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Service Learning

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EUROPEAN UNION

2024 Bucharest, Romania

Service Learning

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Service Learning

Service-Learning can be defined as an experiential learning methodology through which skills or contents addressed in the classroom or in nonformal contexts are used to solve a real need of the community through a process that allows participants to have initiative, to reflect on the impact they have in the community and demonstrate the newly acquired skills, knowledge or character strengths.

During Connector 9.0. participants will explore Service Learning in all its layers having the chance to tackles in details the definition, benefits, principles, characteristics, standards, steps sand tool used in the Service-Learning processes.

They will be able to get inspired by Service-Learning projects, understand and practice a few Service-Learning tools and have the change to look on details to what needs to be done to prepare and facilitate de process of Service Learning in their school, organization or informal group.

the 9th edition of Connector

Connector aims to create a space and context where people involved in learning become familiar with and practice different non-formal learning methods, having in mind the 2024 Erasmus+/ESC priorities - *inclusion& diversity; digital transformation; environment and fight against climate change;participation in democratic life.*

A special focus will be placed on how these learning methods : create a framework for telling stories around project results. a chance to become familiar with non-formal learning methods that you can afterward use in your projects or your daily learning context.

Because you can experience learning in an international and multicultural context. Because learning by doing and focusing on participants' hands-on experience are the key elements of this event. We welcome youth workers, adult education practitioners, trainers, learning facilitators, teachers, educators, and support staff, representatives coming from youth sector, schools, higher education, adult education, and vocational training institutions.

Connector is about learning, networking, sharing and practice, but it's mostly about PEOPLE getting connected!

Mărioara Butyka

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Content

6

What is it?

In a VUCA world, in the 21st century, we face massive educational challenges. Organisations are now requiring new skills from their employees, leaving educational systems struggling to provide appropriate ongoing education.

A widely accepted definition of education is described as *"the process in which an individual deliberately brings about desired changes in his/her behaviour via his/her own experiences"* (Ertürk, 1972). Based on these definitions, it is possible to define education as the process of developing and fostering knowledge acquisition, competence, attitudes, skills, and other desired types of behaviours to *fully develop each person potential power*. In the light of this definition of education, desired behaviours need to be brought about by the *individual's own experience*.

The change in an individual's behaviours through his/her own experience is defined as learning, or ***learning through experience***. Therefore, individuals acquire knowledge, skills, attitudes and values through reflecting on the by experience. In order for learning to exist, there must be a change in behaviours, and this change could be permanent and a consequence of a person's interaction with his/her environment.

Service Learning is therefore considered a form of ***experiential learning***, or a ***learning by doing methodology***. John Dewey (1859-1952), philosopher, psychologist and educational reformer believed that learners must experience reality without any modifications. From ***John Dewey's academic viewpoint***, students can only learn by adapting to their environment and learn from their environment.

John Dewey's educational philosophy emphasizes the concept of "Learning by Doing," placing significant emphasis on experiential learning. Dewey concludes that knowledge is not merely passively received, but actively constructed by the learner through real life experience. The process of learning, thus, becomes a dynamic interaction between the learner and the object of knowledge.

Service Learning is one state of the art experiential learning methodology which comprise on the initiation and planning of Service-Learning projects done for the community and with the community. Service Learning can happen during classroom or in other nonformal education settings: youth clubs, informal groups, etc.

