



CLAYSS
centro latinoamericano de aprendizaje y servicio solidario

Resourcebook for the development of Service-Learning projects



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Introduction to CLAYSS

CLAYSS, which stands for Centro Latinoamericano de Aprendizaje y Servicio Solidario, or Latin American Center for Service-Learning, promotes service-learning as an innovative pedagogy that employs a holistic approach to encourage the development of relevant competencies. This is a response to both the educational challenges of the 21st century and the needs of local communities. The mission of CLAYSS is to identify and enhance comprehension of regional peculiarities, with the aim of constructing more democratic, just, and egalitarian societies.

CLAYSS was created to support students, educators, and community organizations in the development of prosocial educational or service-learning projects. The latter are an opportunity for children and young adults to apply what they learn by serving their communities, and continue to learn throughout the process. Participating in these out-of-school activities allows them to simultaneously acquire new knowledge, explore new topics, and develop skills for life, work, and civic engagement.

This already worldwide-known innovative pedagogy enhances both educational quality and local development.

Founded in 2002, the Latin American Center for Service-Learning (CLAYSS):

- Develops financial and technical support programs for educational institutions and social organizations wishing to design service-learning projects.
- Offers on-site and online professional development courses for educators and community leaders in Latin America and other regions, as well as technical assistance programs to educational institutions of all levels.
- Organizes the International Service-Learning Conference every year in Buenos Aires.
- Develops quantitative and qualitative research programs on service-learning in Argentina and Latin America, in partnership with universities and national and international organizations.
- Compiles and publishes the proceedings of the Latin American Research Conferences since 2004.
- Advises social organizations, companies, and governments on the implementation of programs and policies that promote service-learning.
- Publishes freely accessible online resource materials for outreach, teacher training, and academic lessons.
- Promotes and coordinates networks to encourage service-learning at national, regional and international levels. Among others, CLAYSS is currently assisting in the creation of the Central and Eastern European Service-Learning Network

CLAYSS in Central and Eastern Europe

In November 2015, CLAYSS was invited to Vienna to meet with educators from different countries in Central and Eastern Europe and discuss service-learning and its progress in Latin America. Several participants shared their service-learning experiences in Central and Eastern Europe, and all were enthusiastic about implementing it in schools, universities, and social organizations. That was the beginning of CLAYSS's work in the region. With local partners, we have so far had our training materials translated and adapted for online and on-site participation in the region, invited regional leaders to our annual conference in Buenos Aires, and supported regional institutions willing to incorporate this approach to education, as well as hosted Regional Service-Learning Conferences with hundreds of educators from CEE. We are dedicated to forming a critical mass interested in implementing service-learning projects and incorporating this pedagogy into institutions in Central and Eastern Europe. It is our goal to eventually bring about this change in educational policy at national and regional levels.

For more information about us, visit <http://www.clayss.org.ar/english/>

To learn about our upcoming activities in Central and Eastern Europe, please find us on Facebook under CEE Service-Learning or contact internacionales@clayss.org.ar.

What is Service-Learning?¹

Service-Learning (SL) is a pedagogical approach that brings together teachers, students and the community around a service-oriented educational project to address a specific problem or meet an existing need identified by the community while building and applying learning contents. Students play an active role in these projects, and so does the community, since it is not a mere service recipient but rather an active participant involved in the search, formulation and implementation of solutions and activities.

According to the international consensus, today Service-Learning could be defined on the basis of three key features:

- A focus on efficiently and effectively addressing needs with a community, and not just for the community.
- Active student involvement in all stages, from planning to assessment.
- Intentionally linked to learning content (curricular learning, reflection, development of skills for citizenship and work, research).

The Service-Learning pedagogy promotes:

- I. Comprehensive, inclusive and quality education: Projects are aimed at simultaneously integrating academic excellence with community engagement, scientific and citizenship education, values education, and the development of competencies for life and work with the inclusion of diversity in education.
- II. Initiatives aimed at meeting the real needs of a community: The development of community service (solidarity) activities aimed at effectively collaborating to solve real community challenges does not detract from the efficacy of the initiative, but rather incorporates learning into the development of transformative action, in which the “recipients” must play an active role.
- III. The active role of students in the planning, development and assessment of the project: Service-learning is an active pedagogical approach; thus students, more than teachers, should drive the activities. If students do not get involved and embrace the project, the learning impact will be diminished.
- IV. Integration of learning contents (theory) with community service (practice in service of the community) and the development of students’ competencies: There are clear, intentional ties between practice in service of the community and curricular content. Students approach social issues and develop competencies to participate actively and autonomously in contemporary societies.

Citing the Argentine² Education Ministry’s publication (2007), we can claim that Service-Learning:

- **“Strengthens the quality of education** by providing concrete applications of the ideas presented in the lessons, allowing students to develop skills and competencies through experience: people need more knowledge to solve actual problems than to sit for an exam.

1 This paragraph picks up on concepts outlined in Service-Learning in Central and Eastern Europe. Handbook for Engaged Teachers and Students (available at http://clayss.org/04_publicaciones/SL-EE_nov17.pdf). To learn more about these concepts and obtain more detailed information on SL as a pedagogical approach, please refer to this publication.

2 Argentina is the home country of CLAYSS (Latin American Center for Service-Learning)

- **Fosters civic engagement** by allowing for the design and implementation of projects that bring about real transformative change.
- **Promotes inclusivity** by encouraging everyone's participation, including people with disabilities and members of vulnerable groups. This combats the passivity of philanthropic models by incorporating active and effective engagement in local development projects.
- **Builds networks** among school and community organizations, thus facilitating the work of the school and helping identify relevant joint projects for the common good.
- **Modifies common perceptions of children and youth**, allowing them to be active agents of change rather than 'dependents' or 'leaders of tomorrow'. (Argentine Ministry of Education, 2007, p.3. Our translation)"

Why a Resourcebook and How to Use it

This resourcebook seeks to facilitate service-learning project implementation by building on the notions described in the *Service-Learning in Central and Eastern Europe. Handbook for Engaged Teachers and Students*³. It intends to complement the Handbook to make project implementation easier and better.

Around the world there are large numbers of educators, members of social organizations, university lecturers and school teachers of all levels who are working with their students and communities to transform the world we live in. There are also numerous highly motivated teachers who are eager to carry out educational projects with and within the community to address real and perceived problems while connecting learning with social engagement and transformation. This book has been designed for these teachers and any other individuals who wish to develop these kinds of projects.

Especially intended for Central and Eastern Europe, this resourcebook introduces the key concepts of Service-Learning and provides an itinerary for conducting projects that apply this pedagogy. Additionally, it describes activities and methodologies employed by organizations and educational institutions across the region and in other parts of the world which have proven to be extremely useful in the various stages of SL projects and will be of help to teachers and educators in their own initiatives. The activities are described in English, but some of them were contributions from CEE SL Network members, who shared them with us after having tried them. Therefore, we have included the relevant links to detailed descriptions in their original languages and the contact details of each institution or organization.

We invite you to have a look at the sections and choose from the proposed activities those that better suit your group, possibilities, interests and stage of the process. Each technique has been placed in the stage of the process that, in our experience, is the "most suitable" one, although it may also be applied in other stages. For a more comprehensive understanding, we have also included examples that show how others have used these activities. Many of them have been collected over years of work with educational institutions and NGOs; others were shared by our partners in the region. They have been organized according to the different stages of a SL project and divided into the three cross-cutting processes proposed for each project: reflection; communication, ongoing record and systematization; and evaluation.

We should note that the cross-cutting processes and the stages proposed in the itinerary are not isolated blocks; therefore, the activities presented for each stage or process should not be interpreted in isolation either. The output of our recording process is a valuable input for reflection. Through reflection we consolidate and formulate the messages we will convey, and the aspects we will evaluate. Thus, we invite you to use these activities with some degree of flexibility, incorporate them into your project and record and systematize the work done. This will help you build a robust project and will enable you to explore and discover new horizons.

³ http://www.clayss.org.ar/04_publicaciones/SL-EE_nov17.pdf

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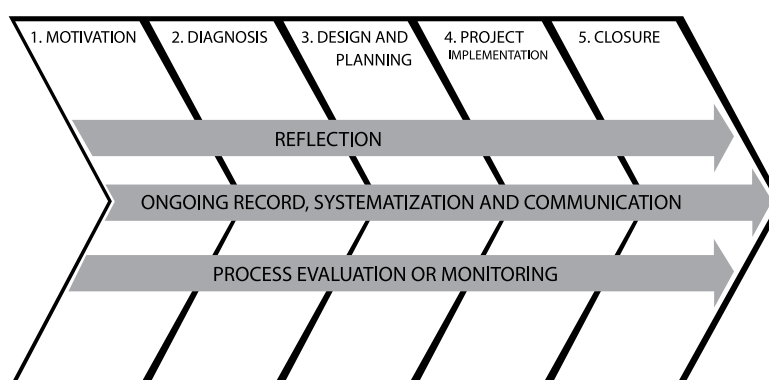
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Thank you all for your everyday work expanding service-learning in the region and for your generosity in sharing these materials.

Itinerary of a Service-Learning Project ⁴

As noted earlier, this resourcebook offers tools that can be used to work on a SL project itinerary. The term “itinerary” is used metaphorically to refer to the planned route—with its various stages and processes—that we will follow over the course of our project. An itinerary has several stops; in our case, these will be the different stages in the development of our project. Our itinerary consists of five sequential stages and three processes that cut across the entire project. The sequential order of the stages does not make them static; rather, it brings in some order to the activities that will be carried out.

The image below allows us to graphically sum up the outline of the proposed itinerary (cf. CLAYSS, 2016b: 2; Tapia, 2006: 192)



In this section, we will introduce these stages and processes. Later throughout the book, we will explain them in detail and we will present the most appropriate activities for each of them. The stages and processes are:

STAGE 1: MOTIVATION and Identification

Main objectives and actions:

- To identify the individual and institutional motivation to develop the project.
- To identify ourselves as a group along with our strengths, weaknesses, potential and distinctive features.
- To identify the educational potential of the project we will undertake.
- To make sure that all participants know and understand the concept of service-learning.
- To raise awareness of the importance of youth as a critical partner.

STAGE 2: DIAGNOSIS

Main objectives and actions:

- To identify the needs/problems/challenges together with the community.
- To assess the likelihood of receiving a positive response / an approval from the educational institution/authorities.

⁴ Based on Tapia, 2016, p.185-220

STAGE 3: PROJECT DESIGN AND PLANNING

Main objectives and actions:

- To set the objectives of both the service and the learning components of the project
- To specify the recipients of the solidarity service.
- To plan the activities of the solidarity service.
- To specify the learning contents and activities.
- To develop a tentative schedule and timeline.
- To select the locations for project development.
- To identify the project leaders and active participants.
- To secure resources.
- To reflect on and evaluate the design and overall cohesion of the project.

STAGE 4: IMPLEMENTATION

Main objectives and actions:

- To identify institutional alliances, secure resources and formalize agreements and alliances.
- To implement and manage the solidarity project while simultaneously developing associated learning contents.
- To keep a record of the implementation. To reflect on and evaluate the entire process and the milestones reached.
- To consider adjustments, revisions, new implementations and alliances.

STAGE 5: CLOSURE, CELEBRATION AND MULTIPLICATION

Main objectives and actions:

- To carry out a final evaluation and systematization.
- To celebrate and acknowledge active participants.
- To keep the service-learning project running and multiply it.

CROSS-CUTTING PROCESSES

REFLECTION

Main topics:

- The educational institution and its role.
- Socio-economic and political contexts.
- Human rights and related ethical values. Group dynamics and relationship with the community.
- Lessons learned and the SL practice itself, including, where possible, significant activities (for the student or the group).

