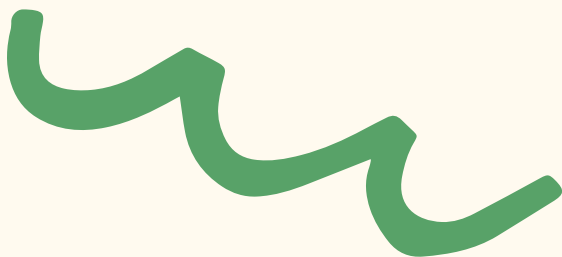




SERVICE LEARNING AND COMMUNITY ENGAGEMENT

INFOKIT



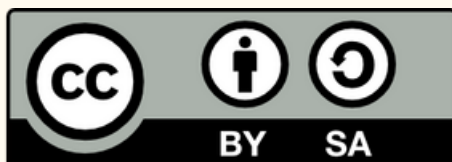


Co-funded by
the European Union

*"Learning to serve: innovative school practices
to foster education to common values
(2021-1-ES01-KA220-SCH-000032554)*

Funded by the European Union.

Views and opinions expressed are however those of
the author(s) only and do not necessarily reflect those of the European Union
or the European Education and Culture Executive Agency (EACEA).
Neither the European Union nor EACEA can be held responsible for them.



Creative Commons Attribution-Sharealike 4.0 International License

This infokit is targeted to **teachers, local associations, public institutions**. Its objective is to **raise awareness on Service Learning, understanding how it works and what can be done to promote it**, thus contributing to building an **educating community** attentive to the needs of the society in which we are living.

An educating community contributes in creating more sustainable societies and reach the 17 Sustainable Development Goals

It was developed within the "**Learning2Serve**" proposal, a European Erasmus+ project implemented in 3 European countries (Spain, Italy and Croatia), promoted by the Spanish NGO Madre Coraje in collaboration with 2 other European NGOs (Progettomondo in Italy and Breza in Croatia) and 3 schools/school networks (ACES-Spain, IC12- Rete Tante Tinte- Italy, Dokkica- Croatia).

The project aims to apply and disseminate Service Learning as an ideal methodology to promote the common values of human rights, solidarity, equity, justice, peace, sustainability, as included in global citizenship education approach.



1. BUILDING AN EDUCATING COMMUNITY

Building an **educating community** that knows how to build **shared and collective responsibility** is one of the most urgent tasks of our society. This is closely connected with the education and training of the younger generations, on which everyone - schools, families, associations, institutions - is called upon to play their part.

Educating community: objectives

to **increase young people's sense of belonging** to their community and to promote human, cultural and environmental care;

to promote the **well-being of all** and **just relations**;

to **reduce inequalities** and **fight against** all forms of **exclusion**;

to **promote** the vision of a **school connected to life and real problems**, to capable of conveying to young people the importance of critical thinking, tackling common problems and helping to build a better world for all, based on universal values;

to **promote glocal experiences** and a sense of **solidarity**;

to **offer educational spaces** inside and outside school for meetings, planning, dialogue between the various actors committed to working for the commons;

to **encourage methodologies** to stimulate the **active participation of students** in the school and out-of-school contexts;

to **promote co-responsibility and networking** to tackle local and global issues and problems.

To achieve these objectives, the key ingredients are:

1. the protagonism of all actors;
2. networking;
3. co-designing;
4. closely intertwined learning and service experiences.

