buy a tourist simcard either at the border or in Phnom Penh. Phone and internet service in Cambodia are easy to purchase, quite accessible and low cost. Local cellular capacity is required

so that Sarus staff can contact student in case of emergency. Students are responsible for maintaining a minimum number of credits and keeping their phones charged at all times.

Bringing a computer is recommended for writing papers, communicating with program staff through emails, and for working at the community partner organization. Wi-Fi service is available at host organizations' offices. When students are working on the field, they can use their simcard for 3G internet access.

Health and Safety Plan

In addition to a pre-departure handbook, students will receive the Sarus Health and Safety Protocol which applies to all Sarus programs. Sarus staff will walk through the Health and Safety protocol with students during pre-departure orientation, once again in program orientation and every time the group reunites for excursions. It is Sarus' experience that students often underestimate the health and safety risk while traveling. The only way to keep students aware and cautious is to keep reminding the health and safety procedure. A copy of the Sarus Health and Safety Protocol can be found in Appendix H. Students are also required to submit the Health and Emergency Contact form one month prior to program departure. These forms will inform Sarus staff on students' dietary restrictions, allergies, immunizations students have had and medications if there are any. Students' health information might be given to host organization and homestay family for needed accommodation.

Sarus provides travel insurance for students through a Vietnamese insurance company that has representative in Cambodia. The insurance policy covers International SOS support, and medical expense in case of sickness or accidents. A Sarus staff member is responsible for accompanying students to the nearest medical facility and helping students with insurance claims. If students have health or safety issues, they will need to notify Sarus staff immediately.

Sarus will check in with community partners organizations to ensure a first aid kit is always available at both head quarter office and field office.

Sarus will also prepare an emergency card for each student with student name, program staff contact and instructions on which hospital to take the person. The emergency cards have the same message written in English on one side and Khmer, the local language, on the other side. It is mandatory for students to carry this emergency card with them all the time.

Crisis Management Plan

While the health and safety plan ensures the safety of staff and students, the crisis management plan includes step-by-step instructions in case of emergency. Sarus used to have a simpler emergency respond plan which was included as part of the health and safety guidelines. This first crisis management plan will be provided with a well-designed training for staff.

Crisis Management Team

When a crisis occurs, the program director and program assistant are responsible for keeping the students safe. To support the program staff on the ground, Sarus will form a crisis management team prior to the program start including the student affair, the executive director, and board members who reside in Cambodia and Vietnam. These team members have in-depth experience living and running programs in Cambodia and can decide the next step for the group in crisis. The crisis management team is the primary coordinator of all levels of emergency situations, crisis and disasters. The executive director will handle communicating with parents.

Requirement for program staff

- Study the emergency plan carefully and practice during staff training's crisis simulation.
- Always carry the emergency instructions with them throughout the program, saved in different forms: hard copies, saved on a computer and on a phone.

- Staff need to have frequent check-ins with each other and with students. The program director will have weekly meeting with executive director
- In case of crisis, program staff must inform the crisis management team as soon as possible.
- Dedicate budget for program contingency.
- Advise students to prepare emergency fund for themselves.
- Advise students not to bring a lot of cash and valuable belongings that are unnecessary during the program.

The Crisis Management Procedures can be found in Appendix I.

Evaluation Plan

Sarus takes monitoring and evaluation seriously, especially since this will be a pilot program. To measure students' learning, Sarus' Monitoring and Evaluation (M&E) Coordinator will work with the Program Director to develop a Monitoring and Evaluation plan for this program. The plan will be both formative and summative in nature. The M&E coordinator will also facilitate a training in M&E for the program assistant, adjunct faculty, and mentors.

Learners and Program Level

Through the application and interview process, Sarus staff will develop a general overview of students' needs and interests in joining the program. On the first day of the Orientation week, staff will learn more about students' learning needs using need assessment activities. These need assessment activities will be repeated during the two mid program excursions. To measure specific students' learning outcome, the M&E Coordinator will work with the program director to design students baseline survey, mid-program evaluations, and endline survey. The M&E Coordinator will randomly select students for interviews during

excursions for evaluation purposes. In addition, program staff will assess students' learning and experiences through reviewing students' journal entries and final reflection papers. An overall program satisfaction survey will be given to students on the last day of the program. See Appendix J for Overall Program Satisfaction Survey.

