

Buenos Aires, September 2012

Dear Colleague,

I am very pleased to invite your distinguished University to participate in the **Service-Learning Capacity Building Program for Higher Education, 2013 Edition**, offered by CLAYSS (Latin America Center for Service-Learning).

CLAYSS has been developing this faculty development and technical assistance program in Argentina and Latin America for several years, and now we are opening it to Africa and other regions. Thanks to contributions provided by various donors, CLAYSS is able to offer the Program with a **discount of up to 80% on the final costs** for selected institutions.

The Program aims to promote the institutionalization of service-learning practices and programs, articulating social engagement with engaged research and active learning. It offers faculty professional development tools to include service in their courses and research programs, and to encourage university students to become agents of change and leaders in their communities, applying and developing their knowledge and skills in real contexts, to transform reality with the community partners, overcoming paternalistic models. As you will see in the information below, the Program includes two on-site workshops, scholarships for our on-line course, participation in the International Service-learning Conference in Buenos Aires in 2013, as well as participation in an international research on the impact of service-learning in Higher Education.

Below you will find details about the program, its costs, and an application form. If your University is interested in participating in the Program, we would ask you to complete the application form found on this document and send it to our Program Officer Agustina Vistalli (agustinavistalli@clayss.org.ar). Please feel free to address me or my colleague Enrique Ochoa, CLAYSS International Programs Manager (enriqueochoa@clayss.org.ar), if you need any further information.

With my warmest regards,



Prof. María Nieves Tapia
Director, CLAYSS



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Service-Learning Capacity Building Program for Higher Education

2013 Edition.

"For some Universities academic excellence is their reason to exist. We believe that we exist to serve people, and academic excellence is our best instrument to do so."¹

About CLAYSS

The Latin American Center for Service-Learning is a Non-Profit Civil Association based in Buenos Aires, Argentina. Under the motto "*Learning to serve, serving to learn*", CLAYSS was born to provide assistance and guidance to students, educators, and community organizations that are currently working on or wish to implement *service-learning* projects.

Amongst its main activities, CLAYSS:

- Develops **Capacity Building programs** which assist educational institutions and social organizations in conducting service-learning projects.
- Offers onsite and online **professional development courses** for educators and community leaders in Argentina and Latin America. CLAYSS has conducted courses in multiple educational institutions in Latin America, including universities in Mexico, Peru, Venezuela, Chile and Argentina.
- **Advices** social organizations and governments who wish to implement service-learning promotion policies. For example, CLAYSS has advised numerous organizations in Latin America and has offered technical assistance to Ministries of Education in Argentina, Chile, Ecuador, Dominican Republic, and Uruguay.
- Develops **research programs** in partnership with local and foreign Universities, such as the University of Buenos Aires, Washington University, or the University of Barcelona.
- Participates in and coordinates different **networks** of institutions involved in service-learning. One of these networks is the Latin American Hub of The Talloires Network. The Talloires Network is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education (talloiresnetwork.tufts.edu)

¹ BIN Program (Search, identification and nutrition of children in conditions of malnutrition), Medicine School, Tucumán National University, Argentina. In: Programa Nacional Educación Solidaria. MECyT. *Experiencias ganadoras del Premio Presidencial "Prácticas Solidarias en Educación Superior" 2004*. República Argentina, 2006:11.



Theoretical grounds for our proposal

It's known that in recent years awareness has increased about the responsibility of higher education institutions to contribute their wealth of knowledge and resources to serve the whole community. However, it's necessary to recognize that the vision of the university as a "socially responsible" institution that values the social commitment of its students as an important part of their education still faces considerable doubts and debates in its application.

Is it possible to have a model that articulates a balanced university mission of teaching, research, and outreach? Is it likely for the entire institution-and not only volunteers- to be oriented to solve important societal problems, especially in the most vulnerable communities? Is it possible for a university to be dedicated to building a better country without compromising academic excellence?

We believe the thousands of projects carried out today in Latin America and throughout the world can give a positive and realistically optimistic response to these questions and **service-learning** programs in Higher Education are expressions of a new paradigm which might seem distant, utopian, but is already practiced in many parts of the world.²

"Service-learning" is an innovative pedagogical proposal which promotes student service activities where academic knowledge is put to use to solve the specific needs and issues of the community. Service-learning projects simultaneously contribute to local development of the community and improve the quality of academic learning; helping students to gain suitable abilities to enter the job market and to develop personal values to become responsible citizens.



Service-learning has been growing worldwide for over 40 years. Just in Argentina we can find more than 15,000 service-learning projects in all levels of education, from kindergarten to higher education.

With the service-learning approach, the University fulfills its essential mission to comprehensively train a new generation of professionals while integrating academic excellence with social responsibility. By incorporating service-learning into the fabric of the university's structure, you no longer simply use social responsibility as a discourse in the classroom, but it becomes an integral part of the mission and practices of the institution. The university now plays a dynamic role in transforming the social reality of the community and is no longer a passive observer of it.

