

**WELCOME TO: Supporting Robust Learning
and Research Partnerships in Situations of Intense
Economic Inequity**



**PLEASE: At your seats, think of a
campus-community partnership you work with,
pick up a self-assessment, then discuss the numeral
indicated in the top right with colleagues nearby.**

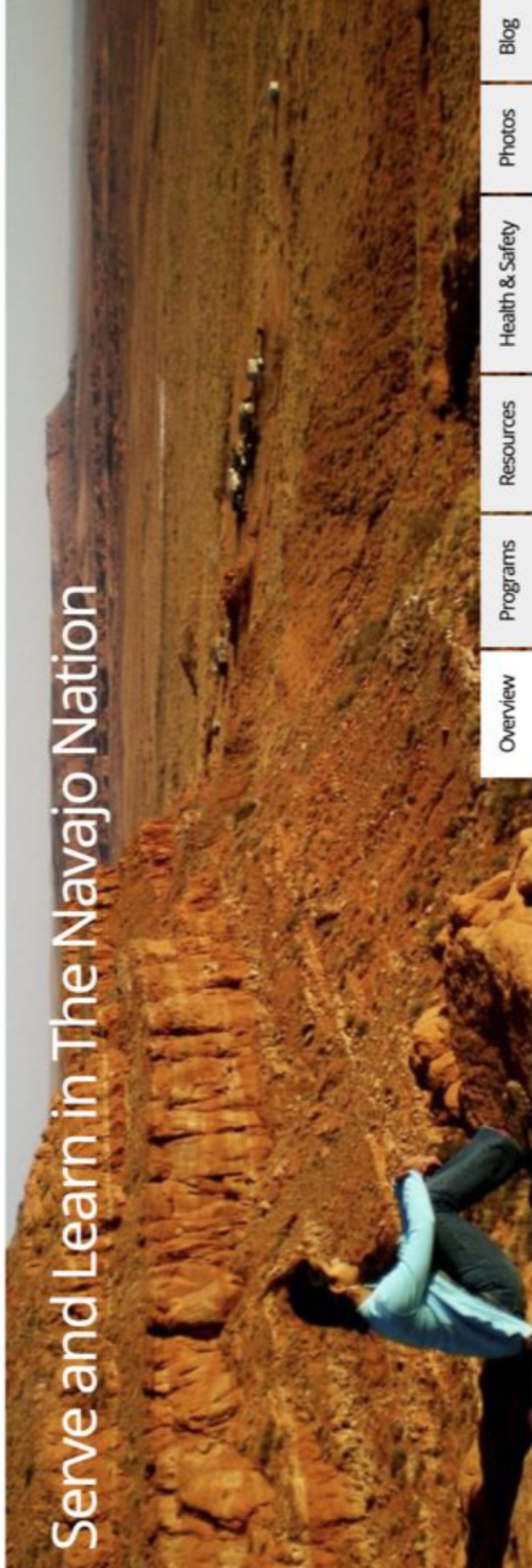


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Supporting Robust Learning and Research Partnerships in Situations of Intense Economic Inequity

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College, Charles Reilly, Gallaudet University
AIEA, 2020

Goal of Session

In the context of campus-community collaboration embedded in situations of intense economic inequity . . .

. . . For SIOs to share structures, tools, and strategies to inform learning in institutional and interactional terms

Thinking Together: A Summer Action Research Fellowship

LAGIM TEHI TUMA Mission: To rethink and co-create education through Black study and Black studies, community-based partnership and internships, and cultural exchange recognizing colonial pasts and moving towards just futures. 2012-present (lagim.blogs.brynmawr.edu)

- 4 Internships supervised by local mentors: preschool and kindergarten; community radio station; ICT Centre; Literary Arts and Archives
- Dagbani language learning; Black is Beautiful project (questioning skin lightening industry); academic and reflective dialogue
- Dalun-based Leadership Team, Bryn Mawr and Haverford Colleges, University for Development Studies

















Introduction of Self-Learning
My name is
N. Jalli
Where do you come from
You live in
N. Jalli
A. Jalli













Why Acknowledge Intense Economic Inequities?