A Service-Learning project is at the intersection of two needs: the participants' need to learn and the need for the community to be supported.
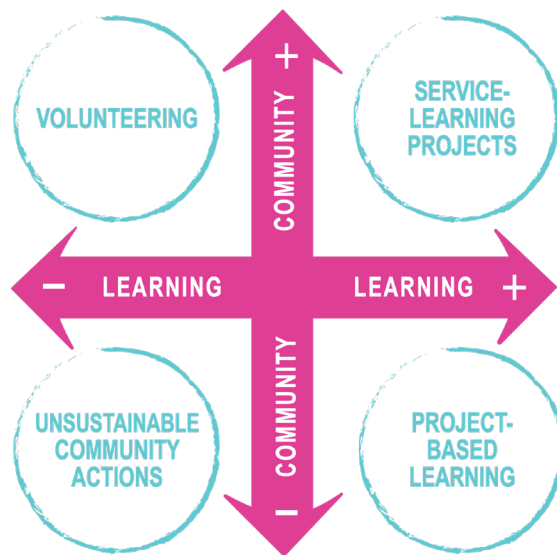
The need for learning: through a Service-Learning project, students/participants form and develop a whole range of skills and knowledge specific to the taught subject (if happens in the classroom), but at the same time learn to be responsible and persevering, live the experience of compassion and learn how to act so that the good that they want for others comes about correctly.

Community need: students, participants or young people identify a real need of their community and propose and implement a solution that is sustainable (i.e. has a positive impact on the community).

8

Service-Learning projects can be defined partly through the effect they have on students or participants. When this method is used in a structured way to connect skills (including content) with the needs of the community, the participants will:

- apply what they learn in school or other contexts to help changing the community for the better
- take decisions that will have real, not hypothetical results
- develop as individuals and citizens of the community
- experience success, regardless of the level of their current skills
- gain a better understanding of the self, the community and the society
- develop leadership, communication, team skills etc.

In a school context, Service-Learning can be defined as an experiential teaching method through which skills or contents addressed in the classroom are used to solve a real need of the community through a process that allows students to have initiative, to reflect on the impact they have in the community and demonstrate the newly acquired skills and knowledge.

Using the community's resources: the history, the culture, the resources and the challenges of the community can help schools develop better citizens. With the same purpose in mind, infusing the significance and relevance of these aspects in learning is useful. Instead of watering down the school curriculum, learning strategies leading to the community increase the intensity of learning and the likelihood that students will transfer their knowledge and skills to new situations. The final result? Deep, sustainable learning, after graduating and the commitment to serve, which is a life lesson.

Students want such a learning experience in their school. In a study conducted under the aegis of the Community Schools Program done by New Horizons Foundation in Romania in 2018, students were asked how to make learning relevant. They said:

- it is necessary to discuss how the theory can be transposed into practice;
- it is desirable to make the connection between what is proposed for learning and the concrete situations in the life of the community in which we live and / or to propose applications to daily life and / or discuss in order to identify applications of the discussed topics, in solving current problems and events.

**Examples of Service- Learning projects
done in formal education contexts:**

- In chemistry class, 7th graders learn about the consequences of chemical processes on the environment and process carbon footprint data, in the form of tables and graphs, observing trends over the past 20 years. Students investigate how food is packaged in their school, how many students buy pre-packaged food (*chips, croissants, juices in plastic bottles etc.*), how the food included in the nationa "Breadroll and Milk" program is packaged, how many students bring food from home in reusable casseroles. Obviously, they also inform themselves about what happens to the packaging. They find out what the chemical composition of each type of packaging is, how long it takes to degrade and what is the impact on the environment. They create a video convincing their colleagues to give up plastic-wrapped food, convincing the management to install drinking water fountains on each floor and convincing a farm to take over leftovers from the national "Breadroll and Milk" program.

- High-school students read the novel "Pădurea spanzuraților" (a Romanian novel) and discuss the effects of war on the individual, community and nation. They read articles, watch documentaries about the conflicts in the Middle East / Africa, the effects on the individual, community and nation and the reasons why millions of people decide to immigrate to Europe. Students get in touch with a NGO that works with immingrants and find out that most of them have difficulties integrating due to not knowing the language. Students start a program of "online conversations" with immigrants who want to improve their communication skills in the Romanian language.

*Source: Service Learning in the classroom Program,
New Horizons Foundation Romania*

THE QUALITY STANDARDS of a Service-Learning project

1. Supports curriculum-connected learning
 (formal or nonformal curriculum).
The lessons/ content which are taught are used for the purpose of the project and students/participants are helped to make the connection between what they have learned and how to apply it in a community context. Best case scenario, learning and service empower and reinforce each other, the formal or nonformal curriculum being the one that guides the project. The project, in turn, helps participants properly use the competences in the curriculum.