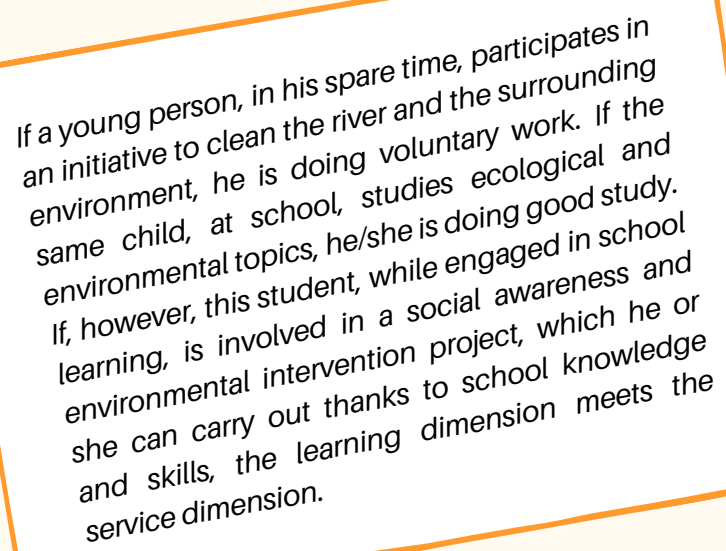
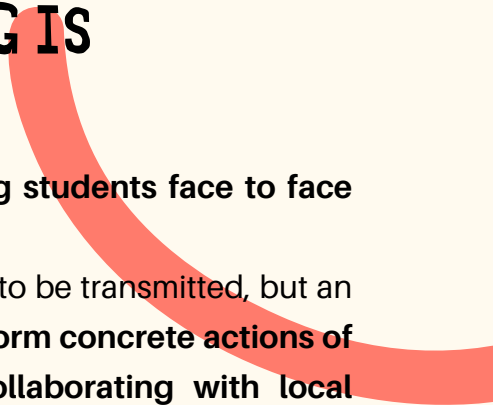
**These ingredients are fully included
in the Service-Learning proposal.**



2. WHAT SERVICE-LEARNING IS

Service-Learning is a **pedagogical proposal** that **aims to bring students face to face with problems** that are present **in their reality** of life.

Starting from the conviction that citizenship is not just a content to be transmitted, but an experience to be lived, **Service-Learning asks students to perform concrete actions of solidarity towards the community** in which they work, **collaborating with local institutions and associations**. In this way a virtuous circle is created between learning in the classroom and solidarity service in the community.



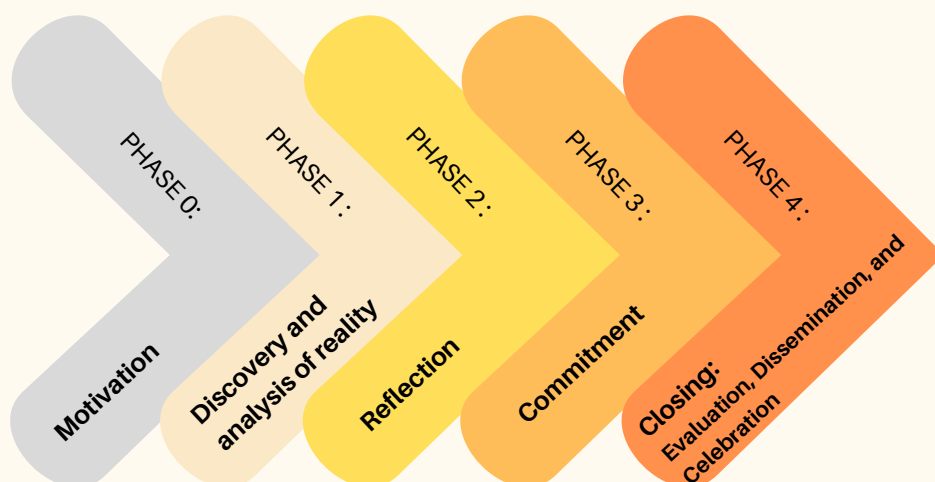
If a young person, in his spare time, participates in an initiative to clean the river and the surrounding environment, he is doing voluntary work. If the same child, at school, studies ecological and environmental topics, he/she is doing good study. If, however, this student, while engaged in school learning, is involved in a social awareness and environmental intervention project, which he or she can carry out thanks to school knowledge and skills, the learning dimension meets the service dimension.