ONGOING RECORD, SYSTEMATIZATION AND COMMUNICATION

Main objectives and actions:

- To keep a record of all the developed activities in different formats.
- To systematize the information and processes followed and the lessons learned.
- To communicate our work and activities (to the community, partners and potential allies).
- To invite others to join and enrich our project.
- To promote and strengthen a positive view about young people.
- To disseminate the concept of service-learning.

EVALUATION

Main objectives and actions:

- On the learning side, we evaluate:
 - Academic contents.
 - Developed skills.
 - Observed attitudes.
 - The process followed by the student.
- On the service side, we evaluate:
 - Compliance with the agreed on objectives.
 - Impact on the quality of life and satisfaction of the community.
 - Quality of the service provided to the community.
 - Students' participation and individual performance.
 - Networks and communication in the institution and in the community

Useful Tools and Methodologies for each Project Stage

Below is a set of proven effective tools that will help you meet each of the three key cross-cutting characteristics of service-learning projects within the framework of the objectives set for each stage. You may choose the one that better fits your group, its interests, abilities and background.

Each activity is thoroughly explained so that you can carry it out smoothly. Nevertheless, these are just guidelines and you can make any necessary adjustments for them to better suit your class and setting.

Stage 1: Motivation

1.a. Reflection in the Motivation stage

During this stage it is essential that you reflect upon the reasons why conducting this project may be important and how it relates to your group's identity and objectives, and that you enhance your knowledge on the SL approach while helping other participants also develop a good understanding. To this end, we recommend that you carry out a series of group activities so that all participants can get to know one another and share their interests, motivations and expectations.

1.a.a Shared Space

In this activity the group is divided into four subgroups with an equal number of members. Each subgroup will be given a mat on which all members should stand. It is important that all members fit tightly on the mat, that is, they should not be too comfortable. Once all the members are standing on the mat assigned to them, they will be given the following instruction: "All members of the group should stand on the other side of the mat without touching or stepping on the floor. You have one minute to do this."

Each group is likely to try different options to turn the mat upside down by standing all together on one corner, stepping on each other, etc. After the first minute, probably none of the subgroups will have achieved the goal. Ask them how it is going for them, what difficulties they are encountering and whether they can think of any alternative solution. After a few minutes of thinking, ask them to pay attention, tell them you will give them another minute to think about a new approach, and repeat the instruction exactly as you did the first time. At this point, participants usually come up with the idea of jumping onto another group's mat, turning the first mat over, getting both groups back on the first mat in order to flip over the second mat and then repeating the procedure with the other two mats. If participants do not come up with this idea on their own, you may guide them towards it or prompt it. For this strategy to work out, the groups must stand close to one another.

Once they try this idea, they will quickly solve the problem. Then, ask them to reflect on what obstacles they encountered initially, how this new methodology helped them and how important it was to engage various stakeholders to solve a complex problem. Additionally, suggest that they consider which could be the stakeholders that could coordinate efforts in order to make it easier to address the problem.

This activity:

- + Favors group cohesion
- + Is a significant input for reflecting on the need to have various stakeholders involved in the project

1.a.b The Humanoid

This activity will help you ponder on the group's identity, interests, strengths and weaknesses in relation to a specific objective.

These are the steps:

- Display as many images as possible on a table, trying to include various styles, contents and shapes: faces, landscapes, objects, people, groups, animals, abstract art, drawings, etc.
- Ask each participant to pick two images they find interesting. Once they have done that, ask them to form groups of up to five or six people, give them a sheet of paper and a marker, and ask them to think about a community problem⁵ they would like to address. Ask them to write it down on the sheet of paper.
- Once they have done that, ask them to arrange all the images chosen by all the members of the group in the shape of a human figure (that is, head, body, legs and arms). Invite them to look carefully at the figure and to identify their strengths and weaknesses while carrying out a project to deal with the problem they chose. For example, if the head is a big rock, one may think it is a "hard-headed" person; if they place the image of a glacier on the chest, one may say the person is "cold-hearted". If, in contrast, there is a fire on the chest, one may say the person is "warm-hearted". If there is no mouth, it might mean that he/she finds it difficult to express his/ her feelings. Conversely, if the mouth is a big loudspeaker, one possible interpretation could be that he/she makes himself/ herself heard or that he/she speaks too loudly (the group will determine how they interpret each trait based on the guiding questions asked by the facilitator).
- Finally, the group will list the strengths and weaknesses of the character in relation to the project they wish to undertake and they will give this humanoid a name. Once all the groups have done so, they will share their conclusions with the rest of the groups.

As indicated above, the group will assign a meaning to each image. As a facilitator, we suggest that you encourage them to look at their humanoid critically, question and cross-question themselves about it, or suggest ways to come up with a meaning. Often groups do not easily recognize their weaknesses or difficulties. With this technique, participants can project characteristics or behaviors of their own individual or group reality, and discover their strengths and challenges. Once they have identified the strengths and weaknesses of the humanoid, as a group, ask them: "Which are your strengths and which are the aspects on which you should work harder in order to develop your project successfully?"

This activity:

- + **Helps identify the strengths and weaknesses that are always present in a group that takes on a new challenge**
- + **Strengthens group identity**

⁵ A community problem is a situation or problem identified by the members of a community that requires attention or that could be improved on in order to ameliorate the whole group's quality of life. Some common problems have to do with: lack of adequate public spaces for children to play, elderly people feeling lonely, lack of school tutoring facilities, lack of cultural activities in the community, large amounts of waste in the streets, problems of coexistence among people of different cultural backgrounds living in the same neighborhood, poor local development and exploitation of local resources, etc.

1.a.c One Minute Junior Movies

The one-minute video is a powerful tool proposed by our partners of Genesis Project (Bosnia Herzegovina). One Minute Junior Movies is a tool that motivates children for both cognitive creation and demonstration of their active citizenship. Showcasing an idea in a short time is difficult even for adults. In order to work with this tool together with your students you should:

- 1- Watch some videos to use them as a trigger. You can find videos developed by Genesis on their website: www.genesisbl.org. Choose those that are closer to the topic you want to address to motivate and inform your group.
- 2- Reflect on the video topic and invite the group to think about other topics they could produce a video about.
- 3- Divide the group into small groups of three or four members and give them time to think about the script for a new video.
- 4- Give the groups some time (one week, for example) to film and edit the videos.
- 5- Share the resulting videos in class and choose one that could be shown to a larger audience or shared on social media.

For further information on this technique and the specific way Genesis has developed it, you can contact them at www.genesisbl.org.

1.a.d Seminars for Youth

Not every experience or group starts from the same point. Different groups require different starting points. You can address this diversity by designing and implementing different kinds of seminars for youth in order to promote their engagement and deepen their understanding on what a social issue is, why their participation is important, what they can do about it, and how. The Schüler Helfen Leben Foundation (SHL) proposes 5 seminar types:

- Seminar Type 1 – Basic Knowledge and Motivation Transfer - Stand Up Seminar

Question: Why and how should I participate in society?

Target group: passive and inexperienced young people aged 14 to 18.

Goal: to increase awareness and spark the desire to become involved (Awareness Raising) among the participants, so that they develop their first concrete ideas and take small steps towards active participation in society (Capacity Building).

- Seminar Type 2 - Further Education - Move On Seminar

Question: How can I improve things I usually do and who can I work with?

Target group: young people, aged 17 to 21, who have some experience in social engagement and have participated in project implementation.

Goal: to offer information and a chance to discuss complex social issues (Awareness Raising); to provide a motivational component for them to easily cope with the problems and challenges they face, in order to avoid frustration; and to offer practical experience in developing real projects that are directed towards their community, based on the information they already have as citizens of that community.

- Seminar Type 3 – Leadership Training - Power Up Seminar

Question: How can I make my work sustainable over time?

Target group: teachers, professors, youth workers, young professionals, and semi-professionals (aged 18 to 30), who are intensively involved in project work at non-governmental organizations or schools.

Goal: to offer know-how in the field of youth work, as well as organizational and development strategies (Leadership Training). The aim of this activity is to inform and develop young people as youth workers and advocates of youth activism in local communities or within their schools.

- Seminar Type 4 – Education of the support group - Boost Up Seminar

Question: How can I share my experience to motivate and support others?

Target group: young people we want to involve in our program implementation efforts (future peer to peer educators and tutors).

Goal: to assign responsibility and offer additional education to develop competent decision makers within the Program. This type of seminar is used to train after-seminar project mentors and peer-to-peer educators (Train-the-Trainer).

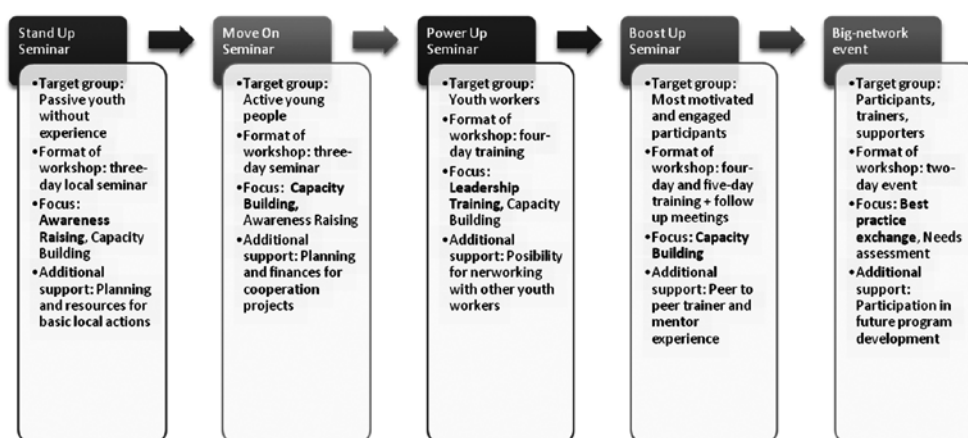
Seminar Type 5 – “Big network event”

Question: What have I learned from my own experience and what can I learn from the experience of others? What can we do together?

Target group: interested participants, trainers, supporters, and other guests.

Goal: to share best practices, experiences and impressions, showing how powerful youth activism can be. The network event will also be a great opportunity to conduct a needs assessment with participants, in order to improve our program implementation.

The following Chart shows the connections between seminar types, target groups, overall seminar focus, and additional supporting content.



To learn more about these seminars and how to replicate them, you can visit the SHL Foundation website at www.shl.ba or e-mail them at office@shl.ba.

This activity:
 + Favors curricular integration
 + Promotes student leadership

1b: Ongoing Record, Systematization and Communication in the Motivation stage

By keeping an ongoing record, systematizing and communicating the work done during the first stage you will be able to make adjustments to fix minor issues which, if left unchanged, may turn into big hurdles over time, hindering smooth project implementation.

During the first stage, commenting on and “validating” your ideas is crucial. Later on, when you go back to review the first recorded testimonials or images and see how much things have changed, you will surely feel proud and moved, and eager to show others the importance and significance of your commitment.

1.b.a Your Project Canvas

The Canvas model is often used by all kinds of entrepreneurs—big and small, socially-oriented and technology-driven, innovative and mainstream, with a focus on mass consumers or segmented markets. We offer you this adaptation especially designed to help you visualize and present your project in a summarized, graphical and comprehensive fashion.

The canvas consists of 9 boxes, each one connected to the others. In these boxes you will capture concisely and accurately various aspects of your project. For the implementation of a SL project, the canvas contains the following boxes:

1) Social value creation: This box represents what the project will offer to the community. This should be expressed as a positive statement, not as a problem, and should clearly outline what the project is about.

A good example would be “zero- or low-cost wheelchairs designed and built by students for community members who cannot afford them or have no access to them.” This statement clearly explains what is being offered (“wheelchairs”), who will make them (“designed and built by students”) and who will be the beneficiaries (“community members who cannot afford them”). Other examples, such as “solving the problem of access to water” or “strengthening social ties among neighbors,” also deal with laudable causes, but are presented ambiguously and do not tell us much about the project itself.

2) Participating/target community: This box identifies the members of the community *with which* actions will be undertaken and who will benefit from the implementation of the project.

