



Diffusion of Service-Learning in Spain

2009 - 2011

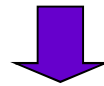
Roser Batlle

Outline

- 1. What is the project?**
- 2. Why is it needed?**
- 3. Why is it opportune?**
- 4. What precedents are there?**
- 5. What do they do?**
- 6. What strengths do they have?**
- 7. What is the strategy to be followed?**
- 8. Where is the innovation?**

1. What is the project?

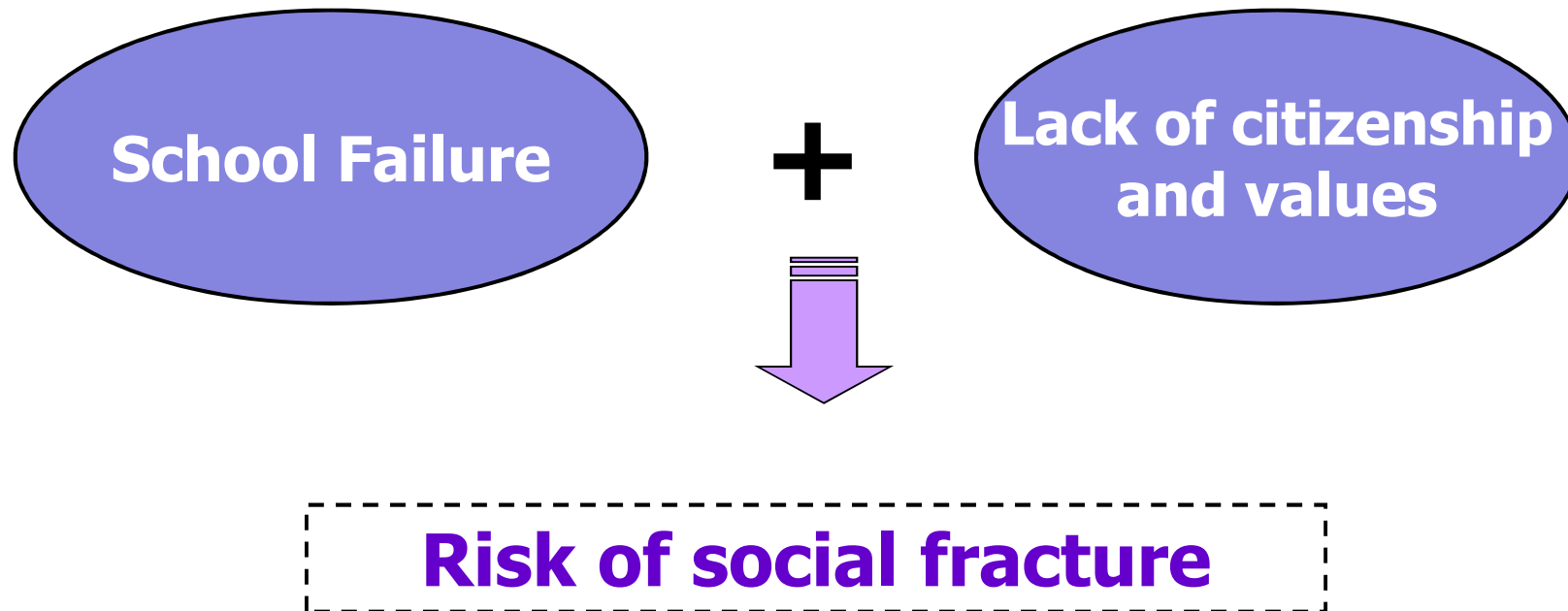
Promote and disseminate SERVICE-LEARNING in Spain