A key aspect of this model is that the University is recognized as "part of" the community, instead of isolated from it but it is not subordinate to "outside" demands

² Cf. TAPIA, María Nieves. *Aprendizaje y servicio solidario en el sistema educativo y las organizaciones juveniles*. Buenos Aires, Ciudad Nueva, 2006. BUTIN, Dan W. (ed). *Service-Learning in Higher Education: Critical Issues and Directions*. New York, Palgrave Macmillan, 2005.

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Educational identity is clear and the institution is open to social demands that connect with the primary missions of the University.

On the other hand -and surely this is one of the most innovative aspects- the community is no longer a passive recipient of the services the volunteers provide but as a place where one learns, investigates, builds institutional alliances, and where joint initiatives conducted with the community are a way for students and professors to learn and research issues facing the community.

This dynamic and dialectical movement between learning, research, and social intervention has a strong impact on how knowledge is produced. By engaging in solving real problems of a specific community, the university works with complex realities that cannot be addressed from the narrow view of a single academic discipline. Research and service that addresses real problems not only helps break the isolation between individual disciplines, but also generates new forums for dialogue among specialists and people who practice theoretical concepts in their interactions with the community.

Goals

Our **Service-learning Capacity Building Program for Higher Education** strives to help university students be leaders in their own communities, put academic knowledge into action, and learn from and with the community by offering effective and pertinent service that promotes sustainable local development.

The Program supports universities who conduct or wish to conduct **service-learning programs**, by facilitating access to professional development courses for faculty in order to improve the sustainability of their projects.



We define **service-learning** as a *service* which addresses real needs that are determined alongside the community, *actively led* by students from the planning stage to final evaluation, and is *intentionally articulated* with learning contents (such as the academic curriculum, reflection, research, and development of citizenship and work skills).



Service-learning practices may be developed as part of University Outreach projects, University Social Responsibility Programs, volunteering, community practices, etc. as long as they are intentionally articulated with academic contents and the development of citizenship and work skills.

The **Service-Learning Capacity Building Program for Higher Education** offers workshops, capacity building, technical assistance, and evaluation for a period of no less than 10 months (2 academic semesters) to universities who have active projects already in place. We favor universities who have already worked in service practices for at least 6 months and have the potential to improve their quality indexes in community service and academic learning of their students.

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Since 2010, our program has been supporting fifteen universities in Latin America:

- *Universidad Nacional de Mar del Plata, Argentina*
- *Universidad Nacional de Río Cuarto, Argentina*
- *Pontificia Universidad Católica, Argentina*
- *Universidad Católica Boliviana "San Pablo", Bolivia*
- *Universidad Católica de Temuco, Chile*
- *Universidad Católica Silva Henríquez, Chile*
- *Corporación Unitaria UNITEC, Colombia*
- *Pontificia Universidad Católica, Ecuador*
- *Universidad Nacional, El Salvador*
- *Universidad Rafael Landívar, Guatemala.*
- *Universidad de Monterrey, México*
- *Universidad Antonio Ruiz de Montoya, Perú*
- *Universidad Católica Andrés Bello, Venezuela*
- *Universidad Católica de Táchira, Venezuela*
- *Universidad Monteavila, Venezuela*

Development

The program will include:

- Professional development activities for faculty and/or authorities (online and onsite).
- Two scholarships to participate in the XVI International Service-Learning Conference (and a site visits program) which will take place in Buenos Aires in August 2013
- Academic materials in English.
- Participation in an international research program on service-learning impact in Higher Education.

The University will designate a liaison that will work with CLAYSS program development. The liaison should provide all necessary information pertaining to evaluation and technical assistance.

Professional development activities will include:

- **Two Onsite Professional Development Courses for faculty members and community partners** (to be held at the headquarters defined by each institution).

A two day workshop on capacity building for **authorities, faculty members, students leading projects, and community partners** intended to promote the implementation of service-learning projects. This workshop will be conducted either in English or Spanish. If the University needs a special translation to the native

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language will be in charge of the Institution. The course will be dictated for 40 people that are chosen by the University. The inaugural conference will be open to up to 100 people. On the day prior to the workshop, we will meet the authorities of the University and visit social and civic engagement projects conducted by the University.

- **4 Scholarships for “Service-Learning in Higher Education” Online Course**

A four-month online course intended to instruct members of higher education institutions in how to reformulate their service practices, and provides tools to develop institutional projects that incorporate service-learning activities.

The online course is conducted through CLAYSS’ virtual platform, which is available in English, Spanish and Italian.

- **International Conference of Service-Learning in Buenos Aires**

Our International Conference has become the most important annual meeting in Latin America for experts and institutions working on the service-learning pedagogical proposal. It provides a medium to optimize the development and exchange of service-learning practices. It takes places usually at the end of August, every year since 1997.

