

GUIDELINES FOR EDUCATION IN GLOBAL CITIZENSHIP BASED ON SERVICE-LEARNING METHODOLOGY



LEARNING
2 SERVE

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Guidelines for education in global citizenship based on SL methodology

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0. Preface

Dear teacher: These guidelines that you have in your hands have been prepared by a group of teachers and civil society organizations from Croatia, Italy and Spain within the framework of the Erasmus+ “Learning To Serve” project.

Service-Learning methodology is linked to a rich pedagogical trend that has two fundamental referents at its origin: J. Dewey in the USA and Paulo Freire in Latin America. Ideas such as democratic education, active learning, transformative education and for hope or social responsibility, are re-emerging with a new modernity, at a time when the dominant homogeneous culture invites an individualistic conception of learning.

Service-Learning makes students face their vital problems and brings them closer to their community. Strongly anchored both to the student's experience and to the social context in which it develops, Service-Learning highlights the role of students using the best active and socio-constructive methodologies.

In addition, it is a methodology that makes a change in educational practices and manages to promote values of solidarity among students, since teachers include the contents of Education for Global Citizenship in the curriculum, while the school is open to community.

In recent years, we have observed that teachers who put the Service-Learning methodology into practice incorporate it into their educational practice in a comprehensive and sustainable way, which is why we have verified its great transformative potential in educational practice. This has led us to commit ourselves to the dissemination and promotion of this methodology at a European level, not only among teachers, but also in social entities and public authorities.

For all these reasons, we are very proud to be able to present these recommendations, which we hope will be useful in helping to implement the Service-Learning methodology in the field of formal education at a European level, as a tool to promote a Global Citizenship committed to common values of the European Union.

August 2022.

Maria José Bel Murciano
Head of the Area of Transformative Education for Global Citizenship
Madre Coraje



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1. Introduction of the project and common values

L2S is a European Project co-financed by Erasmus+ program of the European Union. The project is led by the Spanish NGO Madre Coraje and these are the other partners: ProgettoMondo MLAL (Italy), Rete Tante Tinte – Golosine (Italy), Breza association (Croatia), Dokkica (Croatia) y ACES (Spain).



The Learning 2 Serve project revolves around the idea that the SL methodology is ideal for teaching common values in schools, since it offers opportunities for student participation in social and civic life through formal learning activities. Innovative SL projects make the school interact with its environment: neighbourhood, city, civil society; and vice versa: they introduce civil society entities, neighbourhood, city... in the school. If the school does not serve to solve extracurricular situations (non-school situations), occurs what is known as “school learning bubble”. For this reason, using the innovative SL methodology offers students the opportunity to apply learning, values and skills (competences) worked in the classroom in non-school situations.

That’s why the “service” part of this methodology is so important and has to be very well designed and be very consistent with the principles of the SL methodology. Service is not a practice that takes place after learning, it is an extension of learning. And that is why this project intends to improve the knowledge of the SL methodology among volunteering NGOs and associations, which are the service providers in SL projects. We need these entities not to consider themselves just as recipients of a school activity but an essential part of the teaching-learning process.





If we succeed in designing and applying rigorous and accurate SL projects, we will be ensuring that the key competences are really learned, thus ensuring a solid learning of common values, civic engagement and participation. The more the children and young people intervene in their social environment through volunteering associations and NGOs, the stronger the link with the common and civic values.

Objectives:

- Students of the leading schools acquire relevant cognitive and non-cognitive competences and develop a more positive attitude toward common values.
- Teachers and community educators at local and national level are more aware about the challenges of education to common values.
- The whole school community and the volunteering NGOs and associations who provide the services in the SL projects are more involved with SL methodology.

To achieve these objectives we will train teachers and support them in the design and implementation of lesson plans on common values based on SL methodology, we will collaborate with parents and CSOs and we will produce the following outputs:

- Didactic manual for innovative education to common values based on SL methodology.
- Toolkit to foster cooperation in education to values through SL approach between schools, volunteering associations and NGOs, parents and other community stakeholders, including tools for Service-Learning practices.
- Knowledge, learning and networking web platform about education to common values.

But, what "common values" are we talking about? European values are mentioned in article 2 of the Treaty on European Union:

*"The Union is founded on the values of respect for **human dignity, freedom, democracy, equality, the rule of law** and respect for **human rights**, including the rights of persons belonging to minorities.*



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*These values are common to the Member States in a society in which **pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.***

These values coincide with the promoted values by Global Education or Global Citizenship Education:

*“Global education is education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater **justice, equity and Human Rights** for all.”*

The Maastricht Declaration, 2002.