Learners and Courses Level

During the orientation week, at the end of every day, students will be given paper to give anonymous feedback about the seminars and the co-curricular activities of that day. Throughout the rest of the program, program directors and program assistant will take turns visiting community partner organizations to check in on the students and see if students have any challenges. Students will do weekly reflection with their mentors. Therefore, mentors are responsible to inform program director if students mention feedback or needs for changes during mentoring session. Furthermore, supervisors at organizations are encouraged to have frequent feedback exchanges with students. Program staff will keep reminding students to reach out to Sarus staff, their mentors, or their supervisors for any help and changes during the program.

Evaluation will also be conducted through reflection activities. There will be at least one reflection activity each day during the orientation week. A major part of the three excursions are group reflection not only for students to synthesize their learning experience but also for staff to see what improvements need to be made for the next phase of the program or for future program. Lastly, students journal will be reviewed weekly by Sarus staff as part of student evaluation.

Stakeholder Assessment

Since this will be the first Sarus program that engages program partners for more than two months, Sarus wants to make sure to work well with stakeholders and receive their feedback on how to improve the program. When staff visit community partner organizations to check on

the students, they will also communicate with the head of the organization and students' supervisors for formative assessment. At the end of the program, Sarus will conduct meetings with each community partner organizations including the staff who have supervised Sarus participants to evaluate the partnership in term of clarity of communication, student selection, students' knowledge and competence, project assigned, supervision, coordination with Sarus staff, home stay family, any suggestions for program improvement, and whether the organization is interested in hosting more students in the future.

Post Program Evaluation

A staff retreat and post program evaluation meeting will be organized after the program is finished. It will include the three full-time staff and other part-time positions depend on their availability. Those who cannot join in person and participate partially and will receive a survey for feedback on the program. The executive director will facilitate the program evaluation meeting to assess the program on both the program level and the organizational level. The post program evaluation will look at the program as a whole and staff will reflect on the whole process of developing and implementing the program: program design, staff recruitment, partnership outreach and development, student recruitment, staff training, program logistics, teaching and coordinating students. Some of the questions to be analyzed include:

- What are the changes perceived in program participants? Are they meeting the criteria for potential change agents? How are they different from the alumni of the exchange programs?
- What works and what does not work with the new program model, specifically the curriculum, civic engagement projects, mid-program reflection and evaluations, crossed advising and mentorship from both program staff and mentors

- What were the strengths and challenges for staff when Sarus developed and implemented this new program?
- How does the program help Sarus achieve its mission in peace leadership and education?
- What experience Sarus has gained in developing and delivering peace building and peace education programs?
- What understanding Sarus has developed and how better is Sarus' relationship with community partner organizations.
- How does the program grow the mutual understanding and connections between people, especially youth, from Vietnam and Cambodia?
- How might Sarus' reputation and connections with current Vietnamese youth change as a result of the program?

Budget and Budget Notes

The program budget is divided in two parts including program expenses that will be paid by students and other expenses to be covered by Sarus. The total program expenses for students is \$17,554. With twelve student participants, the projected cost per student of the Peace Building and Community Development program is \$1,470. This includes:

- A pre-departure preparation meeting with students, one-week orientation, nine weeks civic engagement projects and three excursions.
- All housing, meals, and transportation during the program
- Health insurance for each participant
- All program activities including orientation, seminars, organization and site visits, a civic engagement project at local partner organization, excursions, and re-entry.

- Dedicated staff support as outlined in Staffing section including day-to-day support for health or safety concerns, cultural questions, homestay issues, mentoring and advising, and or other personal needs, immediate support for emergencies.

The budget does not include transportation from Vietnam to Cambodia in the beginning of the program and back to Vietnam by the end of the program. The program fee also does not cover any personal expenses in addition to what has been listed in the program budget such as medical treatment, visa and passport processing fees, buying extra food or souvenirs.

Sarus will cover staff salary and a post program meeting for program evaluation and staff retreat. The total cost of these expenses is \$17,420 which Sarus will fundraise through donations. See Appendix K for the detailed program budget.