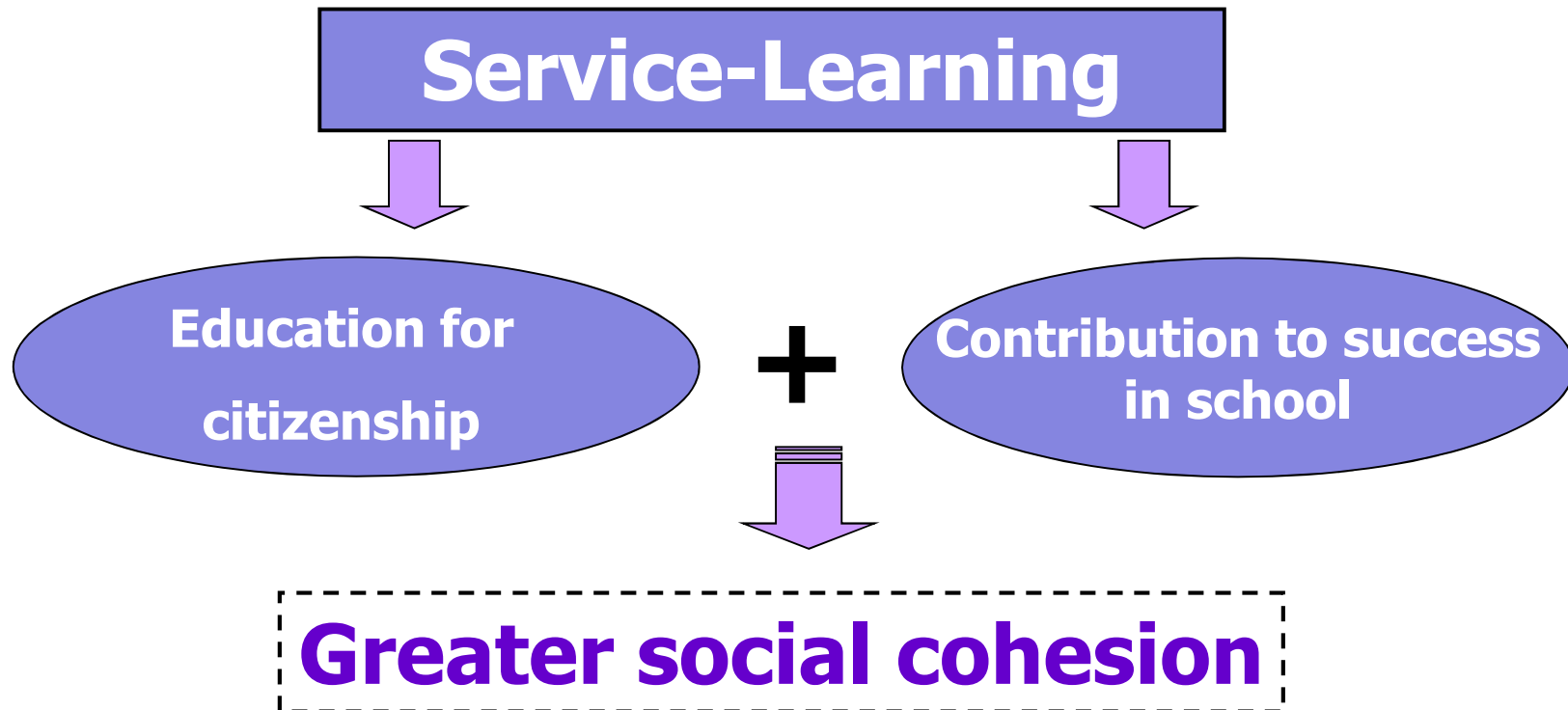
An educational methodology which promotes *social commitment* in children and young people linked to gaining knowledge, *learning* skills, attitudes, and values:

Learn by doing a service for the community

2. Why is it needed?



2. Why is it needed?



International research on Service-Learning proves its educational and social efficacy (Andrew Furco, University of Berkeley, 2003)

3. Why is it opportune?

1. Because there is now **greater social sensibility** towards educational challenges.
2. Because there is a **new subject** that has been introduced in compulsory education that favors it.
3. Because now the educational community(schools, social entities, parents and public administrations) is **willing to explore** new methods.
4. Because now we count on the **support in human resources** provided by Ashoka.