2. It is anchored in the real needs of the community.
Service-Learning projects allow participants to get directly and personally involved in solving problems relevant to their community. Participants identify and articulate the needs of the community following an investigative approach that includes methods such as direct observation, interviews, questionnaires. This data is used by participants to create a plan that will materialize in actions that are real and certainly useful to the community.

3. Includes time to reflect.
Throughout the project, participants are systematically guided to reflect on the effects of their actions in the community, but also on internal changes – how they think, what they feel, how they react, what they learn, how

they learn etc. Aha moments, the development of critical thinking and meta-cognition on behalf of the participants require the teacher to allocate enough time to reflect on the experiences of the students.

4. It is guided by the voices of students/participants.
Students/participants need contexts where they can express their ideas and opinions and make decisions followed by consequences in authentic contexts. Service-Learning projects allow us to take initiative, make decisions, interact with community members, learn about how society works (or does not) and see their ideas transformed into reality. In the end, they are the ones who reflect and evaluate success and learn lessons.

5. It is completed by partnering up with the community
(project are done for the community, with the community).
The two main objectives of Service-Learning projects are changing teaching and educational approaches and the culture of learning, as well as strengthening community participation. In order for both objectives to succeed, the project takes place outside the school and in collaboration with neighborhood or community partners. This benefits the students, who discover new places to learn, the schools which open up and the community and the partners involved.

Think of the quality standards as the ingredients of a Service-Learning project and the stages as the recipe. The Service-Learning project involves the following stages:

Stage 1 – COMMUNITY ANALYSIS
The term 'community analysis' refers to the process of collecting and processing information about the community.
In this stage the students/ participants:
- visit the community, observe the problems around them, read the local press, talk to neighbors, colleagues, disadvantaged people, authorities, in order to identify community problems and needs;
- make a map of the community and an inventory of its problems, needs and resources;
- decide on the issue they are going to address.

Stage 2 – PREPARATION&PLANNING OF THE PROJECT
The planning stage represents the moment when the general idea of the project acquires a well-defined outline and details will be established regarding:
- what has to be done
- when it has to be done
- how it has to be done
- what resources are needed and when
- what is the budget of the project
- who and what responsibilities they will have
- how will the project be promoted
- who are the partners who will support us through the project

Stage 3 – ACTION
At this stage, students/participants are involved in carrying out the planned activities. These can take place in the presence of the teacher/ facilitator or in his/her absence. They can carry out activities together with partners or project beneficiaries, they can work individually or in teams.

Stage 4 – REFLECTION
Reflection is both a quality standard and a stage of the project, being a process that supports learning and the transfer to other contexts. During reflection, students/ participants are able to assess their abilities, develop empathy and understand the impact of their actions on themselves and on others. Usually, the reflection stage is structured and stimulated by the teacher, before, during and after the project and adult feedback is essential for students/participants to make sense of the experience, to observe more closely, to ask more difficult questions and to transfer what they have learned. Over time, students/ participants develop their own reflection strategies.

Stage 5 – DEMONSTRATION
In this stage, students/participants make public what they have learned and what they have achieved during the service-learning project. Picture exhibitions, press articles, podcasts etc. will be used by students/participants to show what they did and how they did it in the following stages: community analysis, preparation and planning, action and reflection. The presentation of the process and of the results helps them learn from each other while being aware of their own lessons, synthetizing and integrating each lived experience.