Conclusions and Implications

Peacebuilding and Community Development is one of the first long-term international education opportunities for Vietnamese undergraduate students. The program aims to fill the gaps between demands for non-degree study abroad programs and current programs available to students in Ho Chi Minh City. In addition, to ensure high academic quality, hands-on experience and local immersion for students, Sarus builds the program around its strength in peace education and the perceived needs of its partner organizations. This program is a new program model with the hope that it can be applied for students in other countries in which Sarus operates.

This program will also hopefully influence the field of international education in Vietnam, providing the first study abroad program with clear academic purpose and using service at local communities as a way to connect learning and experience. Indeed, a new trend to apply service learning in teaching pedagogy has emerged among pioneer higher education institutions in Vietnam. If the program runs successfully, the program will become a model for applying

experiential learning, local immersion, and strong student mentoring/advising system for higher education in Vietnam.

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Appendix A: Sarus Alumni Focus Group Questions

Question 1: Recalling memories through picture pack

The picture pack is a large collection of photos of different things which are spread out on a surface for research participants, Sarus alumni, to rifle through. The images trigger associations for alumni which provide the basis for discussions. The instruction was ‘choose photos that remind you about your international education programs and share why you choose those photos with the group’ The objectives of this activity is to get alumni recalling on their past programs, allowing alumni to describe their own experiences. This can be personal or detached, literal or metaphorical, as they wish. There are many themes represented in the picture pack such as food, international friendship, travel, community circle, culture, service project. From the recurring themes of the pictures that alumni choose, I drew out the impression and learning experiences of alumni from their past programs.

Question 2: Discussing skill development through card cluster

Each alumnus is given pieces of card and told to write different things that they have changed and developed after their international education programs. It can be knowledge, skills, or perceptions and there are no rights or wrongs. Alumni take turns to share and explain their card. This produces a wealth of language and opportunities for further language development work, as well as themes for further exploration. The cards are collected and clustered collaboratively into three dimensions of Holistic Student Development theory (Gillespie, Braskamp, Dwyer, 2009): interpersonal, intrapersonal and cognitive.

Question 3: Discussing and presenting program experience and satisfaction

Alumni are divided into two groups to discuss two questions: What you are satisfied the most with the programs you have participated and what did not work that need to be improved.

Alumni are divided depend on the types of international education programs that they did. One group are alumni of full-degree study abroad program. The other group are alumni of non-degree and shorter programs. After discussing within their group, alumni present their collective experience to the other group

Question 4: Program Components

If you have a chance to design your own study abroad program based on your past experience, what will you include, and focus on. What will you not include from your past programs?

Appendix B: Interview Questions with universities' faculty and staff

The interview is semi-structure and in a dialogic form. Depending on participants' responses, additional probing questions were generated. Below are the initial interview questions:

1. Opening, overview question: Please share with me your daily responsibilities and experience with the international collaboration office/ teaching at your institution
2. Existing program: Can you please share with me the type of programs that your office facilitates
3. About global/multicultural education:
 - What are the existing opportunities for students at your institution to be exposed to different culture?
 - What do you think multicultural skills include?
 - How important is it for students to develop multicultural skills before graduation and why?
 - What do you perceive as the current needs for programs that develop students' multicultural skills?
4. About experiential learning
 - What do you think "experiential learning" means?
 - What are the current efforts and initiatives for students at your institution to have practical experience related to their academic study before graduation?
 - (for faculty) How have you incorporated experiential learning into your teaching method and curriculum?
5. About students' need for study abroad programs:

- How does the current trend for studying abroad look like at your institution in term of locations, program types (degree/non-degree), and program length?
- What is your perception toward short-term, non-degree study abroad programs?
- What do you think are students' perception toward short-term, non-degree study abroad programs at your institution?
- Consider the student population's socio-economic background at your campus, how likely do you think students are willing to pay for a short-term, non-degree study abroad program?