*“Global education is a pedagogical approach that fosters multiple perspectives and the deconstruction of stereotypes and builds on a learner centred approach to foster critical awareness of global challenges and engagement for **sustainable lifestyles**.*

*Global Education competences build on development education, **human rights** education, education for **sustainability**, education for **peace** and conflict prevention and **intercultural** education, all being the global dimension of education for citizenship.”*

North-South Center, Council of Europe

“Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.”

UNESCO

Consequently, the common values are aligned with the SDGs, specifically with its target 4.7:

*“By 2030, ensure that all learners acquire the knowledge and skills needed to promote **sustainable development**, including, among others, through education for sustainable development and **sustainable lifestyles, human rights, gender equality**, promotion of a culture of **peace and non-violence, global citizenship** and appreciation of **cultural diversity** and of culture’s contribution to sustainable development”.*



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For all these reasons, from now on in this document and within the framework of the L2S project, we will refer to the “common values” as “Global Education” or “Global Citizenship Education”.

2. Brief introduction to SL methodology

This section is based on the book “Service-Learning. Social commitment in action”, written by Roser Batlle (educator and promoter of service-learning in Spain).

“Service-Learning is an educational approach that combines learning and community service processes in a single project, in which participants are trained by getting involved in the real needs of the social environment with the aim of improving it”. This is definition given by the “Centre Promotor d’Aprentatge Servei” from Catalonia, Spain.

In other words, SL is a way to learn while serving the community. It is a method to link educational success and social commitment.

According to Roser Batlle, four ingredients can be identified in almost every SL project:





In general, we can say that:

- 1-. The starting point is a social need or a nearby problem that can clearly be improved.
- 2-. A community service is articulated that can respond to that need.
- 3-. All this provides significant learning to students.
- 4-. In general (there are exceptions), an alliance is necessary, a network with nearby actors, with the community itself.

The order of these four ingredients is not always like this. The most orthodox educators defend that, in the first place, we must think about the learning that we want our students to learn, while on other occasions the first thing teachers think about is community service because they imagine how motivated and committed their students will be with that service.

However, since the SL is a binomial in which the social sphere and the pedagogical sphere converge, it is much more agile (and may make more sense) to start from the real nearby needs and then see what is that students can cope with them and what learning opportunities result from it.

Nearby needs

A social need is a situation that is going wrong, a problem that is outside of pupils but that challenges them and on which they have the possibility of helping to solve it (a dirty park, elderly people who feel lonely, a forest that has burned, refugee children who need to make new friends...).

Regarding the needs, we must take into account that..

...not all needs are dramatic,

...social need and educational need are not the same,

...dealing with a social need requires reflection,

...and that the social need can be formulated as a problem or as a challenge.



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Community service

In Service-Learning, the service that students develop is understood as a solidarity action focused on the common good, in favor of the community, through which they can learn knowledge, skills, attitudes and values and that opens students to otherness.

Regarding the community service, we must take into account that...

- ...must primarily benefit the community,
- ...it is carried out by the students, not by social entities,
- ...can be done outside or inside the school,
- ...a spontaneous civic act is not a service to the community.

Examples of community services carried out by students aged 6-12 in SL projects:

- Collection of used domestic oil in the town, after an awareness campaign, to avoid contamination of the river.
- Cleaning of the village pond, involving more than a thousand people (families, social and public entities).
- Organization of a fabric collection and collaboration with older people in the manufacture of heart-shaped cushions to alleviate the secondary effects of surgery in women who have undergone mastectomy in a local hospital.
- Contribution to the restoration and start-up of a shelter that will provide work for people at risk of social exclusion.
- Preparation of a publication, with the support of the families and elderly people of the town, in order to spread the cultural and ecological wealth of the area.
- Organization and start-up of a play about dinosaurs with and for people with disabilities.

Learning

The SL explicitly links a service to the community with significant learning, which may be or may not be of curricular content and found in a specific subject.



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The SL provides students with learning opportunities related to...

...Competences and knowledge, derived from the topic of the project, from the investigation of needs, from the contrast of information, etc.

...Self-esteem, related to the satisfaction of being able to make a difference.

...Social skills, when dealing with people outside the school and when working in a team.

...Human values, because action puts values into practice.

...Citizen participation, because the SL provides real contexts where the exercise of active citizenship is developed.