Developing an application in computer science classes, planning a garden in biology classes, rethinking democracy in civic education and / or history classes, creating a business plan in entrepreneurship education, creating a family tree in social education etc. - These are all examples of learning through projects that students already undertake in school. Service-Learning projects have a lot in common with project-based learning (PBL).
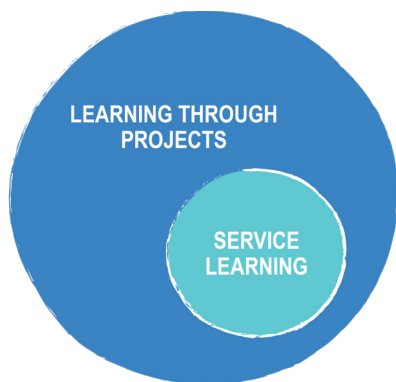
Both pedagogical approaches ask students to solve a real problem, invite students to explore their own interests, to ask relevant questions, to engage in surveys, research, reflections, evaluation and feedback; and to share the solutions they found with a genuine audience.
A big difference is that PBL can be a simulation or a model and Service- Learning projects require direct action, planned by students and with immediate effect on the community.

Solidarity Projects under the European Solidarity Program are build using the Service-Learning methodological approach, following the same principles, standards and steps as stated above.

LEARNING OBJECTIVES

In order to develop the knowledge, attitudes and skills necessary to use Service-Learning methodology the facilitator of Service-Learning experience is to:

- know what Experiential Learning is and its role in
- education;
- define what Project Based learning and Service Learning are and its role in education;
- explain clearly what the purpose, benefits, standards and steps of Service Learning are;
- identify the Service-Learning facilitator's/teacher's profile;
- improve communication and socialization skills (getting out of the comfort zone);
- learn and develop various Service-Learning tools in relation with the Service-Learning implementation steps;
- prepare and facilitate a Service-Learning project;
- identify the most important elements in the preparation, facilitation and processing of a Service-Learning project experience;

Preparation

of a Service-Learning project in the school context

Annual planning, which includes the Service-Learning Project (SLP) as a method, requires a number of preliminary steps:

1. study the curriculum and identify competences / themes / topics that can be achieved through SLP or identify a need in the community and determine how it can connect to what students learn in that year;

2. if the SLP is applied through collaboration between teachers or volunteers outside the school from different subjects, decide together what kind of competences you pursue and formulate together the descriptors, learning objectives and performance indicators

3. determine together the duration and period of the SLP

4. ask management for support in drawing up the schedule or facilitating joint activities (time / space)

5. develop annual planning by including the SLP to your subject

6. develop the design of the learning unit, together with colleagues (clearly establish the role of each teacher in the team, the evaluation criteria, methods of reflection and evaluation of learning and for the project)

7. identify partners and agree on all necessary elements

8. inform students about the intention to use the SLP method in learning, duration and competences, descriptors, objectives.

14

Facilitation or delivery
of the Service-Learning experience

The role of the facilitator during the delivery of the outdoor experience consists in: giving relevant instructions, guiding animating, observing the participants' learning process and experience, adjusting the process based to the participants implication and reactions.

Practically, the facilitator:

- knows the principles of Service-Learning approach
- guide participants though the SLP project steps with intention and clarity
- animate and motivate the group/ class to get involved in each step with a high degree of motivation
- is a good observer of the participants needs (*connection, competence and autonomy*).
- will moderate and meditate conflicting situations that arise
- motivates participants using verbal and non-verbal communication
- observes the group/ class dynamic
- oversees everyone's participation and create space for autonomy and reflection
- mediate the allocation of roles and responsibilities to participants based to their learning objectives
- bring clarity on the rules and norms when need it
- keep the time management of the activities
- make good use of the resources and the community during the Service-Learning project implementation

Evaluation
(processing / debriefing)
the Service-Learning experience

Every Service-Learning experience need to be processed base to the steps of experiential learning cycle.
David Kolb's experiential learning theory works on two levels: a four-stage cycle of learningand four separate learning styles. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations.

In Kolb's four-stage learning cycle the learner 'touches all the bases':

1. Concrete Experience
the learner encounters a concrete experience. This might be practical steps and activities during the implementation of the Service-Learning project.

2. Reflective Observation of the New Experience
the learner reflects on the new experience in the light of facts and feelings that where experienced during the activity. This stage requires asking questions that puts the light on how the experience took place and what feelings where experienced by the participants.