Appendix C: Orientation Schedule

	1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day	6 th Day	7 th Day
Morning	<p>Introductory to the country</p> <p>Health and safety</p> <p>Cultural & Homestay guideline</p>	<p>Khmer Language Class</p> <p>History and Culture of Cambodia Seminar 1</p>	<p>Khmer Language Class</p> <p>Ethics and practices in working with marginalized populations Seminar 1</p>	<p>Khmer Language Class</p> <p>History and Culture of Cambodia Seminar 2</p>	<p>Khmer Language Class</p> <p>Ethics and practices in working with marginalized populations Seminar 2</p>	<p>Day trip to Kampong Chnang</p>	<p>Khmer Language Class</p> <p>Free time</p>
Afternoon	<p>Khmer Language Class</p> <p>Drop-off activities</p>	<p>Site Visit: National Museum Royal Palace</p>	<p>Organization Visit:</p> <p>Khmer Community Development</p> <p>Women Peace Maker Cambodia</p>	<p>Organization Visit: Kdei Karuna</p> <p>Site Visit: Tuol Sleng Genocide Museum</p>	<p>Site Visit: Cham Village</p>	<p>Day trip to Kampong Chnang</p>	<p>Free time</p>
Evening	<p>Welcome Dinner</p>	<p>Free time</p>	<p>Free time</p>	<p>Group bonding activities</p>	<p>Free time</p>	<p>Free time</p>	<p>Group bonding activities</p>

Appendix D: Framework for Connecting Student Learning and Sociocultural Environment:

ENDS	MEANS			
	Culture	Curriculum	Co-Curriculum	Community
Cognitive	<p>Interacting with other program participants, work with Sarus program staff and community partner organization’s staff</p> <p>Civic Engagement Project: Learn how to work in team with people from different background and culture with the students</p>	<p>Knowledge in three topics:</p> <ul style="list-style-type: none"> - History and Culture of Cambodia - Working with marginalized populations - Adaptive leadership <p>Develop skill cognitive skills through applying these knowledges in Civic Engagement Project</p>	<p>Students learn knowledge complimentary to academic seminars by seeing; observing; meeting, interacting and listening to people, exhibitions, communities, organizations relate to program topic. Student learn how to native in a new city, country</p>	<p>Learn how to integrate into a new community and culture</p>
Interpersonal	<p>Comparison between participants’ experience with culture at home and the culture they are interacting with at Sarus and partner organizations</p>	<p>Through reflection & Journal, Mentoring Sessions: students internalized the skills through civic engagement project, realize their interest, strengths & weakness</p>	<p>Students explore who they confront and make decisions to overcome challenges throughout the program</p>	<p>Learn how they react to being in a new environment, culture and community</p>
Intrapersonal	<p>Learning about Khmer culture in general through language Session. Articulate the difference between students’ home culture and Khmer culture. Students also learn to listen, observe, and ask clarification from local expertise of community organization’s staff</p>	<p>Students learn to express their knowledge, opinion, to negotiate work project with coworkers and supervisors, express themselves in a foreign workplace environment, confront and mediate possible conflict working in team.</p>	<p>Students learn from their fellow program participants , their background, interest, their perception and experience with the program</p>	<p>Learning how to integrate into the bigger community of their civic engagement project: homestay family, the neighborhood, local market, beneficialry of community partner organizations</p>

Appendix E: Application Form and Interview Questions

Application Questions

1. Why do you want to participate in Peacebuilding and Community Development Program?
2. Please share with us a social, political or economic issue that you deeply care about. Please explain why you choose this issue.
3. What are the skills and knowledge that you can offer to a community partner organization? Please be specific and explain in detail. You can review the profile of potential community partner organizations and civic engagement projects.
4. Imagine you come to live in a new place that people do not know much about your country or culture. What will you do to represent yourself either as an individual or as a representative from your country.

Interview Questions

1. Please introduce yourself and what you want us to know about you.
2. Tell us about a time when you interacted with another culture different than yours. What did you learn from the experience?
3. What does “leadership” mean to you? Share with us a time that you have been a leader, what did you do and what do you learn from it?
4. How does this program relate to what you want to do in the future?
5. If you are selected for the program, what do you want to bring back to contribute to your community at home after the program?

Appendix F: Program Director Job Description

Sarus is a peace building and youth empowerment organization that runs programs to bridge young people from countries with history of conflicts. Founded in 2010, Sarus inspires and empowers a generation of future leaders to build a peaceful and prosperous Asia. Currently, Sarus is the only organization that organizes annual university exchange programs between Cambodia and Vietnam, Myanmar and Bangladesh. In Cambodia, Sarus is registered as a local nonprofit organization. Besides the annual university exchange program, we provide training in peace building, youth leadership, Sarus Alumni empowerment, and cooperation with other NGOs.