The contents of this learning could be grouped into four categories: learning to know, learning to do, learning to be and learning to live together.

Networking

Networking is the unique ingredient of SL. In SL projects, the school needs the community to achieve a positive social impact of improving the social environment; therefore, it must actively collaborate with NGOs, the city council, social and educational entities of the neighbourhood in question.

Some recommendations for networking:

- Take time to get to know each other and what the needs and priorities of each partner are.
- Start with small and very specific SL projects.
- Put the agreements in writing.
- Maintain fluid communication during the implementation of the service.
- Jointly evaluate both the academic results and the results of the service
- Assess the project together.
- Repeat the project to consolidate networking.



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3. Guidelines for carrying out SL lesson plans with a Global education approach

- Identify needs related to common values (SDG)

Human rights, sustainability, interculturality, gender equality, social justice... as we have seen in section 1 of these guidelines, the list of common values and their related content is extensive and, therefore, they fit perfectly with the 17 SDGs of the UN 2030 Agenda:





Properly linking the need with the SDGs will allow students to fit a local need into a global framework and help them realize that they are acting not only on a specific and nearby problem, but that they are contributing to a greater good. In this way, we began to put into practice the maxim "Think globally, act locally".

To delve into the relationship between global education learning and the SDGs, we recommend the following UNESCO guide

[Education for Sustainable Development Goals: learning objectives](#)

On the other hand, relating the identified need to one or more common values is essential to reflect on that need. In this way, reflecting on a need from the point of view of Global Education means asking the following questions:

- What are the causes of the problem that we have identified? Are there global causes or only local ones? What consequences does it have?
- Who are responsible for this situation? Who has the power to reverse this situation?

- *Think of a global-and-active-citizenship service that responds to that need.*

Some students may consider any SL project interesting per se, but for others the interest will depend on if the service is appealing and useful. So involve them in choosing the service, strengthen the participation and initiative of the students. Be careful, as long as it is clear that the service cannot be decided or developed in a frivolous way ("I like it", "I don't like it"), self-sufficient ("we already know what to do"), messianic ("let's save the world"), reckless ("we can handle everything"), or patronising ("they should be grateful"). The benefit that students must pursue and achieve is learning, but, in solidarity action, the benefit must be entirely for the community.

How to improve the global perspective of your SL project?

The park in your neighborhood is dirty and abandoned and you and your students decide to clean it up, carry out an awareness campaign in the neighborhood and petition the city council to restore it. This service would be an example of active citizenship in action, but without knowing more details we cannot know if it is an example of GLOBAL active citizenship in action. If the content of the awareness campaign is reduced to cleaning and caring for the park, the global vision will be



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scarce; but if the awareness campaign talks about the problem from a planetary perspective or frames the dirtiness of the park in the problem of waste generation and consumerism, the global vision will be much more present.

Another way of reinforcing the global perspective of the service is by applying a human rights promotion approach instead of a welfare approach. To help vulnerable people you have to give them confidence, not treat them only or mainly as helpless, but focus on their potential. This does not mean not paying attention to their minimum rights by offering the necessary assistance, but if they only receive assistance, they end up being treated unfairly, since they are not recognized for their ability to progress.

-. Learn by doing! Determine the learnings necessary to provide the service that responds to that need.

Of the four categories of learning mentioned in section 2 of these guidelines (learning to know, learning to do, learning to be and learning to live together), we are going to focus on learning to do.

To serve is to move on to action, so in SL methodology, by definition, students learn by doing. We can group learning by doing into three categories:

*- Skills in carrying out and managing projects. Developing and executing projects involves learning how to organise, manage resources, plan, etc. In the first projects, students will need a lot of help, but they will become more and more autonomous.

*- Skills and competences specific to the service being developed. Each project will also provide specific learning. If the service consists of storytelling to young children, the specific learning will be such as intonation, non-verbal language, oral expression... But if the service consists of helping to rehabilitate a soup kitchen that has been damaged by a flood, the learning will revolve around the packaging and preservation of food, use of cleaning utensils, etc.

*- Hobbies, skills and personal talents at the service of others. An SL project can also favour the development of individual skills and hobbies in a community service context. Thus, following the storytelling example above, a pupil who can sing can include a song in the storytelling, or a pupil who can draw can make a poster advertising the storytelling.



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- Identify which of these learnings are included in the curriculum and prepare the educational project.