- **Service-Learning Research**

In the last stage of the program, University faculty participating in the Program will report on their initiatives or service-learning programs developed or implemented during 2012-2013. CLAYSS will provide a common framework to compare data from Universities in Latin America, Africa, South-East Asia, Eastern Europe and offer faculty to publish their practices in a peer-review publication. Based on reports submitted by all the universities participating in the program in 2013, CLAYSS will compile approved articles on leading practices and a systematization of the quantitative data. Publication will be available to all Universities participating in the Program. The University should select a representative to be responsible of supplying the data and all the necessary information.

Work Plan

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|-------------------|
| First PART |
|-------------------|

- Onsite Workshop I to be held at the University (tentative date: March to May 2013).
- Online course for 4 teachers chosen by the University (tentative date: April to July 2013)

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- Participation of two scholarship recipients selected by the University, in the XVI International Service-Learning Conference in Buenos Aires, to take place as part of the International Week of Service-Learning (Buenos Aires, August 2013)

Second PART

- Monitoring of selected projects
- Online course evaluation
- Onsite Workshop II at the headquarters of the University (tentative date: November to December 2013)
- Program closure with external evaluation of the projects developed by the University.

Budget

Thanks to contributions received from private donors, CLAYSS can offer this program with a cost reduction of 80% for the selected institutions. The University's remaining balance may be covered by assuming the cost of some of the items mentioned below up to the 20% amount remaining.

The university will promote the activities amongst its members, provide general support, and address logistics. This should include the availability of rooms and general elements for the development of classroom workshops.

- Expenses per University:

| Concept I: Academic Expenses | U\$\$ | |
|--|--------------|-------|
| Onsite workshop I: faculty development and technical assistance– 2012 | | |
| Senior Consultant: (3 days) | 2,200 | |
| Junior Consultant (3 days) | 1,500 | |
| Rights to reproduce training materials | 600 | |
| | | 4,300 |
| Online course "Service-learning in Higher Education" | | |
| (300 U\$S per faculty member, 4 people for 5 months) | | 1,200 |
| Scholarships to participate in the Buenos Aires Service-Learning International Week (August 2013) | | |
| Site visits and program coordination for the two scholarship recipients | | 200 |
| Translation | | 1000 |

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| Onsite workshop II: faculty development and technical assistance– 2013 | | |
|--|-------|---------------|
| Senior Consultant: (3 days) | 2,200 | |
| Junior Consultant (3 days) | 1,500 | |
| Rights to reproduce training materials | 600 | |
| | | 4.300 |
| Total Academic fees per university | | 11,000 |
| Concept II TENTATIVE: Tickets, Accommodation & Travel Expenses (*) | | |
| | | U\$s |
| 2 tickets Consultants Workshop I/Buenos Aires-Headquarter University | 3,800 | |
| Accommodation and travel expenses for Onsite Workshop I (150 U\$S each day per Trainer) | 1,200 | |
| 2 tickets scholarship recipients /Headquarter University-Buenos Aires (2013) | 3,800 | |
| Travel expenses and accommodation in Buenos Aires for two faculty members for 6 days | 1,800 | |
| 2 tickets Consultants Workshop II/Buenos Aires-Headquarter University | 3,800 | |
| Accommodation and travel expenses for Onsite Workshop II (150 U\$S each day for Trainer) | 1,200 | |
| Tentative Fee Concept II | | 15,600 |

| | U\$s |
|--|---------------|
| Concept I | 11,000 |
| Concept II (Tentative) | 15,600 |
| Total cost (Concept I + Concept II) | 26,600 |

(*) Travel expenses values included in this budget are estimates and should be adjusted after approval of the application and when we define the schedules.

CLAYSS will offer a grant up to 80% of the total cost.

The University may cover the remaining percentage by taking over some of the costs.
Final details to be agreed upon approval of the application.

GRANT APPLICATION FORM

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| <p>CLAYSS SERVICE-LEARNING CAPACITY BUILDING PROGRAM FOR HIGHER EDUCATION</p> |
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- 1. Institution's name*
- 2. Name and position of the authority who will sign the agreement letter (President or Vice-president):*
- 3. Name and position of the Institutional liason with CLAYSS (Responsible for communications, logistics, providing required information, etc.)*
- 4. Tentative date and headquarters for Onsite Workshop I (between the months of March and May 2013).*
- 5. Tentative date and headquarters for Onsite Workshop II (between the months of November and December 2013).*
- 6. Number and desirable profiles of participants for both Onsite workshops (up to 40 participants maximum)*
- 7. Please include a brief synopsis of service-learning / extension / University Social Responsibility activities currently being conducted by your institution. Mention the institutional mechanisms that accompany the service practices in your University and how you believe our Program can positively impact them.*