Going back to the wheelchairs example, the target community would be “low-income earners living in the school district (or town, depending on their ability to take action) who need a wheelchair but cannot afford one on their own.” Although it may seem that segmenting the target group here is easy and that, in other circumstances, it would be more appropriate to use formulas such as “the entire community of school neighbors,” this is not the case. It is always important to have a clear understanding of who you will be working with, who is the target of your actions; otherwise, you may not have the expected response or those with whom you are willing to work may not be aware of what you are doing. Furthermore, it is not the same to target children than adults, or adults in order to reach out to children. Clearly defining the target group will also help you devise your communication strategy.

3) Specific actions: This box will contain the field actions that will be carried out in order to reach out to the target community and produce the intended result. You



should not include any planning or preparation activities; rather, you should include only those that will help the project materialize. These actions need to be defined in time and space.

In the above-mentioned example, we could list the following actions: handing out wheelchairs at school, receiving—at school and in the health care center—wheelchairs that need to be repaired.

4) Communication and networking: This box describes the communication channels that will be kept open with the various stakeholders and the way in which these channels will be managed. For instance, these may include a Facebook page for messages, a roster to write down one's name at the reception counter of a health care center, regular follow-up meetings at school, a YouTube channel, an Instagram or other social media account, emails or phone calls, satisfaction surveys, etc. Each of these channels may prove to be useful, and they are not mutually exclusive; they just require continuous follow-up and updating (there is nothing worse than asking a question through a Facebook page and not receiving a reply until several weeks later).

5) Key resources: This box describes the resources (both human and material) that are essential to the development of the project. They should be thoroughly described, without skipping any project stage (beginning, development and end). In our example, to assemble the wheelchairs students will need metal pipes, specific machinery, fabric/leather, tools and work clothes. Additionally, if you plan to have follow-up meetings with the people who have received the wheelchairs in order to get some feedback from them about their experience as users and how the chairs may be improved, you will need an accessible and comfortable space. Depending on the choice of communication channels, other key resources will have to be defined.

6) Key activities: If the project's objectives are to be met, a number of activities will have to be carried out in a specific order. Some activities may be replaced by others, some may be left out and others will be essential. The essential ones—those without which the project becomes meaningless—are the key activities. It is important to take into account the various stages of the project in order to have a sense of how the objectives of each stage are being met.

In our example, making or downloading drawings, measuring users' body dimensions, sourcing materials, and assembling and making the wheelchairs are key activities, and so are advertising and delivering the product. Each of these actions has a logical order that needs to be established and followed.

7) Key partners: These are the partners without whose participation the achievement of objectives is at risk. For instance, the person who lends the shop and the tools (it may be the school or another institution in the community)—i.e. the person who will open the doors—is a key partner. So are the suppliers and the users or the health care staff who may refer the potential beneficiaries to you.

8) Origin of resources: How will you obtain the resources required for the project? Will you have access to extraordinary (one-time) resources or will you count on a regular flow of resources (every month, for instance)? Who can commit to contributing to the project, either with money or in kind? What fundraising actions can you carry out?

The answers to these questions will help you fill in this box. You should bear in mind that although you will try to be creative and innovative, relying on resources that are difficult to access or may be unavailable can cause you serious trouble during implementation.

9) Cost structure and timeline: In addition to defining how you will obtain the resources you need, it will be essential to determine how they will be used, which ones will need to be replenished/replaced and how often. Starting on an unsustainable path

(for instance, paying a website hosting service) may cause you serious difficulties, as well as a feeling of despondency and frustration. Moreover, it is not the same to have all the resources available from the beginning than to know that you will receive them gradually over time, or to find someone who can donate the materials instead of giving you the money to buy them (in the latter case, you will have more freedom of action and it is advisable to ask for several quotes).

The following is a model you can use for your Canvas. We suggest that you create a large-sized version and review it constantly.

7	6	1	4	2
	5		3	
9		8		

You should understand that the Canvas is a “living system” that will change and evolve throughout the life of the project. Thus, once you have created your own canvas, as a group you will come back and check the internal consistency of the proposal and its elements (as written down in each of the boxes). Additionally, you will have to “validate it” with the assistance of independent observers. To this end, introduce your canvas to them and find out what their understanding of the project is and whether they have any questions or suggestions. If the project is not entirely clear or too many questions are raised, then you will have to make some adjustments.

This activity:

- + Promotes student leadership
- + Helps see and show a brief though complete summary of the project
- + Reinforces the feeling of internal consistency and project unity when the Canvas is used as an input for reflection.
- + Should involve the community in the consultations in order to strengthen its participation in the project

1.b.b Posters Displayed on the Bulletin Board

Many institutions have spaces that are especially meant for communicating institutional events or specific information to students. Using these spaces to publicize the project is highly positive, since all students in the school will be able to see it.

The poster must be clear and contain the most important information, the project objectives, how to participate and how to get in contact. It can be designed in the Language and IT classes, and, if relevant, foreign language courses may also take part by producing bilingual content.

This activity:

- + Promotes student leadership
- + Favors curricular integration

1.b.c Communication Items in Public Spaces

As we seek to foster community engagement, it may be a good idea to invite the members of the community to a reflection and dialogue session with a clearly defined purpose: to identify a community problem to be addressed by the institution. Depending on the audience, the communication strategies may vary, i.e., posters can be displayed in elderly centers, local clubs, on bulletin boards in religious institutions, etc. A digital invitation can also be sent out through messaging apps like WhatsApp or others.

1.b.d – Reality through the Lens of Art

This activity aims at helping students value the communicational and representative dimensions of the language of art. It also seeks to encourage students to appreciate the possibility of generating expressive and aesthetic resources to outwardly project their thoughts and reflect on the social reality, needs and rights of children and adolescents, as well as to search for organizations that provide assistance in those areas.

Organize a drawing, scale modeling, photograph or art contest by following these steps:

a) Organizing the contest

The teachers or the students will be responsible for organizing the contest: rules, panel of judges, prize award ceremony, announcement of results and exhibition of the winning entries open to the whole community. The winning entry will be the one that better expresses a current social problem according to the rules of the contest.

b) Meeting

All the entries will be numbered and displayed on the walls (or suitably prepared boards).

Exhibition visitors (students from other courses, relatives, neighbors) will choose the artwork that expresses a problem they deem important. Then, they will write their responses or potential approaches to the problem on a sheet of paper.

c) Stocktaking

The votes will be tabulated and the visitors' comments on each of the entries will be read out. Students will then analyze matching ideas, identify the most repeated problems and explain to what extent they could carry out service-oriented activities to address them.

This activity:

- + Promotes student leadership
- + Favors curricular integration
- + Promotes expressive creativity

1.c Evaluation in the Motivation stage

This is the third proposed cross-cutting process. Evaluation is often medium- or long-term delayed, until we have measurable “outcomes”. However, evaluation must be done from the very first day of the project.

During this first stage, evaluation will focus on the viability and responsiveness of the group, as well as on “validating” (based on the information gathered during the recording and systematization processes) the idea that is beginning to turn into a project. Similarly, relevant academic contents may also be assessed.

It is important to bear in mind that the participation of key stakeholders is critical in all stages of the project in order to ensure the representation of students, teachers, institutional authorities and community members. Although it may be difficult, achieving such a pluralistic participation should be part of the objectives.

We have repeatedly stated that Service-Learning serves a dual purpose: on the one hand, it provides a service; on the other, it plays an educational role. In other words, a solidarity action cannot be a service-learning project if it does not have, at the same time, pedagogical value, if participants do not learn something deliberately as a result of their participation in the project. The learning component should be related to the syllabi of the subjects/courses from which the project originates (Tapia et al., 2016).

1.c.a Evaluation of Youth Participation

Work with your group of young students to prepare a short survey to inquire about the level, contexts and reasons for youth to become involved in the various problems and aspects of community life.

Here are some questions and items that can be part of the questionnaire:

- 1) *To what extent are young people involved in decision-making in*
 - *...the neighborhood*
 - *...government agencies*
 - *...schools*
 - *...other institutions?*
- 2) *Why do you think this is the case?*
- 3) *In what ways are they involved?*
- 4) *In which setting do you think the youth could/should be more involved?*
- 5) *How could the youth participate in these settings?*
- 6) *What contribution could the youth make to these institutions or organizations?*
- 7) *What would you do to increase youth participation in them?*

Once the data has been collected and systematized, as a group, discuss the most relevant aspects. Some guiding questions for this stage include: Which is the setting or institution in which the youth participate the least and the most? Why? What can we do as a group to promote youth participation in those settings where they are less involved?

Finally, write a letter to the school Head, the principal of the university, the president of the neighbors’ association or local development center, the head of a health care center, or any other partner who may be important to the project you want to carry out in order to share the results of the survey and your desire to run a solidarity

project. Ask him/her how he/she could contribute. Do not forget to explain who you are and provide an address to receive their answer (Paso Joven, 2004).

This activity:

- + Promotes student leadership
- + Promotes community engagement

1.c.b Aligned Objectives

During the first stage of the project it is important to clearly set out objectives and make sure they are aligned with the individual, group and institutional objectives.

Well-defined objectives have the following features:

S	Specific	C	Challenging	P	Positively stated
M	Measurable	L	Legal	U	Understood
A	Attainable	E	Environmentally sound	R	Relevant
R	Realistic	A	Agreed	E	Ethical
T	Time-phased	R	Recorded		

Once the objectives have been set, test them against the questions listed below. Each participant should answer all these questions individually.

At the individual level:

Is this objective in line with my interests and values?

Will the fulfillment of this objective mean a growth opportunity for me? Will I learn anything upon achieving it?

How can I contribute to the fulfillment of this objective?

At the group level

Is there consensus about the importance of meeting this objective?

Are we prepared as a group to help?

Do we have the required resources?

Can we obtain them on our own? Can we rely on other people's participation if we need it?

Do we have any experience in working on this or similar topics?

At the institutional level

Do we have the support of institutional authorities to work towards this objective?

By meeting this objective, are we contributing to the fulfillment of institutional objectives?

Does the institution have experience in dealing with this or similar topics?

At the community level:

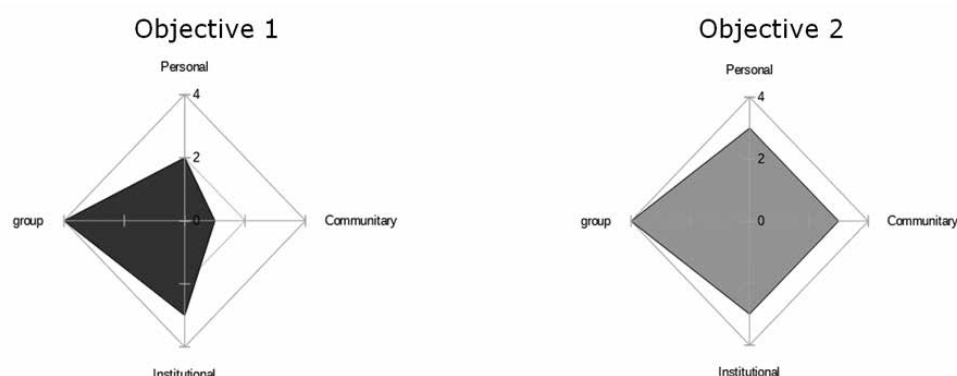
Does the community acknowledge the importance of meeting this objective?

Are other organizations working on this topic? Do we have any ties with them?

Are we aware of any past experiences that tried to meet this objective but could not because of the challenges they encountered?

A negative answer to any of these questions will determine which direction you should take in your search. Positive answers can be presented as a network diagram like the ones included below, which were created using spreadsheet software. The objective covering the largest area in your network will be the most appropriate one for this group at this stage. There is not one single correct answer to these questions; rather, the answers work as a map that guides you towards the issues that need to be further explored.

For example:



this example, Objective 2 is the most suitable one.