4. What precedents are there?

Before 2009 two initiatives were born:

**In Catalunya:
Centre Promotor APS
2005**

A network of boosting entities

**In the Basque Country:
Fundación Zerbikas
2007**

A foundation of new creation

5. What do they do?

Example: Centre Promotor APS work plan in Catalunya

1. Training and research

- Course of Initiation to S-L
- S-L courses for municipalities
- S-L courses for teachers
- Teacher trainer seminar
- Research and doctoral theses

2. Diffusion and projection

- S-L website
- Publication of S-L books
- Conference cycle
- S-L monographs in magazines
- Papers in conferences
- Practical guides in digital format

3. Entity and project support

- Call for aid in S-L projects
- S-L project advising
- Experience exchange conferences
- Dynamization of boosting entities

4. Impact on public policies and institutional relations

- Inclusion of the Service-Learning concept in the curriculum of Education for Citizenship.
- Pilot Service-Learning projects in some municipalities.
- Seminar of city councils which are launching Service-Learning educational policies

6. What strengths do they have?

What **success factors** are at the foundation of the basque and catalan initiatives?

1. Consider Service-Learning as **everybody's patrimony**, spreading and sharing a project with a meaning for many.
2. Group and represent **diverse and complimentary educational sectors**.
3. Be provided with leadership taken on by an institution with **authority and social legitimacy**.
4. Present Service-Learning as an **acknowledgment** to good practice, an **added value**, an **opportunity** for children and youth, and not as the latest teaching trend.
5. Commit **public administrations** on different levels and areas of responsibility.

7. What is the strategy?

Premises:

1. **TERRITORY:** Work on **the foundation of what already exists** and is valuable, letting each territory draw their **own** introduction **strategy**.
2. **PLURALISM:** Unite, in each territory, a small **diverse network** of educational agents willing to explore Service-Learning, led by an organization with legitimacy and social recognition.
3. **EXCHANGE:** Favor the **exchange** of resources, methods and knowledge among the different territorial initiatives.

7. What is the strategy?

Foreseen starting itinerary

1. Start with the regions which have begun to implement the course **Education for Citizenship** or those which have shown interest in Service-Learning.
2. Detect the **key educational agents**, the **valuable experiences** and the possible **leader organization** in the regions, with the collaboration of experts in the educational sector.
3. Offer an initial formational impact in Service-Learning - **the spark** -, with the goal of recognizing the advantages of this methodology in usual educational practices.
4. From first impact, **each territorial group decides how to get organized** to develop Service-Learning.