There is a lot of valuable and necessary learning that may not be included in the school curriculum; moreover, if we take into account that the L2S project is developed in Croatia, Spain and Italy, there will be contents that are included in the curriculum of one country and excluded in another. On the other hand, it is impossible to design an activity in which pupils learn only the content that the teacher sets. Unexpected or uncontrollable learning takes place. Therefore, there will be extracurricular learning in our SL projects. So, we must, first of all, think about the learning that, as a teacher, I want my students to have, and then classify this learning into curricular and extracurricular. But why is it important to incorporate and specify learning required by the curriculum?

* - Because in this way we fight the idea: "What we learn at school is useless in real life". In this way we contribute to making school learning useful.

* - Because if school learning is useful, students will see the meaning of the subjects and we will increase their interest, motivation and commitment to the teaching and learning process.

* - Because it makes it easier for the pupils' families to be favourable towards SL projects. Sadly, there are many families (and teachers) who are wary of solidarity school activities because "it takes time away from the pupils to learn what they have to learn", "if the teacher instead of taking the children to clean the park was teaching maths, language, history... maybe he/she would have time to teach the whole course syllabus". But if, instead, our project includes curricular learning, we can use this to win families over and, in this way, they will be in a better position to also accept and understand the importance and value of non-curricular learning, because they are indivisible from curricular learning.

In any case, whether we decide to include curricular learning or not, it is essential to draw up a rigorous project that includes, at least, the following sections: justification, objectives, contents, assessment, activities, timing, methodology.¹

Regarding the assessment, the whole experience must be documented because it is important to reflect the process and the results as well as to be able to self-evaluate what has been achieved. The ability to reflect and learn from experience

¹ At the end of these guidelines (see Annex 1 and 2) you will find templates to create your lesson plan



is an element of quality. The SL approach allows us to reduce a double distance: on one hand, that which exists between academic learning and real life, and on the other, that which exists between the values that are preached and the values that are experienced.

- Network, work as a team. *Involve as much actors as you can: social entities linked to the target need, students' families, public entities...*

We do not live in isolation and the causes and consequences of problems are often multiple, therefore, we need to collaborate with other actors: if the need of the social environment that we have identified is that the neighbourhood park is dirty and abandoned, we will have to at least knock on the door of the city council (to gather information and ask them to take charge), of environmental organisations (to gather information and assess whether they have any services to offer us) and of the neighbours (to gather their demands and to invite them to an awareness-raising activity). Networking, therefore, is inevitable.

Changing a culture of working in isolation for a culture of networking means sharing a project or doing something new together, it means sharing ownership and commitment and it means that each party does and contributes what is its own.

As it is a school proposal, it is the teacher and/or the school who leads, promotes and guides the SL project; therefore, it is also the one who has the responsibility to involve other actors. The level of participation of those actors will depend on several factors: collaboration history, capacity, willingness, availability, tasks... but we must make it clear to them that they can be involved as much as they wish, since the deeper the participation, the more valuable and deeper the results and learning will be.