Sarus is looking for a Programs Director, to be responsible for our new program Peace Building and Community Development in Cambodia. The Program Director is responsible for the planning, delivery, and supervision of this new program. The Program Director is the primary manager for the program who is responsible for ensuring program academic excellence and facilitating student learning experience in a safe environment.

The terms and conditions are as followed:

1. **Term:** The position will begin September, 2019 with at least one year commitment.
2. **Employment status:** The Program Director position is a full-time position (40 hours per week) with over time as necessary during the program implementation period. This position includes 4 weeks (20 work days) of paid vacation. The Program Director maybe called upon during irregular hours to deal with emergencies.
3. **Scope of work:** The Programs Director will be responsible for setting up and implementing Sarus' new program Peace Building and Community Development in Cambodia, as well as working with partners in Vietnam for student recruitment. More information about specific position responsibilities can be found in the Main Responsibilities and Position Description below.
4. **Reporting:** The Program Director will report to the Executive Director.
5. **Location:** This position will be based in Phnom Penh with regular travel within Cambodia and occasional travel to Vietnam.
6. **Language:** fluent in English and in either Vietnamese or Khmer is a must, ability to use both Khmer and Vietnamese is a plus.

Main Responsibilities include:

1. Academic Management

- Develop curriculum and oversight academic of the program
- Deliver initial program orientation including culture, health and safety, homestay.
- Teach at least two or all three of the program seminars: History and Culture of Cambodia, Ethics and practices in working with marginalized populations, and Adaptive Leadership in Community Development

- Design and implement the Peace Building and Community Development program to create a fully-integrated educational experience including academic seminars, language session, civic engagement projects, and homestays
- Support and advise students in both their cross-cultural learning processes and academic experiences - serving as an educator/mentor by assisting students to draw connections from among different aspects of the program
- Conduct ongoing assessment of student learning during orientation, civic engagement projects, mentoring sessions and students' journal and submit a narrative evaluation of student's work
- Conduct program evaluation twice in the middle of the program and once at the end of the program.

2. Program Management

- Managing program administration and operations in compliance with local laws and regulations;
- Maintain regular communication with the headquarters of Sarus in Phnom Penh and submit detailed, timely reports as required
- Negotiating cost-effective program services and managing the program budget.
- Plan program budget and report program expenses by the end of the program
- Recruit and supervise program staff include one program assistant and one student affair & counselling
- Outreach for partnership and develop civic engagement projects with program partners in Cambodia
- Coordinate with partner in Vietnam for program marketing, outreach, and participant recruitment.
- Administer all activities including leading on site visits, organizations visit, excursions; coordinating local guest speakers; and facilitating other structured program activities such as guided reflection
- Coordinate with supervisors at community partner organizations to support students on civic engagement projects; ongoing support and communication with students throughout the program

3. Student Health and Safety

- Support students in term of medical, personal and security issues in coordination with Student Affair and Counselor staff and Program Assistant.
- Keep an up-to-date program contingency plans, using recent and dependable information concerning health and safety risks of the environments in Cambodia.
- Train students the emergency procedures and protocols. Communicate the emergency procedures and protocols with community partner organizations, home stay families.
- Communicate frequently with Executive Director and the Emergency Response team.

The position may include other *ad hoc* responsibilities not listed here.

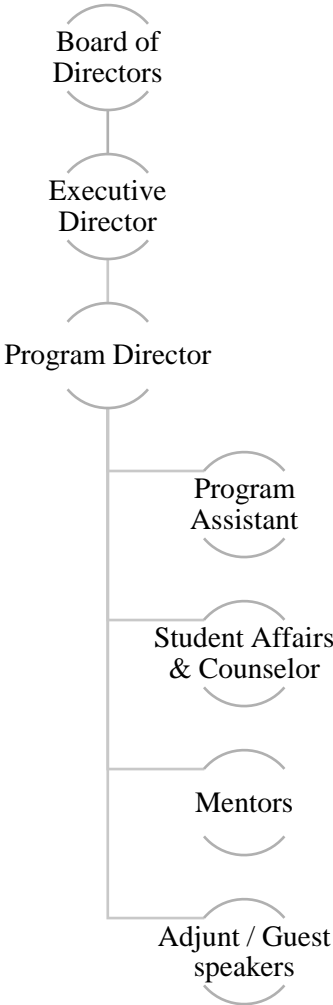
Who will enjoy the Program Director position and Sarus environment?