This activity:

- + Promotes student leadership
- + Helps identify and measure the community's real and perceived needs

1.c.c Mapping Students' Needs

Some members of Matej Bel University in Banská Bystrica have developed a questionnaire to map students' needs and interests in relation to the development of a SL project. Use this questionnaire before the institution starts implementing service-learning to identify and define students' needs and preferences regarding SL inclusion in the curriculum. You or any of your colleagues should ask students to answer the questionnaire and analyze the results together with them. This tool maps expectations about SL implementation (what are the expected benefits for students, activities that should be part of the service-learning project, preferred target groups, field of activities, service-learning model and number of hours that students are willing to devote to service-learning projects).

To access this questionnaire in Slovak language you can visit: http://servicelearning.umb.sk/images/stories/files/SL_na_stiahnutie/WEB_priloha_1_Dotaznik.pdf

This activity:

- + Promotes student leadership
- + Strengthens students' sense of ownership of the project
- + Favors curricular integration

1.c.d Talking about Service-Learning

In order to conduct a SL project, it is essential to understand the bases and the proposal of this way of working with the youth, so that each participant can be aligned with the objectives and the spirit of work. To this end, after introducing the basic concepts of SL, ask the group of participants (especially teachers and group leaders) to prepare a brief presentation about the project's theoretical and institutional framework. They should explicitly describe the fundamentals of SL, why the initiative is important to the institution, how it fits within the institutional project and how it will be integrated with the curriculum. They can create a PowerPoint presentation, a Prezi slideshow, a conceptual network, a pitch (as used by entrepreneurs) or any other format. Once participants have concluded their individual presentations, invite them to ponder on the points they have overlooked, those that are more difficult to implement in an institutional setting, and any alternatives they may come up with.

This activity:

- + Enhances the understanding of the SL proposal in the team of teachers or leaders
- + Helps participants position themselves as a group and institution in light of the problem
- + Favors curricular integration

Stage 2: Diagnosis

Diagnosis is an extremely complex stage in the project development process. A good diagnosis helps you, among other things, to have a clear understanding of the problem and its real impact on the community, to know if you will be able to address it with the available resources, and to identify its causes rather than its effects.

2.a Reflection in the Diagnosis stage

At this point it is relevant to ponder on the problems currently affecting the community. It is important to identify the incidence of these problems and their causes, rather than their effects. It is equally important to reflect on how these problems are perceived by the community, and identify and bring in the viewpoints of other partners as inputs for a more comprehensive diagnosis.

2.a.a Reading between the lines

Share with your group of students the following story, and then, reflect together on the proposed questions.

A tribal chief was worried about the approaching winter, so he sent his best men to cut down trees and gather a large amount of wood. Worried about this situation and determined to adapt to modern times, he decided to also check with the local weather service. He called them and he was told a cold winter was expected. So, he sent his men out for more wood. After a week of hard work, his men asked him for some time to rest, but before making a decision, the chief decided to call the weather service again. The answer he got this time did not ease his mind; he was told it would be a very harsh winter, one of the toughest in the last decade. His men not only had no rest but were also made to work faster and gather as much wood as possible. After another week, the entire tribe was exhausted, and the chief decided to call the weather service again. He got the confirmation that the situation was alarming, that he should expect a bitterly cold winter, perhaps the coldest in the last 50 years. Distressed by the news and his men's exhaustion, the chief decided to ask those at the weather service how they knew the coming winter would be so cold. The voice on the other end of the line replied: "You see, the Indians are cutting down a lot of trees, and that is a sign that they expect chilly weather."

Though this is a funny story, often times we approach the community with unclear ideas and preconceptions. When this happens, the interaction loses its potential to enrich the discussion and may give way to misunderstandings. *Horizontal solidarity*⁶, as a means to bring everyone together, must be built on the basis of direct, clear dialogue aimed at genuinely getting to know the other partners, their motives and interests.

Depending on the educational level you are working at, you will have different trigger questions, but it is important to consider the following core ideas for reflection:

- What caused the misunderstanding? How could it have been avoided?
- Which are our preconceptions about the community in relation to the problem we wish to address and its impact?
- What do we know about the problem? What do they know?
- How can we ensure there is effective communication with the other project participants?

This activity:

+ Promotes student leadership

+ Helps identify and measure the community's real and perceived needs

2.a.b Brainstorming on Community Problems

The purpose of this activity is to identify a current problem in the community that you, as a group, can and are willing to address. Follow these steps:

1. Suggest that each student writes on pieces of paper (you can use post-it notes) the various problems they see around the school or neighborhood. Tell them that it may be useful to put themselves in the shoes of different people in the community, such as a visually-impaired person, a parent who looks after his/her baby, a child, an elderly person, a NGO member, etc.
2. Ask the students to get together in groups of up to five members to share the problems they wrote down and group those that are similar. Then, ask them to draft a new statement to describe each problem, including the details of the various contributions.
3. Next, ask each group to choose up to three problems and share them with the rest of the class. Once each group has presented the problems chosen by them, group similar problems together again.
4. Out of the resulting list of problems, take a vote to choose the one that will be addressed in the project. Once the problem has been chosen, ask the groups to reflect on the following questions:
 - Does this problem exist everywhere in the neighborhood or only in certain areas?
 - Does it affect only a group of people?
 - How can we learn more about this problem?
 - Does this problem pose a challenge that we can overcome? What or who will we need as partners?
 - How can we better define the problem and start dealing with it?
 - Is any non-governmental organization or government agency already tackling this problem?

6 To delve into this concept, please refer to the Service-Learning in Central and Eastern Europe Handbook for Engaged Teachers and Students available at http://clayss.org/04_publicaciones/SL-EE_nov17.pdf

This activity:

- + Promotes student leadership
- + Favors creative thinking
- + Favors the analysis of ideas

2.a.c The Best Way to Express an Idea

Once the group has an idea about the theme of the project and starts working to define its objectives, it is useful to do some fine-tuning in order to develop a more precise idea that expresses more accurately the need you are trying to meet. Objectives are often vague, ambiguous, unclear or confusing, or hinder certain possible solutions because they tie us to certain views or thoughts about the problem, which, if approached differently, could lead us to consider new possibilities.

In this activity, participants need to complete a sentence that is divided into three parts: subject, need, and purpose.

The subject is the one who has a need. The subject should be described in as much detail as possible, in order to have a clear and detailed profile of a person or group of people.

The need is what the subject needs and should be written down with a focus on the action involved rather than on the noun that contains it. Later on we will give an example for better understanding.

The purpose is what the subject wishes to obtain but cannot do so because the present need makes it difficult or impossible to fulfill this purpose.

For instance:

Let us assume that a given community lacks public spaces where children can play. A loose way of stating this need would be: "Children need a square where they can play." Although this is a good attempt, the idea can be improved on. It is not the same to refer to 3 year-olds than to 12 year-olds; children aged 12 may already have available public spaces for them, and the problem may be affecting only those who are 3 or 4 years old. If we think exclusively about a "square", our mind and thoughts may get stuck on this idea, but there may be other alternatives that are as good as this one to meet the need. Therefore, a more precise idea that, at the same time, opens the door to other possibilities, would be: "Children aged 4 or younger living in the ABC neighborhood, who are poor and do not attend kindergarten school or do other activities in the afternoon (so far we have described the SUBJECT) need an adequate safe public space (here we describe the NEED) where they can play and socialize with other children while they are accompanied by their parents or caregivers (the PURPOSE). In this second version, the problem is stated in a detailed, precise manner in relation to the subject and its needs, and—at the same time—the possibility is open for participants to engage in a broader search for solutions, since we have moved away from the idea of a "square" as the only possible option.

This activity

- + Promotes student leadership
- + Enhances the group's understanding of the project
- + Favors the development of communication and summarization skills

2.a.d The Decision Matrix

This activity is a contribution from our partners at New Horizons (Noi Orizonturi, Romania). It is quite useful when you have several project ideas and you have to choose one. To carry it out, follow these steps:

- First, ask the group to enunciate the contending ideas for potential projects.
- Then, ask them to choose the assessment criteria that will be common to the evaluation of all the proposed ideas. The assessment criteria may include: motivation to learn about a given topic or content, the real impact we can have on the community by meeting our objectives (will the community actually benefit from the fulfillment of our objectives?), time and cost efficiency (are we in a position to meet this objective within the set timeframes and with the available resources?)
- Once ideas have been listed and assessment criteria have been set, create a grid with rows and columns. Enter each idea in a row within a column and each assessment criterion in each column.
- Individually or as a group, rate each idea on a 0 to 5 scale in relation to each criterion. Once all ideas and criteria have been rated, add up the values for each idea in the last column. The idea with the highest score will be the one that will be implemented.

To rate the ideas, you may use a grid like the one below:

Idea	Criterion 1	Criterion 2	Criterion 3	Total
Idea 1	2	5	3	10
Idea 2	3	3	3	9
Idea 3	4	5	2	11

In this example, Idea 3 is the one with the highest score; therefore, it will be the idea to be pursued. You may list as many ideas and choose as many criteria as you deem relevant. What matters is that all ideas should be evaluated against the same criteria.

This activity is explained in a video produced by the Noi Orizonturi team. We suggest that you watch this video if you want to put the activity into practice. It is in Romanian (with English subtitles available). To watch this video, click on this link: <https://www.youtube.com/watch?v=pe0FoK7NToo&list=PL9iZsQWuarD-iy954uaFxGkXerfG7F8Ja&index=4>

This activity:

- + Promotes student leadership
- + Enhances planning and the adjustment of objectives
- + Enhances the group's understanding of the project

2.b Ongoing Record, Systematization and Communication in the Diagnosis stage

During the diagnosis stage, you should have a clear understanding of the problem. To this end, you will have to gather and analyze information from different sources. Once you have your first formulation of the problem, you will communicate it to the other participating stakeholders and reformulate it to incorporate their point of view.

2.b.a Interview with Community Representative Stakeholders

Interviews and surveys are very useful to capture the opinions and points of view of those who deal on a daily basis with the situations we are trying to address or make visible through our projects. We should incorporate these opinions and viewpoints and use them to enhance our proposals and adapt them to the real and perceived needs of the communities we work with. New Horizons (Noi Orizonturi) developed an excellent and detailed guide for conducting interviews with community representative stakeholders, which is available in Romanian on pages 37 to 40 of the publication CONECTEAZĂ-ȚI LA COMUNITATE! Învățarea prin serviciu în folosul comunității, and can be accessed by clicking on this link: https://noi-orizonturi.ro/resurse/Service%20Learning%20la%20clasa/Conecteaza-i-la-comunitate_2017.pdf

This activity:

- + Promotes student leadership
- + Favors curricular integration
- + Promotes community engagement
- + Helps identify and measure the community's real and perceived needs

2.b.b Walk around the Community/Neighborhood

Our partners from "International Association"Interactive open schools" (www.ioskole.net, Bosnia Herzegovina) shared this useful tool with us. Invite the group to walk around the community with cameras/notebooks, and to register places and situations of potential interest for the service-learning project. To learn more about the community, encourage participants to research its history, climate, soil, vegetation, how houses are used, etc., and generate ideas to complete the following worksheet:

Strengths and resources in our community	Concerns about our community	Possible services we could offer to our community

Once the worksheet is complete, ask the young participants to share their observations with the rest of the class/group, and choose one of the highlighted problems to address it, taking into account the existing strengths and resources of the community.

