Higher Education Community Engagement in Latin America

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Latin American Center for Service-learning
Talloires Network

2005: 5 Latin American Universities signed Talloires Declaration.
Talloires Network

Latin American Hub
2010: 26 members
August 2009: First Regional Meeting
Bienvenido a la Plataforma de Educación a distancia de CLAYSS.

Desde aquí podrás acceder a nuestros cursos online y a los espacios colaborativos entre organizaciones vinculadas al aprendizaje-servicio.

**Redes Institucionales**
Programa de Apoyo a Emprendimientos de Aprendizaje-Servicio
Red Iberoamericana de Aprendizaje y Servicio Solidario
Red Talloires

**Cursos online**
Aprendizaje-Servicio en la Educación Superior (2009)

Desarrollo de proyectos de Aprendizaje-Servicio (2009)

Sviluppo di progetti d'apprendimento servizio
Talloires Latin American Hub in numbers

- Initial Founders: 5
- Current members: 26 (14 secured by CLAYSS)
- Universities invited to join: 50
- Universities present in Regional Meeting 2009: 18
- Newsletter with Talloires section in Spanish: 7200 subscriptions.
Higher Education in Latin America: some basic info

- Most Public Universities are free (funding=general income taxes)
- 10/15% of Latin American young people attends University. Higher Education attendance is growing, but with high drop out rates
- University aims to “give back” to society:
  - Strong “Extensión” (Outreach) tradition
  - Mandatory service requirements
  - Social Responsibility policies
  - Growing Service-learning movement.
Strong networking

Red Iberoamericana de aprendizaje-servicio (Iberican-American Service-learning Network)
47 NGOs, Universities and government agencies from 14 countries in Latin America, USA and Spain

http://www.clayss.org.ar/institucional/red.htm
Born 2007 from previous IDB Social Responsibility Network
## Mandatory service requirements

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>YEAR</th>
<th>LEGISLATION</th>
<th>HOURS</th>
<th>TYPE</th>
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<tr>
<td>MÉXICO</td>
<td>1910</td>
<td>Constitutional obligation (1910). National Law (1945)</td>
<td>480</td>
<td>Community Service or Service-learning</td>
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<td>COSTA RICA</td>
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<td>Service-learning</td>
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<td>VENEZUELA</td>
<td>2005</td>
<td>National Law</td>
<td>120</td>
<td>Service-learning</td>
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UCV Architecture School: Urban planning and street signs for a Caracas community
Service-learning in Higher Education curriculum:

- Part of courses requirements
- Stages and internships in communities and NGOs
- Pre-professional practices
Presidential Awards to service-learning in Latin America

Argentina, 2000

Uruguay

Dominican Republic

Ecuador

Chile
Definitions

- National diversity regarding conceptual frames

- Debates around concepts of
  - “Engagement” vs. “Responsibility”
  - “Solidaridad” vs “Service”
  - Different conceptions of “Extensión”

- Common concerns: Higher Education social mission/Nation building as part of central institutional identity.
Civic/Social engagement

Civic/Social Engagement refers to the many ways in which the University interacts with wider society, specially

- National and local Governments
- Civil society

Local development, national politics.
Civic engagement: from “three pillars” to an integrated social mission

Ivory tower is no longer politically correct, but it’s still in place in many Universities.
Civic engagement: from “three pillars” to an integrated social mission

“Engagement is not a “third strand”: rather, engagement is a critical approach to how we do our teaching and research activities” Paul Younger, 2009.
Universidad Señor de Sipán, Chiclayo, Perú

Local Development Program

Service-learning

Engaged Research and consultancy

Community Development Centers
Research and local development

Opening of Archeological Site Museum in Chatila, Chiclayo
Challenges and opportunities

- Networking with networks:
  - CLAYSS joint faculty training initiative with REDIVU and RIAS.

- Visibility and recognition.

- Building rigorous knowledge on civic engagement. Opportunities for peer-reviewed publication
A challenge: Networking with networks
CLAYSS joint initiative with REDIVU and RIAS: funding for faculty training and scholarships.


August joint meeting in Buenos Aires for networks leaders?
Challenges and opportunities

- Talloires differences/benefits regarding other networks?
- Admission criteria? Between restriction and credibility.
Challenges and opportunities

- Visibility and recognition for civic engagement practices and for faculty and students involved.

- Building rigorous knowledge on civic engagement. Opportunities for peer-reviewed publication: “Tzecozen”, Señor Sipán University special issue.
Civic engagement

“Some Universities consider they exist to achieve academic excellence. We are convinced our reason to exist is serving people, and academic excellence the best instrument for that purpose.”

(Tucumán University, in: EDUSOL, 2006, p. 11)