

TERMS AND CONDITIONS

FORMAL ASPECT

1. IMPLEMENTATION DATES

Clearly state the expected start and completion dates of the Service-Learning experience. In addition to be included in the Regional Service-Learning Award Rules, this allows the Assessment Team to identify what stage the project is completed and what remains to be done. The Assessment Team will evaluate proposals that begun in the school years 2020/21 and 2021/2022 ended before June 30th 2022. If you have omitted either of these dates, the experience could not be fully assessed.

2. INSTITUTIONAL ENDORSEMENT

It is an **ESSENTIAL** requirement **that the form submitted is signed and sealed by the school's Head Authority (or highest level of Non-governmental Institution under whose supervision you have implemented Service-Learning experience)**. If this requirement **has not been appropriately met**, the experience could not be assessed.

3. FORM AND DELIVERY

The form (digital form **ONLY**) shall be considered valid when delivered electronically in **PDF format at email address: cee.sl.award@ioskole.net with the following e-mail subject: applying country's name RSLA 2022 (For example: Bosnia and Herzegovina – RSLA 2022)**.

Along with the completed submission form it is advisable to attach proofs of the implemented experiences (in separate documents) that may give and provide a wider and clearer picture of the submitted experience (promo material, flyers, posters, video clips, photos, media links, etc.). These additional material you can send us via links for further reading during the evaluation process.

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PROJECT ASPECT/DEFINITIONS

We suggest these aspects of the Service-Learning experience design and implementation to be completed or reviewed:

4. MOTIVATION AND PROTAGONIST ROLE

In Service-Learning methodology, students are not considered beneficiaries, but active protagonists of the actions that have others as beneficiaries.

Participation as a right is an essential practice of democratic societies; and this type of experience implies having the students involved in and committed to concrete actions aimed at transforming or improving something in the society.

In many cases, students are involved in Service-Learning experiences planned by the institution, its head authorities and/or teachers. The Service-Learning pedagogical proposal is aimed at having them jointly introduce the problem, design, plan, implement and reflect on the actions, and evaluate the project so that it enhance student leadership.

5. DIAGNOSIS/MAPPING OF NEEDS

We understand diagnosis as the collaborative effort to identify a community's real and pressing need that could be addressed by the educational institution with all human and material resources available, and the extent to which this action implies a learning opportunity for the students.

It is important to ensure the participation of all the actors involved in the process, especially that of the beneficiaries of the actions. A participatory diagnosis, in which the school community and the beneficiaries can make their voices heard, will be beneficial to both the effectiveness of the diagnosis and the sustainability of the project.

In short, the problem area should be well-limited, relevant to the community, to the educational institution and possible to be addressed by the students.

6. SERVICE-LEARNING EXPERIENCE

Service-Learning practice involves concrete and committed actions in response to a real community problem, aimed at diminishing, tempering or sorting it out, or contributing, together with other actors, to solve it.

In Service-Learning experiences, service is not understood as charity and beneficence. Instead, it considers others as equals, recognizes their needs, the unfair situations they have to undergo, or the rights that should be protected, and critically reflects on it. Moreover, Service-Learning actions are aimed at disseminating and leading to social transformation. Students perform actions with the community, not for the community, as the protagonists themselves learn and benefit from this experience as well.

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7. TARGET COMMUNITY GROUP AND BENEFICIARIES

We understand “beneficiaries” or “target community group” only as those who benefit from the concrete Service-Learning action. Service-Learning projects propose a shift of perspective for the “target community group” or “beneficiaries” of the activities, who become “co-protagonists” together with the students. The design shall include:

- the number of direct and indirect beneficiaries, and their socio - economic description, age or school level, employment,
- type of population (urban or rural),
- people with disabilities or health problems,
- Asylum seekers, migrants, people deprived of their liberty, minorities, etc.

In this way, it is possible to assess the suitability of the Service-Learning actions proposed in the experience. We encourage you to include detailed information about the beneficiaries of the project and how they participated in the experience.

8. COMMUNITY NETWORKING

Service-Learning experiences are enriched when they draw upon the action of multiple actors and the synergy of other institutions, social organizations, government bodies, enterprises and businesses that play a role in the community and with which it is possible to settle mutual work agreements, pacts, alliances or networks. These connections are a contribution to the sustainability of the experience and promote positive reciprocity. They involve working with other of community members mainly aimed at addressing the needs, identifying the problems and the community actions required, by means of an intersectoral work approach.

9. LINKAGE TO CURRICULUM, SUBJECTS OR CURRICULUM/LEARNING CONTENT

Service-Learning projects have a pedagogical intentionality, improving the quality of learning and offering an active response to a community’s real and pressing need.