3. HOW TO REALIZE A SERVICE-LEARNING PROJECT

Service Learning projects are **curricular**, therefore they fit right into the school's educational planning. To plan a good Service-Learning project we need to reflect on 3 main steps:

1. **MAP** - A good project requires a careful analysis of the reality on which one wishes to intervene, together with an **awareness of the strengths and skills of the group that will be engaged** in planning the actions.
2. **ACTION** - **Once the objectives have been clarified**, the design of the project makes it possible to determine which **activities are to be carried out** and **how to proceed effectively**, distributing the tasks and implementation phases appropriately.
3. **COMMUNITY** - Proceeding in this way, the project design becomes an appropriate strategy to respond at the same time to the challenges posed by social needs perceived as urgent and to the training of students

Service Learning project has these main phases:



4. WHAT CAN YOU DO?

Service-Learning projects can be promoted **by the school** opening (itself to the community) or by **community actors** willing to collaborate with the school in the education of its citizens. If you are a **teacher** or school representative L2S created specific tools you can **download the guidelines** to build a Service-Learning project and/or **take the e-course** in www.learning2serve.eu

If you are a **local association**, a **parents' association**, or a **local authority** this tool is for you. **Read the following part** to discover what your role can be in each phase. You can also **download the toolkit** to build your Local Action Plan to promote an educating community.

Phase 0 - MOTIVATION

It refers to the reasons behind the project. It is a matter of identifying and choosing on which concrete aspect to focus attention.



YOU CAN:

- propose directly to the schools an issue or problem on which you are engaged in order to activate students to take action (for example, as a local authority or association you can express the need for a project to improve the urban park, or to guarantee social opportunities for the elderly in the old people's home or for migrants welcomed into the community...);
- ask the teachers, and through them the students themselves, to formulate proposals on a theme/problem you are dealing with.



**Attention! It is important that the need
in the reality of life is well identified and involved!**



Phase 1 - ANALYSIS

It refers to investigate the problem highlighted, to understand the general need and the target audience, what commitment the students can make, with whom they can collaborate, what resources are available.



YOU CAN:

- provide the necessary support, making available any means or resources, material and human, that may be needed. For example, you can facilitate meetings with experts, you can encourage research activities, you can link the classes involved with municipal services or associations that can be of help



**Attention! You have to be very precise:
if there is no problem, no search for solutions, you cannot shape a project!**

Phase 2 - REFLECTION

This is the phase in which the service is planned, the intervention of the students that serves to provide an answer to the problem identified by clearly planning everyone's roles, timeframes and necessary resources.



YOU CAN:

- offer support to the students by providing your experts in relation to the topics addressed;
- actively participate in the planning phase by creating a sustainable chronogram with the students, in which to place their interventions, but also the resources to draw on, the collaborations as and when necessary.



Attention! You have to build SMART planning so that you can match the time and resource needs of the school with those of your association or institution to ensure concrete feedback to the students

Phase 3 - COMMITMENT

This is the implementation phase of the intervention, in which the students go 'from saying to doing' and are the protagonists of the action.



YOU CAN:

- make available the service in which the young people are committed and all the necessary tools (e.g. the park they are to clean and brooms, collection bags, gloves, etc.)
- offer a clear reference to whom they can turn during the service (contact person from your association or your municipality who will be present)
- collect all the documentation (photos and videos) during the service so that the experience can be returned to the young people and encourage reflection and celebration afterwards



Attention! At this stage, the protagonism lies with the students and it must be ensured that they feel recognised.

Phase 4 - CLOSING

It refers to the evaluation of the experience. But it is also the moment when you celebrate and give back to the community what you have done, e.g. through an exhibition, conference, party, etc.



YOU CAN:

- Provide material and organisational support
- Offer some form of recognition for the work done



Attention! The 'closing' phase offers an excellent opportunity to valorise all the protagonists: the students, but also members of the community who collaborated and, above all, the targets of the project.