- Independent: You like to work independently on your own with least supervision and direction. You initiate projects, activities from your ideas and does not hesitate to seek for help from colleagues, alumni or partners.
- Straightforward: You are committed to the use of open, direct communication and nonviolent, constructive feedbacks. You are not afraid to ask questions, raise concern, share your challenges and express your needs in order to fulfill your responsibilities to the rest of the team.
- Administration and organization skill: You can handle and keep track of many different tasks, projects, activities at the same time.
- Inspired by youth: You love working with young people, giving consultation, nourish their dream and potential. You have ideas about activities you want to do relate to youth empowerment and personal development.
- Belief in peace building: You have a relaxed type of personality. You like to focus on others' potential and strengths rather than their weaknesses and limitation. You believe in a positive future which existing challenges can be resolved by peaceful and nonviolent approaches.
- Interested in culture and diversity: You are curious about other cultures (foreign and ethnic culture), genuine interest in learning and experiencing culture and diversity.
- Travel Spirit: You are a trail blazer. You enjoy frequent trips to provinces and abroad. You like both back packing on your own and lead a group of people traveling under your care.

Qualification & Experience:

- Experience in youth development, peacebuilding and international education programs.
- M.A degree in a relevant field such as Anthropology, Sociology, Education, Cultural/Ethnic Studies, Social Work, International Development, International Relations.
- Academic and practical knowledge of the region with advanced proficiency in English and Vietnamese or Khmer
- Training and teaching experience is desirable

Appendix G: Organization & Program staff structure



Appendix H: Sarus Health & Safety Protocols

1. Alcohol

Use of alcohol is discouraged on all Sarus programs. However, Sarus also recognizes that some cultural situations in Cambodia and Vietnam such as formal ceremonies with partners and the government may require the presence and/or consumption of alcohol. Staff, interns, volunteers, and participants who consume alcohol do so at their own risk and responsible for their own actions. Sarus accepts no responsibility for accidents, injuries, deaths, or other misfortunes that may occur under the consumption of alcohol.

2. Food & Water

- a. Program participants should only drink ample purified drinking water.
- b. Program participants are discouraged from sharing glasses, water bottles, and dining utensils.
- c. Choose restaurants with freshly cooked food and high turnover whenever possible.
- d. If preparing food, use four-bucket dishwashing system (one rinse, one soap, one rinse, one bleach).
- e. Program participants need to have three healthy, balanced, and sufficient meals for each day of the program.
- f. Individual dietary restrictions and food allergies should be reported by program participants on Medical Forms prior to the program and accommodated for during all program meals.

3. Motor vehicles

- a. Sarus has an organizational policy which requires any staff, interns, volunteers, or participants who choose to operate or ride a two-wheeled motorized vehicle to wear a helmet at all times. **ZERO TOLERANCE ON THIS POLICY.**
- b. Any staff, intern, volunteer, or participant operating must drive maximum only two people on a motor vehicle and no more than two people.
- c. Any staff, intern, volunteer, or participant operating a motor vehicle must be licensed and in compliance with all local laws.

4. Illnesses and injuries

- a. Prevention is the most effective strategy towards ensuring health and safety. Prevention include:

- i. Using mosquito net, wear long sleeves shirt, long pant and mosquito repellents all the time to prevent mosquito born illnesses (dengue fever and malaria).
 - ii. Not sharing glasses, bottles, and eating utensils (communicable diseases such as flu).
 - iii. Importance of getting lots of rest in a stressful, physically demanding environment.
 - iv. Importance of drinking lots of water and staying hydrated when playing sports in the tropical heat.
 - vi. Program participants must come to leadership team whenever they have a health issue, even if they don't think it's a big problem. Leadership team have seen everything and are well-trained so there is no need to be embarrassed. Medical issues will remain confidential within the leadership team.
- b. When communicable illnesses break out on the program, program participants who are sick will be isolated whenever possible so as to reduce the risk of others falling ill as well.
- c. All participants, volunteers, interns, and staff are required to carry a program ID card at all times which should include their name, emergency contact information, and instructions on which hospital to take the person. Separate cards should be provided for each country. The cards should have the same message written in English on one side and the local language on the other side.