3. Abstract Conceptualization
in this stage the facilitator asks questions that offer the stage for interpretations, symbolism, connection with day-to-day life experience and extraction of lessons learned about self, the others, contents, topics relevant to the Service-Learning project e.g.

4. Transfer/ application
in this stage the participants decide at a personal level in which way he/she use the learnings in the Service-Learning experience in another life context or in a future SLP. This is the place where the learning became relevant because it can be transfer into day-to-day behaviours.

16

During Connector 2024, the participants facilitated one tool relevant on the Community Analysis step- *The community mapping Too*l.

Bellow you can see the example of the

COMMUNITY MAPPING ACTIVITY

Activity Goal:
Participant should walk away from this activity with a more complete understanding of their community's strengths, resources, and needs, and feeling excited to serve their community in a specific way.

Learning Objectives:
After this activity, participants will be able to…
•(K) Describe different ways to identify community problems, needs, and resources.
• (V) Identify the positive strengths of their community without minimizing its needs.
•(K) Explain what a community map is and how it can be used in the process of developing a community service-learning project.
•(A) Create a map of community assets and needs.
•(V) Identify the positive strengths of their community without minimizing its needs.
•(V) Describe the strengths and values that their community offers.

During the debriefing the facilitator:

- is making sure that asks questions that follows reflections, abstract conceptualization and active
- experimentation
- make sure that all participants are involved
- asks open questions which stimulate deeper reflection
- use creative tools to stimulate discussions
- summarize the answers of the participants
- underline the most important and relevant conclusions
- make the connection with the learning objectives of the activity

1

Community walk – step 1
Learning About Our Community (15 minutes)

Note: In the conception phase of any community project one of the most important steps is to do community analysis. There are many different ways to do community analysis. Through this activity the participants will get familiarized with different ways to do community analysis.

Set up and facilitation: On a flipchart, write the question: *"What are some ways we can learn about needs in our community?"* and invite participants to brainstorm ideas. Write down their contributions on the flipchart.

After a few minutes, summarize their ideas and add some of the following (if they were not already mentioned by the participants):
•Reflections and discussion at the group level, where participants can share their thoughts
•Direct observations in the community (community walk)
•Surveys, questionnaires, polls
•Analysis of mass media articles about different community issues
•Analysis of community projects done by other organizations or group
•Inviting community members to share their opinions about different issues in the community
•Interviewing people from the community

Explain that these are some practical ways to collect information about the community. For today, the group will have the opportunity to practice one of these methods: a community walk.

18

2

Community Walk-step 2
(60 minutes)

Note: Depending on the time of year, weather, and location of your activity, this activity might face some challenges. However, actually taking a walk into the community can be really fun and practical way to help the participants "see" their community. Please also note that in a large city, this activity should be done in a selected area or neighborhood – you do not need to cover the entire city! Try to choose an area where the participants have expressed familiarity and interest in serving, such as the neighborhood near their school or an area where many of them live. If you cannot go for a walk, consider inviting some community members to come to this part of your meeting to share their experiences in the community and express different points of view.

Set up: Before the activity, write down a few walking routes in the community that can be walked in about 45 minutes from the location you are. Write down directions for those routes. Try to create a route that goes through residential areas, business districts, recreational spaces, and industrial spaces – including places that the participants themselves may not have been. Only create as many routes as there are facilitators/teachers available to help; one facilitator should go with each group.
If you have access to digital cameras, you can also consider asking them to bring cameras to document things they see on their walk. If you choose this option, be sure to discuss with the participants the importance of being respectful of the people around them when they take pictures.

Facilitation: Explain that even though they may have lived in their community for their whole lives, today you are inviting them to see their community with new eyes: the eyes of someone coming to serve!

Remind them that every community already has many wonderful attributes (even if they don't notice them often), and that community members themselves – and the resources they have available – can be the biggest help for the group to do a community project. On their walk, encourage them to look for assets and resources and keep a list of the positive things they notice about the community.

It's also true, however, that every community also has problems/challenges – some of which are easy to see, and others which are hard to see on the surface. Tell the group to be looking for both the obvious and not-so-obvious problems on their walk and keep a list of these areas that need improvement.