This activity:

- + Promotes student leadership
- + Favors curricular integration

2.b.c Collective Mapping

Collective mapping is a tool developed by an Argentine organization called Iconoclasistas. It involves highlighting relevant places and hotspots on a community map. The marks on the map are drawn by the members of the community. It is an excellent activity to gather information about how the inhabitants of a given place use and interpret the public space. To learn more about this activity and put it into practice, we suggest reading the manual published by Iconoclasistas. An English version of the manual is available at https://issuu.com/iconoclasistas/docs/manual_mapping_ingles

This activity:

- + Promotes student leadership
- + Promotes community engagement
- + Helps identify and measure the community's real and perceived needs

2.b.d Group Research

New Horizons (Noi Orizonturi, Romania) presents a methodology that shares some elements with the activities mentioned above, but, in this case, they propose to combine different methods to gather information and then have a group discussion on the problems and resources they have found. It is important for each group to spotlight not only the problems but also the resources that exist in the community to deal with those problems or that may help find a solution. Divide the class into three groups (if it is a large class, you may form subgroups). Assign a research method to each group:

Group 1 – Mass media analysis: The group should scan newspapers, websites, radio shows and other mass media for news on the problems that require attention in the neighborhood or town, giving priority to those that occur more frequently and that could be tackled by the participants as members of their school or institution and with the resources available to them.

Group 2 – Interviews: The group should conduct interviews with community representative stakeholders, institutional representatives, authorities and other individuals who can provide information on the most pressing problems of the community and on the existing or potential means to deal with them. To this end, they will have to prepare an interview consisting of four questions and then systematize the information they collect.

Group 3 – Questionnaires: The questionnaire will have more questions than the interview. The group should decide which topic they will focus on to gather information and then conduct interviews with other students, relatives, neighbors and community members. It is advisable to clearly set the number of questions and expected answers. The information will then be processed in order to present it to the rest of the class.

Each group should take into account that after the research stage is completed they will be asked to present five problems and five resources existing in the community to the rest of the class. Once divided, the groups will be given an hour to organize their work and a week to conduct the research, systematize the results and prepare

their presentation. Once this week is over, they will have to situate the problems and resources that they found on a map of the city (or the territory chosen for this work), and discuss which is the most relevant problem to be addressed in this project.

The Noi orizonturi team produced a very entertaining video to explain this activity. We invite you to watch it by clicking on this link: <https://www.youtube.com/watch?v=ptxjUDCRhUA&index=3&list=PL9iZsQWuarD-iy954uaFxGkXerfG7F8Ja>

This activity:

- + Promotes student leadership
- + Favors curricular integration
- + Promotes the development of research and presentation skills

2.c Evaluation in the Diagnosis stage

We always insist that evaluation needs to take place throughout the project. In the diagnosis stage, you should evaluate not only the academic contents involved but also the relevance of the chosen problem, the capacity to address it and the internal consistency of the identified causes and set objectives.

2.c.a The Problem Tree

A problem tree is built by writing the problem you intend to solve in the center, as if it were the trunk of a tree; the causes below the trunk, as if they were the roots, and the effects above the trunk, as if they were the branches. This model will allow you to gauge consistency and assess the relationship between causes and effects. Thus, we will be able to focus on activities aimed at handling the causes rather than at mitigating the effects. Many times it will be important to deal urgently with the effects of an emerging problem; for example, in the case of large floods or fires, where people need to be relocated and have access to food and other basic goods and services. Once the emergency has passed, however, you should focus on the causes of the problem and try to minimize them.

We suggest being careful to place the information correctly: quite often we see causes in the place of effects and vice versa, so we recommend applying analytical thinking to evaluate each component's place.

This activity:

- + Favors curricular integration
- + Facilitates the understanding of causality and the analysis of complex social problems

2.c.b Surveys

You should always remember that with SL projects we seek to attend to the real and perceived needs of a community. This means that the problem you have decided to address must be perceived by the community as a worrisome or concerning situation the solution of which should be requested by the community and not imposed by you or others. To make sure that this is the case, we suggest that you prepare questionnaires and distribute them among the neighbors or community members. It is advisable to include both open-ended questions—such as “What is your opinion about the current condition of the neighborhood?”—and closed-ended questions —such as “Is the lack of green spaces a problem for you?” This will allow you to know the opinion of people in relation to the place they live in and delve into the aspects you are interested in.

This activity:

- + Favors curricular integration
- + Promotes student leadership
- + Promotes community engagement
- + Helps identify and measure the community's real and perceived needs

2.c.c The Dream Neighborhood

This activity is aimed at helping students recognize the role of community organizations and think about the organizations that are needed in the community in order to promote and look after various citizens' rights.

To put this activity into practice follow these steps:

- a) Ask participants to divide themselves into groups of three or four and to write on a piece of paper the name of all the local organizations they know.
- b) Give a cardboard sheet to each group and ask them to build a scale model of an imaginary neighborhood using scrap materials. Provide guidance by using questions, such as:
 - o Which elements make up a neighborhood?
 - o What are its citizens' needs?
 - o What proposals would you put forward for this imaginary neighborhood?
- c) Ask each group to pick a name for their neighborhood.
- d) Introduce certain problems to steer the activity towards the prevention and identification of problems affecting children or the youth.
 - o Examples:
 - o "In this neighborhood youngsters are bored and spend all day on the streets."
 - o "In this neighborhood children cannot play safely in public spaces."
 - o These problems can be taken into account when proposing the organizations that should be included in the neighborhood.
- e) Once the scale model is completed, each group will present their neighborhood project. In the feedback session, you can use a list of the rights of children and adolescents to check whether the included organizations advocate these rights.
- f) Scale models can be exhibited and included in other activities, so that the families of participants and other students can see them.

To carry out this activity you will need large pieces of cardboard, empty boxes of matches, empty medicine containers, magazines, scissors, glue, markers, buttons, etc.

This activity:

- + Favors curricular integration
- + Promotes student leadership
- + Promotes community engagement
- + Helps identify and measure the community's real and perceived needs

2.c.d Ranking of Problems Based on G.U.T. (Gravity, Urgency, Tendency)

This activity may prove to be useful when the group has already identified or selected a range of problems and needs to establish the community's essential needs and priorities in order to decide which one of them will be addressed by the project. All the problems considered at this stage should have already met the viability criterion⁷, that is, you must have ascertained that you and your group of young participants—as members of your institution—can potentially address any of the problems.

To achieve a higher level of commitment, it is important for participants to reach a consensus.

To make the selection task easier, you can use the following charts. The first one provides you with a benchmark for rating each problem. Assign a value to each variable (gravity, urgency and tendency) and add them up to obtain a total that will be entered in the second chart. The second chart will help you quickly compare the identified problems. Write down the results on a poster and show it to the group so that everyone can see them.

Chart 1 - scale

Points	Gravity	Urgency	Tendency
10	Extremely grave	Immediate	Will get out of control
8	Very grave	Some level of urgency	Will be difficult to handle
6	Grave	As soon as possible	Will get complicated
3	Barely grave	Can wait	Could get complicated
1	Not grave	No rush	Nothing will happen or something could improve

Chart 2- List of identified problems

WORK AREAS	Troublesome aspects	Priority actions (G.U.T.)
Health		
Education		
Production		
Development		
Housing		
Culture		
Communication		
Security		
Others		

Finally, draft a group report on the plenary meeting. You can present your main conclusions in digital tables or graphs produced with the advice or under the coordination of the Maths or IT departments. Moreover, you can display your report on the institution's bulletin board as you move forward with your project.

This activity:

- + Promotes student leadership
- + Promotes analytical and critical thinking

⁷ To learn more about the notion of viability, please refer to the activity presented in section 3.c.d of this Resourcebook.

Stage 3: Design and Planning

3.a Reflection in the Design and Planning stage

Once you have identified the problem, you will have to dedicate time and work to define the best approach to deal with it. It is also important to define your expectations and objectives in relation not only to the service, but also to the learning you want to achieve.

3.a.a Working on the 5 C's

This technique was shared by Organizata Kosovare per Talent dhe Arsim – TOKA (Kosovo) and you can find more information in their website: <http://www.toka-ks.org>

The objectives of this activity are:

1. To define and explain the 5 C's (competence, confidence, connection, character and compassion⁸) and their importance for learning and growth.
2. To set realistic and specific goals for learning/strengthening the skills related to the 5 C's.
3. To honestly discuss strengths and desired areas for learning/strengthening.

During this activity the goal is to help young participants understand the 5 C's and specify how they will learn or strengthen one or more C's they may be interested in. Through our support, participants make an intentional effort to enhance their interests, skills, and abilities. This activity works best if done in smaller groups (approx. 10).

Instructions:

1. Discuss with participants the importance of setting realistic goals for their learning. Focus on the idea that they can drive their learning by engaging in activities that interest them during the service-learning project.
2. Go through the definitions and examples of the 5 C's and answer any questions they may have. Prime them to set their individual goals, so that everyone has their own unique ideas about what they want to learn/strengthen through this experience.
3. Give the group 30-45 minutes to work individually by answering the questions: "Which C's would you like to strengthen during this project and why?", "What support would be helpful to strengthen this C?", and "How specifically will you strengthen this C?" Facilitator support will be needed to keep participants on task and in a reflective mood regarding the specific things they want to learn/strengthen.
4. Ask participants for feedback on what was challenging, interesting, or easy about this process; how they think this will help them; and what they disliked about the process.
5. Hand out envelopes. Ask participants to put their sheet of paper inside the

8 1- Competence: Your skill or ability in a specific area or subject (i.e. Public speaking, Woodworking, Design); 2 - Confidence: A personal sense that you are a good person and believe in your ability to succeed; 3 – Connection: Positive relationships with people around you and in your community that create a sense of belonging; 4 – Character: A strong sense of honesty, respect, and responsibility. You make good choices even when it is difficult; 5 – Compassion: Putting yourself in someone else's place and really sharing their feelings, with a willingness to help others.

envelope with their name on it so as to preserve their initial thoughts and goals before starting their service-learning project. Participants may keep the envelopes, or the facilitator may collect them.

6. Set aside time during the project for participants to reflect on their progress towards their specific goals regarding their 5 C's paper and reorient if needed.
7. As part of the closing of the service-learning project, ask participants to answer the following questions on the back of their initial sheet of paper: "Which C did you strengthen during this project and how?", "What kind of support proved useful to strengthen this C?", and "How will this help you next year?" Debrief participants individually or as a group on the progress they made towards their goals. The lessons learned can be used in setting their goals for the next service-learning project.

This activity:

- + Favors curricular integration
- + Promotes student leadership
- + Strengthens students' sense of ownership of the project

3.a.b Edward de Bono's Six Thinking Hats

Edward de Bono, a Maltese physician, proposed a tool for group discussions and decision-making that involves six hats of different colors. Each hat represents a particular way of thinking that is different from the others. Participants switch hats and contribute ideas from the position and thinking style of each hat.

Based on their colors and meaning, the hats can be described as follows:

Blue – What is the subject? What are we thinking about? What is the goal? The person wearing this hat sees the big picture, controls the process and outputs based on group thoughts, synthesizes and summarizes.

White – Considering purely what information is available, what are the objective facts, figures? It is neutral and objective.

Red – Intuitive or instinctive gut reactions or statements of emotional feelings (but not any justification).

Black – Logic applied to identifying reasons to be cautious and conservative. Practical, realistic, it covers negative aspects, weaknesses, threats, potential risks.

Yellow – Logic applied to identifying benefits, seeking harmony. It sees the brighter, sunny side of situations and arouses enthusiasm.

Green – Statements of provocation and inquiry, seeing where a thought goes, it triggers creativity in search for outside-the-box alternatives.

In groups of six, ask each person to wear a hat and contribute to the topic under discussion from the role and attitude marked by that hat. The person who wears the white hat, for example, will provide hard data without making any value judgment on them. The person who wears the blue hat will facilitate the discussion by assigning the floor and allocating speaking turns. The yellow and black hats' roles are usually more confusing. The yellow hat, the positive one, is not about saying yes or accepting any proposal without any criticism, as if there were no complications and disadvantages or these did not matter, but rather highlighting the positive aspects of the proposal, its bright side, its benefits, leaving the potential disadvantages to

the black hat. The black hat is not about “opposing for the sake of opposing” or denying the virtues or advantages of a given idea, but rather spotting the implicit risks, potential complications and disadvantages that might come up.