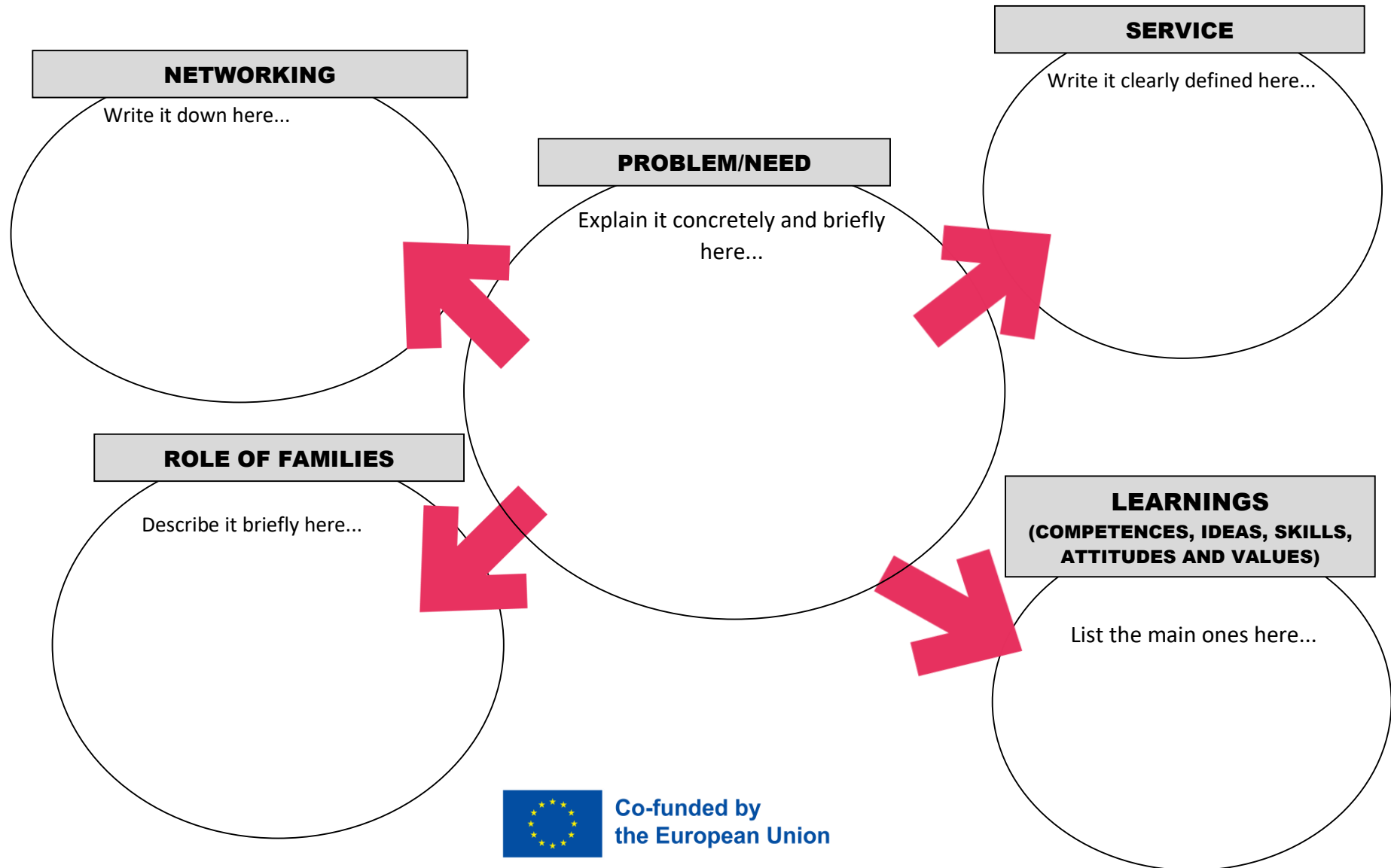
The partners that make up the consortium of this project believe that for children's education to be as effective as possible, the school and families must work together. For this reason, we will promote the participation of families in the SL lesson plans. The school must be open to families, take them into account and involve them in the school educational process.



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Annex 1: Template for outlining the basics of an SL project

Based on a proposal by Paco Barea Durán (School teacher)



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Annex 2: Template to design a SL project

The following template is based on one created by the Spanish network of SL, which in turn is an adaptation of Ana Aguilar de Armas's Manual for Solidarity Teachers and Students of CLAYSS.

This is just one possible template, which allows us to review the key aspects of designing a service-learning project. It is not an essential itinerary to follow to the letter, because it depends on different factors such as the organizational culture of each school center or social entity that promotes the project.

Data sheet	
Project's name	
School or entity in charge	
Participating students (number and school year)	
Subjects or areas of the project	
Other entities involved	
Target persons	

Project approach		
	Guiding questions	Fill this column with your own project
Project synopsis	Can you describe in a few lines what the project is about so that it is understood at first glance?	
Social need to be addressed	What is the problem or social need on which your students are going to work?	
Service	What is the service action that your pupils are going to carry out?	
Link with the SDGs	What SDG(s) is/are this project linked to?	
Educational needs of your students	What characteristics do your students have and what do they need to improve?	
Educational objectives and/or competencies that will be worked on	What are the key learnings that can be strengthened with this project?	



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Evaluation	How will the project be assessed? Point out how we will evaluate the competencies pursued and how we will evaluate the service provided. Schedule activities and times to collect evidence throughout the process.	
Activities	Point out those that will be most relevant in the project.	
Activities Calendar	What are the activities that boys and girls develop in this service?	
Students' leading role	Point out the ones inside and the ones outside the classroom.	
Students' families role	How are we going to get the families involved? As a dissemination target? As an active part of the project?	
Networking	What will be the participation of the collaborating entities?	
Celebration	How are we going to celebrate the project?	
Dissemination	How are we going to spread the project?	
Means	What is needed to carry out the proposed activities?	