Encourage the group to talk to people in the community as they walk – to explain what they are doing and the fact they are looking for ideas of ways to serve and resources that can help them. They might be surprised at the insights shared by a child at the park, an elderly woman on a bench, or a waiting taxi driver!

Synchronize everyone's watches or cell phones and set a gathering time when everyone must be back at the meeting place. Give the groups 45 minutes to go walking. Make sure everyone has the Observation Guide handout for note-taking, a writing utensil, and a camera for documenting what they see (if possible). Then split the group into small groups, give each group a different route, and (together with leaders), head out for a walk!

> Safety note: Be careful to plan a walking route that is not too dangerous and remind participants to be alert and careful when crossing busy roads, etc. Try to create a balance between exposing participants to new (and perhaps less safe or clean) areas of the community and the obvious need for safety and caution.

Debriefing questions:
- *Did you enjoy this activity?*
- *What seem to be the community's biggest challenges/ needs/problems?*
- *What are this community's most obvious assets?*
- *What is the most striking thing about the community?*
- *What is the most unexpected?*
- *Are you struck by the aesthetics of the community either positively or negatively?*
- *What would make your community a better place?*
- *Are there things you would like to improve or change?*

Handouts/annexes
Community Walk observation

Instructions:
As you walk through the community, make observations and take notes on the following things (or anything else you find interesting). Note both strengths and weaknesses in these categories and anything else you find interesting.

•**Housing.** *What is the age and condition of housing in the neighborhood you're surveying? Are houses and apartment buildings kept up, or are they run-down and in need of repair? Any other observations?*

•**Other buildings**. *Are the buildings mostly or fully occupied? Do public and commercial buildings seem accessible to people with disabilities – ramped, street level entries, etc.? Any other observations?*

•**Public spaces.** *Are there public spaces where people can gather? Are they well kept up? Do they have seating areas, trees and plants, attractive design, cafes or food vendors, or other features meant to encourage people to use the space? Who uses these spaces? Is there diversity? Any other observations?*

•**Parks**. *Are parks used by a variety of people? Are they well kept up? Are there sports facilities? Are there places for children to play?*

•**Culture and entertainment.** *Are there museums, libraries, theaters, restaurants, clubs, sports stadiums, historic sites, etc.? Are they accessible to all parts of the community (centrally located, reachable by public transportation)? Do they reflect the cultures of community members?*

•**Streetscape.** *The streetscape is the environment created by streets and the sidewalks, buildings, trees, etc. that line them. Are there trees and/or plants? Are there sidewalks? Are building facades and storefronts attractive and welcoming? Are the streets and sidewalks relatively clean? Are there trash cans? Is there outdoor seating?*

•**Commercial activity**. *What kinds of businesses are there? Are there boarded-up or vacant storefronts? Is there a mix of large and small businesses? Are there grocery stores and supermarkets, pharmacies, and other stores that provide necessities in all parts of the community?*

•**Environmental quality.** *How much usable green space is there, and is it scattered throughout the community? Is there smog or haze? Does the air smell of smoke, garbage, car exhaust, chemicals, industrial waste, etc.?*

•**Traffic.** *How heavy is traffic in the community? Is it mostly commercial and industrial – vans, trucks, etc. – or mostly private cars? Is there ever gridlock? Is there much bicycle traffic? Are there bike lanes?*

•**Community and public services.** *Are there identifiable community service providers and organizations in the community – mental health centers, food banks, homeless shelters, welfare offices, etc.? Are they concentrated in a particular area? Are they easy to reach by public transportation?*

•**Political activity.** *Are there signs or other indications of political activity? Is it clear that political activity is allowed and/or encouraged? Are there protests or demonstrations?*

•**Community organizations**. *What evidence is there of organizations in the community? Are there service clubs? Are there other organizations centered around community issues, the environment, sports or leisure pursuits, socialization, etc.?*

•**The "feel" of the community.** *What is your overall impression of the community? Is it a place you find attractive?*

•**Other** *observations, strengths or weaknesses?*

3

Community Mapping
(60 minutes)

Note: This exercise is a planning tool that will help participants to put on paper their community's strengths and assets, as well as its problems, needs, and deficiencies – a way of collecting the information they discovered during their walk.