The details of this activity are explained in de Bono’s book “Six Thinking Hats”. It is not very long and can be read online or downloaded from the Internet.

This activity:

- + Promotes student leadership
- + Strengthens the development of critical and creative thinking

3..a.c The Participatory Action Research (PAR) Model

The Participatory Action Research (PAR) model is an approach to research in communities that emphasizes participation and action, shared by our partners at Genesis Project (Bosnia Herzegovina). It is a mode of systematic inquiry, an action research methodology that focuses on social change. We include it in this stage, but it is a great tool to develop a project from beginning to end.

Participants make informed decisions in all the stages of the PAR process for the primary purpose of promoting social change; a specific action to satisfy an identified need of the local community is the ultimate goal.

Participatory action research is well suited to research in a number of disciplines, such as education, health, community development, adult education, organizational development, agriculture, industry, university-community development, and research carried out with groups of oppressed or marginalized individuals.

The PAR process involves:

- Gathering the project team
- Determining a topic of common interest to be explored
- Planning research and exploring topics/issues to be researched
- Gathering the Support Group (key stakeholders within the community)
- Developing and implementing the Action Plan
- Recording and documenting the process
- Reflecting on the process
- Presenting results
- Evaluating and reviewing the work done
- Planning future steps

To learn more about the PAR model, you can visit: www.genesisbl.org

This activity:

- + Favors curricular integration and an interdisciplinary approach
- + Helps identify and measure real and perceived needs of the community

3.a.d Students' Meetings

These meetings, proposed by “International Association “Interactive open schools” (Bosnia Herzegovina), provide a golden opportunity to motivate and encourage students, as they see how their peers develop these kinds of projects. You and your group may schedule a meeting with students from other classes or schools who are already developing service-learning projects, in order to learn about their progress in those projects, how they do what they do, the challenges they face, the lessons they have learned, etc.

Before this meeting, you should think about what interests you most about these projects and the questions you are going to ask. For a start, you can consider questions like:

What motivated you to develop this experience?

Which were the challenges you had to face?

How did you invite the community to participate and how did they respond?

What have you learned?

How did you systematize the experience?

What would you recommend us in order to start our own SL project?

This activity:

+ Favors curricular integration

+ Promotes student leadership

3.b Ongoing Record, Systematization and Communication in the Design and Planning stage

While designing and planning the project it is important to keep an organized record of resources in order to know exactly which resources are available and which are yet to be obtained. It is also important to record and communicate the work process, so that others can learn about the initiative and become interested in it.

3.b.a Partner Chart

It is very important to keep a chart with information about your allies in the project, since it allows you to have a quick and comprehensive view of the stakeholders' map. Additionally, the research required to complete the chart will allow you to know more about the organizations and community stakeholders that are working on the same problem you want to address. This knowledge is important in order to think about actions and activities that may supplement their efforts and thus avoid a replication of activities that may generate an overload rather than a supplement. For example, if your project is intended to promote oral health care, it is a good idea to contact the local hospital or health care center and find out if they offer workshops or other relevant activities. If they do not, you may engage the professional team of the institution to participate in your activities. If they do organize activities, you may find out who they target and work with a supplementary audience. For instance, if the hospital workshops target children, you may work with adults or senior adults.

This is the partner chart we propose at CLAYSS:

- Name of the organization
- Acronyms
- Purpose
- Activities performed
- Director
- Address
- Phone number
- E-mail address
- Postal Code
- Town
- Province
- Web page

This activity:

- + Facilitates management and work with community members and organizations
- + Promotes community engagement

3.b.b Project Planning Chart

In item 1.b.a above we proposed creating the canvas of your project. This offers a quick and comprehensive view of your project. However, since many details are not included in the canvas, it is necessary to create a detailed chart including the objectives, activities and other components of the project.

As mentioned before, it is very important to ensure the internal consistency of the project. This chart will also allow you to minimize details that may be overlooked or left to chance. It is very helpful to have this chart at hand at all times, in order to check each item and adjust as necessary.

There are many models, we suggest the following:

Institution:**Project name:****General objective:**

Activities People in charge
Necessary resources
Period/stage of implementation
Expected results

Specific learning objectives

Learning objective N° 1
Learning objective N° 2

...

Specific service objectives

Service objective N° 1
Service objective N° 2

...

The general objective should express what you intend to achieve in a clear and positive manner, both from the academic and solidarity service point of view. This general objective will then be broken down into specific objectives related to the learning and the service, that is, intermediate steps that are necessary for achieving the general objective.

Each objective will include one or more necessary activities that will be listed in the "Activities" column. The "People in charge" column will include the name of the person responsible for leading or conducting the activity. Thus, everybody will

know who to refer to and this will prevent misunderstandings or omissions for not having a clearly identified person to turn to. The “Resources” column will include a full detail of the material or human resources necessary for developing the activity. The “Period or moment of implementation” column will describe the exact moment during the development of the project when the activity will be conducted and its duration, regardless of whether it is a couple of hours or several weeks. Finally, the “Expected results” column will describe the output of each activity and of the relevant objective. An expected result in a project for the protection and promotion of native flora may be, for instance: “students recognize and differentiate native from exotic plant species and their benefits for the environment.”

This activity:

- + Favors the follow-up of the implementation
- + Favors students’ active participation in monitoring the development of the project
- + Facilitates project follow-up and internal consistency assessment

3.b.c Community Tour

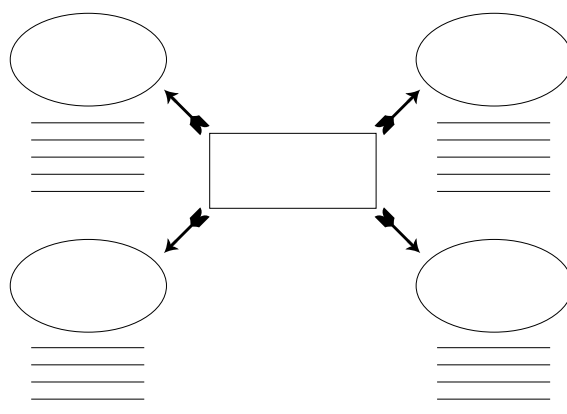
This activity is a contribution from our partners of New Horizons (Noi Orizonturi, Romania). It involves observing the community in a critical and thoughtful manner while trying to recognize aspects that may have gone unnoticed, in order to detect existing opportunities and problems. You may find a detailed guide on how to conduct this tour, suggestions for questions and observation topics (in Romanian, original language) on pages 32-36 of the publication CONECTEAZĂ-ȚI LA COMUNITATE! Învățarea prin serviciu în folosul comunității, available at: https://noi-orizonturi.ro/resurse/Service%20Learning%20la%20clasa/Conecteaza-i-la-comunitate_2017.pdf

This activity:

- + Favors curricular integration
- + Promotes student leadership

3.b.d Curricular Integration Map

The potential of SL projects is increased if they incorporate more than one curricular area. These additions and the interaction between service activities and contents of several subjects may be represented in a diagram as shown below. The central rectangle in the conceptual network will contain the general objective of the project; and the surrounding circles, the specific service objectives. The blank spaces below each circle should be completed with the curricular contents that will be applied for achieving that objective. The relevant subject should be mentioned between parentheses. Sample diagram:



3.c Evaluation in the Design and Planning stage

Besides evaluating curricular contents, it is essential to evaluate consistency among established objectives, scheduled activities, and expected results. Good planning ensures better project development and a stronger impact.

3.c.a The Telephone Game

This activity is an adaptation of the traditional Telephone Game (also known as Chinese whispers). Ask the group of students to sit in a circle; one of them will select a component of the project (a problem to be solved, an objective, an activity, the relationship with a partner), write it on a sheet of paper and then fold the paper. He/she will then whisper that component into the ear of the person sitting to his/her right. This person will listen carefully and repeat what he/she heard to the person sitting to his/her right. Thus, the comment will go around the circle until it reaches the last participant, who will be sitting to the left of the person who started the process. This last participant will write what he/she hears and then the messages written on both pieces of paper will be read aloud. If the meaning is lost or the idea has changed, it may be because not all the students understand that component in the same manner, or because communicating this component is difficult or confusing. Then, the group should reflect on how to make that point clearer for everybody and for those who will hear it for the first time, to ensure that the message is clear and expresses what they mean.

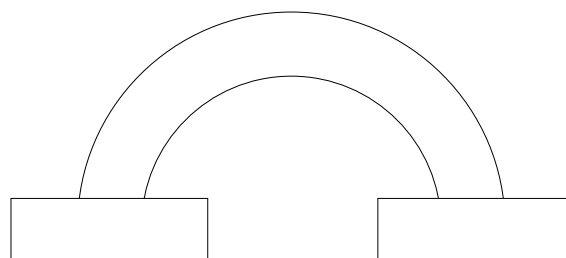
The message should have no more than 50 words and be as specific as possible.

This activity:

- + Promotes student leadership
- + Favors the development of communication skills
- + Strengthens the internal consistency and the group's understanding of the project

3.c.b Crossing the Bridge

In a diagram like the one shown below, write the problem you are trying to solve in the left rectangle, and the set objectives in the right rectangle. Note that the problem should be written as a negative statement, that is, using expressions like "lack of...", "low proportion of...", "bad quality of...", etc.; whereas the objectives should be written as positive versions of the problems: for example, if the problem was "lack of", the objective should be "presence of" or "sufficient number of." Once these two boxes are filled in, submit the project to the first consistency test, by asking yourselves: "Are the objectives relevant to the problem?" The answer must be positive; otherwise, it will be necessary to reformulate the objectives or change the problem. This may sound simple, but you have to be careful that your objectives are correctly aligned with the problem, or you may make great efforts without seeing any results. For instance, if the identified problem is a high level of bullying among students, the main objective should be to reduce those levels of bullying and not, for example, "to increase team spirit among students." Increasing team spirit will be a step in the right direction for reducing bullying, but will not necessarily be the sought-after outcome. "Crossing the bridge" Diagram:



Once you have verified that the problem and the objectives are aligned, write the scheduled activities in the central arch. Then ask yourselves: “Do these activities help us achieve our objective? How?” Each member of the group should understand and explain how the activities will help achieve the objective. Again, projects often include activities which, regardless of how funny and appealing they may seem, do not lead to achieving the objective, or do so in a “mysterious” manner. It is this mystery that we are trying to remove. It is important for each participant to know how the activity leads to the achievement of the project’s objectives.

This activity:

+ Favors curricular integration

+ Strengthens internal consistency and the group’s understanding of the project

3.c.c Project Review through Guiding Questions

The following is a series of questions to conduct a comprehensive review of the project. A negative answer to any of these questions will indicate that the relevant aspect should be strengthened. Ask students to work in groups of three or four members, to reflect on the following questions, and to write down their answers. Give students 30-45 minutes to complete this activity.

- Has the problem been clearly identified and defined?
- Are there sufficient grounds for action?
- Is there an accurate definition of learning objectives?
- Is there a clear definition of the objectives of the solidarity service with regard to the community problem that has been detected?
- Are planned activities in line with the set objectives?
- Have the recipients/participants of the activities and the project been identified?
- Are the tasks and responsibilities of each participant well-defined?
- Is there a planned schedule during and/or outside school hours for the development of the project?
- Have the spaces used for the development of activities of the project, both inside and outside the school, been taken into account?
- What are the material resources available to us? Are they sufficient? What is the source of funding? Has additional funding been requested from other institutions?
- Are planned activities consistent with the set timelines?
- Are spaces for reflection and feedback being considered?
- Are different instances and methods of evaluation being considered?
- Is curricular learning explicitly evaluated? How?
- Are service quality and results being evaluated? How?
- Do students play a leading role? Do they play that role in every stage of the project?

Then, students should share their answers, clear up any doubts they may have and plan for any identified outstanding issue.