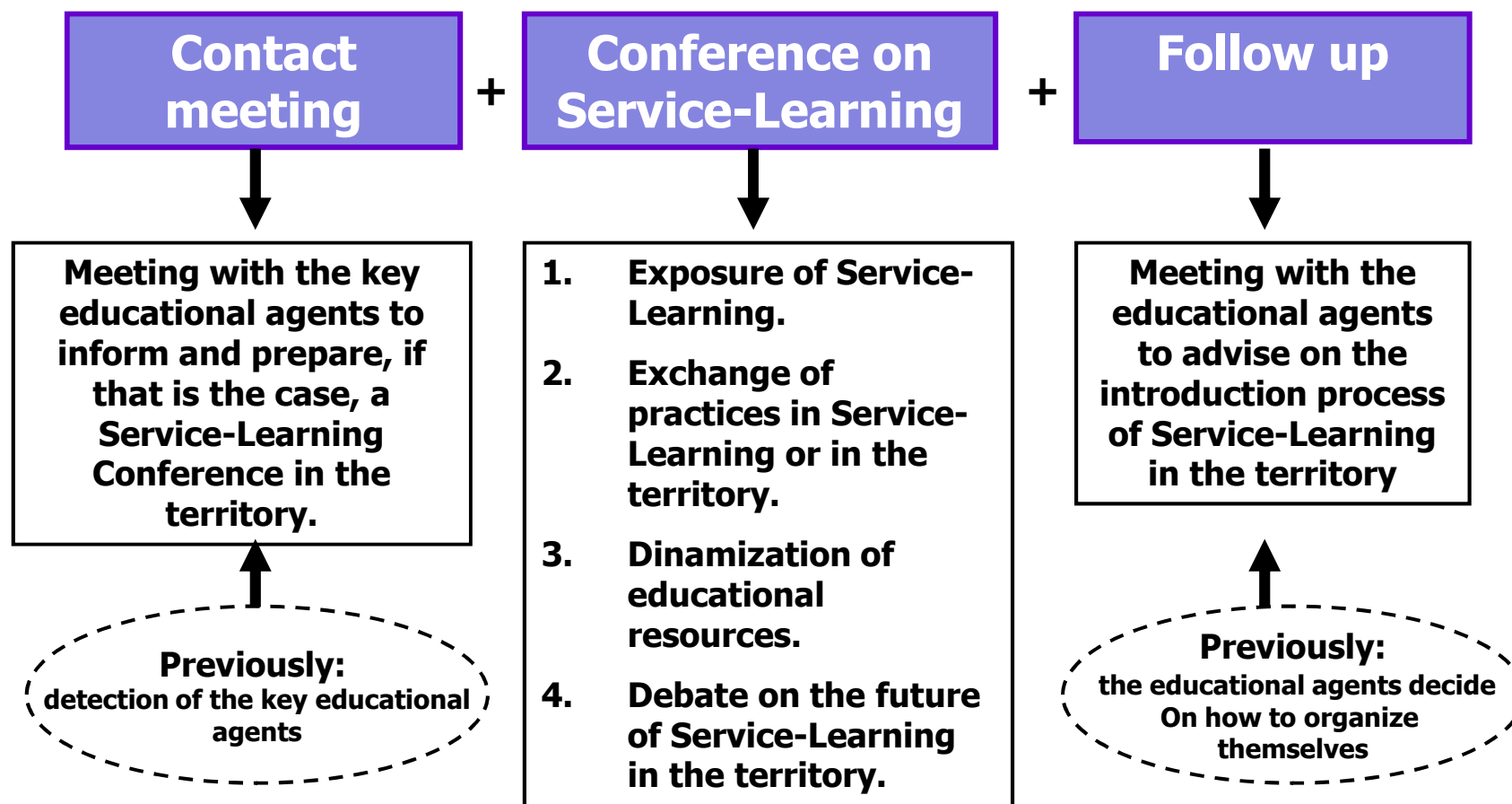
7. What is the strategy?

Foreseen itinerary to carry on

5. Ease **advising** and follow-up needed, mobilizing the necessary resources.
6. Explore the possibility of boosting a space of **general coordination** as territorial processes mature.
7. Obtain **institutional support** and inclusion of Service-Learning in public policies.

7. What is the strategy?

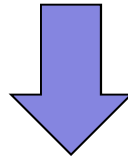
Example of Service-Learning spark in a territory



7. What is the strategy?

To:

1. Define the regions where diffusion of Service-Learning may be easier.
2. Detect in them the **key educational agents** and the possible **leader organization**.
3. Offer the chance of an initial encounter.



It will be necessary to:

1. Identify sources of information.
2. Build a contact map by regions.
3. Devise a minimum informative packet.

8. Where is the innovation?

1. Service-Learning is an **unknown methodology** in Spain.
2. The narrow link between the **formal educational sector and the nonformal educational sector** which demands Service-Learning represents a novelty.
3. It is not frequent to base a strategy of introduction “from the bottom up”, **empowering existing territorial organizations**, instead of creating a new organization.



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Translation by Eduardo Rodríguez