Set up: Ask the participants to divide back into their small groups from the walk. Provide each group with a flipchart paper and various art supplies (*markers, colored pencils, pens, etc.*). Invite each group to draw a map of the part of the community where they walked earlier. (*If the club members are not familiar enough with the area and would rather draw a map of a different part of the community, that is fine too.*) For this exercise encourage them to start by thinking geographically, although later there may be room to identify non-geographically-bound communities that exist in that area as well.

Facilitation: Once the small groups have identified which geographical community they will map, invite them to draw it on their paper. Include all important features, such as boundaries of the community; roads, paths, bridges, and ports; houses, schools, health centers, monasteries, churches, other institutions and organizations; stores and markets; parks and entertainment spots; etc. Invite them to identify the assets and strengths that these institutions, structures, and people provide for the community, and to mark those assets in a specific color.

Once the map is drawn and its positive features identified, invite the groups to add to the map the less pleasant aspects and problems the community is confronted with. This could include not just the presence of certain problems, but also the absence of certain strengths – for instance, perhaps the map will reveal that there is no green space in a certain residential area, thus making it difficult for citizens to spend time outdoors. They should mark these needs in a different color.

Finally, ask the participants to look at their map as a whole and reflect on the following questions:
• *Which of the needs in our community would we like to get involved in as a group?*
• *Why is that problem a priority?*
• *What are some of the strengths/assets in the community that might help us work on this problem?*

Facilitator's note: Be sure to clarify that not all needs or weaknesses are problems. Problems are actively harmful. However, even if a community has no actively harmful problems, it still might have areas that could be improved!

Once the groups have finished the exercise, invite them to gather back together and present their maps and conclusions to each other. Each small group should explain why they chose the issue they did as a priority, and why they thought it would result in a good community. Allow the large group to discuss the merits of each proposal and, if possible, to settle on an idea for their project. However, be sure to remind the group that the club will have to go through several stages in order to accomplish a community service-learning project, and this is only the first stage.
(Note: You should also make sure that the participants select a problem that they can realistically address in some way, based on the assets available and abilities they have as a group.)

Sources

Most of the resources above were taken from the Hew Horizons Foundations educational materials.

1. Schools for the benefits of community, Guide of carrying out Service-Learning projects, November 2021, Sorana Pogăcean, Maria Kovacs, Lidia State

2. IMPACT Clubs Active Citizenship Curriculum 2018, New Horizons Foundation Romania, Marioara Butyka

Communities of practices and resources

1

crEȘTI SOLIDAR (GROW Solidare)
ESC Guide- *Romanian*, **ANPCDEFP**

2

GROWing Solidare
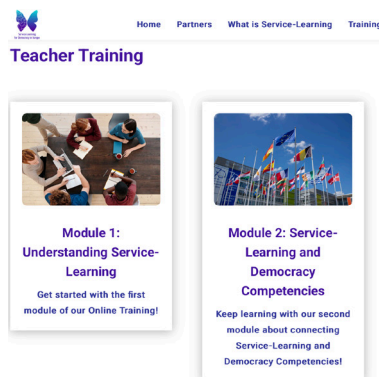**ESC Guide-** *English*, **ANPCDEFP**

3

SERVICE LEARNING
Guides and Resources -*Romanian*,
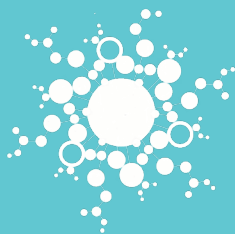**New Horizons Foundation Romania**

4

SERVICE LEARNING
Resources -*Spanish, English*
CLAYSS ARGENTINA

5

Online SERVICE LEARNING
TRAINING RESOURCES- *videos*
New Horizons Foundation / SLEAD ERAMUS+ project

CONNECTOR
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