3.c.d Evaluating Project Feasibility and Viability

Feasibility and viability are often used as synonyms, but they have different meanings and it is important to acknowledge this difference. Something is feasible when it can be done, that is, when we have the means and methods to carry it out. Something is viable when, besides being feasible, it can be done in our own context, it is sustainable and it can be carried out by the group involved. For example, travelling to another country with the whole group of students may be feasible (since there are international airports in the city), but it is not viable (because the resources for this activity are not currently available). It is important to ensure that the activities and objectives of our project are not only feasible but also viable. The viability of a SL project is basically dependent upon the following aspects: institutional support, students' and teachers' willingness, knowledge of the methodology, availability of resources.

Bearing this in mind, answer the following questions with the group of students:

- 1) Are the scheduled activities and objectives feasible (that is, are the means available)?
- 2) Are they viable? Are those activities within our reach? Do we have institutional support for their development? Do we have the commitment of the teachers and students involved? Have we determined how long it will take? Are the necessary resources secured?

If after answering these questions the project does not seem to be viable, you can go back to the reflection activity conducted during the diagnosis stage and adjust as necessary.

Stage 4: Implementation

4.a Reflection in the Implementation stage

Reflection is a process that is present throughout the development of a project, but very often these moments of reflection are only scheduled at the beginning and end of a project, and they appear spontaneously, in a disorganized and unsystematic fashion during the activities, since attention is focused on action rather than on reflection. However, it is important to make space for scheduled reflection activities with all the parties involved while we develop the project in order to leverage our work and make quick adjustments as we move forward.

4.a.a Dialogue Sessions

Ask participants to form a circle and to describe—from their point of view (individual or of the group or organization they represent)—the biggest achievements and challenges they encountered during the activities, and the causes of and solutions to the problems.

To make the most out of these dialogue sessions, it is important to consider the following aspects:

- 1- Appoint a coordinator who will maintain order during the session.
- 2- Always keep the focus on the activities under discussion and analyze them in the most objective way possible.
- 3- Make sure that everyone in the group shows respect and listens to one another.
- 4- Be organized: avoid mixing topics. When discussing achievements, for example, focus on them, and if somebody wants to mention a challenge, ask them to wait until this becomes the topic of the discussion.
- 5- In groups that are prone to disorganization or inattentiveness, we recommend using an element (such as a ball of wool or a small rubber ball) that goes from hand to hand. Only the person holding the element may speak, and then this person should hand over the element to the person wishing to take the floor.
- 6- We suggest avoiding one-on-one exchanges; whatever is said should be addressed and relevant to everybody.
- 7- In groups that fail to reach agreement or where discussions are protracted, it is good to set time limits, for example ten minutes for each topic.

This activity:

- + Promotes student leadership
- + Favors the development of communication skills

4.a.b What if this Were not the Case?

Taking what they experienced throughout the project as a basis, participants are asked to suggest a different way of implementing the project in order to maintain or improve the results. The objective is to trigger creative thinking and discover alternatives. It is advisable to make some room for imagining unlikely scenarios, since reflecting only on possible and known scenarios will curb innovation.

First, select one of the project's objectives; then, think about the actions that have been carried out so far or those that are planned for that objective. In groups, ask participants to think about other ways of fulfilling that objective. The goal is to replace all the planned activities with new ones. Once each group has finished, they will present the alternatives. Finally, in a plenary session, discuss the following questions:

Do you believe that any of the alternatives presented are better than the ones we had before? Why?

What benefits would we obtain if we changed the activities? Can we do it at this point in time?

What would be the benefits of sticking to the original plan?

This activity:

- + Favors the discovery of new alternatives
- + Favors creative thinking
- + Is a good input for thinking about new projects

4.a.c Are we Doing This in the Best Way Possible?

Read the story below with the group of young participants and discuss whether there is a simpler (more efficient) way of generating a similar or stronger impact with their work.

On waterfalls, divers and wise men, or solidarity as pedagogy

The legend goes that, in a faraway country, a good man saw a youngster drowning in a whirlpool at the bottom of a waterfall.

With great effort, the good man managed to take the youngster out of the water, and called a neighbor to help him revive the boy. While they were busy doing this, they saw another boy falling down the waterfall. While they were trying to rescue the second boy, they saw a third one falling. Some hours later, a well-intended crowd was making efforts to rescue those that kept falling, one after the other.

A few months later, the neighbors had already founded an association to provide assistance to drowning people, and with a lot of sacrifice they had raised funds to hire a team of divers that rescued the boys and youngsters who kept falling in the water.

A wise man came to the region and asked: "Wouldn't it be a good idea to climb to the top of the waterfall and find out why so many people are falling?" The hardworking neighbors answered, quite impatiently: "Can't you see how busy we are saving lives? We have no time or money for a sightseeing tour!"

The wise man climbed up the hill and found a very poor village at the top, with a school. Opposite the school there was a large and muddy vacant lot with no railings, right next to the top of the waterfall, from where children kept falling down...

There are different versions of the end of this legend: some say that the wise man organized the students at the school to build a railing, grow grass and a vegetable garden in the vacant lot. Others say that he spent the rest of his life trying to obtain some funds from the Royal Treasury to pave the area in front of the school, but they were too busy paying the Court's debts, and the only subsidy available was for the divers hired by the Association for Assisting Drowning People. (Tapia, 2001, p. 225)

After reading the story, you may discuss the following questions:

- Have we correctly identified the causes of the problem?
- Are we making the best possible use of our resources?
- Is there a simpler way of achieving the same or better results?
- Is our project sustainable?

This activity:

- + Favors the discovery of new alternatives
- + Develops critical thinking
- + Promotes the analysis of the project's direction and the introduction of relevant changes

4.a.d A Project on Wheels

Divide the group into small groups of four or five members and ask them to imagine the project as a car. Then, ask them to match the components of the project with each part of the vehicle and draw them. Invite them to discuss these questions:

- a) What is the car like: big, small, firm, unstable?
- b) Which components are the wheels of the car? What moves it?
- c) Which is the fuel? Does it have enough?
- d) Where is it going?
- f) Who travel in it? Who is the driver and what role do the others play?
- g) What obstacles are there on the road?
- h) Are there any other cars on the same road? What are they like?
- i) What luggage do we carry in the car?
- j) What safety features does the car have? What is there in the first-aid kit?
- k) What stops should we make along the way?
- l) What things need urgent mechanical assistance?

After 30 minutes, each group will present their vehicles. At the end you may create a common vehicle with everybody's contributions and/or present the various cars as if they were displayed in a car dealer's showroom.

This activity:

- + Develops analytical thinking
- + Promotes the analysis of the project's direction and the introduction of relevant changes
- + Promotes student leadership

4.b Ongoing Record, Systematization and Communication in the Implementation stage

Recording the activities, systematizing the procedures and the information, and communicating the work that is being done is extremely important to ensure sustainability and the possibility of adapting and replicating a project. When launching a project, not everything will turn out exactly as planned; that is why it is very important to record and systematize the work: this will allow students to reflect and learn from the experience.

4.b.a Google Drive Docs or other programs / apps for sharing documents among several users

With Google Drive's features, we can create shared documents that both students and teachers can access from any device connected to the Internet in order to make their contributions and read what others have written.

These platforms allow users to create folders with text files, spreadsheets, forms, slide decks, drawings, and also work with maps. You can also download the files in different formats to store them in any device.

They also allow users to track changes and see who made them. This facilitates the evaluation of participation.

IT classes and workshops are a good place to learn how to create these documents.

This activity:

- + Promotes student leadership**
- + Favors curricular integration**
- + Facilitates the monitoring and evaluation of participation**

4.b.b Open Activities in Public Places

A good option to make the project known is to organize activities in public places visited by people who would not hear about the initiative otherwise.

With your group of students you may organize activities in public places, such as a square, a shopping mall, a local cultural center, or in the area in front of the school. It is important to reach out to people who would not learn about your work otherwise, capture their attention and invite them to participate in current or future actions.

The activities should be specific, have a clear objective and start and finish in a given space and time. Some examples of these activities include: a create-a-puppet workshop, a drawing or painting meetup, a children's reading corner, basic cooking lessons, vegetable gardening classes, brief informational talks, educational games, etc.

For example students at the School of Arts of Matej Bel University in Banska Bystrica, Slovakia, organized a series of public events on contemporary literature intended to promote reading—particularly among children—in areas close to the university. They also worked with members of the deaf community, because they had detected that cultural events aimed at this audience and at the public in general were few and far between, and thus they promoted learning about and reading Slovak contemporary literature in each of these groups.

This activity:

- + Promotes student leadership
- + Promotes community engagement
- + Favors the development of communication skills

4.b.c Logbook of the Experience

Keeping a logbook involves recording not only tasks, events, times and dates, but also anecdotes, data and steps taken. The logbook may contain images, concerns, fears and critical questions about certain topics, and, most importantly, the experience described by the protagonists themselves. Each student should feel free when writing.

Invite the group to keep their own logbook of the project. They may do it by using digital tools and add notes during or after each activity. The recording can be made in different ways: by producing minutes of meetings, presentations, and instructions; by taking pictures of the participants engaging in the service actions, and of the community in action; by making a “before and after” record of events; or by filming or audio recording so that no information is lost and can then be transcribed into a document to disseminate the experience.

At a later time, all of these materials will be an input for communication and reflection.

This activity:

- + Promotes student leadership
- + Favors the development of communication skills
- + Contributes to the systematization of the experience
- + Favors curricular integration

4.b.d Minutes Book

Use a book or notebook with numbered pages or a digital file to record what is agreed at the meetings during the implementation of the project. If you are going to work with a digital file, try to store it in a device that can be simply and frequently accessed or make it available online, so that you can open it easily whenever you want to add information or refer to it.

You may create a template, but—in any case—you should record the following data:

- Date
- Meeting place
- Participants (name and position)
- Purpose of the meeting
- Topics discussed
- Decisions made
- Actions points, deadlines and leads

4.c Evaluation in the Implementation stage

Generally, evaluation processes in social or solidarity projects focus on assessing the results or impact of the work done, while in formative or educational processes we assess the level of knowledge acquired by the student. In SL processes both aspects are considered, and although, as stated earlier, evaluating is important in every step of the itinerary, it is the evaluation of the implementation of the project that will enable you to make any necessary changes or corrections to enhance its impact.

4.c.a Evaluation of Schedule Compliance

Having a schedule of activities which is available at all times is very important. It should contain the objectives, activities, scheduled times and expected outcomes, so that it can be used to perform a reality check. It is essential to review it regularly to check compliance: this will allow you to adjust the activities and objectives to your real capabilities and plan the next steps. Item 3.b.b includes a sample schedule.

This activity:

- + Promotes student leadership
- + Strengthens the internal consistency of the project
- + Facilitates the adjustment of the project
- + Favors the development of management skills

4.c.b Participatory Evaluation

It is important to evaluate the service activities and objectives with the community to ensure their voice is heard and their opinions are taken into account. To this end, invite the most important members of the community and the groups or institutions you have worked with to share their opinion with the group and to jointly define the criteria for assessing the project.

You may prepare a questionnaire or use an open interview format. Here are some trigger questions:

- 1- Are you aware of the objectives we have defined for this project?
- 2- Do you feel you have been involved in their definition?
- 3- Are they aligned with the objectives of the institution/group that you represent?
- 4- How would you evaluate the level of fulfillment of these objectives?
- 5- What other aspects do you think are worth highlighting?
- 6- Have you conducted or are you planning to conduct an evaluation of this process?

This activity:

- + Promotes student leadership
- + Promotes community engagement
- + Favors the development of communication skills

4.c.c Evaluation of the Group's 5 C's

This technique shares its name with the technique presented in item 3.a.a, but each "C" has a different meaning, in this case: communication, confidence, cooperation, comprehension and commitment. With these items in mind, ask each participant to assign a 1 to 5 value to each item, with 1 being the lowest level of development and 5, the highest. Then calculate the average value assigned to each item by the whole group, and propose ways to improve those that averaged 3 or less. If a person has assigned a value that is very different from the average (for example, a value of 1 to communication while most of the group gave it a value of 4 or 5), ask him/her why he/she has assigned that value and how he/she thinks it could be improved.