It is essential for these proposals that curricular content is put into practice in the Service-Learning actions, and that it allows students to develop curricular skills and content as well.

Linking Service-Learning practice to formal learning allows students to apply knowledge and skills to real contexts and develop an effective and active citizenship for the benefit of the community. The deliberate integration of Service-Learning educational experiences with curricular content of specific areas or subjects also promotes a thoughtful reflection on the students’ activities and learning process.

Combining curricular content enables students to progressively build a more complex vision of the world, therefore allowing them to tackle everyday problems better. Interdisciplinary among curricular areas or fields allows for a multidimensional way of working, as it addresses the problems from different perspectives.

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10. OBJECTIVES OF LEARNING

Learning objectives should be specific and assessable. They should aim at meeting the curricular content involved in the development of the project, such as concepts, methods, skills and procedures, as well as values and attitudes.

11. OBJECTIVES OF SERVICE

Service objectives are also specific and assessable, but they refer to the community service. They imply using simple language to explain the expected accomplishments concerning the lessening, improving or solving of the problem to be addressed. They can also be considered as “goals to be achieved”. At the same time, they should be flexible enough so as to adjust to the different circumstances that may arise throughout the project. We suggest that clearly state your project objectives so that they are detailed, but also clear and precise.

12. ONGOING EVALUATION

The evaluation is a process aimed at reflecting on the achievements and the effects of the actions performed, so as to be able to appraise the milestones, correct the mistakes, and change or modify as necessary. It also implies determining whether all planned stages and expected objectives have been complied with.

Through a project’s permanent follow-up process, it is possible to check on partial/final results and achievements, and set things right or continue along the course of the learning, the Service-Learning action and the experience as a whole.

It is desirable that the evaluation process involves all actors of Service-Learning experience and is performed in a participatory and democratic way. It is important to consider not only the quantitative but also the qualitative aspects of the experience, to be ready for unforeseeable events and their consequences, to embrace the process and not only the results. Evaluation instances can also allow the educational institution to assess the Service-Learning project’s impact on students’ academic performance, institutional participation and school retention.

13. CELEBRATION

In the Service-Learning pedagogy, celebration is a time to relive and share our experiences. Recognition and celebration strengthen individual and group self-esteem, and increase recognition of accomplishments as a whole. Celebration offers deserved community recognition to the protagonists of Service-Learning experience. It helps to break down stereotypes and prejudices and shed a light on the commitment and actions of children and young people. Usually, celebrations are open to a vast circle of people and are the setting in which certificates, diplomas, medals or any other means of formal acknowledgement are granted.

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14. REFLECTION

Reflecting on the practices promotes learning anchoring, introspection, self-awareness and group relations.

Reflection activities also enable students to become aware of their learning and to train critical thinking and civic engagement. These proposals offer students the opportunity to exercise their rights and responsibilities as they are involved in matters of concern to them and that affect their lives. Service-Learning includes training activities that develop and reinforce reflection processes on the common good, public matters, all in a context that allows for the construction of one's own identity. Moreover, these activities are an essential tool **to ensure feedback from the beneficiaries** and an active role on the part of all the participants.

15. RESULTS AND IMPACT

The results or effects of any Service-Learning experience should be measurable so that they show the change when compared to the initial conditions of the learning and the problem addressed, the achievement of expected objectives, the impact on academic performance and the quality of life of the **recipient community**. These transformations can also be registered through testimonials that account for such effects. It is advisable that the assessment of the impact is done based on the learning and service objectives stated and specific qualitative and quantitative indicators, and not just on a general overview.

A project's permanent follow-up makes it possible to check on partial/final results and achievements, set things right or continue along the same path. This follow-up process includes the learning, the Service-Learning action and the experience as a whole. By doing so, we can give an account of the scope in which the actions performed helped to transform reality.

16. REGISTRATION, SYSTEMATIZATION AND COMMUNICATION

Systematization is the collection of anecdotes, feelings and data, identifying the characteristics of the activities performed, the strengths and the weaknesses of the experience. It is also a means to build collective knowledge, as it is aimed at obtaining a final product that summarizes the whole experience. A systematic record makes it possible to preserve the "history" of the project and to disseminate it among the different members of the community, other institutions, etc. The degree of carefulness and efficiency when systematizing and communicating (in terms of both content and form: orthography, syntax, semantics, etc.) shall have a direct impact on the final quality of the project presentation. At times, when the experience is not well described or explained it doesn't allow evaluators to see it as a good one. Suggestion: write and fill in the application form together with students or other involved teachers.

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