Appendix I: Crisis Management Procedures

Emergency Level	Potential at-risk situations	Procedure	
Level 1: Low risk – situation not involving immediate danger	Lost travel documents	Contact Vietnam Embassy to report and make new document such as passport, visa and other important documents	
	Travel delay / interruption	Either look for alternative transportation or inform impacted stakeholder about the delay. Inform students about the delay and allow activities flexibility.	
	Sick, minor injury, or accident	Accompany the student/program staff to get medical treatment	
	Petty theft	Report to local police. Help students to obtain the basic necessary stuffs to continue the program.	
Level 2: Moderate risk - Emergency	Student discipline Drug or alcohol abuse	First time alcohol abuse: have a one-on-one conversation with the student and remind student about the code of conduct. Notify the students with a letter of warning. Drug abuse and alcohol abuse: student is expelled from the program and has to travel back home at their own expense.	

Program Director
decides whether or not
to contact the crisis
management team

Program Director
contact the crisis
management team

Emergency Level	Potential at-risk situations	Procedure	
that could escalate	Missing student	Immediately contact the police Identify where students were seen last and when they were contacted last. Plan and keep searching for students	
Level 2: Moderate risk - Emergency that could escalate	Medical evacuation Road accident (bad injury)	Call ambulance service/ International SOS One staff attend with the student/program staff to get medical treatment Contact the person’s emergency contact	Executive director makes necessary contacts with
	Physical assault or Sexual harassment	Talk to the student privately Clarify the student knows the degree of involvement	parents/guardians
	Mental health deterioration	Have the student affair/ counseling staff reach out to the student. Depend on student affair’s assessment, decide to let the student continue the program or go home Notify executive director and board of directors	

Emergency Level	Potential at-risk situations	Procedure	
Level 3: High risk - Presence of immediate danger to students or staff	Any life-threatening situation: Death Serious illness Deadly injury accident Natural disaster Epidemic Outbreak Hostage Situation Kidnapping Human Disaster Political or civil unrest Terrorism Arrest	<p>In case of death, serious illness, or deadly accident: program staff divides responsibility between attending the students in crisis and the rest of the group. Staff will contact emergency services and International SOS as necessary. If lack of staff, contact the crisis management team immediately for additional in-person support.</p> <p>In case of other crisis situations, immediately collect all students at one meeting point. The program staff make judgement whether to relocate the group or remain on site until further instruction from the crisis management team. If the decision to relocate is made, the program director will determine the best transportation mode to move the group to somewhere safe. Once all students are in a safe location, students will be encouraged to contact their families.</p>	<p>Executive director makes frequent contacts with parents/guardians</p>

Appendix J: Survey Questions for Evaluation

End-Program Satisfaction Survey for participants

Rating system: Agree, Strongly Agree, Disagree, Strongly Disagree, Neutral

Pre-departure Orientation

1. The pre-departure Orientation was informative and helpful to prepare for the program
2. Sarus staff provided detailed and timely explanation to my questions
3. The pre-departure handbook clearly explains the content of the program
4. Instruction on pre-departure materials was clear and provided in a timely manner.

Program Orientation

5. The orientation helped me understand well Sarus health & safety policies, cultural guide and how to protect myself.
6. The orientation helped me understand Sarus organization's mission and values, the program's objectives, structure, assignment and supporting system.
7. The orientation provided resourceful information on Cambodia country context.
8. The academic seminars provided academic content related to the civic engagement project.
9. The academic seminars were delivered in an interactive, experiential manner and met my learning needs.
10. The organization and site visits helped me better understand aspects of Cambodia that related to the program theme, the work and the population related to my civic engagement project
11. The organization and site visits complemented the knowledge from the academic seminars and other activities of the program
12. The language teaching was effective in helping me communicate with homestay family, my colleague and local people at community partner organizations
13. The language teaching was fun, interactive and suit my learning needs

Civic Engagement Project

14. I received sufficient and useful information before starting my civic engagement project
15. I applied the knowledge and skills taught in academic seminars to complete my civic engagement project at community partner organizations
16. The civic engagement project matched with my interests and skills.