- Recognize extreme poverty as a human rights issue (Alston, 2018), SDG 1
- Rethink privilege that silences those with and without it
- Create discourse and accountability that acknowledge inequities without deficit-based framing

In the Context of private LACs

- Tendency to conflate exclusivity with excellence
- Habit of accumulating of economic resources
- Early in process of reconciling inequities on campus

*“The position of the rural population:
that of a man standing permanently up to
the neck in water, so that even a ripple
might drown him.”*

- R.H.Tawney (quoted in Scott)

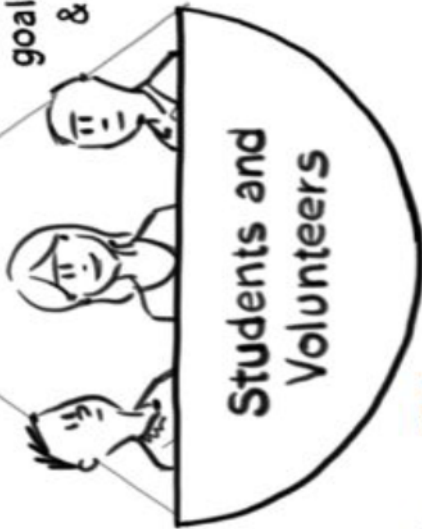


“I know that your students are going back to the USA and putting on their resumes that they served in Jamaica for a few weeks, and getting better jobs as a result. What are we supposed to put on our resumes, that we hung out with white people for a few weeks? That’s not going to get us better jobs.”

- Mr. Mathias Brown, JP
- March 2010

Fair Trade Learning

advance social & economic
development while
supporting the learning
goals of students
& volunteers



Students and
Volunteers



Host
Communities

<http://globalsl.org/ftl/>

How are our partnerships happening?

The Center for Peace and Global Citizenship

☎ 410-896-1205 📍 Stokes Hall 107



Desire-based, collaborative, co-creative, relevant: The Ticha Project



Words in the Cloud
Creating lexicography expertise in Tri-Co

April 9, 2018
Haverford College
Living Center, Bryn Mawr College Room

10:00 a.m. - 11:00 a.m.
Moisés García Guzmán
Secretary of Culture,
San Justo de Turkey, Oaxaca
Community perspective on working with lexicons on digital lexicography programs, with Q and A
Open to B-C students

2:00 p.m. - 3:00 p.m.
The Future of Digital Lexicography
Open to B-C students

Co-located with the Ticha Project presentation by the same speakers with Juan Carlos and Juan Carlos. Hosted through a grant from The College's Mexican World Center.



WHO WE ARE

Home / Who We Are

OUR MISSION

The mission of Puentes de Salud is two-fold: First, to partner with Philadelphia's rapidly growing Latinx immigrant community to build long-term prosperity by addressing immediate education, health and social service needs. Second, to create a responsible learning environment for future generations of advocates, educators, and healthcare providers to examine Social Justice and Structural Violence, and to explore their impacts on the Social Determinants of Health within a marginalized community.

BECOME A
VOLUNTEER

PUENTES DE SALUD



Desire-based, community-driven, curricular and co-educational: Center for Peace and Global Citizenship and Puentes de Salud

Economic Justice



Critical Inquiry,
Consequential
Action

Recognizing
Community
Insights

Global
Understanding,
Inclusivity, Local
Action

Community-driven
Project, Education,
Service, Social
Change





Emerging Partnerships Framing

GENERATIVE PARTNERSHIPS - Generative and Continuing Commitments

CONTINUING COLLABORATIVE PARTNERSHIPS - Repeated Collaborations beyond the Summer

ANNUAL SUMMER PARTNERSHIPS

PARTICULAR PROJECT PARTNERSHIPS

Puentes de Salud Education



Yearly Growth of Puentes Education Programs



Milestones

- 2011 • Puentes Hacia el Futuro founded (K-6)
- 2012 • Summer program added (Grades 3-6), PHF expanded
- 2013 • Middle school added (K-8)
- 2016 • Early childhood added
- 2017 • Lanzando Líderes (Grades 9-12) formed
- 2018 • Puentes summer expands (Grades 2-6)



