



COMMITMENT TO MEANINGFUL EDUCATION ON THE SDGS

Ateneo de Naga University (ADNU) advances education that meaningfully integrates the Sustainable Development Goals (SDGs) across its higher education programs through a clear institutional policy on community service and service learning. Approved in 2019, this policy provides implementing guidelines that ensure students apply academic knowledge to real social contexts under faculty supervision. Through service learning, students design, develop, and implement initiatives that benefit local communities while achieving course learning outcomes.

The integration is particularly evident in the **Bachelor of Science in Nursing (BSN)** program, where service learning activities directly contribute to **SDG 3 – Good Health and Well-Being**. Courses such as *Care of Mother, Child, and Adolescents and Community Health Nursing* immerse students in health promotion and preventive care within communities, linking classroom instruction with field-based engagement.



Extent of implementation of service-learning in five Jesuit Universities in the Philippines

J.Q. Dalagan, M. Obedencio, L. Labitad. Xavier University, Philippines
A. Garciano, A. Urduja, G. Adarlo. Ateneo de Manila University, Philippines
L. Arcena, A. Sagaral, D. Abo-abo. Ateneo de Davao University, Philippines
M. Besenio, R. Ramos, F.M. Nubla. Ateneo de Naga University, Philippines
R. Austero, M. Emmanuel. Ateneo de Zamboanga University, Philippines

Abstract

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Philippine Higher Education Institutions (HEIs) are making attempts to integrate service-learning in their educational systems. In this current qualitative study, the mechanism of service learning in 5 Jesuit higher education institutions located in different regions in the Philippines was described. Furco's Self-Assessment Rubric for institutionalization of service learning as a framework was used as the evaluation tool. Results revealed that even if the institutions studied were all Jesuit universities, each one exhibited unique experiences and different levels of implementation of service learning. They also vary in the mechanism or approach of implementation. What was evident among the five Jesuit higher education institutions is their shared commitment towards service and social justice as part of their mission and identity. The difference in the level of implementation among the five HEIs depends on the longevity of the service learning in the institution, the number of programs that utilize service learning as a pedagogy, sustained commitment and persistence of the administrators, faculty and staff.

Keywords

Rubric, experiential learning, institutional support, quality, stage.

Fecha de recepción: 24/XI/2021

Fecha de aceptación: 9/XII/2021

Dalagan, J.Q., Obedencio, M., Labitad, L., Garciano, A., Urduja, A., Adarlo, G., Arcena, L., Sagaral, A., Abo-abo, D., Besenio, M., Ramos, R., Nubla, F.M., Austero, R., y Emmanuel, M. (2021). Extent of implementation of service-learning in five Jesuit Universities in the Philippines. *RIDAS, Revista Iberoamericana de Aprendizaje Servicio*, 12, 71-79. DOI10.1344/RIDAS2021.12.8

A government-funded research project titled *Institutionalization and Impact Assessment of Service Learning Programs in Jesuit Universities in the Philippines* affirmed ADNU's progress in embedding service learning at either the quality-building or sustained institutionalization level. The study recognized strong performance in five key dimensions: (1) Philosophy and Mission of Service-Learning, (2) Faculty Support and Involvement in Service-Learning, (3) Student Support and Involvement in Service Learning, (4) Community Participation and Partnerships, and (5) Institutional Support for Service Learning.

Through this policy-driven approach, ADNU ensures that education on sustainability and social responsibility is not limited to specific disciplines but is relevant and applicable to all students. The program reinforces the university's Jesuit mission to form professionals who are competent, compassionate, and committed to building just and sustainable communities.