This activity:

- + Promotes student leadership
- + Strengthens students' sense of ownership of the project

4.c.d Analyzing the Experience

This activity may supplement or serve as a guide for keeping the logbook explained in 4.b.c. The analysis of each activity will provide you with useful information to evaluate the daily progress of the project and make relevant changes. New Horizons (Noi Orizonturi, Romania) suggests the following questions for students to answer after an activity or event:

- 1- What happened today?
- 2- How did I/we feel?
- 3- Are we going in the right direction?
- 4- Are there major differences in comparison with the initial plan?
- 5- Are we in budget?
- 6- Which learning goals did we reach today?
- 7- Which ideas do I/we have that could improve the project?
- 8- Which questions arose today?

As mentioned in item 4.b.c, this written analysis or reflection is richer if it includes photographs, drawings, videos or other resources.

To watch a video with an explanation of this technique, please follow this link: <https://www.youtube.com/watch?v=rFOCXtnzcb0&list=PL9iZsQWuarD-iy954uaFxGkXerfG7F8Ja&index=7>

Stage 5: Closure, Celebration and Multiplication

The closure, celebration and multiplication stage is an essential moment for recognition, gathering and bonding. It is the perfect opportunity to give an account of the work done to partners who have not participated so actively in the development of the project, motivate others to start their own projects, relive the experience and see how much has been learnt and done along the way.

5.a Final Reflection

At this point, reflection will focus on the project as a comprehensive experience lived by the group. The purpose is to give a unifying meaning to the experience as whole, to the work done and the lessons learned. We also recommend sharing individual feelings and emotions. These moments reinforce the sense of ownership and help participants make sense of this subjective experience and organize it as part of their memories.

5.a.a An Image is Worth a Thousand Words

Offer participants a large number of images of different types and ask them to choose one that represents what they have experienced during the project. When they are ready, invite each participant to show the image they have chosen to the group and explain why they have selected it and what that image represents for them.

This activity:

- + Favors the development of metaphorical expression
- + Favors reflection on the project as a whole

5.a.b A Keepsake Drawing

This activity is very useful when young children have participated in the project. Ask each of them to draw the moment they enjoyed the most during the experience, or to choose a photograph that represents it and explain why. Then display the drawings or photographs at the closure event, next to their testimonials and their reasons. In this case, unlike the activity presented in 5.a.a, each child should describe the moment they enjoyed the most and not the project as a whole.

This activity:

- + Favors the development of self-expression and makes it possible to hear the opinion of participating children
- + Makes it possible to incorporate the view of young participants and know their opinions

5.a.c What I Brought, What I Take Away

Sit in a circle and ask each participant to share their experience by answering two questions: What did they bring at the beginning of the project (doubts, concerns, knowledge, expectations)? And what are they taking away from this experience (knowledge, concerns, ties, lessons learned)? Write the answers on a poster compiling all the comments, which may then be used to create a word cloud (5.b.a).

This activity:

- + Favors reflection on the project as a whole
- + Favors reflection on personal development, regardless of the project's outcome
- + Helps become aware of subjective aspects that may otherwise remain hidden

5.a.d From the Top of the Mountain

Distribute sheets of paper with a drawing of a mountain and ask each participant to draw their journey from the bottom to the top as a representation of what they experienced during the project. The bottom will be the moment when they decided to join the project, and the top will represent the project's objectives. Ask them to identify the following points:

- *Streams to freshen up*: moments that were a breath of fresh air for the project and relieved tension.
- *Campfire gatherings*: moments when true bonding with others was what mattered most.
- *Scenic viewpoints*: moments when they were able to have a wide and comprehensive view of the project.
- *Shortcuts through the woods*: moments, events or situations that accelerated the development of activities.
- *Rocky ground*: moments when they had to walk with care and were hesitant.
- *GPS activated*: events or situations that forced a change of direction and the reasons for that change.

You may add any items you deem relevant. Once participants have finished their drawings, ask them to share them with the rest of the group. Here are some trigger questions for the final reflection: Have we reached the top (achieved our objectives)? Which pleasant and unpleasant surprises have we found along the way? Has everyone followed the same route? What have you learned in this journey?

This activity:

- + Favors reflection on the project as a whole
- + Favors reflection on personal development, regardless of the project's outcome
- + Helps become aware of subjective aspects that may otherwise remain hidden

5.b Ongoing Record, Systematization and Communication during the Closure stage

Projects have a beginning and an end. Recording their development and documenting their completion make it possible to see them as meaningful, consistent and comprehensive units, and facilitate their communication.

5.b.a Word Cloud

There are several web pages that can be used to create images formed by words, where the size of the word will be determined by how many times it appears in a given text. The more frequently a word is used, the bigger it will be. Ask participants to write their final thoughts after completing the project, enter all their testimonials in the application's text field and then choose a shape for the word cloud. You can choose a representative shape and then print it out and display it on the school's bulletin board or in the classroom. You can share thoughts about the biggest words and the most significant missing words.

Here are two examples created with <https://www.wordclouds.com/>:



This activity:

- + Helps highlight the most commonly appreciated aspects of the project
- + Facilitates project dissemination as the image can be easily shared on social and digital media.

5.b.b Group Photo of Participants and Stakeholders

The group photo is a traditional part of the project, and there is a reason for that: it is very important to see the whole group together, sharing the celebration and closure of the project. This photograph can also be displayed on the school's bulletin board or published in the school's newsletter. Don't forget to include all participants: students, teachers, authorities, community partners, collaborating organizations or families, government agencies or local institutions, etc.

A good alternative is to take a photograph at the beginning of the project and then another one at the end to see the changes in participation, people who joined the project at the beginning but are no longer part of it, etc.

This activity:

- + Strengthens group identity
- + Is a way of showing gratitude to all participants
- + Is a useful item for dissemination in different formats (media, blogs, social media, bulletin boards, etc.).

5.b.c Closure and Interviews

During the closure event, interviews can be conducted with different participants. It is important to have all groups represented: students, teachers, institutional authorities, donors, community, etc. Their testimonials may be published in the project's blog or be included in a hardcopy publication or a digital newsletter. We recommend asking questions aimed at summarizing the experience, highlighting its positive aspects, and identifying outstanding and new challenges.

This activity:

- + Promotes community engagement
- + Is an excellent input for dissemination
- + Helps make decisions on future proposals adapted to participants' evaluations

5.b.d Summary of the Experience

A good systematization exercise that will also allow you to have an excellent communication item is to make a summary of the experience with the group of young participants. This summary should not be more than one page long and can include photographs and images. This exercise will force participants to identify the key elements of the experience and describe, in a nutshell, the project and its effects. We propose including the following data:

- 1) Name of the Institution that leads/develops the project:
- 2) Title of the project/experience:
- 3) Starting date:
- 4) Brief description of the project and activities developed:
- 5) Social issue addressed and target audience:
- 6) Objectives:
 - a) Main objective:
 - b) Learning objectives:
 - c) Service objectives:
- 7) School subjects/classes or learning contents involved:
- 8) Main solidarity service delivered to the community:
- 9) Participation of the community, allies and partners:
 - a) Number of teachers:
 - b) Number of students:
 - c) Number of community partners:
 - d) Other participants:
- 10) Achievements (regarding the service and learning objectives or other achievements that may have occurred):
- 11) Future challenges and prospects:
- 12) Photographs, graphs and pictures

This activity:

- + Is an excellent input for dissemination
- + Favors curricular integration
- + Favors the detailed analysis of specific aspects of the project
- + Promotes analytical thinking

5.c Final Evaluation

We have underlined the importance of evaluating throughout the project. Evaluating at the moment of closure implies more than measuring the level of knowledge achieved or the results of the work done. Evaluating at this point allows us to give an account of the work done to our partners, to make decisions on future pathways, and to produce knowledge or research that will support our work with hard data and serve as a source of inspiration to others. This evaluation should be participatory, including all groups of participants, and it should focus not only on evaluating objectives, but also on collecting information for future projects.

5.c.a Essays and Oral Presentations

Each student will submit an essay describing their experience in the project and the lessons learned. At the teacher's discretion, the essay may have a loose structure or be based on some guiding questions. It may also be accompanied by an oral presentation and slides on the relevant topic.

The purpose of the essay is to review the theory and the development of the project, to offer a detailed account of the experience and to put forward conclusions that seek to make the experience meaningful and open the door to new proposals. Unlike the systematization explained in item 5.b.d, the essay should be longer and include concepts and ideas that provide a rationale for the project, activities and conclusions.

This activity:

- + Promotes the development of writing and research skills
- + Favors curricular integration
- + Provides specific knowledge on concrete topics and direction for teaching

5.c.b Satisfaction Surveys

In SL projects, it is very important for the community to participate in the definition of the evaluation criteria of the project. Ask students to conduct satisfaction surveys among the community members who are more directly involved in the project, and to define with them the criteria for evaluating the project's impact and success.

This activity:

- + Helps identify the strongest and weakest aspects of the project from the point of view of different participants
- + Helps collect information to guide future actions
- + Promotes student leadership

5.c.c The Traffic Light

Ask participants to get together in their peer groups (for example, students, teachers, community members, etc.) and discuss, evaluate and describe the following items:

- 3 attitudinal factors that facilitated the development of the project
- 3 factors that should be improved or strengthened in order to have better results
- 3 factors that should be reduced or eliminated to ensure good performance in new initiatives

Each group of factors will be associated with the green, yellow and red lights of the traffic light, respectively. The lights can be represented with poster boards in the three colors on which participants will stick their written comments. They will then discuss the answers of the other groups, and the agreements and differences in their opinions.

This activity may be used with different triads that may replace or supplement the one described above. For example, the question may refer to 3 aspects they learnt about, 3 aspects they would like to know more about and 3 aspects they would have liked to learn about but feel were not at stake; or 3 activities that worked well, 3 activities that need some adjustment and 3 activities that should not be repeated. In each case, reflecting on the answers is critical.

This activity:

- + Favors the detailed analysis of specific aspects of the project
- + Promotes analytical thinking
- + Promotes student leadership

5.c.d Questionnaire for Community Partners

This questionnaire was developed by the Matej Bel University team in Banska Bystrica (Slovakia). Its main objective is to gather data about how community partners perceive and assess the implementation of the project and its results. This is a very useful tool to evaluate the project and its impact on the community, and to consider future initiatives.

You can access the full questionnaire in English in the following web page: www.slihe.eu

This activity:

- + Helps identify the strongest and weakest aspects of the project from the point of view of different participants
- + Helps collect information to guide future actions
- + Promotes student leadership

Closing Remarks

The activities and tools presented above are intended to inspire and be a resource for those interested in developing SL projects. They have all proved very helpful when working with groups in participatory processes. They can be used at the suggested stages or at other points in the itinerary, provided they are relevant. They can all be supplemented or modified to adjust them to the group of participants. We hope you find them useful.

To share comments or suggest activities for future editions, please contact us at *internacionales@clayss.org.ar*

Notes and Bibliography

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Suggested materials:

- Campus Compact <https://compact.org/resource-posts/>
- CEE Service-Learning Network <http://www.clayss.org/CEE/resources.html>
- Service-Learning in STEM subjects – Learning through Civic Engagement for Value-Forming Learning: videos <https://www.youtube.com/watch?v=XFjC5JYAkIw> (English) / <https://www.youtube.com/watch?v=zikvsfZp0M> (German). Bibliography <https://medienportal.siemens-stiftung.org/portal/main.php?todo=showObjData&objid=111750#>
- Service-learning resource center <https://www.nylc.org/page/resources>
- Videos on Service-Learning by New Horizons Foundation (Romania) <https://www.youtube.com/playlist?list=PL9iZsQWuarD-iy954uaFxGkXerfG7F8Ja>



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