17. Instruction and supervision from community partner organization on my project was clear and helpful
18. I received frequent and constructive feedback from my supervisors at community partner organizations
19. The civic engagement projects significantly developed my understanding towards peacebuilding, social and developmental work at the grassroots level

Advising and mentoring

20. Sarus staff were attentive and supportive towards my challenges and needs
21. Mentoring sessions were effective in helping me to reflect on my experience and identify lesson learn
22. The advising and mentoring I received from staff overall helped me to better understand myself throughout the program
23. The journaling assignment enhanced my understanding toward myself, my relationships with others and the host culture.

Homestay

24. I communicated frequently with my host family and it improved my Khmer language ability.
25. I have a deeper understanding of life in rural Cambodia through the homestay experience
26. I enjoyed the homestay experience.

Excursions

27. The excursions happened at the right time and place to reflect on my civic engagement projects
28. The group reflection and evaluation activities during excursions were helpful for me to understand my experience and develop my lesson learn
29. The excursions activities were educational and recreational which helped me to know more about Cambodia and myself
30. The excursions had meaningful bonding activities for program participants

Overall Program Satisfaction

31. Overall, I am satisfied with the program.
32. I would recommend this program to friends, classmates and schoolmates.

Appendix K: Program Budget

PEACEBUILDING & COMMUNITY DEVELOPMENT				
Description	Unit Cost	# of Units	# of Occurrences	Expected
Program Expenses Cover by students				
<i>Set-Up Costs</i>				
Program Staff Set-up trip to local communities	\$50	3	1	\$150
Staff Training facilities	\$50	1	3	\$150
Lunch and dinner for staff during training	\$50	1	3	\$150
<i>Pre-Departure Orientation</i>				
Meeting room for orientation	\$30	1	1	\$30
Supplies	\$10	1	1	\$10
Insurance for students	\$78	12	1	\$936
<i>Program Orientation</i>				
Welcome dinner in Phnom Penh	\$6	15	1	\$90
Food: \$2 breakfast, \$3 lunch, \$3 dinner	\$10	15	7	\$1,050
Daily transportation	\$5	15	7	\$525
Honorarium for guest speaker	\$50	1	6	\$300
Recreation activities	\$50	1	2	\$100
Supplies for orientation	\$20	1	1	\$20
Hostel Accomodation	\$7	12	7	\$588
Khmer class with Khmer Friend	\$25	1	7	\$175
First Aid	\$20	1	1	\$20
<i>Civic Engagement Project</i>				
Transportation between Phnom Penh and local communities	\$10	12	6	\$720
Accomodations & food at homestay	\$100	12	3	\$3,600
Lunch Stipend at local communities	\$60	12	3	\$2,160
Online Khmer class	\$10	3	27	\$810
Hospitality for partners / community	\$200	3	1	\$600
Transportation, food & accommodation stipend for program staff to check-in with students	\$35	3	6	\$630
Contingency	\$20	12	1	\$240
<i>Excursion</i>				
Transportation from and back to Phnom Penh	\$500	1	3	\$1,500
Food	\$12	15	10	\$1,800
Accomodation	\$8	15	9	\$1,080
<i>Re-entry</i>				
Farewell dinner last day in Phnom Penh	\$6	15	1	\$90
Re-entry meeting in Ho Chi Minh City	\$30	1	1	\$30
Total Budget				\$17,554
Program Fee per participant				\$1,462.83
Program Expenses Cover by Sarus' funding				
<i>Human Resources</i>				
Program Director	\$2,000	1	6	\$12,000
Program Assistant	\$700	1	4	\$2,800
Student Affair and Counseling	\$700	1	3	\$2,100
<i>Staff Retreat and Program Evaluation</i>				
Transportation	\$120	1	1	\$120
Food	\$12	5	4	\$240
Accomodation	\$8	5	4	\$160
Total Budget				\$17,420