- Review of programs in respect to vulnerable population protections, slight changes. **Done.**
- Place-based faculty seminar on engaged ethical learning. **Done, Some Impact, Mutating Challenges, Evolving.**
- Ethical representation photo contest. **Done and Mutating Challenges.**
- On-campus colloquium with global partners: Seeking global citizenship. **Done, Impact, Evolving.**
- Supporting Ghanaian partners' attendance at professional development events in Accra. **Done.**
- Supporting Ghanaian partners' purchase of motorcycle for local program facilitation. **Done.**
- Advancing partnership with local migrant rights / public health NGO that will include shared employee. **Done and Evolving.**



Towards transformative global collaborations



SIO and relationship building

As an interstitial “relationship builder” the SIO can establish deliberative mechanisms to identify fruitful relationships and to craft unifying agreements for transformative efforts.

Whether for technical cooperation, student learning and mobility, or research, the SIO can guide the institution in:

- 1. Deciding with “eyes wide open”**
- 2. Crafting a value-rich Agreement**
- 3. Operating for local inclusion and capacity-building.**

Deciding with eyes wide open.

- **Mechanisms for assessing “fit”**
 - “**Situation analysis**” of requesting orgs. and its nation
 - Global Knowledge Base -75 data points
 - Verifying “backchannel” using network (campus & global).
 - Do our strengths match their needs & objectives? Can work with them?
 - Can we make a difference? Community readiness to partner?
 - **Participatory decision-making**
 - G.O.A.L. (Global Opportunity Assessing League)
 - Consider prior commitments & “opportunity cost”.
- **Challenges**
 - Explicating and translating our institutional “theory of change”
 - Moving from reactive to proactive, using a “grand global strategy”.
 - Burden on other party to push forward in face of our heavy demand.

Crafting a value-rich & protective agreement *

- **Standing for the community (beneficiaries)**
 - “Nothing about us, without us” ==> Tripartite agreement
- **Incorporating a “theory of change”**
 - Community as indispensable assets and learners
- **Values * - Negotiated then non-negotiable @**
 - Fine-grained values talk (UN CRPD, What we want to project)
- **Challenges**
 - Translating values to local situations
 - National community orgs. truly representing their diverse communities
 - Lack of “face time” to build an honest relationship pre-agreement.
 - “Turn over” of “enlightened” personnel and leadership.

* **Example** ==>>

“To strengthen educ. & career opportunities for all Deaf Nigerians”

“The agreement is tripartite, with equal representation, in recognition of the value and necessity of university-community cooperation in affecting changes in life conditions for the beneficiaries in Nigeria.”

“The Parties recognize that ... success ...relies upon a range of resources, including finances, subject expertise, cultural and linguistic expertise and rights, and the incorporation, in each stage of this project, of diverse perspectives from the Deaf, DeafBlind, and Hard-of-Hearing Nigerian community.”

Operating for local inclusion and capacity-building

\$\$ - Access in all languages

\$\$ - “Prime the pump” of community’s participation

- Foster community’s growth towards ‘inclusion of all’
- Sideline training about “the game”
- Skills transfer to communities (*Ex. language research & teaching, etc.*)

● **Shared program oversight**

- Steering Committee
- Local staff

\$\$ - Expenses (next slide)

Value & Financial Equity

- **Recognize the value of in-kind human assets**
- **Capacity-building to meet the community's objectives**
 - To promote & recruit within community
 - To share knowledge with home community
- **Budget for local costs, financial burdens & gaps**
 - PARTICIPATORY BUDGETING
 - Transportation, Communications, Professional dev.
- **CHALLENGES**
 - Fiduciary status of community orgs; Paranoia by our “bean counters”.

Take-Aways

In light of this presentation and your work as an SIO, what is one of your take-aways -- a structure, tool, strategy, idea?

Thank you!